



**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: 2**

**Curriculum focus:  
Medieval Madness  
(History Focus)**

**End of Unit Assessment Activity:**  
Phonics Screen Check- w/b 8<sup>th</sup> June  
White Rose End of Term Arithmetic and Reasoning Papers  
Assessed independent writing

**Wow moments:**  
Arundel Castle Trip- Thursday 2<sup>nd</sup> July  
Transition Day- Wednesday 1<sup>st</sup> July  
Woodland Classroom  
Sports Day- Wednesday 8<sup>th</sup> July

**Summer Term 2**

	<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>Week 7</b>	<b>Week 8 (2 days)</b>
<b>English</b>	<p>Dragon Post by Emma Yarlett</p> <p>I can write a prediction about what I think is hiding in the cupboard. I can write a letter asking the fire brigade for help. I can add sound buttons to and read real and alien words.</p>	<p>Dragon Post by Emma Yarlett</p> <p>I can write a note of advice to Alex. I can follow a set of instructions. I can write instructions on how to douse a dragon. I can write a menu for dragon using adjectives.</p>	<p>Dragon Post by Emma Yarlett</p> <p>I can plan a journey for a dragon flight. I can write a guide telling a dragon where to fly. I can plan my ideas for my 'how to look after a dragon guide'. I can write a guide about how to look after a dragon.</p>	<p>Dragon Post by Emma Yarlett</p> <p>I can write a guide about how to look after a dragon.</p> <p><b>Stella and the Seagull by Georgina Stevens</b> I can write predictions about where the special objects came from.</p>	<p>Stella and the Seagull by Georgina Stevens</p> <p>I can write a list of objects from the special box. I can write what Stella is thinking and how she is feeling.</p>	<p>Stella and the Seagull by Georgina Stevens</p> <p>I can create a poster to advertise the Brampton Beach Clean Party. I can write sentences about how to be green. I can listen to, read and match facts about pollution and recycling. I can create a leaflet to persuade people to look after the planet.</p>	<p>Stella and the Seagull by Georgina Stevens</p> <p>I can create a leaflet to persuade people to look after the planet. I can write facts in a persuasive leaflet.</p>	
<b>Reading</b>	<p>Phonics- Re-cap Tricky Words: revise tricky 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 and spelling 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, linking new</p>	<p><b>Phonics Screening Week</b> Phonics- Re-cap Tricky Words: revise tricky 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 and spelling 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. I can participate in discussion about what is read to me, taking</p>	<p>Phonics- Plurals –s and –es Tricky Words: busy, pretty, beautiful 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</p>	<p>Phonics- Endings –ing, –ed and –er. Tricky Words: Revise tricky words 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>Phonics- Tricky words Tricky Words: move, prove, door, poor, floor, eye, shoe, hour, half, parents, busy, pretty, beautiful To practise reading and spelling 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. I can participate in discussion about what is read to me, taking turns and listening to what others say.</p>	<p>Phonics- Alphabetical Order To revise all phonemes taught so far. To practise reading green and red words. To practise reading and writing a sentence. To use letter names and to develop an understanding of the order of the alphabet.</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. I can participate in discussion about what is</p>	<p>Phonics- Upper &amp; Lower Case Letters To practise using letter names. To be able to match lower and upper case letters and to write upper case graphemes.</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. I can participate in discussion about what is read to me,</p>	

	meanings to those already known. I can participate in discussion about what is read to me, taking turns and listening to what others say. I can link what I read or hear read to my own experiences.	turns and listening to what others say. I can link what I read or hear read to my own experiences.	meanings to those already known. I can participate in discussion about what is read to me, taking turns and listening to what others say. I can link what I read or hear read to my own experiences.	<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. I can participate in discussion about what is read to me, taking turns and listening to what others say. I can link what I read or hear read to my own experiences.	I can link what I read or hear read to my own experiences.	read to me, taking turns and listening to what others say. I can link what I read or hear read to my own experiences.	taking turns and listening to what others say. I can link what I read or hear read to my own experiences.	
<b>Maths</b>	<b>Multiplication and Division</b> I can make equal groups by grouping. I can make equal groups by sharing. I can solve one-step problems involving multiplication and division.	<b>Fractions (half)</b> I can recognise half of a 2D shape. I can find half of a 2D shape. I can recognise half of a quantity. I can find half of an amount. I can solve problems related to halving.	<b>Fractions (quarter)</b> I can recognise a quarter of a 2D shape. I can find a quarter of a 2D shape. I can recognise a quarter of a quantity. I can find a quarter of an amount.	<b>Position and Direction</b> I can describe position using left and right. I can describe position using above and below. I can describe position using forwards and backwards. I can use ordinal numbers.	<b>Place Value to 100</b> <b>End of Year Assessments</b> I can count from 50 to 100. I can count in 10s to 100. I can partition numbers into tens and ones within 100. I can use a number line to 100.	<b>Place Value to 100</b> I can find 1 more and 1 less up to 100. I can compare numbers. I can compare numbers with the same number of tens.	<b>Money</b> I can recognise the value of different denominations of coins and notes. I can understand the value of unitised counters and match them to real coins. I can count using coins.	
<b>Science</b>	<b>Sensational Scientists</b> I can learn about different scientists and what they are famous for.	<b>Melting Ice Investigation</b> I can answer a question by carrying out a simple test.	<b>Mole's Mess Investigation</b> I can solve a problem by carrying out a simple test.	<b>Seasons summer walk this week</b> I can spot how things change across the four seasons.			<b>Comparing the four seasons – discuss day length varies.</b>  I can show how tress change over the four seasons.	
<b>History</b> <b>Medieval Madness</b>	I can ask questions about the past. I can write questions about Arundel Castle.	I can re-enact the story of the Battle of Hastings through drama and learn why William the Conqueror was a significant person from history.	I can label parts of a medieval castle.	<b>Medieval Day</b> I can find out what life was like in medieval times and the types of jobs people did.	<b>Trip to Arundel Castle</b> I can write a recount of my trip to Arundel Castle.	I can identify objects and castle features, which would be used to defend or attack a castle. I can decide how I would attack Arundel Castle.		
<b>Geography</b>								
<b>DT</b>								
<b>RE</b>								
<b>Music</b>	<b>Charanga- Your imagination</b> <b>Listen and Appraise, Fast Facts.</b> I can listen with concentration and understanding to a range	<b>Charanga- Your imagination</b> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.	<b>Charanga- Your imagination</b> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.			<b>Charanga- Reflect, Rewind and Replay Y1</b>  I can listen with concentration and understanding to a range	<b>Charanga- Reflect, Rewind and Replay Y1</b>  I can listen with concentration and understanding to a	

	of high-quality recorded music. I can try to identify musical instruments I can hear when listening to a piece of music.		I can play an untuned instrument musically.			of high-quality recorded music. I can try to identify musical instruments I can hear when listening to a piece of music. I can use my voice expressively and creatively by singing songs and speaking chants and rhymes	range of high-quality recorded music. I can try to identify musical instruments I can hear when listening to a piece of music. I can use my voice expressively and creatively by singing songs and speaking chants and rhymes	
<b>Computing</b>	To understand that computer programs work by following instructions called code.	To use object and action code blocks to make a computer program.	To understand what an event is in coding.	To understand the purpose of an output and to be able to 'read' code to find out what it does.	To change aspects of the design view.	To plan and make a computer program.	<b>Online safety (covered in Guided Reading).</b>	
<b>PSHE</b>	<b>KAPOW Lesson 3: Ready for bed</b>  I can understand the importance of sleep. I know that I can affect the quality of sleep that I get.  I can think of ways to get ready for sleep.	<b>KAPOW Lesson 4: Relaxation</b>  I can recognise when relaxation might help me. I know that there are different ways of relaxing.  I can use laughter to help me relax if I am nervous or have lots on my mind.	<b>KAPOW Lesson 7: Allergies</b>  I can understand that people can be allergic to things in food or things around them.  I can explain what to do if I have an allergic reaction or one of my friends.	<b>Transition lesson Before transition day.</b>  I can identify things I am worried about and excited for about going to Year 2. I can talk about ways to help me with my worries.	<b>KAPOW Lesson 6: Sun safety</b>  I can understand that sunshine can be good for me. I can explain the things I need to do to keep myself safe in the sun.	<b>KAPOW Transition lesson Individual strengths and new skills</b>  I can identify things I am worried about and excited for about going to Year 2.  I can talk about ways to help me with my worries.		Goodbyes and wishes for the summer holidays.
<b>PE</b>	Real PE- Fitness Cog  <b>Outdoors- Agility- Ball Chasing</b> I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control. <b>Outdoors- Sports Day Practice</b> Track and field events, throwing, relays, obstacle races.	Real PE- Fitness Cog  <b>Outdoors- Agility- Ball Chasing</b> I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.  <b>Outdoors- Sports Day Practice</b> Track and field events, throwing, relays, obstacle races.	Real PE- Fitness Cog  <b>Outdoors- Agility- Ball Chasing</b> I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control. <b>Outdoors- Sports Day Practice</b> Track and field events, throwing, relays, obstacle races.	Real PE- Fitness Cog  <b>Outdoors- Static Balance- Floor Work</b> I can maintain balance throughout. I can balance and hold the correct position. I can balance with control when changing balance/position. <b>Outdoors- Sports Day Practice</b> Track and field events, throwing, relays, obstacle races.	Real PE- Fitness Cog  <b>Outdoors- Static Balance- Floor Work</b> I can maintain balance throughout. I can balance and hold the correct position. I can balance with control when changing balance/position. <b>Outdoors- Sports Day Practice</b> Track and field events, throwing, relays, obstacle races.	<b>KS1 Sports Day</b>	<b>Outdoors- Static Balance- Floor Work</b> I can maintain balance throughout. I can balance and hold the correct position. I can balance with control when changing balance/position.	
<b>Art</b>		<b>KAPOW- Making Colours</b> I can investigate how to mix secondary colours.	<b>KAPOW- Painting with Colours</b> I can apply knowledge of colour mixing when painting.	<b>KAPOW-Printing with Paint</b> I can explore colour when printing.		<b>KAPOW- Exploring colour mixing</b> I can experiment with paint mixing to make a range of secondary colours.	<b>KAPOW- Clarice Cliff plates</b> I can apply my painting skills when working in the style of an artist.	