

Gordon Primary School Curriculum Map – Year 1, Summer 2026

	Summer 1	Summer 2
TOPIC	How important is happiness?	
KEY TEXTS	The Lost Happy Endings Poetry	
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 5, 12, 13, 14, 28, 29, 31, 38</i>	In the Summer term, Year 1 will explore the magical story <i>The Lost Happy Endings</i>, using it to think about important ideas such as good vs evil, light and dark, hope, kindness, and belonging. The children will talk about how characters feel, learning about empathy, trust, safety, and what it means to be a good friend. They will discuss how stories can sometimes feel sad or lonely, but also how hope can shine through. The children will enjoy listening to and retelling parts of the story, using their imagination to describe characters and settings. They will begin to explore simple descriptive language, including exciting adjectives and comparisons, to help bring their ideas to life. Inspired by the text, pupils will create their own short stories, diary entries, letters, and alternative endings, thinking carefully about how to make their stories safe, fair, and full of hope. This unit supports children in developing their creativity, confidence, and understanding of others, helping them to see themselves as storytellers who can share ideas about kindness, inclusion, and making good choices. <u>Philosophical Thinking:</u> - Do all stories have a happy ending? - Are happy endings always important in stories? - What determines whether a person is good or bad? - Is it possible for people to change their behaviour? - Are all people the same, or are we different? Please refrain from reading <i>The Happy Lost Endings</i> at home. The children will also take part in a poetry project. Throughout this unit, children will explore a range of poems, listening to and discussing different styles and themes. They will have opportunities to enjoy poetry, respond to what they hear, and begin to share their own ideas. As the unit develops, children will engage in a variety of poetry-based activities, supporting their creativity, confidence, and enjoyment of language.	
MATHS <i>CRC Articles 3, 28, 29</i>	<u>Measurement</u> The children will further develop their understanding of language connected to dates, such as days of the week, weeks, months, and years. They will also	<u>Place Value, Addition and Subtraction within 100</u> The children will practise counting forwards and backwards, using dienes to add and subtract ones and tens. They will also

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	explore measurement language and begin measuring using standard units, such as centimetres (cm) and grams (g). <u>Shapes</u> The children will explore the properties of various common 2D and 3D shapes. <u>Position and direction</u> The children will explore different types of turns, including clockwise, anticlockwise and full turns. <u>Time</u> The children will practise solving time-related problems and continue to tell the time to the hour and half past. They will also start to learn how to read the time in 15-minute intervals.	work on adding and subtracting by making 100 and applying number facts. <u>Multiplication</u> The children will build on their knowledge of multiplication by grouping objects and arranging them in arrays. <u>Division</u> The children will practise division by forming groups and ensuring each group gets an equal share.
SCIENCE <i>CRC Articles 24, 29</i>	<u>Plants</u> The children will explore and identify a variety of common wild and garden plants, learning to recognise the differences between deciduous and evergreen trees. They will also develop an understanding of the key structures of a plant, such as the stem, leaf, root and flower and will apply this knowledge to both plants and trees. Through hands-on activities, they will investigate how each part of the plant contributes to its growth and survival.	<u>Everyday Materials</u> The children will learn to name and describe various types of materials, exploring their different properties such as texture, hardness and flexibility. They will compare and classify materials based on these properties and investigate which materials are best suited for specific purposes. For example, they will consider which material is most suitable for making an umbrella. Additionally, they will distinguish between objects and the materials they are made from and learn to identify the difference between manmade and natural materials.
COMPUTING <i>CRC Articles 5, 17, 31</i>	<u>Unit 1.7 Coding</u>	<u>Unit 1.6 Animated Stories</u>

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	The children will explore the importance of following instructions carefully by comparing the effects of completing tasks with and without complete instructions. They will practice creating and following simple instructions on the computer and examine how the order of instructions can influence the outcome.	The children will be introduced to e-books and the 2Create a Story tool, where they will learn to add animations and sound to their stories, including voice recordings and music they have composed. They will work on creating more complex stories by adding backgrounds and using features like copying and pasting pages. Finally, the children will have the opportunity to share their e-books, showcasing their creative work.
HISTORY <i>CRC Articles 13, 14, 37</i>	<u>History through time: Travel</u> The children will learn about the various ways people travel and explore different modes of transportation from the past. They will research and compare these historical methods of travel with how we travel today, highlighting changes and similarities over time.	
GEOGRAPHY <i>CRC Articles 13, 14,</i>		<u>Coastal Settlements</u> The children will learn to use a variety of maps, including digital formats such as Google Earth and Google Maps. They will explore aerial photographs to identify landmarks and basic human and physical features. Additionally, the children will be able to describe and name local coastal areas, using geographical vocabulary to explain their characteristics.
ART <i>CRC Articles 5, 29, 31</i>		<u>Plant painting: Impressionism</u> The children will explore the works of artists Vincent Van Gogh and Claude Monet, examining how they used impressionism to shape their art. They will identify key techniques used by these artists and then apply their own observational skills to create impressionist-style artwork. The children will make connections

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		between the artists' work and their own experiences of the wider environment, drawing inspiration for their creations.
DT <i>CRC Articles 4, 6, 29, 30, 31, 32</i>	<u>Structures: Free-Standing</u> The children will explore a variety of different structures by observing real-life examples around the school and in the community. They will then design and build their own free-standing structures using a range of materials, experimenting with different types of joins and strengthening techniques. Once their structures are built, the children will decorate and refine them, before evaluating their strengths and identifying areas for improvement.	
MUSIC <i>CRC Articles 29, 31</i>	This term, the Year 1 children will continue to learn the basics of rhythm reading. They will learn to identify patterns, to recognise them written and to write their own. They will be learning to concentrate and listen and tell whether a sound is higher pitch, lower pitch, longer, shorter from a series of sounds, and to recognize different instruments. They will continue to sing and to learn how to play songs on the Glockenspiels. This term they will also compose a piece of music using percussion instruments such as Glockenspiels, untuned instruments and ukuleles, based on a book they have read. They will perform the class composition to the other Year 1 class.	
PE <i>CRC Articles 29, 31</i>	<u>Outdoor PE – Athletics</u> -Sprinting -Standing Long Jump -Speed Bounce -Javelin	<u>Outdoor PE – Athletics</u> -Body Language -Movement to show different emotions. <u>Outdoor PE (Sports Day Activities)</u> -Hot Potato -Rob the nest -Speed Bounce -Relay Race -Track Race <u>Indoor PE –performance</u> - Gymnastics techniques - Sequence of movements - Teamwork - Performance and evaluating
RE <i>CRC Articles 2, 6, 12, 14, 20, 30</i>	<u>What ways are a Church/Mosque etc important to believers?</u> The children will identify special objects and symbols linked to various aspects of worship, such as holy communion or a prayer mat and describe	<u>Who is a Christian and what do they believe?</u> The children will make connections between the teachings of Jesus and the beliefs and actions of Christians. They will explain

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	their meaning and use in different religions. They will also recognise significant places of worship for Christians and Muslims, understanding their importance and the role they play in each faith.	why Christians pray and describe the topics they pray about. The children will also share their own thoughts on the parables and stories of Jesus, while describing some key beliefs and stories that hold significance for Christians.
PSHE <i>CRC Articles 2, 3, 8, 12</i>	<u>Relationships</u> • I can identify the members of my family and understand that there are lots of different types of families • I know how it feels to belong to a family and care about the people who are important to me • I can identify what being a good friend means to me • I know how to make a new friend • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I can recognise which forms of physical contact are acceptable and unacceptable to me • I know who can help me in my school community • I know when I need help and know how to ask for it • I can recognise my qualities as person and a friend • I know ways to praise myself • I can tell you why I appreciate someone who is special to me • I can express how I feel about them	<u>Sun Safety</u> • I know what to wear to keep myself safe from the sun • I recognise the sun is good for me but I need to play in it safely <u>Changing Me</u> • I am starting to understand the life cycles of animals and humans • I understand that changes happen as we grow and that this is • I can tell you some things about me that have changed and some things about me that have stayed the same • I know that changes are OK and that sometimes they will happen whether I want them to or not • I can tell you how my body has changed since I was a baby • I understand that growing up is natural and that everybody grows at different rates • I understand that every time I learn something new I change a little bit • I enjoy learning new things • I can tell you about changes that have happened in my life • I know some ways to cope with changes
Spanish <i>CRC Articles 2, 3, 5, 6</i>	<u>Parts of the Body</u> The children will be learning about parts of the body. They will be introduced to key vocabulary, including cabeza (head), hombro (shoulder), rodilla (knee) and pie (foot). To help reinforce their learning, they will sing the Spanish	<u>X Factor</u> The children will be getting ready for their very own X Factor in school! They will build their confidence and performance skill through singing, dancing and speaking activities. As part of their

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	version of <i>Heads, Shoulders, Knee and Toes</i> , making it a fun and interactive way to remember the keywords. Additionally, they will explore descriptions of monsters, using their new vocabulary to talk about different body parts.	learning, they will practice new Spanish vocabulary and improve their pronunciation. The children will develop their teamwork skills whilst preparing for a fun and exciting showcase.
Safeguarding <i>CRC Articles 3, 4, 14, 19</i>	The children will feel confident discussing any concerns they have about online safety during Computing lessons and will know who to approach for support. They will understand the importance of asking adults for permission before accessing online content. During circle time, the children will talk about their feelings and learn how to be effective, happy learners. They will also explore the value of showing kindness to their peers and the significance of building strong, supportive friendships.	