



Curriculum Planner

Term: Summer 2 2025

Year: 1

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Peace	All British Values

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none">• Vocabulary focus linked to:• Science: Plants• RE: Places of worship• Class read: 'Whatever Next' and 'Peace at Last'• Picture News	<ul style="list-style-type: none">• Class reflection area• Class collective worship book• Visits to the Peace Garden• Cultural capital• Litter picking around the school	<ul style="list-style-type: none">• PSHE/RSE – Aspirations, responsibilities,• Transition to Year 2• Cultural capital• Golden Mile daily• Cool down station and activities in the classroom• Worry box in the classroom• Athletics• Growing our own plants• Sports day

<p style="text-align: center;"><u>English</u></p> <ul style="list-style-type: none"> • Daily Phonics, using Read, Write, Inc. scheme • Read, Write, Inc. Get Writing • Guided Reading through Read, Write, Inc. • Capital letters, finger spaces and full stops • Character description • Setting description • Postcard 	<p style="text-align: center;"><u>Mathematics</u></p> <ul style="list-style-type: none"> • Geometry – Position and Direction • Number: Place Value (within 100) • Measurement: Money • Measurement: Time 	<p style="text-align: center;"><u>Science</u></p> <p>Plants</p> <ul style="list-style-type: none"> • 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 • Making observations of growing plants <p>Working scientifically:</p> <ul style="list-style-type: none"> • Observe closely using simple equipment • Perform simple tests • Using observations and ideas to suggest answers to questions • Asking simple questions and recognising that they can be answered in different ways
<p style="text-align: center;"><u>Religion and World Views</u></p> <ul style="list-style-type: none"> • What makes a place holy? (Places of Worship) • Understand what a place of worship is • Discuss key parts of a Christian Church • Discuss key parts of a Jewish Synagogue • Discuss key parts of a Hindu Mandir • Explain why places of worship are important in religions 	<p style="text-align: center;"><u>Geography</u></p> <ul style="list-style-type: none"> • Our Local Area • Use fieldwork and my observational skills to study my local area. To include: building, roads, human and physical features • Follow directions and follow a simple key • Create a map and use basic symbols 	<p style="text-align: center;"><u>Physical Education</u></p> <p>Athletics</p> <ul style="list-style-type: none"> • Run in a straight line at different speeds • Do a standing long jump • Change how I throw different things • Use power at the start of running, jumping and throwing <p>Sports day</p>
<p style="text-align: center;"><u>Art</u></p> <p>Printing</p> <ul style="list-style-type: none"> • Choose suitable objects to print with • Correctly use paint and a roller with adult 	<p style="text-align: center;"><u>Music</u></p> <p>Charanga: Reflect, rewind and replay</p> <ul style="list-style-type: none"> • Listen and appraise composer of the month 	<p style="text-align: center;"><u>PSHE/RSE</u></p> <ul style="list-style-type: none"> • To understand the reason why we learn British Values

<ul style="list-style-type: none"> • support • Explore how much paint is needed to create the best print • Experiment with different ways of printing • Place object into the paint and print onto paper • Print by sandwiching flat objects between two • sheets of paper 	<ul style="list-style-type: none"> • Playing instruments within a song • Improvisation using instruments • Composition • Share and perform learning 	<ul style="list-style-type: none"> • To be reminded of the British Values learnt across the year • To know how to self-regulate my emotions • To understand why we need to share worries • To know how to appropriately express worries and to whom • To know the meaning of shared responsibility • To understand responsibility at home, school and in the wider community • To understand what is expected during the transition to Y2
<p style="text-align: center;"><u>Computing – Purple Mash</u></p> <p>Coding</p> <ul style="list-style-type: none"> • <i>To understand what coding means</i> • <i>To use design mode to set up a scene</i> • <i>To add characters</i> • <i>To use code blocks to make the character perform actions</i> • <i>To use collision detection</i> • <i>To save and share work</i> • <i>To know the save, print, open and new icon</i> 	<p style="text-align: center;"><u>SMSC</u></p> <p>Social: All British Values, roles and responsibilities, aspirations, transition to Year 2, KS1 plant sale, sports day, personal feelings, listening and responding to others, group work and partner work, outdoor area activities, positive relationships</p> <p>Moral: Caring for plants and animals, school council, collective worship focus – Peace, British values focus – all British values, PSHE: keeping ourselves safe and well-being, global learning: eco-systems, speaking and listening opportunities.</p> <p>Spiritual: Discussion around our church school value of the term, thankfulness, using imagination and creativity across all aspects of learning, opportunities across the curriculum to express own beliefs and opinions, RWV: places of worship, Peace garden, peace collective worship focus, class collective worship book, class reflective area-prayers from the children, daily Collective worship, looking after our outdoor area, Pupil Bibles.</p> <p>Cultural: Language of the moment, class reader, composer/artist of the month, global Learning. British values: all British values, opportunities</p>	<p style="text-align: center;"><u>Language of the Moment / French</u></p> <ul style="list-style-type: none"> • Language of the month daily, during the register • Discussed during worship time

	across the curriculum to express own beliefs and opinions, exploring the beliefs, values and cultures of others to develop empathy, celebrating diversity within the school, Picture News used for class worship.	
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<u>Parental engagement:</u> Encourage children and parents to send books in home languages into school to share with the rest of the class – this links to our focus on reading. Photographs will be put on the school website and Facebook to keep parents informed about their children’s learning. Plant sale at the end of term to celebrate our outdoor area. Annual reports to parents. Sports day	<u>Visits and visitors:</u> Geography and Science: Walks around our Local area. Religion and world views – visit to the Bridge Church
<u>Cultural Capital:</u> Daily Class reader and books linked to diversity. Cool down station/reflection area within the classroom. Golden mile and healthy school meals. Peace Garden available for reflection time at playtimes. Valuing the diverse culture and languages that the children bring to Year, including language of the month. Visit to Bridge church	<u>Global Learning:</u> Language of the month during registration. Reading a range of books linked to different global themes. Newsround: How to make a wild flower seed bomb. Picture News: Why do people choose to climb mountains? Is it a responsibility of the young to protect the planet? Aspirations and gender roles: Who will have which job?
<u>Caring for the environment and each other:</u> Watering our plants Litter picking Support each other in our learning Helping each other	<u>Use of Artificial Intelligence</u> Finding maps of the local area for Science and Geography
<u>Outdoor Learning:</u> Recycling paper in the classroom. Hand washing regularly and ensuring children know how to keep themselves safe physically and mentally. Looking after our outdoor area. Regularly planting and looking after the plants.	