

Acorn Medium Term Plan: Summer 1 2025-2026

		Week 1 Bgn 13/04/26	Week 2 Bgn 20/04/26	Week 3 Bgn 27/04/26	Week 4 Bgn 4/05/26	Week 5 Bgn 11/05/26	Week 6 Bgn 18/05/26
English	Key Text Supporting Texts	Coming to England – Floella Benjamin Mr Gumpy's Outing by John Burningham The Train Ride by June Crebbin and Stephen Lambert Oi! Get off our Train by John Burningham Duck in the Truck by Kez Alborough					
	Y1 & Y2	Asking and answering questions Information sentences	Sequencing Story retell	Character description Feelings and emotions	Setting description Trinidad V London	Diary entry: Floella Benjamin	
SPaG Coverage		Question marks Sentence demarcation	Suffix endings -ment, less, ful, ness Past tense verbs -ed (spelling rules)	Suffix endings -ment, less, ful, ness Expanded noun phrases	Subordinating and co-ordinating conjunctions	Subordinating and co-ordinating conjunctions Word classes: Verbs and Adverbs	
Phonics	Grp 1 EW P1 Summer 1	Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVC -er -est
	Grp 2 AS P1 Aut 1	EY Sum 2 (week 6) /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c> want, very	Review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Assessment Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw> (skip week 5 review)	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>
	Grp 3 MD P2 Sum 1	Review week	Review week	Review week	Review week	Review and Assessment week	Review week
	Grp 4 AW P3 Summer 1	How suffixes affect the verb Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness after adding -ful/-less Suffix -ness with no change to the root word
Maths	R	Explore 3-D Shapes (2 weeks) - Recognise and name 3D shapes - Find 2D shapes within 3D shapes - Use 3D shapes for tasks - 3D shapes in the environment - Identify more complex patterns - Copy and continue patterns - Patterns in the environment		To 20 and Beyond (2 weeks) - Build numbers beyond 10 - Continue patterns beyond 10 - Verbal counting beyond 20 - Verbal counting patterns		How many now? (1 week) - Add more - How many did I add? - Take away - How many did I take away?	Manipulate, Compose and Decompose (2 weeks) Cont. after half term. - Select shapes for a purpose - Rotate and manipulate shapes - Explain shape arrangements - Compose and decompose shapes - Copy 2D shape pictures - Find 2D shapes within 3D shapes
	Y1/2	Number: Fractions (3 weeks) • Parts and whole • Equal parts and unequal parts • Recognise a half • Find a half • Recognise a quarter • Find a quarter	• Recognise a third • Find a third • Find the whole • Unit fractions • Non-unit fractions • Recognise the equivalence of a half and 2-quarters	Measurement: Length and Height (1 week) • Measure length using objects • Measure length in centimetres • Measure length in metres • Compare length and heights • Order length and heights • Four operations with length and heights	Statistics (1 week) • Tally charts • Tables • Block diagrams • Draw pictograms • Interpret pictograms	KS1 Assessments	
EYFS		Communication and Language • Weekend news and snack time discussion with peers • Longer and more interactive story times and targeted questioning during literacy activities • Encourage children to participate in celebration assembly, recognising their achievements and supporting them to explain these to an audience (these can be from school activities or outside school) • Performances of rhymes, poems and songs – what makes a good performance? • Story time within topic to promote use of vocabulary, mirrored within provision and play activities • Learning and retelling stories using story maps and props		Personal Social and Emotional Development <i>PSHCE: Relationships</i> • Know how to make friends • Solving friendship problems when they occur • Helping others to feel part of a group • Showing respect in how they treat others • Know how to help themselves and others when they feel upset and hurt • Know and show what makes a good relationship		Physical Development <i>Fine Motor:</i> • Threading, cutting, playdough, focus fine motor activities. • Develop pencil grip and letter formation • Use one hand consistently for fine motor tasks • Cut along a straight line with scissors • Start to cut along a curved line, like a circle with scissors <i>Gross Motor:</i> Fun and Games (EYFS) Athletics (KS1): • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. • Moves freely and with pleasure and confidence in a range of skilful ways.	
		Literacy <u>Comprehension</u> • Retell a story with actions and / or picture prompts as part of a group -Use story language when acting out a narrative. • Can explain the main events of a story -Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. • Beginning to understand that a non-fiction is not a story, it gives information instead. Fiction means story. • Begin to identify and use rhyming words. <u>Writing</u> • Writing opportunities and supported writing activities: CVC/ CCVC/CVCC words, simple sentence writing using taught 'Harder to Read and Spell Words' • Writing for a purpose in role play using (recipes, shopping lists etc) • Making phonetically plausible attempts at words • Writing 2 (or more) simple sentences. • Story planning • Developing the use of finger spaces .		Understanding the World • Junk modelling to create vehicles • Planting seeds/growing plants (Science link) • Local walk – exploring plants in our environment • Children learn about transport/vehicles from the past and how they have changed – trip to York Railway Museum • Sharing their own experiences of special family times including holidays, sleep overs and times they have spent away from their own home • Family holiday photos for children to compare and recount experiences including photos from the past of parents and grandparents holidays		Expressive Arts and Design • Transport/vehicles box modelling • Journey maps – fictional and non-fictional • Transport roleplay and small world • Building small world towns/transport systems (construction) • Nature sculpture using loose parts – children create arrangements and pictures using different found materials • Playdough, salt dough and clay plants, leaves and flowers sculptures • Holiday role play - suitcase with dressing up clothes, passports, aeroplanes and transport	

- Use a full stop to end a sentence.
 - Form lower case and capital letters correctly.
 - Rhyming words.
 - Handwriting/letter formation
- Reading: See Phonics LTP

Topic Y1/Y2 Science History Geography Art/DT	Animals Inc. Humans: Life Cycles (Y2) <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 	History: Amelia Earhart Historical Knowledge <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Transport) • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements (Amelia Earhart). Chorological Understanding <ul style="list-style-type: none"> • Place people, events and objects from the time periods studied in order of when they happened. Historical enquiry using sources <ul style="list-style-type: none"> • Ask questions based on sources and historical events from the past. They should be able to explain why they have asked that question. • Use a range of information and sources to answer questions about the past. Historical Enquiry Communicating Ideas <ul style="list-style-type: none"> • Communicate and discuss ideas about people, objects or events (including sources) from the past in speaking, writing, drawing and drama. Continuity and Change <ul style="list-style-type: none"> • Identify and compare any differences between then and now, and start to ask and answer questions as to why. 	Art: Stick Transformation Project <ul style="list-style-type: none"> • I can take a familiar object like a stick, and use my imagination to think about what it might become. • I can use my sketchbook to generate ideas and to test ideas. • I can use a variety of materials to transform my object thinking about form and colour. • I can cut materials with simple tools and fasten materials together to construct my sculpture. • I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. • I can listen to my classmates feedback about my work. • I can listen to my classmates talk about their own artwork and I can share my thoughts about their work. • I can take a photograph of my sculpture, thinking about focus.
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Music	Rec (Sparkyard)	Sound Stories
	Y1 & 2	Calderdale Music Service
PE (PE Planning)	Rec Y1 & 2	Athletics Orienteering
RE	All	How and why do we care for others? 1.4
PSHE (Jigsaw)	Rec Y1 & 2	Relationships
Computing (Purple Mash)	Y1	Coding (6 weeks)
	Y2	Online Reputation (3 weeks) Coding (3 weeks.. to be cont after half term)