



Year Group: 1

**Value Focus:
Team Work**

**Summer Term 1
School Year 2025-2026**

RRS:

Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

British Values:

Mutual respect and tolerance. Individual liberty.

	Week 1 13/4/2026	Week 2 20/4/2026	Week 3 27/4/2026	Week 4 4/5/2026	Week 5 11/5/2026	Week 6 18/5/2026
Whole School Events	Establishing Week Autism Awareness Welcome meetings	Clubs and Job Centre begin Belonging Buzz Day	T&L Review Days	4 day week (Bank holiday) IEP Meetings	Attendance Focus Fortnight KS2 SATS Week	Attendance Focus Fortnight
Enrichment (Trips/Visits)		Y3 and Y4 tennis Y3 trip Science Museum	Y5 and Y6 tennis Y2 trip to St Pauls	Parliament visit Y3&Y4 sheep shearing	Y1 and Y2 tennis	Y6 Activity Week
Class Read (Storytime)	Canon of Literature books: whole class sets can be utilised for story time. T:\2. Curriculum Leadership\English\1a. Reading\Book Lists\0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List					
English Reading	There's a Rang-Tan in My Bedroom Block 13 Focus on the core text and for retrieval using visual clues and summarising Focus on the non chronological report for using subheadings to find facts	There's a Rang-Tan in My Bedroom Block 13 Focus on the persuasive poster to infer the emotions it elicits	There's a Rang-Tan in My Bedroom Block 14 Focus on the core text and a narrative extract for retrieval including a focus on language	There's a Rang-Tan in My Bedroom Block 14 Focus on the core text and an informal letter to explore inference and a personal response to a text	The Lion Inside Block 16 Focus on the core text and a fact sheet for retrieval and summarising	The Lion Inside Block 16 Focus on the core text to identify clues for inference Focus on the narrative extract for personal response
Reading Outcomes	Know: The difference between fiction and non-fiction An advert is a persuasive text		Know: The meaning of different question words A summary is a short re-telling of the main events Be able to:		Know: Character traits are the behaviours and attitudes that make up the character's personality A fact is something that is known as true	

	Be able to: Use visual clues to retrieve information Infer emotions a text is appealing to		Use question words to identify the type of information being asked for Find the meaning of unknown words		Be able to: Use the context to work out the meaning of unknown words	
English Writing	Recount from personal experience (Block B)	Recount from personal experience (Block B)	Informal Letters Block B	Informal letters (Block B)		
Writing Outcomes	Explicit teaching of text conventions, required oral rehearsal and planning	Execution and editing of extended task	Explicit teaching of the grammatical structures and text conventions required	Planning and execution of extended task		
VGPS	Introduce: Exclamation marks Revisit: Question marks Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives Consolidate: Capital letters and full stops Capital letters for names and for the personal pronoun I Regular plural noun suffixes –s or –es Joining words and joining clauses using <i>and</i>					
Spoken Language Expectations	Listen and respond to adults and their peers Ask questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate opinions Give descriptions, narratives for different purposes, including for expressing feelings Maintain attention and participate in collaborative conversations Speak audibly Participate in discussions, performances, role play, improvisations					

Maths	Establishing Week Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals	Number: Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity <u>Fair feast, Halving, Happy halving</u> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <i>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</i> <u>White Rose</u> <u>Power Maths</u> NRich: <u>Fair feast, Halving, Happy halving</u> Assessment: <u>White Rose fractions</u>, answer	Number: Multiplication and Division (Including multiples of 2, 5 and 10) Repeat Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	Number: Place Value (within 100) Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least <u>White Rose</u> <u>Power Maths</u> NRich: <u>Count the digits</u> Books: One is a Snail Ten is a Crab (April Pullet Sayre) Assessment: <u>White Rose place value</u>, answers
Maths vocabulary	Count, forwards, backwards,	Half, quarter, equal, part, whole, share, split, four, two, same size.	Multiply, divide, groups, share, array, lots of, count in twos, count in fives, count in tens.	Number, count, more, less, equal, forwards,

	numeral, before, after, next, tens, ones					backwards, one more, one less, number line
Maths Basic Skills	Skip counting in 10s	Know the number bonds up to 10	Know the number bonds up to 20	Tell the time to the nearest hour and nearest half hour	Know the number bonds for each number to 10	Tell the time to the nearest hour and nearest half hour
Science	<u>Revisit plants</u> - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees			<u>Revisit animals including humans</u> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense		
		What are the parts of a plant?	What are wild plants and where do you find them?	What are garden plants and where do you find them?	<u>Revisit animals including humans</u> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	
	T2: bud, trunk, branch, bark, seed, wild T3: nutrients, stem, deciduous, evergreen				T2: blood, senses, young, feathers, fur, scales T3: mammal, amphibian, reptile, herbivore, carnivore, omnivore	

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Foundation Subjects (Blocked) - History - Geography - RE - Art - DT - PSHE	Establishing Week PSHE - 1Decision	History More lives of significant people (Armstrong, Jemison, Harris Jr, Peake) National Curriculum: Study the lives of significant individuals in the past who have contributed to national and international achievements Cusp outcomes: - Who was Neil Armstrong? What did he achieve - Who is Mae Jemison? What did she achieve? - Who is Bernard Harris Jr? What did he achieve? - Compare the achievements of two significant individuals. What was similar and what was different?		Geography Study hot and cold locations National Curriculum: identify seasonal and daily weather patterns in the United Kingdom identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Cusp outcomes: - Remember – name and find the 7 continents and 5 oceans of the world. - Where is the equator?		CUSP ART Block C Year 1 – Printmaking Exploration of materials and artform Explicit teaching of techniques Applying knowledge, skills and techniques Know: Prints can be made from ordinary objects How to make and use a stencil and relief block Be able to: Apply paint using controlled brushstrokes and stippling Combine printing techniques such as stencilling and relief printing https://vimeo.com/578629303/c7aa0b26af
Vocabulary		Location, moist, misty, scorched, freezing, tropical, continent, ocean, polar, equator, temperature, compass		Legacy, inspire, pioneer, explore, similar, orbit, racism, significant, astronaut, expedition		Printmaking , stencil, relief printing, stippling, overprint, natural objects, pattern design, repeated.

Computing	(Junior Jam)					
Music	(Junior Jam)					
Spanish	(Junior Jam)					
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing					
P.E.	<u>Run, Jump, Throw</u> - Suggest links between types of exercises e.g. training speed for different jumping activities - Demonstrate awareness for the need to improve and attempt to improve - Select correct skill for the situation - Can start and stop at speed, run in straight lines using a variety of speeds - Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. - Handle and throw a variety of different objects and attempt to throw for distance - Copy and repeat basic movements for extended periods of time developing stamina - Demonstrate some core strength to hold a variety of shapes and positions - Move a variety of objects quickly showing a range of techniques - Developed agility and coordination skills to competently take part in a range of activities - Work partner to help improve their performance - Participate as part of a team to compete in running relays					
	Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest.					
Weekly Reflection	TEAM –Together Everyone Achieves More	Do as you would be. How should we treat others?	No Man is an Island	Resolving conflict – falling out and making up	Think Before You Speak	But why? Questions - it's okay to ask
P4C Skills	Start to give reasons. Active listening Beginning to build on others ideas (collaborative thinking.)					
P4C Enquiries	PSHE		Religion or spiritual education		Resilience and growth mindset	