

Medium Term Plan: Summer 2 2024-2025

			Week 1 Bgn 9/6/25	Week 2 Bgn 16/6/25	Week 3 Bgn 23/6/25	Week 4 Bgn 30/6/25	Week 5 Bgn 7/6/25	Week 6 Bgn 14/6/25	
English	Key Text Supportin g Texts		Sharing a Shell by Julia Donaldson Tiddler by Julia Donaldson Commotion in the Ocean by Giles Andrea The Whale Who Wanted More by Rachel Bright The Rainbow Fish by Marcus Pfister The Storm Whale by Benji Davies						
	Y1 & Y2		Making predictions Sequencing Acting out scenes (drama)	Character Description	Questions and exclamations VIPERs Letter Writing		Acrostic Poems	Instructions (DT Link)	
Phonics	R/ Y1	E W	/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le oh, their	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14 house, mouse, water	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c> want, very	
	Y1/ 2	M D	Review all previously taught GPCs for reading and spelling, and teach further rarely-used						
	Y2 /3	A W	<y> Spelling /igh/ or /ee/ Drop the <y>, add an <i> add - ed where <y> is spelling /igh/ Drop the <y>, add an <i> add - ed where <y> is spelling /ee/	Plurals where dropping <y> add an <i> add -es Drop the <y> add an <i> add -es where <y> is spelling <igh> Drop the <y> add an <i> add -es where <y> is spelling <ee>	Comparatives vs superlatives Drop the <y> add an <i> add -er Drop the <y> add an <i> add - est	Doubling consonants of CVC words when adding a suffix -y Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -er Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -est	Common words: Sugar, eye, again, any, many, beautiful, hour, parents, sure, clothes	Review any previously taught content to ensure children have additional practice where required.	
Maths			Sharing and Grouping (2 weeks) - Explore sharing and grouping - Even and off sharing - Play with and build doubles		Visualise, Build and Map (3 weeks) - Identify units of repeating patterns - Create and explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - describe positions - give instructions to build - explore mapping - represent maps with models - create own maps			Make Connections (1 week) - Deepen understanding - Patterns and relationships <u>Consolidation</u>	
	Y1/2		Measurement: Money (2 weeks) • Recognise coins and notes • Count money – pence • Count money – pounds (notes and coins) • Count money – pounds and pence • Choose notes and coins • Compare amounts of money • Calculate with money • Make a pound • Find change		Measurement: Time (2 weeks) • Months and days • Hours, minutes and seconds • O'clock and half past • Quarter past • Tell time past the hour • Quarter to • Tell time to the hour • Tell the time to 5 minutes • Minutes in an hour • Hours in a day • Time problems		Measurement: Mass, Capacity and Temperature (1week) • Compare mass • Measure in grams • Measure in kilograms • Four operations with mass • Compare volume and capacity • Measure in millilitres • Measure in litres • Four operations with volume and capacity • Temperature	Geometry: Position and Direction (1 week) • Language of position • Describe movement • Describe turns • Describe movement and turns	
EYFS			Communication and Language • Longer and more interactive story times and targeted questioning during literacy activities • Meaningful and extended play interactions with peers and adults in and out of the classroom • Questioning to develop use of topic-based vocabulary • Weekend news and activity recounts, modelling structure and detail needed when retelling events • School trip recounts between peers and more structured presentations • End of year performances of rhymes, poems, songs		Personal Social and Emotional Development Jigsaw: Changing Me • Winning and losing – children will learn how to participate in team games in preparation for Sports Day and the importance of good sportsmanship and cheering on their teammates (Sports Day) • Understand that everyone is unique and special • Express how they feel when change happens • Understand and respect the changes that they see in themselves and other people • Know who to ask for help if they are worried about change • Looking forward to change		Physical Development <i>Fine Motor</i> - Threading, cutting, playdough, focus fine motor activities. - Form letters correctly - Copy 2D shapes - Begin to draw diagonal lines, like in a triangle - Start to colour inside the lines of a picture - Start to draw pictures that are recognisable - Build things with smaller linking blocks, such as Duplo or Lego <i>Gross Motor (PE Planning Scheme)</i> Fitness: - Improve speed, agility, balance, coordination, strength and physical fitness - Develop the jumping technique safely. - Solve challenges whilst on the move. - Demonstrate the correct jumping and landing techniques. - Work individually and cooperatively to perform a range of balances. <i>Sports Day</i>		
			Literacy Comprehension • Can draw pictures of characters/ event / setting in a story • Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. • Make predictions • Beginning to understand that a non-fiction is not a story, it gives information instead. • Fiction means story. • Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. • Sort books into categories. Word Reading • Words with adjacent consonants (CVCC, CCVC) • Reading simple sentences with fluency. • Reading CVCC and CCVC words confidently. • Blending and segmenting • Confidently recognising 'Harder to Read and Spell Words' to help with fluency Writing • Writing opportunities and supported writing activities: CCVC/CVCC simple sentence writing using taught 'Harder to Read and Spell Words' • Story planning and writing • Writing sentences using a range of 'Harder to Read and Spell Words' that are spelt correctly. • Using full stops, capital letters and finger spaces. • Innovation of familiar texts using familiar texts • as a model for writing own stories. • Character and setting descriptions		Understanding the World - School trip – exploring nature, animals, new places, travel, new destinations - Comparing different types of animals – sea creatures and minibeasts - Minibeast hunt - Ocean habitats – different types of ocean habitats - Ocean animal life cycles - Ocean plants - Fiction and non-fiction texts that offer an insight into contrasting environments/animal habitats - Live caterpillars for children to observe the life cycle and changes day to day		Expressive Arts and Design - Photos of sea creatures to provoke artwork using paint, pens, pencils, crayons, chalk - School play – children take part in the school summer production - Playdough, salt dough and clay plants, sea creature sculptures - Under the sea role-play - Junk modelling – sea creatures - Ocean landscape photos to provoke artwork with paint, pens, pencils - Butterfly crafts, paint printing, collage, filter paper butterflies (to go alongside live caterpillars)		
Topic Y1/Y2 Science History Geography Art/DT			Science: Plants • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees.		Geography: Brilliant Beaches • Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: - key physical features, including: beech, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		Art: Inspired by Flora and Fauna • I have enjoyed looking at art made by other artists inspired by flora and fauna. • I can look closely at insects and plants and make drawings using pen to describe what I see. • I can experiment using graphite and oil pastel and make my own insects. • I can cut out shapes in different colours, and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like. • I can work with my classmates to make a shared drawing. • I can share my artwork with the class. • I can listen to what my classmates like about it and I can share what I like about their work.		DT: Smoothies • Designing smoothie carton packaging by hand. • Chopping fruit and vegetables safely to make a smoothie. • Juicing fruits to make a smoothie. • Identifying if a food is a fruit. • Learning where and how fruits and vegetables grow. • Tasting and evaluating different foods. • Describing appearance, smell and taste. • Suggesting information to be included on packaging.
Music (Music Express)	Rec		Under the Sea			Seasonal Songs (Summer)			
	Y1 & 2		Water (2)			Seasons (1)			
PE (PE Planning)	Rec		Tues: Fitness						
	Y1 & 2		Tues: Orienteering Thursday: Athletics						
RE	All		What did Jesus teach and how did he live? 2.5						
PSHE (Jigsaw)	Rec		Changing Me						
	Y1 & 2		Changing Me						
Computing (Purple Mash)	Y1		1.8 Spreadsheets			1.9 Technology Outside of School			
	Y2		2.7 Making Music			2.8 Presenting Ideas			