Class 1 Medium Term Plan

Summer 1 – All Creatures Great and Small

ROLE PLAY AREA - Pet Shop

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|  | **Week 1***15.04.24*(4 day week) | **Week 2***22.04.24* | **Week 3***29.04.24* | **Week 4***06.05.24*(4 day week) | **Week 5***13.05.24* | **Week 6***20.05.24* |  |  |
| **Special events** | 15.04.24INSET DAY | 23.04.24St George’s Day |  | 06.05.24Lemsford Fete |  |  |  |  |
| **Book of the week** | Not That Pet | The Tiger Who Came to Tea | The Gruffalo | Owl Babies | Rumble in the Jungle | The Little Red Hen |  |  |
| **PSED**Healthy Me | JIGSAW Puzzle 4, Piece 1 – Everybody’s Body | JIGSAW Puzzle 4, Piece 2 –We Like to Move It Move It | JIGSAW Puzzle 4, Piece 3 –Food, Glorious Food | JIGSAW Puzzle 4, Piece 4 –Sweet Dreams | JIGSAW Puzzle 4, Piece 5 –Keeping Clean | JIGSAW Puzzle 4, Piece 6 –Stranger Danger |  |  |
| **CAL** | Descriptive languageWord of the week:Domestic |  Ordering languageWord of the week:intrude | Remembering language from the storyWord of the week:Monumental | Talking about what they would do if they lost their mumWord of the week:Nocturnal/ Diurnal | Descriptive langaugeWord of the week:Classify | Questioning languageWord of the week:Perseverance  |  |  |
| **PD** | GROSS: Country dancingFINE: Letter formation and number formation0-3 | GROSS:Country dancingFINE: Letter formation0-5 | GROSS: Ball skills/Forest schoolFINE: Letter formation6-10 | GROSS: Ball skills/Forest schoolFINE: Letter formation0-10 | GROSS: Ball skills/Forest schoolFINE: Letter formation0-10 | GROSS: Ball skills/Forest schoolFINE: Letter formation11-20 |  |  |
| **LIT** | IND WRITING:Pet for sale descriptive poster.BIG WRITE:Mystery pet: What am I, Describe your pet or a pet you would like.  | IND WRITING: Writing a shopping list BIG WRITE:Create a missing poster for the tiger from the zoo | IND WRITING:Wanted poster for the Gruffalo BIG WRITE:Creating their own monster and labelling/writing what it looks like. | IND WRITING:Speech bubbles for Owl Babies BIG WRITE:Owl description sheet | IND WRITING: Rhyming wordsWriting rhyming sentencesBIG WRITE:If they could be any animal, what would they be and why? | IND WRITING:Writing questions – who will help me….?BIG WRITE:Instructions on how to make bread |  |  |
| **PHONICS** |  GPCs: Phase 4 CVCC words with short vowelsTRICKY WORDS:The, no, I, go, of, you, said, so, have, like | GPCs: CVCC/CCVC wordsTRICKY WORDS:Put, pull, full, push, my, by, like, some, come, love, do | GPCs: CCVCC/CCCVCCCCVCC wordsTRICKY WORDS:Are, pure, sure, was, do, were, here, little, says | GPCs: Phase 4 longer and compound wordsTRICKY WORDS:Was, he, she, me, be, says, there, when, what, one | GPCs:Words ending ing, ed, id, estTRICKY WORDS:To, into, all, are, they, one, out, today, says | Assessment week |  |  |
| **MATHS** | Subtraction – number bonds to 5Counting | Subtraction – number bonds to 10Counting | Sharing quantities up to 10Counting | Counting in 2s – pairingCounting | Teen numbers – tally for HACounting |  Assessment  |  |  |
| **UW** | Difference between pets and wild animals | Finding out about tigers and then drawing their own detailed drawing. | Looking at seasons and what happens to trees during each seasonMaking a seasons tree | Look at night and day.Nocturnal and diurnal animals. | Animals and their babies | Farming ‘then and now’. Sort whether items were from the past or from now. |  |  |
| **EAD** | Paper plates design an animal | Create tiger food cans to catch the tiger | Make clay Gruffalos – use tools to add texture | Look at Van Gogh’s Starry Night painting and create their own | Paint picture of the animal they chose to write about in big write | Junk modelling farm related items |  |  |
| **RE**Foundation REStory TimeWhat can we learn from stories? | The Boy Who Cried Wolf(An Aesop Fable) | The Crocodile and The Priest(A Sikh Story) | Bilal and the Beautiful Butterfly(A Muslim Story) | The Gold Giving Serpent(An Indian Fairy-tale) | Best Friends(A Story from Asia) | The Lost Coin(A Christian Parable) |  |  |
| **Home Learning Opportunities** | Go to a pet shop and let the children see and stroke (if allowed) the pets. | Writing their own shopping list to help with shopping at home |  | Go on a night-time walk along a route you usually take – what looks different? |  | Making bread at home |  |  |