


STANDHILL INFANTS MEDIUM TERM PLAN	YEAR GROUP: YEAR 1 & YEAR 2	SUMMER 2025	
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TEXT FOCUS: Author study – Julia Donaldson. Traditional tales. KEY TEXT: A Squash and a Squeeze, The Ugly Five, Jack and the Beanstalk.	THEME: Let’s go to storyland.  KS1 FOCUS: All change	THE BIG QUESTION: Which character would you like to be and why?
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**SUPER STARTER AND WOW MOMENTS:**  
 Jack and the Beanstalk – arrival in Carlton (Large footprints spotted around Carlton)– Author Study whole school share, library visit, PE day, sports day.  
 Duck eggs delivered - hatching

**Website Challenges:**  
 Challenge 1 Make a magic potion, collect flowers, leaves and herbs to make a lovely smelling potion. Does the water change colour? Which smells are the strongest?  
 Challenge 2 Plants we eat - We can eat different parts of some plants, roots, stems, leaves, flowers, fruits and seeds. With your adult see if you can eat a food for each part of a plant. Eg. Carrot, celery, lettuce, cauliflower, strawberry and peas. Remember to check with your adult as some plants are poisonous.  
 Challenge 3 Can you find out about the life cycle of an animal and display it in as creative a way as possible?

<i>WEEK/SUBJECT</i>	ENGLISH	SCIENCE	HISTORY/GEO G	ART / D.T.	COMPUTING Updated Jan 2023	MUSIC	R.E.	JIGSAW (Y2 SCHEME)
1 Wb 21.04.25  Bank Holiday	Easter recount SPAG	<b>Observing Plants</b> Plant walk - Observe and record a variety of plants in the local environment. <u>Assessment Evidence</u> Can look closely at plants and trees and record what they see.	Revisit continents Use maps and atlases Identify Africa and African Savannah on map	To make simple drawings and label parts. (Completed through Science lesson – no separate Art lesson due to Bank Holiday)		Sing Up Music <b>‘Nautilus’</b> Lesson 1 • Learn about composer Anna Meredith. • Explore the piece using movement. • Feel the beat using whole body movements	To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	JIGSAW: To identify the different members of my family and understand my relationship with each of them and know why it is important to share and cooperate.

2 Wb 28.04.25	The Ugly Five Fact file on animal from African plains. Assessed write	<b>Parts of a plant</b> Label parts of a plant and know their function.	<b>Ask simple geographical questions e.g.</b> What is it like to live in this place? Compare what it's like in Carlton with what it's like in the African savannah	To explore making repeating and symmetrical patterns.  Symmetry in nature/animal print	To create and manipulate digital content.  Topic: E-Safety  Lesson 1: Revisiting E-Safety Learning	Lesson 2 Use their bodies to demonstrate an internal sense of beat. • Explore sounds as images. • Draw pictures to the music.	To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	JIGSAW: To understand that there are lots of physical forms of contact within a family and that some of this is acceptable and some is not. To know which types of physical contact I like and don't like and be able to talk about this.
3 Wb 05.05.25  Bank Hol	The Ugly Five	<b>Seeds and Bulbs</b> Observe and describe different seeds and bulbs. <u>Assessment Evidence</u> Can describe the similarities and difference between bulbs and seeds.			To save and organise digital content.  Topic: Digital Literacy: Media Makers  Lesson 2: Children choose a book to draw an illustration for.  To plan an illustration	Lesson 3 • Compare different versions of the same piece of music. • Identify differences and similarities and how music can tell a story. • Talk about personal preferences	To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	JIGSAW: To identify some of the things that cause conflict with my friends. To demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.
4 Wb 12.05.25	The Ugly Five/ A Squash and a Squeeze  Assessed write – animal fact file	<b>Seeds and Bulbs</b> Plant a range of seeds and bulbs. Look after the plants as they grow – weeding,	<b>Use simple observational skills to study the geography of the school</b>	To know about the work of a range of artists. Artist study: Sarah Taylor	Lesson 3: Use an illustration program (eg 2Simple) to recreate an illustration	<b>'Cat and Mouse'</b> Lesson 1 • Explore using different	To empathise with Jewish children by understanding what they do during Shabbat	JIGSAW: To understand that sometimes it is good to keep a secret and sometimes it is

		<p>thinning, watering etc. Make close observations and measurements of their plants growing from seeds and bulbs.</p> <p><u>Assessment Evidence</u></p> <p>Has observed and knows how seeds and bulbs grow into mature plants.</p>	<p><b>and its grounds</b></p> <p>As you tour the school grounds, plot where rooms/areas are on a plan of the school</p>		<p>To create and save an illustration</p>	<p>voices for different characters.</p> <ul style="list-style-type: none"> <li>• Play a singing game with mood and tone changes.</li> <li>• Copy short rhythm patterns</li> </ul>	<p>and why it is important to them.</p>	<p>not good to keep a secret. To know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p>
<p>5 Wb 19.05.25</p> <p>Theatre Trip Friday</p>	<p>A Squash and a Squeeze</p>	<p><b>Plants We Eat</b></p> <p>Explore the parts of a plant we eat. (safety note – dangers of poisoning)</p> <p>Website challenge over half term.</p>		<p>To know about the work of a range of artists.</p> <p>Artist study: George Stubbs (Animal Artist)</p>	<p>To present digital content.</p> <p>Lesson 4: Use the same program to edit an illustration</p> <p>To edit an illustration</p>	<p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Respond to music physically.</li> <li>• Invent new rhythm patterns.</li> <li>• Perform a group piece using composed rhythms.</li> </ul>	<p>To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p>	<p>JIGSAW: To recognise and appreciate people who can help me in my family, my school and my community. To understand how it feels to trust someone.</p>
<p>Half term</p>								

<p>1</p> <p>Wb 2.6.25</p> <p>INSET 2.6.25</p>	<p style="text-align: center;">STEM WEEK</p> <p style="text-align: center;">Activities based around text 'Not A Box'</p> <p>Art &amp; DT - To develop design ideas through discussion, observation, drawing and modelling. To measure, mark out, cut and shape a range of materials. To use tools e.g. scissors and a hole punch safely. To assemble, join and combine materials together, in order to make a product, using a variety of temporary methods e.g. glues or masking tape.</p>				<p>Sing Up Music</p> <p><b>Come Dance With me</b></p> <p>Lesson 1</p> <p>Join in with the actions of Come dance with me.</p> <ul style="list-style-type: none"> <li>• Learn the 'response' lines of Come dance with me.</li> <li>• Develop understanding and show pitch shape using 'pitch pencils'.</li> <li>• Develop a sense of beat and practise moving to it through movement activities</li> </ul>	<p>None planned – Not a Box Week</p>	<p>JIGSAW: To recognise cycles of life in nature. To understand there are some changes that are outside my control and to recognise how I feel about this.</p>
<p>2</p> <p>Wb 9.6.25</p> <p>PSC week</p> <p>Ducklings arrive Monday</p> <p>Father's Day</p>	<p>How to look after ducks</p> <p>Genre: Explanation text/ Instructions</p>	<p><b>Life Cycles – Duck</b> (Literacy focus)</p> <p>Observe and record the stages in a life cycle of a duck.</p> <p><b>TO BE COVERED IN ENGLISH</b></p>	<p><b>To know the four countries of the UK and their capital cities.</b></p> <p><b>To locate Nottingham and plot it on a map</b></p>	<p>To make simple drawings and label parts (consolidation). Duck drawing for duck book</p> <p>AND/OR</p>	<p>Lesson 2</p> <p>Learn the repeated chorus lines of Come dance with me.</p> <ul style="list-style-type: none"> <li>• Sing and join in with the</li> </ul>	<p>To empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</p>	<p>JIGSAW: To tell you about the natural process of growing from young to old and understand that this is not in my control. To identify people I</p>

		<u>Assessment Evidence</u> Knows that animals have offspring that grow into adults.		Father's Day cards/craft		actions of Come dance with me. <ul style="list-style-type: none"> <li>• Practise echo singing pitched phrases.</li> <li>• Play call-and-response rhythms.</li> <li>• Develop a sense of beat and practise moving to it through movement activities</li> </ul>		respect who are older than me.
3	Ducks	None planned – Assessments to be completed this week.				Lesson 3 Sing a line on their own with teacher leading. <ul style="list-style-type: none"> <li>• Sing as part of a pair in echo format.</li> <li>• Make a video of their singing.</li> </ul>	None planned.	JIGSAW: To recognise how my body has changed since I was a baby and where I am on the continuum from young to old. To feel proud about becoming more independent.
Wb 16.6.25	Life Cycle of a duck							
	Assessed write							
	Ducklings collected Thursday							
	SATS/ Assessments							
4	Jack and the Beanstalk	<b>Spring to Summer</b> Observe and describe how day length varies from spring to summer. Look	<b>Use simple maps of the local area e.g. large-scale print, pictorial etc.</b> Look at maps of the local		To write an algorithm to program a character.  Topic: Coding: Scratch	Lesson 4 <ul style="list-style-type: none"> <li>• Develop a sense of beat by practising stepping in time to music.</li> </ul>	To empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.	JIGSAW: To recognise the physical differences between boys and girls, use the correct names for parts of the
Wb 23.6.25	Innovation and bean instructions							

		<p>at how trees and the clothes that we wear change from spring to summer.</p> <p><u>Assessment Evidence</u> Can identify changes in the trees and in clothes that we wear from spring to summer.</p>	<p>area. What features can they identify?</p>		<p>Jnr - Introduction and fundamentals</p> <p>Lesson 1: Drive across the city</p> <p>To write an algorithm and program a sprite</p>	<ul style="list-style-type: none"> <li>• Practise holding beaters correctly.</li> <li>• Learn to play the phrase 'Oh yes we can!' on tuned percussion.</li> <li>• Sing and play in call and-response.</li> </ul>		<p>body (penis, testicles, vagina) and appreciate that some parts of the body are private. To tell you what I like/don't like about being a boy/girl.</p>
<p>5</p> <p>Wb 30.6.25</p> <p>Wed-Moving Up Day</p>	<p>Jack and the Beanstalk</p> <p>Innovation assessed write and bean diaries</p>	<p><b>Life Cycles – Bean Seeds</b></p> <p>Plant bean seeds and keep a bean diary. Observe and describe how seeds and bulbs grow into mature plants. Explain the life cycle of a bean.</p>	<p>Uses simple observational skills to study the geography of the local area.</p> <p><b>Home learning</b> – children to complete walk around local area with their family. Can they tick off any of the local area features on their list?</p>	<p>To develop design ideas through discussion, observation, drawing and modelling.</p> <p>Design box modelling related to Jack and the Beanstalk.</p>	<p>To make a character move using sequences of instructions.</p> <p>Lesson 2: Run a race</p> <p>To add sprites</p>	<p>Lesson 5</p> <ul style="list-style-type: none"> <li>• Practise holding beaters correctly and playing a response phrase on tuned percussion.</li> <li>• Practise singing both call and response phrases of a song.</li> <li>• Practise keeping a beat by stepping in time to music.</li> </ul>	<p>To empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</p>	<p>JIGSAW: To understand there are different types of touches and tell you which ones I like and don't like. To be confident to say what I like and don't like and ask for help.</p>

						<ul style="list-style-type: none"> <li>• Practise pitch matching skills.</li> </ul>		
6 Wb 7.7.25	Jack and the Beanstalk	<p><b>Bean Investigation</b> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (germination / growth &amp; survival). Gather and record data to help in answering questions by measuring the results of a comparative test.</p> <p><u>Assessment Evidence</u> Knows what plants need to grow and survive.</p>		<p>To measure, mark out, cut and shape a range of materials. To use tools e.g. scissors and a hole punch safely. To assemble, join and combine materials together, in order to make a product, using a variety of temporary methods e.g. glues or masking tape.</p> <p><b>(Double lesson possibly)</b></p> <p>Box modelling related to Jack and the Beanstalk.</p>	<p>To animate a character. To add sounds and messages to a character.</p> <p>Lesson 3: Sunset</p> <p>To make a sprite move</p>	<p>Lesson 6</p> <ul style="list-style-type: none"> <li>• Invent new song lyrics.</li> <li>• Play the new song on percussion instruments in call-and-response.</li> <li>• Sing the new verses with actions</li> </ul>	To empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.	JIGSAW: To identify what I am looking forward to when I am in year 2/3. To start to think about changes I will make when I am in year 2/3 and know how to go about this.
7 Wb 14.7.25	Transition activities	<p><b>What Do Plants Need?</b> Use information and observations about what plants need.</p>	Look at the places that have been visited on a map of the local area. What jobs do	To evaluate materials / tools and methods used to make their castle.	To use programs and algorithms to create a game.		To empathise with Jewish children by understanding what Rosh Hashanah and	

			<p>people do there? Library, garage, café, dentist, hairdressers shop etc.</p> <p>Make simple maps and plans.</p>	<p>What went well? What would they change?</p>	<p>To use speech in a program</p>		<p>Yom Kippur mean to them.</p>	
<p>8 Wb 21.7.25</p>	<p>Transition activities</p>	<p><b>Seasonal Weather (Summer)</b> Summer Walk Observe and describe the weather in summer. Collect and record data about the weather in summer. <u>Assessment Evidence</u> Can describe weather associated with Summer.</p>		<p>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Refer back to artist studies this year and the work the children created.</p>			<p>To empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</p>	