



Pear Tree Primary School

'Being our best selves'
Year 1, Spring 2 2026

Books: 'Yeti and the Bird' by Nadia Shireen and 'The Odd Egg' by Emily Gravett

	Week 1 W/C: 23 rd February	Week 2 W/C: 2 nd March	Week 3 W/C: 9 th March	Week 4 W/C: 16 th March	Week 5 W/C: 23 rd March
Significant Dates	Monday 23 rd - INSET Day (school closed) Tuesday 24 th - School opens for Spring 2	Tuesday 3 rd and Wednesday 4 th - Parents' Evening Thursday 5 th - World Book Day	British Science Week Monday 9 th - Rock Steady Music Concert	Thursday 19 th - Orange Class Assembly	Friday 27 th - School closes for Easter break
English	Yeti and the Bird: To identify what makes a rule. To use adjectives to describe a character.	Yeti and the Bird: To sequence events from the story. To describe characters using superlatives.	Yeti and the Bird: To create a dilemma and solve it within a narrative. To ensure writing is clear	The Odd Egg: To write sentences to share advice. To write predictions in sentences.	The Odd Egg: To write an egg-spotters guide. To use adjectives. To write in the present tense.

'Being Our Best Selves'

	<p>To write a letter offering advice.</p> <p>To learn the possessive apostrophe.</p> <p>To write a character description.</p>	<p>To plan for a longer piece of writing.</p> <p>To apply consistent use of past tense throughout writing.</p> <p>To use a variety of sentence openers within writing.</p>	<p>and makes sense.</p> <p>The Odd Egg:</p> <p>To make inferences from clues.</p> <p>To write command sentences.</p> <p>To write in role.</p>	<p>To use an exclamation sentence.</p> <p>To write command sentences.</p>	<p>To use 'and'.</p>
Mathematics	<p>Place Value:</p> <p>Count from 20 to 50</p> <p>20, 30, 40, 50</p> <p>Count by making groups of tens</p> <p>Groups of tens and ones</p> <p>Partition into tens and ones</p>	<p>Place Value:</p> <p>The number line to 50</p> <p>Estimate on a number line to 50</p> <p>1 more, 1 less</p> <p>Consolidation</p>	<p>Length and Height:</p> <p>Comparing lengths</p> <p>Measure length using objects</p> <p>Measure length using centimetre cubes</p>	<p>Length and Height:</p> <p>Estimate length in cm</p> <p>Solve addition and subtraction problems involving length</p> <p>Mass and Volume:</p>	<p>Mass and Volume:</p> <p>Full and empty</p> <p>Compare volume</p> <p>Measure capacity</p> <p>Compare capacity</p>

'Being Our Best Selves'

			Measure length using a ruler. Solve problems by measuring different lengths in cm	Heavier and lighter Measure mass Compare mass	
Little Wandle Phonics and Reading	Spring 2, Week 2	Spring 2, Week 3	Spring 2, Week 4	Spring 2, Week 5	Assessment Week
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 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 such as minibeasts.	Animals, including humans: I can identify and name a variety of common animals such as birds.	Animals, including humans: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
History	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
Geography	The United Kingdom:	The United Kingdom:	The United Kingdom:	The United Kingdom:	The United Kingdom:

'Being Our Best Selves'

	To draw a simple map of the local area.	To identify the four countries and capital cities making up the United Kingdom.	To name some of the main towns and cities in the United Kingdom.	To point out where the equator, north pole and south pole are on a globe or atlas.	To answer some questions using different resources such as books, the internet and atlases.
Computing	Data Explorers: To group items using a computer.	Data Explorers: To sort different items.	Data Explorers: To understand that data is information that can be collected and used.	Data Explorers: To understand that data can be shown using pictures.	Data Explorers: To collect data and create a pictogram.
RE	Christianity: Why do people mark Easter in different ways? I can explain what happened when Jesus went to Jerusalem.	Christianity: Why do people mark Easter in different ways? I can explain how some Christians celebrate Easter - at home or in church.	Christianity: Why do people mark Easter in different ways? I can explain that the Bible is the Christian holy book.	Christianity: Why do people mark Easter in different ways? I can recognise the features of a church building & identify at least 3 artefacts found in a church, explaining why they are	Christianity: Why do people mark Easter in different ways? I can identify that the Torah is a holy book for Jewish people & how the rules in the Torah can guide a Jew in their lives.

'Being Our Best Selves'

				important to Christians.	
PE	Gymnastics: Balancing and spinning on points and patches		Striking and Fielding Games Skills I		
PSHE	<p>Relate:</p> <p>We are learning what Relate means.</p> <p>We are learning how our Character Strengths and differences can help us relate.</p>	<p>Relate:</p> <p>We are learning more about how to Relate to people.</p> <p>We are learning all about Active Listening.</p>	<p>Relate:</p> <p>We are learning how Relating to other people helps us to get along with them.</p> <p>We are learning to think about other people's opinion.</p>		<p>Communities:</p> <p>We will identify important jobs people to do help others in our community.</p> <p>We will discuss the different groups and communities we belong to and the roles and responsibilities we have in these.</p>
Music	<p>Get On Board:</p> <p>To sing and chant familiar songs and rhymes in unison.</p>	<p>Get On Board:</p> <p>To correctly identify pitch, timbre and dynamics.</p>	<p>Get On Board:</p> <p>To correctly identify pitch, timbre, tempo and dynamics.</p> <p>To practise and control sounds</p>	<p>Get On Board:</p> <p>To identify the pulse in a song.</p> <p>To understand and correctly identify the</p>	<p>Get On Board:</p> <p>To perform a simple ostinato.</p> <p>To play untuned and tuned percussion with an awareness of</p>

'Being Our Best Selves'

	<p>To perform with a sense of a steady pulse.</p> <p>To create new lyrics for a well-known song.</p>		<p>as part of a class performance.</p> <p>To understand that pictures can be used to represent sounds.</p>	<p>tempo of a piece of music.</p>	<p>tempo and dynamics.</p>
Design and Technology	<p>Cooking and Nutrition:</p> <p>To identify fruits.</p> <p>To describe where fruits and vegetables grow.</p>	<p>Cooking and Nutrition:</p> <p>To practise food preparation skills.</p>	<p>Cooking and Nutrition:</p> <p>To select ingredients for a recipe.</p>	<p>Cooking and Nutrition:</p> <p>To apply food preparation skills to a recipe.</p>	<p>Cooking and Nutrition:</p> <p>To evaluate against the design brief.</p>
Art	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
Curriculum Pledge				To make a bird feeder	Go on an Easter Egg hunt

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