

Year 1 Summer Term 2 2025 Planning Overview

	2.6.25	9.6.25	16.6.25	23.6.25	30.6.25	7.7.25	14.7.25
Literacy	RWI Jungle Explorers - books such as Rumble in the Jungle, Handa's Surprise and Elmer.						
Maths	1. One more and one less 2. Compare numbers 3. End of unit check 4. Toolkit lesson 5. Recognise coins	1. Recognise notes 2. Count in coins 3. End of unit check 4. Toolkit lesson 5. Before and after	1. Days of the week 2. Months of the year 3. Time to the hour 4. Time to the half hour 5. End of unit check	1. 3d shapes 2. Half a shape 3. Quarter of a shape 4. Sharing 5. Position and direction	1. Word problems 2. Arithmetic test 3. Reasoning test 4. Money 5. Move up day	1. One more and one less 2. Adding equal groups 3. Compare numbers 4. Time to the hour/half hour 5. 2d shapes	1. Partition 10s and 1s 2. Addition 3. Subtraction 4. Maths carousel 5. Maths carousel
Science	<p><u>Seasonal changes</u> LI To be able to observe changes across the four seasons.</p> <p>What are the names of the four seasons? Do they know any events which happen in these months? How many hours of daylight there are in summer? What happens to</p>	<p><u>Plants</u> LI To be able to identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Can you identify and name each part of a plant? Can you compare the same parts of different plants? How are they the same? Different?</p>	<p>LI To be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>What is a deciduous tree? Can you name and identify deciduous trees? What is an evergreen tree? Can you identify</p>	<p>LI To be able to name, sort and compare some common fruit and vegetable plants.</p> <p>Can you name some vegetable plants? Can you name some fruit plants? Can you say how the plants are similar and different? Can</p>	<p>LI To be able to name and compare some common plants and trees.</p> <p>Can you identify the plants and explain the ways they are similar and the ways they are different? Can you identify similarities and differences between plants and use this to sort</p>	<p>LI To be able to name the parts of a plant and what their jobs are.</p> <p>Can you identify and name each part of a plant? Can you compare the same parts of different plants? How are they the same? Different? What does this part of the plant do? What is it used for?</p>	<p>End of unit mind map. Quiz - plants What have we learnt this term?</p>

	<p>the nights in summer? What we wear in summer? What does a tree look like in the summer?</p> <p>Vocabulary - season, Summer, hot</p> <p>F R O G S</p>	<p>What does this part of the plant do? What is it used for?</p> <p>Vocabulary - Roots, stem, leaves, flowers, petals, fruit, seed, bulb, observe, similar, different</p> <p>F R O G S</p>	<p>and name evergreen trees? Can you use leaves to identify and name trees?</p> <p>Vocabulary - Tree, roots, leaves, fruit, deciduous, evergreen, nuts, cones, trunk, bark, branches, blossom, identify, identification, oak, horse chestnut, cedar, beech, maple, hawthorn, sycamore, holly, yew, spruce, cypress.</p> <p>F R O G S</p>	<p>you sort them?</p> <p>Vocabulary - Root, stem, fruit, vegetables, leaves, flower, seeds, sort, group, observe, identify, similar, different. Also available vegetable and fruit names looked at in the lesson.</p> <p>F R O G S</p>	<p>them into groups? Can you sort plants and trees into groups? How did you sort them?</p> <p>Vocabulary - Plant, wild plant, weed, garden plant, deciduous, evergreen, roots, stem, leaves, flowers, fruit, compare, similar, different, sort, groups</p> <p>F R O G S</p>	<p>Vocabulary - Roots, stem, leaves, flowers, petals, fruit, seed, bulb, observe, similar, different</p> <p>F R O G S</p>	
<p>Geography</p>	<p><u>The World and My School</u></p> <p>LI To create and evaluate a bird's eye view messy classroom map and create an aerial plan of my classroom.</p> <p>What is an aerial view? What is an aerial plan? What</p>	<p>LI To be able to know the human and physical features of my school. To know the street name where my school is.</p> <p>What is a bird's eye view? Where is my school?</p>	<p>LI To be able to know which country I live in and which type of settlement I live in. To know some of the human and physical features of my settlement and locate my town/village/city on a map.</p>	<p>LI To be able to say the four seasons of the United Kingdom and recognise the signs of different seasons.</p> <p>What is a season? What are the seasons in the</p>	<p>LI To be able to locate the United Kingdom on a world map. To name and locate the seven continents.</p> <p>Where is the UK in the world? What are the continents? Where are the</p>	<p>LI To be able to discuss the different climates around the world. To know there are hot, cold and temperate climates and where they are found.</p> <p>What is climate? What is the weather like? What are hot/cold/warm</p>	<p>End of unit quiz/assessment.</p>

	<p>is a bird's eye view? What does my classroom look like from an aerial view?</p> <p>Vocabulary - map, messy map, plan perspective, atlas, aerial view, aerial plan, bird's eye view</p>	<p>Which human features are in and around my school? Which physical features are in and around my school? Which street is my school on?</p> <p>Vocabulary - map, physical feature, town, street, aerial view, address, bird's eye view, human feature, local area</p>	<p>What are the countries of the UK? Can I locate the countries of the UK? Which country do I live in? What are the different types of settlements? What type of settlement do I live in? Where is my settlement on a map? What are the human features of my settlement? What are the physical features of my settlements?</p> <p>Vocabulary - settlement, street, village, city, local area, locate, map, town</p>	<p>UK?</p> <p>What is climate? What is the weather like? What changes can I observe in each season?</p> <p>Vocabulary - summer, Temperature, weather Winter, autumn, climate, hibernate, seasons, spring</p>	<p>seven continents? Which continent is the UK part of?</p> <p>Vocabulary - atlas, continents, globe, locate, map, ocean</p>	<p>locations like? Can I name some hot/cold/warm locations around the world? Can I describe some hot/cold/warm locations around the world? What kind of climate do I live in?</p> <p>Vocabulary - mild, temperate, map, North Pole, South Pole, climate, seasons, temperature, weather, equator</p>	
Art							
Music	<p><u>Travel</u></p> <p>LI: To combine voices, movement and instruments to perform a chant and a song</p>	<p>LI: To be able to keep a steady beat on instruments.</p> <p>Can you create</p>	<p>LI: To be able to keep a steady beat</p> <p>Can you play and combine simple word rhythms? Can you respond to</p>	<p><u>Water</u></p> <p>LI: To be able to create a picture in sound.</p> <p>Can you learn a</p>	<p>LI: To be able to understand musical structure by listening and responding.</p>	<p>LI: To be able to perform a simple repeated pattern.</p> <p>Can you identify and join in with a</p>	

	<p>Can you discuss the sounds and movements that the different footwear might make?</p> <p>Can you step to a steady beat and vary the dynamics of the steps to reflect the lyrics?</p> <p>Vocabulary</p> <ul style="list-style-type: none"> •Steady beat •Dynamics 	<p>word rhythms?</p> <p>Can you perform word rhythms with movement?</p> <p>Vocabulary</p> <ul style="list-style-type: none"> •Pitch •Dynamics 	<p>music in movement?</p> <p>Can you choose instruments and perform a chant?</p> <p>Vocabulary</p> <ul style="list-style-type: none"> •Pitch •Dynamics •Tempo •Rhythm 	<p>song and add water sport actions?</p> <p>Can you create a splash in music using voices and then tuned percussion?</p> <p>Vocabulary</p> <ul style="list-style-type: none"> •Dynamics - loud/quiet louder/quieter •Timbre - splash, ripple, crash •Tempo - fast/slow, faster/ slower •Glissando (slide) 	<p>Can you identify the structure of Aquarium?</p> <p>Can you perform a dance sequence following the structure of Aquarium?</p> <p>Vocabulary</p> <ul style="list-style-type: none"> •Pitch - high/low, higher/ lower, steps, jumps 	<p>recurring musical idea in a piece of music?</p> <p>Can you play a descending melody and create a performance?</p> <p>Vocabulary</p> <ul style="list-style-type: none"> •Rhythm •Timbre - slide, bubbling, wooden •Pitch - ascending: low to high •Descending: high to low 	
PE	<p><u>Invasion Games</u></p> <p>LI: To understand the role of defenders and attackers.</p> <p>Can you keep the ball close to your feet using soft touches?</p> <p>Can you push the ball slightly ahead of you when dribbling at speed?</p> <p>Vocabulary</p>	<p>LI: To recognise who to pass to and why.</p> <p>Can you look where your teammate is before sending the ball?</p> <p>Can you pass away from the defender so that they cannot gain possession?</p> <p>Can you use the inside of your foot to pass.?</p>	<p>LI: To move towards goal with the ball.</p> <p>Can you keep the ball close to you to keep control of it?</p> <p>Can you keep your head up to see the defender?</p> <p>Can you move away from a defender and into space?</p> <p>Vocabulary</p> <p>Defenders, attackers , persevere, touches,</p>	<p>LI: To support a teammate when playing in attack.</p> <p>Can you move away from a defender and into space?</p> <p>Can you point your hands in the direction of the pass?</p> <p>Vocabulary</p> <p>Defenders, attackers , persevere, touches, agility,</p>	<p>LI: To move into space showing an awareness of defenders</p> <p>Can you call to your teammate when you are free?</p> <p>Can you look out for defenders and move into space towards your goal?</p> <p>Vocabulary</p> <p>Defenders, attackers , persevere, touches,</p>	<p>LI: To stay with a player when defending</p> <p>Can you stand sideways so that you can see your attacker and the ball?</p> <p>Can you stay close to your attacker using quick changes of direction?</p> <p>Vocabulary</p> <p>Defenders, attackers , persevere, touches,</p>	<p>LI: To support a teammate when playing in attack.</p> <p>Can you move away from a defender and into space?</p> <p>Can you point your hands in the direction of the pass?</p> <p>Vocabulary</p> <p>Defenders, attackers , persevere, touches, agility,</p>

	Defenders, attackers, persevere, touches, agility, balance, coordination, speed	Vocabulary Defenders, attackers, persevere, touches, agility, balance, coordination, speed	agility, balance, coordination, speed	balance, coordination, speed	agility, balance, coordination, speed	agility, balance, coordination, speed	balance, coordination, speed
RE	<p>Places of Worship LI: What are the key features of a church and how do they connect with Christian beliefs about God, the world and human beings?</p> <p>Have you seen these symbols before? Why might they like this feature? How does it connect Christians?</p> <p>Vocabulary Font, Altar, Bible, Church</p>	<p>LI: To discuss the importance of symbols in Christianity eg. Candle</p> <p>What symbols mean something to you? Are there any similar features? What kind of symbol would represent your beliefs?</p> <p>Vocabulary Christians, symbols, importance, connections, beliefs.</p>	<p>LI: To understand the meaning of pilgrimage Hajj and why is it important for all Muslims.</p> <p>Can you explain what a pilgrimage means? How do they bring Muslims together? What connections link its followers to a Mosque?</p> <p>Vocabulary Quran, Mosque, Muslims, Imam, prayer beads, Hajj, Mecca</p>	<p>LI: To find out about important Christian places of pilgrimage and understand why these places are sacred.</p> <p>What is a pilgrimage? Why do people travel? Do all Christians have to go on a pilgrimage? What does it mean to them? Why do they go?</p> <p>Vocabulary Pilgrimage, Jerusalem, Bethlehem</p>	<p>LI: To understand the vocabulary associated with a pilgrimage.</p> <p>If you could pilgrimage somewhere special, where would it be? Why? Is there somewhere special for you and your family? What would you take? What would make your trip special?</p> <p>Vocabulary Pilgrimage, Journey</p>	<p>LI: To compare places of worship</p> <p>What differences and similarities did you see in the places of worship?</p> <p>Have you ever been in a place of worship?</p> <p>Vocab Muslims, Jewish, Christians, Mosque, Church, synagogue</p>	
ICT	<p>Introduction to animation LI To be able to find which commands to move</p>	<p>LI To be able to use more than one block by joining them together. To be able to use</p>	<p>LI To be able to find blocks that have numbers. To be able to change the value.</p>	<p>LI To be able to show that a project can include more than one sprite.</p>	<p>LI To be able to choose appropriate artwork for my project.</p>	<p>LI To be able to use sprites that match my design. To be able to add</p>	<p>LI To be able to use sprites that match my design. To be able to</p>

	<p>a sprite To be able to use commands to move a sprite</p> <p>To be able to compare different programming tools</p> <p>Have you seen or used ScratchJr before?</p> <p>Can you make your sprite move to the left?</p> <p>Can you make the cat move up?</p> <p>What has happened to my cat?</p> <p>Which block do you think was used to do this? What are the differences between ScratchJr and Bee-Bots?</p> <p>Vocabulary - ScratchJr, Bee-Bot, command, sprite, compare, programming, programming area</p>	<p>a Start block in a program To be able to run my program</p> <p>_Can you add the classroom background? Can you change the background? Can you make a program with this Start block, this End block, and five Move blocks of your choice? What is an algorithm? How many programming blocks would you need to use to make this happen on screen? Where do you think the sprite would land if it followed this program?</p> <p>Vocabulary - Block, joining, command, Start block, run, program, programming area,</p>	<p>To be able to say what happens when I change a value.</p> <p>Can you find the blocks that have numbers underneath? Can you draw the picture in the block and colour it in the correct colour? Why do some blocks have numbers underneath? Can you write this program with fewer blocks? Can you spot the difference? What do you think these blocks do?</p> <p>Vocabulary - Effect, change, value, block</p>	<p>To be able to delete a sprite. To be able to add blocks to each of my sprites.</p> <p>Where is the cat? What is the problem with this picture? How could you solve these problems? What could you change? How many sprites can you spot in this project? Can you add a background? Can you add a program to each sprite?</p> <p>Vocabulary - Instructions, sprite, delete, program, algorithm</p>	<p>To be able to decide how each sprite will move. To be able to create an algorithm for each sprite.</p> <p>How will your race work? Will the rockets start on the planet and race up to the sky? Will the rockets start in the sky and race to be the first to land on the moon? Will the rockets start on one planet and race to the other? How will the sprites move? How can you plan and record their movements? How could you move the rocket from the moon up into the sky?</p> <p>Vocabulary - Sprite, background, appropriate,</p>	<p>programming blocks based on my algorithm. To be able to test the programs I have created.</p> <p>Can you choose your background and design your three rockets? Does this video match the plan? Can you program each rocket with the correct programming blocks?</p> <p>Vocabulary - Sprite, design, programming blocks, algorithm, programs</p>	<p>add programming blocks based on my algorithm. To be able to test the programs I have created.</p> <p>Can you choose your background and design your three rockets? Does this video match the plan? Can you program each rocket with the correct programming blocks?</p> <p>Vocabulary - Sprite, design, programming blocks, algorithm, programs</p>
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		background, delete, reset, algorithm, predict			algorithm		
PHSE	<p>Changing me LI To be able to understand that changes happen as we grow.</p> <p>How does frog spawn become a frog? What changes happen? How long does it take to grow up? Do we all grow at the same rate? What do you like most about being you now? What do you want to be when you grow up?</p> <p>Vocabulary - changes, life cycle, baby, adulthood</p>	<p>LI To be able to say some things that have changed about me and some things that have stayed the same.</p> <p>How do we change when we grow up? Can we feel the changes as we grow up? How much have you changed from when you were a baby? What can you do now that you couldn't when you were a toddler? What can you now do on your own?</p> <p>Vocabulary - change, lifecycle, baby adult, grown up</p>	<p>LI To be able to say how my body has changed since I was a baby.</p> <p>What does this song teach us about change and growing up? What do living things look like at the beginning of their life cycle? How much have we all changed since we were babies? How have our bodies changed? How long does it take to grow up?</p> <p>Vocabulary - baby, growing up, adult, change</p>	<p>LI to be able to identify the parts of the body that makes girls different to boys and use the correct names.</p> <p>Do we all like the same things? How can we tell who is a boy and who is a girl? How do you tell the difference? What are the names for the body parts? If we are worried or scared what should we do? Which parts of our bodies do we keep private?</p> <p>Vocabulary - male, female, penis, testicles, vulva, vagina, anus</p>	<p>LI To be able to understand that every time I learn something new I change a little bit.</p> <p>What have you learnt to do that you couldn't do when you were a baby? What am I thinking now? What am I feeling now?</p> <p>Vocabulary - learn, new, grow, change</p>	<p>LI To be able to tell you about changes that have happened in my life.</p> <p>What did Jigsaw Jack do to help manage sad feelings? Who can you talk to when you want to share your worries?</p> <p>Vocabulary - change, feelings, anxious, worried, excited, coping</p>	