

St Mary's Medium Term Planning



Year group: 1 Term: Summer 1 Topic: The United Kingdom

Literacy

A Bear Called Paddington - Children Design and Make Their Own Marmalade Sandwiches:

Lesson 1: Meet Paddington

Objective: To engage with the story and explore character

- Read key extract from *A Bear Called Paddington*
- Discuss Paddington's personality and experiences
- Role-play / hot seating as Paddington

Outcome: Children can describe Paddington and his likes (marmalade!)

Lesson 2: Paddington's Favourite Food

Objective: To explore marmalade and food preferences

- Introduce marmalade (look, smell, optional taste)
- Compare with other spreads
- Create class chart of preferences

Outcome: Children use descriptive language and express opinions

Lesson 3: Real-Life Connections

Objective: To connect story to real-life experiences

- Discuss sandwiches children have eaten
- Explore different breads and fillings
- Talk about when and why we eat sandwiches

Outcome: Children make links between story and their own lives

Lesson 4: Exploring Instructions

Objective: To identify features of instructions

- Look at simple sandwich recipes
- Identify bossy verbs, lists, time connectives
- Sequence mixed-up instructions

Outcome: Children recognise key features of instructional writing

Lesson 5: Planning & Designing

Objective: To design a marmalade sandwich and plan instructions

- Design own sandwich (draw and label)
- Plan steps for making it
- Oral rehearsal of instructions

Outcome: Children create a clear plan for their product and writing

Lesson 6: Writing Instructions

Objective: To write clear instructions

- Model writing a recipe
- Children write their own instructions
- Focus on sequencing and clarity

Outcome: Completed instructional text

Lesson 7: Food Preparation & Making

Objective: To safely make a marmalade sandwich

- Recap hygiene rules
- Demonstrate safe use of tools
- Children follow instructions to make sandwich

Outcome: Finished sandwich made safely and independently

Lesson 8: Evaluate & Reflect

Objective: To evaluate product and process

- Taste and evaluate sandwich
- Compare outcome with design
- Reflect verbally or in writing

Outcome: Children evaluate effectiveness of their design and instructions

The Tiny Seed – Instructions for Planting a Seed:

Lesson 1: Seeds & Describing

Objective: Use describing words

Introduction:

- Sort and explore seeds

- Describe what they look like
- Introduce the book

Outcome:

- **Support:** Say words to describe seeds
- **Most:** Write a simple describing sentence

Lesson 2: Predicting

Objective: Make predictions

Introduction:

- Read first page
- Ask questions about the story
- Model a prediction

Outcome:

- **Support:** Write a simple prediction
- **Most:** Write own prediction

Lesson 3: What Seeds Need

Objective: Use what we know

Introduction:

- Talk about what plants need to grow
- Read more of the story
- Discuss where seeds can/can't grow

Outcome:

- **Support:** Write one simple reason
- **Most:** Write a few sentences explaining why

Lesson 4: Plant Words

Objective: Understand key vocabulary

Introduction:

- Learn words: roots, stem, leaves
- Label a plant diagram

Outcome:

- **Support:** Match labels
- **Most:** Match words to meanings
- **Challenge:** Write meanings

Lesson 5: Comparing (-er / -est)

Objective: Compare using -er and -est

Introduction:

- Find words like taller, tallest
- Compare objects/children
- Model sentences

Outcome:

- **Support:** Match words and pictures
- **Most:** Write comparison sentences

Lesson 6: Seasons

Objective: Explain the story

Introduction:

- Finish the book
- Talk about what happens in each season

Outcome:

- Create a simple seasons booklet

Lesson 7: Planting a Seed

Objective: Follow instructions

Introduction:

- Listen and follow steps to plant a seed

Outcome:

- Plant a seed correctly

Lesson 8: Using 'and'

Objective: Join ideas with 'and'

Introduction:

- Practice saying and writing longer sentences

Outcome:

- **Support:** Match sentence parts
- **Most:** Write sentences using 'and'

Lesson 9: Ordering Steps

Objective: Put steps in order

Introduction:

- Use photos from planting
- Put steps in the correct order

Outcome:

- Sequence and draw steps
- **Challenge:** Add simple words

Lesson 10: Writing Instructions

Objective: Write instructions

Introduction:

- Model writing step-by-step instructions

Outcome:

- Write simple instructions for planting a seed

The Ugly Five – A Non-Chronological Report based on a Safari Animal:

Lesson 1: Hook & Predictions

Objective: Make predictions

Introduction:

- Explore safari animals and play mats
- Talk about animals and where they live
- Look at the book cover
- Model saying and writing a prediction

Outcome:

- **Support:** Say a prediction using a sentence stem
- **Most:** Write a simple prediction
- **Challenge:** Add 'and' to extend

Lesson 2: Inference (Feelings)

Objective: Make simple inferences

Introduction:

- Read part of the story
- Ask questions about how animals feel
- Use sentence stems (I think, maybe, perhaps)
- Model writing an answer

Outcome:

- **Support:** Say ideas with adult help
- **Most:** Write a simple inference sentence
- **Challenge:** Explain using 'and'

Lesson 3: Retelling the Story

Objective: Understand and retell

Introduction:

- Finish the story
- Talk about what happened
- Create a simple story map

Outcome:

- **Support:** Draw and talk through the story
- **Most:** Sequence story with pictures and words

Lesson 4: Adjectives

Objective: Use describing words

Introduction:

- Name the animals (nouns)
- Describe them using adjectives
- Model writing a sentence

Outcome:

- **Support:** Write words to describe
- **Most:** Write a simple sentence with adjectives
- **Challenge:** Describe own animal

Lesson 5: Joining Sentences with 'and'

Objective: Use 'and' to join ideas

Introduction:

- Model joining two sentences
- Practice saying and writing longer sentences

Outcome:

- **Support:** Match and join sentences
- **Most:** Write sentences using 'and'
- **Challenge:** Explain how 'and' works

	<p>Lesson 6: Non-Chronological Report Objective: Write simple facts Introduction:</p> <ul style="list-style-type: none"> • Look at a simple report (features: title, facts, headings) • Learn facts about African animals • Model saying and writing sentences <p>Outcome:</p> <ul style="list-style-type: none"> • Support: Say simple facts • Most: Write short report with facts • Challenge: Add adjectives and ‘and’
Maths	<p>Addition and Subtraction within 100 Lesson 1 – Applying knowledge of number bonds Key Learning: Apply number bonds within 20. Overview: Pupils explore how 20 can be partitioned into two parts. They use part-whole models and counters to understand that addition and subtraction are inverse operations. Activities:</p> <ul style="list-style-type: none"> • Discuss maths in a story context (Rumpelstiltskin). • Investigate all the ways to split 20, then 15. • Use language structures to describe part-whole relationships. <p>Resources: Opaque bags, counters, hoops, part-whole models, task sheets. Transitions: Number bonds to ten.</p> <hr/> <p>Lesson 2 – Adding a 2-digit number and ones Key Learning: Add ones to a 2-digit number using known number bonds within 10. Overview: Pupils use bead strings, number lines and Dienes to see how number bonds like $5 + 3 = 8$ support calculations such as $35 + 3 = 38$. Activities:</p> <ul style="list-style-type: none"> • Explore number bonds for 5, 6 and 7. • Apply number-bond structure to addition. • Use bead strings and Dienes to represent calculations. <p>Resources: Bead strings, Dienes, part-whole models, task sheets. Transitions: Count on in ones within 100.</p> <hr/> <p>Lesson 3 – Subtracting ones from a 2-digit number</p>

Key Learning: Subtract ones from a 2-digit number using known number bonds.

Overview: Pupils mirror strategies from Lesson 2, using number bonds (e.g. $9 - 3 = 6$) to help subtract from larger numbers (e.g. $49 - 3 = 46$).

Activities:

- Use bead strings to model subtraction.
- Apply 'If I know... then I know...' structures.
- Solve missing number equations with subtraction.

Resources: Bead strings, Dienes, part-whole models, task sheets.

Transitions: Count back in ones.

Lesson 4 – Adding a 2-digit number and ones (with regrouping)

Key Learning: Add ones to a 2-digit number using the 'Make ten' strategy.

Overview: Pupils revisit 'Make ten' and explore how regrouping works using Dienes.

Activities:

- Match ten-frames to addition expressions.
- Partition ones to make 10 (e.g. $46 + 7 \rightarrow 46 + 4 + 3$).
- Represent regrouping using Dienes.

Resources: Bead strings, Dienes, part-whole models, task sheets.

Transitions: Number bonds to ten.

Lesson 5 – Subtracting ones from a 2-digit number (with regrouping)

Key Learning: Subtract ones from a 2-digit number when regrouping is needed.

Overview: Pupils use the 'Make ten' subtraction strategy and regroup Dienes to subtract across a ten.

Activities:

- Use bead strings to partition subtrahends.
- Regroup a ten into ten ones when subtracting.
- Show subtraction on part-whole models.

Resources: Bead strings, Dienes, part-whole models, task sheets.

Transitions: Count back within 110.

Lesson 6 – Solving part-whole word problems

Key Learning: Represent and solve addition & subtraction word problems.

Overview: Pupils use part-whole models to decide whether to add or subtract, then choose efficient strategies to solve problems.

Activities:

- Represent scenarios using part-whole models.
- Match problems to models.

- Use inverse to check answers.
Resources: Manipulatives (bead strings/Dienes), part-whole models, task sheets.
Transitions: Add one within 50.

Lesson 7 – Exploring addition & subtraction fact families

Key Learning: Identify related addition and subtraction equations (fact families).

Overview: Pupils explore what stays the same and what changes within a fact family using concrete representations.

Activities:

- Match simple expressions to representations.
- Build addition and subtraction fact families.
- Explore the meaning of the equals sign.
Resources: Counters/cubes, part-whole models, task sheets.
Transitions: Subtract one within 50.

Lesson 8 – Applying addition and subtraction strategies (bracelet context)

Key Learning: Apply addition & subtraction strategies in a real-life context.

Overview: Pupils calculate costs of bead bracelets using a range of strategies, including Make Ten and number bonds.

Activities:

- Calculate the cost of beads.
- Add and subtract cost values.
- Explore different bracelet combinations totalling 20p.
Resources: Beads/cubes, number lines, ten-frames, task sheets.
Transitions: Count back within 110.

Lesson 9 – Applying addition & subtraction (superhero cards)

Key Learning: Solve problems where values must sum to 20.

Overview: Pupils explore possible values on superhero stat cards, use systematic working and apply number bonds within 20.

Activities:

- Identify and fix errors in sample cards.
- Explore all possible combinations that sum to 20.
- Create their own superhero cards using efficient strategies.
Resources: Manipulatives, part-whole models, ten-frames, task sheets.
Transitions: Number bonds within 20.

Money

Lesson 1 – Recognising Coins

Key Learning: Identify the physical properties of UK coins.

Overview: Pupils learn the names of the eight UK coins and explore similarities and differences in their appearance (colour, shape, size, edges, metal).

Activities:

- Discuss Big Picture (shopping context).
- Handle real/plastic coins; compare and group by properties (colour, shape, size).
- Learn vocabulary: copper, silver, gold, heptagon, dodecagon.
- Sorting activities using cups.
- Apply knowledge by identifying how coins have been organised.

Resources: Sets of 8 UK coins, sorting cups, task sheet.

Transitions: Number bonds within 10.

Lesson 2 – Recognising the Value of Money (1)

Key Learning: Recognise the value of 1p, 2p, 5p and 10p coins.

Overview: Pupils match coins to their values and exchange equivalent groups of pennies.

Activities:

- Continue coin patterns (Do Now).
- Introduce values of 1p–10p; represent values with pennies and bead strings.
- True/false equivalence using pennies.
- Exchange pennies for 2p/5p/10p coins.
- Independent regrouping of 20 pennies into known coins.

Resources: Coins (1p, 2p, 5p, 10p), bead strings, task sheets.

Transitions: Fluency with number bonds.

Lesson 3 – Recognising the Value of Money (2)

Key Learning: Identify 20p, 50p and £1 coins and compare coin values.

Overview: Pupils explore higher-value coins and compare them using pennies and 10p coins.

Activities:

- Equal/unequal coin sets (Do Now).
- Explore values of 20p, 50p and £1 using bead strings.
- Exchange 10p coins for higher coins.
- Compare coins by value and justify.

Resources: Coins (1p–£1), bead strings, task sheets.

Transitions: Number bonds fluency.

Lesson 4 – Recognising the Value of Money (3)

Key Learning: Identify values of the £2 coin and £5, £10 and £20 notes.

Overview: Pupils extend knowledge to notes and larger values; explore exchanging equivalent values.

Activities:

- True/false coin values (Do Now).
- Introduce £2 coin and high-value notes.
- Explore equivalence using £1 coins and bead strings.
- Exchange £1 coins for notes.

Resources: £1, £2 coins; £5, £10, £20 notes; task sheets.

Transitions: Coin Song.

Lesson 5 – Comparing Money

Key Learning: Compare different amounts of money by counting in 2s, 5s and 10s.

Overview: Pupils calculate totals in purses and compare values using efficient counting strategies.

Activities:

- Solve simple coin value problems.
- Use a money box to practise counting in denominations.
- Use purses containing one coin type; count totals.
- Compare purses to decide which contains more/less.

Resources: Money box, bead strings, pots with coins, task sheets.

Transitions: Count forwards in tens.

Lesson 6 – Addition & Subtraction with Money

Key Learning: Use addition and subtraction to solve a money puzzle.

Overview: Pupils use part-whole reasoning to identify missing coins based on row and column totals.

Activities:

- Difference problem (Do Now).
- Introduce puzzle board; model using addition/subtraction.
- Pupils solve simplified puzzle.
- Develop strategies for rows/columns with multiple missing values.

Resources: Coins (1p–20p), manipulatives, puzzle task sheets.

Transitions: Counting in twos.

Lesson 7 – Using Money in the Real World (1)

Key Learning: Exchange money for items in a shop context.

Overview: Pupils role play shopping, matching coins to prices and combining coins to make totals.

Activities:

- Compare purses (Do Now).
- Role-play buying items with exact coins.
- Combine coins to match new prices.
- Independent matching of coin sets to prices.

Resources: Class shop, coins, purses, bead strings, task sheets.

Transitions: Count forwards in fives.

Lesson 8 – Using Money in the Real World (2)

Key Learning: Find the total cost of two items and choose coins to pay.

Overview: Pupils add prices using number bonds and represent totals using bead strings or Dienes.

Activities:

- Review coin combinations.
- Add two prices using tens knowledge.
- Represent totals and choose coins to pay.
- Independent selection of items, finding totals and payment methods.

Resources: Class café, coins, bead strings, Dienes, task sheets.

Transitions: Counting in tens.

Lesson 9 – Using Money in the Real World (3)

Key Learning: Calculate change from £10 and £20.

Overview: Pupils use ‘first, then, now’ structure to understand change as subtraction.

Activities:

- Number bonds to 10 (Do Now).
- Role-play buying an item with a £10 note; calculate change.
- Represent change using coins, bead strings and part-whole models.
- Extend to £20.

Resources: £10 & £20 notes, £1 coins, shop items, task sheets.

Transitions: Count backwards in twos.

Lesson 10 – Using Money in the Real World (4)

Key Learning: Calculate change from 50p and £1.

Overview: Pupils apply change strategies in new contexts, including 50p and £1 transactions.

Activities:

- Number bonds (Do Now).
 - Use 'first, then, now' to model change from 50p.
 - Extend to £1, using 10p coins to represent 100p.
 - Independent role-play tasks.
 - Reflection on learning.
- Resources:** Bead strings, wide selection of coins, task sheets.
Transitions: Counting backwards in tens.

Science

Lesson 1 – Can we describe the four seasons?

Key Learning: Identify and describe the four seasons and how they differ.

Overview: Pupils learn that the year is divided into four seasons, each with three months. They describe simple differences in seasonal weather and daylight and record findings in charts and labelled diagrams.

Working Scientifically:

- Record findings using simple scientific language, drawings and labelled diagrams.
 - Present data as a chart.
- Vocabulary:** month, season, spring, summer, weather.

Key Facts:

- Four seasons: spring, summer, autumn, winter.
- Twelve months in a year.
- Each season looks and feels different.

Lesson 2 – How does the weather change from winter to spring?

Key Learning: Observe and describe weather changes between winter and spring.

Overview: Pupils explore how temperature, daylight and weather patterns change as winter becomes spring. They present and discuss their findings using a pictogram.

Working Scientifically:

- Present data as a pictogram.
- Report findings (oral and written).
Vocabulary: cooler, daylight, temperature, warmer.
Key Facts:
- Days get longer moving into spring.
- Temperatures begin to rise.
- Spring weather varies: warm, sunny, cold or rainy.

Lesson 3 – What happens to plants and animals in spring?

Key Learning: Describe springtime changes in plants and animals.

Overview: Pupils explore new life in spring, observing buds, blossom, birdsong, frogspawn and young animals. They make careful observations and explain their findings.

Working Scientifically:

- Make careful observations.
- Report findings (oral and written).
Vocabulary: birdsong, blossom, bud, ducklings, frogspawn, spring.
Key Facts:
- Spring is a season of new life.
- Warmer weather and more daylight help plants grow.
- Many animals have babies in spring.

Lesson 4 – How does the weather change from spring to summer?

Key Learning: Observe and compare weather between spring and summer.

Overview: Pupils investigate typical summer weather and daylight patterns, and learn why Sun safety is important.

Working Scientifically:

- Use a range of equipment to measure weather (e.g., thermometers, rain gauges).

Vocabulary: average, degrees Celsius, rainfall, Sun, temperature.

Key Facts:

- Summer is the warmest UK season.
- Summer has the most daylight hours.
- Staying safe in the Sun is important.

Lesson 5 – What happens to plants and animals in summer?

Key Learning: Describe how plants and animals grow and behave in summer.

Overview: Pupils explore changes in the environment during summer, looking at growth, flowering and active insect life. They observe seasonal produce and relate this to harvest.

Working Scientifically:

- Make careful observations.
 - Report findings (oral and written).
- Vocabulary:** crop, fruit, harvest, seasonal, summer, vegetable.

Key Facts:

- Warm weather helps plants grow and flower.
- Many fruits and vegetables grow in summer.

- Bees and insects are very active.

Lesson 6 – How do the changing seasons affect humans?

Key Learning: Understand how seasons influence human activities, clothing and celebrations.

Overview: Pupils explore how seasonal weather affects daily life, hobbies, celebrations and festivals. They record findings and make simple predictions about how humans adapt to seasonal change.

Working Scientifically:

- Record findings using drawings and labelled diagrams.
- Use results to make simple conclusions and predictions.

Vocabulary: activities, affect, celebrations, festivals, hobbies.

Key Facts:

- Humans do different activities depending on the season.
- Seasonal weather affects clothing, hobbies and events.
- Many celebrations happen at particular times of year.

History/Geography

Lesson 1 – What is the United Kingdom?

Key Learning: Understand what the United Kingdom is and name its four countries.

Overview: Pupils learn that the UK is made up of four countries joined together under one monarch. They locate and name England, Scotland, Wales and Northern Ireland.

Vocabulary: England, Scotland, Wales, Northern Ireland, United Kingdom.

Key Facts:

- *United* means joined together.
- *Kingdom* refers to a country ruled by a king or queen.
- The UK is made up of **four countries**.

Lesson 2 – What is it like to live in Scotland?

Key Learning: Identify key physical and human features of Scotland.

Overview: Pupils explore Scotland's capital city, landscapes and cultural features. They compare urban Edinburgh with the rural Highlands.

Vocabulary: capital city, Highlands, mountains (Munros), lakes (lochs), haggis.

Key Facts:

- Edinburgh is the capital city.
- Scotland has famous landmarks like Edinburgh Castle.
- The Highlands contain large mountains and deep lakes.

Lesson 3 – What is special about Wales?

Key Learning: Recognise key features and cultural traditions of Wales.

Overview: Pupils learn about the Welsh language, Welsh landmarks and the geography of Snowdonia.

Vocabulary: Cardiff, Cymraeg, Mount Snowdon, Snowdonia, national landmark.

Key Facts:

- Cardiff is the capital city of Wales.
- Cymraeg (Welsh) is the oldest language in the UK.
- Snowdon is the highest mountain in Wales.

Lesson 4 – Why do people visit Northern Ireland?

Key Learning: Explore Northern Ireland's key features and attractions.

Overview: Pupils learn where Northern Ireland is, what makes it unique and why tourists visit.

Vocabulary: Belfast, Gaelic, Giant's Causeway, tourist.

Key Facts:

- Ireland is divided into the Republic of Ireland and Northern Ireland.
- Northern Ireland is part of the UK; the Republic is not.
- Belfast is the capital city.
- The Giant's Causeway is a major tourist attraction.

Lesson 5 – What is England famous for?

Key Learning: Identify important places and geographical features of England.

Overview: Pupils learn about England's size, its capital city and famous landmarks.

Vocabulary: city, countryside, London, parliament, River Thames, Scafell Pike.

Key Facts:

- England is the **largest** country in the UK.
- London is the capital city.
- Scafell Pike is the tallest mountain in England.

	<p>Lesson 6 – What is the Union Jack and what does it represent? Key Learning: Understand how the Union Jack was created and what it symbolises. Overview: Pupils learn that each UK country has its own flag and see how some of these flags combine to form the Union Jack. Vocabulary: flag, union, Union Flag, Union Jack. Key Facts:</p> <ul style="list-style-type: none"> • Each UK country has its own flag. • The Union Jack combines the flags of England, Scotland and Northern Ireland. • The Welsh flag is not included on the Union Jack.
Art/Design Technology	<p>Lesson 1 – Fruits Key Learning: To identify fruits. Overview: Pupils learn what a fruit is, how to recognise different fruits, and how fruits differ from vegetables. They handle and discuss a range of fruits, using senses to describe appearance, smell and texture. Get Started: Naming and sorting real fruits or pictures. Vocabulary: fruit, healthy, compare, flavour. Key Ideas:</p> <ul style="list-style-type: none"> • Fruits contain seeds. • Fruits grow on trees or vines.
	<p>Lesson 2 – Growing Key Learning: To describe where fruits and vegetables grow. Overview: Pupils learn how fruits and vegetables grow in different places and ways (above or below ground, on trees, plants or vines). They sort foods according to their growing method. Get Started: “Where does it grow?” sorting task. Vocabulary: fruit, vegetable, ingredients, healthy. Key Ideas:</p> <ul style="list-style-type: none"> • Fruits grow on trees or vines. • Vegetables can grow above or below ground. • Vegetables are any edible part of a plant.
	<p>Lesson 3 – Cutting and Juicing Key Learning: To practise food preparation skills. Overview: Pupils learn how to safely use tools such as knives, chopping boards and juicers. They practise cutting fruits and juicing them using correct technique. Get Started: Tool-safety demonstration.</p>

Vocabulary: cut, chopping board, fork, juice, juicer.

Key Skills:

- Safe chopping technique.
- Juicing fruit.

Lesson 4 – Testing Ingredients

Key Learning: To select ingredients for a recipe.

Overview: Pupils taste and evaluate a range of fruits and vegetables. They describe appearance, smell, texture and flavour to help decide which ingredients to include in a smoothie.

Get Started: Taste-testing station rotation.

Vocabulary: flavour, ingredients, compare, evaluate.

Key Skills:

- Tasting and describing foods.
- Selecting ingredients based on sensory qualities.

Lesson 5 – Making Smoothies

Key Learning: To apply food preparation skills to a recipe.

Overview: Pupils follow a simple recipe to prepare and blend ingredients into a smoothie. They use chopping, juicing and blending skills practised earlier in the unit.

Get Started: Recap recipe steps and safety.

Vocabulary: blend, blender, design, ingredients.

Key Ideas:

- A blender mixes ingredients into a smooth liquid.

Key Skills:

- Chopping fruits/vegetables.
- Juicing fruits.
- Blending ingredients.

Lesson 6 – Evaluating

Key Learning: To evaluate against a design brief.

Overview: Pupils taste their smoothie and evaluate it based on a simple design brief. They discuss what worked well and what they would improve next time, considering taste, texture and appearance.

Get Started: Re-taste and review.

Vocabulary: evaluate, design, flavour.

Key Skills:

- Evaluating food based on criteria.

	<ul style="list-style-type: none"> • Suggesting improvements.
Computing	<p>Lesson 1 – iSurvey Key Learning: To conduct a survey and produce a pictogram. Overview: Pupils collect information by carrying out a simple class survey. They record results using tally marks and then present the data as a pictogram, using clear symbols and labels. Activities:</p> <ul style="list-style-type: none"> • Choose a survey question (e.g., favourite fruit). • Collect data using tally marks. • Create a pictogram using the results. • Interpret the pictogram by answering simple questions. <p>Vocabulary: survey, data, tally, pictogram, information, symbol.</p>
	<p>Lesson 2 – iRepresent Key Learning: To create a graph using digital tools. Overview: Pupils learn how to input data into a digital device (iPads, laptops or Chromebooks) and generate a graph such as a bar chart or digital pictogram. Activities:</p> <ul style="list-style-type: none"> • Enter survey data into a digital graphing tool. • Select graph type and customise labels/titles. • Compare digital graphs with paper versions. <p>Vocabulary: bar chart, digital graph, data, axis, label, title.</p>
	<p>Lesson 3 – iPresent Key Learning: To create a pictogram using collected data. Overview: Pupils use the data they collected to design a neat, accurate pictogram—either digitally or by hand—using consistent symbols and clear headings. Activities:</p> <ul style="list-style-type: none"> • Revisit collected data. • Choose symbols for the pictogram. • Present the pictogram clearly with a key. • Interpret and discuss the results. <p>Vocabulary: pictogram, key, symbol, present, represent, data.</p>
	<p>Lesson 4 – iSort</p>

	<p>Key Learning: To sort information and present data using a graph.</p> <p>Overview: Pupils sort given information into categories, then choose an appropriate way to present the data (graph, pictogram or chart). They explain how the data is organised.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Sort items or information into groups. • Decide on the best graph type. • Create and present data clearly. • Answer questions based on their graph. <p>Vocabulary: sort, category, group, data, graph, organise.</p>
PE	<p>Lesson 1 – To develop underarm throwing and catching</p> <p>Key Learning: Learn how to throw underarm with accuracy and catch with control.</p> <p>Overview: Pupils practise sending the ball using an underarm action, focusing on aim, gentle power, and partner catching skills. Emphasis on coordination, soft hands, and watching the ball.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Underarm throw technique demonstration. • Pair throwing and catching over short distances. • Target-aim challenges. <p>Vocabulary: underarm, aim, catch, coordination, partner.</p>
	<p>Lesson 2 – To develop overarm throwing</p> <p>Key Learning: Learn how to throw overarm for power and distance.</p> <p>Overview: Pupils explore the overarm action, learning how to stand side-on, rotate the body, and follow through to increase accuracy and distance.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Overarm technique breakdown. • Distance-throwing stations. • Accuracy throwing at targets. <p>Vocabulary: overarm, power, distance, accuracy, follow-through.</p>
	<p>Lesson 3 – To develop hitting a ball</p> <p>Key Learning: Hit a ball safely using a bat or racket.</p> <p>Overview: Pupils learn basic striking techniques, focusing on stance, eye contact with the ball, controlled swings, and how to hit into a space.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Bat/racket grip and stance.

	<ul style="list-style-type: none"> • Hitting a stationary ball from a tee. • Striking towards a target area. <p>Vocabulary: strike, bat, swing, contact, space.</p>
	<p>Lesson 4 – To develop collecting a ball Key Learning: Field and collect a ball quickly and safely. Overview: Pupils practise moving towards a ball, gathering it securely, and returning it efficiently to a partner or target. Activities:</p> <ul style="list-style-type: none"> • Rolling ball collection. • Scoop and pick-up technique. • Relay races involving collecting and returning. <p>Vocabulary: fielding, collect, scoop, return, control.</p>
	<p>Lesson 5 – To learn how to get a batter out Key Learning: Understand simple rules for getting a player out in striking and fielding games. Overview: Pupils learn different ways a batter may be out (e.g., caught, tagged, or ball at the base). They apply this in simplified game situations. Activities:</p> <ul style="list-style-type: none"> • Demonstration of ‘getting out’ methods. • Small-sided games practising decision-making. <p>Vocabulary: out, catch, tag, base, rules, batter.</p>
	<p>Lesson 6 – To understand how to score points Key Learning: Understand and apply scoring systems in striking and fielding games. Overview: Pupils learn how points are scored (e.g., runs, zones, bases). They play small games where they practise scoring, keeping track, and playing fairly. Activities:</p> <ul style="list-style-type: none"> • Explaining scoring zones. • Mini-games with pupils scoring for their team. <p>Vocabulary: score, points, run, team, fair play.</p>
RE	<p><u>To the Ends of the Earth</u> Lesson 1 – Jesus’ Story Part 1 Learning Objective:</p> <ul style="list-style-type: none"> • Begin to sequence the story of Jesus. <p>RED Link: U1.5.2</p>

Lesson 2 – Jesus’ Story Part 2

Learning Objective:

- Continue to sequence the story of Jesus.

RED Link: U1.5.2

Lesson 3 – The Road to Emmaus

Learning Objectives:

1. Retell the story of the Road to Emmaus.
2. Imagine how the Apostles felt.

RED Links: U1.5.1, D1.5.1

Lesson 4 – The Promise of the Holy Spirit

Learning Objectives:

1. Retell the story of the Promise of the Spirit and the Ascension.
2. Imagine how the Apostles felt.

RED Links: U1.5.1, D1.5.1

Lesson 5 – Pentecost (Part 1)

Learning Objectives:

1. Retell the story of Pentecost when the Holy Spirit was fully revealed.
2. Think about how the Apostles were changed by the Holy Spirit.

RED Links: U1.5.1, D1.5.1

Lesson 6 – Pentecost (Part 2)

Learning Objectives:

1. Retell the story of Pentecost.
2. Think about how the Apostles were changed by the Holy Spirit.

RED Links: U1.5.1, D1.5.1

Lesson 7 – Pentecost Around the World

Learning Objectives:

1. Recognise that Catholics celebrate Ascension and Pentecost on holydays.
2. Listen to and ask questions about how others celebrate Pentecost around the world.

RED Links: D1.5.4, U1.5.4

	<p>Lesson 8 – The Church’s Mission Learning Objectives:</p> <ol style="list-style-type: none"> 1. Make links between Jesus’ mission and the Church’s mission. 2. Think about how Christians announce the Gospel joyfully. <p>RED Links: D1.5.3, R1.5.3</p>
	<p>Lesson 9 – The Holy Spirit Learning Objective:</p> <ul style="list-style-type: none"> • Think about different ways the Holy Spirit is talked about or shown. <p>RED Link: D1.5.2</p>
	<p>Lesson 10 – The Holy Spirit in Art Learning Objective:</p> <ul style="list-style-type: none"> • Look at and discuss different ways the Holy Spirit is described in art and music. <p>RED Link: D1.5.3</p>
	<p>Lesson 11 – My Artwork Learning Objective:</p> <ul style="list-style-type: none"> • Create your own piece of art showing the Holy Spirit. <p>RED Link: D1.5.3</p>
	<p>Lesson 12 – Prayer Learning Objective:</p> <ul style="list-style-type: none"> • Hear the words of the Glory Be and hymns about the Trinity. <p>RED Links: R1.5.1, R1.5.2</p>
Spanish	
Music	

RSE

Session 1 – Three in One

Learning Objective:

- Be introduced to the concept of the Holy Trinity and begin to understand what it means for them.

Session Summary:

Pupils are introduced to the idea of the Holy Trinity through the story of Lucy and her family. During a carpet-time session, they explore how God is *Three in One*—Father, Son, and Holy Spirit—in a simple and age-appropriate way. Children begin to reflect on what this means for their own relationship with God. This foundational understanding will be revisited in greater depth in future years.

Session 2 – Who is My Neighbour?

Learning Objective:

- Understand that everyone is their neighbour and reflect on how they care for others.

Session Summary:

Using the story of The Good Samaritan, pupils learn the key teaching that their neighbour is *everyone*, not just people they know or find easy to help. Children reflect on what this means for their own daily life, school community, and how they treat others with kindness, fairness, and compassion.