

Year 1 Topic Web

Summer 2, 2026



Our value this term is: **Respect**

English: Our quality text this term is The Girl and the Dinosaur by Hollie Hughes and Sarah Massini

- During our fictional writing we will create a **wishing tale**. We will be changing the character and where they travel to. We will continue to work on punctuating our sentences correctly and remembering to use capital letters where necessary. We will think about how the prefix -un changes a word to the opposite meaning e.g. uncovered. We will use the conjunction 'and' correctly to form longer sentences.
- For our non-fiction writing we will be learning how to **write a recount** by creating one as if we were the main character from the book 'Marianne'. We will work on using the suffix -ed correctly to show the past tense. We will continue to think about using exclamation marks correctly in our writing. We will also have a go at editing our own work.
- We will continue to use Little Wandle to consolidate our Phase 5 sounds and practise applying them to our reading, spelling and writing.

PE outdoor: How can I demonstrate safe movements in my striking and fielding skills?

This term we will be focussing on:

- Tracking movement of balls.
- Catching skills.
- Hitting a ball.
- Throwing overarm and underarm
- Increasing our knowledge of different striking and fielding games.

PE indoor Dance: Can I move using all the parts of my body?

This term we will be focussing on:

- Using counts of 8 to move in time with the music.
- Explore pathways, speeds and actions in our dance.
- Creating our own dances using actions, pathways and counts.

Maths: We start this term focusing on **numbers to 100**.

- We will begin by counting in tens and ones, followed by using number bonds to partition numbers.
- We will compare numbers to 100 and find number patterns looking at 100-charts.

We will then move onto learning about **time**. This will include:

- Telling time to the hour and half hour.
 - Using terms such as "next", "before" and "after".
- Later in the term we will be working towards recognising coins and notes in our **money** learning.

- We will look at coins and notes to help identify them through shape, markings, size and colour.

We will finish the year investigating **capacity** and **mass**

- We will compare mass using terms such as heavy/heavier, light/lighter and as heavy as.
- We will find mass using non-standard units and use visualisation skills to estimate the number of units.
- We will apply this knowledge to problem solving.

Fluency will focus on skills and facts that support the topics above as well as continuing with Mastering number.

RE: Who do Christians believe created the world?

We will be able to: retell the story of creation from Genesis, say what the story tells Christians about God, Creation and the world and give an example of what Christians do to say thank you to God for the creation.

During our learning we will:

- Think, talk and ask questions about the living world.
- Understand that "Creation" is the beginning of the "big story" of the Bible.
- Understand that Christians believe that God created the Universe.
- Develop our understanding that the Earth and everything in it are important to God.
- Understand that God has a unique relationship with human beings as their creator.
- Consider that Christians believe humans should care for the world because it belongs to God.

PSHE: Changing Me: How do we change and grow over time?

This unit of work will enable us to think about how our bodies change over time and to respect the changes we see in ourselves and others.

We will learn about:

- The fact that everyone is unique and special.
- How to express our feelings when changes happen.
- Who to ask for help if we are worried about a change.
- The fact that change is something we should look forward to.

Computing: How can Scratch Jr be used to create programs?

This unit lets us explore choosing a command for a given purpose when programming.

We will be:

- Choosing commands and seeing how they can be joined together.
- Exploring the effect of a changing value.
- Exploring that each sprite has a unique set of instructions.
- Designing different parts of a project and using an algorithm to create a program.

Music: How can we use pictures and music to bring dinosaurs to life?

We will be learning about how we can compose music based on a stimulus.

We will:

- Explore the sounds we can make to represent dinosaurs looking particularly at pitch, dynamics and tempo.
- Interpret and read a music score whilst playing untuned musical instruments.
- Compose our own music about dinosaurs.
- Share our work as we perform to each other.

Key dates:

Cotswold Wildlife Park – Tuesday 16th June
Sports Day – Wednesday 17th June
Transition Day (including parent meeting) – Wednesday 8th July
End of Term – finish at 1pm 17th July.

Science: How can we classify animals?

We will learn that animals can be classified into different types – birds, fish, amphibian, mammal and reptile. We will also learn that we can classify animals by what they eat.

We will:

- Learn what makes an animal a mammal, amphibian, bird, fish or reptile.
- Recognise the features of a range of animals (wings, tails, scales, legs etc).
- Know that animals have different diets – carnivores, herbivores and omnivores.
- Develop our scientific skills by using classification charts and observing closely.

Art: How did Van Gogh's work change throughout his life?

Through this unit we will learn about the artist Vincent Van Gogh and explore some of his artwork. We will use oil pastels with a wash to make an oil resist picture of sunflowers.

We will be exploring:

- How to use oil pastels firmly and with confidence to build up texture and how to apply a wash gently and evenly.
- How Vincent Van Gogh's use of colour was influenced by his surroundings.
- Some of the events that took place during Van Gogh's life and what inspired him.

History: Who was Mary Anning and why is she significant to us?

We will be learning about who Mary Anning was and why she is a famous historical figure. We will be learning about her fossil finds.

We will:

- Put the events of Mary Anning's life in order, developing our knowledge of timelines and events beyond living memory.
- Consider different historical sources and what they can tell us about Mary Anning.
- Find answers to simple questions about the past from sources of information.
- Understand why Mary Anning was significant at the time and is still remembered now.