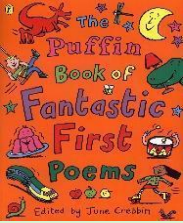

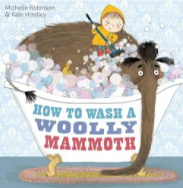


Medium Term Plan

Cedar – Summer 1 2026

Africa is not a country!

Subject	Week 1 13.04.2026	Week 2 20.04.2026	Week 3 27.04.2026	Week 4 04.05.2026	Week 5 11.05.2026	Week 6 18.05.2026
<p>Writing Core Texts</p>   	<p>Use co-ordination to join ideas (and, or, but).</p> <p>Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly. Form lower-case letters of the correct size relative to one another.</p> <p>To listen to, discuss and express views about contemporary poetry.</p>	<p>Use apostrophes for contracted forms.</p> <p>Plan or say out loud what they are going to write about.</p> <p>Write poetry</p> <p>Evaluate their writing with the teacher and other pupils. Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Listen to and discuss a wide range of stories. Discuss and clarify meanings of words, linking new meanings to known vocabulary [Reading NC objectives].</p> <p>Consistently use past tense to write about personal experiences.</p> <p>Learn how to use apostrophes for the contracted form.</p> <p>How to use apostrophes to show singular possession.</p> <p>Use subordination.</p>	<p>Write down ideas and/or key words, including new vocabulary.</p> <p>Plan or say out loud what they are going to write about.</p> <p>Write narratives about personal experiences of others (fictional). Re-read to check that their writing makes sense.</p> <p>Write narratives about personal experiences of others (fictional); to re-read to check that their writing makes sense.</p> <p>Write narratives about personal experiences of others (fictional). Re-read to check that their writing makes sense.</p>	<p>Proof-read to check for errors in spelling and grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>To discuss the sequence of events and how items of information are related [Reading NC Objective].</p> <p>To explore how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>To use expanded noun phrases for specification and commas for lists.</p>	<p>To write down ideas and/or key words, including new vocabulary. To encapsulate what they want to say, sentence by sentence.</p> <p>To write down ideas and/or key words, including new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence. To use co-ordination.</p> <p>Plan or say out loud what they are going to write about.</p> <p>To write for different purposes. To evaluate their writing with the teacher and other pupils. To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.</p>

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Reading	Fred’s Teaching - Colin’s Castle	Literacy Shed - Spring time Changes	Literacy Shed - Homes around the World	Literacy Shed - Floods and Droughts	Literacy Shed - Anansi The Spider	Literacy Shed - African Jewellery
Spelling	Spelling unit 7. Why do some words end -le, -al, -il or -el?	Spelling unit 8. Why does ‘c’ make the sound /s/ in some words?	Spelling unit 9. How can I spell the sound /zh/?	Spelling unit 10. What happens when I add the suffixes -ment, -ness, -ful, -less, and -ly to a root word?	Spelling unit 11. How can I show missing letters in a word?	
Handwriting Letter Join	Activity 64, 65, 66. -To write using the long ‘e’ sound. -To write using capital letters. -To listen using adjectives.	Activity 67, 68, 69. -To write using the long ‘i’ sound. -To write using commas. -To write using adverbs.	Activity 70, 71, 72. -To write using the long ‘o’ sound. -To write using an apostrophe for missing letters. -To write using different verb tenses.	Activity 73, 74, 75. -To write using the long ‘u’ sound. -To write using the apostrophe for possession. -To write using conjunctions.	Activity 76, 77, 78. -To write using prepositions. -To write using speech marks. -To write using a or an.	Activity 76, 77, 78. -To write using prepositions. -To write using speech marks. -To write using a or an.
Maths (White Rose) Mass, Capacity & Temperature Fractions Time	Measure in kilograms Four operations with mass Compare volume and capacity	Measure in millilitres Measure in litres Four operations with volume and capacity Temperature Assessment	Fractions Introduction to parts and wholes. Equal and unequal parts. To recognise a half. To find a half. To recognise a quarter.	To find a quarter. To recognise a third. To find a third. To find the whole. Unit fractions.	Non-unit fractions. To recognise the equivalence of a half and two quarters. To recognise three-quarters. To find three-quarters. To count in fractions up to a whole.	Fractions Assessment. Time O’clock and half past. Quarter past and quarter to. Tell time past the hour. Tell time to the hour.

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Science: Plants	To know the difference between seeds and bulbs.	To design an experiment to find out what plants need to grow.	To describe what plants need to grow and stay healthy.	To describe the life cycle of a plant.	To understand that plants adapt to suit their environment.	Assessment
Geography Mugumareno Village, Zambia	To explore Zambia's human and physical features and locate it.	To locate the village of Mugurameno and share what I would like to learn about it.	To compare how the people of Mugurameno use the River Zambezi with the ays in which we use rivers near us.	To use photographs and information texts to help imagine what daily life in Mugurameno might be like.	Assessment - to create a fact file about Mugurameno.	
Art Clay tile, African Houses	To use my hands as a tool to shape clay.	To shape a pinch pot and join clay shapes as a decoration.	To use impressing and joining techniques to decorate a clay tile.	To use a drawing to plan the features of a 3D model.	To make a 3D clay tile from a drawn design.	
Computing Creating media: Stop motion (Using desktops /laptops) Online Safety	To understand what an animation is.	To take clear photographs.	To create a stop motion animation.	To plan my stop motion animation.	To create a stop motion animation.	
Music Call &Response (Theme: Animals)	To create short sounds with varied dynamics that represent an animal.	To copy a short sound pattern.	To explore call and response using instruments.	To create sound patterns using call and response.	To perform different sound patterns with contrasting dynamics.	
PE Class teacher- Attack, defend, shoot 2	To throw different types of equipment.	To move to space after moving a ball.	To pass and move forwards to a target with a partner.	To position ourselves as goalkeeper.	To intercept a ball from a person on another team.	Assessment Assessment

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Premier Sport- Hit, catch, run 2	To time our run around the bases to stay safe.	To kick a ball to a space using different parts of the foot.	To respond to how a ball is being bowled when hitting.	To explore the role of the wicketkeeper.	To explore the role of backstop and its likeness to wicketkeeper.	
RE What can we learn from sacred books and stories? (Christianity, Judaism, Islam.)	To identify books that are special to me. To consider the 'rules' needed to ensure that sacred books are respected.	To understand that worldviews may have their own sacred or special books.	To recognise that sacred texts contain stories which are special to many people and should be treated with respect. To recognise how different religions express their respect for their scriptures, giving at least 3 examples of symbols of respect. - Judaism	To recognise that sacred texts contain stories which are special to many people and should be treated with respect. To recognise how different religions express their respect for their scriptures, giving at least 3 examples of symbols of respect. - Islam	To suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories.	Assessment
PSHE Health and wellbeing	To describe a range of feelings and develop simple strategies for managing them.	To use breathing exercises to relax.	To understand strengths and set achievable goals.	To identify strategies to help overcome barriers or manage difficult emotions. To develop a growth mindset.	To understand what it means to have a healthy diet.	To understand ways of looking after our teeth.
Enrichment		St George's Day 23rd		May Bank Holiday 4 th		Father's Day gift Shop KS1 SATs week