	St. Mary's Catholic Primary School, Chiswick **Year 1: Summer Term 2026** **Mrs Appleton and Mrs Lasek**	**Living & Learning, inspired by our faith**
	Topic Themes: The Resurrection and Miracles, How have Explorers Changed the World? and What is it like to live in Shanghai?	**How you can help…** **Reading** -Please make sure your child reads every night for 20 minutes and that the adult who listens to them signs their reading record. Your child's reading books will be changed on their reading day. -Go to the library and borrow a variety of books. Look at the language that is used and help you child identify adventurous vocabulary such as similes or adjectives. -Continue to read to your child so they can hear a variety of texts for pleasure. -Ask your child questions about what they have read. Ensuring they are referencing the text to provide evidence for their answers. - Continue to work on phonemes, so that they are familiar with these when they encounter them in words in their reading. Reinforce the Phonics homework that is sent home. -Please use the bookband guide which is in your child's reading record to help you support your child with reading at home.
R.E.	**The Resurrection** The children with develop their knowledge on The Resurrection of Jesus and the story of Easter. They will also continue to learn about, recognise and retell a variety of religious stories surrounding the resurrection. They will also look at the story of the Ascension and the Pentecost. Skills: • Retelling religious stories. • Discuss different religious stories. • Describe and discuss key religious figures in detail such as Jesus. **Miracles** The children will develop their knowledge of the miracles in which Jesus performed such as 'The healing of a paralysed man'. They will continue to retell and discuss the religious vocabulary, figures and stories. Skills: • Retelling religious stories. • Discuss different religious stories. • Describe and discuss key religious figures in detail such as Jesus.	

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<td>PSHE and RSE</td>
<td><u>Religious Understanding</u>
Children will hear the story of The Good Samaritan and will be introduced to the concept of the Trinity – God as a three in one community of love – and think about what the Trinity means for them. This is a simple teaching that we will return to in more complexity in later years. These stories show children that God made us to be in loving relationships with one another.

<u>Living in the Wider World</u>

helps children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.</td>
<td rowspan="2"><u>Writing</u>
- Encourage your child to use new vocabulary they have found in their reading books in their written work.
- Please encourage your child to read over their work, providing them with the ownership to check for any errors.
- Praise your child for using their phonics and writing independently and confidently.
- Read through their work together, ensuring they check for and amend any spelling errors or omitted words.
- Remind children to check the spelling of key words, particularly words which have been set as homework.
- Encourage your children take care with their handwriting and to use the kinetic letters for formation. The same level of quality and presentation is expected of homework as school work.

<u>Maths</u>
-Complete the Maths homework each week. Set your child more questions if you feel that they need more practice.

-Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer.

-Practice counting in 2s, 10s and 5s.

-Encourage your child to find things around the home to practice measuring length and height.</td>
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<td>Reading</td>
<td>Our core texts for the Summer term are The Secret Sky Garden by Linda Sarah and I Want My Hat Back by John Klassen
<u>The Secret Sky Garden</u> is a heart-warming picture book about Funni, a young girl who creates a vibrant garden on a disused rooftop car park. When a boy named Zoo spots the colourful oasis from a plane, a beautiful friendship blooms. It is a story of urban renewal, creativity, and finding connection.
<u>I Want My Hat Back</u> is a bear's quest for his lost hat expressed in simple, yet effective dialogue complimented by beautiful illustrations and peppered with dark comedic undertones. The plot, structure of narrative and the dialogue provide extensive opportunity to use a range of creative and drama-based activities to enhance understanding and engagement of the text.

<u>Skills:</u>
-Listen to, discuss and express views about books at a level beyond that which they can read independently.

-Discuss the significance of the title and events.

-Link what they hear or read to their own experiences.

-Explain understanding of what is read.

-Discuss the sequence of events in books and how items of information are related.</td>
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	-Answer and ask questions. -Predict what might happen based on what has been read. -Draw inferences based on what is being said and done. -Participate in a discussion about what is read, taking turns and listening. -Perform and read out loud. **Phonics** -The children will be recapping their sounds from Phase 3 to 5. -We will be focusing on Phase 5 split digraphs: 'a_e', i_e', o_e', e_e', and 'u_e'. -The children will also be recapping their phase 5 tricky words: oh, Mr, Mrs, could, asked, called, their, people and looked. Skills: To recap and independently read and use all Phase 3 to 5 sounds and tricky words.	-Continue to secure number bonds to 20- addition and subtraction facts. 16+4=20 4+16=20 20-16=4 20-4=16 -Practice telling the time for o'clock and half past on an analogue clock. -Practice the weekly mental arithmetic task that has been set each week. -Please work on the half termly KIRF's (Key Instant Recall Facts) which can be found on the Year 1 page of the website. **Dates for the Diary:** Autism Awareness Month – month of April Earth Day – Wednesday 22nd April St George's Day – Thursday 23rd April – red, white and blue MUFTI Visit from Neal Zetter Poet - Wednesday 30th April Bank Holiday – Monday 4th May Rosary in Prayer Garden 8:55am – Tuesday 5th, 12th and 19th May Marian Liturgy – 11:00am Wednesday 6th May
Writing	We will be reading and listening to whole books to help the children to increase their vocabulary and grammatical knowledge, including their knowledge of vocabulary and grammar of standard English. These activities also help them to understand how different types of writing, including narratives, are structured. These texts will be drawn on for their writing. Skills: -draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally -sequence sentences to form short narratives -write for different purposes including about fictional personal experiences, poetry, non-fiction and real events -re-read and evaluate writing to check it makes sense and make simple revisions -read writing aloud with appropriate intonation to make the meaning clear	

Handwriting	-use new and familiar punctuation correctly -expand noun phrases to describe and specify -use past and present tense correctly and consistently -use simple conjunctions to link subordinate and co-ordinating clauses. **Kinetic Letters** The children will continue to learn to control the direction and placement of each of the 6 letter moves, so that when they are combined into the sequence to form letters, these are correctly formed and orientated. As the children learn each moves, they must learn to coordinate movement and speech as this is the basis of the Move it, Say it, Write it strategy.	Walk to school week – Week beginning Monday 18th May 2026 Tuesday 19th May – Year 1 Trip to Hogarth House Half Term – week beginning Monday 25th May – Friday 29th May Other Faiths Week – Islam - week beginning Monday 1st June Year 1 Class Assembly – Wednesday 10th June – 9.05am Science Week – week beginning Monday 15th June Father's Day – Sunday 21st June Year 1 Trip to Kew Gardens – Friday 26th June Transition Morning – Friday 10th July Reports to be sent out – Friday 10th July Sports Day – Thursday 16th July at Kings School Sports Ground End of Term – Friday 17th July at 1.15pm
Spelling Punctuation and Grammar	The children will be taught about prefixes and suffixes. The children will learn what punctuation is, focusing on capitals letters, full stops, question marks and exclamation marks. Skills: - use capital letters, full stops, question marks and exclamation marks to define sentences - identify and independently use all Phase 5 sounds and tricky words. -use suffixes and prefixes -use singular and plurals -adding suffixes that can be added to verbs where no change is needed in the spelling of root words. (e.g. helping, helped)	
Mathematics	**Measurement - Time** The children will further develop their mathematical understanding and ability so they can practically and mentally solve mathematic problems independently. **Measurement**	

	-To compare lengths and heights. -To measure length using objects. -To measure and compare mass. -To use the terminology full and empty. -To compare volume and measure capacity. -To recognise and count coins and notes (money). -To use their knowledge of days of the week and months of the year correctly. -To recognise hours, minutes and seconds. -To tell the time to the hour and half an hour. **Number** **Multiplication and Division** -To count in 2s,10s 5s. -To recognise and add equal groups. -To make arrays and doubles. -To make equal groups through grouping and sharing. **Fractions** -Recognise and find a half/quarter of an object or a shape. -Recognise and find half/quarter of a quantity. **Geometry** -To describe turns. -To describe position - left and right, forwards and backwards, above and below.	

	-To make ordinal numbers.	
Science	**Plants, Planting and Seasonal Changes** In developing their observation skills, the children will compare and contrast different plants, describing how they can identify and group them as well as using their senses to compare different textures, smells and shapes. Skills: To identify plant parts and tree parts. To identify wild and garden plants and plants in their local area. To identify deciduous trees, evergreen trees and trees in their local area. To observe changes to plants over time, specifically in summer. To observe seasonal changes. **Growing and Cooking** Children will learn where food comes from and how plants grow. They will also discover what can be planted and grown in their environments. Skills: -To describe how different foods are grown dependent on their environments. -To describe the food they like to eat. -To reflect on their knowledge of plants.	
PE	**PE will take place on Tuesday afternoons and Wednesday mornings**. Please ensure that your child wears a fully labelled PE kit on these days. The topics this term include ball skills using hands and feet, gymnastics and athletics. In the lead up to Sports Day, the children will begin to throw at targets and take part in different races. Skills: -To develop control with a range of balls -To roll, receive, throw and catch, adjusting their bodies accordingly -To explore striking a ball using hands and equipment such as rackets	

	-To improve hand-eye coordination through a range of activities -To take part in simple games to apply their skills -To develop control when moving and stopping a ball with their feet -To explore dribbling and changing direction with a ball -To develop kicking skills with increasing accuracy and control -To develop balance, coordination and control -To explore basic shapes, jumps, rolls and balances -To move safely on and off equipment -To perform and share their work with increasing confidence -To develop basic running, jumping and throwing skills -To explore different ways of moving with speed and control in races and challenges -To learn how to work as part of a team in activities -To build confidence and take part in Sports Day preparation.	
Music	The topics this term are Percussion Instruments, Samba Drumming, and Boomwhackers. <u>Skills:</u> - To count crotchets and quavers. - To use their voice and instruments to create soundscapes. - To define the words tempo and dynamics. - To define percussion instruments. - To know where Samba music originates from. - To copy a basic rhythm demonstrated by the instructor. - To play an intro break. - To name all the instruments in a Samba bateria. - To know how to make a sound with a Boomwhacker. - To play simple rhythms in unison with the class. - To play a C scale using solfege. - To hear the different pitches of each colour Boomwhacker.	
Computing	**<u>Online Safety</u>** Children will learn that the internet is many devices connected to one another. They will develop an understanding of what to do if you feel unsafe or worried online – tell a trusted adult. Finally, they will know that people you do not know on the internet (online) are strangers and are not always who they say they are.	

		Skills: -Recognising devices that are connected to the internet -Understanding that we are connected to others when using the internet -Understanding some of the ways we can use the internet.	
Foundation Subjects	**History**	**How have explorers changed the world?** The children will develop their understanding of past and present. They will begin to use timelines to show the order that events in the past have happened and to use photographs to tell us about the past. They will then start to think about similarities and differences between their lives today and lives in the past. In addition, they will explore achievements and discoveries of significant individuals and how their inventions influence our lives today. Skills: Chronological Understanding - learn to sequence key events and explorers, distinguishing between past and present exploration Knowledge - identification of key locations (e.g. North Pole) and understanding the journeys of famous explorers like Christopher Columbus, Matthew Henson, Mary Kingsley, and Dame Ellen MacArthur Interpretation of Evidence - analysing equipment, transport, and sources to understand what constitutes an explorer Comparison Skills - compare the methods, challenges, and tools used by explorers from different periods Significant Individuals - explore the achievements and impact of key explorers, recognizing their role in shaping understanding of the world.	

	Geography	**What is it like to live in Shanghai?** The children will learn that a continent is a group of countries and know that they live in the continent of Europe. They will learn the names of two continents – Europe and Asia. They will then start to explore how life elsewhere in the world has similarities and differences to ours. They will discover that physical features means any feature of an area that is on the earth naturally and that human features means any feature of an area that was made or built by humans. Skills: Locational Knowledge -identify China, Asia, and Shanghai on a world map Place Knowledge - understand key features of Shanghai, including the Yangtze River, high-density residential areas, and skyscrapers Human/Physical Features - differentiate between features built by people (bridges, roads, metro) and natural features (rivers, hills) Geographical Skills -utilize aerial photographs to investigate land use, create simple sketch maps, and engage in basic fieldwork Comparison - compare daily life (schools, surroundings) in Shanghai with their own local UK community.	
	Art & Design	**Sculpture and 3D: Paper Play** This unit focuses on exploring how paper can change from 2F to 3D by folding, rolling and scrunching it. Children will learn that three-dimensional art is called sculpture. They will know that paper can be shaped by cutting and folding it.	

		Skills: -explore their own ideas using a range of media -use sketchbooks to explore ideas -develop some control when using a wide range of tools to draw, paint and create crafts and sculptures -explore and analyse a wider variety of ways to join and fix materials in place -describe and compare features of their own and others' artwork -evaluate art with an understanding of how art can be varied and made in different ways and by different people.	
	Design & Technology	**Craft and design: Woven wonders** Children will learn which materials can be cut, knotted, threaded or plaited. They will learn how to wrap objects or shapes with wool, how to tie a knot, thread and plait. They will learn how to join knots and to measure a length. Children will have an opportunity to learn how to make a box loom and to weave with paper on a paper loom. They will weave using a combination of materials. Skills: -develop some control when using a wide range of tools to draw, paint and create crafts and sculptures -make choices about which materials to use to create an effect.	