# Askam Village School Curriculum Plan – 2025-2026 - Year 1 Summer Term

| English | Maths | Science | Art and Design |
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| **Book Studies:**<br>**Stanley's Stick.**<br>**Outcomes:** Book of sticks' entry, speech bubble, thought bubble, postcard.<br>**Julian is a Mermaid.**<br>**Outcomes:** Wishes, commands, thought bubbles, labels and adverts.<br>*Read Write Inc Phonics, Reading Comprehension, Handwriting and Spelling. | **White Rose Maths**<br>**Number**<br>Multiplication and division.<br>Fractions.<br>Place Value.<br>**Geometry**<br>Position and direction.<br>**Measurement**<br>Money.<br>Time. | **Introduction to plants** Identify and name a wild and garden plants, including deciduous and evergreen trees. Use magnifying glasses to observe and name plant parts and label. Observe leaves and sort them into groups. Investigate if beans need water for growth. **Investigating science through stories** Gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. Identify animals by closely observing footprints and construct waterproof animal homes with natural materials. Sort birds. | **Sculpture & 3D Paper Play (5 lessons)**<br>Roll paper tubes and attach them to a base securely. Make choices about sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shape paper strips in a variety of ways to make 3D drawings. Create a tree of life sculpture that includes several different techniques for shaping paper. Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage. |
| **Computing** | **Design Technology** | **Geography** | **History** |
| **Digital writing (1.5)** Use a computer to write. To add and remove text on a computer. To identify that the look of text can be changed on a computer. To explain why I used the tools that I chose. To compare typing on a computer to writing on paper **Programming animations (1.6)** To choose a command for a given. To show that a series of commands can be joined together. To identify the effect of changing a value. To explain that each sprite has its own instructions. To design the parts of a project. To use my algorithm to create a program. | **Mechanisms** Matching Slider Game. Mechanisms and Movement. Identify slider mechanisms and describe how they move. Exploring Sliders. To make and improve slider mechanisms. Designing a slider game. Make a mock-up of a matching game with sliders. Making a slider game. To use a range of tools with increasing accuracy. Finishing a slider game. To add designs and test a product | **What is it like to live in Shanghai?**<br>Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork. | **How have explorers changed the world?** Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered. |
| **Personal, Social, Health Education and Citizenship** | **Music** | **Physical Education** | **Religious Education** |
| **Being my Best** Growth Mindset. Healthy eating Hygiene and health. Cooperation<br>**Growing and Changing**<br>Getting help. Becoming independent.<br>My body parts. Taking care of self and others | **Pitch (Superheroes)** High and low notes, compose a simple tune that represents a superhero. Listen to different pitches, recognising the difference between high and low sounds. Experiment with combining different pitches to create a melody. **Musical symbols (Under the sea)** Explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. Express the mysterious underwater world. Interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments. | **Team Building** In this unit pupils develop their teamwork skills. They work individually, in pairs and small groups, learning to take turns, work collaboratively and lead each other.<br>**Dance** Pupils will explore travelling actions, movement skills and balancing.<br>**Striking and Fielding** In this unit, pupils develop their understanding of the principles of defending and attacking for striking and fielding games.<br>**Net and Wall Games** Pupils will develop skills such as throwing, catching, tracking and hitting a ball.<br>**Yoga** Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. | **1.2 Creation** What are your favourite things that God created? World View (3) What do the people of Muslim and Hindu faith believe about how God made the world? – Islam What do people of faith believe about God as creator of the world? I wonder how God felt when he had made the world? How have the actions of people spoilt the world? What do you feel about the wonder of creation? What are your favourite things that God created? |