



Year One Planning: Percy the Park Keeper  
 Medium-Term Planning - Spring B 2025/2026  
 Literacy Tree: The Sea Saw / The Odd Egg

Week/ Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Ongoing Curriculum</u> <u>Art/D&amp;T /Music</u>	<u>Ongoing Curriculum</u> <u>RE/PSHE</u>	<u>Ongoing Curriculum</u> <u>PE</u>
1 23/02- 27/02/26	The Sea Saw	Place Value to 50	Speaking and listening WALT organise our thoughts and ideas to communicate them clearly in order. In this lesson, students respond to a specific, relatable discussion question such as "What makes a good friend?", "What helps us learn well in class?" or "Should students be allowed to use phones at school?". Students are given quiet thinking time to write down three key points related to the question and number them in the order they want to say them. They then take turns sharing their ideas aloud in a small-group or whole-class circle, clearly explaining each	Art skills - The lesson begins by telling children, "We are learning to look carefully and draw what we can see," using a house photo shown on the PowerPoint. Children first look closely at the image and talk about the shapes, colours, and details they can see. The teacher then models drawing the house step by step, starting with big shapes and adding details while looking back at the photo. Children draw independently while referring to the image, with support and challenge as needed. Art - Children to use the stamps to make a repeating pattern into their sketch books.  Music - Pitch - Superheroes - recognising sounds	Esafety - Active Bytes - I am safe and secure  Children to play the game in the active bytes planning. Children to think about what information is ok to share with others and what is not? Is it ok to share different information with different people, e.g. our friends vs a stranger?  Take photographs of children playing, record comments so that a keyworker page can be created.  <u>PSHE</u>	Inspire schools - PE coach Miss Gardener  WALT: To improve co- ordination skills.  Resources: Cones (or spots), beanbags or soft balls.  Teaching Instructions: Begin with a calm warm-up game where children

			<p>point in sequence. The lesson concludes with a short reflection where students identify how planning and ordering their ideas helped them speak more clearly and confidently.</p> <p>History - William Morris. Who is William Morris? Why is he famous? How has his textiles influenced the world of textiles?</p>		<p>Jigsaw - Healthy Me - Piece 1</p> <p>Rainbow time</p>	<p>walk around the space and freeze when the teacher claps, practising control and listening. Show children how to balance a beanbag on different body parts (head, shoulder, hand) and walk slowly between cones without dropping it. Children practise moving carefully, focusing on slow, controlled movements rather than speed. Encourage quiet movement and praise children who show good control and focus. Finish by asking children which body parts helped them balance best.</p>
<p>2 02/03- 06/03/26</p>	<p>The Sea Saw</p>	<p>Place Value to 50</p>	<p>Science - Name and label the parts of a flower.</p>	<p><b>Art skills</b> WALT: We are learning to draw a sensible house with the correct roof shape and sensible doors and windows.</p>	<p><u>PSHE</u> Jigsaw - Healthy Me - Piece 2</p>	

			<p>Science - WALT understand what a plant needs to grow. We will start by watching this video <a href="https://www.bbc.co.uk/teach/class-clips-video/articles/z69ddp3">https://www.bbc.co.uk/teach/class-clips-video/articles/z69ddp3</a> to help us think about what plants need. We will then talk about our cress experiment and how we are going to grow cress in different conditions – with light and water, with light but no water, and with water but no light. We will predict which we think will grow best and record our answers and comments about what plants need in our FAB book. In groups we will plant cress seeds in pots and place them in the different conditions, sticking photos into our FAB book. We will use the table to record our results and explain that special helpers will be in charge of checking how our plants are growing every few days.</p>	<p>Children look at a house picture and talk briefly about the roof, doors and windows, then learn that roofs are usually slanted to let rain slide off and that doors should be tall enough for people while windows should be big enough to see out of. The teacher models good and poor examples on the board and children identify which house works best, finishing with a quick thumbs up or thumbs down check to show their understanding.</p> <p><b>Forest School - Can we plant tomato seeds?</b></p> <p>Children enter fire circle in a line and sit on next available log. Discuss role of flags &amp; what to do if whistle blows. Discuss growing plants. What do plants need to grow? Where would be the best place for the seeds to grow? Why do you think that? Children move to log tables. Explain children are going to plant tomatoes in large pots &amp; put them in the greenhouse. Show a tomato, cut the tomato to show the seeds inside. Will this grow? Why do you think...? Show packet of seeds * explain planting these. Why do you think the greenhouse is the best place to put the tomato seeds? In small groups using trowels, children take turns to fill 6 large individual pots with compost. They plant tomato seeds in each pot. Children water the pots using watering can and place the pots in the bottle greenhouse. Discuss time line for picking tomatoes. How can we look after the seeds? How often do we need</p>	<p>RE - Lesson 7 The Good Shepard Info on separate plan.</p>	<p>Inspire schools - PE coach Miss Gardener</p>
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				<p>to water them? Children drink hot chocolate sat around log tables.</p> <p><u>Art/DT</u> WALT create a simple repeating flower pattern inspired by William Morris. The adult models the drawing on the board first, showing how to draw one simple flower with rounded petals and a circle centre, then adding curved stems and leaves. The pattern is repeated carefully so children can see how it links together. Children then draw their own repeating flower pattern into their sketch books, copying the idea and keeping the shapes and spacing similar, before adding small details like dots or leaf lines to complete their design.</p> <p>Music - Pitch - Superheroes - Pitch patterns</p>		
<p>3 09/03- 13/03/26</p>	<p>The Sea Saw</p>	<p>Multiplication and Division</p>	<p><u>Speaking and listening</u> WALT describe an incident or tell a story from my own experience. Students think of a real-life event (e.g. a time something funny happened) and plan how to say it using a simple structure, such as what happened first, what happened next, and how it ended. They then tell their story aloud to a group, focusing on clear sequencing and detail. The lesson finishes with positive peer feedback to reinforce confidence and clarity.</p>	<p><u>Art Skills</u> WALT: add nature details to our pictures The teacher will show a picture of a building and ask children to notice what is around it, introducing the word detail as extra things we add to make pictures look finished. The teacher will model drawing simple nature details step by step, showing how to add plants using round bumpy shapes with small dots or lines, a sun using a circle with short lines, and clouds or birds in the sky, explaining that the sky goes behind the building and that drawings should be kept simple. Children will then add at least</p>	<p><u>PSHE</u> Jigsaw - Healthy Me - Piece 3  <u>Rainbow time</u>  Children all write a mothers day message (spelling mistakes are ok) to be printed in the newspaper, These need to be typed onto one word doc by an adult.</p>	<p>Inspire schools - PE coach Miss Gardener  LESSON 3 - DEFENDING A TARGET WALT: To defend a target. Resources: Cones or hoops, soft balls. Teaching Instructions: Begin with a calm warm-up where</p>

			<p>Science WALT: identify, draw and label the main parts of a tree and describe what each part does.</p> <p>In this lesson, children will learn about the parts of a tree by watching the video "Trees for Kids   Learn Parts of a Tree for Kids". Link on PPT. The lesson begins with a short discussion about trees and what children already know. After watching the video, the class talks about the different parts of a tree, including the roots, trunk, branches, leaves and bark, and their functions. Children then independently draw a large tree, label each part and write a simple sentence explaining its job, for example, "Roots help the tree get water" or "Leaves make food for the tree." The lesson ends with children sharing their work and answering quick questions to check understanding.</p> <p>Cultural awareness -</p> <p>WALT: learn about different cultures through food</p> <p>The teacher will explain that people around the world eat different foods and that trying new foods helps us learn about other cultures. Children will be invited to sample five</p>	<p>two nature details to their own pictures, focusing on big shapes first, while the teacher supports and praises their work.</p> <p><u>Art</u></p> <p>WALT: create a simple repeating pattern</p> <p>Children will look at examples of simple repeating patterns and identify how they repeat using colours or shapes. The teacher will model creating an AB pattern on a small fabric square using simple marks or shapes. Children will then design their own repeating pattern on a fabric square to be used on a Mother's Day card, with support given to help them keep the pattern repeating. The lesson will end with a brief share of work and a reminder that the fabric square will be part of a special card for Mother's Day.</p> <p>Music - Pitch - Superheroes - Changing Tempo</p>		<p>children pass a ball gently to a partner while standing still, focusing on control. Set up simple targets using cones or hoops. One child stands near the target as a defender while another gently rolls the ball towards it. The defender practises stopping the ball using their body or hands (no diving or rushing). Rotate roles often to keep calm behaviour. Reinforce staying in position, watching the ball, and controlled movements. Finish by discussing what helped them defend the target successfully.</p>
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			<p>cheap, easy-to-buy foods that need no cooking and very little preparation: pitta bread from the Middle East, plain cooked rice from Asia, tortilla wraps from Mexico, plantain crisps from the Caribbean and chopped apples which are commonly eaten in the UK. All foods will be nut free and milk free. Children can choose whether or not to taste the foods and will be encouraged to talk about what they notice. The teacher will briefly discuss that families eat different foods for many reasons, including culture and money, and remind children that sharing food and helping others, such as through food banks, is one way we can support our community.</p>			
<p>4 16/03- 20/03/26</p>	<p>The Odd Egg</p>	<p>Multiplication and Division</p>	<p>Computing</p> <p>WALT: We are learning to give simple instructions to control a Beebot using directions and number of steps. Children will complete a coding worksheet where they work out how many spaces the Beebot needs to move left, right, forwards or backwards to reach the cave, tree and volcano. Small groups will then use a Beebot on the road map to program it to travel to different shops, saying their instructions aloud and checking if the Beebot</p>	<p><b>Art Skills</b></p> <p>WALT: We are learning to draw a café using simple shapes and details. Children begin by carefully looking at a picture of a café and talking briefly about what they can see, including the shape of the building and where the windows and door are. The teacher then models how to draw a café step by step on the board, starting with a big rectangle for the building, then adding the roof, windows and door, reminding children to draw big shapes first and details after. Children then draw their own café, supported as needed, and the lesson finishes with a quick share where children hold up</p>	<p><u>PSHE</u></p> <p>Jigsaw - Healthy Me - piece 4</p> <p>Rainbow Time</p>	<p>Inspire schools - PE coach</p>

			<p>reaches the correct place, with adult support to help with direction language and correcting mistakes.</p> <p>Science</p> <p>WALT: We are learning to understand what plants need to grow. Children will look at the results from our cress investigation where we tested light and water, light and no water, and water and no light. As a class we will discuss what happened in each condition and talk about why some cress grew better than others. Children will then stick their recording sheet into their books and write simple sentences to explain and analyse what they observed, using key vocabulary such as light, water, grow and healthy.</p>	<p>their drawings and receive praise for effort and clear features.</p> <p><b>Forest School - Do we know the four directions?</b></p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Show children a compass. What does a compass do? Explain, it can show if you are facing north, south, east or west. Demonstrate using the compass, turning the four directions. Explain half children are going to follow a stick arrow trail and put STC signs on each arrow, to show which way the arrow is pointing using a compass with adult support. Other children move to area beside tree to play 'corners' using large STC symbols for north, south, east, and west. Children swap activity half way through session. Children return to the fire circle to drink hot chocolate.</p> <p>DT</p> <p>Children to investigate levers and sliders. Look at simple pop up/ lift flap books. Explain that we are going to make a scene from the story. Children to design and make a butterfly hatching from a cocoon. Explain to each other how they made their slider.</p>		
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				Music - Pitch - Superheroes - Superhero theme tune.		
5 23/03- 27/03/26	The Odd Egg	Multiplication and Division	<p><b>WALT retell a familiar story in my own words.</b> The class works with a well-known story, film, or text, and students take turns retelling parts of it aloud. Each student continues from where the previous speaker stopped, using their own words. The lesson supports listening, remembering key events, and confidently retelling a story in a logical order.</p> <p>Science WALT: We are learning to identify wild and garden plants that grow in our school grounds. The lesson will begin with a short discussion about what plants are and where we might find them around school, linking to the season of late March when new growth is beginning. Children will then go outside to explore the school grounds and look closely for plants growing in different areas such as grass, flower beds and along fences. Using a simple plant identifier, they will help name plants they may see at this time of year, such as daisies, dandelions, buttercups, nettles, grass, ivy, crocuses, daffodils, primroses and early blossom on trees like cherry or apple. Adults will</p>	<p>Art skills - WALT: We are learning to draw a school using big shapes and simple details. The teacher models drawing a school step by step while talking through each part, starting with one big shape for the main building, adding a triangle roof, then drawing two smaller buildings at the sides and joining the roofs with slanted lines. The teacher then adds doors, steps and square windows, reminding children to draw big shapes first and smaller shapes next, and to think about position words like in the middle and at the side. Optional details such as a clock or flag are added if time allows, with key phrases repeated to support children as they draw along.</p> <p>Mothers Day Cards - Children come to TA in small groups to stick their fabric print onto card and write inside.</p> <p>Music - Pitch - Superheroes - Final Performance</p> <p>DT - finish sliders project</p> <p>Children to investigate levers and sliders. Look at simple pop up/ lift flap books. Explain that we are going to make a scene from the story. Children to design and make a butterfly hatching from a</p>	<p>PSHE - Jigsaw - Healthy Me - Piece 5</p> <p>RE RE What do Christians and Humanists believe about God? Lesson 9 - Prayer <b>WALT - Understand what the Bible says about prayer.</b> Q1 - What do people do when they pray? Q2 - What did Jesus say about praying? Q3 - Why do Christians pray? How does it help them?</p>	<p>Inspire schools - PE coach Miss Gardener</p> <p>PE LESSON 4 - TEAM GAMES WALT: To take part in a team game calmly and fairly. Resources: One soft ball, cones. Teaching Instructions: Begin with a quiet warm-up where children walk in a space and gently pass a ball to the nearest person, stopping when the teacher signals. Set up a simple team game where small groups pass a ball between teammates to reach a cone target, without running or tackling. Emphasise teamwork, turn-taking and gentle passing. Pause</p>

			<p>support children to observe leaf shape, flower colour and where the plant is growing. Back in class, children will talk about what they found, compare wild and garden plants and share which plants were most common in our school environment. Plant identifier sheet saved in planning folder.</p>	<p>cocoon. Explain to each other how they made their slider.</p>		<p>the game regularly to reset focus and praise calm behaviour. End the lesson by asking children how they helped their team and how they stayed calm during the game.</p>
<p>6 30/03- 03/04/26</p>	<p>Assessment Week</p>	<p>Assessment week</p>	<p>Fantastic Finishers Spring B</p> <p>How does your garden grow?</p> <p>Art skills WALT: We are learning to draw a fire station using big shapes and clear details. The teacher models the drawing by starting with a big long rectangle for the building, then adding a smaller rectangle on top and a flat roof line. Big, tall doors are drawn at the bottom for fire engines, with square windows added at the top and a simple sign on the building. Children who finish early may add a fire engine inside a door, while key phrases like big shape first and slow and careful are repeated to support drawing.</p>	<p><u>Forest School</u> <b>Week 4 Can we identify our trees?</b> Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Explain we are going to identify the trees in school grounds. Discuss the trees the children can see. How can we identify the different trees? Discuss different bark, shape of leaf/flower buds. In groups children look around the trees. They use tree identification sheets to begin to identify and name the trees. Children look at the bark, the shape of the trees and look for any flower / leaf buds emerging. Are there any clues below the trees? Children look on the ground for nuts, berries, seeds or leaves. Children make bark rubbings using wax crayons from different trees onto A4 paper. Children return to fire circle to drink hot chocolate. Can you see any differences between the rubbings you made? How are they different?</p>	<p><u>PSHE</u> Jigsaw - Healthy Me - Piece 6  Rainbow Time</p>	<p>Inspire schools - PE Coach</p>
