



Preparing children for life

Curriculum Summary

Summer 2026

Year 1

Summer Term 1 Topic:

London

Summer Term 2 Topic:

Castles

**Summer Term Wow
Days**

- London Wow Day
- History Man – a workshop about Knights in castles

English

- To begin to develop cursive handwriting skills with lead ins and lead outs
- RWI: consolidate and progress through Set 2 and 3 sounds Work on building and editing sentences
- Spelling: develop understanding of prefixes, suffixes and alternative vowel phonemes
- Sentence level skills including continuing to use conjunctions and adjectives and developing editing skills to check and improve work
- Reading and writing across a range of genres e.g. non-chronological reports, stories with familiar settings, poetry, recounts in the form of diaries

Maths

- Addition and subtraction of one-digit and two-digit numbers to 20 and beyond
- Missing number problems
- Recognise and find a half and a quarter
- Read and write numbers in numerals and words
- Read time to quarter to and past the hour
- Describe position using half, quarter and three-quarter turns

French

- La Fete costume
- French phonics: 'on', 'ch', E/e/ai and ien
- Learning to say and recognise some sports in French
- Learn about minibeasts
- Sports day
- Stories, songs, rhymes and games

Science

Seasonal Changes:

- Observe how the weather and environment vary throughout the year.
- Explore the changes that happen when spring turns to summer
- Begin to recognise typical weather patterns such as day length, sunshine, rain, wind and snow.
- Observe changes in surroundings, including how trees, plants and daylight hours change across the seasons. They also learn about how these changes affect what people wear and the activities they do.

Materials:

- Explore everyday materials: wood, metal, plastic, glass, fabric, rock.
- Identify and name different materials.
- Describe their properties (hard, soft, flexible, rough, smooth, waterproof, etc.)
- Understand how materials are used in objects around them.
- Begin to compare materials and explain why certain ones are chosen for specific purposes.
- To plan and carry out an investigation testing the suitability of materials.

PSHE

- Feeling good, Feeling safe
- Self-reflection and self-esteem
- Exploring personal space
- Preparing for transition
- Recognising safe and unsafe secrets and knowing when to tell a trusted adult

Computing

- Coding and writing code
- Making digital music

Art & DT

Drawing skills:

- Understanding how to use pencils for texture, shape and shading
- Drawing a cityscape (London)

Sculpture:

- Using paper to make a 3D cityscape
- 3D clay modelling

Drama

- Whole group, teacher-led improvisations
- Exploring character, storytelling and communication skills in a fun and supportive environment
- Building confidence and creativity

Philosophy

Can machines think like humans?

Explore what artificial intelligence (AI) is in a simple and age-appropriate way.

Talk about how machines and computers can help people.

Discuss the difference between humans and machines.

Think about whether machines can make choices or have feelings.

Share ideas and listen to others' opinions. Begin to ask thoughtful questions about the world.

Develop speaking, listening and reasoning skills.

PE & Games

- Continued focus on fundamental movement skills utilising throwing and catching skills with particular focus on sports day events
- Increasing confidence and improvement of water safety, stroke technique, speed and endurance in swimming.

Humanities

History

- Understand what castles are and why they were built.
- Different features of castles
- Significant individuals associated with castles
- Castles in the local area
- Use historical enquiry to ask questions and make connections

Geography

- Locate London on a map of the UK.
- Identify physical and human features of London.
- Learn about landmarks of London.

RS

- Christian story of Creation
- Values and commitments - understand how moral values and a sense of obligation can come from beliefs and experiences
- Christian baptism and symbols used in baptism.

Music

- Sing simple songs with confidence and good pitch
- Steady pulse with movement, clapping and instruments
- Copying and creating simple rhythmic patterns
- High/low, fast/slow, loud/quiet
- Playing and performing in time with others
- Performing as a group with awareness of others
- Describing music using simple vocabulary

