

Curriculum Overview

Butterflies (Year 1) Summer Term 2025

Inter-Disciplinary Question: Could You be a World Explorer?

| Key Texts | Anticipated Writing Outcomes |
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| Bob, Man on the Moon. Simon Bartrum The Darkest Dark. Chris Hadfield The Great Explorer. Chris Judge An Adventure Around the World. Molly McDrew The Green Ship. Quentin Blake | To write a simple diary of a day in the life of a story character. To write a description using adjectives. To write a fact file. To produce a short narrative. |
| History | Geography |
| Explorers from the past <ul style="list-style-type: none"> To know facts about key world explorers from the past To ask questions about explorers To find answers to simple questions about the past from sources of information. To present findings. | <u>Locational Knowledge</u> <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans Find out about the travel routes of key explorers in history Compare a non-European location with our own country. |
| Science | Art and Design |
| <u>Seasonal Changes</u> <ul style="list-style-type: none"> To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies. <u>Properties of Materials</u> <ul style="list-style-type: none"> To know the material objects are made from To carry out a simple test (for example water-proof material for an explorer to the rainforest) To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties. | <u>Exploring paper sculpture</u> <ul style="list-style-type: none"> Investigate paper joining techniques Explore ways of creating with paper: folding, curling, bending, cutting, Using an artist as a source of inspiration to tell the story of a significant explorer. (Asya Kozina) |

Discrete Subjects

| Maths | | | | |
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| Block 1 – Multiplication and Division <ul style="list-style-type: none"> Count in 2s, 5s, 10s Recognise and add equal groups Make arrays Make doubles Make equal groups | Block 2 – Fractions <ul style="list-style-type: none"> Recognise and find half an object or shape Find half of a quantity Recognise and find a quarter of an object or shape Find a quarter of a quantity | Block 3 – Position and Direction <ul style="list-style-type: none"> Describe turns Know left and right Forwards and backwards Above and below | Block 4 – Numbers to 100 <ul style="list-style-type: none"> Partition One more/ one less Ordering and sequencing Comparing | Block 5 – Money <ul style="list-style-type: none"> Recognise coins and notes Count money Block 6 – Time <ul style="list-style-type: none"> Days of the week Months of the year Tell time to the hour and half hour |

| Religious Education | |
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| Judaism: Why is the Torah such a joy? <ul style="list-style-type: none"> Understand what the Torah is Know where the Torah is kept in a synagogue and why it is important Say what happens every year after the Torah had been read (Simchat Torah) Know the story of Moses Explain the Mitzvah. | Christianity: What is the Good News Jesus brings? <ul style="list-style-type: none"> Understand why Jesus had disciples Talk about a life-story of Jesus Know that God forgives people and say why this is good Know how God can help Christians find peace Give suggestions as to how we can all live our lives in a way God wants us to. |
| Music | |
| <ul style="list-style-type: none"> To know that music is created for different purposes Play tuned percussion musically Begin to understand and play a c major scale Compose a simple march | <ul style="list-style-type: none"> To concentrate and listen to a piece of music Name different musical instruments Understand about pitch, tempo and dynamics Use musical words and phrases to describe a piece of music. |

| Relationships, Sex and Health Education | Computing |
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| <p>RELATIONSHIPS Understand that there are different types of families Knowing what makes a good friend Knowing who in my community can help me Recognise our own qualities as a friend Appreciating others</p> <p>CHANGING ME Understanding life-cycles Knowing how we change Appreciating how learning changes us as we grow older Changes in my own life so far</p> | <p>Moving a Robot Use a Bee Bot to enter instructions Planning and following a route Knowing how to use programming buttons Using a sequence of instructions</p> <p>Introduction to Animation Creating a character to animate Use instructions to create movement Change backgrounds and settings Understand the importance of sequencing</p> |
| Physical Education | |
| <p>NET and WALL GAMES</p> <ul style="list-style-type: none"> • To defend space and be in the ready position • To keep a score against an opponent • To use a racket and ball with increasing accuracy <p>STRIKING AND FIELDING GAMES</p> <ul style="list-style-type: none"> • To develop underarm throwing and catching • To develop overarm throwing • To increase accuracy of hitting a ball • To follow given rules and score points | <p>ATHLETICS</p> <ul style="list-style-type: none"> • To vary speeds over different distances • To develop balance • To change direction quickly • To explore hopping, jumping and leaping • To develop throwing skills <p>SWIMMING</p> <ul style="list-style-type: none"> • To develop water confidence • To understand how to keep safe near water and why • To develop and improve basic stroke technique |