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| <b>Class:</b> Lj, LM/IB         | <b>Term:</b> Summer 1 2025-26                                       | <b>Year Group:</b> 1 |
| <b>Prime Learning Challenge</b> | How do seasons change?<br>What was my grandparents' childhood like? |                      |

| <b>Past</b><br>What do pupils already know/understand?<br>Do they have any misconceptions?  | <b>Present</b><br>What do pupils want to know/understand?<br>What are they interested in? What motivates them?   | <b>Context</b><br>How is this challenge relevant to the needs of your children?   |
|---|--|---|
| In FS2 the children have learned about the natural world around them.<br><br>In Autumn the children learned about Autumn and Winter.<br><br>In FS1 and FS2 they have learned about their own life story and their family history. | Children want to know the main differences between Autumn and Winter and how they differ to Spring and Summer.<br><br>Children are curious to ask questions about what it was like when their grandparents were children and make comparisons to their life now. | Children have observed seasonal change from Autumn to Winter and now they will observe changes from Winter into Spring and Summer.<br><br>Children learn about the passage of time and change through their own life experiences and those of their close family. |

| <b>By the end of this prime learning challenge...</b> | <b>Some: More Able</b> |   |
|---|------------------------|---|
|   |                        | Children will be able to say the seasons in order and the months associated with each season.<br>They will be able to explain what the weather is like in Spring and Summer and how this affects humans and wildlife.<br>Children will be able to recognise and talk about differences between their life as a child compared to their parents and grandparents including changes in toys and games, school, food and holidays using examples for each. |
|   | <b>Most: Core</b>      | Children will know the seasons and the months associated with each season.<br>They will be able to explain what the weather is like in Spring and Summer and some of the ways this affects humans and wildlife.<br>Children will be able to recognise and talk about differences in their life as a child compared to their parents and grandparents including changes in toys and games, school, food and holidays.                                    |
|   | <b>All: Less able</b>  | Children will know the seasons and some of the months of the year.<br>They will be able to explain what the weather is like in Spring and Summer and some of the ways this affects humans and wildlife.   |

Children will be able to recognise and talk about some differences in their life as a child compared to their parents and grandparents including changes in toys and games, school, food and holidays.

| Pre-Learning<br>How will you make sure you are pitching appropriately?  | Wow!                          | Reflection<br>How will you reflect & evaluate?                                      |
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| <p>The Focus Education document which sets out the National Curriculum expectations has been used.</p> <p>A pre learning assessment will be done prior to the start of the unit. Children will also be asked what they already know about the topics and what questions they would like to have answered.</p> | Sandiacre Lock Cottage visit. | Children will do a post learning assessment to find out how much they have learned. |

|                        | Week 1  | Week 2  | Week 3   | Week 4   | Week 5   | Week 6  |
|------------------------|---|---|--|--|--|---|
| <b>Literacy</b>        | Poetry (Readers Theatre)  | Recount   | Recount  | Non-chronological Report linked to history                         | Non-chronological Report linked to history                                     | Poetry (Readers Theatre)  |
| <b>Handwriting</b>     | <b>Penpals</b> – practising diagonal join, no ascender ai, ay         | <b>Penpals</b> - practising diagonal join, no ascender ime, ine       | <b>Penpals</b> – introducing horizontal join, no ascender op, oy | <b>Penpals</b> - introducing horizontal join, no ascender one, ome | <b>Penpals</b> – introducing horizontal join to an anticlockwise letter oa, og | <b>Penpals</b> – practising horizontal join to an anticlockwise letter wa, wo |
| <b>Rainbow Grammar</b> | Nouns<br>Capital letters for proper nouns and the start of sentences. | Nouns<br>Capital letters for proper nouns and the start of sentences. | Conjunctions   | Adjectives   | Verbs  | Adverbs   |
| <b>Sounds Write</b>    | Unit 21 ue  | Unit 21 ue  | Unit 24 ar   | Unit 24 ar   | Unit 16 s  | Unit 16 s   |

|                  |  |   |   |  |   |   |
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| <b>Numeracy</b>  | <b>White Rose Maths</b><br>Multiplication and Division   | <b>White Rose Maths</b><br>Multiplication and Division  | <b>White Rose Maths</b><br>Multiplication and Division  | <b>White Rose Maths</b><br>Height and Length   | <b>White Rose Maths</b><br>Fractions  | <b>White Rose Maths</b><br>Fractions  |
| <b>Science</b>   | <b>How do seasons change?</b><br><br>What do I already know about spring and summer?<br><br>What would I like to know about spring and summer? | <b>How do seasons change?</b><br><br>Component 2<br><br>Why do most people love the spring?                             | <b>How do seasons change?</b><br><br>Component 3<br><br>What do we know about the summer?                   | <b>How do seasons change?</b><br><br>To be able to share new learning.<br><br>Presentations                        | <b>How do seasons change?</b><br><br>To be able to share new learning.<br><br>Presentations                                   | <b>How do seasons change?</b><br><br>What do you know about the four seasons now? |
| <b>History</b>   | <b>What was my grandparent's childhood like?</b><br><br>Component 1 - How different were the toys that our grandparents played with?           | <b>What was my grandparent's childhood like?</b><br><br>Component 2 - How different were our grandparents' school days? | <b>What was my grandparent's childhood like?</b><br><br>Component 3 - What games did our grandparents play? | <b>What was my grandparent's childhood like?</b><br><br>Component 4 - What food would our grandparents have eaten? | <b>What was my grandparent's childhood like?</b><br><br>Component 5 - How would our grandparents have enjoyed their holidays? | <b>What was my grandparent's childhood like?</b><br><br>What have you learned?    |
| <b>Geography</b> |  |   |   |  |   |   |
| <b>Music</b>     | <b>Charanga – My Imagination</b>   | <b>Charanga – My Imagination</b>  | <b>Charanga – My Imagination</b>  | <b>Charanga – My Imagination</b>   | <b>Charanga – My Imagination</b>  | <b>Charanga – My Imagination</b>  |
| <b>PSHE</b>      | <b>Jigsaw Relationships</b>  | <b>Jigsaw Relationships</b>   | <b>Jigsaw Relationships</b>   | <b>Jigsaw Relationships</b>  | <b>Jigsaw Relationships</b>   | <b>Jigsaw Relationships</b>   |
| <b>Art/DT</b>    | <b>Kapow The Tree of Life – sculpture and 3D</b><br><br>Tube Towers  | <b>Kapow The Tree of Life – sculpture and 3D</b><br><br>3D Drawings   | <b>Kapow The Tree of Life – sculpture and 3D</b><br><br>Tree of Life  | <b>Kapow The Tree of Life – sculpture and 3D</b><br><br>Giant Spider Model part 1                                  | <b>Kapow The Tree of Life – sculpture and 3D</b><br><br>Giant Spider Model part 2   | <b>Kapow The Tree of Life – sculpture and 3D</b><br><br>Evaluation                |

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| <b>RE</b>         | <p><b>What does it mean to belong to a faith community?</b></p> <p>What does it mean to belong to a faith community?<br/>Do we all belong to something?</p> | <p><b>What does it mean to belong to a faith community?</b></p> <p>How do Christians and Muslims show that they belong?</p> | <p><b>What does it mean to belong to a faith community?</b></p> <p>How do Christians, Muslims and Jewish people show that they belong?</p> | <p><b>What does it mean to belong to a faith community?</b></p> <p>What do different worldviews say about how valuable people are?</p> | <p><b>What does it mean to belong to a faith community?</b></p> <p>How do Muslims and Christians welcome a new baby?</p> | <p><b>What does it mean to belong to a faith community?</b></p> <p>How do people show that they belong to each other?</p> |
| <b>PE</b>         | <p><b>Complete PE</b><br/>Games for Understanding:<br/>Attack vs Defence</p> <p>Rackets Bats and Balls</p>  | <p><b>Complete PE</b><br/>Games for Understanding:<br/>Attack vs Defence</p> <p>Rackets Bats and Balls</p>                  | <p><b>Complete PE</b><br/>Games for Understanding:<br/>Attack vs Defence</p> <p>Rackets Bats and Balls</p>                                 | <p><b>Complete PE</b><br/>Games for Understanding:<br/>Attack vs Defence</p> <p>Rackets Bats and Balls</p>                             | <p><b>Complete PE</b><br/>Games for Understanding:<br/>Attack vs Defence</p> <p>Rackets Bats and Balls</p>               | <p><b>Complete PE</b><br/>Games for Understanding:<br/>Attack vs Defence</p> <p>Rackets Bats and Balls</p>                |
| <b>ICT</b>        | E-Safety  | What are Robots?  | How do you program a robot?  | Can you apply the computing skills you have learnt?  | Can you apply the computing skills you have learnt?  | Can you apply the computing skills you have learnt?   |
| <b>Story Book</b> | Performance Poetry  | The Extraordinary Egg   | The Extraordinary Egg  | Katie in London by James Mayhew  | Katie in London by James Mayhew  | Performance Poetry  |