












Year 1 – Medium Term Plan – Summer 1 2026

| Subject | | Key learning |
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| English |  | <p>Writing to inform – letters Key texts: Paddington’s Post by Michael Bond, Here Comes Mr Postmouse by Marianne Dubuc, Click Clack Moo by Doreen Cronin</p> <p>Writing to entertain – poetry Key text: Out and About: A First Book of Poems by Shirley Hughes</p> <p>Writing to entertain – narrative Key text: Little Red and The Very Hungry Lion by Alex T Smith</p> |
| Phonics |  | <p>Phase 5 review ay play, a-e shake, ea each, e he, ie pie, i-e time, o go, o-e home, ue blue rescue, ew chew new, u-e rude cute, aw claw, ea head, ir bird, ou cloud, oy toy, i tiger, a paper, ow snow, u unicorn, ph phone, wh wheel, ie shield, g giant</p> |
| Maths |  | <p>Multiplication and Division – equal or unequal groups and remainders, repeated addition and arrays (number of groups and size of group), problem solving (identifying the number of group), scaling and counting in 2s to 24, sharing and grouping problems</p> <p>Time Telling the time O’clock and half past</p> |
| Science |  | <p>Animals The five animal groups, identify and name a variety of common animals (mammals, birds, fish, reptiles, amphibians)</p> |
| Geography |  | <p>Our country Understand differences between countryside and town, welcome to the UK, to name and locate 4 countries of the UK, travel to London (England), travel to Edinburgh (Scotland), travel to Cardiff (Wales), travel to Belfast (Northern Ireland)</p> |
| Art and Design |  | <p>Working in three dimensions Making birds Drawing as Research, drawing from observation & experimental mark-making, making birds, manipulating paper from 2D to 3D, explore sculpture, reflect, share and celebrate</p> |

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| <p>Computing</p> |  | <p>Programming Children will be taught to... Place instructions into the correct order (sequence) to make something work, use direction arrows to move an on-screen object (character/sprite) to achieve an objective, predict a route and sequence direction commands (algorithm) to achieve an objective, correct the errors if necessary (debug), predict and sequence movement and pen commands to program the drawing of different 2D shapes, sequence code blocks, including movements and execute (start program) blocks to write a program to achieve an objective</p> |
| <p>RE</p> |  | <p>Judaism Shabbat- To understand what Jewish people do in Shabbat and why it is important to them, Kippah – Why do Jewish people wear Kippah? What special meal Jewish people have on Shabbat? Synagogue –where do Jewish people worship on Shabbat? Why is it special to them? Why do Jewish people celebrate Shabbat? Shabbat – experience the special meal and reflect</p> |
| <p>Music</p> |  | <p>High and Low Exploring pitch To use movement to respond to changes in pitch, to recognize high and low sounds in the environment, to imitate high and low sounds using voices, to identify high and low sounds, to listen and re-call a sequence of high and low sounds, to imitate changes in pitch, to improvise a two note melody, to identify melodies moving by step, to play and sing melodies that move up and down by step.</p> |
| <p>PSHE</p> |  | <p>Jigsaw – Relationships Families, making friends, helping others to feel part of a group, people who help us, being my own best friend, celebrating my special relationships.</p> |
| <p>PE</p> |  | <p>Jumping Children will be taught to... recap jumping, in different directions, at different speeds and different levels, begin to develop their understanding of how to jump efficiently, explore how jumping affects our bodies and apply skipping and jumping into a game. Games for understanding Children will be taught to... understand the principles of attack, apply attacking principles into a game, understand the principles of defence, apply defending principles into a game and consolidate defending.</p> |