

English

Letter Writing: Here Comes Mr Postmouse (by Marianne Dubuc) and Paddington's Post

Poetry: A First Book Of Poems (Shirley Hughes) 'Out and About'.

Poetry To Perform by Julia Donaldson.

Narrative: Little Red and the Very Hungry Lion (by Alex T. Smith) and 'We're Going to Find the Monster.'

Explanation: 'The Big Book of Bugs' and 'Tad'

Phonics (EYFS ,KS1)

Consolidate Phase 3 and Phase 5

Class book:

Here Comes Mr Postmouse (by Marianne Dubuc)

Poetry: A First Book Of Poems (Shirley Hughes) 'Out and About'.

'Little Red and the Very Hungry Lion' (by Alex T. Smith)

'Paddington's Post'

'The Big Book of Bugs'

'Tad'

'We're Going to find the Monster.'



CURRICULUM INFORMATION SUMMER 2025 YEAR 1

RE

To The Ends of the Earth

- Retell with increasing detail one of the following accounts: the Road to Emmaus (Lk 24:13-35), the Promise of the Spirit and the Ascension (Acts 1:1-11), Pentecost (Acts 2:1-4).
- Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1).
- Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19).
- Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays.

Dialogue and Encounter

- To know that Christian means follower of Jesus Christ
- To recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.
- To recognise simple connections between Jesus' life and message and how Christians live today.
- To recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief.
- To correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day).

Maths

* consolidate learning over the year

* secure number fluency and use numbers to solve number problems – basic number sentences and missing number sentences.

* telling the time to o'clock and half past on analogue and digital, and be confident drawing hands on a clock face.

*identifying and constructing arrays.

*fractions

*money

*weight

* capacity

* length

*ways of recording measurements.

* reinforcing counting in 2s, 5s and 10s and counting to 100.

Science

Animals incl. Humans

* the differences between carnivores, herbivores and omnivores.

* classifying and comparing various animal groups.

* labelling the parts of the human body

* learning about and exploring the five senses. Conducting experiments using our senses- especially scents experiment- link to female scientist Linda Brown Buck.

Seasonal Change.

* continuing our knowledge of seasonal change and looking closely at spring and summer while comparing it to the other seasons.

Geography

What's it like to live in Shanghai?



This unit will teach your class about the geography of China through focusing on the main human and physical features of the country, extending children's knowledge of the world. Children will use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Children will learn about the geographical similarities and differences between China and the United Kingdom. Children continue to build on their map skills using atlases, world maps and globes more widely, along with using webcams, online mapping programmes and interpreting a range of information.

Topic launch-Activity & Date

Chinese letter writing and learning to say hello and thank you in Mandarin

Week beginning 5.6.25

Music

Begin learning about sol-fa. Use musical vocabulary for tempo/dynamics with greater confidence and familiarity. Recognise well-defined changes in tempo/dynamics and describe using musical terminology. Play un-tuned percussion instruments with greater control and precision. Recognise the sounds made by, and name a variety of percussion instruments. Begin creating animal sound effects using instruments. Follow simple sequences of symbols to perform patterns and accompaniments. Begin to play tuned percussion instruments such as chime bars. Compose a short pentatonic phrase for Chime bars and notate it using colour on templates.

Computing

History

RSE

Unit 1.6 Animated Story Books
 *children will be introduced to e-books and the 2Create a Story tool.
 They will learn how to add animation and add sound to a story, including voice recording and music the children have composed.
 Children will also work on a more complex story, including adding backgrounds and copying and pasting pages. We will also share e-books on a class display board.

Unit 1.7 Coding
 Children will be coding using the 2Code tool. Children will learn to drag and drop to move code blocks around. Children will have the opportunity to explore program design and put computational thinking into practice. Children will learn to design and plan a program before coding in some lessons. During the design process, children will be encouraged to clarify the characters (objects), what they will do (actions and events) and what order things will happen (the algorithm).

Unit 1.8 Spreadsheets.
 Children will learn how to use 2Calculate to make simple spreadsheets. Children will understand what a spreadsheet looks like. They will learn how to navigate around a spread sheet and enter data.

How Have Explorers Changed the World?



During this topic, children will learn what explorers do. We will name equipment or transport an explorer would need. We will name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). We will identify where they travelled and write about the achievements of one explorer. Sequence events on a timeline and use this to retell the story. Children will describe what they can see in a photograph, making inferences about what a person in an image could be saying and ask questions to further their understanding. Recall information about past and present exploration. Understand events in relation to the present day and compare how exploration has changed over time. Describe how an explorer is significant and how they impacted events or people's ideas.

RSE

Module 2

Topic 1
 God Loves You
 Special People
 Treat others well and say sorry

Topic 2
 Good and Bad Secrets
 Physical Contact
 Harmful Substances
 Can you help me?

Art

ARTIST
Pablo Picasso- (Spanish artist)- Picasso inspired self-portraits.
Eduard Tinga Tinga (African artist)- creating Tinga Tinga inspired art.
Sculpture and 3D: Paper Play.
 Sculptures and collages (Theme: Living things)
 On the theme of the natural world, children create sculptures, collages, 3D models of creatures and a giant spider sculpture, inspired by **Louise Bourgeois** (French-American female artist). Children develop skills in creating 3D structures and applying painting skills in

Topic launch-Activity & Date

Make binoculars and explore the outside of school. If you could explore anywhere, where would you go?

Week beginning 25.4.25

PE

Sending and receiving:
Striking and fielding:
 Striking: explore striking a ball with their hand and equipment.
 Fielding: develop tracking and retrieving a ball.
 Throwing: explore technique when throwing over and underarm.
 Catching: develop co-ordination, technique and catching.
Target games:
 Throwing: overarm: explore technique when throwing overarm towards a target.

three-dimensional art, enhancing their understanding of form and construction

DT

Cooking and Nutrition: Smoothies.

Food- Fruit and vegetables
Describe fruits and vegetables and explain why they are a fruit or a vegetable.
Name a range of places that fruits and vegetables grow.
Describe basic characteristics of fruit and vegetables.
Prepare fruits and vegetables to make a smoothie.

Throwing underarm: explore technique when throwing underarm towards a target.
Athletics:
Running: explore running at different speeds.
Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.
Throwing: explore throwing for distance and accuracy.
Net and wall:
Hitting: explore hitting a dropped ball with a racket.
Feeding: throw a ball over a net to land in the court area.
Rallying: explore sending a ball with hands and a racket.
Footwork: use the ready position to move towards a ball.