



## Bicton CE Primary School and Nursery Medium Term Planning

Year Group – Reception /Year 1 Teacher/s – Mrs Gairy	Topic Title / Theme - Powerful Plants	Term – Summer 1
Entry Point Science – Plant hunt in the local area. How many plants can you find? Can you name them? English – Mysterious new creature from our book – what could it be?	Exit Point – write a non-fiction report about animals (linked to English unit)	Visits/ Visitors / Special Arrangements – Forest School leader to take sessions
Topic Overview – (foundation subjects) <ul style="list-style-type: none"> <li>Explore how our lives would be different in the time of Queen Victoria.</li> <li>Identify a range of plants and explore the conditions for growth through direct observation</li> <li>Create a moving picture with levers and sliders.</li> <li>Introduce basic racket and ball skills that build coordination and balance and confidence.</li> </ul>		Outdoor Learning – Continuous provision outdoors/ Forest school/ Plant hunt
		Cultural Capital opportunities - VE day celebrations 8 <sup>th</sup> May

	<b>Week 1</b> <b>28.4.25</b>	<b>Week 2</b> <b>5.5.25</b>	<b>Week 3</b> <b>12.5.25</b>	<b>Week 4</b> <b>19.5.25</b>
<b>Guided Reading (weekly) / RWI Phonics (daily):</b>	a-e (as in cake) are (as in care) ur (as in nurse) ie (as in pie)	ai (as in rain) ew (as in stew) ure (as in pure) ie (as in pie)	au – (as in launch) ue (as in rescue) ph (as in phone) wh (as in what)	Review target sounds ph (as in phone) wh (as in what) e kn
	ea (cup of tea) oi- (as in spoil) a-e (as in cake) i-e (as in smile)	o-e (as in phone) u-e (as in huge) e-e (as in Pete) aw (as in yawn)	ur (as in nurse) er (as in letter) ow (brown) ai (as in rain)	oa (as in goat) ew (as in stew) au (as in astronaut) ue (as in rescue)
<b>Writing: (4x weekly)  Handwriting (daily):</b>	Core book: Someone Swallowed Stanley! Yr- Continue to use Fred fingers to spell including special friends in words. Write more independently using picture prompts and own ideas. Continue to develop use of capital letters and full stops. Y1 – Write sentences about different sea creatures – spelling set 3 words with greater accuracy. Continue to use 'and' and begin to use er/est	Core book: Someone Swallowed Stanley! Yr- Continue to use Fred fingers to spell including special friends in words. Write more independently using picture prompts and own ideas. Continue to develop use of capital letters and full stops. Y1 – Conduct research about whales and write a paragraph using facts collected. Use the -ing suffix in words.	Core book: Someone Swallowed Stanley! Yr- Continue to use Fred fingers to spell including special friends in words. Write more independently using own ideas. Continue to develop use of capital letters and full stops. Use finger spaces independently. Y1 -Write a description of Stanley's journey to the sea floor.	Core book: Someone Swallowed Stanley! Yr- Continue to use Fred fingers to spell including special friends in words. Write more independently using own ideas. Continue to develop use of capital letters and full stops. Y1—Write a letter in role as Stanley to the boy who helped.



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<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
<b>Spoken Language:</b> e.g. drama, performance poetry, debate, discussion, role play, presentations.	Discuss what is a plant. Identify different plants locally and name them based on their features.	Work with a partner to find out about whales and present to the class	RE discuss baptisms and Christening attended – share experiences	Role play – hot seat Stanley
<b>Maths (daily):</b>	YR- MN - count actions, count actions and sounds. Y1- Counting in 2s and 10s. Identify equal and unequal groups	YR- MN -. explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame Year 1 – Counting ins 5s. Add equal groups. Make arrays	YR- MN - compare quantities and amounts, including sets of objects with different attributes. Y1- Make arrays. Grouping and sharing	YR- MN - continue - compare quantities and amounts, including sets of objects with different attributes. Year 1 – Introduction to fractions
<b>Science:</b>	Topic: Plants Plants around our home and school	Explore how plants grow from seeds and bulbs. Planting seeds and watching them germinate	Observations and plant dairy	Structure of a tree, naming trees
<b>R.E (weekly)</b>	Topic: How do we celebrate special times? What special times have you had? What do other people celebrate?	How do you celebrate a special occasion?	What happens at a Christian baptism or Christening?	What other celebrations do people have?
<b>Computing (weekly)</b>	Topic- Creating media – digital writing.  Exploring the keyboard	VE day celebrations	Lesson 2- Adding and removing text	Lesson 3 – Exploring the toolbar
<b>History (weekly)</b> <b>Refer to Medium term plans (ALTERNATE HALF TERMS)</b>	Topic: How different would our lives be in the time of Queen Victoria?	L1: Who was Queen Victoria and when did she live? Timeline	L2: Use historical artefacts to explore what living conditions were like in Victorian times	L3; Use census data to photographs and books to explore what life was like for children in Victorian times
<b>Geography (weekly)</b> <b>Refer to Medium term plans (ALTERNATE HALF TERMS)</b>				
<b>Music (weekly)</b>	Shropshire music service	Shropshire music service	Shropshire music service	Shropshire music service

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<b>French (weekly)</b>	n/a			
<b>D.T. (4 – 6 sessions) Refer to Kapow/ Medium term plans (ALTERNATE HALF TERMS)</b>	Topic: How can I bring a story to life? (Levers and Sliders) Explore moving mechanisms	Design a new storybook	To construct a moving picture - part 1	To construct a moving picture – part 2
<b>P.S.H.E.</b>	people have different roles in the community to help them (and others) keep safe	Children explore who can help them in different places and situations; how to attract someone's attention or ask for help; what to say	How to respond safely to adults they don't know	What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
<b>Art and Design</b>	n/a			
<b>P.E.</b>	Topic: Tennis Introduction to tennis	Ball and racket familiarization	Sending skills	Receiving skills