



St Oswald's Catholic Primary School

Year 1 Summer Overview 2025 - 2026

<u>Subject Area</u>	<u>Summer</u>	
<u>R.E.</u>	<p>RED Scheme – Branch 5 (To the ends of the Earth)</p> <p>Pupils will hear the story of the Road to Emmaus, the Ascension, and the story of Pentecost. The children will recognise that others all around the world celebrate Pentecost and the Holy Spirit helps them to live like Jesus too.</p>	<p>RED Scheme – Branch 6 (Dialogue and Encounter)</p> <p>Pupils will reflect on the story of Jesus' birth, the story of Zacchaeus, the story of the Widow's mite and the story of The Last Supper and their important messages. The church is the community of all those who belong to Christ. The children will learn about their local parish/ community.</p>
<u>English</u>	<p>3 days RWI speed sounds and storybook session per week</p> <p>2 days RWI review lessons and story book sessions per week</p> <p>5 days Speed Sound lesson (every afternoon)</p> <p>1:1 Phonics flashcards – PSC prep</p> <p>Weekly Phonics homework on Class Dojo</p>	<p>3 days RWI speed sounds and storybook session per week</p> <p>2 days RWI review lessons and story book sessions per week</p> <p>5 days Speed Sound lesson (every afternoon)</p> <p>1:1 Phonics flashcards – PSC prep</p> <p>Weekly Phonics homework on Class Dojo</p>
<u>Mathematics</u>	<p><u>Measurement: Money and Time</u></p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>Measure and begin to record the following: time (hours, minutes, seconds)</p>	<p><u>Geometry: Position and Direction</u></p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p>Use ordinal numbers to describe order</p> <p>Sequence events in chronological order using language</p>

	<p><u>Number: Multiplication and Division</u></p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>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</p> <p><u>Number: Fractions</u></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>	<p><u>Number: Place Value</u></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; Count in multiples of 10</p> <p>Given a number, identify 1 more and 1 less</p> <p>Identify and represent numbers using objects and pictorial representations including the number line</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p>
<u>Science</u>	<p><u>Animal Diets (HEP Science)</u></p> <p><u>Where does our food come from?</u></p> <p>Group animals according to their diet. Recognise that animals have different diets. Recognise that food comes from a variety of sources.</p> <p>Pupils to work scientifically by grouping animals according to what they eat</p>	<p><u>Seasonal Changes (HEP Science)</u></p> <p><u>What season is it now and how do you know?</u></p> <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how the day length varies.</p> <p>(Trip to consolidate Scientific Enquiry – Imagine That)</p>
<u>Geography</u>	<p><u>Seasonal changes</u></p> <p><u>How do the seasons change in the UK?</u></p> <p>What changes do we see over the year?</p> <p>Practice and extend knowledge of seasons (from EYFS)</p> <p>Weather in different seasons (hot, cold, wet, dry, mild, rain, snow, sunny etc)</p> <p>Changes in trees</p>	

	<p style="text-align: center;">Length of the day How weather affects our lives – clothing, homes, activities Contrasting case study of small area in a non-European country - what is similar and different about weather, seasons and seasonal activities compared with our area?</p>	
<p style="text-align: center;"><u>History</u></p>	<p style="text-align: center;"><u>Significant people in History</u> <u>Who are Florence Nightingale and Mary Seacole?</u> The children will learn about the lives of Florence Nightingale and Mary Seacole and understand the significance of their role in History.</p>	
<p style="text-align: center;"><u>Computing</u></p>	<p style="text-align: center;">E-safety Health, Wellbeing and Lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home.</p> <p style="text-align: center;">Data collection and representation using Pictograms Can I create a pictogram? In the unit, pupils will explore how to transfer physical data from a tally chart into a digital pictogram. They will compare the difference with creating a physical pictogram.</p>	<p style="text-align: center;">E-safety Copyright and Ownership I can explain why work I create using technology belongs to me. I can say why it belongs to me. I can save my work under a suitable title or name so that others know it belongs to me. I understand work created by others does not belong to me even if I save a copy.</p> <p style="text-align: center;">Producing digital media Can I present information using different sources? Pupils will produce a range of digital media including photographs, images, text and sound. Calculations can be made for different purposes.</p>

<p><u>Art</u></p>	<p style="text-align: center;"><u>Nature Sculptures</u></p> <p style="text-align: center;"><u>Can I create a nature sculpture in the style of Andrew Goldsworthy?</u></p> <p>Sketch natural objects, discuss and create a collage as part of a group, create a symmetrical design, evaluate final designs.</p>
<p><u>Design Technology</u></p>	<p style="text-align: center;"><u>Moving objects</u></p> <p style="text-align: center;"><u>Can you design and construct a 3D model of a windmill, using recyclable materials?</u></p> <p>Create a windmill using recycled materials, understand what we can and can not recycle, make a design, build it using a joining technique.</p>
<p><u>Music</u></p>	<p style="text-align: center;"><u>Your Imagination</u></p> <p style="text-align: center;"><u>Can I use my imagination to create music?</u></p> <p>Children will learn a song about using your imagination. They will explore composing and improvising through this song. They will develop their own performance using their imagination.</p>
<p><u>RHSE</u></p>	<p style="text-align: center;">Lesson 1 - Journey in Love: We Meet God's Love in our Family (Spiritual) Lesson 2 - M2U4 Session 5: Can You Help Me? (Part 2) Lesson 3 - M3U1 Session 1: Three In One Lesson 4 - M3U1 Session 2: Who is My Neighbour? Lesson 5 - My Money Week (moved) Lesson 6 - M3U2 Session 1: The Communities We Live In</p> <p style="text-align: center;"><u>Additional PSHE elements</u> Sports and Health Week, Transition</p>
<p><u>PE</u></p>	<p style="text-align: center;"><u>Yoga</u></p> <p style="text-align: center;">I can recognise how yoga makes me both feel physically and mentally. I can remember and repeat actions, linking poses together. I can say what I liked about someone else's flow. I can show an awareness of space when travelling. I can work with others to create poses.</p>

Games

Striking & Fielding

I can catch a beanbag and a medium-sized ball.

I can hit a ball using my hand.

I can roll a ball towards a target.

I can track a ball that is coming towards me.

I know how to score points.

I understand the rules and I am beginning to use these to play honestly and fairly.

I understand when I am successful.