



Pear Tree Primary School

'Being our best selves'

Year 1, Summer 2 2026

Books: 'Stanley's Stick' by John Hegley and 'Dinosaurs and All That Rubbish' by Micheal Foreman

	Week 1 W/C 1 st June	Week 2 W/C 8 th June	Week 3 W/C 15 th June	Week 4 W/C 22 nd June	Week 5 W/C 29 th June	Week 6 W/C 6 th July	Week 7 W/C 13 th July
Significant Dates	Monday 1 st June - INSET Day Wednesday 3 rd June - Swimming starts	Phonics Screening Check (all week) Friday 12 th June - PTA Summer Fair	Friday 19 th June - Sports Day		Tuesday 30 th June - Mobile Farm Visit Friday 3 rd July - PTA Summer Disco	National School Sports Week Friday 10 th July - River Family Sports Day	Friday 17 th July - Last Day in Orange Class!
English	Stanley's Stick: Cold write. To write a label for an object.	Stanley's Stick: To write a suggestion in a sentence. To write in role as a character.	Stanley's Stick: To write an own version narrative. To edit my work.	Dinosaurs and all that Rubbish: Cold write. To explore the themes of a	Dinosaurs and all that Rubbish: To create a poster giving a warning.	Dinosaurs and all that Rubbish: To use the suffix -er to write a pamphlet.	Reflections of the Year: To be able to reflect on achievements and progress.

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	<p>To write in the past tense.</p> <p>To use adjectives to describe an object.</p>	<p>To share events and feelings by writing in role.</p> <p>To plan adjectives to use in a story.</p> <p>To plan the key events in a story.</p>	<p>To publish my work.</p>	<p>story through discussion.</p> <p>To make a prediction about story outcomes.</p> <p>To use conjunctions to create comparative sentences.</p> <p>To write commands to give instructions.</p>	<p>To retell the main events in a story using sequencing words.</p> <p>To discuss the significance of the events in a story.</p> <p>To give a series of commands.</p>	<p>To use the present progressive tense to write statements.</p> <p>To write an introduction.</p> <p>To edit my work.</p> <p>To publish writing for an audience.</p>	<p>To write in the past tense.</p> <p>To create my own targets for next year.</p>
Mathematics	<p>Place Value within 100:</p> <p>Compare numbers with the same number of tens</p> <p>Compare any two numbers</p> <p>Consolidation</p>	<p>Money:</p> <p>Unitising</p> <p>Recognise coins</p> <p>Recognise notes</p> <p>Count in coins</p> <p>Consolidation</p>	<p>Time:</p> <p>Before and after</p> <p>Days of the week</p> <p>Months of the year</p> <p>Hours, minutes and seconds</p>	<p>Time:</p> <p>Tell the time to the hour</p> <p>Tell the time to the half hour</p> <p>Consolidation</p>	<p>Consolidation:</p> <p>Mastering number to support gaps.</p> <p>Recalling number facts.</p>	<p>Consolidation:</p> <p>Mastering number to support gaps.</p> <p>Recalling number facts.</p>	<p>Consolidation:</p> <p>Mastering number to support gaps.</p> <p>Recalling number facts.</p>

Little Wandle Phonics and Reading	Phonics Screening Check Revision	Phonics Screening Check Revision	Summer 2, Week 1	Summer 2, Week 2	Summer 2, Week 3	Summer 2, Week 4	Summer 2, Week 5
Science			Seasonal Changes: I can observe changes across the four seasons. I can measure the rainfall and understand what this means for the plants.	Seasonal Changes: I can observe changes across the four seasons - Summer.	Seasonal Changes: I can observe and describe weather associated with the seasons. I can describe the process of how clouds are formed.	Seasonal Changes: I can explain the differences between the four seasons.	Seasonal Changes: I can recall prior knowledge to form a self-assessment.
History		Black History: I can find out what life was like for Nelson Mandela. I can ask and answer historical questions using a variety of sources to explain who	Black History: I can find out what life was like for Rosa Parks. I can ask and answer historical questions using a variety of sources to	Black History: I can compare the lives of Nelson Mandela and Rosa Parks. I can understand similarities and differences.	Black History: I can describe the how these significant people changed how the world treats people today. I can understand that history can be represented in	Black History: I can think about how to commemorate Nelson Mandela and Rosa Parks.	

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		Nelson Mandela was. I can add three or more events onto a timeline to show chronological understanding.	explain who Rosa Parks was. I can add three or more events onto a timeline to show chronological understanding		different ways e.g. photographs, artefacts, stories and pictures. I can recognise old and new things in a picture.		
Geography							
Computing	Technology Around Us: To know what the word technology means.	Technology Around Us: To know what technology is used in school.		Technology Around Us: To consider the purposes of technology used in the wider world.	Technology Around Us: To identify parts of a device and know how to use devices safely.		
RE	Christianity: What does it mean to belong? How do groups express this differently?	Christianity: What does it mean to belong? How do groups express this differently? I can identify a Church and	Christianity: What does it mean to belong? How do groups express this differently? I can identify key features of	Christianity: What does it mean to belong? How do groups express this differently? I can compare an independent	Christianity: What does it mean to belong? How do groups express this differently? I can discuss what the word	Christianity: What does it mean to belong? How do groups express this differently? I can draw and explain how	

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	What does belonging mean to me?	discuss how we know when someone belongs here.	a church and how they are used.	church, a catholic church and a cathedral.	'church' might mean to Christians.	Christians show they belong.	
PE	Swimming			Athletics			
PSHE	<p>Ourselves, Growing and Changing:</p> <p>We are learning about how we grow and change as we age.</p>	<p>Ourselves, Growing and Changing:</p> <p>We are learning about changes and how they affect us.</p>	<p>Ourselves, Growing and Changing (Transition):</p> <p>We are learning how to apply our myHappyMind learning to help us with starting a new class.</p>	<p>Engage:</p> <p>We are learning what Engage means.</p> <p>We are recapping which habits we have learnt to help us feel good.</p>	<p>Engage:</p> <p>We are learning how we can achieve our goals when we feel good.</p> <p>We are learning how to set goals.</p>	<p>Engage:</p> <p>We are learning how to stay focused when things get tough and don't go as planned.</p> <p>We are learning about the importance of believing in ourselves and how this helps us to be our best self.</p>	<p>Engage:</p> <p>We are recapping everything we have learnt this year.</p> <p>We are thinking about how we can share our learnings with other people.</p>
Music	<p>Under the Sea:</p> <p>To sing and chant familiar songs and</p>	<p>Under the Sea:</p> <p>To sing and chant familiar songs and</p>	<p>Under the Sea:</p> <p>To select appropriate instruments for</p>	<p>Under the Sea:</p> <p>To sing with an awareness of the melody.</p>	<p>Under the Sea:</p> <p>To practice, control and refine performances in</p>	<p>Under the Sea:</p> <p>To practise, control and refine performances in</p>	

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	<p>rhymes in unison.</p> <p>To perform with a steady sense of pulse.</p> <p>To recognise differences between high and low pitch.</p> <p>To change words to songs and rhymes whilst maintaining rhythmic patterns.</p>	<p>rhymes in unison.</p> <p>To perform with a steady sense of pulse.</p> <p>To recognise differences between high and low pitch.</p> <p>To use basic dynamics for basic music expression.</p>	<p>a particular task.</p> <p>To practise, control and refine performances as part of a group.</p>	<p>To change words to a song whilst maintaining rhythmic patterns.</p> <p>To identify the pulse.</p>	<p>a group and as a class.</p> <p>To select appropriate instruments for a task.</p> <p>To understand that pictures can be used to represent and organise sounds.</p>	<p>a group and as a class.</p> <p>To select appropriate instruments for a task.</p> <p>To understand that pictures can be used to represent and organise sounds.</p>	
Design and Technology		<p>Structures:</p> <p>To explore stability by balancing.</p>	<p>Structures:</p> <p>To explore wide and narrow bases by building towers.</p>	<p>Structures:</p> <p>To test a structure's stability with weight added in different places.</p>	<p>Structures:</p> <p>To design a farm enclosure.</p>	<p>Structures:</p> <p>To create a farm enclosure.</p>	
Art							
Curriculum Pledge					Visit a farm		

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