**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 bean  WALT: create a broad bean diary | | WALT: write a set of instructions to grow a broad bean  WALT: create a broad bean diary | | WALT: identify key features of traditional tales  WALT: create a story map including a variety of adverbials of time. Retell the story using the map and story making actions  Sequence 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 poem  WALT: innovate a poem ‘Kind Hands’ | |
| **Literacy Theme** | Fiction  Traditional tales  Non-fiction  Instructions  Purpose: real life experience of growing a bean seed | | Fiction  Traditional tales  Non-fiction  Non-fiction devices and features  How to title ,numbers, imperative verbs, short and clear instructions | | Fiction  Traditional tales | | | | Fiction  Traditional tales  Patterned story language | Fiction  Traditional tales  Patterned story language | Non-fiction  Non-chronological report  Non-fiction devices and features  Labels, diagrams, captions, lists and arrows | | Poetry  Rhyming poem  Performance poetry | |
| **Reading for Pleasure**  **RfP** | Mighty Maddie: Comparing Weights by  Stuart J Murphy  So Light, So Heavy by Susanne Strasser  A Beach For Albert: Capacity by Eleanor May. | | Poems Out Loud  Various Poets  & Laurie Stansfield  Poetry | | Harry’s Hazelnut  Ruth Parsons | | | | The Big Book of Blooms  Yuval Zommer  Non-fiction Picturebook | David Attenborough  Little People, Big Dreams | Michael Rosen  Chocolate Cake | | A.A Milne  If 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 features  directional language  harbour  human feature  physical feature | Can we map our local area?  WALT: draw a  sketch map  city  compass  human feature  key  map  north  physical feature  symbol | | | | | Where in the world is China?  WALT: name and  locate some continents on a world map  atlas  continent  country  land  map  ocean | | | What can you see in China?  WALT: identify physical and human features of a non-European country  city  continent  country  desert  human feature  physical feature | What is Shanghai like?  WALT: describe  what it is like  in Shanghai  city  human feature  metro  physical feature  port  skyscraper | | | How is Shanghai different to our local area?  WALT: compare  Shanghai to a  small area of the  UK  city  different  human feature  physical feature  similar |
| **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 safely  respect  online  communicate  kind  unkind  internet  internet safety  online safety  devices | How can using the internet affect my mood and the way I feel?  WALT: understand different feelings when using the internet  instructions  computer  internet  connection  predict  internet safety  online safety  respect  kind | | | | | How and why do we need to be kind and sensible to others online?  WALT: understand how to treat others, both online and in-person  instructions  computer  internet  connection  predict  internet safety  online safety  respect  kind | | | 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 online  instructions  computer  internet  connection  predict  internet safety  online safety  respect  digital 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 colours  IAT: 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 colours  blend  mix  primary colours  secondary colours | What is similar or different about your own artwork and Johns’ work?  WALT: apply knowledge of colour mixing when painting  IAT: use primary colours to paint  IAT: mix primary colours to make secondary colours  IAT: choose a suitable brush for the marks I want to make  Jasper Johns  brush marks  impasto (thick way)  apply  marks  Madagascar Martin Rakotoarimanana textile designer craft not kapow artist | | | | | How can you make a clear print?  WALT: explore colour when printing  IAT: use a variety of colours in my printing.  IAT: create new colours by overlapping prints  IAT: work carefully and accurately when making my patterns  kaleidoscope  pattern  shape  space  texture | | | How could I make the green lighter or darker?  WALT: experiment with paint mixing to make a range of secondary colours  IAT: mix two primary colours to make shades of a secondary colour  IAT: mix at least five different shades of my chosen secondary colour  IAT: use my five mixed colours to create patterns  hue  shade  lighter  darker | 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 artist  IAT: mix secondary colours.  IAT: choose to paint with colours that look good next to each other  IAT: describe my plate and compare it to others  concentric circles  design  paint  silhouette | | |  |
| **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 pitch  pitch  high  low | How can I create, sing or play a pattern using two pitches?  WALT: create a pattern using two pitches  Pitch  pattern | | | | | | What does ‘tempo’ mean?  WALT: understand the concept of tempo  tempo  pitch | | How can I compose and perform as part of a group?  WALT: create a superhero theme tune  pitch  tempo  performance | How can we make our performances better?  WALT: perform confidently as part of a group  pitch  tempo  performance  accelerando | | |  |
| **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 valuable  unique  valuable | 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)  teachings  responsibility  friendship | | | | | | 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 world  natural world  responsibility | | 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 stories  Responsibility  The Good Samaritan  The 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 earth  WALT: Say why Christians and Jews might look after the natural world.  natural world  belief  difference | | | 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 food  IAT: plant seeds and carefully observe changes in growth over time  seed  crop  fruit  vegetable  farmer  edible  observe  fast 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 vegetables  plan  plant  seed  crops  cook | | What can you cook with what you have grown?  WALT: create a simple plant-based meal using  ingredients they have grown over the year  ingredients  create  change | | |  | |
| **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 partner  use a range of small equipment | | Can I display throwing skills to a partner with accuracy?  WALT:  work collaboratively with a partner  throw to a partner with developing accuracy | | Can I mirror a partner's basic actions?  WALT:  be able to 'mirror' a partner's movements  use a range of small equipment | | Can I mirror more complex actions and movements?  WALT:  be able to listen and observe  be able to 'mirror' a partner's movements | | | Can I work collaboratively in groups to achieve set goals?  WALT:  be able to listen and observe  work collaboratively with a partner | |
| **Athletics – FUNdamentals** | Key Question: What are fundamental skills? | | | | | | | | | | |
| IAT: understand how to change direction, levels and speed  IAT: develop understanding of how we can use our body to improve performance  IAT: develop skills in preparation for Athletic style events  IAT: 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 Week  Date TBC | -Taking care of things:  My self  My money  My environment  Scarf lesson title:  Around and About the School  Can 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.   environment  improve | | Scarf lesson title:  Harold has a Bad Day  Does our behaviour only affect us? Who else does it affect?   * WALT: recognise how a person's behaviour (including their own) can affect other people.   Feel  Emotion  behaviour | | Scarf lesson title:  Taking care of something  What 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.  Responsibility  Look after  responsible | | Scarf lesson title:  Harold’s Money  What 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 money  How 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).   Saving  Safe  Notes  coins | |