

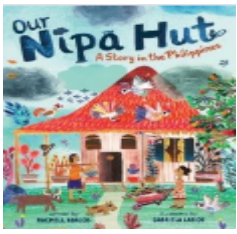
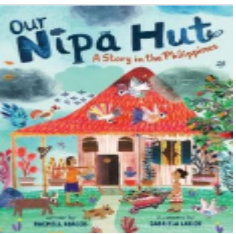
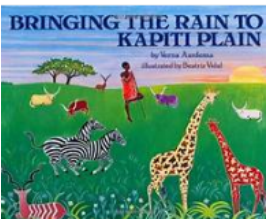
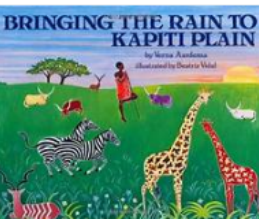


Medium Term Plan

Ash Class




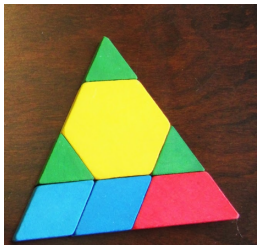
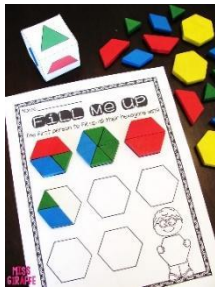

Summer 1 Around the World

	Week 1 WB: 15/4/24 Coming to England	Week 2 WB: 22/4/24 Coming to England	Week 3 WB: 29/4/24 Our Nipa Hut	Week 4 WB: 6/5/24 Our Nipa Hut	Week 5 WB: 13/5/24 Bringing the rain to Kapiti Plain	Week 6 WB: 20/5/24 Bringing the rain to Kapiti Plain
Writing						
	<p>To use capital letters and full stops to punctuate a sentence.</p> <p>To compose a simple sentence.</p> <p>To describe how the girl is feeling.</p> <p>To describe the setting.</p>	<p>To label a picture.</p> <p>To write a fact.</p> <p>To spell CVC words.</p>	<p>To use capital letters and full stops to punctuate a sentence.</p> <p>To compose a simple sentence.</p> <p>To describe how the boy is feeling.</p> <p>To describe the setting.</p>	<p>To label a picture.</p> <p>To write a fact.</p> <p>To spell tricky words.</p>	<p>To role play as the tour guide.</p> <p>To label a map.</p> <p>To describe the setting.</p>	<p>To explore the features of a leaflet.</p> <p>To recall key information.</p> <p>To write an information leaflet about Kapiti Plain.</p>

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Handwriting	To know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form the lowercase letters j and y correctly. To write words containing j and y.	To know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form the lowercase letters g and q correctly. To write words containing g and q.	To know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form the lowercase letters b, p and k correctly. To write words containing b, p and k.	To know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form the lowercase letters v s and r correctly. To write words containing v, s and r.	To know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form the lowercase letters f, x and z correctly. To write words containing f, x and z.	To know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form the lowercase letters correctly. (recap)
Phonics	Read Phase 4 CVCC short vowels New tricky words: said so like have Spell Went, help, said, jump, lift, so, best, soft, have, fact, pond, like, just, hand	Read Phase 4 CVCC New tricky words: some come love do Spell Munch, chest, some, milk, shelf, come, smash, crack, love, dress, bring, do, smell, swim	Read Phase 4 longer and compound words New tricky words: there when what one Spell Stamp, twist, were, blend, crunch, here, string, strong, little, sprint, scrunch, says, splat, crisp	Read Phase 4 CCVCC New tricky words: were here little says Spell Forest, printer, there, blanket, children, when, second, freshness, what, one, lunchbox, river, finger	Read Phase 4 word endings ing ed t id est New tricky words: out today Spell Jumping, snapping, out, helped, cracked, today, hunted, melted, all, softest,	Assessment and review Tricky word practice Spelling Sentence Writing





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	Sentence writing I see seven chicks in a nest.	Sentence writing I can see the frog in the pond.	Sentence writing I can drink lots of milk.	Sentence writing I like to munch a crisp carrot.	strongest, are, swimming, trusted Sentence writing We are cool and fresh.	
Comprehension and word reading	To read aloud simple sentences. To predict what will happen next To pick out and understand the key vocabulary. To understand the text.	To use new vocabulary during play and learning. To recall the key events in a story. To understand the text. To retell a familiar story.	To read aloud simple sentences. To predict what will happen next To pick out and understand the key vocabulary. To understand the text.	To use new vocabulary during play and learning. To recall the key events in a story. To understand the text. To retell a familiar story.	To read aloud simple sentences. To predict what will happen next To pick out and understand the key vocabulary. To understand the text.	To use new vocabulary during play and learning. To recall the key events in a story. To understand the text. To retell a familiar story.
Communication and language	<u>Topic Vocab</u> Country, town, village, city, urban, rural travel, temperature, weather, Sculpture, sand, Bucket, Sandcastle, Shovel To use the words damp, wet, dry and sculpt when explaining how to	<u>Topic Vocab</u> Country, map, similar, different, compare, temperature, weather, glass, wood, brick, plastic To use the words glass, wood, brick and plastic when grouping and comparing materials.	<u>Topic Vocab</u> Country, map, similar, different, compare, temperature, weather, storms, lightning, thunder, drizzle, wind To use the past tense accurately when talking about a past experience.	<u>Topic Vocab</u> Country, map, similar, different, compare, glass, wood, brick, plastic, metal To use the words different and similar when comparing two countries.	<u>Topic Vocab</u> Country, map, similar, different, compare, temperature, weather, rain, dry, draught Apple Orange, Pear, Strawberry Pick To learn and use the words temperature and draught.	<u>Topic Vocab</u> Country, map, similar, different, compare, temperature, weather, rain, dry, lesson, recall fact, science To use the correct topic words when sharing my views.

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	make the best sandcastle. To use clear sentences when describing the differences between a city, town and village.	To listen to the views of my peers and respond with my thoughts.	To respond to the story with comments and questions.	To respond to the lesson with comments and questions.	To respond to the lesson with comments and questions.	To listen to the views of my peers and respond with my thoughts.
Maths	WRM- To 20 and beyond Counting patterns beyond ten <u>Numberblocks Series 3</u> <ul style="list-style-type: none"> To build and identify numbers to 20 (and beyond) using a range of resources. To recognise that the numbers 1-9 repeat after every full 10. 	MN-Wk22- Subitising <ul style="list-style-type: none"> To practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns To use subitising skills to enable them to identify when patterns show the same number but in a different arrangement To subitise structured and 	MN-Wk23-Compositio <u>n</u> <u>(adapted to meet untaught objectives)</u> <u>5 little Monkeys</u> <ul style="list-style-type: none"> To know that subtraction is when a part is taken away from a total To use fingers to solve simple subtraction problems To identify the whole number 	MN-Wk24-Compositio <u>n</u> <u>(adapted focus on sessions 3 and 4)</u> <ul style="list-style-type: none"> To begin to explore ways to make 10 To represent ways to make 10 using structured arrangements. To represent ways to make 10 using structured arrangements 	MN-Wk25- Comparison <ul style="list-style-type: none"> To match different representations of number to towers (or number plates) on a number track To use language to describe positions on a number track. 	Lessons to develop objectives not covered or those that need revisiting. <ul style="list-style-type: none"> To solve one more/less problems using a number track To jump up a number track to solve addition number problems To jump down a number track to solve subtraction problems

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	<ul style="list-style-type: none"> To use numicon to represent the pattern of teen numbers. To use tens frames to represent the pattern of teen numbers. <p>City Towers</p> <p>To select, rotate and manipulate shapes to create a picture.</p> 	<p>unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</p> <ul style="list-style-type: none"> To be encouraged to identify when it is appropriate to count and when groups can be subitised <p>To select shapes to complete picture boards or tangram outlines.</p> <p>s.</p> 	<p>and the two parts in a subtraction problem</p> <ul style="list-style-type: none"> To record a simple subtraction problem <p>To complete an ABC repeating pattern</p> 	<ul style="list-style-type: none"> To say the different ways that 10 can be made. <p>To understand that shapes can be combined and separated to make new shapes.</p> 	<ul style="list-style-type: none"> To use the language of 'more than' and 'less than' when describing positions on a number track To begin to understand the rules for simple linear track games. <p>To Investigate how many different ways a given shape can be built using smaller shapes.</p> 	<ul style="list-style-type: none"> To record a subtraction number problem <p>To group 3D shapes by whether they stack, roll or slide</p> 

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Personal, Social and Emotional Development	To independently dress and undress. To actively engage in a new activity. To adjust to changes in our routine. To solve minor disagreements with my friends.	To independently dress and undress. To actively engage in a new activity. To adjust to changes in our routine. To solve minor disagreements with my friends.	To independently dress and undress. To actively engage in a new activity. To adjust to changes in our routine. To solve minor disagreements with my friends.	To independently dress and undress. To actively engage in a new activity. To adjust to changes in our routine. To solve minor disagreements with my friends.	To independently dress and undress. To actively engage in a new activity. To adjust to changes in our routine. To solve minor disagreements with my friends.	To independently dress and undress. To actively engage in a new activity. To adjust to changes in our routine. To solve minor disagreements with my friends.
Physical Development	PE Hub Speed Agility Travel 1.To move forwards, backwards and sideways at speed. 2.To improve speed through practice. 3.To demonstrate agility in a range of games.	PE Hub Speed Agility Travel 1.To participate in chasing games safely and with control. 2.To perform as part of a team in running games. 3.To recognise and follow instructions to participate in running games.	PE Hub Speed Agility Travel 1. To explore a variety of ways to start movement. 2. To explore different ways of stopping and showing control.	PE Hub Speed Agility Travel 1. To respond to cues to change direction. 2.To make choices about changing direction in games.	PE Hub Speed Agility Travel 1. To recognise fast and slow movements. 2. To perform two animals moving fast and two animals moving slowly.	PE Hub Speed Agility Travel 1.To show control to stop and perform actions. 2. To move and stop appropriately on cue.

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	To engage successfully in swimming lessons. To draw detailed pictures of the story.	To engage successfully in swimming lessons. To use the scissors to accurately cut out characters.	To engage successfully in swimming lessons.	To engage successfully in swimming lessons. To carefully construct a temple with blocks	To engage successfully in swimming lessons. To drawing detailed pictures of the story.	To engage successfully in swimming lessons. To use cutlery to cut fruit.
Religious Education Which places are specially valued and why?	To express a personal response to the natural world	To talk about somewhere that is special to them	To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church	To recognise that some religious people have places which have special meaning for them	To talk about the things that are special and valued in a place of worship	To begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God
Understanding the world	<u>Topic Vocab</u> Country, map, town, village, city, urban, rural travel, temperature, weather, Sculpture Sand, Bucket, Sandcastle Shovel To talk about familiar places. To understand the difference between a	<u>Topic Vocab</u> Country, map, similar, different, compare, temperature, weather, glass, wood, brick, plastic To understand that life in England is different to other countries. To name different	<u>Topic Vocab</u> Country, map, similar, different, compare, temperature, weather, storms, lightning, thunder, drizzle, wind To understand that life in England is different to other countries.	<u>Topic Vocab</u> Country, map, similar, different, compare, glass, wood, brick, plastic, metal To understand that life in England is different to other countries. To name materials that different buildings are made from.	<u>Topic Vocab</u> Country, map, similar, different, compare, temperature, weather, rain, dry, draught Apple Orange, Pear, Strawberry Pick To understand that life in England is different to other countries.	<u>Topic Vocab</u> Country, map, similar, different, compare, temperature, weather, rain, dry, lesson, recall fact, science To understand that life in England is different to other countries. To recall facts about

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	village, town and city. To compare Trinidad to England. To explore a map To make a perfect sandcastle	materials	To name different weather conditions.		To group animals based on their native countries. To learn about fruit	Kapiti Plain To recall their favourite scientific fact from this half term
Expressive Arts and Design	To listen to a range of Caribbean music, To share my thoughts on the music style. To learn the names of instruments used in steel bands. To distinguish between the sounds I can hear when listening to music.	To use tools and resources to create a 3D model of a boat.  To use instruments to create sounds.	To listen to the sound of a storm. To draw a representation of what they can hear. To use musical instruments to create rain and a storm.	To use a range of resources to build a Nipa Hut. 	To understand that there are different art styles. To learn about cubism To use what I have learned about cubism to create a giraffe picture. 	To use tools and resources to create stick puppets.  To carefully select colours to paint a savannah picture. To retell a narrative.
Key Dates and Enrichment	Swimming 15 th Inset Day	Swimming 22 nd Earth Day	Swimming	Swimming 6 th Bank holiday 9 th Ascension Day Church Service	Swimming 15 th Numeracy Day 15 th Class Photos 18 th PTA Summer festival	Swimming 20 th Pentecost Pause Day 21 st or 23 rd Church
Characteristics of effective	<u>PLAYING AND EXPLORING</u>					

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learning	<p><u>ACTIVE LEARNING</u></p> <ul style="list-style-type: none"> • Keep on trying when things are difficult. <p><u>CREATING AND THINKING CRITICALLY</u></p> <ul style="list-style-type: none"> • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas. 					