



**Downview Primary School  
Medium Term Planner**

Our school is underpinned by our 5 school values which were decided upon by staff and children. These values are: **Teamwork, Aspiration, Resilience, Independence and Communication.**

Together we live by the motto that "At Downview we grow and learn together everyday." At Downview Primary our behaviour mantra is that we are "kind,

respectful and safe."

**Year Group: 1  
Summer Term: 1**

**Curriculum focus:  
Super Shanghai  
Geography Focus**

**End of Unit Assessment Activity:**

White Rose Assessments

Phonics screener

HFW assessments

**Wow moments:**

Woodland Classroom activities

**Summer Term 1**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>English</b>	<p><b>Billy and the Beast</b></p> <p>I can write a wanted poster for a missing monster. I can read and write words that end in the suffix –ed. I can describe characters using adjectives. I can use and, but, so and because to join sentences.</p>	<p><b>Billy and the Beast</b></p> <p>I can sequence the story of 'Billy and the Beast'. I can write about what a hero can hide in their hair. I can write an ingredients list for the Beast using plurals. I can write a recipe using plurals.</p>	<p><b>Billy and the Beast</b></p> <p>I can plan a story. I can write my own Terrible Beast story.</p>	<p><b>Lubna and Pebble</b></p> <p>I can use adjectives to describe my pebble. I can write a thank you note for Pebble. I can think of questions to ask the little boy. I can make and write sentences using the conjunction but.</p>	<p><b>Lubna and Pebble</b></p> <p>I can write a letter giving advice to Amir. I can read and identify contractions in a sentence. I can write instructions on how to look after a pebble. I can sequence events from the story Lubna and Pebble.</p>	<p><b>Lubna and Pebble</b></p> <p>I can plan a story retelling. I can write a retelling of the story Lubna and Pebble.</p>
<b>Reading</b>	<p><b>Phonics- CVC, CCVC and CVCC words</b> <b>Tricky Words: move, prove</b> To practise reading and spelling a range of CVC, CCVC and CVCC words. To decode words. To blend sounds in unfamiliar words containing GPCs that have been taught. To recognise the correct sound to grapheme including digraphs, trigraphs and split-digraphs. To practise reading tricky words.</p> <p><b>Guided Reading</b></p>	<p><b>Phonics- CCVCC, CCCVC and CCCVCC words.</b> <b>Tricky Words: door, poor, floor</b> To practise reading and spelling a range of CCVCC, CCCVC and CCCVCC words. To decode words. To blend sounds in unfamiliar words containing GPCs that have been taught. To recognise the correct sound to grapheme including digraphs, trigraphs and split-digraphs.</p>	<p><b>Phonics- Syllables</b> <b>Tricky Words: eye, shoe</b> To discriminate syllables in multi-syllabic words. To decode words. To blend sounds in unfamiliar words containing GPCs that have been taught. To recognise the correct sound to grapheme including digraphs, trigraphs and split-digraphs. To practise reading tricky words.</p> <p><b>Guided Reading</b> I can listen to and discuss a wide range of poems, stories and non-fiction.</p>	<p><b>Phonics- Compound words</b> <b>Tricky Words: hour, half, parents</b> To read and spell compound words. To decode words. To blend sounds in unfamiliar words containing GPCs that have been taught. To recognise the correct sound to grapheme including digraphs, trigraphs and split-digraphs. To practise reading tricky words.</p> <p><b>Guided Reading</b></p>	<p><b>Phonics- Plurals –s and –es</b> <b>Tricky Words: busy, pretty, beautiful</b> To form plural nouns by adding –s and –es. To form third-person singular verbs by adding –s and –es. To learn some exceptions to the rule for forming plurals. To practise reading tricky words.</p> <p><b>Guided Reading</b> I can listen to and discuss a wide range of poems, stories and non-fiction. I can discuss word meanings, linking new meanings to those already known.</p>	<p><b>Phonics- Endings –ing, –ed and –er.</b> <b>Tricky Words: Revise tricky words</b> To understand what a root word is and how different beginnings (prefixes) and endings (suffixes) change its meaning. To read and spell words using the prefix –un. To add –ing, –ed and –er to verbs where no change is needed to the root word. To add –er and –est to adjectives where no change is needed to the root word. To practise reading tricky words.</p>

	<p>I can listen to and discuss a wide range of poems, stories and non-fiction.</p> <p>I can discuss word meanings, linking new meanings to those already known.</p> <p>I can participate in discussion about what is read to me, taking turns and listening to what others say.</p> <p>I can link what I read or hear read to my own experiences.</p>	<p>To practise reading tricky words.</p> <p><b>Guided Reading</b></p> <p>I can listen to and discuss a wide range of poems, stories and non-fiction.</p> <p>I can discuss word meanings, linking new meanings to those already known.</p> <p>I can participate in discussion about what is read to me, taking turns and listening to what others say.</p> <p>I can link what I read or hear read to my own experiences.</p>	<p>I can discuss word meanings, linking new meanings to those already known.</p> <p>I can participate in discussion about what is read to me, taking turns and listening to what others say.</p> <p>I can link what I read or hear read to my own experiences.</p> <p>I can learn to appreciate rhymes and poems.</p>	<p>I can listen to and discuss a wide range of poems, stories and non-fiction.</p> <p>I can discuss word meanings, linking new meanings to those already known.</p> <p>I can participate in discussion about what is read to me, taking turns and listening to what others say.</p> <p>I can link what I read or hear read to my own experiences.</p> <p>I can learn to appreciate rhymes and poems.</p>	<p>I can participate in discussion about what is read to me, taking turns and listening to what others say.</p> <p>I can link what I read or hear read to my own experiences.</p>	<p><b>Guided Reading</b></p> <p>I can listen to and discuss a wide range of poems, stories and non-fiction.</p> <p>I can discuss word meanings, linking new meanings to those already known.</p> <p>I can participate in discussion about what is read to me, taking turns and listening to what others say.</p> <p>I can link what I read or hear read to my own experiences.</p>
<b>Maths</b>	<p><b>Mass and Volume</b></p> <p>I can compare objects to find which are heavier and which are lighter.</p> <p>I can weigh objects using non-standard units.</p> <p>I can compare the mass of different objects.</p> <p>I can identify full, empty, nearly full and nearly empty.</p>	<p><b>Mass and Volume</b></p> <p>I can compare the volume of different containers.</p> <p>I can measure capacity using non-standard units.</p> <p>I can compare the capacity of different containers.</p>	<p><b>Time</b></p> <p>I can sequence my day.</p> <p>I can sequence the days of the week.</p> <p>I can identify and sequence the months of the year.</p> <p>I can compare time by identifying activities that are longer and shorter.</p>	<p><b>Time</b></p> <p>I can read and show o'clock times.</p> <p>I can read and show half past times.</p>	<p><b>Multiplication and Division</b></p> <p>I can count in 10s to 100.</p> <p>I can count in 2s to 50.</p> <p>I can count in 5s to 50.</p> <p>I can count in multiples of 2, 5 and 10 and see if I notice a pattern.</p>	<p><b>Multiplication and Division</b></p> <p>I can make equal groups by grouping.</p> <p>I can make equal groups by sharing.</p> <p>I can count in 5s.</p> <p>I can solve one-step problems involving multiplication and division.</p>
<b>Science</b> The Wonder of Trees	<p>I can spot how things change across the four seasons.</p>	<p>I can name the parts of a plant and say what they do.</p>	<p>I can name some plants that grow in the wild and in gardens.</p>	<p>I can tell the difference between deciduous and evergreen trees.</p>	<p>I can spot how plants are the same and different.</p>	<p>I can show what I have learnt about plants.</p>
<b>History</b>						
<b>Geography</b>	<p>I can recognise physical and human features.</p>	<p>I can draw physical and human features on a map.</p> <p>I can use an aerial photograph to draw a simple sketch map.</p>	<p>I can the continent I live in.</p> <p>I can use an atlas to locate Europe on a world map.</p> <p>I can use an atlas to locate Asia on a world map.</p> <p>I can use an atlas to locate China on a world map.</p>	<p>I can name some physical and human features.</p> <p>I can sort photographs into physical and human features.</p> <p>I can identify a physical or human feature in China.</p>	<p>I can label physical features on photographs of Shanghai.</p> <p>I can label human features on photographs of Shanghai.</p> <p>I can compare Shanghai to where I live.</p>	<p>I can describe how Shanghai is different from where I live.</p> <p>I can describe how Shanghai is similar to where I live.</p> <p>I can compare the physical and human features of two places.</p>

<b>DT</b>						
<b>Music</b>						
<b>Computing</b>	I can understand what is meant by 'technology'. I can identify which objects are examples of technology.	I can recognise technology used in the classroom and around the school. I can identify examples of digital technology. I can explain why technology in the world around me was invented.	I can plan a game using images that I have created myself. I can make a placing game using my own images.	I can use drag and drop on my device. I can create a jigsaw using the 2DIY tool.	I can use drag and drop controls and either touchscreen gestures or arrow keys to complete 2DIY games. I can make a placing game and share my game.	I can plan a game using images that I have created myself. I can make a placing game using my own images.
<b>RE</b>	KAPOW: How do we know that babies are special?  I can talk about why new babies are special.	KAPOW: How do we know that babies are special?  I can understand why Muslims say 'Adhan' a special prayer to welcome a new baby.	KAPOW: How do we know that babies are special?  I can talk about how Muslims welcome a new baby into their family.	KAPOW: How do we know that babies are special?  I can talk about how Hindus welcome a new baby into their family.	KAPOW: How do we know that babies are special?  I can talk about how Christians welcome a new baby into their family. I can describe what a promise is.	KAPOW: How do we know that babies are special?  I can identify the ways some people choose a name for a baby.
<b>PSHE</b>	Revisit the NSPCC PANTS rule KAPOW- Hygiene  I can say what the NSPCC PANTS acronym stands for. I can understand how germs are spread and how we can stop them spreading.	KAPOW- similar, yet different  I can recognise the ways I am the same as, and different to, other people.  I can discuss diversity and how it is important we respect each other's differences.  British Values: Mutual respect, tolerance of different cultures and religions.	KAPOW- gender stereotypes  I can begin to understand what is meant by a stereotype. I can understand that stereotypes about boys and girls exist and explain why these are wrong.  British Values: Mutual respect.	KAPOW- democratic decisions  I can explain what democracy is. I can talk about the basic institutions that support democracy locally and nationally.  British Values: Democracy	KAPOW- Economic Wellbeing- what is money? and keeping money safe.  I can identify different coins and notes and observe that they have different values. I can recognise why it is important to keep money safe. I can explain what to do if I find money that does not belong to me.  British Values: Individual liberty, mutual respect and rule of law.	
<b>PE</b>	Real PE- Physical Cog  Outdoors- Coordination- sending and receiving	Real PE- Physical Cog  Outdoors-Coordination- sending and receiving	Real PE- Physical Cog  Outdoors- Coordination- sending and receiving	Real PE- Physical Cog  Outdoors- Agility- Reaction/Response	Real PE- Physical Cog  Outdoors- Agility- Reaction/Response	

	<p>I can perform a single skill or movement with some control. I can send with good accuracy and weight. I can get in a good position to receive. I can collect a ball safely.</p> <p><b>Indoors- Flight Skills</b></p> <p>I can perform a small range of skills and link two movements together. I can perform accurate footwork patterns and take-off. I can create a clear shape during flight. I can land quietly and in balance.</p>	<p>I can perform a range of skills with some control and consistency. I can send with good accuracy and weight. I can get in a good position to receive. I can collect a ball safely.</p> <p><b>Indoors- Flight Skills</b></p> <p>I can perform a small range of skills and link two movements together. I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight. I can land quietly and in balance.</p>	<p>I can perform a range of skills with some control and consistency. I can send with good accuracy and weight. I can get in a good position to receive. I can collect a ball safely.</p> <p><b>Indoors- Flight Skills</b></p> <p>I can perform a small range of skills and link two movements together. I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight. I can land quietly and in balance.</p>	<p>I can perform a small range of skills and link two movements together. I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.</p> <p><b>Indoors- Rotation Skills</b></p> <p>I can perform a small range of skills and link two movements together. I can maintain an accurate shape throughout. I can rotate with control. I can remain balanced throughout.</p>	<p>I can perform a small range of skills and link two movements together. I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.</p> <p><b>Indoors- Rotation Skills</b></p> <p>I can perform a small range of skills and link two movements together. I can maintain an accurate shape throughout. I can rotate with control. I can remain balanced throughout.</p>	
<b>Art</b>		<p>KAPOW – Woven Wonders</p> <p>I can choose, measure, arrange and fix materials.</p>	<p>KAPOW – Woven Wonders</p> <p>I can explore plating, threading and knotting techniques.</p>	<p>KAPOW – Woven Wonders</p> <p>I can learn how to weave.</p>	<p>KAPOW – Woven Wonders</p> <p>I can combine techniques in a woven artwork.</p>	