



Oceans and Seas + Beautiful Baslow



Class 2 Year 1/2
Mrs Ferguson & Mrs Hayes

KS1 Medium Term English Planning - Summer Term 2 2026



WOW Stimulus -

- Texts
- Poems

Purpose and Audience:

- Perform poetry
- Display of work
- Presentation of oceans

Rich Text/s:

- Fiction: *The Secret Sky Garden* - Linda Sarah
- Fiction: *Not Quite Narwhal* - Jessie Sima
- Poetry: *A sailor went to sea/ Down behind the dustbin*

Guided/Reciprocal Reading:

- Little Wandle group reading
- VIPERS using Reading Ninja texts

Speaking/listening/performing:

- To read
- To perform poems
- Group presentation about oceans

<u>Wks</u>	<u>Genre</u>	Little Wandle <u>Phonics/Spelling</u>	<u>Key objectives</u>	<u>Activities</u>	<u>Handwriting</u>
1	Fiction Setting description	<u>Phonics</u> Y1 - Phase 5 Y2 - Why do some longer words have the spelling 'ti' for /sh/	-Predicting what might happen -Character's feelings -using question marks and exclamation marks -design and label with adjectives	<u>Main Activity -</u> - Read beginning of The Secret Sky Garden without knowing title and make predictions - Read rest of story and infer Funni's feelings throughout story - Practise writing sentences using appropriate punctuation - Draw and label a secret sky garden design and then write a setting description	<u>Handwriting -</u> Recap curly caterpillar c a o q g d e s
2	Fiction Explanation text	<u>Phonics</u> Y1 - Phase 5 Y2 - Why do some longer words have the spelling 'ti' for /sh/	-Use similes for effect -Explanation of process of how a flower grows	<u>Main Activity -</u> - Create similes to describe secret garden and add to description - Write an explanation of how a flower grows. Introduction, main and conclusion	<u>Handwriting -</u> Ladder letters L I t u j y
3	Assessment			<u>Assessment week</u>	
4	Fiction Sequencing	<u>Phonics</u> Y1 - Phase 5 Y2 - How do I use the possessive apostrophe?	-Make predictions -retell story orally -reorder and sequence sentences/events of the story -explaining using 'because' Using suffixes -ful and -less	<u>Main Activity -</u> - Not Quite Narwhal - Make a prediction about whether Kelp will find the creature he is looking for. - Recap events of story together using a word bank - Reorder story - Use 'because' to write their favourite part of the story - Use -ful and -less on root words. Real or not real? - Write sentences about a character using words with suffixes above	<u>Handwriting -</u> One armed robot r b n h m k p
5	Fiction Description	<u>Phonics</u> Y1 - Phase 5	-use adverbs	<u>Main Activity -</u> - Use senses to help describe a scene - I can use -ly to turn adjectives into adverbs	<u>Handwriting -</u>

		Y2 - How do I use the possessive apostrophe? Recap contractions	-use suffixes	<ul style="list-style-type: none"> - Use adverbs in writing for recount from Kelp's perspective - Describe a scene using adverbs and suffixes based on an illustration 	Zig Zag Monster letters v w x z
6	Poetry Repeating patterns	<u>Phonics</u> Y1 - Phase 5 Y2 - When do I swap, drop or double? -ing, -er, -est, -y, -ed	<ul style="list-style-type: none"> -identify repeating patterns -read aloud -plan a poem -Use expanded noun phrases 	<u>Main Activity -</u> <ul style="list-style-type: none"> - Children explore a range of repeating pattern poems - Children practise reading poems aloud and explore the impact this has - Follow a set structure to continue a repeating pattern - Water theme plan and collect ideas - Expanded noun phrases that can go in poem 	<u>Handwriting</u> Recap areas needed
7	Poetry Repeating patterns	<u>Phonics</u> Y1 - Phase 5 Y2 - When do I swap, drop or double? -ing, -er, -est, -y, -ed	<ul style="list-style-type: none"> -similes for effect -alliteration -appropriate intonation 	<u>Main Activity -</u> <ul style="list-style-type: none"> - Use conjunctions to join clauses (both coordinating and subordinating) - Use similes for effect - Use alliteration for effect - I can write a repeating pattern poem - Perform poem with intonation 	<u>Handwriting</u> Recap areas needed
8		<u>Phonics</u> Y1 - Phase 5 Y2 - Recap	-Transition activities	<u>Main Activity -</u> <ul style="list-style-type: none"> - Transition activities 	

Maths

Y1

Summer term	Number Multiplication and division VIEW	Number Fractions VIEW	Geometry Position and direction VIEW	Number Place value (within 100) VIEW	Measurement Money VIEW	Measurement Time VIEW	Consolidation
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Y2

Summer term	Number Fractions VIEW	Measurement Time VIEW	Statistics VIEW	Geometry Position and direction VIEW	Consolidation
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RE Y1 + Y2

How should we care for world and others and why does it matter?

Within this unit, pupils will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. Later in the unit, pupils will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. Pupils will also take time to consider why people who are religious and non-religious should care for others and look after the natural world.

Key Vocabulary

- Community
- World
- Psalm
- Stewardship
- love
- Genesis
- Religious
- Non-religious
- Christian
- Jews

	Geography	
Week	Key Question/Objectives	Content and Resources
1	To identify the UK on the map of the world and know it is made up of 4 countries. To identify Balsow.	Introduction to topic through What a Wonderful World power point and song (Louis Armstrong) Look at world map and discuss - identify different countries, find UK. Remind them of 4 countries that make up UK, Find where London is and where Baslow is (embed prior learning from previous term). Complete topic cover and knowledge organiser.
2	What and where is Balsow? To begin to identify physical and human geographical features and their uses.	Walk around - Explore Church end of Baslow - take photos, sketches, identify buildings and uses, other features. In groups children to use clip boards and tick off things they might see - eg church, shop, café, pub, houses - detached, semi, terraced, flats, road, river, field, dry stone wall, signs - stop, speed, information, footpath, driveway, hill, Share findings, discuss.
3	What and where is Balsow (part 2)? To begin to identify physical	Explore Village Hall end of Baslow - take photos, sketches, identify buildings and uses, other features. In groups children to use clip boards and tick off things they might see - eg church, shop, café, pub, houses - detached, semi, terraced, flats, road, river, field, dry stone wall, signs - stop, speed, information, footpath, driveway, hill

	and human geographical features and their uses	Share findings, discuss
4	What is a map? To know what maps and atlases are for and how they work. To begin to understand aerial views	What is a map - a way to help us find something - look at Jamie's map ppt - as a group go out to main gate and work together to draw a map to get to tiger class via infant garden - revisit in class What is a bird's eye view (aerial)? Find out about atlases/maps, aerial views, why do we have/ need maps? Then Year 1 to work as a group on putting the pictures from our walk on the aerial map of Baslow. Extra activities =
5 + 6	What is a map? To know what maps and atlases are for and how they work. To begin to understand aerial views	To create a labelled map of Baslow for information leaflet.
7	Focus on water pollution	Read the odd fish and discuss pollution. Create a poster saying how we can all help.

Y2 – Safety and the changing body – taken from Kapow

Week	Week	Week	Week	Week	Week	Week	Week	Week
Lesson 1: Introduction to the internet	Lesson 2: Communicating online	Lesson 3: Secrets and surprises	Lesson 4: Appropriate contact: My private parts	Lesson 5: Appropriate contact: My private parts are private	Lesson 6: Respecting personal boundaries	Lesson 7: Road safety	Lesson 8: Crossing roads safely	Lesson 9: Staying safe with medicine
To understand what the internet is and how it can help us	To understand how to stay safe when using the internet	To begin to understand the difference between secrets and surprises	To begin to understand the concept of privacy and the correct vocabulary for body parts	To understand safe and unsafe touches		To understand ways to keep safe on and near roads	To understand ways to keep safe on and near roads	To begin to understand how to stay safe with medicines

Jigsaw - Relationships