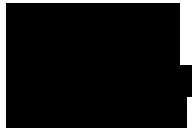


## Medium term plan 2025-2026 (Summer 1)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                            |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Key findings from summative assessments:</b><br>-Writing (tricky words, simple phrases, letter formation)<br>-LAU (Ask questions/ understand why questions)                                                                                                                                                                                                                                                                                                                                    | <b>COEL gaps:</b><br>PE: Respond to new experiences that you bring to children's attention.<br>AL: Keep trying when things are difficult.<br>CTC: Feel confident coming up with own ideas. |                                                                                                                                                                                      | <b>Term: Summer I</b>                                                                                                                                                                                                                                                                                | <b>Interests:</b><br><br>Predictable: Spring, Plants, Animals, Forest School, Road safety.<br><br>Children's: Bees/ honey, baking, making masks.                                                                                                                                                                                                                                                                | <b>Vulnerable learners:</b><br> |
| <b>CL:</b><br>Be able to express point of view and to debate when they disagree with an adult or friend.<br>Understand how to listen carefully and why listening is important.<br>Enjoy listening to longer stories and can remember much of what happens.<br>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.<br>Learn new vocabulary.<br>Listen carefully to rhymes, poems and songs.<br>Engage in non-fiction books. |                                                                                                                                                                                            | <b>PSED</b><br>Express feelings and consider the feelings of others.<br>Know and talk about the different factors that support overall health.<br>Set and work towards simple goals. |                                                                                                                                                                                                                                                                                                      | <b>PD</b><br>To skip, hop.<br>To develop grace when moving.<br>To use core strength muscles to achieve good posture when sitting at a table or sitting on the floor.<br>Develop small motor skills (knives, forks, spoons)<br>Develop small motor skills to be able to use a range of tools competently.<br>Develop co-ordination, balance and agility.<br>Baking (Using a variety of tools)                    |                                                                                                                    |
| <b>Literacy:</b><br>To form lowercase letters accurately.<br>To write short sentences.<br>To spell words by identifying the sounds and then writing them (Level 3)<br>Read a few common exception words.<br>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently used vocabulary.<br>Anticipate key events in stories.                                                                                                  | <b>Mathematics:</b><br>Automatically recall doubling facts<br>Counting, comparing and ordering numbers to 20<br>measures<br>money<br>shape, sorting and pattern                            |                                                                                                                                                                                      | <b>UTW:</b><br>Understand the effect of changing seasons.<br>Make observations and draw pictures of plants.<br>Explore the natural world around.<br>Make observations and draw pictures of animals and plants.<br>Describe what they see, hear, feel.<br>Bees, cricket, Scorpion, Aphids, Woodlouse. | <b>EAD:</b><br>Listen attentively and talk about music.<br>Safely use and explore a variety of materials, tools and techniques.<br>Make use of props and materials when role playing (masks)<br>Engage in music making (Make rain stick instruments)<br>Use different techniques within painting.<br>Look closely at the world through objects and artefacts. (Van Gogh Flowers)<br>Making masks (animal masks) |                                                                                                                    |

Assessment/ Next steps   Predictable interests/ coverage   Child interest