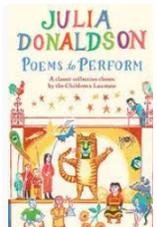




Medium Term Plan

Birch - Year 1

Spring 2- Explorers 2026

Subject	Week 1 23.2.26	Week 2 2.3.26	Week 3 9.3.26	Week 4 16.3.26	Week 5 23.3.26
<p>English (Key texts)</p>  	<p>To compose a sentence orally before writing it</p> <p>To use the capital letter for names of people and pronoun I</p> <p>To learn about regular plural noun suffixes -s on the end of a noun</p> <p>To begin to punctuate sentences using a capital letter, full stop or explanation mark</p>	<p>To use 'and' to link words within sentences</p> <p>To say out loud what they are going to write about</p> <p>To sequence sentences to form short narratives</p>	<p>To sequence sentences to form short narratives</p> <p>To reread what they have written to check for sense</p> <p>To discuss what they have written with a teacher</p> <p>To read aloud their writing clearly enough to be heard by their peers and a teacher</p>	<p>To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. To learn to appreciate rhymes and poems.</p> <p>To say out loud what they are going to write about.</p>	<p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>To recite some rhymes and poems learnt by heart. To spell words containing each of the 40+ phonemes already taught, common exception words, days of the week.</p> <p>To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>
<p>Big Read (key texts /activities)</p>	<p>Bella and the Balloon- Literacy Shed.</p> <p>Little Wandle reading scheme</p> <p>Focus:</p>	<p>Captain Scott- Literacy shed.</p> <p>Little Wandle reading scheme</p> <p>Focus:</p>	<p>Famous Explorers - Literacy Shed.</p> <p>Little Wandle reading scheme</p> <p>Focus:</p>	<p>The Telescope- Literacy Shed.</p> <p>Little Wandle reading scheme</p> <p>Focus:</p>	<p>Explorer kit- Literacy Shed.</p> <p>Little Wandle reading scheme</p> <p>Focus:</p>



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	-segmenting and blending -reading with prosody -comprehension	-segmenting and blending -reading with prosody -comprehension	-segmenting and blending -reading with prosody -comprehension	-segmenting and blending -reading with prosody -comprehension	-segmenting and blending -reading with prosody -comprehension
Phonics	Week 1: ur (or) oo (u oul) air (are) or (au aur oor al)	Week 2: ch (tch) ch (ture) ar (al) ar (a)	Week 3: or (a) o (a) air (ear ere)	Week 4: ur (ear) r (wr) s (st sc)	Week 5: Grow the code /c sh/ (ch) /s/ (ss c se ce) /z/ (zz s se ze) /a/ (o ar or ai) Longer words
Handwriting	To print and recap a, b, c, d and e.	To print and recap f, g, h, i and j.	To print and recap k, l, m, n and o.	To print and recap p, q, r, s and t.	To print and recap u, v, w.
SPaG	Identify and define verbs.	Adding -ing to a verb.	Adding -ed to a verb.	Compound words.	Select the correct verb or noun for a sentence.
SPaG retrieval	<i>Retrieval / CP - To spell words ending with n before k, nk, common exception words.</i>				
Maths <i>(White Rose)</i>	Place value (within 50) To count from 20-50. 20, 30, 40 and 50.	Partition into tens and ones. The number line to 50. Estimate on a number	Assessment. Length & Height Compare lengths and heights.	Assessment Problem solving and reasoning. Mass and Volume	Measure mass. Compare mass. Full and empty.



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	Count by making groups of tens. Groups of tens and ones.	line to 50. 1 more and 1 less.	Measure length using objects. Measure length in CM.	Heavier and lighter.	Compare Volume Problem solving and reasoning.
Science Exploring everyday Materials 2	Build a structure strong enough to withstand wind.	Build a waterproof structure.	Understand the properties of glass and its uses.	Understand that materials are used to create a variety of furniture.	Explore a variety of fabrics and understand their different properties.
History	To learn about what explorers did in history and do now, and explain their achievements.	To learn about the life of Ibn Battuta and why his travels are important.	To learn about Captain Cook's achievements, and why there are differing views about him deserving the title of a great explorer.	To understand why Roald Amundsen reached the South Pole before Captain Scott.	To know and understand Sunita Williams' achievements as an explorer. To consider who is the greatest explorer, and be able to explain the reasons.
DT puppets	To join fabrics together using different methods.	To use a template to create my design.	To join two fabrics together accurately.	To embellish my design using joining methods.	To review my puppet
Computing Programming 2	To explore a new device.	To create a demonstration video.	To plan and follow a precise set of instructions.	To program a device.	To create a program that tells a story. -Assessment.



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Music Pitch- Superheroes	To identify high- and low-pitched sounds.	To explore pitch by creating two-pitch patterns.	To demonstrate tempo changes.	To create a superhero theme tune with a variety in tempo and pitch.	To perform a piece of superhero music showing a change of pitch and tempo.
PE Send and return- Unit 1 Run Jump Throw- Unit 2	To slide a beanbag to a target. To use agile movements in different activities.	To hit a ball in different ways in our hands. To know different ways to recognise the start and end of an activity, e.g. whistle.	To move towards a ball to return it. To develop stamina when running.	To work with a partner to stop and return a beanbag. To develop core strength to improve throwing.	To understand what a rally is and rally with a partner. To stride and jump for height.
RE Why does Easter matter to Christians?	To recognise that Incarnation and salvation are part of a 'big story' of the Bible.	To identify the events during Holy Week and listen to stories about this time.	To give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.	To give examples of how church services and the church remember the events of Holy Week.	To think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to any person about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.
PSHE/Values Citizenship	To begin to understand the importance of rules.	To understand that animals have different needs and how to care for them.	To begin to understand the needs of babies and young children.	To begin to recognise ways in which we are the same and different to other people.	To understand the range of groups people belong to. To begin to understand how democracy works.



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Worship Reflection	Lent – In what ways is our world broken and how can it be repaired?	Jesus carers and providers – What story is your favourite and what does it mean to you?	Following Jesus' example – Do your words always show an all-inclusive love for one another?	Holy Week 1 - How did Jesus show his love for his disciples?	Holy Week 2; Good Friday, Easter and your own Easter celebrations – How do Christians celebrate Easter?
Enrichment activities	<ul style="list-style-type: none"> Easter Bonnet competition 	<ul style="list-style-type: none"> World Book Day 5.3.26 	<ul style="list-style-type: none"> Science Week 6-13 March 	<ul style="list-style-type: none"> Book Fair 18-25th March 	