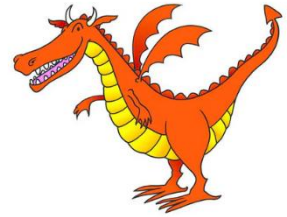









## Year One - Summer Two Curriculum Intent 2025

# Kingdoms



### Walter Values

 <b>Respect</b>	Showing respect towards my friends and others.
 <b>Empathy</b>	Showing empathy towards refugees. (Refugee Week)
 <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. (Sports Day)

# Week 1 - carrying over a week from summer 1

## Intended Additional English Coverage



### Fact Files on Queen Elizabeth II

To include expanded noun phrases (adjective + noun) when writing sentences.  
To compose questions that include a question word and question mark.

### Writing based on the 4 countries of the United Kingdom

To write statements using a capital letter and full stop – London fact page (England).  
To write questions using a question mark - Writing questions to learn about Wales (Wales).  
To write descriptive sentences using adjectives – Loch Ness Wanted Poster (Scotland).  
To write sentences using my phonics – Writing wishes (N. Ireland).

### George's dragon

To sequence sentences to retell the story of Georges Dragon.  
To write a set of instruction using capital letters and full stops.

### Colour monster

Using conjunctions to extend sentences or join clauses.  
Using descriptive language to write colour and feeling poetry.

## Intended Additional Mathematics Coverage



### Place Value

- Count to and across 100, forwards and backwards from any given number
- Read and write numbers from 1 to 20 in numerals and words.

### Calculation

- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$ .
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.



### Measurement

- Compare, describe and solve practical problems for:
  - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].
  - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].
  - mass/weight [for example, heavy/light, heavier than, lighter than]
- Measure and begin to record the following:
  - lengths and heights.
  - capacity and volume.
  - mass/weight [for example, heavy/light, heavier than, lighter than]













### Geometry

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.










## PSRHE and RE

Jigsaw PSRHE	Discovery RE
<p style="text-align: center;"><b>Changing Me</b>                      Life cycles                      Changing Me                      My changing Body                      Boys' and Girls' Bodies                      Coping with Changes</p> <div style="text-align: right; margin-top: 20px;"></div>	<p style="text-align: center;"><b>Judaism</b>                      Are Rosh Hashanah and Yom Kippur important to Jewish Children?</p> <div style="text-align: right; margin-top: 20px;"></div>













### 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 finding out why Jewish people celebrate Rosh Hashanah and Yom Kippur.
	As historians we are researching key events of Queen Elizabeth II's life and placing these into chronological order using a timeline.
	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 traditional British vehicle.
	As artists we are painting portraits of the Queen.
	As technologist we are learning about common uses of IT beyond school.
	As scientist we are learning about the season of summer.

## Skills and Knowledge

Subject	Skills and Knowledge	Curriculum Coverage
<p><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><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><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><b>History</b></p> 	<p><b>Queen Elizabeth II</b></p> <ul style="list-style-type: none"> <li>To order and create a timeline for Queen Elizabeth’s life.</li> <li>To research and make fact files about Queen Elizabeth’s life.</li> </ul>	
<p><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>Art</b></p> 	<p><b>Queen Portraits</b></p> <ul style="list-style-type: none"> <li>To create a portrait of Queen Elizabeth II by drawing the outline and using paint to add colour.</li> </ul>	

## Subject Concepts

