



Medium Term Plan  
Year 1 – Term 6 – 2025/26

<p><b>Writing</b> Genre: Portal Story</p>	<p><b>Non- Fiction: Information writing</b></p> <ul style="list-style-type: none"> <li>• <b>Class Text: Where the Wild Things Are</b></li> </ul> <p><b>Model Text: Where the Wild Things Are</b></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Form lower-case letters that are of a similar size and are orientated on the lines correctly.</li> <li>• Write capital letters that are the correct shape and in relationship to lower case letters.</li> <li>• Write ascenders and descenders that are correctly positioned on the lines with a particular focus on k and p.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Oral composition of a simple portal story including typical story language e.g. Once, That very night, Suddenly, Unexpectedly, At long last</li> <li>• Plan and say orally a sentence that they can write and that makes sense using the joining word 'and' e.g. One day Max growled and was sent to bed.</li> <li>• Write two simple sentences for each part of the story that are correctly punctuated with capital letters and full stops, and some that have a question mark and an exclamation mark.</li> <li>• To use capital letters for names.</li> <li>• To spell some common words correctly e.g. by, here, come, love and make phonetically plausible attempts at others e.g. because – becos.</li> <li>•</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Orally use story language such as Once, That very night, Suddenly, Unexpectedly, At long last.</li> <li>• Use a describing word to describe a setting (adjective/adverb) e.g. suddenly he came to the place where the ground trembled and the long leaves shook on the branches.</li> </ul>
<p><b>Reading</b></p>	<p><b>Class Text: The Tunnel, Where the Wild Things Are.</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Use their phonic knowledge taught so far to decode unfamiliar words.</li> <li>• To use all reading strategies when they read – sense of the sentence, prior knowledge of the theme of the book/page, pictures and then self-correct when they notice an error.</li> <li>• To recognise and read whole words that are from the Year 1 common exception word list.</li> <li>• To be able to explain what some of the more challenging words mean, even if they can read them e.g. tamed, gnashed.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Recall of the focus text 'Where the Wild Things Are' recalling some of the key phrases - Once, That very night, Suddenly, Unexpectedly, At long last.</li> <li>• To be able to use prior knowledge to make links with other texts that have a similar theme e.g., other portal stories – Grandad's Island, Jack and the Beanstalk, The Tunnel.</li> <li>• To be able to use what they know so far to make sensible predictions and use inference (what is implied by a character's actions or words).</li> <li>• To be able to say what happens in the five parts of the story. How does the story begin? What is the build up? What are the problems in the story and what are the resolutions, ensuring they link to other stories that they have read.</li> <li>• Role of character: who are they? How do they feel? Attribute some basic feeling words to describe.</li> <li>• Perspectives: linked to above – character's perspectives/author's perspectives: use hot seating etc.</li> </ul> <p><b>Decoding - Fluency &amp; Word Reading:</b> GPCs: /air/ are, /oa/ oe, /ee/ or /i/ y, /e/ ea, /ee/ ie Common Exception Words: by here has love come</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>SPAG</b></p>	<ul style="list-style-type: none"> <li>• Endings - ing, -s and -es plurals, -ed, -er, -er and -est and when to use them.</li> <li>• Common Exception Words: pull, full, our, door, floor, poor, climb</li> <li>• Contractions – it's, we'll, I'm, you're.</li> </ul>



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	<ul style="list-style-type: none"><li>• Spelling of compound words.</li></ul>
<b>Mathematics</b>	<p><b>Number: Place Value (within 100)</b></p> <ul style="list-style-type: none"><li>• Count backwards and forwards from 50- 100</li><li>• Count in tens from 50- 100</li><li>• Partition into tens and ones</li><li>• Use a number line to 100, (include estimation for number sense)</li><li>• 1 more, 1 less</li><li>• Compare numbers (include some with same tens)</li></ul> <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"><li>• Practical introduction – “playing shops” and exploring money</li><li>• Unitising with pre-money counters Using counters with dot values (1, 2, 5, 10 etc.), children see that one counter can represent more than “one thing”.</li><li>• Recognise and name coins. They talk about what is the same and what is different, learning that the printed value, not size or colour, tells us how much a coin is worth.</li><li>• Recognise notes and compare values, explore £5, £10, £20 (and £50) notes, comparing their values and relating them to £1 coins<ul style="list-style-type: none"><li>• Count in coins to find totals</li><li>• Children count sets of coins by skip-counting in 2s, 5s and 10s</li></ul></li></ul> <p><b>Measurement: Time</b></p> <ul style="list-style-type: none"><li>• Before and after – sequencing events. Use pictures and stories to explore “before, after, first, next, then, finally”.</li><li>• Days of the week and months of the year, knowing the order and what comes before and after.</li><li>• Hours, minutes and seconds. Explore and compare the units of time (seconds, minutes, hours) using timers and stopwatches. Children decide which unit is sensible for different activities and use “quicker” and “slower” to compare durations.</li><li>• Telling the time to the hour (o’clock). Connect the 1–12 number line to the clock face. Introduce the hour hand and minute hand, focusing on reading times where the minute hand is at 12. Children read and set times to the hour, and match real-life events to o’clock times.<ul style="list-style-type: none"><li>• Telling the time to the half hour (half past) Link half turns and halves from fractions to half past. Children see that at half past the minute hand points to 6 and the hour hand is between two numbers. They read and draw times to half past the hour and explain which hour the hand has gone past.</li></ul></li></ul> <p><b>Fluency: Mastering Number</b></p> <ul style="list-style-type: none"><li>• explore the composition of the numbers 11 to 19 as ‘10 and a bit’ and compare numbers within 20</li><li>• connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15</li><li>• compare numbers within 20</li><li>• understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/augmentation/ reduction)</li><li>• practise retrieving previously taught facts and reason about these</li></ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"><li>• Working systematically</li><li>• Looking for patterns</li></ul>
<b>Science</b>	<p><b>Plants</b></p> <ul style="list-style-type: none"><li>• To identify and describe the basic structure of trees – trunk, branch, bark, blossom.</li><li>• To observe features of leaves using equipment.</li><li>• How to identify and describe flowers, petals, roots, stem and leaves of flowering plants.</li><li>• That scientists observe plants closely to gather data about different species.</li><li>• To be able to gather and record data to help answer questions.</li><li>• To know that parts of plants can be eaten.</li></ul>



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	<ul style="list-style-type: none"><li>• To identify and classify common trees according to their physical features: leaves, bark, branches and trunk.</li><li>• To observe features of leaves using equipment.</li></ul> <p><b>Seasonal Change</b></p> <ul style="list-style-type: none"><li>• To know that seasons lead to changes in plants and animal's behaviour.</li><li>• To be able to make observations about living things in the local area in each season.</li><li>• To know that in different seasons, it gets light and dark at different times.</li><li>• To know the changes in weather in each season.</li></ul>
<b>Religious Education</b>	<p><b>What makes Christians, Jews and Muslims the same and different?</b></p> <p>Pupils learn:</p> <ul style="list-style-type: none"><li>• Theologians use a range of sources to understand the history of different religions. These include writings, the holy books and paintings and drawings. Historical artefacts also help theologians.</li><li>• To know what the similarities and differences are between a Mosque, Church and Synagogue.</li><li>• That people who share similar beliefs or who practise their religion in similar ways, will share time together.</li><li>• To know what the similarities and differences are between symbols that represent Judaism, Christianity and Islam.</li><li>• To know what the similarities and differences are between Christian, Jews and Muslims' beliefs in God or Allah.</li><li>• To know that common beliefs exist in the stories of Abraham, Moses and Jesus.</li><li>• To know what the similarities and differences are between different significant ceremonies e.g. marriage, baptism.</li></ul>
<b>Physical Education</b>	<p><b>Team Building</b></p> <ul style="list-style-type: none"><li>• To <b>co-operate</b> and <b>communicate</b> with a <b>partner</b> to <b>solve challenges</b>.</li><li>• To <b>explore</b> and develop <b>teamwork skills</b>.</li><li>• To develop <b>communication skills</b>.</li><li>• To use communication skills to <b>lead</b> a partner.</li><li>• To <b>plan</b> with a partner and small group to <b>solve problems</b>.</li><li>• To use <b>teamwork</b> to <b>solve challenges</b>.</li><li>• To develop trust.</li></ul> <p><b>Striking and Fielding</b></p> <ul style="list-style-type: none"><li>• To develop <b>underarm throwing</b> and <b>catching</b> and apply these in small sided games.</li><li>• To develop <b>overarm throwing</b>.</li><li>• To develop <b>striking a ball</b> with my hand and equipment.</li><li>• To <b>collect</b> a ball when <b>fielding</b>.</li><li>• To understand how to get a <b>batter out</b>.</li><li>• To develop decision making and understand how to <b>score points</b>.</li><li>• To develop simple tactics.</li></ul>
<b>Design Technology</b>	<p><b>Mechanisms: Moving pictures</b></p> <ul style="list-style-type: none"><li>• To identify the direction of movement of a sliding mechanism</li><li>• To recognise different types of sliding mechanisms and investigate how they work.</li><li>• To use levers and pivots to create a moving mechanism using a template, strips of card and some paper fasteners.</li><li>• Investigate and create a wheel mechanism by cutting out and joining components.</li><li>• Understand that designers consider the audience and purpose of their build and sometimes work to specific criteria.</li><li>• Understand that designers consider how their design will look, including colour and choice of material.</li><li>• To create a design that incorporates one of the previously learnt moving mechanisms.</li><li>• Draw labelled diagrams of their design.</li><li>• To select materials that they would use and explain why they would choose them.</li><li>• To describe the tools they will need to create their moving picture.</li><li>• To follow their designs carefully.</li><li>• To use paper fasteners as a pivot and use a hole punch to create a hole for a pivot.</li></ul>



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	<ul style="list-style-type: none"> <li>To join materials together appropriately to create their picture, working safely with a variety of tools, material and techniques.</li> <li>To share and demonstrate how their moving pictures works to an audience.</li> <li>To evaluate their own moving pictures by saying what they like about it and what they could change next time to improve it.</li> <li>Give their opinion about the work of other children and give positive feedback.</li> </ul>
<b>History</b>	<p><b>First Flight</b></p> <ul style="list-style-type: none"> <li>That people first travelled through the air in hot air balloons, kites and gliders, which all relied on wind but these were very slow and could not carry a lot of people or objects.</li> <li>How historians decide what makes an event significant e.g. a significant change or development in technology or something that is reported on by the press.</li> <li>That the Wright brothers performed many experiments to test the flight of kites and gliders to make them better, and that the first UK flights were tested in Kent.</li> <li>That just over 100 years ago, one of the Wright brothers successfully flew an aeroplane with propellers and an engine.</li> <li>That some of the changes that happened after the Wright brothers' first flight, specifically: military use of planes; planes could fly across oceans without re-fuelling; jet engines replaced propellers; planes could carry passengers, not just crew.</li> <li>To make suggestions as to why the invention of the aircraft was so significant.</li> </ul>
<b>PSHE</b>	<p><b>Living in the wider world- Communities</b></p> <ul style="list-style-type: none"> <li>That different rules are needed for different environments and different situations.</li> <li>That people and other living things have different needs and that we have responsibilities to meet them.</li> </ul> <p><b>Economic Well-being: Money &amp; Aspirations, Work &amp; Career</b></p> <ul style="list-style-type: none"> <li>What money is, including the different forms that money comes in.</li> <li>That money can be used for different purposes, including spending and saving.</li> <li>That money needs to be looked after and different ways of doing this.</li> <li>To decide whether they would spend or save their money.</li> </ul> <p><b>Media literacy &amp; digital resilience</b></p> <ul style="list-style-type: none"> <li>The role of the internet in everyday life and how the internet and digital devices can be used safely to find things out and to communicate with others.</li> </ul>
<b>Music</b>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>To chant together rhythmically, marking rests accurately.</li> <li>To sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To listen to recorded performances with concentration and understanding.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</li> </ul> <p><b>Musicianship</b></p> <ul style="list-style-type: none"> <li>Play a simple ostinato on untuned percussion.</li> <li>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</li> </ul>