

Medium Term Plan – Summer 2 – Year 1

Core Text: The Tiger Who Came To Tea

Topic: Paws, Claws and Whiskers

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|--|--|--|--|--|--|--|--|-----------------------|
| Text Type | Non-chronological report | Non-chronological report | Non-chronological report | Non-chronological report | Sensory Poem | Sensory Poem | Sensory Poem | Consolidation |
| T4W Stage | Imitation | Innovation | Innovation | Invent | Imitate | Innovation | Invention | Consolidation |
| Grammar and Punctuation (Active English) | Conjunctions (or/because) Nouns | Conjunctions (or/because/ but) Verbs | Capital letters/Full stops (because/but) Adjectives | Capital letters/Full stops (because/but) Nouns | Capital letters/Full stops (because/but) Verbs | Question marks? Exclamation marks! Adjectives | Question marks? Exclamation marks! Nouns | Consolidation |
| Spelling | Unit 8 -ed | Unit 8 -ed | Unit 9 -er (verb) | Unit 9 -er (verb) | Unit 10 -er (adj) | Unit 10 -er (adj) | Unit 11 -est (adj) | Unit 11 -est (adj) |
| Terminology (technical vocabulary) | Title Sub-heading Technical vocabulary Adjectives Verbs Fun facts Introduction Conclusion | Title Sub-heading Technical vocabulary Adjectives Verbs Fun facts Introduction Conclusion | Title Sub-heading Technical vocabulary Adjectives Verbs Fun facts Introduction Conclusion | Title Sub-heading Technical vocabulary Adjectives Verbs Fun facts Introduction Conclusion | Sensory poem Capital letters Lines Repeated words Senses: see, smell, touch, hear rhymes | Sensory poem Capital letters Lines Repeated words Senses: see, smell, touch, hear rhymes | Sensory poem Capital letters Lines Repeated words Senses: see, smell, touch, hear rhymes | Consolidation |
| Greater Depth SC | I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and' Vary sentence punctuation including questions and exclamations. writing at A4 length, | I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and'/but. Vary sentence punctuation including questions. writing at A4 length, | I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and'/but. Vary sentence punctuation including questions. writing at A4 length, | I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and'/but. Vary sentence punctuation including questions. writing at A4 length, | I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and' and 'because'. Vary sentence punctuation including questions. writing at A4 length, | I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and' and 'because'. Vary sentence punctuation including questions. writing at A4 length, | I can use capital letters, full stops, 2A sentences, 'because'. Vary sentence punctuation including questions. writing at A4 length, | Consolidation |
| SEND SC | Letter/sound recognition/formation | Letter/sound recognition/formation | Letter/sound recognition/formation | Letter/sound recognition/formation | Letter/sound recognition/formation | Letter/sound recognition/formation | Letter/sound recognition/formation | Consolidation |
| Handwriting | U, B | F, E | L, H | R, J | V, Y | W, Z | X | Consolidation |



| | | | | | | | | |
|--|---|--|---|---|---|---|---|---------------|
| Rainbow Grammar (where appropriate) | Predicate/Subject/stop | Predicate/Subject/stop | Predicate/Subject/stop | Predicate/Subject/stop | Predicate/Subject/stop | Predicate/Subject/stop | Predicate/Subject/stop | Consolidation |
| Maths Teaching and Learning | Count, read and write numbers to at least 100 in numerals. Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number. To know how to read and write numbers up to 100. To understand how to read and write numbers up to 100. To know how to count forwards and backwards up to 100. To know how order numbers up to 100. | Count, read and write numbers 1 to 20 in numerals and words. Recognise the place value of each digit in a two-digit number. Given a number, identify one more and one less | Identify and represent numbers using objects and pictorial representations including the number line. Use the language of equal to, more than, less than (fewer), most, least. | Represent and use number bonds and related subtraction facts within 20. Add and subtract one digit and two digit numbers to 20, including zero. | Read, write and interpret mathematical statements involving addition (+), subtractions (-) and equals (=) signs. | Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations. Missing number problems such as $7 = ? - 9$. | Consolidation | Consolidation |
| Reading learning objectives 1a, 1b, 1c, 1d, 1e, 1g | To know how to discuss word meanings, linking new meanings to those already known (1a) To understand the events of a shared story (1b) | To understand some familiar and less familiar words and phrases in a shared story (1a) To know how to identify and link two significant events in a shared story (1b) | To understand the events of a shared (1b) To know how to retell the key points of a shared story (1c) To know how to discuss the | To understand how to identify and link two significant events in a shared story (1b) To know how to make inferences on the basis of what is being said and done by a character | To understand the events of a shared story (1b) To understand how to draw on previous knowledge or on background information and | To develop the skill of identifying and linking two significant events in a shared story (1b) To understand how to discuss the significance of the title and events (1d) | To understand the events of a shared story (1b) To understand how to recall familiar stories from a shared story in the correct order (1c) | Consolidation |

| | | | | | | | | |
|--|--|--|---|--|---|--|--|---------------|
| | To know how to make a plausible prediction about what might happen on the basis of what has been read so far (1e) | To know how to recall some interesting words/phrases from the book/story, stating their reason/s why (1g). | significance of the title and events (1d) | (1d) make a plausible prediction about what might happen on the basis of what has been read so far (1e) | vocabulary provided by the teacher (1d) | | To know how to make inferences on the basis of what is being said and done by a character (1d) | |
| Cross-curricular Writing Opportunities | <p>Science: Simple sentences to explain how they know an animal is a mammal/etc History: Short explanation of why animals are endangered Geography: Sentences to describe similarities and differences R.E: Judaism Design and Technology: N/A Computing: Write e-mails/letters to peers – PSHE/SMSC: N/A</p> | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| Science objectives A2, A5 C3, C4 | <p>Working scientifically</p> <p>A.2 To know how to observe closely using simple equipment</p> <p>A.5 To know how to use my observations and ideas to suggest answers to questions</p> | <p>Animals including humans</p> <p>To know how to name and label the basic parts of the human body. (C4)</p> <p>To understand where on my body my senses are.</p> | <p>C: Animals incl humans</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals (C3)</p> | | | | | Consolidation |
| History objectives D1 | | | | | | <p>D: Historical understanding</p> <p>I can give a simple explanation to a consequence of an action as a result of an event or enquiry (D1)</p> | <p>D: Historical understanding</p> <p>I can give a simple explanation to a consequence of an action as a result of an event or enquiry (D1)</p> | Consolidation |



| | | | | | | | | |
|---|--|--|--|--|--|--|--|---------------|
| Geography objectives D: Place knowledge D1 | | | | D: Place knowledge I can compare similarities between my local area and an area in another country (D1) | D: Place knowledge I can compare differences between my local area and an area in another country (D1) | | | Consolidation |
| Religious Education A5, B5, C5 | | | | Judaism A5, | Judaism B5, | | Judaism C5 | Consolidation |
| Art objectives B1, B2 F2 | F: Exploring and developing ideas I can explore the differences and similarities within the work of artists, craftspeople and designers from different cultures (F2) | B:2D Art-printing I can recognise pattern in nature and recreate a repeating pattern in print. (B1) | B:2D Art-printing I can create a printed piece of art by pressing, rolling, rubbing and stamping. (B2) | | | | | Consolidation |
| Design and Technology objectives | | | | | | | | Consolidation |
| PSHE objectives | Bullying. | Embracing our differences | Deaf awareness - Diversity | Disabilities awareness- diversity/empathy | Being kind | Being kind | Transitions | Consolidation |
| Computing objectives E1 D1, D2, D3, D4 A1, A2 | E:Communication and Collaboration To understand there are different methods of sending messages. (E1) (In books) | E:Communication and Collaboration To understand there are different methods of sending messages. (E1) (Practical) | E:Communication and Collaboration To understand there are different methods of sending messages. (E1) (E-mails) | D: Multimedia and processing (Digital Content) To become familiar with the keyboard – including – spacebar, backspace, shift, enter (D1) To know how to print and save (D2) To explore line, shape and colour of images and text. (D3) | D: Multimedia and processing (Digital Content) To become familiar with the keyboard – including – spacebar, backspace, shift, enter (D1) To know how to print and save (D2) To explore line, shape and colour of images and text. (D3) | D: Multimedia and processing (Digital Content) To become familiar with the keyboard – including – spacebar, backspace, shift, enter (D1) To know how to print and save (D2) To explore line, shape and colour of images and text. (D3) | E-safety To know how to use technology safely and respectfully, keeping personal information private. (A1) E-safety To know how to identify where to go for help and support when I have on-line concerns. (A2) | Consolidation |



| | | | | | | | | |
|--|---|--|---|---|---|---|---|--|
| | | | | To know how to create an image using a paint package (D4) | To know how to create an image using a paint package (D4) | To know how to create an image using a paint package (D4) | | |
| Music objectives (A6, B6, B7, C4, D5, D7) Story time Musical Focus: Exploring sounds Cross-curricular: English | To know the names of basic musical terms. E.g. fast, slow, loud quiet. (B6) | To understand how music can tell a story. (B7) | To understand how to perform with concentration. (D6) | To know how to play fast or slow, loud or quiet. (C4) | To know how to create music that matches an even in a story. (B7) | To understand how to perform and rehearse with others. (A6) | To understand how to learn new songs and chants. (D5) | |