



YEAR 1 CURRICULUM PLAN

Summer Term 2025

This term Year 1 children will be learning about: Growth

	Summer 1 – Growth	Summer 2 – Ocean Pollution
ENGLISH	POR - Butterfly Bouquet Phase 5 graphemes and application in reading and spelling -rereading books to build fluency -oracy and exploration of vocabulary -consistently using accurate punctuation (CAPITAL LETTERS and FULL STOPS in sentences) -spelling of Year 1 common exception words -fiction, poetry writing and non-fiction writing	POR – The Storm Whale Phase 5 graphemes and application in reading and spelling -rereading books to build fluency -oracy and exploration of vocabulary -consistently using accurate punctuation (CAPITAL LETTERS and FULL STOPS in sentences) -spelling of Year 1 common exception words -fiction, poetry writing and non-fiction writing
MATHS	<ul style="list-style-type: none"> • Multiplication and division including 2's, 5's and 10's • Fractions including whole and halves of an object (cutting fruit/shapes etc) and whole and halves of a number. 	<ul style="list-style-type: none"> • Geometry including position and direction (using language for above, below, next to, in between etc) • Place value up to 100 • Measurement – money. Learning denominations of coins, the different values of coins and notes. How many coins can make a certain value, e.g. how many pennies in £1? • Measurement – time, reading analogue and digital clocks. Learning times to o clock and half past.
SCIENCE	Everyday materials <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees using the



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	<ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Animals including humans</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<p>vocabulary: roots, stem, leaves, petals, bulb, seed, trunk, bark</p> <ul style="list-style-type: none"> observe vegetables and plants growing, that the children have grown themselves
GEOGRAPHY	<ul style="list-style-type: none"> Discuss similarities and differences between this area and Peterborough. 	<ul style="list-style-type: none"> Observe and describe the human and physical geography of a small area of the U.K. (Surrounding seas around the UK) Know that the River Nene runs through Peterborough.
HISTORY	<ul style="list-style-type: none"> How cooking utensils evolved (links to science and materials) Photos of children and comparing to when they were babies 	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (David Attenborough – links to animals and ocean pollution)
COMPUTING	<p><u>Technology around us (revisit)</u></p> <ul style="list-style-type: none"> I can explain technology as something that helps us and locate examples of technology in the classroom I can name the main parts of a computer I can switch on and log into a computer I can use a mouse to click and drag, make objects on a screen, create a picture and open a program I can save my work into my file and open documents to edit. I can tell you that writing on a computer is called typing and type my name. I can use the arrow keys to move the cursor 	<p><u>Digital Writing</u></p> <ul style="list-style-type: none"> I can identify and find keys on a keyboard I can enter text into a computer I can use backspace to remove text I can use letter, number, and space keys I can identify the toolbar and use bold, italic, and underline I can type capital letters I can change the font I can select a word by double-clicking I can select all of the text by clicking and dragging



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ART	<ul style="list-style-type: none"> ○ Steven Brown animal artist ● Uses loose parts to explore form, pattern, colour and shape (animal collages) 	<ul style="list-style-type: none"> ● Say what they like about their own or another child's work. ● Identify how their own or their peers work makes them feel. ● Talk about the process, not just the finished product.
DESIGN TECHNOLOGY	<ul style="list-style-type: none"> ● Know how to operate simple equipment e.g. toys with buttons, flaps and simple mechanisms (including technology) ● Develop their ideas through talk and drawings ● Select from a range of tools, materials and components ● Make templates and mock ups of their ideas in card or paper ● Explore and use mechanisms – linked to growth – pot planting, flower/plants. ● Start to evaluate their product by discussing how well it works in relation to the purpose 	<ul style="list-style-type: none"> ● Explain where food comes from. ● Explore an existing food using the senses ● Understand how to name and sort foods into the 5 groups in 'The Eat well plate'. ● Plan and use a range of healthy ingredients ● Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. ● Evaluate a dishes made and be able to explain where ingredients are from
MUSIC	<p>Call and response songs;</p> <p>Britton Sinfonia "Geoffrey Gets the Jitters"</p> <p>Children use their voices to:</p> <ul style="list-style-type: none"> ● Speak and chant together ● Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) ● Sing in time to a steady beat ● Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing <p>Children use their voices to:</p>	<p>Exploring (using Charanga, begin to learn the 'dimensions of music'):</p> <ul style="list-style-type: none"> ● Different sounds made by the voice and hands (<i>timbre</i>) ● High and low sounds (<i>pitch</i>) ● Long and short sounds (<i>duration</i>) ● Loud and quiet sounds (<i>dynamic</i>) ● Fast and slow sounds (<i>tempo</i>) <p>Appraising:</p> <ul style="list-style-type: none"> ● Begin to use musical terms (louder/quieter, faster/slower, higher/lower)



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	<ul style="list-style-type: none"> • Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) • Co-ordinate actions to go with a song <p>Listening:</p> <ul style="list-style-type: none"> • Listen to a piece of music and move in time to its steady beat 	<p>Begin to articulate how changes in speed, pitch and dynamics effect the mood</p>
<p>PE</p>	<ul style="list-style-type: none"> • Motor skills including: • Throwing and catching • Throwing towards a target 	<ul style="list-style-type: none"> • Team games including • Bucket rounders • Learning rules for bucket rounders
<p>PSHE</p>	<p>Healthy and Safer lifestyles 7 – Healthy Lifestyles (HL) How can I stay as healthy as possible? What does it feel like to be healthy? What does healthy eating mean and why is it important? Why is it important to be active & what are the opportunities for physical activity? What foods do I like and dislike and why? What can help us eat healthily? Why do we need food? What healthy choices can I make?</p> <p>Healthy and Safer lifestyles – Relationship and Sex Education (RSE 1) What are the names of the main parts of the body? What can my amazing body do? When am I in charge of my actions and my body? How can I keep my body clean? How can I avoid spreading common illnesses and diseases?</p> <p>Citizenship 3 - Working Together (WT)</p>	<p>Healthy and Safer lifestyles – Relationship and Sex Education (RSE 2) How do babies change and grow? (Statutory NC Science Y2) How have I changed since I was a baby? (Statutory NC Science Y2) What’s growing in that bump? (NC Science) What do babies and children need from their families? Which stable, caring relationships are at the heart of families I know? What are my responsibilities now I’m growing up?</p> <p>Myself and My Relationships 8 - Managing Change (MC) How are my achievements, skills and responsibilities changing and what else might change? How might people feel during times of loss and change? How do friendships change? What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? How might people feel when they lose a special possession?</p>



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	<p>What am I and other people good at? What new skills would I like to develop? How can I listen well to other people? How can I work well in a group? Why is it important to take turns? How can I negotiate to sort out disagreements? How are my skills useful in a group? What is a useful evaluation?</p>	<p>When can I make choices about changes?</p>
RE	<p>Can you talk about a special building? What is important to Jewish people? (Synagogue, Torah, Shabbat, main festivals)</p>	<p>What do Christian and Jewish stories tell us? (Old & new testament stories)</p>