








Year One - Summer One Curriculum Intent – Summer 1 2026

Amazing Animals



Walter Values

 Respect	<p>To respect animals and understand how their differences make them unique and special.</p>
 Empathy	<p>To show empathy towards characters from stories.</p>
 Kindness	<p>To know we need to be kind to our family and friends to ensure good relationships.</p>
 Honesty	<p>To be able to speak openly and honestly about the different relationships in my life.</p>
 Resilience	<p>To show resilience when performing in my class assembly.</p>

Intended Additional English Coverage



Snail Fact Writing

Writing statement sentences
Writing sentences using conjunctions.

Norman the Slug with the Silly Shell

Writing sentences using the 'un' prefix
Writing using different sentence types
Plan and write an alternative version of a narrative

Animal Fact Pages

(Linked to the Science Curriculum)

Writing statements using correct punctuation
Writing labels using phonics knowledge
Using conjunctions to extend sentences or join clauses

Intended Additional Mathematics Coverage



Place Value

- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, less

Calculation

- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs



Measurement

- compare, describe and solve practical problems for:
 - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
 - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes













Geometry

- recognise and name common 2-D and 3-D shapes, including:
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].









PSRHE and RE

<p>Jigsaw PSRHE</p> 	<p>Discovery RE</p> 
<p>Relationships Families Making Friends Greetings People who help us Being my own best friend Celebrating my special relationships</p>	<p>Judaism – Synagogue Does visiting the synagogue help Jewish children feel closer to God?</p>






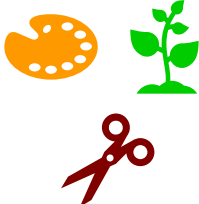




Subject Key

English 	Maths 	Science 	PE 	PSRHE 	Computing 
RE 	History 	Geography 	Art 	Music 	DT 

Subject Connectors

Subject	Connector
	As dancers and choreographers, we are sequencing and putting together our own animal dance.
	As citizens, we are learning that different types of relationships and families exist.
	As enquirers, we are learning about Judaism and their place of worship.
	As scientists, we are learning how to classify and sort animals based on their features and what they eat.
	As musician we are learning how to keep a beat and repeat a rhythm on a drum.
	As technologists, we are learning how to create work using a computer program.
	As geographers we are learning to create a map using symbols and a key.
	As artists, we are designing and shaping an animal sculpture using clay. As artists, we are using collaging techniques and different mediums to create a snail picture.

Skills and Knowledge

Subject	Activity/Task/Knowledge	Curriculum Coverage
<p style="text-align: center;">PE</p> 	<p>Jungle Dance</p> <ul style="list-style-type: none"> To perform basic movements to music and move in time to music. To move with control and timing to music. To work with a partner to develop a sequence of movements. To perform for an audience. 	
<p style="text-align: center;">Science</p> 	<p>Animals</p> <ul style="list-style-type: none"> To group animals into herbivores, carnivores and omnivores. To investigate an animal's diet to then identify and classify it as a herbivore, carnivore or omnivore. To Investigate and learn about different animal types and their features (for example, birds, mammals, amphibians, reptiles etc.) <p>SCHOOL TRIP – Beale Park</p>	
<p style="text-align: center;">Art</p> 	<p>Clay and collage snails</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To be able to shape and mould clay by bending, twisting, pulling and shaping. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To use collage and different mediums to create a patterned shell. 	
<p style="text-align: center;">Music</p> 	<p>African Drumming</p> <ul style="list-style-type: none"> To listen to and keep a steady beat/rhythm. To play a drum tunefully and in time with the song. To learn and create a new song. 	
<p style="text-align: center;">Geography</p> 	<p>Maps</p> <ul style="list-style-type: none"> To create a map using simple symbols and a key. 	

Subject Concepts

