

# Year 1 Summer Two Curriculum Overview 2025

**Topics: Space**

**Key Text: Beegu** by Alexis Deacon, **Man on the Moon** by Simon Bartram & **Whatever Next** by Jill Murphy

**Additional Text:** Look Up! by Nathan Bryon and Dapo Adeola & poems about space

**Key Curriculum Drivers:** Emotions, Differences, The Seasons & Weather, The World & Taking Care of the Environment

**Significant People: Neil Armstrong & Mae Jemison**

| Subject  | Week 1  | Week 2  | Week 3   | Week 4   | Week 5  | Week 6  | Week 7  | Week 8<br>4 days                                |
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|  | Wk beg: 2.6.25<br>INSET day: 22.7.25  | Wk beg: 9.6.25<br>Phonics Checks  | Wk beg: 16.6.25<br>Space dome:<br>19.6.25  | Wk beg: 23.6.25  | Wk beg: 30.6.25<br>Sports Day: 2.7.25   | Wk beg: 7.7.25  | Wk beg: 14.7.25   | Wk beg: 21.7.25<br>Last day: Tuesday<br>22.7.25 |
| <b>English/<br/>Speaking and<br/>Listening/<br/>Drama/ Writing</b> | <u><b>Beegu</b></u><br><b>Lesson 1:</b> Wow: Spaceship crash!<br>I can use my imagination<br>I can make a prediction<br><b>Lesson 2 &amp; 3:</b> vocab development<br>I can describe a character<br>I can use adjectives in sentences   | <u><b>Beegu</b></u><br><b>Lesson 1</b> Planning & writing a narrative (beginning)<br>I can sequence illustrations from the story<br>I can write the beginning of a simple narrative<br><b>Lesson 2:</b> Drama & Speaking and Listening<br>We can act out scenes from the story and narrate what it happening<br><b>Lesson 3:</b> writing a simple narrative<br>I can write the middle and end of a simple narrative | <u><b>Space Dome</b></u><br><b>Lesson 1 &amp; 2:</b> Writing a narrative<br>I can write a simple narrative | <u><b>Space Poetry</b></u><br><b>Lesson 1 &amp; 2</b><br>I can draw an imaginary planet<br>I can use adjectives to describe my imaginary planet<br>I can write a repetitive poem about my planet<br><b>Lesson 3:</b> Editing<br>I can improve my work by making simple revisions | <u><b>Whatever Next</b></u><br><b>Lesson 1</b> Planning & writing a narrative (beginning)<br>I can sequence illustrations from the story<br>I can write the beginning of a simple narrative<br><b>Lesson 2:</b> Drama & Speaking and Listening<br>We can act out scenes from the story and narrate what it happening<br><b>Lesson 3:</b> writing a simple narrative<br>I can write the middle and end of a simple narrative | <u><b>The Man on the Moon</b></u><br><b>Lesson 1:</b> Wow: Alien Hunt<br>I can predict what might happen<br>I can make inferences from the text and illustrations<br><b>Lesson 2 &amp; 3:</b> vocab development<br>I can describe an alien<br>I can use adjectives in sentences | <u><b>The Man on the Moon</b></u><br><b>Lesson 1:</b> Drama & Speaking and Listening<br>I can act out scenes from the story and narrate what it happening<br><b>Lesson 2 &amp; 3</b> Planning & writing a list<br>I can sequence illustrations from the story<br>I can write a list |   |
| <b>Spelling, Punctuation &amp; Grammar</b>                         | I can write question sentences  | I can use 'and' to join words and clauses   | I can use the suffix er  | I can punctuate my sentences   |   | I can use adjectives to describe a character  | I can write question sentences  |   |
| <b>Phonics</b>   | <b>Sounds:</b> /ur/ or word /oo/ u oul /air/ are share /or/ au aur oor al author dinosaur floor /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* /or/ a water /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze<br><b>Tricky words:</b> awful would walk once laugh because eye different |   |  |  |   |   |   |   |
| <b>Maths</b>   | <u><b>Fractions</b></u><br>To recognise a half of an object or a shape<br>To find half of an object or shape<br>To recognise half of  | <u><b>Fractions</b></u><br>To recognise a quarter of an object or a shape<br>To find quarter of an object or shape<br>To recognise  | <u><b>Place value</b></u><br>To count from 50 to 100<br>To count in 10s to 100                             | <u><b>Place value</b></u><br>To put missing numbers on a number line to 100<br>To find one more and one less   | <u><b>Time</b></u><br>To understand 'before' and 'after'<br>To understand the length of hours, minutes and  | <u><b>Position &amp; Direction</b></u><br>To direct 'left' and 'right'<br>To direct 'forwards' and 'backwards'<br>To describe objects   | <u><b>Money</b></u><br>To recognise coins and notes<br>To count in coins  |   |

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|  | a quantity<br>To find half of a quantity   | quarter of a quantity<br>To find quarter of a quantity   | To partition into 10s and 1s   | To compare a number with the same number of 10s<br>To compare any two numbers  | seconds<br>To tell the time to the hour<br>To tell the time to the half hour  | as being 'above' and 'below'<br>To know and use ordinal numbers   |   |  |
| <b>Maths</b><br>Mastering Number<br>(15mins 3x week)   | <ul style="list-style-type: none"> <li>continue to use conceptual subitising, especially when using a rekenrek</li> <li>apply their knowledge of the composition of numbers, to calculations within 10 and 20</li> <li>continue to draw on their knowledge of the relative size of numbers when answering questions using the inequality symbols</li> <li>continue to practise recalling additive facts within 20, applying their knowledge of the composition of numbers within 20, and strategies within 10</li> </ul> |  |  |  |   |   |   |  |
| <b>Science</b><br>The Seasons & weather<br><br><u>Key Vocabulary</u><br>Seasons<br>Migration<br>Hibernation<br>Shadows<br>Rotating<br>dehydration      | To observe changes across the four seasons<br><br>Spring to Summer   | To observe changes across the four seasons<br><br>Hibernation  | To observe changes across the four seasons<br><br>Migration  | To describe weather associated with the seasons and how day length varies<br><br>Observing their shadows                                       | To describe weather associated with the seasons and how day length varies<br><br>Drawing shadows                                  | To describe weather associated with the seasons<br><br>Weather patterns   | To describe weather associated with the seasons<br><br>What is your favourite season and why? | To observe and describe weather associated with the seasons in the context of the summer sun<br><br>Sun safety |
| <b>History</b><br>Fieldwork & Sources<br><br><u>Key Vocabulary</u><br>Source<br>Observations<br>fieldwork<br>National<br>impact<br>timeline<br>Compare |  | <b>What is the importance of fieldwork?</b><br><br>To use their historical skills to begin to look at sources from the present. What is a child from the present doing? What does a school from the present look like? | <b>What can a Historical source tell us?</b><br><br>To use their historical skills to identify what children from the past would be doing in school and what was it like | <b>What can a Historical source tell us?</b><br><br>To use historical skills to describe how they know an artefact is from the past or present | <b>How to use historical skills to compare sources.</b><br><br>To look at a photograph to make comparisons from past and present. | <b>Would you like to go to a School from the past or present and why?</b><br><br>To use historical skills to compare the life of a child from the past to their life in the present |   |  |
| <b>RE</b><br>Beliefs & Believing<br><br><u>Key Vocabulary</u><br>Rules   | To recall and discuss rules they have, in and out of school and at clubs<br>To understand why rules are important  | To recall and discuss rules they have as part of their faith or family's beliefs   | To share and discuss rules/beliefs that Christians follow/have as part of their faith  | To share and discuss rules/beliefs that Jewish people follow/have as part of their faith   |   | To understand the importance of caring for our world<br>To know how world religion teaches us   | To identify which rules and beliefs help us care for our world/local environment              |  |

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| community commandments beliefs  |  |  |   |  |   | how to look after our world  |  |  |
| <b>PSHE</b><br>The environment, Road Safety & online safety<br><br><u>Key Vocabulary</u><br>Environment<br>Climate change<br>protect<br>private<br>personal information | To know what an environment is   | To know some of the things they can do at home to help the environment                     | To know some of the things they can do at school to help the environment  | To know more about road safety and who helps us keep safe (understanding the role of emergency services) | To know more about road safety and who helps us keep safe (understanding the role of emergency services). | To know some basic rules for keeping safe online   | To know some basic rules for keeping safe online   |  |
| <b>Art &amp; Design</b><br><br><u>Key Vocabulary</u><br>Self portrait<br>Weaving<br>Warp<br>Weft<br>Layer<br>Abstract   | To explore the art of Bisa Butler<br><br>To create a self-portrait using collage materials | To explore the art of Bisa Butler<br><br>To create a self-portrait using collage materials | To explore ideas and use their imagination in response to Gustav Holst's The Planets<br><br>To explore wax resist | To investigate weaving materials and processes   | To investigate weaving materials and processes  | To explore ideas and use their imagination in response to the art of Rachel Jones<br><br>To explore layering lines, shapes, colours and patterns | To explore ideas and use their imagination in response to the art of Rachel Jones<br><br>To explore layering lines, shapes, colours and patterns |  |
| <b>Design &amp; Technology</b><br>Movers & Sliders<br><br><u>Key Vocabulary</u><br>Slide<br>evaluate<br>improve   |  |  |   |  |   |  | Lesson 1: To explore sliders and movement<br><br>Lesson 2: To design a slider  | Lesson 3: to construct a slider<br><br>Lesson 4: To test and evaluate their slider |
| <b>Computing</b><br>Algorithms unplugged<br><br><u>Key Vocabulary</u>   |  | To understand what an algorithm is   |   | To follow and improve an algorithm   | To understand decomposition and use it to create a cartoon strip  | To debug an algorithm  |  |  |

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| Algorithm decomposition<br>Debugging  |   |   |  |  |   |  |  |                                      |
| <b>PE</b><br><u>Key Vocabulary</u><br>Balance<br>agility<br>co-ordination<br>accuracy | <b>Athletics</b><br>To move at different speeds over varying distances                      | <b>Athletics</b><br>To develop balance<br><br>To develop agility and coordination | <b>Athletics</b><br>To explore hopping, jumping and leaping for distance<br><br>To develop throwing for distance | <b>Athletics</b><br>To develop throwing for accuracy<br><br>To practise for Sports Day | <b>Sports Day</b><br><br><b>Invasion Games</b><br>To understand the role of defenders and attackers | To recognise who to pass to and why<br><br>To move towards goal with the ball                | To support a teammate when playing in attack<br><br>To move into space showing an awareness of defenders | To stay with a player when defending |
| <b>Music</b><br><u>Key Vocabulary</u>   | To listen to 'space' music and identify classroom objects we can use to compose space music | To create a moon landing soundscape as a class                                    | To create a moon landing soundscape in groups  | To improve their moon landing soundscapes in groups                                    | To listen to 'Mars' from 'The Planets Suite' by Gustav Holst and draw a picture in response         | To listen to 'Venus' from 'The Planets Suite' by Gustav Holst and draw a picture in response | To play musical games to improve pitch and rhythm awareness  |                                      |