

Year 1 Summer Term 1 2025 Planning Overview

	22.4.25 (4 days)	28.4.25	5.5.25 (4 days)	12.5.25	19.5.25	26.5.25 (4days)
Literacy	RWI Jungle Explorers – books such as Rumble in the Jungle, Handa’s Surprise and Elmer.					
Maths	<ol style="list-style-type: none"> Count in 2 Count in 10 Count in 5 Equal groups 	<ol style="list-style-type: none"> Add equal groups Make arrays Make doubles Grouping Sharing 	<ol style="list-style-type: none"> End of unit check/Toolkit lesson Half a shape Half a quantity Quarter of a shape 	<ol style="list-style-type: none"> Quarter of a quantity End of unit check Toolkit lesson Describe turns Left and right 	<ol style="list-style-type: none"> Forwards and backwards Above and below Ordinal numbers End of unit check Toolkit lesson 	<ol style="list-style-type: none"> Toolkit lesson Count 50-100 10s to 100 Partition 10s and 1s Number line to 100
Science	<p><u>Seasonal changes</u> Spring LI To observe and describe how day length varies in the context of winter to spring. To observe changes across the four seasons by looking at how trees and the clothes that we wear change from</p>	<p><u>Plants</u> What I know! Talk to the children about new topic. What do we already know about plants? Create a starting mind map.</p>	<p>LI To find out what a bean needs in order to grow. Discuss what conditions the children think a plant needs to grow. How can we keep our test fair? Vocabulary – plants, growth, water, temperature, soil, conditions, fair test, F R O G S</p>	<p>LI To be able to ask simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. To describe and compare plants, seeds and bulbs. Can the children name different plants? Can the children observe and compare plants? Can the children name seeds and bulbs? Can they ask questions about seeds and bulbs? What Do You Think Will Happen?</p>	<p>LI To be able to identify and describe the basic structure of a variety of common flowering plants, including trees. Observing closely, using simple equipment. Can the children identify and name each part of a plant? Can the children compare the same parts of different</p>	<p>LI To be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Observing closely, using simple equipment. Where Do Plants Grow? Can children</p>

	<p>winter to spring. Do you know the seasons? Do they know any events which happen in these months? What do children notice about the hours of daylight there are in spring? How do these compare with winter? What do we wear in spring? What have the children noticed about spring? What has happened to some of the trees?</p> <p>Vocabulary - Seasons, autumn, winter, spring, summer, month, weather, day length, day, night.</p> <p>F R O G S</p>			<p>Vocabulary - Seeds, bulbs, plants, planting, grow, soil, pots, observations, similar, different.</p> <p>F R O G S</p>	<p>plants? Can the children sort the plants and explain the reasons for their sorting?</p> <p>Vocabulary - Roots, stem, leaves, flowers, petals, fruit, seed, bulb, observe, similar, different.</p> <p>F R O G S</p>	<p>explain the difference between wild plants and garden plants?</p> <p>Can the children name some garden plants? Can the children name some wild plants?</p> <p>Vocabulary - Garden plants, wild plants, weeds, eg daisy, dandelion, buttercup, nettles, rose, pansy, iris, sunflower, sweetpea, lavender, clover, grass, identify, observe.</p> <p>F R O G S</p>
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<p>History</p>	<p><u>The Great fire Of London</u></p> <p>What I know!</p> <p>Talk to the children about new topic. What do we already know about London? The fire? Create a starting mind map</p>	<p>LI To be able to experience a modern approach to the risk of fire, compared with ~350 years ago. To be able to generate questions about the Great Fire of London.</p> <p>Why did we have to leave the building? Why is it important to be very quiet? Why did I have to take the register? Has it always been like this? What questions will help us find out more details about the fire?</p> <p>Vocabulary – London, fire, safety, fire drill, investigate, time line.</p>	<p>LI To be able to extend children’s knowledge about the Great Fire of London through learning about the diary entries of Samuel Pepys and creating a timeline of the four days. To help children understand how things have changed over time.</p> <p>Who might be a good witness to the fire? How many days do you think the fire lasted? When did the fire start? Where did it start?</p> <p>Vocabulary – Samuel Pepys, Great Fire of London, eye witness, diary.</p>	<p>LI To be able to explore and identify features of Tudor buildings. To know which building materials were used to build Tudor buildings.</p> <p>Which building do you think is most modern? Which is oldest? What clues are there to help? How do we know what houses looked like in 1666? What materials do you think have been used?</p> <p>Vocabulary – Tudor, buildings, London, chronological order, windows, shape, materials, design, jetty, wattle and daub.</p>	<p>LI To be able to explore and identify features of Tudor buildings. To learn about the differences and similarities between modern buildings and Tudor buildings.</p> <p>What materials do you think were available for these builders? What makes this a good example? Why did Tudor builders use materials like wood, thatch, wattle and daub in many buildings?</p> <p>Vocabulary – Tudor house, features, materials thatch, tiles, jetty,</p>	<p>LI To be able to teach the cause and effect of the Great Fire of London. To help children to empathise with the people who experienced the Great Fire.</p> <p>What’s the most important feature you can see that might have contributed to the fire spreading? How would it have felt being in London during the Great Fire? What might you have heard? Seen? Smelt?</p> <p>Vocabulary - Tudor house, features, materials thatch, tiles,</p>

						jetty, narrow, feelings
DT	<p><u>Portable Snacks</u> LI To be able to describe the feature of a portable snack.</p> <p>Why do you think we need to have snacks we can take about with us? Where do you get the ideas from? What is it made from? How would we transport these snacks?</p> <p>Vocabulary – inspiration, purpose, users, features</p>	<p>LI To develop finger fluency with food preparation.</p> <p>Why do you think we need to practise these skills? Why do we stir these ingredients? Which preparation would be best for a?</p> <p>Vocabulary – automatically, fluency, practise, spreading, grating, peeling, cutting and folding, bridge hold, fork secure, weighing, snipping, stirring.</p>	<p>LI To design a mood board for a portable snack.</p> <p>Where do we get inspiration from? What is a mood board? What sort of foods could we include?</p> <p>Vocabulary – mood board, portable snack, folded, wrap, wrapped</p>	<p>LI To be able to design a portable snack.</p> <p>What is the purpose of the snack? Who will eat it? What are the features of the snack? What ingredients do you need? What techniques will you need to use?</p> <p>Vocabulary – portable snack, design, fresh, folded, sandwich, self contained, inspiration, ingredients.</p>		<p>LI To be able to make a portable snack and evaluate.</p> <p>What order do we need to do things in? Why? What techniques will we need to use? What ingredients do we need? How can we prepare the ingredients? How successful was my snack? Did it transport easily? What did it taste like?</p> <p>Vocabulary – design, steps, peeling, slicing, spread, sprinkle, layer, grate, wrap, evaluate.</p>

PE	<p>Sports Day Preperation <u>Sprinting Race</u> LI: To use appropriate skills and technique to sprint in a Race.</p> <p>Children will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of sprinting in a race.</p> <p>How can you change your movement to run faster? What could you do with your arms?</p>	<p><u>Egg and Spoon Race</u> LI: To be able to balance an egg on a spoon while racing against others</p> <p>Children will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of competing in an egg and spoon race</p> <p>How can you hold the spoon steady? How do you move your body?</p> <p><u>Vocabulary</u> Balance, pace, co-ordination</p>	<p><u>Target Throwing</u> LI: To throw overarm and underarm to reach a target.</p> <p>Children will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of throwing towards a target.</p> <p>Where is the best place to release the bean bag when throwing it? How can I stand to make sure I am steady when throwing?</p> <p><u>Vocabulary</u> Target, swing, balance, co-ordination, throwing, aim, release.</p>	<p><u>Obstacle Race</u> LI: To travel using a range of movements across obstacles in a race</p> <p>Children will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of competing in an obstacle race. Where might you look to ensure you know what's coming next? What happens if you go wrong?</p> <p><u>Vocabulary</u> Agility, balance, sprint, co-ordination.</p>	<p>Sports Day Practice.</p> <p>LI: To use appropriate skills and techniques for different races. How can I make sure everyone feels they have tried their best? What might you do if you spot someone is struggling?</p> <p><u>Vocabulary</u> Target, swing, balance, co-ordination, throwing, aim, release, agility, sprint, team work, cheering</p>	<p>Sports Day Practice.</p> <p>LI: To use appropriate skills and techniques for different races.</p> <p>How can I make sure everyone feels they have tried their best? What might you do if you spot someone is struggling?</p> <p><u>Vocabulary</u> Target, swing, balance, co-ordination, throwing, aim, release, agility, sprint, team work, cheering</p>

	<p><u>Vocabulary</u> Agility, balance, apply, skills, sprint.</p>					
<p>Music</p>	<p><u>Seasons</u> LI: Identifying changes in pitch and responding to them with movement To be able to contrast changes in pitch with changes in dynamics (volume) Can you listen to and identify the pitch</p>	<p>LI: To be able to relate pitch changes to graphic symbols and perform pitch changes vocally To be able to Listen and respond to pitch changes with movement. Can you learn a song as you perform movements to represent the changes in pitch</p>	<p>LI: To be able to listen and respond to a falling pitch signal To distinguish between pitched and un-pitched percussion sounds Can you learn a chant and mark the steady drum beat with body percussion? Can you listen to and describe a musical extract, identifying the instruments heard? <u>Vocablurary</u> Beat •Pitch - high/low,</p>	<p><u>Our School</u> LI: To be able to explore different sound sources and materials Can you recognise and identify sounds that you hear in music? <u>Vocabulary</u> •Timbre, eg rustle, scrunch, tear, tap, rub •Dynamics - loud/quiet</p>	<p>LI: To be able to analyse the dynamics and duration of sounds around the school To explore these elements/dimensions on instruments Can you listen to a piece of music and follow the route on a percussion map to identify the sounds?</p>	<p>LI: To Interpret sounds and explore instruments To create a soundscape as part of a song performance Can you identify and discuss the recorded sounds of each location? Can you plot the sounds on to a</p>

	<p>shapes of vocal sounds in a song? Can you sing 'in your heads' as you perform high and low movements to represent the pitch changes?</p> <p><u>Vocabulary</u> •Dynamics - loud/quiet, louder/quieter •Pitch - high/low, higher/lower</p>	<p>of the melody? <u>Vocabulary</u> •Pitch - high/low, higher/ lower, step, leap, slide</p>	<p>higher/ lower, falling/rising</p>		<p>Can you work in pairs to create contrasting instrumental sounds?</p> <p><u>Vocabulary</u> •Dynamics - loud/quiet •Duration - long/short •Texture</p>	<p>map of the school?</p> <p><u>Vocabulary</u> •Timbre, eg rustle, scrunch, tear, tap, rub •Dynamics - loud/quiet</p>
RE	<p><u>Places of worship</u> <u>Judaism</u></p> <p>LI: To discuss key parts of a Jewish synagogue. I understand and what they tell us about beliefs about God</p> <p>Can you describe the parts of a synagogue.</p> <p>Can you talk about some Jewish festivals?</p>	<p><u>Judaism</u></p> <p>LI: To learn about Jewish artefacts found in a synagogue.</p> <p>What do each object mean to the Jewish community?</p> <p>Can you describe what each object is used for?</p> <p>Why is each one symbolic?</p> <p><u>Vocabulary, Tallit, Torah Tallit Ner tamid</u></p>	Bank Holiday Monday	<u>Judaism</u>	<u>Christianity</u>	Bank Holiday Monday
				<p>Continued...LI: To learn about Jewish artefacts found in a synagogue.</p> <p>What do each object mean to the Jewish community?</p> <p>Can you describe what each object is used for?</p> <p>Why is each one symbolic?</p> <p><u>Vocabulary, Tallit, Torah Tallit Ner tamid</u></p>	<p>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>What makes a Christian church a special place? What other kinds of spaces do Christians worship in? (e.g. Forest Church, house groups, etc.</p>	

	<p>How does a synagogue compare to a Mosque or Church?</p> <p>Vocabulary Synagogue, Torah, community</p>				<p>Vocabulary Church, Christian, community, symbol</p>	
ICT	<p>What I know....</p> <p>This week children will practise the basic skills of using an ipad.</p>	<p>Moving a robot Buttons LI: To explain what a given command will do</p> <p>This week we will spend time linking an outcome to a button press on a beebot app. Children will consider the direction command buttons, as well as the 'clear memory' and 'run program' buttons.</p> <p>Can you predict the outcome of a command on a device? Can you match a command to an outcome? Can you run a</p>	<p>Direction LI: I can follow an instruction</p> <p>Children will think about the language used to give directions and how precise it needs to be. They will also work with a partner to give and follow instructions.</p> <p>Can you follow an instruction? Can you recall words that can be acted out? Can you give directions?</p> <p>Vocabulary Instructions, directions</p>	<p>Forwards and backwards LI: To combine 'forwards' and 'backwards' commands to make a sequence</p> <p>Learning the basic vocabulary of forwards and backwards is to ensure that children are developing a depth of knowledge in the concepts surrounding programming, as well as developing their ability to make the robot move.</p> <p>Can you compare forward and backward movements? Can you start a sequence from the same place? Can you predict the outcome of a sequence involving 'forwards' and 'backwards' commands?</p> <p>Vocabulary Forwards, backwards,</p>	<p>Four directions LI: To combine four direction commands to make sequences</p> <p>Children will use 'left turn' and 'right turn' commands along with 'forwards' and 'backwards' commands. Doing this will allow them to develop slightly more complex programs.</p> <p>Can you compare left and right turns? Can you experiment with 'turn' and 'move' commands to move a robot?</p> <p>Key vocabulary Left, right, turn, commands</p>	<p>Getting there LI: To plan a simple program</p> <p>Children will decide what their program will do. They will then create their program and test it on the robot. Where needed, Children will also debug their program.</p> <p>Can you explain what my program should do? Can you choose the order of commands in a sequence? Can you debug my program?</p> <p>Vocabulary Plan, algorithm,</p>

		<p>command on a device?</p> <p>Vocabulary Command, program, forwards, backwards, go, algorithm</p>		<p>commands</p>		<p>program</p>
PHSE	<p><u>Relationships</u> LI To be able to identify the members of my family and understand that there are lots of different types of families What makes a family? Does your mind feel calm and ready to learn? Are all families the same? When you think about the word family, does this also mean your pets? How does it feel to be part of a family? Who are the members of your family? How do you feel in your family home?</p> <p>Vocabulary –</p>	<p>LI To be able to identify what being a good friend means to me.</p> <p>What do we like about our friends in class? What is a friend? What makes people friends? Do friends always get on well? What makes a good friend? What helps people to make friends? What do you look for in a friend?</p> <p>Vocabulary – Friends, friendship, qualities, caring, sharing, kind</p>	<p><u>Bank Holiday Monday</u> LI To know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>When do we hold hands? How does it feel? What textures do you like to feel? What textures do you not like to feel? Are there some textures that everyone likes? Are there some textures that we do not like? Is it OK not to like how something feels?</p> <p>Vocabulary – Greeting, touch, feel, texture, like, dislike</p>	<p>LI To know who can help me in my school community.</p> <p>Who have you relied on for help today? Who are the people who have special jobs that help us in our school community? Can we think of anyone else that helps us? Who can help children if you find something on an online game or phone that upsets us? Does everyone help us in the same way? Who would you ask for help if ____ ? How could you ask for help? Who helps you the most in school?</p> <p>Vocabulary – Help, helpful, community, feelings</p>	<p>LI To be able to recognise my qualities as a person and a friend.</p> <p>What do you enjoy doing? What are you good at? Can we praise each other this week? Is everybody incredible in some way? How can you make the best of your qualities?</p> <p>Vocabulary – Confidence, praise, qualities, skills, self belief, incredible, proud</p>	<p><u>Bank Holiday Monday</u> LI To be able to tell you why I appreciate someone who is special to me.</p> <p>Who is special to you? Why are they special? Who are the different kinds of people who have a special place in our lives?</p> <p>Vocabulary – Celebrate, relationships, special, appreciate feelings</p>

	<i>Family, belong, different, same</i>					
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