



## Pear Tree Primary School

*'Being our best selves'*

Year 1, Spring 1 2026

Books: 'Iggy Peck, Architect' by Andrea Beaty and 'Julian is a Mermaid' by Jessica Love

|                   | Week 1<br>W/C<br>5 <sup>th</sup> January   | Week 2<br>W/C<br>12 <sup>th</sup> January  | Week 3<br>W/C<br>19 <sup>th</sup> January  | Week 4<br>W/C<br>26 <sup>th</sup> January  | Week 5<br>W/C<br>2 <sup>nd</sup> February   | Week 6<br>W/C<br>9 <sup>th</sup> February   |
|-------------------|--|--|--|--|---|---|
| Significant Dates |  |  |  |  |   |   |
| English           | <b>Iggy Peck, Architect:</b><br><br>To rehearse using adjectives.<br><br>To use a range of adjectives to describe.<br><br>To punctuate sentences using a capital letter and a full stop. | <b>Iggy Peck, Architect:</b><br><br>To write a character description<br><br>To label parts of a building using adjectives and nouns.<br><br>To use a range of sentence | <b>Iggy Peck, Architect:</b><br><br>To use present tense to continue writing my fact file.<br><br>To use a range of adjectives to continue writing my fact file.<br><br>To use superlatives to | <b>Julian is a Mermaid:</b><br><br>To say out loud what will be written about.<br><br>To explore how words can combine to make sentences.<br><br>To write words containing each of the 40+ | <b>Julian is a Mermaid:</b><br><br>To write in role.<br><br>To use adjectives to describe orally.<br><br>To create labels using adjectives to describe. | <b>Julian is a Mermaid:</b><br><br>To participate in discussion about what is read to them.<br><br>To write the first stanza of a poem. |

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|             | <p>To use conjunctions to compare.</p> <p>To use command sentences to give advice.</p>   | <p>types to create a poster.</p> <p>To plan a fact file.</p> <p>To write the introduction to a fact file.</p>  | <p>continue writing my fact file.</p> <p>To edit and publish my fact file.</p> <p>To use superlatives to give feedback.</p>  | <p>phonemes already taught.</p> <p>To write commands.</p> <p>To make inferences about characters.</p>   | <p>To write an advert.</p> <p>To create a new character.</p>  | <p>To write the second stanza of a poem.</p> <p>To write the third stanza of a poem.</p> <p>To perform own poem.</p>  |
| Mathematics | <p><b>Numbers within 20:</b></p> <p>Counting to and from 20</p> <p>Understand 10</p> <p>Understand 11, 12 and 13</p> <p>Understand 14, 15 and 16</p> <p>Understand 17, 18 and 19</p> | <p><b>Numbers within 20:</b></p> <p>Understand 20</p> <p>Counting on</p> <p>Counting back from 20</p> <p>Counting forward to and back from 20</p> <p>Comparing numbers to 20</p> | <p><b>Numbers within 20:</b></p> <p>Ordering numbers 11-20 practically</p> <p>Comparing and ordering numbers 0-20 practically</p> <p>Finding one more and one less using representations</p> <p>Finding one more and one</p> | <p><b>Numbers within 20:</b></p> <p>Explain that the digits in the numbers 11 to 19 express quantity</p> <p>Explain that the digits in the numbers 11 to 19 express position on a number line</p> <p>Use a number line to 20</p> <p>Identify the quantity shown</p> | <p><b>Numbers within 20:</b></p> <p>Solve subtraction problems using knowledge of 10 and a bit</p> <p>Explore odd and even numbers within 20</p> <p>Doubles</p> <p>Near doubles</p> <p>Double the numbers 6 to 9 and halve the result</p> | <p><b>Numbers within 20:</b></p> <p>Subtraction - counting back</p> <p>Subtraction - finding the difference</p> <p>Use knowledge of addition facts within 10 to add within 20</p> <p>Use knowledge of subtraction facts within 10</p> |

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|                                   |   |   | less with manipulatives<br><br>Finding the missing number from 0 to 20  | in a representation of numbers 11 to 19<br><br>Use knowledge of 10 and a bit to solve problems  | explaining what doubling and halving is  | to subtract within 20<br><br>Use knowledge of addition and subtraction facts within 10 to add and subtract within 20                |
| Little Wandle Phonics and Reading | Spring 1, Week 2  | Spring 1, Week 3  | Spring 1, Week 4  | Spring 1, Week 5  | Assessment Week  | Spring 2, Week 1  |
| Science                           | Animals including humans:<br><br>I can identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. | Animals including humans:<br><br>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Animals including humans:<br><br>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Animals including humans:<br><br>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. | Animals including humans:<br><br>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). | Animals including humans:<br><br>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. |
| History                           | Nurturing Nurses:   | Nurturing Nurses:   | Nurturing Nurses:   | Nurturing Nurses:   | Nurturing Nurses:  | Nurturing Nurses:   |

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|           | <p>I can understand that history can be represented in different ways.</p> <p>I can recognise old and new things in a picture.</p> <p>I can recount changes that have occurred in my own life.</p> <p>I can use words and phrases such as past, present, older and newer.</p> | <p>I can ask and answer historical questions using a variety of sources to explain who Florence Nightingale was and how she improved nursing.</p> <p>I can add three or more events onto a timeline.</p> | <p>I can ask and answer historical questions using a variety of sources to explain who Mary Seacole was and how she improved nursing.</p> <p>I can add three or more events onto a timeline.</p> | <p>I can ask and answer historical questions using a variety of sources to explain who Edith Cavell was and how she improved nursing.</p> <p>I can add three or more events onto a timeline.</p> | <p>I can compare the lives of Florence Nightingale, Mary Seacole and Edith Cavell using key vocabulary.</p> <p>I can describe the how these significant people changed health care for us today.</p> | <p>I can think about how to commemorate Florence Nightingale, Mary Seacole and Edith Cavell.</p> |
| Geography | Spring 2  | Spring 2   | Spring 2   | Spring 2   | Spring 2   | Spring 2   |
| Computing | <p><b>Creative Computing:</b></p> <p>To create a jigsaw using a digital device and share it so</p>  | <p><b>Creative Computing:</b></p> <p>To create a jigsaw using a digital device and share it so</p>   | <p><b>Creative Computing:</b></p> <p>To create a placing game in 2DIY.</p>   | <p><b>Creative Computing:</b></p> <p>To create a placing game in 2DIY.</p>   | <p><b>Creative Computing:</b></p> <p>To create images and use</p>  | <p><b>Creative Computing:</b></p> <p>To create images and use</p>                                |

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|      |  |   |   |   |  |   |
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|      | that others can play.  | that others can play.   |   |   | these to make a game.  | these to make a game.   |
| RE   | <b>Belonging:</b><br><br>How do people decide what is right and wrong?   | <b>Belonging:</b><br><br>How do people show that they belong to a community?  | <b>Belonging:</b><br><br>How and why do people have special ways of welcoming babies?   | <b>Belonging:</b><br><br>How and why do people have special ways of welcoming babies?   | <b>Belonging:</b><br><br>What are the ways many humanists mark special events?   | <b>Belonging:</b><br><br>What are the ways many humanists mark special events?  |
| PE   | Dance  |   |   | Net and Wall Games I  |  |   |
| PSHE | <b>Appreciate:</b><br><br>We are learning what Appreciate means.<br><br>We are learning ways to show appreciation.<br><br>We are learning who we are grateful for. | <b>Appreciate:</b><br><br>We are learning how important showing gratitude is.<br><br>We are learning how gratitude makes us feel.<br><br>We are learning how to show appreciation to ourselves. | <b>Appreciate:</b><br><br>We are learning about Gratitude for Experiences.<br><br>We are learning why gratitude makes us feel good. | <b>Safe Relationships:</b><br><br>We are learning about the difference between safe and unsafe secrets and why it's important not to keep certain secrets.<br><br>We are learning why it is essential to ask permission for things that | <b>Safe Relationships:</b><br><br>We are learning about privacy, safe and unsafe relationships.<br><br>We will learn what to do if someone makes them feel uncomfortable or unsafe.<br><br>We are learning to practise saying "no" to things | <b>Showing Respect and Managing Hurtful Behaviour/Bullying:</b><br><br>We are learning about what bullying is and how it can make people feel.<br><br>We are learning what we can do to stop it from happening. |

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|                       |  |  |  | we are unsure about.   | we don't want to do.  |   |
| Music                 | <p><b>Changes:</b></p> <p>To song and chant familiar songs and rhymes in unison.</p> <p>To perform with a sense of a steady pulse.</p> <p>To use percussion instruments as an accompaniment.</p> | <p><b>Changes:</b></p> <p>To play untuned and body percussion as an accompaniment.</p> <p>Create sounds for a known story.</p> | <p><b>Changes:</b></p> <p>To understand that pictures can be used to represent sounds.</p> <p>To control sounds.</p> | <p><b>Changes:</b></p> <p>To understand that pictures can be used to represent sounds.</p> <p>To control sounds.</p> | <p><b>Changes:</b></p> <p>To change words to a known song or rhyme.</p>                           | <p><b>Changes:</b></p> <p>To change words to a known song / rhyme.</p> <p>To play percussion instruments as an accompaniment.</p> |
| Design and Technology | Spring 2   | Spring 2   | Spring 2   | Spring 2   | Spring 2  | Spring 2  |
| Art                   | <p><b>Painting and Mixed Media:</b></p> <p>To investigate how to mix secondary colours.</p>  | <p><b>Painting and Mixed Media:</b></p> <p>To investigate how to mix secondary colours.</p>                                    | <p><b>Painting and Mixed Media:</b></p> <p>To apply knowledge of colour mixing when painting.</p>                    | <p><b>Painting and Mixed Media:</b></p> <p>To explore colour when painting.</p>                                      | <p><b>Painting and Mixed Media:</b></p> <p>To experiment with paint mixing to make a range of</p> | <p><b>Painting and Mixed Media:</b></p> <p>To apply painting skills when working in the style of an artist.</p>                   |

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|                      |  |  |  |  | secondary<br>colours. |  |
| Curriculum<br>Pledge |  |  |  |  |                       |  |

