



Medium Term Plan: *Enchanted Woodland*

Term: Summer 2

Intended Outcome of Topic Retell a traditional tale. Memorable experience Fairytale day- including puppet making, role playing traditional tales and helping Rapunzel escape her tower, making the highest, strongest tower you can make	SMSC Links - respond with a sense of awe and wonder to the beauty, intricacy, grandeur and mystery of the natural world - respond with a sense of awe and wonder at scientific discoveries - see that by working [co-operatively] on complex mathematical tasks, the result is often better than any of them could achieve separately - solve mathematical problems in collaboration with others
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Subject	Week beginning 02.06.25	Week beginning 09.06.25	Week beginning 16.06.25	Week beginning 23.06.25	Week beginning 30.07.25	Week beginning 07.07.25	Week beginning 14.07.25
English	Genre: Fiction Text: Jack and the beanstalk Retelling the story Inferring from the text Creating setting descriptions	Genre: Fiction Text: Jack and the Beanstalk, Jack and the Jelly Bean Stalk. Comparing versions of a traditional tale Giving an opinion Plan an alternative ending	Genre: Fiction Text: Jack and the Beanstalk, Jack and the Jelly Bean Stalk Planning and retelling a tradition tale/adaptation of a traditional tale	Genre: Fiction Text: Rapunzel Thought bubbles Character descriptions Tradition tale villains Un- to change the meaning of words	Genre: Fiction Text: Rapunzel Planning and adapting a story by changing the character of the witch.	Genre: Fiction Text: The Three Little Pigs Sequencing a story Describing locations using WOW words Creating adverts for the houses using noun phrases.	Genre: Fiction Becoming a reader Looking at a variety of comprehension skills using the texts covered this term,
Phonics	Phonics Screening check revision	Phonics Screening check revision	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	/sh/ ti ssi si ci potion mission mansion delicious	/or/ augh our oar ore daughter pour oar more review	Review
Maths	Place Value Counting from 50 to 100 Counting in tens to 100 Partition into tens and ones	Place value The number line to 100 1 more 1 less to 100 Compare numbers with the same number of tens	Money Unitising - groups containing or representing the same number of things can be treated as ones Recognise coins Recognise notes Count in coins	Time Understand before and after Know the days of the week Know the months of the year Understand hours, minutes and seconds	Time Tell the time to the hour Tell the time to the half hour	Positional language Describe turns Describe position, left and right Describe position, forwards and backwards Describe position, above and below Ordinal numbers	Consolidation week
Science	We are learning to understand that seeds grow into plants. Plant cress and observe grow	We are learning to identify the basic parts of a plant Observe cress grow	We are learning to understand that different plants can grow in the same area Observe cress grow	We are learning to know the difference between deciduous and evergreen trees Observe cress grow	We are learning to know that fruit and vegetables are varieties of plants. Observe cress grow	We are learning to record the growth of a plant.	
Computing	To show data in different ways.	To use technology to represent data.	To collect and record data.	To sort data into a branching database.	To design an invention to gather data.	To discuss ways to balance time spent online and offline.	

Geography							
History							
Art & Design	To respond vocally and visually to the work of artists who are inspired by flora and fauna	To respond to images and film of flora and fauna by creating observational drawings of the things I can see.	To continue close and careful looking of flora and fauna to develop my mark making.	To continue close and careful looking of flora and fauna to develop my mark making	To use collage to invent and create your own unique minibeast.	To display the work made through the half term and reflect on the outcomes.	
Design Technology	• Explore and describe the purpose of the project.	• Develop and communicate these ideas through talk and drawings and mock ups where relevant	• Develop and communicate these ideas through talk and drawings and mock ups where relevant	• Explore and describe the purpose of the project.	• Develop and communicate these ideas through talk and drawings and mock ups where relevant	• Develop and communicate these ideas through talk and drawings and mock ups where relevant	
Religious Education	What do my senses tell me about the world of religion and belief?	What do my senses tell me about the world of religion and belief?	What do my senses tell me about the world of religion and belief?	What do my senses tell me about the world of religion and belief?	What do my senses tell me about the world of religion and belief?	What do my senses tell me about the world of religion and belief?	
Outdoor PE	Tennis Show control of a ball with basic actions	Tennis Explore different ways to use and move with the ball.	Tennis Send/Pass a ball.	Tennis Successfully receive (catch/stop) a ball.	Tennis Show control of a ball with basic actions.	Tennis Apply skills and tactics in simple games	
CPSHE	I am starting to understand the life cycles of animals and humans	I can tell you some things about me that have changed and some things about me that have stayed the same	I can tell you how my body has changed since I was a baby.	I can identify the parts of the body that make boys different to girls and can use the correct names.	I understand that every time I learn something new I change a little bit.	I can tell you about changes that have happened in my life.	
Music	To explore and change dynamics using the voice.	To experiment with creating different sounds using a single instrument.	To read simple rhythmic patterns comprising of one beat sounds and one beat rests.	To play sound patterns in time with the pulse using a visual stimulus.	To show awareness of different roles when performing in a group performance.		