

Acorn Medium Term Plan: Summer 2 2025-2026							
		Week One Wk bgn 8.6.26	Week Two Wk bgn 15.6.26	Week Three Wk bgn 22.6.25	Week Four Wk bgn 29.6.26	Week Five Wk bgn 6.7.26	Week Six Wk bgn 13.7.26
English	Key Text Supporting Texts	The Deep Dark Wood by Algy Craig Hall Little Red Riding Hood – Traditional Tale The Gruffalo – Julia Donaldson Into the Forest by Anthony Browne The Foggy Foggy Forest by Nick Sharratt					
	Y1 & Y2	Predictions Setting descriptions	Character descriptions	Character creation	Alternative story ending – plan and write		
SPaG Coverage		Exclamation Marks Adding suffix ‘est’ and ‘er’	Apostrophes for possession Adverbs – adding ly	Prefix ‘un’ – adding ‘un’ to a word to change its meaning Conjunctions so, if, but to extend and explain	Conjunctions if, when, because, that Capitalising proper nouns	Punctuation recap: question mark, exclamation mark, comma, full stop Word class recap: adjective, noun, verb, adverb nouns	
Phonics	Grp 1 EW P1 Summer 2	/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le Oh, their	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw> People, Mr, Mrs	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe> Your, ask, should	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e> Would, could, asked	Assess and review week R:14 House, mouse, water	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c> Want, very
	Grp 2 AS P2 Aut 1	Review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and Review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>
	Grp 3 MD P2 Sum 2	Review week	Review week	Review week	Review week	Review and Assessment week	Review week
	Grp 4 AW P3 Summer 2	<y> spelling /igh/ or /ee/ Drop the <y>, add an <i> add -ed Where <y> is spelling /igh/ 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/ 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 doubled a consonant and added <y> drop the <y> add an <i> add -er Where root word has doubled a 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 week
Maths	R	Manipulate, Compose and Decompose - 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	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
	Y1/2	Measurement: Time (1 week cont.) • 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: 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: Mass, Capacity and Temperature (2 weeks) • 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 <i>PSHCE: Changing Me</i> • 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:</i> Working with Others (EYFS) Tennis (KS1): • Changing for PE • Sports Day • Working with others: • Can play in a group • Keeps play going by responding to what others are saying or doing • Begins to accept the needs of others and can take turns and share, sometimes with the support of others • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles	
		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		Understanding the World • School trip – exploring the world around us, senses, new places, travel, new destinations • Minibeast hunt - woodland		Expressive Arts and Design • School play – children take part in the school summer production • Fantasy characters/Gruffalo inspired role-play and small world	

		- 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 <u>Writing</u> - 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 - Handwriting/letter formation <u>Reading: See Phonics LTP</u>	- Fiction and non-fiction texts that offer an insight into contrasting environments/animal habitats - Children create basic maps of the local area - Fruit tasting – DT Link - Health and Hygiene – DT link - Changes over time – exploring Heptonstall		- Fruit/veg tasting, chopping, preparing and tasting (DT link) - Children explore the outside and inside of different fruit and make drawings of these using pastels and crayons - Art Exhibition – children display and share their artwork to the whole school/parents
Topic Y1/Y2 Science History Geography Art/DT		<u>Science: Seasonal Changes</u> - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies.	<u>DT: Cooking and Nutrition – Balanced Diet</u> - Name the main food groups and identify foods that belong to each group. - Describe the taste, feel and smell of a given food. - Think of three different wrap ideas, considering flavour combinations. - Construct a wrap that meets the design brief and their plan.	<u>History: Heptonstall (David Hartley - Coiners)</u> - Significant historical events, people and places in their own locality. - Changes within living and beyond living memory. <u>Geography: Heptonstall (Mapping)</u> - Use simple compass directions (north, south, east, west) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	<u>Art: Music and Art</u> - I have seen how some artists are inspired by other artforms such as music. I can share my response to their work, and listen to others. - I can listen to sounds, and use my mark making skills to make marks in response. - I can draw from observation whilst listening to a piece of music, and let the music inspire my drawing. - I can use my imagination and work on a larger scale to make drawings of imaginative instruments, or I can use my hands to invent musical instruments made from construction materials. - I can share my work with the class. - I can reflect upon what I have made and share my work with the class. I can listen to their responses to my work, and talk about my response to their work. - I can take photos of my artwork.
Music	Rec (Sparkyard)	Sound Stories			
	Y1 & 2	Calderdale Music Service			
PE (PE Planning)	Rec Y1 & 2	Cricket Tennis			
RE	All	Who Brought Messages About God and What Did They Say? 1.5 (Part B: Old Testament)			
PSHE (Jigsaw)	Rec	Changing Me			
	Y1 & 2				
Computing (Purple Mash)	Y1	Coding (cont.) Copyright and Ownership (4 weeks)			
	Y2	Coding (cont.) Copyright and Ownership (2 weeks)			