

STANDHILL INFANTS MEDIUM TERM PLAN		YEAR GROUP: YEAR 1 & 2			SUMMER 2026 ☑				
TEXT FOCUS: Author Study & Traditional Tales KEY TEXT: Zog & How to Catch a Dragon		THEME: Let's Go To Storyland KS1 FOCUS: Knights, Dragons and Castles			THE BIG QUESTION: What character would you like to be and why?				
SUPER STARTER AND WOW MOMENTS: Castle trip, whole school author study share, library visit, PE days, yoga, sports day, transition days.									
Website Challenges: Summer 1: Design and make a dragon. Summer 2: Draw a castle and label the key features.									
WEEK/SUBJECT	ENGLISH	SCIENCE	HISTORY/GEOG	ART / D.T.	COMPUTING	MUSIC	R.E. (Y2 SCHEME)	PE	JIGSAW (Y1 SCHEME)
1 13-17.4.26 Next level P.E Lacrosse	Zog – T4W  1.Hook (describing a range of dragons) 2.Prediction front cover 3.Build on prior knowledge (adjectives) Introduce key vocab- labelling Zog	(One session rolled over from end of term – Spring to Summer)	Uses world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Week 1 & 2 Geog lessons: assess what the children remember		<u>E-Safety</u>  Revisiting E-Safety Learning Be Safe & Healthy Week  LO: An E-Safety lesson appropriate for your class	<u>Orawa</u> Listen with attention to detail and recall sounds and patterns. Copy short vocal chants. Learn about 20th century Polish composer Wojciech Kilar and his piece, <i>Orawa</i> .	JIGSAW RE: Enquiry: Is Shabbat important to Jewish children? Theme: Shabbat. (Judaism Enquiry 2)  Objective: I can talk about my favourite day of the week and say why it is special	To roll forwards from a standing start to a standing finish (FM8)	<u>Relationships</u>  <b>1.Families</b>  I can identify the members of my family and understand that there are lots of different types of families.  I know how it feels to belong to a family and

			from earlier in the year						care about the people who are important to me.
2 20-24.4.26  23.4 St George's day	Zog – T4W  Imitation 1.Text/ Story mapping- 2.Oral/ written comprehension 3.Sequencing 4.Drama/ speech	<u>Plants</u> Identify and name a variety of common wild and garden plants		Overlapping and overlaying to create effects	<u>Digital Literacy: Media Makers</u>  Children to choose a book to draw an illustration for  LO: To plan an illustration	<u>Orawa</u> Work together to explore, devise, and perform a new chant inspired by a river journey. Use gesture to show pitch movement (higher and lower)	<u>JIGSAW RE:</u> Objective: I can retell the creation story and how it relates to the Sabbath. I can apply this knowledge to the enquiry question.	To bend and stretch symmetrically with a partner (FM9)	<u>Relationships</u>  <b>2.Making friends</b>  I can identify what being a good friend means to me. I know how to make a new friend.
3 27.4-1.5.26  28.4- Road safety	Zog – T4W  Imitation 1.Retell using map 2.Internalising text (structure and features of the text) Co-constructing toolkits (What needs to be included in their writing eg suffix) 18.04.22	<u>Plants</u> Identify and name a variety of common wild and garden plants - deciduous and evergreen trees	Week 3 Geog lesson: go over any misconceptions/anything the children could not remember	Create patterns when printing. Print with a growing range of objects.	<u>Digital Literacy: Media Makers</u>  Use an illustration program (e.g. 2Simple) to recreate an illustration  LO: To create and save an illustration	Use their voices expressively and creatively by singing a range of more complex songs, speaking chants and rhymes. Perform to an audience (leaver's assembly) - Ongoing <u>Orawa</u> Structure their ideas into one big piece.	<u>JIGSAW RE:</u> Objective: I can explain how Shabbat is celebrated. I can apply this knowledge to the enquiry question.	To use obstacle courses with change in height, direction and activity (MC5)	<u>Relationships</u>  <b>3.greetings</b>  I know appropriate ways of physical contact to greet my friends and know which ways I prefer.  I can recognise which forms

						Perform their piece confidently, for an audience (live or recorded).			of physical contact are acceptable and unacceptable to me.
4 4.5-8.5.26  4.5- Bank Holiday  7.5- Football  8.5- Gvs phonics visit	Zog- T4W  Innovation 1.Retell innovated story (changing the element) 2. Planning grid 3. Shared/guided writing innovating on model		Uses simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map		<u>Digital Literacy:</u> <u>Media Makers</u>  Use the same program to edit an illustration  LO: To edit an illustration	<u>Trains</u> Listen to and discuss four pieces of music inspired by travel/vehicles. Learn a short musical motif. Learn about changes in volume and speed. Follow a conductor.	<u>JIGSAW RE:</u> Objective: I can talk about why a Jewish family might go to a synagogue to celebrate Shabbat. I can apply this knowledge to the enquiry question.	To develop control of a range of movements at different speeds. (AM9)	<u>Relationships</u>  <b>4.People who help us</b>  I know who can help me in my school community.  I know when I need help and know how to ask for it.
5 11.5.26-15.5.26	Zog - T4W  Invention – Independence challenge The final stage is the invention stage where the children use all the skills they have learnt over the last 3 weeks to write an independent piece. There is the freedom to draw upon their own ideas and	<u>Plants</u> Identify and describe the basic structure of a variety of common flowering plants		Relief printing  (Changed to ‘String prints with Jo Blaker’)		<u>Trains</u> Perform different rhythm durations. Layer up ideas to create a piece. Perform volume changes. Follow a conductor.	<u>JIGSAW RE</u> Objective: I can say what happens on Shabbat I can say why Shabbat might be important to Jewish children I can say what day might be special to me and explain what I might do on that day and whom I might spend it with	To create a movement sequence showing control of movement at different speeds. (AM10)	<u>Relationships</u>  <b>5.Being my own best friend</b>  I can recognise my qualities as a person and a friend.  I know ways to praise myself.

	<p>experiences, or they can 'hug closely' to the shared text should they need to.</p> <p>Edit/improve/address misconceptions</p>							
<p>6 18.5-22.5.26</p> <p>Walk to school week</p>	<p>How to catch a dragon Instructions TFW</p> <p>Sports day recount Phonics activities- final assessment prior to screening</p>	<p><u>Plants</u> Identify and describe the basic structure of a variety of common flowering trees</p>		<p>Relief printing</p> <p>(Changed to 'String prints with Jo Blaker')</p>		<p>Use their voices expressively and creatively by singing a range of more complex songs, speaking chants and rhymes. Perform to an audience (leaver's assembly) Ongoing</p> <p><u>Trains</u> Layer up different rhythm durations. Perform tempo changes. Follow a conductor. Invent their own patterns and structure their ideas into a piece</p>	<p><u>JIGSAW RE</u> Objective: I can explain why having a regular time of peace or rest might be good for me and others.</p>	<p><u>Relationships</u></p> <p><b>6.Celebrating my special relationships</b> I can tell you why I appreciate someone who is special to me. I can express how I feel about them.</p>
May Half Term								

<p>1 1-5.6.26</p> <p>(INSET on Monday)</p> <p>SATs</p> <p>4.6-photos</p>	<p>All About Castles T4W – Non- Fiction</p>		<p><u>Castles</u> <u>Significant monarchs &amp; their castles</u> Uses information to describe the past.</p>	<p>Observe and draw landscapes.</p> <p>Father’s Day cards?</p>	<p><u>Coding: Scratch Jnr – Introduction and fundamental</u> <u>s</u></p> <p>Drive across the city</p> <p>LO: To write an algorithm and program a sprite</p>	<p><u>Swing a long with Shostakovich</u></p> <p>Listen actively and mark the beat by tapping, clapping, and swinging to the music. Move freely and creatively to music using a prop. Learn how beats can be grouped into patterns, and identify beat groupings in familiar songs</p>	<p><u>JIGSAW RE</u> Objective: I can talk about my favourite place and say why it is special to me</p>	<p>To develop catching skills to involve change of height, speed, direction and movement. (MS5)</p>	<p><u>Changing Me</u></p> <p><b>1.Life cycles</b></p> <p>I am starting to understand the life cycle of animals and humans.</p> <p>I understand that changes happen as we grow and that is ok.</p>
<p>2 8.6-12.6.26</p> <p>Phonics screening</p> <p>12.6-sports day</p>	<p>All About Castles T4W – Non-Fiction</p>	<p>Assessment Week</p>				<p><u>JIGSAW RE</u> Objective: I know Jerusalem and the synagogue are special to Jews and I can say what they might see at the Synagogue.</p>	<p>To bend and stretch with a partner asymmetrical ly and using opposites. (FM10)</p>	<p><u>Changing Me</u></p> <p><b>2.Changing me</b></p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same</p> <p>I know that changes are</p>	

									OK and that sometimes they will happen whether I want them to or not.
3 15.6-19.6.26  Phonics screening	Rapunzel T4W- Letter writing  Stimulus/hook		<u>Castles</u> WALT: Use information to describe the past (part 2) Activity: Role play/learn about the different jobs people did?	Collage  Use colour on a large scale (WALT: Create a collage using different materials to create texture)	<u>Coding: Scratch Junior – Introduction and fundamental</u> <u>s</u>  Run a race  To add sprites	<u>Swing a long with Shostakovich</u>  Move freely and creatively to music using a prop. Create action patterns in 2- and 3-time. Listen actively and move, stepping a variety of rhythm patterns in their feet ('walk', 'jogging', 'skippy').	<u>JIGSAW RE</u> Objective: I can talk about the Jewish Holy Book and explain how it is used I can apply this knowledge to the enquiry question	To develop turning and spinning actions. To support the change of direction in a number of contexts. (FM11)	<u>Changing Me</u>  <b>3.My changing body</b>  I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.
4 22-26.6.26  26.6 Ys walk around Porchester	Rapunzel TFW  Imitation		WALT: Use a timeline to put people (if doing the monarchs) events and objects (if doing the castles) in order	Make a simple plan before making.  Make design using appropriate techniques.	<u>Coding: Scratch Junior – Introduction and fundamental</u> <u>s</u>  Sunset	<u>Charlie Chaplin</u>  Watch a short film and analyse it. Learn about short and long durations. Discover which instruments can	<u>JIGSAW RE</u> Objective: I can talk about special clothing Jews wear when visiting the synagogue I can apply this knowledge to the enquiry question	To develop listening skills and the ability to respond to other people's instructions and ideas. (MC6)	<u>Changing Me</u>  <b>4.Boys and girls bodies</b>  I can identify the parts of the body that make boys

			ordering <b>either</b> monarchs <b>or</b> types of castles on a time line provided by T	Choose appropriate resources, tools and materials; use vocabulary to name them. Make a structure stronger/ stiffer/ more stable.	LO: To make a sprint move	play short and long sounds. Make a soundtrack using short and long sounds.			different to girls and can use the correct names for these: penis, testicles, vagina.  I respect my body and understand which parts are private.
5 29.6.-3.7.26  1.7 - transition day	Rapunzel T4W  Imitation	<u>Plants</u> Grow plants – keep a record of how they grow and change over time  (Below moved from Su1 W4- <u>Plants</u> Compare and contrast / keep records of how plants change over a	<u>Significant monarchs and their castles</u> To put people and events in order Select one e.g The Tower of London and write facts about the castle and monarchs in order that they happened	Make armour for a knight	<u>Coding: Scratch Junior – Introduction and fundamental</u>  Meet and greet  LO: To use speech in a program	<u>Charlie Chaplin</u>  Learn about high and low pitch. Discover which instruments can play pitches. Make a soundtrack using high and low sounds. Combine pitch with duration	<u>JIGSAW RE</u> Objective: I can start to explain feelings when I visit a place that is special to me I can explain what happens when Jews visit the synagogue for worship and prayer I can talk about how Jewish children may feel closer to God if they visit the synagogue	To change speed and rhythm of movement within a routine/sequence. (AM11)	<u>Changing Me Learning and growing</u>  I understand that every time I learn something new I change a little bit. I enjoy learning new things.

		period of time)							
6 6.7-10.7.26	Rapunzel – T4W Innovation	Plants assessment	The Olympics Significant event from the past/events from the past that are significant globally  Changes beyond living memory	Make shield		<b><u>Charlie Chaplin</u></b> Learn about soft and loud dynamics. Discover which instruments can play dynamics (all of them!) Add dynamics to a soundtrack thus combining pitch, duration, and volume.	<b><u>JIGSAW RE</u></b> Objective: I can think about how the synagogue might give special feelings to Jews, and include similar features in a special place I have designed	To work to music, creating flow, rhythm in movements.  (AM12)	<b><u>Changing Me</u></b>  <b>6. Coping with changes</b>  I can tell you about changes that have happened in my life. I know some ways to cope with changes.
7 13.7-17.7.26	Rapunzel – T4W Invention	Seasonal changes	The Olympics	Describe the differences and similarities between different practices and disciplines, and making links to own work.  Part of evaluation of knight's armour		<b><u>Tańczymylabada</u></b>		To bounce dribble a ball and pass. To run into spaces needed to release and receive a ball. (MS6)	<b><u>Transition activities</u></b>

<p>8 20.7-24.7.26</p> <p>P.E- Tri-golf next level</p>	<p>Rapunzel – T4W</p> <p>See history objective - letter</p>		<p>Uses words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young</p> <p>Transition activity – letter about how I've changed since starting Standhill</p>					<p>To develop balancing skills along a narrow surface. Create movement sequence including change in direction.</p> <p>(FM12)</p>	<p>Transition activities</p>
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