

Year 1 Curriculum Overview Summer Term 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills. Multiplication and Division <ul style="list-style-type: none"> To count in 2s, 5s and 10s To recognise equal groups To add equal groups To make arrays To make doubles To make equal groups – grouping To make equal groups – sharing Fractions <ul style="list-style-type: none"> To recognise a half of an object or a shape To find half of an object or shape To recognise a half of a quantity To find half of a quantity To recognise a quarter of an object or a shape To find quarter of an object or a shape To recognise a quarter of a quantity To find a quarter of a quantity 				On-going application of mental, communication, problem solving and reasoning skills. Position and Direction <ul style="list-style-type: none"> To describe position – left and right To describe position – forwards and backwards To describe position – above and below Place Value (within 100) <ul style="list-style-type: none"> To recognise ordinal numbers To count from 50 to 100 To recognise tens to 100 To partition into tens and ones To know the number line to 100 To know 1 more 1 less To compare numbers with the same number of tens To compare any two numbers Money <ul style="list-style-type: none"> To look at units involving money To recognise coins and notes To count in coins Time <ul style="list-style-type: none"> To know before and after in telling the time To know the days of the week and months of the year To know hours, minutes and seconds To tell the time to the hour and half hour. 						
	ENGLISH	<u>One Day on our Blue Planet ... In the Savannah by Ella Bailey.</u> <ul style="list-style-type: none"> To make predictions about a text To be able include conjunctions in our sentences To describe a setting using adjectives. To understand and use collective nouns To use alliteration To be able write and perform a script To write a diary entry describing my feelings To write an explanation text To locate information in a text To be able to give reasons for my opinions. Possible writing outcomes <ul style="list-style-type: none"> Narrative writing Script writing and performance Non Chronological report –Animals in the Savanah Recount of a story Diary entry Book review.				<u>How to Find Gold by Viviana Schwarz</u> <ul style="list-style-type: none"> To make predictions about a text To be able to use prepositions To orally retell a story To describe a character using adjectives and adverbs To be able to give reasons for their opinions To use thought bubbles to predict what a character might be feeling or thinking To describe a setting using adjectives To recognise rhyme in poetry To write their own rhyming poetry To perform different styles of poetry To write a diary entry To participate in discussions To write a persuasive letter To write a book review To retell a story in own words To write my own story using a beginning, middle and end. Possible writing outcomes <ul style="list-style-type: none"> Information text and instructional texts Narrative writing Poetry writing Comparison writing of fictional and non-fictional characters Debating Diary Entry.					

HALF TERM

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SCIENCE	<p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies. <p>Star scientist – Helen Willetts and Michael Fish.</p>			
HISTORY				
GEOGRAPHY	<p><u>What is it like to live in Shang Hai?</u></p> <ul style="list-style-type: none"> Where in the world is China? What is it like in China? How does China compare to the UK? What is it like in Shang Hai? How does it compare to Edgware? To draw simple maps To recognise human and physical features of a location 			
ART	<p><u>Monet’s Garden:</u></p> <ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media Begin to explore the use of line, shape and colour Work on different scales Create different textures e.g. use of sawdust, glitter, etc. Talk about and show their own ideas in their artwork Say what they broadly think of their artwork and the artwork of others. <p><u>Artist:</u> Monet</p>			
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<p><u>Animals</u></p> <ul style="list-style-type: none"> To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals To identify and name a variety of common animals that are carnivores, herbivores and omnivores To describe and compare the structure of a variety of common animals. <p>Star scientist - David Attenborough</p> <p><u>How did the first flight change the world/Why were the Rainhill trials important?</u></p> <ul style="list-style-type: none"> To know and understand why the Wright brothers wanted to fly, and be able to recount the main events in the story To know what early aeroplanes were like, and be able to compare them to modern aircrafts To understand the importance of the aeroplane To know what happened at the Rainhill Trials To understand why the Rainhill Trials was an important event in railway history To understand how important events can be commemorated. 						
<p><u>Kites</u></p> <ul style="list-style-type: none"> Explore different types of kites and why people make them including kites made in different countries and what they are used for. Use colours, shapes and patterns to decorate a kite template Explore materials that could be used to make different kites Carry out tests to see which materials are more suitable for kite making Make observations and annotate notes about findings and kite materials e.g. ‘this is good because...’ Explore one of the easiest kites to make, a diamond kite and describe the colours and features they have They will design their own diamond kite Use a range of materials to follow their plan and make a diamond kite Follow instructions and solve problems to make a successful diamond kite Evaluate the kite-making process discussing what went well and what they liked about their kite and other kites – include any changes they would make in future. 						

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COMPUTING	<p>COMPUTING STRAND: Computer Science , Information Technology Unit 1.7 Coding – Programs; 2Code</p> <ul style="list-style-type: none"> To understand what coding means in computing To introduce 2Code To use the 2Code program to create a simple program To use Design Mode to add and change backgrounds and characters To design a scene for a program 	COMPUTING	<p>Continue Unit 1.7 Coding</p> <ul style="list-style-type: none"> To use code blocks to make the characters move automatically when the green Play button is clicked To add an additional character who moves when clicked <p>COMPUTING STRAND: Computer Science , Information Technology Unit 1.8 Spreadsheets – Programs;</p> <ul style="list-style-type: none"> To know what a spreadsheet program looks like To locate 2Calculate in Purple Mash To enter data into spreadsheet cells. To use 2Calculate image tools to add clipart to cells To use 2Calculate control tools: lock, move cell, speak and count.
PE	<p>Athletics</p> <ul style="list-style-type: none"> To move at different speeds over varying distances. To develop balance. To develop changing direction quickly. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy. 	PE	<p>Striking and Fielding</p> <ul style="list-style-type: none"> To develop underarm throwing and catching. To develop overarm throwing. To develop hitting a ball. To develop collecting a ball. To learn how to get a batter out. To play games and understand how to score points.
MUSIC	<p>Unit: Pitch and Tempo Theme: Superheroes</p> <p>Ongoing Focus: Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments.</p> <p>Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo). Recognising tempo and pitch changes. Listening Experimenting with tempo and pitch using tuned and untuned instruments.</p> <p>MUSIC STRANDS:</p> <ul style="list-style-type: none"> Performing Listening Composing 	MUSIC	<p>Unit: Vocal and Body Sounds Theme: By the Sea</p> <p>Ongoing Focus: Representing the sounds of the seaside using their voices, bodies and instruments and exploring how music can convey a particular mood.</p> <p>Performing from graphic notation. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest.</p> <p>MUSIC STRANDS:</p> <ul style="list-style-type: none"> Performing Listening Composing
SRE/ PSHE	<p>Healthy Living</p> <ul style="list-style-type: none"> To explain ways of keeping clean and understand some areas that they can look after themselves in. E.g. keeping simple hygiene routines to stop the spread of germs. To understand the need for keeping their teeth clean and for regularly washing their hands. To understand the need for rest and sleep. To understand the benefits of exercise and healthy eating. To know about the people who help them stay healthy. E.g. parent, dentist, doctor. To know how medicines can help people to stay healthy and some people need to take medicines every day to stay healthy. To know that household products, including medicines, can be harmful if not used properly. To know that they need to protect their skin from the sun by wearing sun lotion. <p>Daily Issues</p> <ul style="list-style-type: none"> To know how to ask for help when worried (worry box) 	SRE/ PSHE	<p>My Money Week - Financial Education</p> <ul style="list-style-type: none"> Children learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving. Children learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices. Children should be able to explain the difference between what they want and what they need. <p>Preparing to be citizens in society</p> <ul style="list-style-type: none"> To understand that people and other living things have needs and that they have responsibilities to meet them. Children are aware of some basic things that people can do to improve or harm the local/global community and environment. <p>British Values – Individual Liberty</p>

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MENTAL HEALTH & WELLBEING	<p>Module Engage</p> <p>Children will learn –</p> <ul style="list-style-type: none"> • What ‘engage’ means. • What types of things they can engage in. • That when they engage in something and feel happy, they can do the activity better. • That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby. • How to set a class goal using the 3steps. • That setting goals and achieving them can make Team H-A-P happy too. • That we do not always achieve our goals, but, as long we have tried, we will learn something new. • That just because they can't do something straight away, it doesn't mean they won't be able to in the future. 	
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FRENCH	<p>Lili et Nounours (Lili & Teddy Bear)</p> <ul style="list-style-type: none"> • To recognise, recall, and remember 5 key pieces of vocabulary related to the story of Lili and Nounours in French • To recognise, recall, and remember how to say ‘hello’, ‘I am called’ as well as ‘yes’ and ‘no’ in French • To learn to listen attentively to a story in French and be able to correctly order the stages of the story. 	
	<p>Lili et Nounours (Lili & Teddy Bear)</p> <ul style="list-style-type: none"> • To recognise, recall, and remember 5 key pieces of vocabulary related to the story of Lili and Nounours in French • To recognise, recall, and remember how to say ‘hello’, ‘I am called’ as well as ‘yes’ and ‘no’ in French • To learn to listen attentively to a story in French and be able to correctly order the stages of the story. 	<p>Les Formes (Shapes)</p> <ul style="list-style-type: none"> • To name and recognise up to 10 shapes in French • To attempt to spell some of these nouns • To recognise that nouns have an article in French and in this case, the indefinite ‘un’ or ‘une’ • To have an opportunity to learn and/or revise numbers 1-5.

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Parasha:

- Acharei Mot-Kedoshim - do not do to others what you would not like.

Chagim: Yom Haatzmaut

- To know Israel is a special place for the Jewish people
- To know what the Israeli flag consists of
- To recognise key places of Jewish interest in Israel
- To be able to identify traditional foods eaten in Israel
- To improve their singing of Hatikvah
- To know Ivrit is the spoken language in Israel.

Chagim: Lag B'omer

- To understand who Rabbi Akiva was and why we think of him on lag b'omer
- To know how we celebrate lag b'omer.

Chagim: Shavuot

- To understand the ten commandments at their level
- To know the main customs of Shavuot and why we do them
- To know we read megillat Rut on Shavuot be able to sequence the story simply.

Hebrew Reading:

- To know Shva in the middle of a word is silent.

Parasha:

- Parashat Naso –Every task is important
- Parashat Behalotecha – the mitzvah of lighting candles
- Parashat Shelach Lecha – why trust is so important
- Parashat Korach – Hashem gives each of us a different role in life
- Parashat Chukat–Doing things, but not knowing why
- Parashat Balak – being kind to animals
- Parashat Pinchas – being a good leader

Chagim: Three Weeks

- To have a basic understanding of the three weeks and the customs linked to it
- Tikun Olam – making the world a better place.

Hebrew Reading:

- To review all the rules covered so far
- To be able to split words up in havarot
- To review the chataf vowels

Topic: Mitzvot

- Mitzvot we do with our bodies
- Hachnasat Orchim – offering hospitality
- Kibbud AV Va'em - respecting our parents
- Tzedaka – different ways to give charity
- Bikur Cholim – visiting the sick
- Hasheivat Aveida – returning lost items.
- Mezuza- Fixing to our doorpost for protection
- Tzedaka – ways of giving to those less fortunate