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| **St. Peter’s Catholic Primary School** | **Year 1** | **Summer 1 2025** | **Teachers: Mrs Fitzsimons and Mrs Johnson** |

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| **Core Teaching Principles****(Pedagogy)** | **Sequencing concepts and modelling**Present new material using small steps.Provide models.Scaffolding. | **Questioning**Ask a range of open and differentiated questions to explore and extend understandingand reasoning skills. Targeted questioning | **Reviewing**Revisit prior learning.Build on prior knowledge and experience. | **Stages of practice**Whole class/shared.Guided practiceIndependent practice. | **Collaborative learning**Learning partnersKagan strategies | **Communication**OracySpeaking and listening activitiesExplicit teaching of vocabularyModelling by adultsCommunicating the Curriculum/Voice 21 | **Active****Participation**No hands up | **Metacognition**Reflection of learning strategies that help them as a learnerModelling/Think aloud by adultsCritique/self-evaluation/peer evaluation |

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| **ENGLISH** |  | **TERMLY TOPIC FOCUS** **Geography****Our school and our local area****Enquiry question:****Where do we live?****Key text: Giraffes Can’t Dance by Giles Andreae** |  | **MATHEMATICS** |
| **Writing**Core Text: Giraffes Can’t Dance by Giles AndreaeAudience: Parents / Twitter | **WHITE ROSE HUB**Weeks 1 -3Number: Multiplication & DivisionWeeks 4 - 5Number: FractionsWeek 6Geometry: Position & Direction |
| **Reading**Guided reading 3 x per week (Little Wandle)Story time at the end of the day |
| **SPaG**Weekly spelling lesson and practiceReview of phonics weeklyContextualised within writing lesson. |

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| **GEOGRAPHY** |  | **SCIENCE**  |  | **RE** |
| **This year’s theme: Where do we live?****Global Issue: Homelessness**In the Autumn term, children identified types of housing in the local area (Doncaster) and explored where they lived in terms of their home address.Learning then moved on to learning about the UK, identifying the UK’s countries and surrounding seas. The children identified features of each of the countries, including their flags.Learning is now focused on our local area, focusing on map work and understanding the area’s physical and human features. Children will then make comparisons with London.**Key questions to explore:** Can you add symbols to a map of our classroom? Can you plan a simple route on our school map?What are the physical and human features of our school and local area?How does the local area around school compare to the area around the King’s Palace in London? | **Topic Focus: Animals, including humans**To know that there are different animal groups: mammals, birds, fish, amphibians and reptiles. To know the characteristics of mammals.To know that humans are mammals.To know what a carnivore/ herbivore/ omnivore is.**Key questions to explore:** Does this animal have wings?Can it swim?How many legs does it have?Can you fill your lungs with air?What did you drink when you were a new-born baby?Do you have hair on your body?Can you find and feel your /your neighbour’s backbone?Can you guess which animal this skeleton is from? What kinds of food do we eat? Which of our senses is the most accurate at identifying food?Why do you think we need teeth?Does every animal have teeth?Do all animals hunt?Why do some mammals have patterned fur?Why are animals different colours and patterns?How do the teeth of a lion differ to those of a cow?  | **This year’s theme: How do people know about God?****Summer Term 1: To the ends of the earth****-Jesus’ story Part 1****-Jesus’ story Part 2****-The road to Emmaus****-The Promise of the holy spirit****-Pentecost****-Pentecost around the world****-The church’s mission****-The holy spirit****-The holy spirit in Art****-My artwork****-Prayer****Hear:** The key texts based on the lessons above.**Believe:** That when people open their hearts to the holy spirit they are changed, as the apostles are changed. The mission of the church begins at Pentecost.**Celebrate:** The special celebration days of Pentecost and the Ascension.The words of the ‘Glory be’ prayer.An age-appropriate hymn referencing the holy spirit.**Live:** How Pentecost is celebrated in another part of the world. How artists and musicians around the world celebrate the work of the holy spirit and the mystery of the trinity. |
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| **HISTORY** |  | **ART and DESIGN TECHNOLOGY** |  | **PE** |
| In Spring 2 children exploredThe Great Fire of London* Focus on the Tudor period in History.
* Details about the Great Fire: where it happened, how did it spread, what factors contributed to the fire.
* What sources were used to help historians to find out more about the Great fire? i.e. Samuel Pepys diary, writing and paintings.
* The types of houses – made from wood
* The key people in this period of history: Samuel Pepys, Sir Christopher Wren.
* The re-building of London after this significant event in history.

**Key Questions:**What materials are used and have been used to build homes? How/Why, did the houses burn so quickly in The Great Fire of London?Who was Samuel Pepys and how is he connected to The Great Fire of London?In Summer 2 children will learn about Key Historical Skills | **Art** This term’s art will focus on:To continue to study the work of Katsushika Hokusai – Japanese cherry blossom.To use colour light – dark.To create a background and to mix shades of pinks to create a blossom picture.Key focus: printing.To investigate the possibilities of direct and overprinting using primary colours.To use colour, light to dark.To combine printing techniques already learnedto produce a layered printed image.To study animal prints. To revise complementary colours. To use direct printing to create an animal print of their own using complementary colours.**D&T will come in Summer 2.** | Get Set for P.E**Dance – Indoor****Athletics – Outdoor** See separate scheme for further details |
| **COMPUTING** |  | **PSHE** |  | **MUSIC** |
| Teach Computing**Topic 5– Creating media – digital writing**This unit introduces pupils to understanding the various aspects of using a computer to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text. | Live Life to the Full PlusModule 2: Created to Love OthersUnits 3 Life Online and Unit 4 Keeping SafeSessions 3-5Module 3 Created to live in communityUnit 1: Sessions 1 and 2See separate scheme for further details | Charanga SchemeModule 5: Your imaginationSee separate scheme |