



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

'Being Our Best Selves'

	<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>Numbers within 20:</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>Numbers within 20:</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>Numbers within 20:</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>Numbers within 20:</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>Numbers within 20:</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>Numbers within 20:</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>

			less with manipulatives Finding the missing number from 0 to 20	in a representation of numbers 11 to 19 Use knowledge of 10 and a bit to solve problems	explaining what doubling and halving is	to subtract within 20 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: 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: 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: 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: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Animals including humans: I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).	Animals including humans: 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:

	<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 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>Creative Computing:</p> <p>To create a jigsaw using a digital device and share it so</p>	<p>Creative Computing:</p> <p>To create a jigsaw using a digital device and share it so</p>	<p>Creative Computing:</p> <p>To create a placing game in 2DIY.</p>	<p>Creative Computing:</p> <p>To create a placing game in 2DIY.</p>	<p>Creative Computing:</p> <p>To create images and use</p>	<p>Creative Computing:</p> <p>To create images and use</p>

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

'Being Our Best Selves'

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

					secondary colours.	
Curriculum Pledge						



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