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

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| **English Objectives**  **Ongoing** | Writing  Begin to form lower-case letters in the correct direction, starting and finishing in the right place.  GD objective: Confidently form lower-case letters in the correct direction, starting and finishing in the right place.  Write sentences by saying out loud what they are going to write about (oral rehearsal).  GD objective: Independently write longer sentences by saying out loud what they are going to write about including the key details.  Write sentences by composing a sentence orally before writing it.  GD objective: Independently writes sentences by composing a longer sentence orally before writing it  Write from memory simple sentences dictated by the teacher that include words using phase four GPCs using and common exception (phase four tricky words) taught so far.  GD objective: Write from memory longer sentences dictated by the teacher that include words using the phase four GPCs and phase four common exception words taught so far.  SPaG/Composition  Leave spaces between words  Begin to use capital letters and full stops  Use a capital letter for names  of people and the personal pronoun ‘I’ | | | | Reading  Respond speedily with the correct sound to graphemes including initial consonant blends and final consonant blends.  GD objective: Respond speedily with the correct sound to graphemes containing consonant and final blends, reading them or finding them in words.  Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.  GD objective: Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; reading them or finding them in words.  Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  GD objective: Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and comparing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.  Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.  GD objective: Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events and comparing these with different books. | | | | | | | | |
| **Text** | Jack and the Beanstalk  Talk 4 Writing | | | | | | | Bean Diary | | Plants DK | ‘Hands’  Julia Donaldson | | |
| **Written Outcomes** | 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: write a set of instructions to grow a broad bean  WALT: create a broad bean diary | | WALT: continue to create a Broad Bean Diary | 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 | | Fiction  Traditional tales | Fiction  Traditional tales  Traditional story language | | | Non-fiction  Instructions | | Non-fiction  Non-chronological report  Non-fiction devices and features  How to title ,numbers, imperative verbs, short and clear instructions | 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 | |
| **Phonics** | /ul/ as in bottle /r/ as in writing | | /t/ as in mixed /ch/ as in hatching  /d/ as in drilled | /zh/ as in treasure, television, collage  /m/ as in comb | | | /n/ as in knot  /n/ as in sign | | /ch+u/ as in picture  /i/ as in pyramid | /s/ as in scissors /s/ as in whistle | | /o/ as in watch /sh/ as in station | |
| **Tricky words** | Consolidation  oh, their, | | Consolidation  people, Mr, Mrs | Consolidation  asked, could, | | | Consolidation  water, where | | Consolidation  who, again, | Consolidation  thought, through, | | Consolidation  many, laughed, | |
| **SPaG**  **Focus** | * Spell the days of the week and CEW words | | * Suffix -s * Suffix-es | * Spelling CEW words * Application of phonic knowledge | | | * Question marks * Punctuate two sentences using capital letters and full stops | | * Suffix \_ing |  | |  | |
| **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**  Castles    (Keystage history) | Why did they build castles a long, long time ago? | | | | | | | | | | | | |
| What do we know about castles?  WALT: communicate own experiences and knowledge about castles  *Castle*  *Fortress*  *Control*  *Surrounding land*  *Attack*  *Defend*  *Protect*  *Timeline* | What clues does Chepstow Castle hold?  WALT: describe places and features  IAT: use geog/science vocab  IAT: make deductions  IAT: use primary/secondary evidence  *Position*  *Drawbridge*  *Moat*  *Keep*  How do we know that they were also intended for defence?  WALT: listen to opinions  IAT: use pictures and primary resources to look at structures  *Defend*  *Arrow loop*  *Barbican*  *Battlements*  *Drawbridge*  *Portcullis*  *Dungeon* | | | How is it similar/different to homes today?  WALT: express own views, compare and empathise  IAT: investigate properties  *Same*  Different  Artefacts | | | | If you were a Lord what would your castle look like?  WALT: give an opinion based upon knowledge gained  *Develop*  Improve  Moat and bailey  Stone keep  Concentric castle  Courtyard castle  Fortified Manor house | Why did they build castles a long,  long time ago?  Why do you think that they are  not built today?WALT: give an opinion based upon knowledge gained  *Comfort*  *Cannons and mortar*  *Cannonballs*  *Gunpowder* | | |  |
| **Computing**  **Programming 2**  **BeeBot** | Key Question: How can I program the Bee Bot? What can it do and how can I make it do it? | | | | | | | | | | | | |
| Lesson 1  What can the Bee-Bot do?  How did you make that happen?  Can it do any other things?  Did anyone’s Bee-Bot not follow instructions?  WALT: to explore a new device. | Lesson 3  What cone did you aim for?  Did the Bee-Bot reach it successfully?  Did the Bee-Bot turn correctly?  WALT: plan and follow a precise set of instructions. | | | Lesson 4  How many buttons do you need to press to get there?  Do you think you need to turn?  Where will that code get you to?  WALT: program a device. | | | | Lesson 5  What does ‘program’ mean? (A series of instructions that are written for the Bee-Bot to follow.)  What steps should you take when programming the Bee-Bot? (Identify where the Bee-Bot needs to go, figure out how it will get there and program the Bee-Bot accordingly using basic instructions.)  What should you not do when the Bee-Bot is moving?(Pick it up)  WALT: create a program that tells a story | Assessment focus/questions  Time for observational assessment:  Take note of who takes several steps to reach their target.  Who can get to their target straight away?  Who ‘panics’ and loses confidence when they make a mistake?  Who can ‘fix’ a mistake?  WALT: apply and showcase our programming skills | | |  |
| **Art and DT**    Cooking and nutrition: Fruit and vegetables | Key Question: Is it a fruit or a vegetable? How do I know and how do they taste? | | | | | | | | | | | | |
| Is it a fruit or a vegetable? How do you know?  WALT: identify if a food is a fruit or a vegetable | Where do fruits and vegetables grow and which parts can we eat?  WALT: identify where plants grow and which parts we eat | | | Can I taste and describe these fruits and vegetables?  WALT: taste and compare fruit and vegetables | | | | How can I make a fruit and vegetable smoothie?  WALT: make a fruit and vegetable smoothie | What did I like about my smoothie and what could I improve?  WALT: evalulate my smoothie | | |  |
| **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**  Colour key: Making sense Understanding impact Making connections  Our Friend Jewish celebrations:  Passover will be observed from April 12-20, followed by Shavuot from June 1-3. | Key Question: 1.10 What does it mean to belong to a faith community? (Referenced to Gloucestershire Agreed Syllabus) | | | | | | | | | | | | |
| Do we all belong to something?  WALT: recognise that loving others is important in lots of communities.  •Say simply what Jesus and one other religious leader taught about loving other people. | How do Christians/ Muslims/Jewish people show they belong?  WALT: give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. | | | | Is every person valuable?   * WALT: give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) | | | How do Christians welcome a new baby? How do Muslims welcome a new baby?   * WALT: give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. | How do some people show they belong to one another?  WALT:   * Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). | | | 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 1 2025**

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| **Maths** | **Number**  Place Value  (Within 20) | | | **Number**  Addition and Subtraction  (Within 20) | | | **Number**  Place Value  (Within 50) |
|  | Step 1 Count within 20  Step 2 Understand 10  Step 3 Understand 11, 12 and 13  Step 4 Understand 14, 15 and 16  Step 5 Understand 17, 18 and 19  Step 6 Understand 20  Step 7 1 more and 1 less  Step 8 The number line to 20  Step 9 Use a number line to 20  Step 10 Estimate on a number line to 20  Step 11 Compare numbers to 20  Step 12 Order numbers to 20 | | | Step 1 Add by counting on within 20  Step 2 Add ones using number bonds  Step 3 Find and make number bonds to 20  Step 4 Doubles  Step 5 Near doubles  Step 6 Subtract ones using number bonds  Step 7 Subtraction – counting back  Step 8 Subtraction – finding the difference | | | Step 1 Count from 20 to 50  Step 2 20, 30, 40 and 50  Step 3 Count by making groups of tens  Step 4 Groups of tens and ones  Step 5 Partition into tens and ones |
| Maths - Continuous | Calculation: Addition and Subtraction, Number bonds, place value including part/whole models | | | | | | |
| **Science**  Plants | Key Question: How can we sort plants into different groups? | | | | | | |
| What parts do these plants have?  WALT: name and identify the parts of a plant  roots  stems  leaves  flowers  petals  name  different  same | What parts do all trees have?  WALT: identify and name tree parts  roots  branches  leaves | How can we sort plants into different groups?  WALT: name and identify common wildflowers and garden plants  wildflower  daisy  garden plant  sunflower  Which type of plant did you find the most of?  Where did you find the most plants??  WALT: use our knowledge of common  garden and wildflowers to identify plants in our local area  local area  identify  nettle  buttercup  dandelion  species  record | | What are deciduous trees?  WALT: identify deciduous  trees as those trees that lose their leaves in autumn  deciduous  leaf structure  horse chestnut  oak  sycamore trees  appearance  leaf structure | What are evergreen trees?  WALT: identify evergreen  trees as those trees that  keep their leaves all year round  evergreen  “needle-like” leaf structure  differ from  holly trees  pine trees | |
| **Athletics**  **(Running and Jumping)**  **Pro-stars**  **Sport’s coaching** | Key Question: How can I link running and jumping skills to a range of games and activities? | | | | | | |
| **What is running technique?**  **WALT:** consolidate appropriate running technique  IAT: jump with control & balance on landing | **Can I jump and land with control?**  **WALT: j**ump whilst travelling  IAT: throw towards a stationary target | **Why is arm movement important when running?**  **WALT: k**now what the term 'healthy eating' means  IAT: consolidate appropriate running technique | | **Can I display balance when jumping over objects?**  **WALT: j**ump with control & balance on landing  IAT: jump whilst travelling | **Can I throw towards a stationary target?**  **WALT: t**hrow towards a stationary target  IAT: show I know what the term 'healthy eating' means | |
| **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(s): Scarf-  Why are certain foods are healthy for me and how many should I eat?  What I can do if I find something difficult? | | | | | | |
| **5 Being my Best**  **Includes keeping healthy/Growth mindset /goal setting/achievement**  *Sun Awareness Week 6th – 12th May*  *Mental Health Awareness Week 13th – 20th May* | Scarf Lesson Title:  I can eat a rainbow  What sort of foods do you think are healthy for our body?  Are there any foods we need to avoid eating lots of?  WALT: recognise the importance of fruit and vegetables in their daily diet;  IAT: explain why eating at least five portions of vegetables and fruit a day helps me to maintain health. | Scarf Lesson Title:  Eat well  Which foods do you like/dislike?  Which foods are healthy for us that we need to eat more of?  Refer now to the Eatwell plate (IWB slide provided - see Resources needed area).  What foods are less healthy that we need to eat fewer of?  WALT: recognise that they may have different tastes in food to others;  Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;  Recognise which foods we need to eat more of and which we need to eat less of to be healthy. | Scarf Lesson Title:  Harold’s wash and brush up!  Why do you think it so important that we have daily hygiene routines?  WALT: recognise the importance of regular hygiene routines;  Sequence personal hygiene routines into a logical order. | | Scarf Lesson Title:  Harold learns to ride his bike  What sort of things can you do now that you couldn’t do when you were a baby?  Was it always easy to learn to do those things?  Which of the things that you can do now, which you couldn’t when you were younger, were the hardest to learn?  What did you have to do in order to make it easier?  WALT: recognise that learning a new skill requires practice and the opportunity to fail, safely;  Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. | Scarf Lesson Title:  Pass on the praise!  Who supports and encourages the children?  Who in particular does this at school?  How do we feel when we get support and encouragement?  Who do they give support and encouragement to?  How does it feel to give this as well as to get it?  WALT: demonstrate attentive listening skills;  Suggest simple strategies for resolving conflict situations;  Give and receive positive feedback, and experience how this makes them feel. | |