

Medium Term Planning – Term; Summer 2026

Bicton CE Primary School

Teacher: Mrs Gairy Year group: Willow

<p>Overview - Some highlights for this term's topics include exploring Everyday Materials and Plants in Science, linking to our garden project. In History, we will learn about Significant Salopians and key events in British history, while in Geography we will explore the UK, including its countries and capitals. In RE, we will consider why the word God is important to Christians and which stories are special. Our core texts include The Lion Inside and The Curious Case of the Missing Mammoth, alongside a poetry unit - Fruit Salad.</p>						<p>Visits/Visitors/Special Arrangements –</p> <p>Sports day</p>						<p>Cultural capital opportunities –</p> <p>Learning about local history (Significant Salopians) Taking part our gardening project, giving children hands-on experience of planting and caring for plants. Sharing and performing poetry.</p>					
Week	English Writing <small>Include SPAG and Spelling</small>	Reading	Handwriting	Spoken Language <small>Eg drama, poetry, debate,</small>	Maths	Daily Maths <small>Eg times table, mastering number</small>	Science	History/ Geography	DT /Art	Music	PE	PSHE	RE	Computing	French		
Unit Titles and which scheme is being used	Pathways to write	RWI	RWI		White Rose	NCETM	<p>Uses of everyday materials /Plants</p> <p>Twinkl</p> <p>Oak Academy</p>	Bespoke	Kapow AccessArt.og	Shop Music Service	Pe Planning	Pshe association	<p>RE Today</p> <p>UC</p> <p><i>What does the word 'God' mean to Christians?</i></p> <p><i>(Sessions 1-6)</i></p> <p><i>Which stories are special and why?</i></p>	Teach computing	N/A		
1	Poetry 1-5	YR- set 1 or 2 based on progress Y1- Sets 2 or 3 Speed sounds + word time and story book lesson (YR+1)	YR- Names based on progress + this week's phonics letters + Focus Caterpillar letter Y1 – letter focused is based on assessme	Perform poetry	Y1- Counting in 2s and 10s. Identify equal and unequal groups	YR YR- MN - count actions, count actions and sounds.	<p>Topic: Uses of everyday materials</p> <p>Materials and their uses</p>	<p>Topic: Significant Salopians</p> <p>To identify historical sources</p> <p>To understand why William</p>	DT Topic: Design and make a moving monster identify mechanisms in everyday objects	composin g a piece of music – class composition	Topic: Cricket Introduction to cricket	that people have different roles in the community	The Word "God" and God as the Creator.	<p>Topic: Programming – Robot algorithms</p> <p>Giving instructions</p>	N/A		

			nts					Brookes is a significant person							
2	Core book: Lion inside PTW session 1-2 PTW sessions 3-5	YR- set 1 or 2 based on progress Y1- Sets 2 or 3 Speed sounds + word time and story book lesson(YR+1)	YR- Names based on progress + this week's phonics letters + Focus Caterpillar letter Y1 – letter focused is based on assessments	Class discussion in RE	Year 1 – Counting ins 5s. Add equal groups. Make arrays	YR- MN -. explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame	To compare how suitable materials are for different uses based on their properties.	To understand why Eglantyne Jebb is a significant individual To make inferences using historical sources	FPT: make different linkages	composing a piece of music – class composition	Coordination and movement	People who keep us safe and how they help people	What does it mean to worship God?	Same but different	N/A
3	Lion inside PTW sessions 3-5	YR- set 1 or 2 based on progress Y1- Sets 2 or 3 Speed sounds + word time and story book lesson (YR+1)	YR- Names based on progress + this week's phonics letters + Focus Caterpillar letter Y1 – letter focused is based on assessments	Role play in English – hot sea Lion	Y1- Make arrays. Grouping and sharing	YR- MN - compare quantities and amounts, including sets of objects with different attributes.	To investigate which materials are absorbent and explain how suitable they are for different uses	To understand why Charles Darwin is a significant individual	Design a monster	composing a piece of music – class composition	Ball skills	who can help them in different places and situations; how to attract someone's attention or ask for help; what to say	What is God like?	Making prediction	N/A
4	Lion inside PTW sessions 6-8	YR- set 1 or 2 based on progress Y1- Sets 2 or 3	YR- Names based on progress + this week's phonics	Science investigation – share results	Year 1 – Introduction to fractions	YR- MN - continue - compare quantities and amounts, including	To investigate which materials are stretchy and	To understand why Wilfred Owen is a significant	Make moving monster	composing a piece of music – class composition	Fielding – rolling getting into line	how to respond safely to adults they don't know	God's name is special	Maps and routes	N/A

		Speed sounds + word time and story book lesson (YR+1)	letters + Focus Caterpillar letter +d/g Y1 – letter focused is based on assessments			sets of objects with different attributes.	explain how suitable they are for different uses.	t individual							
5	Lion inside PTW sessions 9-11	YR- set 1 or 2 based on progress Y1- Sets 2 or 3 Speed sounds + word time and story book lesson (YR+1)	YR- Names based on progress + this week's phonics letters + Focus Caterpillar letter +d/g Y1 – letter focused is based on assessments	Orally rehearse before writing	Y1- Addition on number line	YR- MN - counting sequence up to 10 subitize 5 and a bit – 6 orally, representing up to 5 objects	To plan and carry out a test to try to change the shape of different materials in different ways.	Bank holiday	Make moving monster and refine	composing a piece of music – class composition	Batting	what to do if they feel unsafe or worried for themselves or others	Why is the word God so important to Christians?	Algorithm design	N/A
6	Lion inside PTW sessions 12-15	YR- set 1 or 2 based on progress Y1- Sets 2 or 3 Speed sounds + word time and story book lesson (YR+1)	YR- Names based on progress + this week's phonics letters + Focus Caterpillar letter +d/g Y1 – letter focused is based on assessments	Evaluate moving monster – yours and your friend's	Year 1 – Position and direction	YR- MN -, continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2	To reflect on results and answer questions.	To host an Olympic games inspired by William Brookes	Evaluate moving monster	composing a piece of music – class composition	Match	how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say	Digging deeper lesson if time How can we care for our wonderful world?	Debugging	N/A

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7	Core book: The curious case of the missing mammoth PTW sessions 1-3	YR- set 1 or 2 based on progress Y1- Sets 2 or 3 Speed sounds + word time and story book lesson	YR- Names based on progress + this week's phonics letters + Focus : i/n/m/r Y1 – letter focused is based on assessments	Assessment week	Y1- Place value within 100	YR- MN - begin to generalise about 'one more than' and 'one less than' numbers within 10	I can explain that most plants produce seeds, which grow into new plants.	Topic: What is the UK The British Isles	Art: Topic- 3D bird To draw from photographic sources	Musical structure	Topic: Athletics Introduction and jumping technique introduction	Kind and unkind behaviour and how it affects others	Topic; which stories are special and why? What is your favourite story? What do you like about it, and why?	Topic : making media, making music How music makes us feel	N/A
8	Assessment week	YR- set 1 or 2 based on progress Y1- Sets 2 or 3 Speed sounds + word time and story book lesson(YR +1)	YR- Names based on progress + this week's phonics letters + Focus : i/n/m/r Y1 – letter focused is based on assessments	Explain which photos in art are preferred and why	YR- MN - Maths assessments Y1- Maths assessments	YR- MN - Maths assessments Y1- Maths assessments	To explain that some plants grow from bulbs.	Parts of the UK	To draw from observation and experiment with mark-making using different materials.	Musical structure	Coordination and movement	How to be polite and courteous	What stories do you know that are special to many Christians? What do Christians think Jesus was (is) like?	Rhythms and patterns	N/A
9	Core book: Nibbles PTW sessions 4-6	YR- set 1 or 2 based on progress Y1- Sets 2 or 3 Speed sounds + word time and story book	YR- Names based on progress + this week's phonics letters + Focus : b/h/f/	Compare stories that are special to Christians and Jews	Year 1 – Place value within 100 Accurate counting and recording of numbers to 100	YR- MN - continue to identify when sets can be subtitled and when counting is necessary	To set up an investigation to find out what happens to plants when they do not get what they	Physical and human geography of the UK..	To explore how paper can be changed from 2D to 3D by manipulating materials.	Musical structure	Running	Responsibilities in and out of the classroom	What stories are special to Christians and Jews? What happens in a story from the Bible?	How music can be used	N/A

		lesson(YR +1)	Y1 – letter focused is based on assessments				need.						What might the story tell Christians and Jews about God? What do you learn?		
10	Core book: The curious case of the missing mammoth PTW sessions 7-9	YR- set 1 or 2 based on progress Y1- Sets 2 or 3 Speed sounds + word time and story book lesson(YR +1)	YR- Names based on progress + this week's phonics letters + Focus : b/h/f/ Y1 – letter focused is based on assessments		Year 1 – Money.	YR- MN - develop conceptual subitising skills including when using a rekenrek	To find out and describe what happens when plants do not have water.	Capital cities of the 4 countries of the UK with a focus on London (link to Year A Autumn History)	To use making skills to create a simple bird sculpture.	Musical structure	Jumping	How people and animals need to be looked after and cared for	How can a story from the Bible show a Christian how to treat other people? What story shows Jesus being a friend and caring for others?	Notes and tempo	N/A
11	Core book: The curious case of the missing mammoth PTW sessions 10-12	YR- set 1 or 2 based on progress Y1- Sets 2 or 3 Speed sounds + word time and story book lesson(YR +1)	YR- Names based on progress + this week's phonics letters + Focus : e/u/y/z Y1 – letter focused is based on assessments	Presentati on about plants	Year 1 – Time	YR- MN - consolidate the maths early learning goals .	To find out and describe what happens when plants do not have warmth.	Create own map	To develop and improve my sculpture	Musical structure	Sports day ?	How to care for the local /global environment	What stories are special to Muslims? Who are the stories about? What happens in the story? What might the story tell Muslims	Creating digital music	N/A

													about God		
12	Core book: The curious case of the missing mammoth PTW sessions 13-15	YR- set 1 or 2 based on progress s Y1- Sets 2 or 3 Speed sounds + word time and story book lesson(YR +1)	YR- Names based on progress + this week's phonics letters + Focus : e/u/y/z Y1 – letter focused is based on assessments	Rehearse narrative	Year 1 – Time	YR- MN - consolidate the maths early learning goals .	To find out and describe what happens when plants do not have light.		To reflect on and share artwork as part of a group.	Musical structure	Throwing	How people grow and change and how people's needs change(young to old)	What is the holy book for Muslims?	Showcase	
13	PTW Poetry sessions 1-5	YR- set 1 or 2 based on progress s Y1- Sets 2 or 3 Speed sounds + word time and story book lesson(YR +1)	YR- Names based on progress + this week's phonics letters + Focus : v/w/x Y1 – letter focused is based on assessments	End of year reflection	Year 1 – Revision and consolidation Gaps	YR- MN - consolidate the maths early learning goals .	Consolidate		To reflect on and share artwork as part of a group.	Musical structure	Throwing (overarm throw)	Managing change moving to a new class	Which stories are special and why? Review		