



Pear Tree Primary School

'Being our best selves'

Year 1, Summer 1 2026

Books: 'Lost and Found' by Oliver Jeffers and 'Beegu' by Alexis Deacon

	Week 1 W/C 13 th April	Week 2 W/C 20 th April	Week 3 W/C 27 th April	Week 4 W/C 4 th May	Week 5 W/C 11 th May	Week 6 W/C 18 th May
Significant Dates				4 th May - May Day Bank Holiday 6 th May - Forest School begins		
English	Lost and Found: Cold write. To rehearse a range of questions.	Lost and Found: To create a set of instructions. To create a fact file.	Lost and Found: To plan an own version of a familiar story. To write and sequence a	Beegu: Cold write. To ask a range of questions to investigate.	Beegu: To use adjectives to describe feelings. To compare two parts of a story.	Beegu: To plan a story. To write a story. To publish a story.

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	<p>To use adjectives to describe a character.</p> <p>To use past tense verbs to retell a story.</p> <p>To write command sentences.</p>	<p>To write simple similes to describe size and shape.</p> <p>To write compound sentences to create opposites.</p> <p>To sequence key events from a story.</p>	<p>simple past tense story.</p> <p>To use powerful verbs.</p> <p>To publish a story as a book.</p>	<p>To describe an alien's appearance.</p> <p>To write command sentences.</p>	<p>To ask a range of questions.</p> <p>To write a retelling of a story.</p> <p>To use a range of adjectives to describe appearance and personality.</p>	
Mathematics	<p>Multiplication and Division:</p> <p>Count in 2s</p> <p>Count in 10s</p> <p>Count in 5s</p> <p>Recognise equal groups</p> <p>Add equal groups</p>	<p>Multiplication and Division:</p> <p>Make arrays</p> <p>Make doubles</p> <p>Make equal groups - grouping</p> <p>Make equal groups - sharing</p> <p>End of block assessment</p>	<p>Fractions:</p> <p>Recognise a half of an object or a shape</p> <p>Find a half of an object or a shape</p> <p>Recognise a half of a quantity</p>	<p>Fractions:</p> <p>Find a quarter of an object or a shape</p> <p>Recognise a quarter of a quantity</p> <p>Find a quarter of a quantity</p> <p>Position and Direction:</p>	<p>Position and Direction:</p> <p>Describe position - forwards and backwards</p> <p>Describe position - above and below</p> <p>Ordinal numbers</p> <p>Place Value:</p>	<p>Place Value:</p> <p>Partition into tens and ones</p> <p>The number line to 100</p> <p>1 more, 1 less</p> <p>Compare numbers with the same number of tens</p> <p>Compare any two numbers</p>

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			Find a half of a quantity Recognise a quarter of an object or a shape	Describe turns Describe position - left and right	Count from 50 to 100 Tens to 100	
Little Wandle Phonics and Reading	Summer 1, Week 1	Summer 1, Week 2	Summer 1, Week 3	Summer 1, Week 4	Summer 1, Week 5	Summer 1, Week 6
Science	Plants: I can make careful observations.	Plants: I can keep a diary to explain how a seed grows.	Plants: I can carefully draw and label a plant.	Plants: I can label parts of a plant.	Plants: I can ask yes and no questions to begin to classify.	Plants: I can make simple predictions.
History						
Geography	Human and Physical: I can explain the main features of a hot and cold place.	Human and Physical: I can explain how the weather changes in each season. I can answer questions about the weather. I can keep a weather chart.	Human and Physical: I can begin to explain why people would wear different clothes at different times of the year.	Human and Physical: I can say something about the people who live in hot and cold places.	Human and Physical: I can explain what I might wear if I lived in a very hot or very old place.	

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Computing	Data Explorers: To understand that data can be shown using pictures.	Data Explorers: To collect data and create a pictogram.	Creating and Following Instructions: To understand that an algorithm is a set of instructions.	Creating and Following Instructions: To follow and create simple instructions on a device.	Creating and Following Instructions: To sequence algorithms that require a correct order.	
RE	Judaism/Other - Why are some places more important to some people than others? I can explore why going to a synagogue is important to some Jews.	Judaism/Other - Why are some places more important to some people than others? Explain the role of the rabbi and consider if it is similar or different to the role of leaders of other religious / non-religious groups.	Judaism/Other - Why are some places more important to some people than others? Explain the role of the rabbi and consider if it is similar or different to the role of leaders of other religious / non-religious groups.		Judaism/Other - Why are some places more important to some people than others? I can describe some of the things that happen at the synagogue and why Shabbat is important to some Jews.	Judaism/Other - Why are some places more important to some people than others? I can describe some of the things that happen at the synagogue and why Shabbat is important to some Jews.
PE	Gymnastics - Balancing and Spinning on Points			Target Games Cheshire Cricket		

PSHE	<p>myHappyMind Places:</p> <p>We are learning how feelings can affect people's bodies and how they behave.</p>	<p>myHappyMind Places:</p> <p>We are learning about ways of sharing feelings and a range of words to describe feelings.</p>	<p>myHappyMind Healthy Lifestyles:</p> <p>We are learning how to stay healthy.</p>	<p>myHappyMind Healthy Lifestyles:</p> <p>We are learning about hygiene routines that keep us healthy and people who help us to stay healthy.</p>	<p>myHappyMind Shared Responsibilities:</p> <p>We will discuss how to care for people, animals and the environment.</p>	<p>myHappyMind Communities:</p> <p>We will identify important jobs people to do help others in our community.</p>
Music	Love Music Trust - Singing	Love Music Trust - Singing	Love Music Trust - Singing	Love Music Trust - Singing	Love Music Trust - Singing	Love Music Trust - Singing
Design and Technology						
Art	<p>Rotary Art Competition</p> <p>'The Natural World'.</p>	<p>Craft and Design:</p> <p>To know that art can be made in different ways.</p>	<p>Craft and Design:</p> <p>To choose, measure, arrange and fix materials.</p>	<p>Craft and Design:</p> <p>To explore plaiting, threading and knotting techniques.</p>	<p>Craft and Design:</p> <p>To learn how to weave.</p>	<p>Craft and Design:</p> <p>To combine techniques in a woven artwork.</p>
Curriculum Pledge						Build and light a fire

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