**Critical Pathway - Creative YEAR 1 Term: Summer 2 2025**

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|  | **1** **(4 days)** | **2 PSC****9/6/25** | **3** | **4** | **5**  | **6** | **7** |
| **Text**  |  Bean Plant Diary X 2 weeks  |  The Enormous Turnip Talk 4 Writing 3x weeks | Plants DK | ‘If I Were King’A.A Milne |
| **Written Outcomes** | WALT: write a set of instructions to grow a broad beanWALT: create a broad bean diary | WALT: write a set of instructions to grow a broad beanWALT: create a broad bean diary | WALT: identify key features of traditional talesWALT: create a story map including a variety of adverbials of time. Retell the story using the map and story making actionsSequence a simple narrative with a beginning, middle and end | WALT: Create an innovated story including a new character and the language of traditional tales; start sentences in different ways sentences and a variety of ways to start sentences to form a simple narrative  | WALT: create an invented traditional tale including a variety of ways to start sentences to form a simple narrative | WALT: create a simple information book about plants(TAP’s science) | WALT: read and perform a rhyming poemWALT: innovate a poem ‘Kind Hands’ |
| **Literacy Theme** | FictionTraditional talesNon-fictionInstructionsPurpose: real life experience of growing a bean seed | FictionTraditional talesNon-fictionNon-fiction devices and featuresHow to title ,numbers, imperative verbs, short and clear instructions | FictionTraditional tales | FictionTraditional talesPatterned story language | FictionTraditional talesPatterned story language | Non-fictionNon-chronological reportNon-fiction devices and featuresLabels, diagrams, captions, lists and arrows | PoetryRhyming poemPerformance poetry |
| **Reading for Pleasure****RfP** | Mighty Maddie: Comparing Weights byStuart J Murphy So Light, So Heavy by Susanne Strasser A Beach For Albert: Capacity by Eleanor May. | Poems Out LoudVarious Poets & Laurie StansfieldPoetry | Harry’s HazelnutRuth Parsons | The Big Book of BloomsYuval ZommerNon-fiction Picturebook | David Attenborough Little People, Big Dreams | Michael RosenChocolate Cake | A.A MilneIf I were King |
| **Guided Reading** | We are working on:**V**ocabulary What does the word ………. mean in this sentence?? **I**nference Why did ………… happen?**P**rediction Looking at the cover and the title, what do you think this book is about?**E**xplaining What do you like about this text?**R**etrieval Which is your favourite/worst/ funniest/scariest part of the story? **S**ummarising Can you sequence the key moments in this story? |
| **History/****Geography** | Key Question: What is it like to live in Shanghai? |
| What can we see in our local area?WALT: recognise physical and human featuresdirectional languageharbourhuman featurephysical feature | Can we map our local area?WALT: draw asketch mapcitycompasshuman featurekeymapnorthphysical featuresymbol | Where in the world is China?WALT: name andlocate some continents on a world mapatlascontinentcountrylandmapocean | What can you see in China?WALT: identify physical and human features of a non-European countrycitycontinentcountrydeserthuman featurephysical feature | What is Shanghai like?WALT: describewhat it is likein Shanghaicityhuman featuremetrophysical featureportskyscraper | How is Shanghai different to our local area?WALT: compareShanghai to asmall area of theUKcitydifferenthuman featurephysical featuresimilar |
| **Computing**  | Key Question: Online Safety- How can we stay safe online? |
| What is the internet and how can it be used?WALT: know what the internet is and how to use it safelyrespectonlinecommunicatekindunkindinternetinternet safetyonline safetydevices | How can using the internet affect my mood and the way I feel?WALT: understand different feelings when using the internetinstructionscomputerinternetconnectionpredictinternet safetyonline safetyrespectkind | How and why do we need to be kind and sensible to others online?WALT: understand how to treat others, both online and in-personinstructionscomputerinternetconnectionpredictinternet safetyonline safetyrespectkind | Which information is appropriate to share and post online and which information is not? Can you explain why?WALT: understand the importance of being careful about what we post and share onlineinstructionscomputerinternetconnectionpredictinternet safetyonline safetyrespectdigital footprint |  |  |
| **Art and DT**Painting and mixed media: Colour splash |  Key Question: How do I apply my painting and printing skills techniques to create a painted plate? |
| What other colours can you make using the three primary colours?WALT: investigate how to mix secondary coloursIAT: name the primary colours: red, yellow and blue.IAT: mix primary colours to make secondary colours.IAT: say which two primary colours are needed to mix each of the secondary coloursblendmixprimary colourssecondary colours | What is similar or different about your own artwork and Johns’ work?WALT: apply knowledge of colour mixing when paintingIAT: use primary colours to paintIAT: mix primary colours to make secondary coloursIAT: choose a suitable brush for the marks I want to makeJasper Johnsbrush marksimpasto (thick way)applymarksMadagascar Martin Rakotoarimanana textile designer craft not kapow artist | How can you make a clear print?WALT: explore colour when printingIAT: use a variety of colours in my printing.IAT: create new colours by overlapping printsIAT: work carefully and accurately when making my patternskaleidoscopepatternshapespacetexture | How could I make the green lighter or darker?WALT: experiment with paint mixing to make a range of secondary coloursIAT: mix two primary colours to make shades of a secondary colourIAT: mix at least five different shades of my chosen secondary colourIAT: use my five mixed colours to create patternshueshadelighterdarker | What do you know about Clarice Cliff and how can you describe the ‘Circle Tree’ plate design?WALT: apply their painting skills when working in the style of an artistIAT: mix secondary colours.IAT: choose to paint with colours that look good next to each otherIAT: describe my plate and compare it to othersconcentric circlesdesignpaintsilhouette |  |
| **Music** | Key Question: Developing Pitch and Tempo (Theme: Superheroes) How can we develop our understanding of pitch and tempo to perform as a group?  |
| What is ‘pitch’?WALT: understand the concept of pitchpitchhighlow | How can I create, sing or play a pattern using two pitches?WALT: create a pattern using two pitchesPitchpattern | What does ‘tempo’ mean?WALT: understand the concept of tempotempopitch | How can I compose and perform as part of a group?WALT: create a superhero theme tunepitchtempoperformance | How can we make our performances better?WALT: perform confidently as part of a grouppitchtempoperformanceaccelerando |  |
| **RE****Gloucestershire** **Agreed Syllabus** | * 1. Key Question: How should we care for the world and for others, and why does it matter?
 |
| Is each person unique and important?WALT: identify a story or text that says something about each person being unique and valuableuniquevaluable | As all people are valuable and unique how should we treat them?WALT: give an example of a key belief some people find in one of these stories (e.g. that God loves all people)teachingsresponsibilityfriendship | Can you retell the story and explain what it tells Christians and Jews about the world?WALT: Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural worldnatural worldresponsibility | How do people show that they care for others?What do these stories show that Christians believe Jesus thought about caring?WALT: give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the storiesResponsibilityThe Good SamaritanThe four friends | How and why do Christians show they love and care for the world? **WALT:** Give examples of how Christians and Jews can show care for the natural earthWALT: Say why Christians and Jews might look after the natural world.natural world beliefdifference | What matters about being in a community?WALT: Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their choices. |

 **Critical Path - Other YEAR 1 Term: Summer 2 2025**

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|  | **1**  **(4 days)** | **2 PSC****10/6/25** | **3** | **4** | **5** **1/7/24** | **6** | **7** |
| **Maths** |  **Fractions** | **Position and direction** | **Number**Place Value(Within 100) 2 days x assessment | **Money**Assess x 1 day | **Time**Assess x 1 day |
| **Science**Plants | Key Question: Where does my food come from? |
| How many different types of plant are there?WALT: some plants can be grown and eaten for foodIAT: plant seeds and carefully observe changes in growth over timeseedcropfruit vegetablefarmeredibleobservefast sprouting | Which part of the plant can you eat?WALT: apply knowledge to match the fruit or vegetable with the images of the correct field crop | What have I planted and grown this year?WALT: create ideas for meals using a variety of commonly grown fruit and vegetablesplanplant seed cropscook | What can you cook with what you have grown?WALT: create a simple plant-based meal usingingredients they have grown over the yearingredientscreatechange |  |
| **Partner Games (Strike & Field) (****Pro-stars****Sport’s coaching** | Key Question: Can I use fundamental skills in a striking and fielding game? |
| Can use a variety of equipment in a team game?WALT:work collaboratively with a partneruse a range of small equipment | Can I display throwing skills to a partner with accuracy?WALT:work collaboratively with a partnerthrow to a partner with developing accuracy | Can I mirror a partner's basic actions?WALT:be able to 'mirror' a partner's movementsuse a range of small equipment | Can I mirror more complex actions and movements?WALT:be able to listen and observebe able to 'mirror' a partner's movements | Can I work collaboratively in groups to achieve set goals?WALT:be able to listen and observework collaboratively with a partner |
| **Athletics – FUNdamentals** | Key Question: What are fundamental skills? |
| IAT: understand how to change direction, levels and speedIAT: develop understanding of how we can use our body to improve performanceIAT: develop skills in preparation for Athletic style eventsIAT: develop range of skills for distance and accuracy | What can influence running speed?**WALT:** develop a range of skills associated with Athletics | How does running speed change when avoiding obstacles?**WALT:** develop a range of skills associated with Athletics | How can I throw for distance?**WALT:** develop a range of skills associated with Athletics | Can I throw with accuracy instead of power?**WALT:** develop a range of skills associated with Athletics | How can I jump for height not distance?**WALT:** develop a range of skills associated with Athletics |
| **PSHE** | Key Question: Rights and Responsibilities-How can I look after myself and my environment? |
| My Money WeekDate TBC | -Taking care of things:My selfMy moneyMy environmentScarf lesson title: Around and About the SchoolCan you think of a  change to the environment which will made it a better place for everyone? What ideas do you have for looking after that part of the environment? * WALT: identify what they like about the school environment
* IAT: recognise who cares for and looks after the school environment.

environmentimprove | Scarf lesson title: Harold has a Bad DayDoes our behaviour only affect us? Who else does it affect?* WALT: recognise how a person's behaviour (including their own) can affect other people.

FeelEmotionbehaviour | Scarf lesson title:Taking care of somethingWhat needs do we all share and who is accountable for meeting our needs?WALT: demonstrate responsibility in looking after something (e.g. a class pet or plant)IAT: explain the importance of looking after things that belong to themselves or to others.ResponsibilityLook afterresponsible | Scarf lesson title:Harold’s MoneyWhat is money and where does money come from?* WALT: explain where people get money from
* IAT: list some of the things that money may be spent on in a family home

Money spending | Scarf lesson title:Ways to look after our moneyHow should we look after our money?* WALT: recognise that different notes and coins have different monetary value;
* IAT: explain the importance of keeping money safe;
* IAT: identify safe places to keep money;
* IAT: understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).

SavingSafeNotes coins |