







Teversham Church of England Primary School
Curriculum Plan Summer 2025 - Hummingbird Class Year 1










Enrichment: Trip to Botanic Garden

Marble Treats: An afternoon of games, yoga and a picnic

Learning will include:

<p>English</p> 	<ul style="list-style-type: none"> • Traditional tales-retelling a story- Little Red Riding Hood • Recounts • Modern Fiction-Descriptive writing-The Dark • Instruction writing • Basic Skills: adjectives, verbs, lists, captions, headings, capital letters, full stops
<p>Maths</p> 	<ul style="list-style-type: none"> • Addition and subtraction on a number line • Multiplication using arrays • Division as sharing • Revisiting Fractions • Measurements- Capacity and volume • Comparing and describing– Time • Problem solving
<p>Science</p> 	<p>Scientific work:</p> <ul style="list-style-type: none"> • Observe closely – use equipment and perform simple tests, gather and record data, ask and answer simple questions <p>Plants:</p> <ul style="list-style-type: none"> • To make observations, • To identify and describe the basic structure of a plant, • To identify and name a variety of common flowering plants and trees • To identify and name a variety of common wild and garden plants <p>Seasons:</p> <ul style="list-style-type: none"> • To observe changes and describe changes across the four seasons
<p>Religious Education</p> 	<p>This term in RE we will be continuing to look at two religions, Judaism and Christianity. In each unit we will be looking at a key aspect of each faith and some of their common practices. Some of the key questions that we will be considering are:</p> <ul style="list-style-type: none"> • How does celebrating Pentecost remind Christians that God is with them always? • Why was Ascension Day important to Christians?

	<ul style="list-style-type: none"> • Why do Jewish families say so many prayers and blessings?
<p>History</p> 	<p>This term we will be learning about Florence Nightingale as part of our unit on Significant Individuals. We will compare her with Edith Cavell and Mary Seacole. Our learning will include:</p> <ul style="list-style-type: none"> • Using sources to describe a place in the past-the Crimean War. • Identifying the achievements and changes that Florence Nightingale made. • Learning who Mary Seacole was and why we remembered her. • Learning who Edith Cavell was and why we remember her. • To identify the similarities and differences between Edith Cavell and Florence Nightingale.
<p>Geography</p> 	<p>This term we will be looking at the seaside. We will be investigating:</p> <ul style="list-style-type: none"> • What the seaside is like. • What types of jobs people might do at the seaside. • What a coastline is and what a coastal settlement is like.
<p>Music</p> 	<p>In music this term the children will listen to music written around the time of Florence Nightingale. They will also be clapping rhythms, creating accompaniments, composing music inspired by Florence as well as describing and responding imaginatively to the music they listen to. In the second half of the term they will be listening to and learning about Vivaldi's 4 Seasons. During this topic they will sing, play percussion and compose.</p>
<p>Art and Design</p> 	<p>Sculpture: Sculpting with natural materials Artist: Andy Goldsworthy About this unit: This unit builds on junk modelling in EYFS. In this unit children will discover how natural materials can be used to create structures (both free standing and ground based) and how the layering of different textures and objects can create a collage.</p>
<p>Design and Technology</p> 	<p>To explore, design and produce a moving picture Skills:</p> <ul style="list-style-type: none"> • Develop an understanding of simple mechanisms • Explore every day products to see how they move • Use simple levers or slides to create the impression of movement
<p>Computing</p> 	<p>Digital writing:</p> <ul style="list-style-type: none"> • Exploring the keyboard • Adding and removing text • Exploring the toolbar • Making changes to text

	<ul style="list-style-type: none"> • Explaining my choices <p>Grouping data:</p> <ul style="list-style-type: none"> • Labelling and matching objects • Grouping and counting • Describing an object • Making different groups • Comparing groups and answering questions
<p>Physical Education</p>  <p>Physical Education</p>	<p>For the first half term we will be improving our Team building:</p> <ul style="list-style-type: none"> • To co-operate and communicate with a partner to solve challenges. • To explore and develop teamwork skills. • To develop communication skills. • To use communication skills to lead a partner. • To plan with a partner and small group to solve problems. • To use teamwork to solve challenges. <p>Through playing Net and wall games:</p> <ul style="list-style-type: none"> • To defend space using the ready position. • To play against an opponent and keep the score. • To explore hitting with a racket. • To develop racket and ball skills. • To develop sending a ball using a racket. • To develop hitting over a net. <p>For the second half term we will be looking at Invasion Games:</p> <ul style="list-style-type: none"> • To understand the role of defenders and attackers. • To recognise who to pass to and why. • To move towards goal with the ball. • To support a teammate when playing in attack. • To move into space showing an awareness of defenders. • To stay with a player when defending. <p>And Athletics:</p> <ul style="list-style-type: none"> • To move at different speeds over varying distances. • To develop balance.


	<ul style="list-style-type: none"> • To develop agility and co-ordination. • To explore hopping, jumping and leaping for distance. • To develop throwing for distance. • To develop throwing for accuracy.
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PSHE



<p>Citizenship - Diversity and Communities</p> <ul style="list-style-type: none"> • What makes me 'me', what makes you, 'you'? • Do all girls and boys like the same things? • What is my family like and how are families different? • What different groups do we belong to? • What is a stereotype? • What does 'my community' mean and how does it feel to be a part of it? <p>Healthy & Safer Lifestyles - Relationships and Sex Education</p> <ul style="list-style-type: none"> • What are the names of the main parts of the body? • When am I in charge of my actions and my body? • How can I keep my body clean? • How can I avoid spreading common illnesses and diseases?
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Whole School Collective Worship Themes for Summer Term 2025



For the first half term, we will focus on the values of **hope and aspiration**. We will explore the hope that Jesus offers and how each of us can be hope carriers for one another. We will consider our aspirations for ourselves and for the wider world, thinking about a hopeful future for our planet. We aim to help children understand how they can play their part in creating a more sustainable environment and a better society. We want them to feel empowered to bring about positive change and to understand that that just because an action is small it doesn't mean that it isn't worthwhile.

In the second half of the term we will explore the value of **courage**. We will think about stepping outside of our comfort zones and overcoming fears, trusting that God is alongside us. We will learn stories from the bible in which people showed courage and did the right thing, not the easy thing- thinking about how we can do the same.
Joshua 1:9: Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go."

We continue to be very grateful for our local clergy and ministers who lead our worship each Wednesday.
We love because He first loved us. 1 John 4:19