

Medium Term Plan Summer 1st 2025 - Animals

	<u>Week 1</u> <u>21.04.2025</u> <u>3 days</u>	<u>Week 2</u> <u>28.04.2025</u>	<u>Week 3</u> <u>05.05.2025</u> <u>4 days</u>	<u>Week 4</u> <u>12.05.2025</u>	<u>Week 5</u> <u>19.05.2025</u>
Special activities and values	<u>Inset 22.04.2025</u> <u>Value: Responsibility</u>	<u>Parent Phonics Workshop 28th</u> <u>Value: Responsibility</u>	<u>Bank Holiday 05.05.2025</u> <u>Whipsnade Zoo Trip – 07.05.2025</u> <u>Value: Determination</u>	<u>Value: Determination</u> <u>Mock Phonics</u>	<u>Animal Drama Workshop – 19th and 20th</u> <u>Value: Determination</u>
<u>Maths</u>	Length and Height	Length and Height Maths Mastery	Weight and Volume Maths Mastery	Weight and Volume Maths Mastery	Money Maths Mastery
<u>English and Reading</u>	The Diary of a Star	The Diary of a Star	The Diary of a Star	The Diary of a Star	Poetry with repetition.
<u>Phonics - Review before PSC</u>	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
<u>Science</u>	To ask questions about animals. Part one of the activity Children to choose ` from selection of animal outlines and write things they already know about the animal e.g. colours, patterns, where they live and then write questions they would like to answer. Part 2 of the activity Children to then use a mixture of non-fiction texts to see if they can answer their questions. Can print out the animal fact PP to help answer the questions.	To sort and group animals. Introduce how animals can be classified by introducing and sharing the knowledge organiser. Provide children with pictures of different animals for them to work in groups to have a go at sorting and classifying into the animal groups.	To classify (sort) animals into groups. Children to cut out and stick the different animals in the correct classification boxes.	To classify (sort) animals into groups. Children to have a selection of pictures of mammals, birds and fish. Children to group all mammals together and share what is similar about them (facts). Then complete the same for birds and fish.	To group animals to what they eat. Children to complete worksheet and sort pictures in the correct group based upon what they each for their food.
<u>Computing</u>		Safeguarding Survey	Lesson 1 and 2 combined Introduction to coding and To understand what an event is and how it controls an object. <u>SC:</u> • To understand what coding means in computing. • To create unambiguous instructions like those required by a computer.	Lesson 3: To begin to understand how code executes when a program is run. <u>SC:</u> Children can create a simple program using code blocks. • Children can use event, object and action code blocks. • Children notice when their code executes when their program is run.	Lesson 4: To understand what backgrounds and objects are <u>SC:</u> To use Design Mode to add and change backgrounds and characters. • To use the Properties table to change the look of the objects Use the free code chimp cards to explore creating backgrounds and characters using free code.

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			<ul style="list-style-type: none"> To build one-step and two-step instructions. Children to explore what coding is and use the block coding sheet to match up the pairs of code then use laptops to complete on screen. SC:create a simple program using code blocks. can use event, object and action code blocks. Complete bubbles activity	Complete airport activity.	
<u>DT/Art/Music</u>	DT - Plan animal print for a pencil case.	DT - Paint background on fabric. Music: Lesson 1 – Getting Dressed	DT - Paint design on and sew animal print pencil case.	DT - Sew and attach fastening to animal print pencil case. Evaluate animal print pencil case. Music: Lesson 2 – Dress up	Music: Lesson 3 – Brush our teeth
<u>R.E</u>	How does love make us special? Artwork expressing love in their lives – family, hobbies, favourite things, friends, kindness etc.	Faith and community – collaborative model of a community		Celebrating families of all faiths – Helping hands collaborative activity	Differences in Faiths – compare greetings, clothing styles and prayer practices explaining the importance of cultural sensitivity hats of faith book
<u>Handwriting</u>	Curly Caterpillars: c, a, o, e and s Tricky words: eye sure pure said were	Curly Caterpillars: q, g, d and f Tricky words: one says here today	Ladder letters: L, I and t, u, j and y Tricky words: their people your any	One armed robot: r, and n Tricky words: many who whole two	One armed robot: b, h, k and p. Tricky words: thought through friend
<u>PSHE – Going for Goals</u>	I know the people who are important to me	I can tell you something that has made me feel jealous	I can tell when I am proud or jealous I can feel proud on behalf of my friends when they have done something well	I understand that hurting someone doesn't make me feel better	
<u>PE long</u>	Locomotive - Running	Locomotive - Running	Locomotive - Running	Locomotive - Running	Locomotive - Running
<u>PE short</u>	The zoo dance	The zoo dance	The zoo dance	The zoo dance	The zoo dance

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<p><u>Homework</u></p>	<p>Share who is important to you. – Link to PSHE</p> <p>Maths: Missing numbers when counting in 2s 5s and 10s</p>	<p>Show me what you know about our value of politeness. Link to Values</p> <p>Maths: 1 more and 1 less within 100.</p>	<p>Share what you learned from our trip to Whipsnade. What was your favourite parts?</p> <p>Maths: Measuring height and length at home using non standard measurements</p>	<p>Sort and describe animals - Link to Science</p> <p>Maths: Comparing Mass</p>	<p>Tell me about an object that is special to you - link to PSHE</p> <p>Link to Science</p> <p>Maths: Mixed flashback style questions.</p>
<p><u>Spellings</u> <u>Red words for LA</u></p>	<p>Common exception words: Do, to, today, of, said, says, are, were, was the. MA and HA to have all words.</p>	<p>Common exception words: Says, are, were, was, the. his, has, you, your, they, be, he, we, me, she</p>	<p>Common Exception words: his, has, you, your, they. we, no, go, so, by, my, here, there, where, love</p>	<p>Common Exception words: be, he, we, me, she. come, some, one, once, ask, friend, school, put, push, diary</p>	<p>Common Exception words/un words we, no, go, so, by pull, full, house, our,. unwell, unhappy, unable, unkind, untie, unlikely</p>