



Medium Term Planning – Summer 1



Week Commencing:	20/04/26	27/04/26	04/05/26 (4 days)	11/05/26	18/05/26	25/05/26	
Maths	<p>Fractions</p> <ul style="list-style-type: none"> Parts and wholes Equal and unequal parts Recognise a half Find a half Recognise a quarter 	<p>Fractions</p> <ul style="list-style-type: none"> Find a quarter Recognise a third Find a third Find the whole Unit fractions 	<p>Fractions</p> <ul style="list-style-type: none"> Non unit fractions Recognise the equivalence of a half and two quarters Recognise three quarters Find three quarters 	<p>Fractions/ Time</p> <ul style="list-style-type: none"> Count in fractions up to a whole Tell the time – o'clock Tell the time – ½ past Tell the time – ¼ past Tell the time – ¼ to 	<p>Time</p> <ul style="list-style-type: none"> Tell the time – past the hour Tell the time – to the hour Tell the time – 5 minutes Minutes in an hour Hours in a day 	Half Term	
English	<p>Non-Fiction Letter Writing</p> <p>WALT: know the different types of letters. WALT: understand key features of an informal letter. WALT: use expanded noun phrases. WALT: plan an informal letter.</p> <p>Daily Handwriting</p> <p>Phonics:</p> <p>Daily phonics lessons linked to Little Wandle phonic scheme.</p> <p>Place Value of Spelling</p> <p>WALT: understand and apply the suffixes -er and -or.</p>	<p>Non-Fiction Letter Writing</p> <p>WALT: plan an informal letter. WALT: write an informal letter. WALT: redraft an informal letter. WALT: present an informal letter.</p> <p>Daily Handwriting</p> <p>Phonics:</p> <p>Daily phonics lessons linked to Little Wandle phonic scheme.</p> <p>Place Value of Spelling</p> <p>WALT: understand and apply the suffix -ful.</p>	<p>Non-Fiction Instructions</p> <p>How to grow a plant</p> <p>WALT: discuss, share and recap prior learning. WALT: explore the key features of a set of instructions including: presentation, language choices and grammatical elements. WALT: use adverbials of place, time and manner.</p> <p>Daily Handwriting</p> <p>Phonics:</p> <p>Daily phonics lessons linked to Little Wandle phonic scheme.</p> <p>Place Value of Spelling</p> <p>WALT: understand and apply the suffix -less.</p>	<p>Non-Fiction Instructions</p> <p>How to grow a plant</p> <p>WALT: use apostrophes for omission. WALT: plan a set of instructions. WALT: write a set of instructions. WALT: redraft a set of instructions. WALT: present a set of instructions.</p> <p>Daily Handwriting</p> <p>Phonics:</p> <p>Daily phonics lessons linked to Little Wandle phonic scheme.</p> <p>Place Value of Spelling</p> <p>WALT: understand and apply the suffixes -ful, -less and -ly.</p>	<p>Seaside Poetry: Haikus</p> <p>WALT: listen to haiku poems and understand syllables. WALT: recognise key features of a haiku poem. WALT: generate ideas around a theme. WALT: plan a haiku poem. WALT: write a haiku poem.</p> <p>Daily Handwriting</p> <p>Phonics:</p> <p>Daily phonics lessons linked to Little Wandle phonic scheme.</p> <p>Place Value of Spelling</p> <p>WALT: understand and apply the base word 'super'.</p>		

<p>Science</p>	<p>Plants</p> <p>How do seeds and bulbs grow into healthy plants?</p> <p>WALT: know that a plant is a living thing.</p>	<p>Plants</p> <p>How do seeds and bulbs grow into healthy plants?</p> <p>WALT: describe how a seed begins to grow.</p>	<p>Plants</p> <p>How do seeds and bulbs grow into healthy plants?</p> <p>WALT: describe what a bulb is like and how it grows into a plant.</p>	<p>Plants</p> <p>How do seeds and bulbs grow into healthy plants?</p> <p>WALT: investigate the conditions a plant needs to grow well.</p>	<p>Plants</p> <p>How do seeds and bulbs grow into healthy plants?</p> <p>WALT: match a plant's needs with the right growing conditions.</p>		
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - germinate, seed, bulb, conditions, investigate, prediction 							
<p>Geography</p>	<p>Cusgarne and Tromso, Norway</p> <p>WALT: understand the key human and physical features of Cusgarne village.</p>	<p>Cusgarne and Tromso, Norway</p> <p>WALT: create a map of my school using key map features.</p>	<p>Cusgarne and Tromso, Norway</p> <p>WALT: create a map of Cusgarne using aerial photographs.</p>	<p>Cusgarne and Tromso, Norway</p> <p>WALT: understand where Norway is, including which continent, surrounding oceans and the capital city.</p>	<p>Cusgarne and Tromso, Norway</p> <p>WALT: compare the physical features of Tromso with Cusgarne.</p>		
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - aerial photograph, characteristics, climate, continent, country, equator 							
<p>PE</p>	<p>Gymnastics – linking</p> <p>WALT: explore different movements that can be linked together.</p> <p>Games for Understanding</p> <p>WALT: develop our understanding of what 'attacking' means and when and why we attack as a team during a game.</p>	<p>Gymnastics – linking</p> <p>WALT: develop the different movements that can be linked together on apparatus.</p> <p>Games for Understanding</p> <p>WALT: develop our understanding of what 'attacking' means and when and why we attack as a team during a game.</p>	<p>No PE – Bank Holiday</p>	<p>Gymnastics – linking</p> <p>WALT: explore different ways to perform the sequence: jump, roll and balance.</p> <p>Games for Understanding</p> <p>WALT: develop our understanding of what 'defending' means and when and why we defend as a team during a game.</p>	<p>Gymnastics – linking</p> <p>WALT: develop the different ways to perform a sequence on apparatus - jump, roll and balance.</p> <p>WALT: create our own sequence.</p> <p>Games for Understanding</p> <p>WALT: develop our understanding of what 'defending' means and when and why we defend as a team during a game.</p>		
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - link, apparatus, movements, controlled, sequence 							

RE	<p>How should we care for others and the world, and why does it matter?</p> <p>WALT: understand what Christian, Jewish and non-religious people believe about caring for people.</p>		<p>How should we care for others and the world, and why does it matter?</p> <p>WALT: understand what Christian, Jewish and non-religious people believe about caring for people.</p>		<p>How should we care for others and the world, and why does it matter?</p> <p>WALT: understand what Jewish people believe about caring for people.</p>		
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - community, Psalm, stewardship, Genesis, religious, non-religious 							
Computing		<p>Making Music</p> <p>WALT: identify simple differences in pieces of music and describe music using adjectives.</p>		<p>Making Music</p> <p>WALT: create a rhythm pattern.</p>			
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - music, pulse, pattern, rhythm, feelings, emotions 							
Art & Design	<p>Sculpture</p> <p>WALT: understand how nature has inspired pottery.</p>	<p>Sculpture</p> <p>WALT: understand two different sculpture techniques – imprint and relief.</p>	<p>Sculpture</p> <p>WALT: create a design.</p>	<p>Sculpture</p> <p>WALT: create a sculpture.</p>	<p>Sculpture</p> <p>WALT: use colour to enhance our sculpture.</p> <p>WALT: evaluate our piece of art.</p>		
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - imprint, inspired, ornament, relief, score and slip, sculpture 							
Music	<p>Instruments</p> <p>WALT: understand the different parts of a recorder.</p>		<p>Instruments</p> <p>WALT: play a simple tune on the recorder – Hot Cross Buns.</p>		<p>Instruments</p> <p>WALT: play a simple tune on the recorder – Hot Cross Buns.</p>		
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - rhythm, notes, timing, beats, tune 							
PSHE		<p>We All Have Feelings</p> <p>WALT: recognise and describe different feeling in themselves and others.</p>		<p>We All Have Feelings</p> <p>WALT: recognise and describe different feeling in themselves and others.</p>			
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - feelings, emotions, mood, self-care, reactions, changes 							
Curriculum Enhancements	Visit the Eden project						



Medium Term Planning - Summer 2



Week Commencing:	01/06/26 (4 days)	08/06/26	15/06/26 Assessment Week Maths Focus	22/06/26 Assessment Week English Focus	29/06/26	06/07/26	13/07/26 & 20/07/26
Maths	<p>Statistics</p> <ul style="list-style-type: none"> Tally Charts Tables Block diagrams Draw pictograms (1-1) 	<p>Statistics</p> <ul style="list-style-type: none"> Interpret pictograms (1-1) Draw pictograms (2, 5, 10) Interpret pictograms (2,5,10) 	<p>Length & Height</p> <ul style="list-style-type: none"> Measure in cms 	<p>Length & Height</p> <ul style="list-style-type: none"> Measure in ms Compare lengths and heights Order lengths and heights Solve problems using the 4 operations <p>Mass, Capacity & Temperature</p> <ul style="list-style-type: none"> Compare mass 	<p>Mass, Capacity & Temperature</p> <ul style="list-style-type: none"> Measure in grams Measure in kgs Solve problems using the 4 operations Compare volume and capacity 	<p>Mass, Capacity & Temperature</p> <ul style="list-style-type: none"> Measure in mls Measure in ls Solve problems using the 4 operations Temperature 	<p>Position and Direction</p> <ul style="list-style-type: none"> Language of position Describe movement Describe turns Describe movement and turns Shape patterns with turns <p>Consolidate</p> <p>Opportunity to identify any gaps and support children to close these before moving onto new year group.</p>
English	<p>Jack and the Beanstalk Narrative</p> <p>WALT: discuss, share and recap prior learning. WALT: complete diagnostic quiz. WALT: explore the key features of a narrative including: presentation, language choices and grammatical elements.</p> <p>Daily Handwriting</p> <p>Phonics:</p> <p>Daily phonics lessons linked to Little Wandle phonic scheme.</p> <p>Place Value of Spelling</p> <p>WALT: understand and apply the prefix sur-.</p>	<p>Jack and the Beanstalk Narrative</p> <p>WALT: explore the key features of a narrative including: presentation, language choices and grammatical elements. WALT: plan a narrative.</p> <p>Daily Handwriting</p> <p>Phonics:</p> <p>Daily phonics lessons linked to Little Wandle phonic scheme.</p> <p>Place Value of Spelling</p> <p>WALT: understand and apply the base words 'over' and 'under'.</p>	<p>Jack and the Beanstalk Narrative</p> <p>WALT: plan a narrative. WALT: write a narrative.</p> <p>Daily Handwriting</p> <p>Phonics:</p> <p>Daily phonics lessons linked to Little Wandle phonic scheme.</p> <p>Place Value of Spelling</p> <p>WALT: understand and apply the suffix -ness.</p>	<p>Jack and the Beanstalk Narrative</p> <p>WALT: redraft a narrative. WALT: publish our writing.</p> <p>Daily Handwriting</p> <p>Phonics:</p> <p>Daily phonics lessons linked to Little Wandle phonic scheme.</p> <p>Place Value of Spelling</p> <p>WALT: understand and apply the suffixes -ed and -ing to form adjectives.</p>	<p>Seaside Postcard Recount</p> <p>WALT: discuss, share and recap prior learning. WALT: complete diagnostic quiz. WALT: explore the key features of a postcard including: presentation, language choices and grammatical elements.</p> <p>Daily Handwriting</p> <p>Phonics:</p> <p>Daily phonics lessons linked to Little Wandle phonic scheme.</p> <p>Place Value of Spelling</p> <p>WALT: understand and apply the suffixes -ed and -ing to form adjectives.</p>	<p>Seaside Postcard Recount</p> <p>WALT: explore the key features of a postcard including: presentation, language choices and grammatical elements. WALT: plan a postcard.</p> <p>Daily Handwriting</p> <p>Phonics:</p> <p>Daily phonics lessons linked to Little Wandle phonic scheme.</p> <p>Place Value of Spelling</p> <p>WALT: understand and apply the suffix -ment.</p>	<p>Seaside Postcard Recount</p> <p>WALT: write a postcard. WALT: redraft a postcard. WALT: publish our postcard.</p> <p>Children will post the postcard to their home address.</p> <p>Daily Handwriting</p> <p>Phonics:</p> <p>Daily phonics lessons linked to Little Wandle phonic scheme.</p> <p>Place Value of Spelling</p> <p>WALT: understand and apply the suffix -ment.</p>

							Complete end of year assessment to identify and address any misconceptions.
Science	<p>Seasonal Weather When is summer?</p> <p>WALT: observe and describe changes across the four seasons.</p>	<p>Seasonal Weather What is the weather like in summer?</p> <p>WALT: observe and describe weather associated with the seasons and how the day length varies.</p>	<p>Seasonal Weather What events happen during summer?</p> <p>WALT: observe and describe changes across the four seasons.</p>	<p>Awe and Wonder Lava Flow</p> <p>WALT: understand chemical reactions.</p>	<p>Awe and Wonder Cornflower Slime</p> <p>WALT: understand different states of matter.</p>	<p>Awe and Wonder Paper Towel Rainbow</p> <p>WALT: understand absorbency and colour mixing.</p>	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - seasons, varies, daylight, weather, cycles, reactions 							
Geography	<p>Cusgarne and Tromso, Norway</p> <p>WALT: compare the human features of Tromso with Cusgarne.</p>	<p>Cusgarne and Tromso, Norway</p> <p>WALT: present the information we have gathered to answer the question.</p> <p>‘What are the similarities and differences between Cusgarne and Tromso, Norway?’</p>					
History			<p>Beside the Seaside The Victorian Seaside</p> <p>WALT: find out about the past.</p>	<p>Beside the Seaside The Victorian Seaside</p> <p>WALT: find out what a typical day at the seaside was like in Victorian Britain.</p>	<p>Beside the Seaside The Victorian Seaside</p> <p>WALT: recognise similarities and differences between Victorian beach holidays and modern-day beach holidays.</p>	<p>Beside the Seaside The Victorian Seaside</p> <p>WALT: find out what seaside resorts in Cornwall we like in Victorian Britain. .</p>	<p>Beside the Seaside</p> <p>WALT: to compare a Cornish seaside resort with the past.</p> <p>Beach trip to St Ives using the train.</p>
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - promenade, souvenir, wealthy, tourism, resort, tourists 							
PE	<p>Team Building</p> <p>WALT: understand what makes an effective team.</p> <p>Games for Understanding</p> <p>WALT: develop our understanding of how our role changes from defence to attack.</p>	<p>Team Building</p> <p>WALT: develop the skills required to make an effective team.</p> <p>Games for Understanding</p> <p>WALT: develop our understanding of how our role changes from defence to attack.</p>	<p>Team Building</p> <p>Sports Day</p>	<p>Team Building</p> <p>WALT: develop their communication skills to enable them to successfully complete a challenge.</p> <p>Games for Understanding</p> <p>WALT: apply our understanding of what ‘attacking’ means and when, where and why we attack as a team during a game.</p>	<p>Team Building</p> <p>WALT: continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team.</p> <p>Games for Understanding</p> <p>WALT: apply our understanding of what ‘attacking’ means and when, where and why we attack as a team during a game.</p>	<p>Team Building</p> <p>WALT: explore simple strategies as a team.</p> <p>Games for Understanding</p> <p>WALT: apply our understanding of what ‘defending’ means and when, where and why we defend as a team during a game.</p>	<p>Team Building</p> <p>WALT: explore simple strategies as a team to help us solve a problem.</p> <p>Games for Understanding</p> <p>WALT: apply our understanding of what ‘defending’ means and when, where and why we defend as a team during a game.</p>

	Key Vocabulary: - team, defend, attack, strategy, communication						
RE		How should we care for others and the world, and why does it matter? WALT: understand what Jewish people believe about caring for people.		How should we care for others and the world, and why does it matter? WALT: understand what Christians and Jewish people believe about the beginning of the world.		How should we care for others and the world, and why does it matter? WALT: understand what Christians and Jewish people think about how people should treat the world.	
	Key Vocabulary: - community, Psalm, stewardship, Genesis, religious, non-religious						
Computing	Making Music WALT: connect images with sounds and use a computer to experiment with pitch.	Making Music WALT: identify that music is a sequence of notes and explain how my music can be played in different ways.	Making Music WALT: create a rhythm which represents an animal I've chosen and add a sequence of notes to my rhythm.	Making Music WALT: review our work.			
	Key Vocabulary: - music, pulse, pattern, rhythm, feelings, emotions						
DT				Buzzing Bookmarks WALT: explore different fabric products and learn how to thread a needle. WALT: create a design plan for a bug-themed bookmark that is both functional and appealing.	Buzzing Bookmarks WALT: practise running stitch and cross-stitch to strengthen and decorate fabric.	Buzzing Bookmarks WALT: sew two pieces of fabric together and add decorative stitching to create a functional bookmark	Buzzing Bookmarks WALT: test and evaluate our bookmark for durability, usability, and appearance.
	Key Vocabulary: - thread, durable, functional, embroidery, cross stitch, running stitch						
Music		Instruments WALT: rehearse a simple tune on the recorder – Hot Cross Buns		Instruments WALT: perform to an audience.		Appreciation WALT: listen to different types of music and discuss our likes and dislikes.	
	Key Vocabulary: - quaver, semiquaver, minim, rest, treble clef, timing						
PSHE	Good Feelings and Not So Good Feelings WALT: understand the difference between different		Good Feelings and Not So Good Feelings WALT: understand the difference between different	Our Bodies and Boundaries WALT: understand and learn the PANTS rules.	Our Bodies and Boundaries WALT: understand that we have the right to say “no” to unwanted touch.		Moving On – linked to transitions WALT: prepare for changes and new routines.

	types of feelings and how to manage these.		types of feelings and how to manage these.	WALT: name body parts and know which parts should be private. WALT: know the difference between appropriate and inappropriate touch.	WALT: start thinking about who we trust and who we can ask for help.		
	Key Vocabulary: - feelings, emotions, mood, self-care, reactions, changes, appropriate touch, inappropriate touch						
Curriculum Enhancements	Beach Trip – St Ives by train						