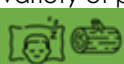


Manor Park First School

Year 1 Medium Term Plan: Summer 2 2026

	6.1	6.2	6.3	6.4	6.5	6.6
ENGLISH   	<u>Fiction</u> The Snail and the Whale <u>Writing Outcome:</u> Diary entry from the perspective of the snail – talking about what they have seen around the world. <u>Grammar:</u>  Punctuate sentences using capital letters, full stops and question marks, exclamations  Use some time movers: first, then, after (this will help children to learn how to sequence)  Use some describing words  Use 'and' to extend sentences – other conjunctions if ready  I don't start all my sentences with 'the' or 'character name'	<u>Fiction</u> The Snail and the Whale <u>Writing Outcome:</u> Diary entry from the perspective of the snail – talking about what they have seen around the world. <u>Grammar:</u>  Punctuate sentences using capital letters, full stops and question marks, exclamations  Use some time movers: first, then, after (this will help children to learn how to sequence)  Use some describing words  Use 'and' to extend sentences – other conjunctions if ready  I don't start all my sentences with 'the' or 'character name'	<u>Poetry:</u> Commotion in the Ocean <u>Writing Outcome:</u> Describe sea creatures. Rhyming couplets. <u>Grammar:</u>  Punctuate sentences using a variety of punctuation.  Use similes  Use noun phrases	<u>Poetry:</u> Commotion in the Ocean <u>Writing outcome:</u> Create own version of Commotion in the focusing on word choices and vocabulary. <u>Grammar:</u>  Punctuate sentences using a variety of punctuation.  Use similes  Use noun phrases	<u>Non-fiction:</u> Snail report <u>Writing outcome:</u> Non chronological report about snails. <u>Grammar:</u>  Punctuate sentences using a variety of punctuation  Use some describing words  Use 'and' to extend sentences – other conjunctions if ready	<u>Non-fiction:</u> Snail report <u>Writing outcome:</u> Non chronological report about snails. <u>Grammar:</u>  Punctuate sentences using a variety of punctuation.  Use some describing words  Use 'and' to extend sentences – other conjunctions if ready

HANDWRITING 	Tunnel Family (b, h, y, n, m, p, u)	Tunnel Family (b, h, y, n, m, p, u)	Diagonal Lines Family (k, x, z, v, w)	Straight lines, hooks and loops family (l, i, f, j, q, r, t)	Straight lines, hooks and loops family (l, i, f, j, q, r, t)	Revise all families
MATHS 	Place Value Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.	Multiplication and Division Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Fraction Recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts.	Measurement (time) Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	Geometry (properties of shapes) Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	
SCIENCE BLOCK 	Plants - To be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - To be able to identify and describe the basic structure of a variety of common flowering plants, including trees.					
RE	Why do Christians pray to God and worship him? We will be learning some of the right words to talk about Christians praying at mealtimes e.g. grace, God, amen. We will understand that Christians pray and worship God in different ways. We will recognise at least some of the words from the Lord's' Prayer.					
GEOGRAPHY		Where is the United Kingdom?				

BLOCK 		- To name the four countries and capital cities of the United Kingdom and its surrounding seas. - To recognise the natural environment in the UK and describe it using key vocabulary - To explore some similarities and differences between Dorchester and London (with the help of Paddington Bear!) - To use a UK wall map or atlas to locate and identify the four countries.				
ART 						Sculpture - To create models and patterns using natural materials such as leaves, stones, sticks, and flowers. - To know that this is transient art. - To arrange and rearrange our materials until we are happy with the final design.
MyHappy Mind 	MyHappyWorld – Shared responsibilities LO: to learn how people and other living things have different needs. LO: to learn about things we can do to help look after the environment. LO: to learn about what rules are, why they are needed, and why different rules are needed for different situations.	MyHappyWorld – Communities LO: to learn about different groups we belong to. LO: to recognise we are the same or different to others. LO: to learn about different roles and responsibilities people have in the community.	MyHappyBody – Ourselves, Growing and Changing LO: to learn about how we grow and change as we age.	MyHappyBody – Ourselves, Growing and Changing LO: to learn about changes and how they affect us.	MyHappyBody – Ourselves, Growing and Changing: Transition LO: to learn how to apply our myHappymind learning to help us with starting a new class.	Revise and buffer week
PE	Athletics LO: to be able to move at different speeds over varying distances.	Athletics LO: to be able to develop balance.	Athletics LO: to be able to develop changing direction quickly.	Athletics LO: to be able to explore hopping, jumping and leaping for distance.	Athletics LO: to be able to develop throwing for distance.	Athletics LO: to be able to develop throwing for accuracy.

						
PE  (coaches)	Striking and fielding LO: to be able to understand the role of defenders and attackers.	Striking and fielding LO: to be able to recognise who to pass to and why.	Striking and fielding LO: to be able to move towards goal with the ball.	Striking and fielding LO: to be able to support a teammate when playing in attack.	Striking and fielding LO: to be able to move into space showing an awareness of defenders.	Striking and fielding LO: to be able to stay with a player when defending.
MUSIC 	Lesson 1: Musical Elements Learning Outcomes: * Recapping all Musical Elements vocabulary *Understanding how the musical elements can be used to represent a story Resources: Musical vocabulary PowerPoint slide Key Words: Pitch, Dynamics, Tempo, Timbre, Pulse, Rhythm	Lesson 2: Musical Elements Learning Outcomes: * Moving and responding to music, showing an understanding of the different musical elements and how they can be used to create music for a specific effect. Resources: PowerPoint Key Words: Pitch, Dynamics, Tempo, Timbre, Pulse, Rhythm	Lesson 3: Musical Elements Learning Outcomes: * Responding to music to create a graphic score * Demonstrate understanding of the musical elements through creating sounds Resources: PowerPoint Key Words: Pitch, Dynamics, Tempo, Timbre, Pulse, Rhythm	Lesson 4: Musical Elements Learning Outcomes: * Choosing suitable musical elements to create an animal composition Resources: PowerPoint, tuned and untuned percussion instrument Key Words: Pitch, Dynamics, Tempo, Timbre, Pulse, Rhythm	Lesson 5: Musical Elements Learning Outcomes: * Performance of class animal composition Resources: PowerPoint, tune and untuned percussion instruments Key Words: Pitch, Dynamics, Tempo, Timbre, Pulse, Rhythm	Lesson 6: Musical Elements Revision of Musical Elements Resources: PowerPoint, tune and untuned percussion instruments Key Words: Pitch, Dynamics, Tempo, Timbre, Pulse, Rhythm
COMPUTING 	Digital Citizenship – 3 Online Neighbourhood Discover that the internet can be used to visit faraway places and learn new things. Compare how staying safe online is similar to	Programming B programming animation - Joining B blocks LO: to show that a series of commands can be joined together Outcome: * To use more than one	Programming B programming animation - making a change LO: to identify the effect of changing a value Outcome: * To find blocks that have	Programming B programming animation - adding sprites LO: to explain that each sprite has its own instructions Outcome:	Programming B programming animation - project design LO: to design the parts of a project Outcome: * To be able to	Programming B programming animation - following my design LO: to use my algorithm to create a program Outcome: * To be able to use sprites that match my

	the real world. Explain rules for travelling safely on the internet. Programming B programming animation - Comparing Tools LO: to choose a command for a given purpose Outcome: * I can find which commands to move a sprite * To use commands to move a sprite	block by joining them together * To use a Start block in a program * To run my program	numbers * To change the value * To say what happens when I change a value	* To show that a project can include more than one sprite * To delete a sprite * To add blocks to each of my sprites	choose appropriate artwork for my project * To be able to decide how each sprite will move * To be able to create an algorithm for each sprite	design *To be able to add programming blocks based on my algorithm * To be able to test the programs I have created
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