



Blessed Robert Widmerpool CVA – Summer Term Curriculum Map 2025-26



Science:

Plants

- I will know how to identify and name a variety of plants and trees in our school grounds.
- I can identify and describe the basic structure of common plants.
- I can understand the basic structure of a flower and the basic function of the main parts.
- I can investigate how our sense can be used to classify food.



English:

Whole Class Reading texts:

- Jack and the Bean Stalk
- The Day the Crayons Quit
- Big Fat Budgie

Additional Reading texts*

- Stories from the Bible
- Variety of non-fiction texts linked to topic.

Guided Reading texts:

- Levelled guided reading books – Little Wandle twice weekly

Writing genres:

- Letter Writing
- Poetry – rhyming
- Narrative



SPaG:

- I can spell some words from my Year 1 word list and use phonetically plausible attempts for other/longer words when needed.
- I can spell some common exception words correctly.
- I know some sounds can be spelt in different ways using different letters.
- I am beginning to use the spelling rules for adding -s or -es for nouns (and the third person singular marker for verbs)
- I can show some use of question marks.
- I am beginning to use a capital letter and a full stop.
- I can use time adverbs, word banks and include some adjectives to add detail.
- I can use 'I' for pronouns and capital letters for names of people, places and days of the week.
- I can add together two sentences using 'and'.



Religious Education

Desert to Garden – Summer 1

- Encounter the story of the life of Jesus
- Recognise that angels bring God's message and are a sign of the presence of God
- Make connections between stories of scriptures and the seasons of the Catholic Church
- Encounter the symbols used in prayer and liturgies
- Encounter their local parish church

To the End of the Earth – Summer 2

- Retell the story of the Road to Emmaus
- Retell the story of the Holy Spirit and the Ascension
- Retell the story of Pentecost and imagine the thoughts and feelings of the apostles.
- To celebrate and hear the words of the Glory Be Prayer.
- To think why Prayer is an important part of life for many people.

Maths

Place Value within 50

- Count from 20 to 50
- 20, 30, 40 and 50
- Count by making groups of 10
- Groups of tens and ones
- Partition into tens and ones
- The number line to 50
- Estimate 50 on a number line

Multiplication and division

- Count in 2's
- Count in 10's
- Count in 5's
- Recognise equal groups
- Add equal groups
- Make arrays
- Make doubles
- Make equal groups – grouping
- Make equal groups – sharing

Fractions

- Recognise a half of an object or a shape
- Find a half of an object or a shape
- Recognise a half of a quantity
- Find a half of a quantity
- Recognise a quarter of an object or a shape
- Find a quarter of an object or a shape
- Recognise a quarter of a quantity
- Find a quarter of a quantity

Money

- Unitising
- Recognise coins
- Recognise notes
- Count in coins

Position and direction

- Describe turns
- Describe position left and right
- Describe position forwards and backwards
- Describe position above and below
- Ordinal numbers



Place value to 100

- Count from 50 to 100
- Ten to 100
- Partition into tens and ones
- The number line to 100
- 1 more, 1 less
- Compare numbers with the same number of tens
- Compare any two numbers

Time

- Before and after
- Days of the week
- Months of the year
- Hours, minutes and seconds
- Tell the time to the hour
- Tell the time to the half hour

RSHE

- To recognise the difference between good and bad secrets.
- To know that they are entitled to bodily privacy.
- That there are different people we can trust to help.
- To know who can help when help is needed.
- To know that medicines are drugs, but not all drugs are good for us.
- To know that we belong to various communities.

PE

Yoga:

- Physical: Balance, strength, flexibility, co-ordination
- Emotional: Concentration, focus, identify feelings
- Social: Move safely, listen to others, collaborate
- Thinking: Observation, copy and repeat, select and apply

Basketball



Year 1 – Bright Lights Big City.

The treasure within.

“For where your treasure is, there your heart will also be” Matthew 6.21

Art - Sculpture

- I can roll paper to make 3D structures.
- To know how to shape paper to make a 3D drawing.
- I can apply paper shaping skills to make an imaginative sculpture.
- I can work collaboratively to plan and create a sculpture.
- I can apply painting skills when working in 3D



DT: Structures Stable Structures

Pupils will be able to:

- Explain that structures are built and have a purpose.
- Understand that structures with a wider base are more stable than ones with a narrow base.
- Explain that extra weight added to the base of a structure makes it more stable.
- Design a product for a particular user.
- Use a sketch to show ideas.
- Choose the best method for joining the parts of the product.
- Make evenly spaced cuts.
- Use scissors to cut out a shape neatly and accurately.
- Explain what they like and dislike about their final product.



History

Bright Lights Big City.

Learning Outcomes:

- To know how to plot periods of history on a timeline
- To know who Samuel Pepys was and that he kept a diary.
- To know where the Great Fire of London started and spread.
- To know how people tried to stop the Great Fire of London.
- To know how London was rebuilt.



Geography:

Bright Light Big Coty.

Learning Outcomes:

- To know the four countries of the United Kingdom.
- To know what a city is and know the capital city of England.
- To know some human and physical features of London.
- To know how to identify human and physical features in a rural area using OS maps and aerial photography.
- To know the similarities and differences of land use in rural and urban areas.
- To know how to identify famous London landmarks on a map using a grid reference.





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Music

Pupils will:

*Sing collectively at the same pitch. *Respond to simple visual instructions. *Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. *Perform short call and response patterns, keeping in time to the beat. *Walk, move, and clap a steady beat. *Compare high and low sounds through listening and singing. *Follow pictures/symbols to guide playing.

Visits and Visitors

- Twycross zoo linked to our Science topic of Animals Including Humans.