

Termly Planning Overview: 2025-26

Summer Term 1

|                         | Week 1<br>W/C 13 <sup>th</sup> April  | Week 2<br>W/C 20 <sup>th</sup> April            | Week 3<br>W/C 27th April                        | Week 4<br>W/C 4th May  | Week 5<br>W/C 11th May                          | Week 6  |
|-------------------------|---|---|---|--|---|---|
| <i>School events</i>    | <b>13.4.26</b><br><b>Term starts</b>  | RE Week   |   | <b>4.5.26 Bank Holiday</b><br><b>6.5.26</b><br><b>Year 1 Science</b><br><b>Oxford Trip</b>   | Mock Phonics<br>Screening Check                 | <b>22.5.26</b><br><b>Term Ends</b>  |
| <i>Outdoor Learning</i> | Nature Walks  |   |   |  |   |   |
| <i>Global learning</i>  | We love our planet  |   |   |  |   |   |
| <i>Growth Mindset</i>   | Super Snails 1-the power of perseverance  |   |   |  |   |   |
| <b>ENGLISH</b>          | <b>Text: Nimesh The Adventurer by Ranjit Singh</b><br><b>Where the Wild Things Are by Maurice Sendak</b>  |   |   | <b>Text: The Last Wolf by Mini Grey</b>  |   | <b>The Little Land by Robert Louis Stevenson</b>  |
| <b>Phonics/Spelling</b> | RWI Groups<br><b>Phonics Screening Practice</b>   | RWI Groups<br><b>Phonics Screening Practice</b> | RWI Groups<br><b>Phonics Screening Practice</b> | RWI Groups<br><b>Phonics Screening Practice</b>  | RWI Groups<br><b>Phonics Screening Practice</b> | RWI Groups<br><b>Phonics Screening Practice</b>   |
| <b>Reading</b>          | Books aligned to Phonics Groups   | Books aligned to Phonics Groups                 | Books aligned to Phonics Groups                 | Books aligned to Phonics Groups  | Books aligned to Phonics Groups                 | Books aligned to Phonics Groups   |
| <b>Composition</b>      | Re-write the Story of Nimesh the adventurer.<br><br>Write a Character Description from Where the Wild Things Are.<br><br>Retell the Story of Where the Wild Things Are<br><br>Create their own Fantasy Land and write a setting description.<br><br><b>Sequencing sentences/ joining words and clauses using 'and'</b><br><b>Writing Question Sentences</b> |   |   | Create a Poster to Explain OPAL Rules<br><br><br><b>Sequencing sentences/ joining words and clauses using 'and'</b><br><br><b>Writing Exclamation sentences/</b> |   | Create a floor book to follow and illustrate the poem.<br><br><b>Sequencing sentences/ joining words and clauses using 'and'</b><br><br><b>Writing Exclamation sentences/</b> |

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| <b>Handwriting</b>                           | Letter Formation/   | Letter Formation/  | Letter Formation/  | Letter Formation/  | Letter Formation/  |   |
| <b>Vocabulary, Grammar &amp; Punctuation</b> | <b>Spag Ninja</b><br><br>Prefix Un-   | <b>Spag Ninja</b><br><br>Separate words with spaces  | <b>Spag Ninja</b><br><br>Mixed Skills  | <b>Spag Ninja</b><br><br>Capital Letters and Full Stops  | <b>Spag Ninja</b><br><br>Joining clauses using and   | <b>Spag Ninja</b><br><br>Adding un  |
| <b>MATHS</b>                                 | <b>Counting, ordinality and cardinality</b>   | <b>Number facts and arithmetic</b>   | <b>Number facts and arithmetic</b>   | <b>Composition</b>   | <b>Composition</b>   | <b>Number facts and arithmetic</b>  |
| <b>Fluency</b>                               | Focus on the position of the numbers 11 to 15 on the number line<br>Recap midpoint on a 0 to 10 number line and see that 10 is the midpoint on a 0 to 20 number line. | Read, write and interpret expressions and equations with the + and = symbols to represent combining two sets (the aggregation structure of addition)<br>Practise using knowledge of composition to identify the total/ sum | Read, write and interpret expressions and equations with the + and = symbols to represent an increase in a set (the augmentation structure of addition)<br>Continue to use knowledge of composition to identify the total/ sum | Practise recalling the composition of the numbers 6, 7, 8 and 9  | Focus on the composition of 11 to 19 as '10 and a bit'<br>Use a range of representations including the Hungarian number frame and the rekenrek | Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole' (the partitioning structure of subtraction) |
| <b>Main Learning Focus</b>                   | <b>Place Value to 50</b><br><br>Count to 50<br><br>Building 20, 30, 40 & 50<br><br>Groups of 10's<br><br>Tens and ones  | <b>Place Value to 50</b><br><br>Tens and Ones Cont'd<br><br>One More and one less<br><br>Use a number line to 50   | <b>Measurement – Mass and Volume</b><br><br>Heavier and Lighter<br><br>Measuring Mass<br><br>Comparing Mass  | <b>Measurement – Mass and Volume</b><br><br>Full and Empty<br><br>Compare Volume<br><br>Measure capacity | <b>Multiplication and Division</b><br><br><b>Counting in 2's</b><br><br><b>Counting in 5's</b><br><br><b>Counting in 10's</b>                  | <b>Multiplication and Division</b><br><br>Make Arrays<br><br>Make Doubles<br><br>Make equal groups – Grouping   |

|                        |  |  |  |                  |  |                             |
|------------------------|--|--|--|------------------|--|-----------------------------|
|                        |  | Estimate on a number line to 50<br><br>One More and one less |  | Measure Capacity | Recognise equal Groups<br><br>Add Equal Groups | Make equal Groups - Sharing |
| <b>Computing:</b>      | <b>Data and information</b> – Grouping data  |  |  |                  |  |                             |
| <b>Science:</b>        | <b>Comparing Animals</b> - Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.   |  |  |                  |  |                             |
| <b>History:</b>        | <b>How have explorers changed the world?</b><br>This term children will be finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered. |  |  |                  |  |                             |
| <b>Art and Design:</b> | <b>Painting &amp; mixed media: Colour splash</b><br>Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.   |  |  |                  |  |                             |
| <b>Music:</b>          | <b>Fairytales-Timbre and rhythmic patterns</b><br>Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.  |  |  |                  |  |                             |
| <b>PHSE/RSE:</b>       | <b>Jigsaw</b> - Relationships  |  |  |                  |  |                             |
| <b>RE Focus Day:</b>   | <b>Key Question:</b> How and why is Shabbat important to some Jewish people in Britain?<br><br><b>Religion:</b> Judaism  |  |  |                  |  |                             |
| <b>PE:</b>             | This term we are learning to play Cricket and Rounders.  |  |  |                  |  |                             |