



## YEAR 1 CURRICULUM PLAN

### Summer Term 2026

This term Year 1 children will be learning about:

	<b>SUMMER 1 – Travel and Transport</b>	<b>SUMMER 2 – Growth</b>
<b>ENGLISH</b>	<p><b>Power of Reading: (Word reading / Comprehension)</b></p> <ul style="list-style-type: none"><li>• listen to, discuss and express views about books</li><li>• discuss the significance of the title and events</li><li>• link what they hear or read to own experiences and explain their understanding of what is read</li><li>• discuss favourite words and phrases</li><li>• knowing and joining in with repetitive phrases when reading the stories</li><li>• answer and ask questions</li></ul> <p><b>Writing Outcomes include:</b></p> <ul style="list-style-type: none"><li>• Recount of visit to Duxford Air Museum</li><li>• Comparing past and present planes or vehicles</li><li>• Amelia Earhart character description</li><li>• Writing a narrative sequence, retelling a story (identify beginning, middle and end);</li><li>• Punctuate sentences with a capital letter and a full stop</li><li>• Spelling some Year 1 Common Exception Words correctly</li><li>• Grammar: verbs and present or past tense</li><li>• Handwriting: form lower case and upper-case letters correctly</li><li>• Handwriting: begin to join some letters if ready</li></ul>	<p><b>Power of Reading: (Word reading / Comprehension)</b></p> <ul style="list-style-type: none"><li>• link what they read or hear read to their own experiences</li><li>• become very familiar with key stories retelling them and considering their particular characteristics</li><li>• discuss word meanings, linking new meanings to those already known</li><li>• answer and ask questions and make simple inferences</li></ul> <p><b>Writing outcomes include:</b></p> <ul style="list-style-type: none"><li>• Exploring characters and settings</li><li>• Punctuate sentences with a capital letter and a full stop</li><li>• Spelling Year 1 Common Exception Words correctly</li><li>• Form most lower and upper case letters correctly</li><li>• Using Phase 5 graphemes in their writing</li><li>• Developing understanding of grammar including:<ul style="list-style-type: none"><li>○ singular and plural (adding-s or -es to words)</li><li>○ suffixes (-ing &amp; -ed)</li></ul></li></ul>



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<b>MATHS</b>	<ul style="list-style-type: none"><li>• Capacity and Mass</li><li>• Multiplication and Division including:<ul style="list-style-type: none"><li>○ Count in 2's</li><li>○ Count in 10's</li><li>○ Count in 5's</li><li>○ Recognise equal groups</li><li>○ Add equal groups</li><li>○ Make arrays</li><li>○ Make doubles</li><li>○ Make equal groups – grouping</li><li>○ Make equal groups – sharing</li></ul></li><li>• Fractions</li><li>• Position and Direction</li></ul>	<ul style="list-style-type: none"><li>• Place value to 100 including:<ul style="list-style-type: none"><li>○ Count from 50 to 100</li><li>○ Tens to 100</li><li>○ Partition into tens and ones</li><li>○ The number line to 100</li><li>○ 1 more, 1 less</li><li>○ Compare numbers with the same number of tens</li></ul></li><li>• Measurement<ul style="list-style-type: none"><li>○ Money</li><li>○ Time</li></ul></li></ul>
<b>SCIENCE</b>	<p><b>Plants</b></p> <ul style="list-style-type: none"><li>• Plant parts, tree parts, wild and garden plants, plants in my local area, deciduous trees and evergreen trees.</li></ul> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"><li>• Observing changes within the 4 seasons</li></ul>	<p><b>Growing and Cooking</b></p> <ul style="list-style-type: none"><li>• Where does my food come from?</li><li>• What have I planted and grown this year?</li></ul> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"><li>• observe changes across the 4 seasons</li></ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"><li>• Begin to develop an understanding of human impact on our world.</li><li>• Talk about ways to look after our world e.g. reduce, reuse and recycle.</li><li>• Use basic geographical vocabulary to refer to key physical and human features of their school and its grounds and of the surrounding environment. -Key physical features, including: woodland, river, soil, vegetation, season and weather.</li></ul>	<ul style="list-style-type: none"><li>• Use world maps, and globes to identify the U.K. and its countries.</li><li>• Discuss a current environmental issue or event in the UK or further afield e.g. flooding, volcanic eruption, pollution.</li></ul>



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	-Key human features: including: city, factory, house, office, station and shop.	
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>• comparing past and present planes – The History of Aviation</li> <li>• significant person in history, Amelia Earhart</li> <li>• significant people and events in the local area – Water Cornelius</li> </ul>	
<b>COMPUTING</b>	<ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Directing and debugging a Beebot</li> </ul>	<p><b><u>Grouping Data</u></b></p> <ul style="list-style-type: none"> <li>• I can choose how to group objects</li> <li>• I can record how many objects are in a group</li> <li>• I can compare groups of objects</li> <li>• I can decide how to group objects to answer a question</li> <li>• I can record and share what I have found</li> </ul>
<b>ART</b>	<ul style="list-style-type: none"> <li>• Art Week - make own sketch books</li> <li>• Observational art- Spring</li> </ul>	<ul style="list-style-type: none"> <li>• Andy Goldsworthy - land art with natural materials</li> </ul>
<b>DESIGN TECHNOLOGY</b>	<p>MECHANISM PROJECT:</p> <ul style="list-style-type: none"> <li>• Design and make a vehicle with a propellor mechanism OR</li> <li>• Design and make a vehicle with a wheel and axle mechanism</li> </ul>	<p>Cooking &amp; Nutrition (GARDENING)</p> <ul style="list-style-type: none"> <li>• where food comes from</li> <li>• preparing a healthy dish</li> </ul>
<b>MUSIC</b>	<p><b>Exploring (using Charanga, begin to learn the 'dimensions of music'):</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice and hands (<i>timbre</i>)</li> <li>• High and low sounds (<i>pitch</i>)</li> </ul>	<p><b>Children use their voices to:</b></p> <ul style="list-style-type: none"> <li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• Co-ordinate actions to go with a song</li> </ul>



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	<ul style="list-style-type: none"> <li>• Long and short sounds (<i>duration</i>)</li> <li>• Loud and quiet sounds (<i>dynamic</i>)</li> <li>• Fast and slow sounds (<i>tempo</i>)</li> </ul> <p><b>Listen and appraise</b> Charanga (sing/play) - Flight</p>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and move in time to its steady beat</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Fundamental Locomotion</li> <li>• Balance and Stability</li> <li>• Co-ordination and catching</li> <li>• Complex Movement Games</li> </ul>	<ul style="list-style-type: none"> <li>• Team games</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• <b>Families</b></li> <li>• <b>Keeping Safe at Home</b></li> <li>• <b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>○ learn about different ways of reacting.</li> </ul> </li> <li>• <b>Health and Well Being</b> <ul style="list-style-type: none"> <li>○ Keeping safe in the sun</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Caring for the Environment</li> <li>• Preparing to move to a new class</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Why is Pesach/Passover important to Jews?</li> <li>• Can you talk about a special building? (church, synagogue, mosque, temple)</li> </ul>	<ul style="list-style-type: none"> <li>• What is important to Jewish people? (Synagogue, Torah, Shabbat, main festivals).</li> <li>• What do Christian and Jewish stories tell us? (Old &amp; new testament stories)</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Art Week</li> <li>• Visit to Duxford Air Museum</li> <li>• Parent Café</li> </ul>	<ul style="list-style-type: none"> <li>• Sports and Activity Day</li> <li>• Transition days</li> </ul>