



	<b>Week 1</b> <b>24.2.25</b>	<b>Week 2</b> <b>3.3.25</b>	<b>Week 3</b> <b>10.3.25</b>	<b>Week 4</b> <b>17.3.25</b>	<b>Week 5</b> <b>24.3.25</b>	<b>Week 6</b> <b>31.3.25</b>	<b>Week 7</b> <b>7.4.25</b>
<b>Guided Reading (weekly) / RWI Phonics (daily):</b>	YR – special friends oy, ai, ay	Year R- special friends ee, igh, ow	Year R- special friends, igh, ow (as in blow)	Year R- special friends oo (as in zoo), oo (as in look), ar	Year R- special friends or, air, ir	Year R- special friends ou (as in out), oy	YR- Revision of set 2 sounds
	Y1- Set 3 – <b>ure, ea, oi</b> – (as in spoil)	Y1- <b>a-e</b> (cake), <b>i-e</b> (smile) <b>o-e</b> (as in phone)	Y1- <b>u-e</b> (as in <i>huge</i> ) <b>e-e</b> (as in Pete) <b>aw</b> (as in yawn) <b>au</b> – (as in launch)	Y1 - <b>are</b> (as in <i>care</i> ) <b>ur</b> (as in <i>nurse</i> ) <b>er</b> (as in <i>letter</i> )	Y1- <b>ow</b> (as in <i>brown</i> ) <b>ai</b> (as in <i>snail</i> ) <b>oa</b> (as in <i>goat</i> )	Y1 - <b>ew</b> (as in <i>chew</i> ) <b>ire</b> (as in <i>fire</i> ) <b>ear</b> (as in <i>hear</i> )	Year - <b>ie</b> (as in <i>pure</i> ) <b>ph</b> <b>Wh</b> <b>ue</b>
	Alternative pronunciations taught throughout lessons- a, c, ch, e, ea, g, i, o, s, u, (kn-optional this term)						

## Bicton CE Primary School and Nursery Medium Term Planning

<b>Writing: (4x weekly)</b>  <b>Handwriting (daily):</b> RWI handwriting scheme for YR/Y1	Core book: Beegu! Yr- Continue to use Fred fingers to spell including special friends. Write a simple sentence with finger spaces. Form letters correctly – starting and ending in the right place Y1 – write a letter to creature	Core book: Beegu! Yr- Continue to use Fred fingers to spell including special friends. Write a simple sentence with finger spaces. Form letters correctly – starting and ending in the right place Y1 – write a description of lost creature. Use and Fact sheet with description of things Beegu might see.	Core book: Beegu! Yr- Continue to use Fred fingers to spell including special friends. Write a simple sentence with finger spaces. Form letters correctly – starting and ending in the right place. Capital letter to start. Y1 -Write a postcard from Beegu back to family	Core book: Beegu! Yr- Continue to use Fred fingers to spell including special friends. Write a simple sentence with finger spaces. Form letters correctly – starting and ending in the right place. Capital letter to start. Compose own sentence. Y1— Invite Beegu to school and write promises /code of conduct for school	Core book: Beegu! Yr- Continue to use Fred fingers to spell including special friends. Write a simple sentence with finger spaces. Form letters correctly – starting and ending in the right place. Capital letter to start. Compose own sentence. Y1- Explore Beegu's feelings. Write letter of persuasion to convince Headteacher to keep Beegu	Core book: Beegu! Yr- Continue to use Fred fingers to spell including special friends. Write a simple sentence with finger spaces. Form letters correctly – starting and ending in the right place. Capital letter to start and FS at the end. Compose own sentence. with finger space Y1 – Thank you letter from Beegu. Sequence story events .Plan and write story	Core book: Beegu! Yr- Continue to use Fred fingers to spell including special friends. Write a simple sentence with finger spaces. Form letters correctly – starting and ending in the right place. Capital letter to start and full stop at the end. Compose own sentence. Year 1/Yr Poetry unit- If I had a beak.
<b>Punctuation, Spelling and Grammar:</b>	Y1- Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est Prefix -un	Y1- Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est Prefix -un	Y1- Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est Prefix -un	Y1- Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est Prefix -un	Y1- Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est Prefix -un	Y1- Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est Prefix -un	Y1- Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est Prefix -un
<b>Spoken Language:</b> e.g. drama, performance poetry, debate, discussion, role play, presentations.	English lesson - Discuss who has been in the classroom – based on CCTV images	Work with a partner to use maps and atlases	Role play how Beegu is feeling being in a new environment.	RE discussion re-symbols used in Christianity	Difference between needs and wants role play	Evaluate artwork 'crit' style.	Read and recite poetry
<b>Maths (daily):</b>	YR- MN - focus on equal and unequal groups when comparing numbers Y1- Place value within 50. Composition of numbers within 50 Assessment week starts	YR- MN -. understand that two equal groups can be called a 'double' and connect this to finger patterns Year 1 – place value within 50- Composition of numbers within 50 and assessments.	YR- MN - sort odd and even numbers according to their 'shape'- 7 One more and one less to 5 Y1- Place value within 50- problem solving. Learn multiples of 2 /2x table.	YR- MN - continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern Year 1 – Addition and subtraction problems. Learn multiples of 5 /5x table.	YR- order numbers and play track games Y1- Length and height Learn multiples of 5 /5x table.	YR- MN join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers Y1- Mass and volume Learn multiples of 2 and 5 /2x & 5x table.	YR- consolidation of this term's topics Y1- Mass and volume Learn multiples of 2 and 5 /2x & 5x table.

# Bicton CE Primary School and Nursery

## Medium Term Planning



		Learn multiples of 2 /2x table					
<b>Science:</b>	To carry out a comparative test.	Assessment week	To discuss results from a comparative test investigation and write up results	Waterproof materials	Opaque and transparent materials	Sorting materials	End of unit assessment
<b>R.E (weekly)</b>	Jewish stories – David and Goliath	Topic: Why do Christians put a cross in an Easter Garden? Lesson 1- explore KWL chart, questions and discussion	Explore the Easter story from Palm Sunday to Easter Sunday	Why is the cross important to Christians. Other symbols related to Easter	Easter traditions	Easter is about forgiveness	Good Samaritan story
<b>Computing (weekly)</b>	Topic- Programming animations  Assessment week	Lesson 1 – Comparing tools	Lesson 2- joining blocks	Lesson 3 – making a change	Lesson 4 – adding sprites	Lesson 5 – project design	Lesson 6 – following my design
<b>History (weekly) (ALTERNATE HALF TERMS)</b>	n/a						
<b>Geography (weekly) (ALTERNATE HALF TERMS)</b>	Assessment week	Topic – Our Frozen Planet Locate the polar regions using maps and globes	What the Arctic is like and seasonal changes.	What the Antarctic is like and seasonal changes.	Arctic animals and how they adapt to their environment	Antarctic animals and how they adapt to their environment	Compare polar regions - similarities and differences
<b>Music (weekly)</b>	Shropshire music service	Shropshire music service	Shropshire music service	Shropshire music service	Shropshire music service	Shropshire music service	
<b>French (weekly)</b>	n/a						
<b>D.T. (4 – 6 sessions) (ALTERNATE HALF TERMS)</b>	n/a						

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<b>P.S.H.E.</b>	What can we do with money?  Topics may change based on class needs	What money is – and that money comes in different forms	How money is obtained (e.g. earned, borrowed, won, presents)	How people make choices about what they do with money	The difference between needs and wants	How to keep money safe	PSHE based on class need
<b>Art and Design</b>	Topic: Exploring the world through mono print Lesson 1: Draw from stills and film	Lesson 2: Drawing from observation Draw small	Lesson 3: Introduction to monoprints	Lesson 4&5 : Mono printing sessions with Change, Grow and Live	Lesson 4&5 : Mono printing sessions with Change, Grow and Live	Lesson 6: Reflect Run a class 'crit'	
<b>P.E.</b>	Topic: Orienteering Introduction to orienteering	Orienteering – parachute games	Orienteering – scavenger hunt	Orienteering – compass and directions	Orienteering – obstacle course	Orienteering – Picture orienteering	Easter Egg Hunt