



Year 1

Termly Overview and Weekly Breakdown

Summer 2025 - 26

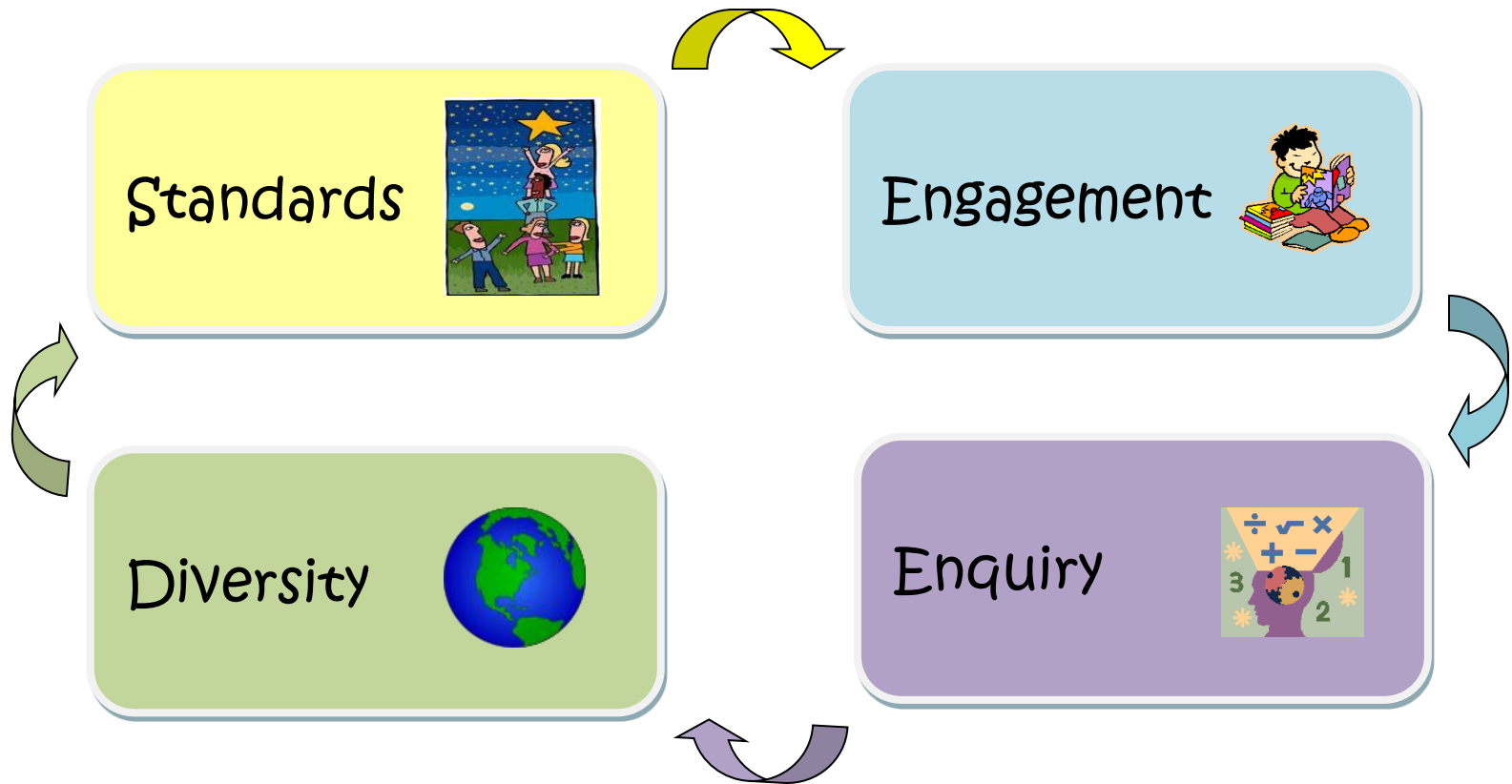
Vision Statement

'Aim high and smile'

WEST HOVE
INFANT SCHOOL
.....
A family of friends



Curriculum Drivers : S.E.E.D.



'Seed for learning'



'Life-long learning'

The School's Curriculum Organisation

Our school curriculum is planned sequentially and builds upon children's prior knowledge and learning. It reflects and exploits the local context and our pupil diversity and is based on first hand experiences where possible. It is broad and balanced and is underpinned by the following four key drivers:

Standards:

- Our curriculum is both **knowledge** and **skills** based and **standards** driven.
- Reception planning is drawn from the Early Years Curriculum and 'Development Matters'. Key Stage 1 planning follows the National Curriculum (2014).
- Children are assessed at the end of each unit of work against **age related expectations**.

Engagement:

- It outlines a curriculum which is **memorable**; it **provokes** and **engages** as well as imparting knowledge.
- Learning is made meaningful and purposeful through **cross-curricular links**.
- All lessons follow our school **Learning Model**.

Enquiry:

- It encourages children to **think deeply, creatively and critically**.
- It promotes **higher forms of thinking**, such as analysing and evaluating concepts, processes, procedures and principles, rather than simply remembering facts.
- It includes **challenging questions** to encourage confidence, explanation, discussion, reasoning and deeper thinking in a forum where there is no right or wrong answer and all ideas are valued.
- It focuses on promoting a '**Growth Mind-set**' and is linked to the **Characteristics of Learning**.

Diversity:

- It promotes **inclusion**.
- It reflects and responds to the needs and **diversity** of the school community.
- It promotes **British Values**.

It aims to develop the qualities of responsibility, respect and tolerance.

About this unit Shhhhhhh! Year 1 have found a secret garden! Plants and flowers will also inspire our Art and English this term and we'll be painting in the style of Claude Monet, and writing flower poetry that will knock your petals off. What secret garden would be complete without creepy crawlies? Mini-beasts will be crawling into the curriculum after half-term and we'll become bug experts as we investigate, sort and classify these micro-monsters and learn all about their life cycles before creating clay paperweight sculptures of them in Design and Technology. We will also go on a school trip to observe lots of mini-beasts up close and explore nature at Arundel Wetlands. From mini to mighty, we'll learn about the life of Mary Anning – one of the greatest fossil hunters in History – who discovered many of the Earth's most magnificent prehistoric beasts and David Attenborough and discuss ways in which they are similar and different. All in all, it's going to be a pretty big (secret) adventure!	
Where this unit fits in This half-term's topic work is based around plants and growth. The curriculum focuses predominantly on science, art, poetry, narrative and non-fiction.	Key Vocabulary Plant, flower, deciduous, evergreen, tree, seed, blossom, grass, moss, bulb, beanstalk, growth, leaf, root, stem, petal, pollen, soil, water, light, conditions, experiment, predict, result, artist, media, Poetry, poet, simile
Cross Curricular Links Chosen artist: Flower theme (artists from around the world)	Key texts: Jack and the Beanstalk, A Seed in Need, Jasper's Beanstalk (See Drop Everything and Read schedule for all topic related books)

Medium Term Plans YEAR 1

Topic: The Secret Garden	TERM: Summer
Suggested role play areas: Garden Centre/Up the Beanstalk	

By the end of this topic, children will have learned to:

English	Spoken Language	See below
	Phonics • Phase 3 and 4 phonics will need embedding in writing.	
	Spelling and Grammar HFW and CEW to be further embedded	
	Transcription	
	Composition • Year one will need to develop the independence and stamina when writing a series of sentences across all text types. Adjectives and conjunctions will also need to be recapped in detail.	
	Handwriting • Handwriting to be taught using the agreed sequence and additional intervention used if necessary.	
Mathematics	- Count in multiples of twos, fives and tens. - Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	- Given a number, identify one more and one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.

	- Recognise, find and name a half as one of two equal parts of an object, shape or quantity. - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. - Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). - Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. - Describe position, direction and movement, including whole, half, quarter and three quarter turns. - Count to (15) and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 100 in numerals.	- Recognise and know the value of different denominations of coins and notes. - Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. - Recognise and use language relating to dates, including days of the week, weeks, months and years. - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. - Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] - Measure and begin to record time (hours, minutes, seconds).
Geography	Mapping and Fieldwork: Understand that there are different types of map. That they show different places, tell us what that place is like and how the space is used. - Know how to make an imaginary map based on a story. - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment - Create a real map based on a space within the school grounds Revisit – - Name, locate and describe the 7 continents of the world - Name, locate and describe the 5 oceans of the world - Name, locate and describe the 4 countries and Capitals of the United Kingdom - Name, locate and describe the seas and oceans which surround the United Kingdom	Art & DT - use a range of materials creatively to design and make products - use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - learn about the work of a range of artists, craft makers and designers describing the similarities and differences and making links to their own work – sharing thoughts and feelings
Science	Summer 1: REVISIT Animals, including humans - 6 - Describe it: What features do animals have? - Describe it: What are the features of mammals? - Describe it: What are the features of birds? - Describe it: What are the features of amphibians? - Describe it: What are the features of reptiles? - Describe it: What are the features of fish?	

	Summer 2: - Sum1 cont - Sort it: What does food tell us about an animal? REVISIT Plants, including Trees - Planting – bean diary to run alongside subsequent weeks - What do I remember about plants? - What are the parts of a plant? - What are deciduous and evergreen trees? - Bean diary summary		
Computing	- recognise some uses of databases used in everyday life - Use simple databases to record information in areas across the curriculum. - use technology purposefully to organise and manipulate data - to save and to open work - Online safety – recap from EYFS – Searching, Typing, Image manipulation, E-safety, E-safety Twinkl, Mini Beast information sheet		
PE	See Get set 4 PE Summer 1 Striking and Fielding Games (6 lessons)- Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Target Games (6 lessons)- Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games. Pupils use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics. They show respect towards others when playing competitively and develop communication skills. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Summer 2		

	Athletics- In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. Team building- In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving, They are given the opportunity to discuss and plan their ideas and reflect on their success. This unit links to the following strands of the NC: participate in team games, developing simple tactics.		
PSHE	• know some ways to calm myself down and relax • know when it is fun to feel scared and when I feel unsafe • know who the different people are who can help me if I have a worry • talk about ways I have changed • talk about my feelings around change • know ways I can care for my body Self care, People Care, Planet Care – motto People, Planet		
RE	• understand practices and lifestyles • understand how beliefs are conveyed • reflect • understand values	History	To communicate historically • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
Music	• Perform – talk about different ways in which simple percussion instruments are played • Compose - Create patterns • transcribe • describe music		• Describe historical events. • Describe significant people from the past such as Mary Anning and David Attenborough • Recognise that there are reasons why people in the past acted as they did.

Ongoing Half-termly	Key Skills	Planned activities	Resources/ICT links/Books
Half-termly Summer 1 PE	Summer 1 Striking and Fielding Games (6 lessons) Target Games (6 lessons)	See Get Set 4 PE planning	See Get Set 4 PE
Computing	Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming, and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms. •	There are two Year 1 programming units: • Programming A – Moving a robot • Programming B – Programming animations	NCCE planning
Music	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and un-tuned instruments musically with appraisal, pitch and rhythm • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music Complete starter – warm up outside when possible – what sounds in nature can we hear? Key term – Nature, Environment		Kapow music planning
PSHE	Pupils learn about: • identity, Self-awareness, resilience and Managing feelings • getting on with others -negotiation and consent • risk management -staying safe • getting help	Relationships-Explore feelings of jealousy and coping strategies; explore ways to feel better when you feel hurt without hurting others. Money Management SRE	PSHE books Flips

	media messages -understanding and challenging/critical thinking Self Care, People Care, Planet Care – motto People, Planet		
RE	- understand beliefs and teachings - understand practices and lifestyles - understand how beliefs are conveyed	Special Books—Why the Bible, the Torah and the Qu’ran are special to some Religions. To recognise, name and describe some religious artefacts, places and practices.	Books Videos RE flipcharts

Week 1 English:	retell and write a familiar story Children know that some animals habitats/ foods and plants (garden and wild flowers) are affected by Climate Change Plants, Food, Local, Weather Importance of plants and affect of Climate change on food availability (less growth, change of timings)– broad beans link	Stunning Start – Week 1 Jack and the Beanstalk Rewriting/substituting	Different versions of Jack and the Beanstalk. Simplified version for text mapping. Role play corner – turn Castle into that of the Giant in the story + props – hen, golden eggs, masks, harp etc
Phonics	Phase 5 See Little Wandle planning Choose one phonics sessions a week – outside in nature Nature Local Environment	See Little Wandle planning	Phonics flash cards
Science	Describe it: What features do animals have?	See CUSP planning	
Art	- master techniques - take inspiration from the greats (re-creating work in style of the artist) Children understand how they/ adults can care for the planet and are aware that some human activities are affecting the planet e.g. less green spaces, more rewilding needed Plants, Nature, Wildlife, Rewilding Importance of flowers and the need for more re-wilding. They provide food. Wildflowers provide bees, butterflies and other pollinators with food throughout the year. On a single day in summer, one acre of wildflower meadow can contain 3 million flowers, producing 1 kg of nectar sugar. That's enough to support nearly 96,000 honey bees per day. City of Meadow project - https://sussexwildlifetrust.org.uk/news/city-of-meadows	Chosen artist study (Flower based multimedia) FOR DISPLAY	Artist Focus: Claude Monet
Maths	<u>Multiplication</u> 1 Count in 2s (sheet) 2 Count in 10s (sheet)	FlipChart Maths resource packs	Numicon Base ten Ten Frames Counters

	3 Count in 5s (sheet) 4 Recognise equal groups (practical) 5 Recognise equal groups (sheet)		Multilink Numberline Part, part, whole
2 English	retell and write a familiar story Children know that some animals habitats/ foods and plants (garden and wild flowers) are affected by Climate Change Plants, Food, Local, Weather Importance of plants and affect of Climate change on food availability (less growth, change of timings)– broad beans link	Week 2 Jack and the Beanstalk Rewriting/substituting.	Letter from Jasper, beans, pots, labels, sticks, Jack & Beanstalk text
Phonics	- Phase 5 recap - Choose one phonics sessions a week – outside in nature Nature Local Environment	See Little Wandle planning	Phonics flash cards
Science	Describe it: What are the features of mammals?	See CUSP planning	
Maths	<u>Multiplication</u> 6 Add equal groups (practical) 7 Add equal groups (sheet) 8 Make arrays (practical) 9 Make arrays (sheet) 10 Make doubles (sheet)	Flipchart Maths resource packs	Numicon Base ten Ten Frames Counters Multilink Numberline Part, part, whole
Art	- master technique - take inspiration from the greats (re-creating work in style of the artist) - Evaluate Children understand how they/ adults can care for the planet and are aware that some human activities are affecting the planet e.g. less green spaces, more rewilding needed Plants, Nature, Wildlife, Rewilding Importance of flowers and the need for more re-wilding. They provide food. Wildflowers provide bees, butterflies and other pollinators with food throughout the year.	Chosen artist study (Flower based multimedia) FOR DISPLAY	Flowers for display Artist Focus: Claude Monet

	Link with our school rewilding area – SR – stage area – HR City of Meadow project - https://sussexwildlifetrust.org.uk/news/city-of-meadows		
3 English	To retell and write a familiar story Children can talk about how they feel about their local environment using a wide vocabulary from first hand experiences in the outdoor areas Plants, Local Environment, Nature What have we planted in our school grounds? Saplings – we have planted our own broad bean seeds. How does this help our local wildlife?	Week 3 Jack and the Beanstalk Rewriting/substituting.	Letter from Jasper, beans, pots, labels, sticks, Jack & Beanstalk text
Phonics	Phase 5 recap Choose one phonics sessions a week – outside in nature Nature Local Environment	See Little Wandle planning	Phonics flash cards
Science	Describe it: What are the features of birds?	See CUSP planning	
Maths	<u>Multiplication</u> 11 Make equal groups – grouping (practical) 12 Make equal groups – grouping (sheet) 13 Make equal groups – sharing (practical) 14 Make equal groups – sharing (sheet) 15 End of unit assessment (sheet)	FlipChart Maths resource packs	Numicon Base ten Ten Frames Counters Multilink Numberline Part, part, whole
Geography	<u>Lesson 1: What is a map?</u> <u>Lesson 2: How do I make an imaginary map? 'We're going on a bear hunt.'</u>	See CUSP planning - Year 1 mapping and fieldwork unit Lesson 1 and 2	'We're Going on a Bear Hunt' Flipchart, Knowledge Organiser, sheet x2 Maps, atlases,
4 English	To retell and write a familiar story Children can talk about how they feel about their local environment using a wide vocabulary from first hand experiences in the outdoor areas Plants, Local Environment, Nature What have we planted in our school grounds? Saplings – we have planted our own broad bean seeds. How does this help our local wildlife?	Week 3 Jack and the Beanstalk Publishing and Hot Task	Letter from Jasper, beans, pots, labels, sticks, Jack & Beanstalk text

Phonics	- Practise phonics screener - Phase 5 recap Choose one phonics sessions a week – outside in nature Nature Local Environment	See Little Wandle planning	Phonics flash cards
Maths	<u>Fractions</u> 1 Recognise a half of an object or shape (practical) 2 Find a half of an object or shape (practical) 3 Recognise/Find a half of an object or shape (sheet) 4 Recognise half of a quantity (practical) 5 Recognise half of a quantity (sheet)	Flipchart Maths resource packs	Numicon Base ten Ten Frames Counters Multilink Numberline Part, part, whole
Science	Describe it: What are the features of amphibians?	See CUSP planning	
Geography	<u>Lesson 1: How do you show what a place is like? The Storm Whale</u> <u>Lesson 2: How do I make a real map?</u>	See CUSP planning - Year 1 mapping and fieldwork unit Lesson 3 and 4	'The Storm Whale.' Flipchart, sheet x2 Maps, atlases,
5 English	- organise writing appropriately (lists, labels, captions) - non-fiction writing- bean diary		Letter from Jasper, beans, pots, labels, sticks, Jack & Beanstalk text, Growing tools e.g. pots, trowel, watering can etc. Bean diary books
Phonics	- Phase 5 recap - Choose one phonics sessions a week – outside in nature Nature Local Environment	See Little Wandle planning	Phonics flash cards
Maths	<u>Fractions</u> 6 Find a half of a quantity (practical) 7 Find a half of a quantity (sheet) 8 Recognise a quarter of an object or shape (practical) 9 Find a quarter of an object or shape (practical) 10 Recognise/find a quarter of an object or shape (sheet)	Flipchart Maths resource packs	Numicon Base ten Ten Frames Counters Multilink Numberline Part, part, whole

Science	Describe it: What are the features of reptiles?	See CUSP planning	
History	Toys (from the past) - What are the stages in my life? - What are toys and how can we sort them? - How have the toys I play with changed since I was a baby? Why is that?	See CUSP planning	A range of modern and old toys.
6 English	Poetry unit Reading poems aloud Features of poetry	Flower poetry unit Looking at different examples of poems	
Science	Sum1 - Sort it: What does food tell us about an animal?	See CUSP planning	
Maths	<u>Fractions</u> 6 Find a half of a quantity (practical) 7 Find a half of a quantity (sheet) 8 Recognise a quarter of an object or shape (practical) 9 Find a quarter of an object or shape (practical) 10 Recognise/find a quarter of an object or shape (sheet)	Flipchart Maths resource packs	Numicon Base ten Ten Frames Counters Multilink Numberline Part, part, whole
Fabulous Finish			

Ongoing Halftermly	Key Skills	Planned activities	Resources/ICT links/Books
Half-termly Summer 2 PE	- work as individuals - work with others - master basic movements including running, jumping, throwing and catching - develop balance, agility and co-ordination, and begin to apply these in a range of activities - perform sequences using simple movement patterns	Athletics Sports day	Tops Cards Music Flip charts
Computing	- recognise some uses of databases used in everyday life - Use simple databases to record information in areas across the curriculum. - use technology purposefully to organise and manipulate data - to save and to open work - Online safety – recap from EYFS – Searching, Typing, Image manipulation, E-safety, E-safety Twinkl, Mini Beast information sheet	Graphs – I'm a Data expert Finding Out and Sharing	Mini beast Information Sheet Data base software Switched On Computing
Music	- use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and un-tuned instruments musically with appraisal, pitch and rhythm - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music	Sounds from nature	Kapow music planning
PSHE	Pupils learn about: - identity, Self-awareness, resilience and Managing feelings - getting on with others -negotiation and consent - risk management -staying safe - getting help - media messages -understanding and Challenging/Critical thinking	Global Citizenship- Identity and belonging including: Similarities and differences	PSHE books Flips
RE	- understand beliefs and teachings - understand practices and lifestyles - understand how beliefs are conveyed	Moses	Books Videos RE flipcharts

		Relate emotions to some of the experiences of religious figures studied.	
--	--	--	--

Weekly Breakdown Summer 2 1 English:	• write Poetry that uses pattern and rhyme • use descriptive language	Poetry – flowers (similes)	Flower poems Flipchart Flowers
Phonics	• Phonic revision Choose one phonics sessions a week – outside in nature Nature Local Environment	See Little Wandle planning	Phonics flash cards
Art	• master techniques/develop ideas • Use and refine techniques such as rolling, cutting, moulding and carving. • take inspiration from the greats (re-creating work in style of the artist)	Designing and making a paper weight Looking at the work of sculptors/ceramicists: -Peter Hayes -Emily Myers -Hilary Simms	Clay Minibeast Books
Maths	<u>Fractions</u> • 11 Recognise a quarter of a quantity (practical) • 12 Recognise a quarter of a quantity (sheet) • 13 Find a quarter of a quantity (practical) • 14 Find a quarter of a quantity (sheet) • 15 End of unit assessment (sheet)	Flipchart Maths resource packs	Numicon Base ten Ten Frames Counters Multilink Numberline Part, part, whole
2 English	• write Poetry that uses pattern and rhyme • use descriptive language	Poetry – flowers (similes)	Flower poems Flipchart Flowers
Phonics	• PHONICS SCREENER WEEK		Screeener materials from DFE
Science	<u>REVISIT Plants, including Trees</u> • Planting – bean diary to run alongside subsequent weeks	See CUSP planning	
Maths	<u>Position & Direction</u> • 1 Describe turns (practical) • 2 Describe position – left right, (practical) • 3 Describe position - forward and backward, above and below (practical) • 4 Ordinal numbers (sheet) • 5 End of unit assessment (sheet)	Flipchart Maths resource packs	Numicon Base ten Ten Frames Counters Multilink Numberline Part, part, whole

Art	• master techniques/develop ideas • Use and refine techniques such as rolling, cutting, moulding and carving. • take inspiration from the greats (re-creating work in style of the artist) • Evaluating	Designing and making a paper weight Looking at the work of sculptors/ceramicists: -Peter Hayes -Emily Myers -Hilary Simms	Clay Minibeast Books
3 English	• sequence sentences to form short narratives • imaginary settings	A Slippery Tale	Cartoon Flipchart
Phonics	• Phase 5d • Spelling rules Choose one phonics sessions a week – outside in nature Nature Local Environment	See Little Wandle planning	Phonics flash cards
Science	• What do I remember about plants?	See CUSP planning	
Maths	<u>Place Value to 50</u> • 1 Count from 50 to 100 (practical) • 2 Count from 50 to 100 (sheet) • 3 Tens to 100 (practical) • 4 Tens to 100 (sheet) • 5 Partition into tens and ones (practical)	Flipchart Maths resource packs	Numicon Base ten Ten Frames Counters Multilink Numberline Part, part, whole
History	1) Who was Mary Anning? What did she do? 2) What did Mary Anning discover?		
4 English	• sequence sentences to form short narratives • imaginary settings	A Slippery Tale	Cartoon Flipchart
Phonics	• Phase 5 • Spelling rules Choose one phonics sessions a week – outside in nature Nature Local Environment	See Little Wandle planning	Phonics flash cards
Maths	<u>Place Value to 50</u> • 6 Partition into tens and ones (sheet)	Flipchart Maths resource packs	Numicon Base ten Ten Frames Counters

	7 The number line to 100 (practical) 8 The number line to 100 (sheet) 9 1 more, 1 less (practical) 10 1 more, 1 less (sheet)		Multilink Numberline Part, part, whole Money
Science	What are the parts of a plant?	See CUSP planning	
History	1) Who is David Attenborough? What does he do? 2) What has David Attenborough achieved?	See CUSP planning	
5 English	- sequence sentences to form short narratives - imaginary settings	A Slippery Tale	Cartoon Flipchart
Phonics	- Phase 5 - Spelling rules Choose one phonics sessions a week – outside in nature Nature Local Environment	See Little Wandle planning	Phonics flash cards
Maths	<u>Place Value to 50</u> 11 Compare numbers with the same number of tens (practical) 12 Compare numbers with the same number of tens (sheet) 13 Compare any two numbers (practical) 14 Compare any two numbers (sheet) 15 End of unit assessment (sheet)	Flipchart Maths resource packs	Numicon Base ten Ten Frames Counters Multilink Numberline Part, part, whole
History	1) Compare the lives of Mary Anning and David Attenborough? What was similar and what was different? Continue lesson 5	See CUSP planning	
Science	What are deciduous and evergreen trees?	See CUSP planning	
6 English	mini beast fact-files	Use everything they have learnt throughout the year to learning to write their own fact-files.	Example fact-files Flipchart
Phonics	- Phase 5 - Spelling rules Choose one phonics sessions a week – outside in nature Nature	See Little Wandle planning	Phonics flash cards

	Local Environment		
Maths	Money 1 Unitising (practical) 2 Recognise coins/notes (practical) 3 Count in coins (practical) 4 Count in coins (sheet) 5 End of unit assessment	Flipchart Maths resource packs	Numicon Base ten Ten Frames Counters Multilink Numberline
Geography	<u>Lesson 1: REVISIT - Where are the 7 continents of the world? Locate and describe them. What are the 5 oceans of the world? Locate and describe them.</u> <u>Lesson 2: REVISIT- Where are the 4 countries and capital cities of the United Kingdom? Locate and describe them.</u>	See CUSP planning - Year 1 Revisit continents, oceans, UK countries, Capital Cities and seas Lesson 1 and 2	Flipchart, knowledge organiser and sheet x2 Globe World map (for wall display) UK map (for wall display)
Science	Bean diary summary	See CUSP planning	
7 English	mini beast fact-files	Use everything they have learnt throughout the year to learning to write their own fact-files.	Example fact-files Flipchart
Phonics	assessment/revision phase 5 Choose one phonics sessions a week – outside in nature Nature Local Environment	See Little Wandle planning	Phonics flash cards
Maths	Time 1 Days of the week, months of the year (sheet) 2 Hours minutes seconds (practical) 3 Tell the time to the hour/half hour (practical) 4 Tell the time to the half hour/half hour (sheet) 5 End of unit assessment	Flipchart Maths resource packs	Numicon Base ten Ten Frames Counters Multilink Numberline Part, part, whole
Science	Catch up/publish bean diary	See CUSP planning	
DT	Minibeast textile puppets 1) Drawing and labelling different parts of a minibeast		

	2) Choosing resources and tools needed 3) Following the design and joining the parts with a mechanism for movement Evaluating the finished product		
Fabulous Finish – Release butterflies/ Minibeast Arts and Crafts- Making puppets using Y1 DT skills (using different joins and tools etc.).			