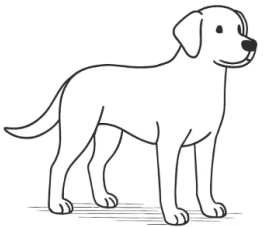







Year One Planning: Percy the Park Keeper  
 Medium-Term Planning - Summer A 2025/2026  
 Literacy Tree: Stanley's Stick/ Dinosaurs and all that rubbish

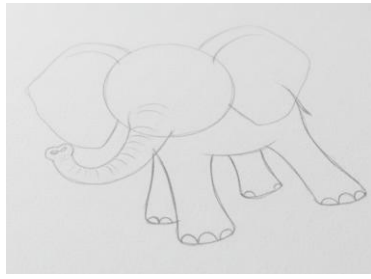
Week/ Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Ongoing Curriculum</u> <u>Art/D&amp;T /Music</u>	<u>Ongoing Curriculum</u> <u>RE/PSHE</u>	<u>Ongoing Curriculum</u> <u>PE</u>
1 20.03- 24.03	Theme week	Fractions	<p>See separate planning  <u>PSHE</u>            Piece 1 WALT identify the members of my family and understand that there are lots of different types of families</p> <p>Music WALT Exploring dynamics by creating different character voices.</p>			
2 27.03- 01.05	Stanleys stick week 1	Fractions	<p><u>History</u>  <b>WALT:</b> Understand who Edmund Hillary was and what an explorer does</p> <p>Introduce the lesson by showing an image of a mountain and asking the children what they can see and whether they would like to climb it, before introducing the term explorer and discussing what an explorer does. Explain that Edmund Hillary was a famous explorer who became known for being one of the first people to climb Mount Everest, the highest mountain in</p>	<p><u>Art skills</u>            WALT: Draw animals by looking carefully at shapes, lines and details</p>  <p><u>Music</u>  <b>Character voices</b></p>	<p><u>PSHE</u>            Piece 2 WALT identify what being a good friend means to me</p> <p><u>RE</u>            What do Jewish people believe about God and the covenant?            Lesson 5 - creation  <b>WALT - Understand why the creation story is important to Jewish people</b></p>	<p>WALT: bounce a ball to a partner and hit it back with control. Children will begin with a calm, controlled warm-up where they roll balls to a partner and gently stop them using their hands, focusing on watching the</p>

		<p>the world. Discuss why he is famous and what it might feel like to be an explorer, encouraging ambitious vocabulary such as dangerous, exciting and challenging. Move on to compare how explorers' equipment has changed over time, discussing differences between the past and present and which they would prefer, giving reasons. Children then complete an activity where they draw and label an explorer or write sentences such as "An explorer is someone who..." and "Edmund Hillary is famous because...", with higher ability pupils encouraged to extend their ideas with conjunctions and additional detail, while lower attaining pupils are supported with sentence stems, word banks and adult guidance. Finish by revisiting the key questions to assess understanding and reinforce new vocabulary.</p> <p><u>History</u> WALT understand how equipment has changed over time. Use ppt images to discuss how equipment has changed, explaining that in the past it was often heavy, less safe and not as warm, whereas modern equipment is lighter, safer and designed to keep explorers warm and comfortable. Ask questions such as "Which would be easier to carry?" and "Which would keep you warmer?" to support understanding. Children then complete an activity where they sort pictures into 'then' and 'now' or draw and label equipment, or write simple sentences such as "In the past</p>	<p>Exploring dynamics by creating different character voices.</p>	<p>Q1 - What things are people doing that is spoiling our world? Q2 - What can we do to make this better? Q3 - Christians and Jews believe God made the world, what responsibilities to Christians Jews have towards our planet and everything in it?</p> <p><u>British Values</u></p> <p><b>WALT:</b> Understand how people should behave in the UK and how laws and democracy help keep things fair</p> <p>Begin the lesson by asking children how they think people should behave in school and in the wider community, linking their ideas to fairness, kindness and safety. Explain that in the UK we have laws to help everyone live together safely and fairly, and discuss simple examples such as stopping at traffic lights, not stealing, and being respectful to others. Ask children what might happen if people did not follow the law, encouraging discussion around consequences such as</p>	<p>ball and staying balanced. They will progress to lightly bouncing a ball to themselves and catching it, encouraging control and soft hands. The main activity introduces partner work: one child gently bounces the ball towards their partner, who uses their hand (or bat if appropriate) to tap it back after one bounce. Emphasis will be placed on ready position, watching the ball, and controlled movements rather than power. Pupils will practise taking turns and aiming towards their partner. The lesson will finish with a slow-paced cool down, including stretching and</p>
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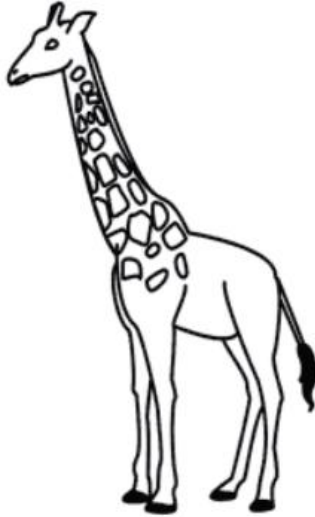
		<p>explorers used..." and "Today explorers use...", with higher ability pupils extending their ideas using conjunctions like because or and, while lower attaining pupils are supported with sentence stems, word banks and adult guidance. Finish by revisiting key questions, asking children to name one difference and one similarity to reinforce learning and new vocabulary.</p> <p><u>Art</u></p> <p>WALT: Use a range of techniques to create pattern and texture inspired by fossils and shells</p> <p>Begin the lesson by showing images or real examples of shells and fossils, such as snail shells, ammonites and seashells, and ask the children what they notice about the patterns and textures. Discuss key features such as spirals, ridges, lines and repeating shapes, encouraging descriptive vocabulary like bumpy, smooth, rough, curved. Explain that artists often study natural objects to inspire their work. Model a few simple techniques such as pencil shading, crayon rubbings, pressing patterns into clay or drawing repeating spiral patterns.</p> <p>Children then explore different techniques to create their own fossil or shell artwork. They might rotate around activities such as making crayon rubbings of textured surfaces, drawing detailed shell patterns, or pressing patterns into clay or playdough. Encourage them to experiment and</p>		<p>danger, unfairness or punishment. Move on to explore the idea of making laws by asking children what rules they would create or change, allowing them to share and justify their ideas. Introduce the concept of democracy by explaining that in the UK, people choose who is in charge through voting, and that adults vote in elections to decide leaders. Discuss who is allowed to vote and how this helps make decisions fair. Children then complete an activity where they draw or write about one important law and explain why it is needed, or design their own rule for the classroom or country, giving a reason. Higher ability pupils can explain consequences and fairness in more detail, while lower attaining pupils can be supported with sentence stems such as "A good law is..." and "We need laws because...". Finish the lesson by revisiting key ideas about rules, laws, and voting to reinforce understanding.</p>	<p>reflection on what helped them control the ball. Equipment: soft balls, low bounce balls, cones, markers</p>
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			combine techniques to add detail and interest. Higher ability pupils can focus on accuracy and layering techniques, while lower attaining pupils can be supported with templates or guided pattern lines.			
3 04.05- 08.05	Stanleys stick week 2	Place value to 100	<p><u>Science</u> Compare the weather and seasons in our local area with a mountain environment</p> <p>Introduce the lesson by discussing the weather and seasons in the children's local area, asking what Somerset is like in spring, summer, autumn and winter. Explain that today they will compare this to what it is like in mountain environments, linking back to Edmund Hillary and his journey to Mount Everest. Discuss how mountain climates are very different, for example much colder, windier and often snowy all year round, even when it is warm in Somerset. Encourage children to compare the seasons, e.g. summers in Somerset can be warm and sunny, whereas on Everest it remains freezing. Model describing these differences using simple comparative language. Children then draw a mountain scene and write sentences explaining how the seasons in Somerset are different from those in mountain areas, using prompts such as "In Somerset it is...", but on the mountain it is...". Support lower attaining pupils with sentence stems and word banks, while encouraging higher ability pupils to extend their</p>	<p><u>Art skills</u> WALT: Draw animals by looking carefully at shapes, lines and details</p> <p>BASIC LARGE SHAPES:</p>  <p>MEDIUM SHAPES:</p>  <p>SMALLER SHAPES:</p>  <p>DETAILS AND REFINEMENT:</p>  <p>FUR PATTERN:</p> 	<p><u>PSHE</u> Piece 3 WALT know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p><u>Geography</u> <b>WALT:</b> Compare the features of our local area with a mountain environment</p> <p>Begin the lesson by discussing what the children know about their local area (e.g. Somerset). Ask: <i>What can you see around you?</i> (fields, houses, roads, shops). Record ideas. Then introduce Mount Everest and explain it is a very high mountain where Edmund Hillary travelled. Show images and discuss what is different (snow, rocks, no houses, very high). Introduce key vocabulary such as</p>	<p>Can I use natural materials to make a tortoise? Children enter fire circle in a line and sit on next available log. Discuss what happens if whistle blows. Talk about fire safety &amp; role of flags. Look at a picture of a tortoise. Discuss the shapes Tortoise's shell. Are there any gaps? Why not? Explain in groups, children are going to make a collage using natural materials, e.g., bark, sticks, pebbles/ stones &amp; leaves in shape of tortoise. Move to shelter tables. Show children a</p>

			<p>ideas with conjunctions and more detailed comparisons. Finish by sharing examples and reinforcing key vocabulary such as seasons, weather, cold, and mountain.</p>	<p>ropes, thick clothing) and compare these with modern equipment (e.g. lightweight jackets, helmets, oxygen tanks). Ask the children what they notice and which equipment they think would be easier or safer to use. Introduce key vocabulary such as past, present, old, modern, equipment.</p> <p>Explain that equipment has changed over time to make exploring safer and easier. Discuss differences such as materials (heavy vs lightweight), comfort and safety. Encourage children to think about why these changes happened.</p> <p>Children then complete an activity where they compare equipment from the past and present. They can draw two explorers (then and now) and label their equipment, or sort pictures into "old" and "new". Higher ability pupils can write sentences such as "In the past explorers used..., but now they use... because...", while lower attaining pupils can use sentence stems and matching activities with adult support.</p> <p>Finish the lesson by discussing which equipment</p>	<p><i>mountain, valley, cliff, village.</i></p> <p>Children then complete a comparison activity by drawing two pictures: one of Somerset and one of a mountain environment. They label features in each (e.g. <i>houses, roads vs snow, rocks</i>). Higher ability pupils can write comparison sentences such as "In Somerset there are..., but on the mountain there are...". Lower attaining pupils can match labels or use word banks.</p> <p><u>Rainbow time</u></p>	<p>rectangle stick frame. Explain collage should fit inside the frame to create a tortoise which stands out from background. There must be no spaces left inside frame. Children work together in groups to create frames tying off with double knots, with support as needed. Children collect materials in group trays then create collages. Children look at other group's collages. What have they done well? How could they make it better? Children return to fire circle to drink hot chocolate or squash according to weather.</p>
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				<p>they would prefer to use and why, reinforcing the idea that technology and materials improve over time to help people explore safely.</p> <p><u>Music</u>  <b>Starting with instruments</b>          Playing instruments and using body percussion to help tell the story of The Three Little Pigs.</p>		
<p>4 11.05-15.05</p>	<p>Dinosaurs and all that rubbish Week 1</p>	<p>Place value to 100</p>	<p><u>Computing</u>  <b>WALT:</b> Use a computer to type simple sentences to describe a toy</p> <p>Begin the lesson by showing a toy and modelling how to describe it using short sentences, e.g. "It is soft. It is red. It has wheels." Ask children what words they could use to describe their own toys, encouraging simple adjectives. Explain that today they will work in pairs to type sentences about a toy using a laptop.</p> <p>Model how to use the keyboard to type a sentence, including using the space bar, full stop and backspace. Emphasise taking turns, helping each other and sharing the keyboard.</p> <p>Children then work in pairs to type sentences describing their toy. Encourage them to say the sentence out loud before typing. Higher ability pupils can write longer sentences using and or because, while lower attaining pupils can</p>	<p><u>Art skills</u>  <b>WALT:</b> Draw animals by looking carefully at shapes, lines and details</p>  <p><u>Forest School/Geography</u></p> <p>Can I create spiral patterns on a clay tile? Children enter fire circle in a line &amp; sit on next available log. Discuss fire safety &amp; role of flags. Move to tables by shelter. Show children how to create a clay tile by rolling out clay and using blunt knife to cut out a square. Discuss how to decorate tile. Explain children are going to make spiral patterns on their tile.</p>	<p><u>PSHE</u>          Jigsaw - Relationships piece 4  <b>WALT</b> know who can help me in my school community</p> <p><u>RE</u>          What do Jewish people believe about God and he covenant?          Lesson 3 - Sukkot  <b>WALT - Understand the relationship between Jews and Adonai.</b>          Q1 - Why were humans made last in the story of creation?          Q2 - What does this festival suggest God is like?          Q3 - What festival do many communities celebrate that is like Sukkot?</p> <p><b>Geography</b></p>	<p><b>WALT:</b> attempt to rally with a partner using a bounce. Children will start with a calm warm-up revisiting bouncing and catching, then progress to gently tapping a ball to themselves after one bounce to build consistency. They will recap the previous lesson's partner activity before moving on to the main focus: attempting a simple rally. In pairs, pupils will try to keep the ball going by allowing one bounce before</p>

			<p>use sentence stems such as "It is..." or "It has...". Adults circulate to support with spelling, sentence structure and keyboard use.</p>	<p>Model using string to push pattern into clay, then show how to use beech nut shells. What else could you use? Children go to wild area &amp; field to find natural materials for their spiral patterns. They then work clay &amp; roll out on clay boards. They create tile using natural materials /string to make their spiral patterns. What do you like about your tile? How could you improve it. Children drink hot chocolate or squash according to weather.</p> <p><u>Music</u></p> <p><b>Sound patterns</b></p> <p>Creating rhythmic patterns and phrases by identifying the syllables in given words and phrases.</p>	<p><b>WALT:</b> Compare weather in our local area with a mountain environment</p> <p>Begin by revisiting the four seasons and asking what the weather is like in Somerset during each (sunny, rainy, cold). Record ideas. Then explain that weather in mountain environments is very different, even in summer. Link again to Mount Everest and discuss how it is often freezing, windy and snowy all year. Introduce key vocabulary such as <i>weather, seasons, cold, windy</i>.</p> <p>Model how to compare using simple sentence structures: "In Somerset it is..., but on the mountain it is..."</p> <p>Children then complete a task where they either:</p> <ul style="list-style-type: none"> <li>• draw and label weather in both places, or</li> <li>• write simple comparison sentences</li> </ul> <p>Higher ability pupils can explain <i>why</i> (e.g. "because the mountain is very high"), while lower attaining pupils</p>	<p>hitting it back to their partner. The focus will be on control, positioning, and keeping the rally going for as many turns as possible rather than scoring points. Challenges can be added, such as counting successful hits in a row. The lesson will end with a cool down and a short discussion about teamwork and what helped them improve their rallies.</p> <p><b>Equipment:</b> soft balls, bats or hands, cones, floor markers</p>
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					<p>can use sentence stems and picture support.</p> <p>Finish by discussing which environment they would prefer to visit and why, reinforcing understanding of how weather changes depending on location.</p>	
<p>5 18.05 - 22.05</p>	<p>Dinosaurs and all that rubbish Week 2</p>	<p>Assessment</p>		<p><u>Art skills</u> WALT: Draw animals by looking carefully at shapes, lines and details</p>  <p><u>Music</u> <b>Responding to music</b> Using instruments and body percussion to play a rhythm and keep a pulse.</p>	<p><u>PSHE</u> Jigsaw - Relationships piece 5 and 6 WALT recognise my qualities as person and a friend / Tell you why I appreciate someone who is special to me.</p> <p><u>Rainbow time</u></p>	<p>Orienteering and obstacle courses.</p>