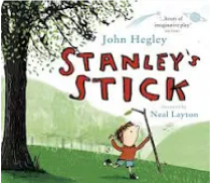
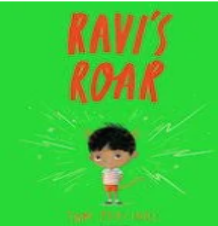



Medium Term Plan

Birch - Year 1

Spring 1- Tour of the UK

Subject	Week 1 WB: 05.01.26	Week 2 WB: 12.01.26	Week 3 WB: 19.01.26	Week 4 WB: 26.01.26	Week 5 WB: 02.02.26	Week 6 WB: 09.02.26
English (Key texts)   	Stanley's Stick <p>To use a capital letter for the personal pronoun 'I'.</p> <p>To join words and clauses using 'and'.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form a short narrative</p>	Stanley's Stick <p>To use a capital letter for the personal pronoun 'I'.</p> <p>To join words and clauses using 'and'.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form a short narrative</p> <p>To begin to punctuate sentences using a capital letter and a full stop.</p>	Ravi's Roar <p>To compose a sentence orally before writing it.</p> <p>To read aloud writing clearly enough to be heard by peers and teacher.</p> <p>To use a capital letter for the personal pronoun 'I'</p> <p>To re-read what they have written to check for sense.</p>	Ravi's Roar <p>To compose a sentence orally To say out loud what they are going to write about.</p> <p>To sequence sentences to form a personal narrative.</p> <p>To join words and clauses using 'and'.</p> <p>To re-read what they have written to check for sense. To begin to form lower-case letters in the right direction, starting and finishing in the right place.</p>	Oi Frog! <p>To learn to appreciate rhymes and poems</p> <p>To spell words containing phonemes already taught</p> <p>To recognise and join in with predictable phrases</p> <p>To compose a sentence orally before writing it</p> <p>To participate in performances</p> <p>To compose a sentence orally before writing it.</p>	Oi Frog! <p>To learn to appreciate rhymes and poems</p> <p>To spell words containing phonemes already taught</p> <p>To recognise and join in with predictable phrases</p> <p>To compose a sentence orally before writing it</p> <p>To participate in performances</p> <p>To compose a sentence orally before writing it.</p>

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Big Read (key texts /activities)	Buckingham Palace - Literacy Shed. Little Wandle reading scheme Focus: -segmenting and blending -reading with prosody -comprehension	London Eye and Big Ben - Literacy Shed. Little Wandle reading scheme Focus: -segmenting and blending -reading with prosody -comprehension	Postcard - Literacy Shed. Little Wandle reading scheme Focus: -segmenting and blending -reading with prosody -comprehension	London - Literacy Shed. Little Wandle reading scheme Focus: -segmenting and blending -reading with prosody -comprehension	The Queen - Literacy Shed. Little Wandle reading scheme Focus: -segmenting and blending -reading with prosody -comprehension	The Tower of London - Literacy Shed. Little Wandle reading scheme Focus: -segmenting and blending -reading with prosody -comprehension
Phonics	/ee/ funny /e/ head /w/ wheel /oa/ toe or shoulder	/igh/ fly /oa/ snow /j/ giant /f/ phone	/l/ apple /l/ metal /s/ ice /v/ give	/u/ some mother young /z/ cheese /s/ mouse fence /ee/ donkey	/oo/ /yoo/ soup fruit /ee/ ea e e-e ie ey y ee /s/ ss c se ce /z/ zz s se /oa/ ow oe ou o-e o oa	Recap week 1 Recap week 2 Recap week 3 Recap week 4 Recap week 5
Handwriting	A B C D Dictated	E F G H I Dictated	J K L M Dictated	N O P Q Dictated	R S T U V Dictated	W X Y Z Dictated

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	sentence.	sentence.	sentence.	sentence.	sentence.	sentence.
SPaG	To sort who, which, where, why and when questions.	Introducing question marks.	Adding an exclamation mark, full stop and question mark.	Adding -s to nouns when there is more than one.	Adding -es to nouns where there is more than one.	Choosing -s or -es where appropriate.
SPaG retrieval	<i>To spell the days of the week, common exception words (in provision).</i>					
Maths <i>(White Rose)</i>	Place value (within 20) To count within 20. To understand 10. To understand 11, 12 and 13. To understand 14, 15 and 16.	Place value (within 20) To understand 17, 18 and 19. To understand 20. 1 more and 1 less. The number line to 20.	Place value (within 20) Use a number line to 20. Estimate on a number line to 20. Compare numbers to 20. Order numbers to 20.	Assessment. Addition and subtraction (within 20) Add by counting on within 20. Add ones using number bonds. Find and make number bonds to 20 – practical.	Addition and subtraction (within 20) Find and make number bonds to 20 – written. Doubles – practical. Doubles – written. Near doubles.	Addition and subtraction (within 20) Subtract ones using number bonds. Subtraction – counting back. Subtraction – finding the difference. Related facts.
Science <i>Animals including humans – all about animals.</i>	INSET DAY	To discover animal families.	To learn about the differences between mammals and birds.	To learn about the differences between amphibians, reptiles and fish.	To discover the type of food living things eat.	To explain the characteristics of an animal.
Geography	Check my	Identify the four	Explain the	Describe the human	Share my understanding of the UK	

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<i>United Kingdom</i>	understanding of the United Kingdom and locate the four countries of the United Kingdom.	capital cities and surrounding seas of the United Kingdom.	differences between human and physical features.	and physical features of one of the UK's capital cities.	(Assessment).	
Art <i>Painting and mixed media: Colour splash</i>	To investigate how to mix secondary colours.	To apply knowledge of colour mixing when painting.	To explore colour when printing.	To experiment with paint mixing to make a range of secondary colours.	To apply painting skills when working in the style of an artist.	
Computing <i>Programming 1: Algorithms unplugged</i>	To understand what an algorithm is.	To follow instructions precisely to carry out an action.	To understand that computers and devices around us use inputs and outputs.	To understand and be able to explain what decomposition is.	To know how to debug an algorithm.	Assessment.
Music	To understand how music can be used to represent an environment.	To understand how music can represent changes in an environment..	To explore using instruments, body and voice to create a seaside soundscape.	To identify how dynamics can reflect environments.	To create and represent sounds using symbols.	Assessment.
PE Dance (1) -PS	To compose a travelling sequence using a range of body parts.	To perform with an awareness of body shape, with a partner.	To compose a movement pattern to demonstrate unison.	To compose a sequence to demonstrate mirroring and following.	To compose a short dance that shows a theme.	To choose and link actions to make short dance phrases.

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Run, Jump, Throw (1)	To start and stop moving at speed.	To use our arms when running at different speeds.	To take off on two feet, to jump for a distance.	To use the correct technique to throw different objects for distance.	To show improvement in our throwing.	To take part in competition, using running, jumping and throwing.
RE <i>Who is Jewish? What do they believe? How do they believe? (Part 1)</i>	To engage with the idea of saying sorry, changing and forgiveness.	To enquire into the idea of making new starts through the Jewish festival of Rosh Hashanah.	To explore the idea of thankfulness to God for the day of rest in the Jewish Creation Story.	To explore Tefillah or prayer at home on Shabbat.	To explore worship and prayer at the synagogue on Shabbat.	To evaluate your RE learning about Jewish prayers and blessings.
PSHCE/Values <i>Safety and the changing body</i>	To know how to respond to an adult in a safe and familiar context.	To understand how to respond to adults in a range of situations.	To understand what to do if you get lost.	To know what an emergency is and to make a phone call if needed.	To begin to understand the difference between acceptable and unacceptable physical contact.	To begin to understand what is safe to put into or onto our bodies
Enrichment Activities					NSPCC Number day	