



# Curriculum Planner

**Term: Summer 1 2026**

**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.'

<b>Church school value of the term:</b>	<b>British value of the term:</b>
Respect	Mutual Respect

<b>Dream big</b> High academic ambition High expectations Career aspirations The world is your oyster!	<b>Love God</b> Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	<b>Live well</b> Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> <li>• Vocabulary focus linked to: Science: Plants</li> <li>• Class read: Peace at Last</li> <li>• Global learning: Changes in plants and their growth, looking after the environment and developing our outdoor area, how we are different and similar to other people</li> </ul>	<ul style="list-style-type: none"> <li>• Respect - Collective worship focus</li> <li>• Class collective worship book</li> <li>• Visitors in collective worship</li> <li>• Class reflection area</li> <li>• Visits to the Peace Garden</li> </ul>	<ul style="list-style-type: none"> <li>• Hand washing</li> <li>• 2 x weekly PE lessons</li> <li>• Daily healthy snack</li> <li>• Discussions around health</li> <li>• Healthy school meals</li> </ul>

<p style="text-align: center;"><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Daily Phonics, using Read, Write, Inc. scheme</li> <li>• Read, Write, Inc. Get Writing</li> </ul>	<p style="text-align: center;"><b><u>Mathematics</u></b></p> <p><b><u>Number: Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Count in 2s</li> <li>• Count in 5s</li> <li>• Count in 10s</li> <li>• Recognise equal groups</li> <li>• Add equal groups</li> <li>• Make arrays</li> <li>• Make doubles</li> <li>• Make equal groups – grouping/sharing</li> </ul> <p><b><u>Number: Fractions</u></b></p> <ul style="list-style-type: none"> <li>• Find a half</li> <li>• Find a quarter</li> </ul> <p><b><u>Geometry: Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>• Describe turns</li> <li>• Describe position</li> </ul>	<p style="text-align: center;"><b><u>Science</u></b></p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p><b><u>Working scientifically:</u></b></p> <ul style="list-style-type: none"> <li>• Observe closely using simple equipment</li> <li>• Perform simple tests</li> <li>• Using observations and ideas to suggest answers to questions</li> <li>• Asking simple questions and recognising that they can be answered in different ways</li> </ul>
<p style="text-align: center;"><b><u>Religion and World Views</u></b></p> <p><b><u>What do people learn from stories and festivals?</u></b></p> <ul style="list-style-type: none"> <li>• Know and understand how stories are linked to special events (previous learning)</li> <li>• Know and understand why Easter is important to Christians.</li> <li>• Know and understand what happens during Holy week.</li> <li>• Know and understand symbols linked to Easter.</li> <li>• Know and understand the importance of the crucifixion and the Resurrection to Christians.</li> <li>• Know and understand why Passover is important to Jewish people.</li> <li>• Know and understand the symbolism of the Passover meal.</li> </ul>	<p style="text-align: center;"><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Compare modes of transport now, with those in the past</li> <li>• Explain how boats have changed, and place them correctly on a timeline</li> <li>• Find out about the invention of trains and how this affected travel</li> <li>• Find out about the invention of motor cars and explore how they have changed through the years</li> <li>• Find out about the first aeroplane flights and compare them to today</li> </ul>	<p style="text-align: center;"><b><u>Physical Education</u></b></p> <p>Run, Jump, Throw</p> <ul style="list-style-type: none"> <li>• To start and stop at speed</li> <li>• To use our leading arm to help us throw</li> <li>• To take off on two feet to jump at distance</li> <li>• To use the correct technique to throw different objects for distance</li> <li>• To move in different ways to show good balance, coordination and agility</li> <li>• To take part in a competition using running, jumping and throwing skills</li> </ul>

<ul style="list-style-type: none"> <li>• Know and understand why fasting is important to Muslims and how it links with Lent.</li> <li>• Know and understand the importance of Ramadan and Eid-ul-Fitr.</li> <li>• Know and understand about Eid-ul-Adha and the idea of sacrifice</li> </ul>		
<p style="text-align: center;"><b><u>Design and Technology</u></b></p> <p><b><u>Food – Fruit Kebabs</u></b></p> <p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>• Explore a range of existing fruits</li> <li>• Generate ideas based on a simple design criteria and their own experiences, explaining what they could make</li> <li>• Develop, model and communicate ideas through talking and drawing</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next</li> <li>• Select and use tools, skills and techniques, explaining their choices</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate their project by discussing how well it tastes in relation to the purpose</li> </ul>	<p style="text-align: center;"><b><u>Music</u></b></p> <p><b><u>Charanga – ‘Your Imagination’</u></b></p> <ul style="list-style-type: none"> <li>• Find the pulse</li> <li>• Clapping rhythms</li> <li>• Playing instruments</li> <li>• Improvise</li> <li>• Compose</li> </ul>	<p style="text-align: center;"><b><u>PSHE/RSE</u></b></p> <ul style="list-style-type: none"> <li>• My feelings and me</li> <li>• Identify and respect the differences and similarities between people</li> <li>• Exploring roles and responsibilities</li> </ul>
<p style="text-align: center;"><b><u>Computing – Purple Mash</u></b></p> <p><b><u>Coding</u></b></p> <ul style="list-style-type: none"> <li>• Understand what instructions are and predict what might happen when they are followed.</li> <li>• Use code to make a computer program.</li> <li>• Understand what object and actions are.</li> <li>• Understand what an event is.</li> <li>• Use an event to control an object.</li> <li>• Begin to understand how code executes when a program is run.</li> </ul>	<p style="text-align: center;"><b><u>SMSC</u></b></p> <p><b>Social:</b> Discussion around our church school value of the term, forgiveness, CW Council</p> <p><b>Moral:</b> Caring for animals, school council</p> <p><b>Spiritual:</b> Mutual respect, roles and responsibilities</p> <p><b>Cultural:</b> Language of the moment, class reader, composer/artist of the month, global learning</p>	<p style="text-align: center;"><b><u>Language of the Moment / French</u></b></p> <p style="text-align: center;">Language of the moment</p>

- Understand what backgrounds and objects are.
- Plan and make a computer program.

**Parental engagement:**

- Phonics meeting
- Photographs will be put on Facebook to keep parents informed about their children’s learning.
- Phonics QR codes

**Visits and visitors:**

- Library visit

**Cultural Capital:**

- Books linked to topics covered in Science and History
- Reflection area within the classroom.
- Healthy school meals.
- Peace Garden available for reflection time at playtimes.
- Valuing the diverse culture and languages that the children bring to Year 1, including language of the month.
- Library trip

**Global Learning:**

- Language of the moment
- Plants and growth
- Caring for our natural environment
- Developing our outdoor area
- How we are different and similar to other people

**Caring for the environment and each other:**

- Recycling paper in the classroom
- Hand washing regularly and ensuring children know how to keep themselves safe physically and mentally
- Gardening in the outdoor area

**Use of Artificial Intelligence**

- Looking at different transport

**Outdoor Learning:**

- Kitchen
- Reading area
- Water tray and sand tray
- Junk modelling
- Car wash area linked to history learning
- Planting