



Summer 2 Overview 2025 - 2026

Year 1

Week	1	2	3	4	5	6	7
	1.6.26	8.6.26	15.6.26	22.6.26	29.6.26	6.7.26	13.7.26
<p>History How have explorers changed the world?</p>	<p>Lesson 1: What is an explorer?</p> <p>WALT: describe what an explorer is by imagining a journey.</p> <p>WILF: I can name some explorers from the past and present. I can explain that 'beyond living memory' is more than 100 years ago. I can explain what an explorer does.</p> <p>Resources: Presentation: Explorers. A range of objects an explorer might use, such as binoculars, a compass, a map, a backpack and some walking poles.</p>	<p>Lesson 2: Where have explorers travelled and when?</p> <p>WALT: ask questions about different explorers and their achievements.</p> <p>WILF: I can identify where explorers have travelled at different times. I can use different questions to find out more information. I can describe achievements of some explorers past and present</p> <p>Resources: Presentation: Explorers past and present. Presentation: Explorers and their journeys.</p>	<p>Lesson 3: Who was Christopher Coloumbus and what did he do?</p> <p>WALT: order events from an explorer's story on a timeline.</p> <p>WILF: I can place historical events in the correct order on a timeline. I can retell a historical story using freeze frames. I can show how some people might have felt about a historical event.</p> <p>Resources: Presentation: Mapping the world. Presentation: Sequencing events. Story sequence cards.</p>	<p>Lesson 4: Who was Matthew Henson and what did he do?</p> <p>WALT: use photographs to find out about the past.</p> <p>WILF: I can describe what I can see in a photograph. I can ask some questions about a photograph. I can look for hidden clues (inferences).</p> <p>Resources: Presentation: Who was Matthew Henson? Presentation: A journey in photos. Resource: Matthew Henson images.</p>	<p>Lesson 5: How has exploration changed?</p> <p>WALT: identify how exploring has changed over time.</p> <p>WILF: I can remember information about past and present-day explorations. I can compare images from different time periods. I can compare events in the past and present.</p> <p>Resources: Presentation: Explorers and their journeys. Presentation: How has exploration changed? Activity: How has exploration changed?</p>	<p>Lesson 6: How can we remember them?</p> <p>WALT: describe what is important about some explorers and their discoveries.</p> <p>WILF: I can explain what makes a person or event significant. I can describe how an explorer changed events or people's ideas. I can present significant people and events using a coat of arms.</p> <p>Resources: Presentation: Who is important? Presentation: Historical significance. Activity: Coat of arms.</p>	
<p>Science Making connections: Investigating science through stories</p>	<p>WALT: Knowledge To observe changes across the seasons. Working scientifically</p>	<p>WALT: Knowledge To describe and compare the features of animals.</p>	<p>WALT: Knowledge To identify differences in animal features. Working scientifically</p>	<p>WALT: Knowledge To describe the</p>	<p>WALT: identify animals that are carnivores, herbivores and omnivores. WILF:</p>	<p>**Trip** Knowsley Safari Park 9:15am departure 10am workshop Lunch Off-Site Self-Guided Tour</p>	

	<p>To spot patterns in data.</p> <p>WILF: Knowledge I can identify changes that occur in each season.</p> <p>Working scientifically I can use data to spot patterns. I can use data to answer a question.</p> <p>Resources: Presentation: The Oak Tree. Tape measure. String.</p>	<p>Working scientifically To carry out research to find specific information.</p> <p>WILF: Knowledge I can describe the features of animals. I can identify similarities and differences.</p> <p>Working scientifically I can use a website to find answers to questions.</p> <p>Resources: Presentation: Are all mammals the same? Whiteboard and whiteboard pens. Describing birds.</p>	<p>To use a ruler to measure.</p> <p>WILF: Knowledge I can identify differences in animal footprints.</p> <p>Working scientifically I can measure the length of animal footprints. I can use data to answer questions.</p> <p>Resources: Presentation: Identifying footprints. Rulers. Magnifying glasses.</p>	<p>properties of everyday materials.</p> <p>Working scientifically To plan how to carry out a test.</p> <p>WILF: Knowledge I can use natural materials to make an animal home.</p> <p>Working scientifically I can suggest how to test something to see if it is waterproof. I can recognise if a test is fair.</p> <p>Resources: Presentation: Building animal homes. Natural materials for building animal homes. Cups and water.</p>	<p>I can explain the difference between carnivores, herbivores and omnivores. I can group birds according to what they eat. I can use natural materials to make a bird feeder.</p> <p>Resources: Presentation: What do birds eat? Equipment for making bird feeders; forks, bowls, bananas, seeds, oats, dried fruit, string.</p>	<p>Back to School for 3pm</p>	
<p>D&T Cooking and nutrition: Smoothies</p>	<p>WALT: identify fruits</p> <p>WILF: I can name fruits and vegetables. I can identify seeds. I can sort fruits and non-fruits.</p> <p>Resources: Presentation: What food is this? Presentation: Finding seeds. Plates of pre-cut fruits and non-fruits.</p>	<p>WALT: describe where fruits and vegetables grow.</p> <p>WILF: I can name places where fruits and vegetables grow. I can decide whether a fruit or vegetable will grow aboveground or underground. I can make predictions about where edible parts of plants will grow.</p> <p>Resources: Presentation: Where</p>	<p>WALT: practise food preparation skills.</p> <p>WILF: I can use a fork to hold foods I am cutting. I can use a table knife to cut soft foods. I can use a juicer to get juice from fruits. I can work safely and follow instructions.</p> <p>Resources: Hand juicer. Chopping boards. Safety knives.</p>	<p>WALT: select ingredients for a recipe.</p> <p>WILF: I can choose fruits and vegetables to taste. I can suggest fruits to put together based on taste. I can describe a food's taste. I can decide on three ingredients to create a recipe.</p> <p>Resources: Presentation: Design brief.</p>	<p>WALT: apply food preparation skills to a recipe.</p> <p>WILF: I can gather the ingredients for a simple recipe. I can cut and juice fruits as part of a recipe. I can use my senses to compare my smoothie with my partner's.</p> <p>Resources: Safety knives. Chopping boards. Hand juicer.</p>	<p>WALT: evaluate against the design brief.</p> <p>WILF: I can colour a template to create a carton design. I can choose my favourite recipe. I can talk to the class about the design brief.</p> <p>Resources: Presentation: Smoothie packaging designs. Presentation: Design brief.</p>	

		do fruits and vegetables grow? Presentation: Underground or aboveground? Activity: Where fruits and vegetables grow. Glue sticks. Scissors.	Fruits to cut.	Presentation: Food reactions. Safety knives. Chopping boards. Hand juicer. Avocado, strawberries, bananas, oranges, lemons, limes.	Electric blender. Children's selection of fruits. Cups.		
RE What makes some places sacred?	WALT: Where do I feel safe? Where is a sacred place for believers to go? WILF: Think about and share the places that make us feel safe. Find out more about the sacred spaces for Christians, Jews and Muslims. Understand why places of worship are sacred or holy for believers.	WALT: Which place of worship is sacred for Christians? WILF: Describe places of worship. Find out more about the church and why it is important to Christians.	WALT: Which place of worship is sacred for Jewish people? WILF: Describe key areas of the synagogue and talk about why they are important to believers. Find out more about the synagogue and why it is important to Jews. Look for similarities and differences between churches and synagogues.	WALT: Which place of worship is sacred for Muslim people? WILF: Describe the mosque and its features. Find out more about the mosque and why it is important to Muslims. Look for similarities and differences between churches, synagogues and mosques.	WALT: How are places of worship similar and different? WILF: Describe places of worship and their features. Find out more about symbols within different places of worship. Look for similarities and differences between places of worship.	WALT: Why are places of worship important in our community? WILF: Find out more about why places of worship are important to the community. Give simple reasons for why places of worship are important to the community.	
P.E. Yoga	WALT: explore yoga and mindfulness. WILF: Move safely around others. Show focus and concentration when completing breathing exercises. recognise how yoga makes me feel.	WALT: copy and remember poses. WILF: Move safely around others. Work with focus. Remember and perform the correct action.	WALT: develop flexibility when holding poses. WILF: Listen to other people's creative input. Focus on my own actions. Notice my breathing.	WALT: develop balance whilst holding poses. WILF: Work with others and share ideas. Focus on my own movements. Create our own sequence.	WALT: create yoga poses using a hoop. WILF: Make decisions that keep myself and others safe. Focus and try my best. Select and apply the poses learnt.	WALT: explore yoga and mindfulness. WILF: Move safely around others. Show focus and concentration when completing breathing exercises. recognise how yoga makes me feel.	
P.E. (outdoor) Athletics	WALT: develop underarm throwing and catching. WILF: Communicate with others.	WALT: develop overarm throwing. WILF: Communicate with my team. Play games honestly and use the rules.	WALT: develop hitting a ball. WILF: Work with others to organise a game. Keep trying if I find hitting a ball difficult.	WALT: develop collecting a ball. WILF: Support and encourage others. Show honesty when playing against others.	WALT: learn how to get a batter out. WILF: Show kind behaviours towards others. Try my best.	WALT: understand how to score points. WILF: Show kind behaviour towards others. Show honesty and fair play when batting.	

	Manage my emotions during challenge and competition. Listen carefully and understand instructions.	Try to place the beanbag away from others to score more points.	Try to hit the ball away from others to score more points.	Understand the role of the fielder.	Understand the roles of a batter, bowler and fielder.	Understand the rules of the game.	
<p style="text-align: center;">Computing Data Handling: Introduction to data</p>		<p>WALT: show data in different ways.</p> <p>WILF: I know that data can be shown in different ways. I can show data in different ways. I can answer questions using data I have collected.</p>	<p>WALT: use technology to represent data.</p> <p>WILF: I can use a mouse. I can type using a keyboard. I can create a pictogram that shows animal data.</p>	<p>WALT: collect and record data.</p> <p>WILF: I can identify different minibeasts. I can record the number of different minibeasts I see. I can show this data digitally.</p>	<p>WALT: sort data into a branching database.</p> <p>WILF: I can identify and group different animals. I can create questions to sort data. I can create a branching database.</p>	<p>WALT: design an invention to gather data.</p> <p>WILF: I can explain how computers understand different types of inputs. I can plan an invention that can gather data. I can explain how my invention works.</p>	