



Summer 1 Overview 2025-2026

Year 1

Week	1	2	3	4	5
	20.4.26	27.4.26	4.5.26 (4 day week)	11.5.26	18.5.26
<p>Geography What is it like to live in Shanghai?</p>	<p>**Trip** Fletcher Moss Walk 1:15pm departure Back to School for 3pm</p> <p>Lesson 1: What can we see in our local area? Can we map our local area?</p> <p>WALT: Recognise physical and human features and to draw a sketch map.</p> <p>WILF: I can give an example of a physical feature. I can give an example of a human feature. I can identify physical or human features on a walk. I can record my observations by sketching. I can use an aerial photograph to draw a simple sketch map. I can use symbols and colours to represent features.</p>	<p>Lesson 2: Where in the world is China?</p> <p>WALT: Name and locate some continents on a world map.</p> <p>WILF: I can name the continent I live in. I can use an atlas to locate Europe on a world map. I can use an atlas to locate Asia on a world map. I can use an atlas to locate China on a world map.</p> <p>Resources: Presentation: World map. Atlases. Compasses.</p>	<p>Lesson 3: What can you see in China?</p> <p>WALT: Identify physical and human features of a non-European country.</p> <p>WILF: I can name some physical and human features. I can sort photographs into physical and human features. I can identify a physical or human feature in China.</p> <p>Resources: Presentation: World map. Presentation: Map of China.</p>	<p>Lesson 4: What is Shanghai like?</p> <p>WALT: Describe what it is like in Shanghai.</p> <p>WILF: I can label physical features on photographs of Shanghai. I can label human features on photographs of Shanghai. I can compare Shanghai to where I live.</p> <p>Resources: Presentation: Images of Shanghai. Link: Google Earth. Link: BBC - Tour of Shanghai in China.</p>	<p>Lesson 5: How is Shanghai different from our local area?</p> <p>WALT: Compare Shanghai to a small area of the UK.</p> <p>WILF: I can describe how Shanghai is different from where I live. I can describe how Shanghai is similar to where I live. I can compare the physical and human features of two places.</p> <p>Resources: Presentation: Shanghai. Shanghai images with the children's labels from Lesson 5.</p>

	<p>I can draw physical and human features on a map.</p> <p>Resources: Map of local area. Compass. Human and Physical features checklist. Clipboards.</p>				
<p style="text-align: center;">Science Plants: Introduction to Plants</p>	<p>WALT: Knowledge To identify plants in the school grounds. Working scientifically To plan an investigation. Knowledge To identify parts of a flowering plant. Working scientifically To draw and label a diagram.</p> <p>WILF: Knowledge I can identify plants and their features. Working scientifically I can ask questions about plants. I can help decide how to set up an investigation. Knowledge I can recall the parts of a flowering plant. Working scientifically I can use a magnifying glass to observe closely. I can draw and label a diagram of a flowering plant.</p>	<p>WALT: Knowledge To identify and name wild and garden plants. Working scientifically To sort flowers into groups.</p> <p>WILF: Knowledge I can use pictures to help me identify plants. Working scientifically I can use a magnifying glass to observe closely. I can choose a way to sort flowering plants into groups.</p> <p>Resources: Presentation: Plant parts recap. Presentation: Comparing plants. Presentation: Observational drawings. Wild and/or garden flowers.</p>	<p>WALT: Knowledge To identify and name deciduous and evergreen trees. Working scientifically To measure and compare leaves. Knowledge To recognise that new plants come from seeds and bulbs. Working scientifically To recognise that observations do not always match predictions.</p> <p>WILF: Knowledge I can name some trees and their parts. Working scientifically I can observe leaves and identify similarities and differences. I can measure leaves using cubes. Knowledge I can recall that plants grow seeds or bulbs. Working scientifically I can use similarities and differences to group seeds and bulbs. I can recognise when my observations do not match my predictions.</p>	<p style="text-align: center;">**Trip** Fletcher Moss Walk 10am departure 11:15 Workshop</p>	<p>WALT: Science in action To recognise the importance of a scientist's role. Working scientifically To use observations to find answers to questions.</p> <p>WILF: Science in action I can name important discoveries made by scientists. Working scientifically I can closely observe different plant parts. I can identify plant parts that are eaten.</p> <p>Resources: Presentation: Plant ingredients. Presentation: The power of plants. A selection of fruit and vegetables Hoops.</p>

	<p>Resources: Presentation: Plant parts. Presentation: Is it a plant? Presentation: Bean investigation. Scavenger Hunt. Checklist. Magnifying glasses. Transparent plastic cups. Paper towels. Beans.</p>		<p>Resources: Presentation: Labelling tree parts. Presentation: Deciduous and evergreen trees. Cubes. Presentation: Naming plants. Presentation: Seeds and bulbs. Seeds and bulbs.</p>		
<p>Art Sculpture and 3D paper play</p>	<p>WALT: Roll paper to make 3D structures.</p> <p>WILF: I can roll paper to make a cylinder. I can combine paper cylinders to make a sculpture. I can adapt my ideas as I work.</p> <p>Resources Presentation: Tube towers. Scissors. Colourful thin card or stiff paper. A range of cylindrical objects for rolling paper around: e.g. pens, paintbrushes, glue sticks, wooden shapes. Stiff card to use as a base. Glue.</p>	<p>WALT: Shape paper to make a 3D drawing.</p> <p>WILF: I can fold and roll paper to create 3D shapes. I can choose how to arrange the paper shapes to make a 3D drawing. I can overlap paper strips on my 3D drawing.</p> <p>Resources: Examples of different 3D paper shapes attached to a card base. Strips of coloured paper. Glue sticks. Card to make a base for each 3D drawing. Strips of white paper. Black felt-tip pens Activity: 3D paper shapes.</p>	<p>WALT: Apply paper-shaping skills to make an imaginative sculpture.</p> <p>WILF: I can plan a sculpture by drawing my ideas first. I can use at least three different techniques for shaping paper. I can add detail to my tree.</p> <p>Resources: Presentation: 3D art. Presentation: Tree of life. Paper. Sketchbooks. Coloured pencil. A3 card or thick paper for the background of the tree sculptures. A range of coloured paper and card). Scissors. Glue sticks/PVA.</p>	<p>WALT: Work collaboratively to plan and create a sculpture.</p> <p>WILF: I can work cooperatively. I can create different parts of a sculpture. I can secure parts of the sculpture together. I know that 3D sculpture can be created from a range of materials.</p> <p>Resources: Presentation: Spiders. Presentation: Louise Bourgeois 'Maman' sculpture (1999). Plenty of newspaper. Rolls of masking tape.</p>	<p>WALT: Apply painting skills when working in 3D.</p> <p>WILF: I can use different tools to paint with. I can work as part of a collaborative project. I can paint onto 3D surfaces using appropriate methods.</p> <p>Resources: Sheeting for covering the floor. Black paint. Metallic bronze paint. Large brushes. Sponges.</p>
<p>Music Musical Symbols</p>	<p>WALT: Explore tempo changes through movement.</p>	<p>WALT: Explore how dynamics can be represented by different symbols.</p>	<p>WALT: Clap simple rhythmic patterns while keeping the pulse.</p>	<p>WALT: Interpret symbols to demonstrate a pitch pattern.</p>	<p>WALT: Perform as part of a group to demonstrate dynamics, pitch and rhythm.</p>

	<p>WILF: I can move to reflect the tempo of the music. I can change the tempo of my actions to show different speeds of movement.</p> <p>Resources: Presentation: A busy day under the sea. Audio: Under the sea.</p>	<p>WILF: I can hear loud and soft (quiet) sounds in a piece of music. I can use an instrument to play loud and soft. I can read symbols to play loud or soft.</p> <p>Resources: Presentation: Fish. Audio: Deep ocean. A device to record audio and/or video. A selection of instruments including glockenspiels, chime bars, bells, triangles and any other instruments that make similar sounds.</p>	<p>WILF: I can recognise and describe repetition in two sound patterns. I can read sound pattern symbols from left to right. I can clap simple rhythmic patterns comprising one beat sound and one beat rest.</p> <p>Resources: Presentation: Explain the answer. Presentation: Underwater diver. Presentation: Camera rhythms. Audio: Camera click rhythm 1. Audio: Camera click rhythm 2. Audio: Underwater.</p>	<p>WILF: I can use my hand and body to show high and low. I can use my voice to show high and low. I can use an instrument to play high and low sounds, while reading high and low symbols.</p> <p>Resources: Presentation: Vertical glockenspiel. Presentation: Underwater diver. Audio: Underwater. Instruments, ideally glockenspiel or chime bars, bells, triangles and other instruments that make similar sounds</p>	<p>WILF: I can read symbols from left to right. I can make high, low, loud and soft sounds. I can read different sound patterns. I can follow a leader.</p> <p>Resources: Presentation: Agree or disagree? Presentation: Under the sea. A recording device. Instruments, ideally glockenspiel or chime bars, bells, triangles and other instruments that make similar sounds.</p>
<p>PSHE Healthy Lifestyles</p>	<p>WALT: Know that plants are grown for food and eating fruit and vegetables can help us to stay healthy.</p> <p>WILF: Know that fruit and vegetables are a healthy choice. Complete a 5 a day plate. Draw a variety of 5 fruit/vegetables and label them.</p>	<p>WALT: Learn how to look after our teeth.</p> <p>WILF: Describe how to look after your teeth. Recognise that not keeping my teeth clean can cause holes to form called cavities. Write instructions for brushing your teeth.</p>	<p>WALT: Understand the importance of washing our hands after using the toilet and before eating.</p> <p>WILF: Explain that germs on my hands are easily spread and are so tiny that I can't see them. Recognise that I can become poorly if I don't wash my hands, especially after going to the toilet and before eating. Demonstrate how to wash my hands</p>		

			properly.		
P.E. Net and Wall Games	<p>WALT: To defend space using the ready position.</p> <p>WILF: Feet hip width apart and knees bent. Return to the ready position after each roll or throw.</p>	<p>WALT: To play against an opponent and keep the score.</p> <p>WILF: Say the score out loud every time someone scores a point. Shake hands with your opponent at the end of each game.</p>	<p>WALT: To explore hitting with a racket.</p> <p>WILF: Hold the racket towards the bottom of the handle. Keep the ball in the centre of the racket face.</p>	<p>WALT: To develop racket and ball skills.</p> <p>WILF: Keep the ball in the centre of the racket face. Use small movements to hit the ball.</p>	<p>WALT: To develop sending a ball using a racket.</p> <p>WILF: Move your feet to the ball. Stand sideways on and push the ball back using the centre of the racket face.</p>
P.E. (outdoor) Athletics	<p>WALT: Move at different speeds over varying distances.</p> <p>WILF: Run using opposite leg forward to arm. Take bigger strides when running faster. Use a slower pace for longer distances.</p>	<p>WALT: Develop balance.</p> <p>WILF: Jump and land with soft knees. Keep your chest up whilst moving. Move slowly to help you maintain balance.</p>	<p>WALT: Develop changing direction quickly.</p> <p>WILF: Bend low and push off quickly to change direction. Keep your chest up whilst moving. Keep your feet shoulder width apart when changing direction.</p>	<p>WALT: Explore hopping, jumping and leaping for distance.</p> <p>WILF: Bend your knees and land with control. Look forwards as you jump. Swing your arms forward when jumping.</p>	<p>WALT: Develop throwing for distance and accuracy.</p> <p>WILF: Step forward with the opposite foot to throwing arm. Throw with a balanced stance. Point your hand at your target after you throw. Use an underarm throw for a short distance and an overarm throw for a further distance.</p>
Computing Creating Media: Digital Imagery	<p>WALT: Understand and create a sequence of pictures.</p> <p>WILF: I can plan my story. I can sequence the different parts of my story. I can explain what is happening in a pictorial story. I can recognise the importance of sequencing.</p> <p>Resources:</p>	<p>WALT: Take clear photos.</p> <p>WILF: I can adjust my position to match my character's level. I can check the screen to see what is included in the photo. I can press the button gently to keep everything steady. I can ensure my area is well lit and that I move slowly.</p>	<p>WALT: Edit photos.</p> <p>WILF: I can explain that photos can be changed after they have been taken. I can identify ways to improve my photo. I can crop, resize and add a colour filter to my photo.</p> <p>Resources: Digital cameras/tablets. Planning sheets.</p>	<p>WALT: Search for and import images.</p> <p>WILF: I know images can be found online. I can think of a keyword to search with. I know what to do if I find something uncomfortable.</p> <p>Resources: Digital cameras/tablets.</p>	<p>WALT: Create a photo collage.</p> <p>WILF: I can organise photos on a page. I can resize and change the orientation of my images. I can add numbers to show their order.</p> <p>Resources: Presentation: Photo story. Digital cameras/tablets.</p>

	<p>Presentation: Photo story.</p> <p>Presentation: Sequence the story.</p> <p>A selection of small world toys and animals/dinosaurs.</p> <p>Planning sheets.</p>	<p>Resources:</p> <p>Presentation: Taking photos.</p> <p>A selection of small world toys and animals/dinosaurs.</p> <p>Digital cameras/tablets.</p> <p>Planning sheets.</p>			
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