
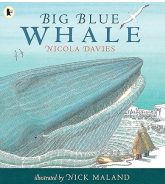


## Medium Term Plan

Cedar – Spring 1 2026

### Heroes and Villains

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Writing Core Texts</b>  	<p>Use sentences with different forms (statements and questions).</p> <p>Gain, maintain and monitor the interest of the listener(s) when telling a story.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Use the simple past tense correctly and consistently.</p> <p>Revisit how the grammatical patterns in a sentence indicate its function as a statement, question, or</p>	<p>Use commas for lists correctly in sentences.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Use co-ordinating conjunctions in correctly punctuated sentences.</p> <p>Use subordination in sentences.</p>	<p>Use past tense verbs correctly and consistently.</p> <p>Plan or say out loud what they are going to write about.</p> <p>Encapsulate what they want to say, sentence by sentence and to evaluate writing.</p> <p>Form lower case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: exploring non-fiction books that are structured in different ways.</p> <p>Write down ideas and/or key words, including new vocabulary.</p> <p>Learn how the grammatical patterns in a sentence indicate its function as a question or statement.</p> <p>Use co-ordination using or, and or but.</p> <p>Use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour,</p>	<p>Use the simple present tense consistently.</p> <p>Learn how to use both familiar and new punctuation correctly including full stops, capital letters, question marks, exclamation marks and commas for lists.</p> <p>Plan or say out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary.</p> <p>Encapsulate what they want to say, sentence by sentence. Proof-read to check for errors in spelling and grammar and punctuation (for example end of</p>	<p>Form lower case letters of the correct size relative to one another. Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>SPAG assessments.</p>

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	exclamation.			the man in the moon].	sentences punctuated correctly).	
<b>Spelling</b>	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Revisit and consolidate prior spelling patterns.
<b>Handwriting Letter Join</b>	To be able to join letters and words to and from the letter 's' To be able to write High Frequency words.	To be able to join letters and words to and from the letter 'z'. To be able to write High Frequency Words.	To listen and write a set of simple sentences. To write a selection of high frequency words. To listen and write a short paragraph correctly.	To listen and write simple sentences correctly. To write a selection of high frequency words. To listen and write a short paragraph correctly.	To listen and write simple sentences correctly. To write a selection of high frequency words. To listen and write a short paragraph correctly.	To listen and write simple sentences correctly. To write numbers and symbols correctly. To listen and write a short paragraph correctly.
<b>Reading</b>	Literacy Shed Comp Plus- Significant Individuals- Florence Nightingale.	Literacy Shed Comp Plus- Adventure Stories- Super Joe.	Literacy Shed Comp Plus- Significant Individuals- Sir David Attenborough.	Literacy Shed Comp Plus- Springtime- Changes.	Literacy Shed Comp Plus- Sports People- Usain Bolt.	Superheroes Reading comprehension on Twinkl.

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<b>Maths</b> <b>(White Rose)</b> <b>Money</b> <b>Multiplication and division</b>	Sort 3-D shapes Make patterns with 2-D and 3-D shapes Assessment Count money-pence	Count money-pounds (notes and coins). Count money - pounds and pence Choose notes and coins Make the same amount Compare amounts of money	Calculate with money Make a pound Find change Two-step problems	Assessment Recognise equal groups Make equal groups Add equal groups	Introduce the multiplication symbol Multiplication sentences Use arrays Make equal groups-grouping Make equal groups-sharing	The 2 times-table Divide by 2 Doubling and halving Odd and even numbers
<b>Science:</b> <b>Living things and their habitats</b>	Compare the differences between things that are living, dead, and things which have never been alive	Identify and name a variety of plants and animals in a microhabitat	Design a suitable microhabitat where living things could survive	Find out what animals eat to survive in their habitats	Understand food chains	Understand the journey food makes from the farm to the supermarket
<b>History</b>	To understand what makes a hero, and identify some local heroes from the past.	To use an image as a source to find out about a person in the past.	To use an object as a source to find out about a person in the past.	To use a document as a source to find out about a person from the past.	To be able to use a visit or visitor to find out about a local hero.	To decide who the greatest local hero is. To create a 'local hero' class museum to share findings.
<b>DT</b> Making Baby Bear's chair-option 2	To explore the concept and features of structures and the stability of different shapes.	To understand that the shape of the structure affects its strength.	To make a structure according to design criteria.		To produce a finished structure and evaluate its strength, stiffness and stability.	

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<b>Computing</b> <b>Computing systems and networks 2: Word processing</b> <b>Online Safety</b>	To begin to learn to touch type.	To understand how to use a word processor.	To understand how to add images to a text document.	To create a poetry book using sources from the internet.	To create a digital piece of writing.	
<b>Music</b> Pitch	To understand and practice reading different symbols to show pitch.	To sing and draw pitch patterns.	To read and understand the notation for the song 'Once a Man Fell in a Well.'	To use a tuned percussion instrument to play a song.	To complete the notation for a short song using a three-line stave.	
<b>PE</b> <b>Premier sport-Run, jump, throw Unit 1</b> <b>Class teacher-Dance Unit 1</b>	To move quickly whilst being aware of others around.	To create power with our legs to turn at speed.	To move through an obstacle course with speed and control.	To choose the best throw for different situations.	To use quick feet whilst sprinting.	To perform static and dynamic balances.
<b>RE</b>	To engage with the concept of compassion.	To enquire into Muslim stories about compassion to animals.	To explore compassion in stories and words from the Quran.	To explore learning Compassion through fasting in Ramadan.	To explore living out Compassion at Eid-ul-Fitr.	To evaluate your learning in RE.

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<b>PSHE Safety and the changing body</b>	To understand what the internet is and how it can help us.	To understand how to stay safe when using the internet.	To begin to understand the difference between secrets and surprises.	To begin to understand the concept of privacy and the correct vocabulary for body parts.	To understand safe and unsafe touches.	To respect personal boundaries.
<b>Enrichment</b>			World Religion Day			