



# Curriculum Planner

**Term: Summer 2 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>
Thankfulness	All British Values

<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>Challenges in each lesson promoting high academic achievement</li> <li>Global learning</li> <li>Picture News – Collective Worships</li> <li>Artist/Composer of the Month</li> <li>Influential Scientist: Jane Colden</li> <li>Influential Careers: Botanist and Ecological Entomologist</li> <li>Vocabulary linked to term topics</li> </ul>	<ul style="list-style-type: none"> <li>Collective Worship focus – Thankfulness</li> <li>British Value focus – All British Values</li> <li>Daily Collective Worship and Prayer</li> <li>Collective Worship Visitors</li> <li>Reflection area</li> <li>Plants in the outdoor area</li> <li>Peace Garden</li> <li>Bible Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Transition to Year 2</li> <li>Sports Day</li> <li>Healthy School meals</li> <li>Healthy snack daily</li> <li>2 x PE Lessons a week</li> <li>PSHE discussions</li> <li>Mindfulness daily</li> </ul>

<b><u>English</u></b>	<b><u>Mathematics</u></b>	<b><u>Science</u></b>
<ul style="list-style-type: none"> <li>Daily Phonics, using Read, Write, Inc. scheme</li> <li>Read, Write, Inc. Get Writing</li> <li>Capital letters, finger spaces, full stops</li> </ul>	<b><u>Geometry: Position and Direction</u></b> <ul style="list-style-type: none"> <li>Describe turns</li> <li>Describe position</li> </ul> <b><u>Number: Place Value (within 100)</u></b> <ul style="list-style-type: none"> <li>Count from 50-100</li> <li>Tens to 100</li> <li>Partition into tens and ones</li> <li>The number line to 100</li> </ul>	<b><u>Plants</u></b> <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> <li>Making observations of growing plants</li> </ul>

	<ul style="list-style-type: none"> <li>• 1 more, 1 less</li> <li>• Compare numbers with the same number of tens</li> <li>• Compare any two numbers</li> </ul> <p><b><u>Measurement: Money</u></b></p> <ul style="list-style-type: none"> <li>• Unitising</li> <li>• Recognise coins</li> <li>• Recognise notes</li> <li>• Count in coins</li> </ul> <p><b><u>Measurement: Time</u></b></p> <ul style="list-style-type: none"> <li>• Before and after</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Hours, minutes and seconds</li> <li>• Tell the time to the hour</li> <li>• Tell the time to the half hour</li> </ul>	<ul style="list-style-type: none"> <li>• Planting a seed</li> </ul> <p>Working scientifically:</p> <ul style="list-style-type: none"> <li>• Observe closely using simple equipment</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 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 why Passover is important to Jewish people.</li> <li>• Know and understand the symbolism of the Passover meal.</li> <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 align="center"><b><u>Geography</u></b></p> <p><b><u>Our Local Area</u></b></p> <ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to know the local area.</li> <li>• Use simple fieldwork and observational skills to know the different houses around the local area.</li> <li>• Use simple fieldwork and observational skills to know how busy the roads are around the local area.</li> <li>• Identify human and physical features around the local area.</li> <li>• Know how to follow directions and use a simple key.</li> <li>• Use basic symbols in a key.</li> </ul>	<p align="center"><b><u>Physical Education</u></b></p> <p><b><u>Send and Return</u></b></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> </ul>
<p align="center"><b><u>Art</u></b></p> <p><b><u>Printing</u></b></p> <ul style="list-style-type: none"> <li>• Choose suitable objects to print with</li> </ul>	<p align="center"><b><u>Music</u></b></p> <p><b><u>Reflect, rewind and replay</u></b></p> <ul style="list-style-type: none"> <li>• Listen and appraise</li> <li>• Musical activities</li> </ul>	<p align="center"><b><u>PSHE/RSE</u></b></p> <ul style="list-style-type: none"> <li>• To understand the reason why we learn British Values</li> </ul>

<ul style="list-style-type: none"> <li>• Correctly use paint and a roller with adult support</li> <li>• Explore how much paint is needed to create the best print</li> <li>• Experiment with different ways of printing</li> <li>• Place object into the paint and print onto paper</li> <li>• Print by sandwiching flat objects between two sheets of paper</li> </ul>	<ul style="list-style-type: none"> <li>• Perform and share</li> <li>• Revisit previously learnt songs and reflect on these, and reperform them</li> </ul> <p><b><u>World Music Day</u></b></p> <ul style="list-style-type: none"> <li>• Consider Yourself performance from Oliver!</li> </ul>	<ul style="list-style-type: none"> <li>• To be reminded of the British Values learnt across the year.</li> <li>• To know how to self-regulate my emotions.</li> <li>• To understand why we need to share worries.</li> <li>• To know how to appropriately express worries and to whom.</li> <li>• To know the meaning of shared responsibility.</li> <li>• To understand responsibility at home, school and in the wider community.</li> <li>• To understand what is expected during the transition to Y2</li> </ul>
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<p style="text-align: center;"><b><u>Computing – Purple Mash</u></b></p> <p><b><u>Making Beats</u></b></p> <ul style="list-style-type: none"> <li>• To compare music made using computers and music played by real instruments.</li> <li>• To explore mixing the sounds of different instruments using the 2Beat tool.</li> <li>• To compose a tune to match a picture of a scene.</li> <li>• To compose a beat to match a picture of a scene.</li> </ul>	<p><b><u>SMSC</u></b></p>	<p style="text-align: center;"><b><u>Language of the Moment</u></b></p> <ul style="list-style-type: none"> <li>• Language of the month daily, during the register</li> <li>• Language of the moment during collective worship</li> </ul>
	<p><b>Social:</b> All British Values, roles and responsibilities, aspirations, Transition to Year 2</p>	
	<p><b>Moral:</b> Caring for plants and animals, school council</p>	
	<p><b>Spiritual:</b> Discussion around our church school value of the term, thankfulness.</p>	
<p><b>Cultural:</b> Language of the moment, composer/artist of the month, global learning</p>		

<p><b><u>Parental engagement:</u></b></p> <ul style="list-style-type: none"> <li>• Photographs on Facebook to keep parents informed about their children’s learning.</li> <li>• Parents reading session.</li> <li>• Phonics videos sent home to practice.</li> <li>• Plant sale</li> <li>• Annual reports</li> <li>• Sports day</li> </ul>	<p><b><u>Visits and visitors:</u></b></p> <ul style="list-style-type: none"> <li>• Walk around our local area</li> <li>• Library visit</li> </ul>
<p><b><u>Cultural Capital:</u></b>  Books linked to current topics  Reflection area in the classroom  Healthy school meals</p>	<p><b><u>Global Learning:</u></b>  Language of the moment  Plants and growth  Caring for our environment</p>

<p>Peace Garden for reflection Valuing the diverse culture and languages that the children bring to Year 1 including language of the month. Visit to Library</p>	<p>Developing our outdoor area</p>
<p><b><u>Caring for the environment and each other:</u></b> Planting seeds and caring for our plant Watering plants in our school Recycling paper in our classroom Regular handwashing and use of hand sanitiser Showing respect and thankfulness to one another</p>	<p><b><u>Use of Artificial Intelligence</u></b></p> <ul style="list-style-type: none"><li>• Plant Identifier to identify a range of plants in Science</li></ul>
<p><b><u>Outdoor Learning:</u></b> 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.</p>	