



**Medium Term Planning**  
**Year 1**  
**Summer 2026 First Half Term**



<b>English</b>	<b>Mathematics</b>
<p>In English this term, children will use Colourful Semantics to orally compose and write a simple shape poem, building confidence in generating ideas aloud before recording them. They will also use Colourful Semantics to orally compose and write a simple letter from a familiar character, drawing on their knowledge of sequencing to order sentences and create short, meaningful narratives. Pupils will continue to develop key punctuation and grammar skills, including using capital letters at the beginning of sentences, using full stops to mark the end of a sentence, and using 'and' to join ideas. They will begin to use the past tense appropriately and explore how the prefix <i>un</i> can change the meaning of adjectives and verbs. Handwriting and presentation skills will remain a focus throughout the term, with children practising sitting with an appropriate writing posture, holding a pencil correctly and comfortably, and forming lower-case letters in the correct direction. They will work on spacing letters and words clearly, using capital letters accurately, forming numbers 0–9, and revising letter-family formations through both phonics and spelling activities.</p>	<p>In Mathematics this term, children will develop their understanding of multiplication, division, fractions, and position and direction. They will begin by counting in steps of 2, 5 and 10, using these number patterns to make and add equal groups. Pupils will explore early multiplication concepts by creating arrays and making doubles, and will build confidence in grouping and sharing as an introduction to division. Children will then learn to find halves and quarters of shapes and quantities, developing their understanding of fractions as equal parts. In Geometry, pupils will describe turns and position, using precise vocabulary to explain how objects move and where they are located. Throughout the unit, children will use practical resources, pictorial representations, and structured reasoning to deepen their mathematical thinking and apply skills independently.</p>
<b>Art &amp; Design</b>	<b>Computing</b>
<p>In Art and Design this term, children will work creatively with a range of materials to design and make products. They will explore colour, pattern, texture, line, shape, form, and space, and investigate different types of paper to create collages. Pupils will experiment with tearing, overlapping, and layering techniques, using tissue paper to produce textured artwork before designing an abstract collage. They will learn about a range of artists, craft makers, and designers, describing similarities and differences and linking ideas to their own work. As part of their outcomes, children will create a stained-glass tealight jar. Throughout the unit, pupils will compare and evaluate their own and others' work, discussing what is successful and what could be improved.</p>	<p>In Computing this term, children will use technology purposefully to create, organise, store, manipulate, and retrieve digital content. They will explore how to change the colour and pattern of elements in a design, experimenting with tools that allow them to personalise and adapt their work. Pupils will learn to position and rotate objects on screen, developing control as they place items in relation to one another. They will build on these skills by resizing, rotating, flipping, and arranging objects so that they appear behind or in front of each other, making thoughtful decisions about layout and composition. Through these activities, children will gain confidence in using digital tools creatively and will learn to make purposeful choices that enhance the clarity and visual impact of their designs.</p>
<b>Design &amp; Technology</b>	<b>Geography</b>
<p>Our DT learning journey will continue next half term</p>	<p>In Geography this term, children will develop their place knowledge by exploring geographical similarities and differences between a small area of the United Kingdom and a contrasting non-European country. Pupils will use basic geographical vocabulary to describe key human and physical features as they investigate the Northeast coastline, identifying and naming the features found there. They will then study the human and physical geography of Tynemouth, before comparing it with the human and physical geography of Madagascar. Through discussion, observation, and mapping activities, children will identify how the landscapes, climates, and human activities of the two locations are similar and different. This learning will support pupils in building a clearer understanding of place, environment, and the diversity of human and physical features across the world.</p>

History	Music
<p>Our History learning journey will continue next half term</p>	<p>In Music this term, children will use their voices expressively by singing songs and speaking chants and rhymes. They will play tuned and untuned instruments musically and listen with concentration to a variety of high-quality music. Pupils will experiment with and combine sounds using the inter-related dimensions of music, responding to musical signals and themes through movement and actions to reinforce a sense of beat, duration, and tempo. They will create rhythm patterns and sequence them using simple notation, attempting to record their compositions with stick and other notations. Children will also draw imaginatively in response to music and will continue to develop confidence in copying, creating, and performing rhythm patterns.</p>
Personal Social Health & Citizenship Education (PSHCE)	Physical Education (PE)
<p>In PSHCE this term, children will learn about why people use money and the role it plays in everyday life. They will explore the different ways children may receive money and understand that money is valuable, needs to be looked after, and should be stored safely. Pupils will learn that it is wrong to steal and will discuss how to behave safely and responsibly when handling money, including not showing it to strangers and seeking help from trusted adults. They will find out that banks are places where money can be kept securely and will think about what to do if they find money. Children will also explore the choices people make about spending and saving, and will develop questions they would like to ask others about their jobs and how they earn money</p>	<p>In PE this term, children will develop their running, jumping, throwing, and coordination skills through a range of athletic activities. They will practise varying their pace, running with control, changing direction safely, and maintaining balance and good posture. Pupils will explore different types of jumps, working on technique, height, distance, and safe landings as they create and improve simple jumping sequences. They will also develop accuracy in both underarm and overarm throwing. Alongside this, children will strengthen their balance and coordination through structured activities and games that require teamwork, cooperation, and spatial awareness. Pupils will learn the importance of warm-ups, cool-downs, and carrying equipment safely, responding to verbal and visual instructions to participate safely and confidently in all activities</p>
Religious Education (RE)	Science
<p>In RE and Worldviews this term, children will explore the question: <i>How do we know that new babies are special?</i> They will investigate how different people welcome a new baby by examining quotes, videos, and pictures from a range of traditions and worldviews. Pupils will explore the symbolism within these ceremonies and discuss what the actions, objects, and rituals represent. Through comparison and reflection, children will identify similarities and differences between the ways diverse communities celebrate a new baby and consider the connections between these practices and their own experiences.</p>	<p>In Science this term, children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will explore the school grounds and Hall Grounds to recognise and classify plants, and will identify and describe the basic parts of flowering plants. Pupils will learn that new plants grow from seeds and bulbs and will take part in simple investigations to observe these processes. Through activities such as drawing and labelling diagrams, sorting flowers into groups, and measuring and comparing leaves, children will develop their scientific enquiry skills and build confidence in describing what they notice using accurate scientific vocabulary.</p>