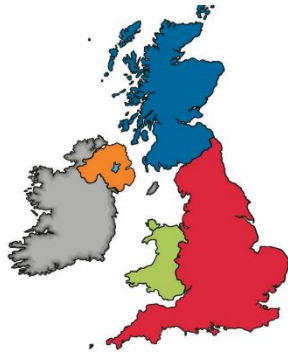









## Year One - Summer Two Curriculum Intent 2026

# UK and Transport



### Walter Values

 <b>Respect</b>	Showing respect towards my friends and others.
 <b>Empathy</b>	Showing empathy towards refugees. <b>(Refugee Week)</b>
 <b>Kindness</b>	Showing kindness when working as part of a team.
 <b>Honesty</b>	Being honest and sharing any worries or concerns about change I might have.
 <b>Resilience</b>	Demonstrating resilience when playing teams games and competing against others. <b>(Sports Day)</b>

## Intended Additional English Coverage



<p><b>George's dragon</b> To sequence sentences to retell the story of Georges Dragon. To write exclamation sentences.</p>
<p><b>Loch Ness Monster</b> To write question using a question mark To write a description using conjunctions. To write descriptive sentences using capital letters, finger spaces and full stops.</p>
<p><b>Write a recipe</b> To sequence sentences to write a set of instructions. To write sentences to form a set of instructions.</p>
<p><b>Colour monster</b> Using conjunctions to extend sentences or join clauses. Using descriptive language to write colour and feeling poetry.</p>

## Intended Additional Mathematics Coverage















<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards.</li> <li>• Count, read and write numbers to 100 in numerals.</li> <li>• Count in multiples of twos, fives and tens.</li> </ul>
<p><b>Calculation</b></p> <ul style="list-style-type: none"> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>• Represent and use number bonds and related subtraction facts within 20</li> <li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</li> <li>• Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>
<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>○ Mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>○ Capacity and volume [for example, full/empty, more than, less than, half,</li> </ul> </li> <li>• Measure and begin to record the following: <ul style="list-style-type: none"> <li>○ Mass/weight</li> <li>○ Capacity and volume</li> </ul> </li> </ul>











## PSRHE and RE

<p><b>Jigsaw PSRHE</b></p>	<p><b>Discovery RE</b></p>
<p><b>Changing Me</b> Life cycles Changing Me My changing Body Boys' and Girls' Bodies Coping with Changes</p>	<p><b>Judaism – Shabbat</b> Is Shabbat important to Jewish children?</p>













## Subject Key

<b>English</b> 	<b>Maths</b> 	<b>Science</b> 	<b>PE</b> 	<b>PSHE</b> 	<b>Computing</b> 
<b>RE</b> 	<b>History</b> 	<b>Geography</b> 	<b>Art</b> 	<b>Music</b> 	<b>DT</b> 

## Subject Connectors

Subject	Connector
	As tennis players we are learning how to use a ball and racket.
	As members of the Walter community we recognise that changes happen and that we need to foster our value of resilience.  As citizens we are learning about refugees. (Refugee week)
	As enquirers we are learning about the Jewish celebration of Shabbat.
	As historians we are looking at how transport has changed through history. As historians we will explore pictures of transport from the past and make comparisons.
	As geographers we are identifying and comparing the four countries that make up the United Kingdom.  As geographers we are learning basic geographical vocabulary to refer to key physical and human features.
	As engineers we are designing, making and evaluating a vehicle. As food technologists we are going to
	As artists we are looking at the famous artists James Rizzi and Stephen Wiltshire
	As technologist we are learning about common uses of IT beyond school.
	As scientist we are learning about the season of summer.
	As musicians we are learning, listening and discussing a range of music from British Artists

## Skills and Knowledge

Subject	Skills and Knowledge	Curriculum Coverage
<p style="text-align: center;"><b>PE</b></p> 	<p><b>Tennis &amp; Sports day</b></p> <ul style="list-style-type: none"> <li>To practise throwing and catching a ball.</li> <li>To develop good agility and movement; skipping, hopping, jumping and sidestepping.</li> <li>To practise throwing with aim and batting a ball.</li> <li>To work as a team and competing against others.</li> </ul>	
<p style="text-align: center;"><b>Science</b></p> 	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>To observe changes across the seasons (Summer).</li> <li>To make physical observations made within the school grounds</li> <li>To Identify seasonal weather patterns in the UK and investigate how length of the day varies depending on which season</li> </ul>	
<p style="text-align: center;"><b>Geography</b></p> 	<p><b>The United Kingdom</b></p> <ul style="list-style-type: none"> <li>To learn about the four countries that form the UK; England, Scotland, Wales and Northern Ireland</li> <li>To identify the capital cities of the four countries of the UK; London, Edinburgh, Cardiff and Belfast.</li> <li>To identify physical and man-made features – Where’s Wally?</li> <li>To create a map of the school playground using a key.</li> </ul>	
<p style="text-align: center;"><b>History</b></p> 	<p><b>Transport</b></p> <ul style="list-style-type: none"> <li>To understand how transport has changed over time by exploring pictures from the past.</li> <li>To compare old and new ways of travelling</li> </ul>	
<p style="text-align: center;"><b>DT</b></p> 	<p><b>Design, Make and Evaluate a Moving Vehicle</b></p> <ul style="list-style-type: none"> <li>To design and make a moving vehicle with wheels</li> <li>To evaluate our work by saying what went well and what we could improve</li> </ul> <p><b>Food Tech – Plan and Make Shortbread</b></p> <ul style="list-style-type: none"> <li>To plan my shortbread based on my likes</li> <li>To make and prepare shortbread using a range of techniques e.g. cutting, mixing, grating</li> <li>To learn where food comes from</li> </ul>	
<p style="text-align: center;"><b>Art</b></p> 	<p><b>Famous Artist - Stephen Wiltshire</b></p> <ul style="list-style-type: none"> <li>To find out about Stephen Wiltshire and make our own pictures inspired by his work.</li> </ul> <p><b>Famous Artist – James Rizzi</b></p> <ul style="list-style-type: none"> <li>To find out about Stephen Wiltshire and make our own pictures inspired by his work.</li> </ul>	

## Subject Concepts

