



Oldway Primary School

Aspiration ~ Responsibility ~ Kindness

Year 1 Curriculum Plan: Summer 2026

The aim of Oldway Primary School is to provide opportunities for children to develop as independent, confident and successful learners, with high aspirations and the skills to make a positive contribution to their community.

We aim to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts with meaningful outcomes. The curriculum has been designed so that it:

- supports pupils' personal development;
- develops a love of learning;
- prepares pupils for work and lifelong learning;
- develops children as global citizens.



Year 1: Summer 2026

READING from the Reading Spine

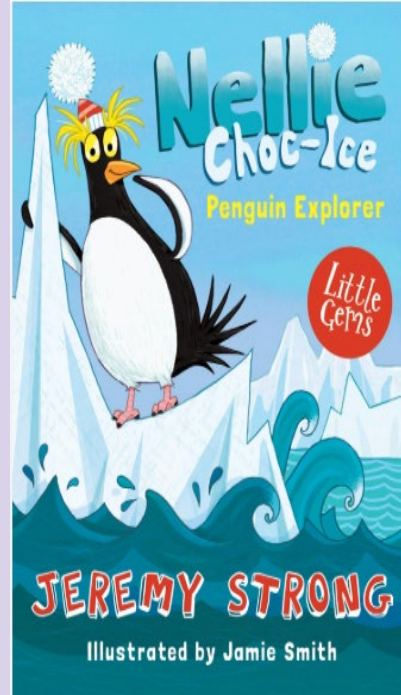
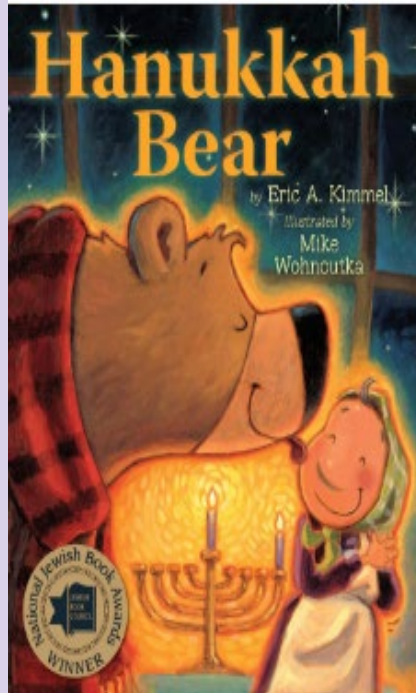
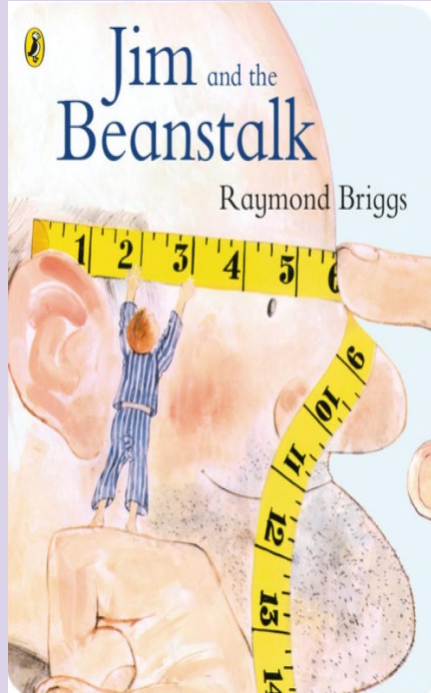
- Each day, we ensure the children have their story time where we share with the children high quality recommended reads. Our core books this term are Jim and the Beanstalk by Raymond Briggs, Hanukkah Bear by Eric Kimmel, Nellie Choc-Ice by Jeremy Strong and Little Kids First Book of Pets by Catherine D Hughes
- In addition to this, the children have the opportunity to read for pleasure regularly and access a range of books in our reading corners.

- Weekly spellings are taught in discrete lessons. We will set a weekly spelling assignment on Spelling Shed and children should practise their spellings, using Spelling Shed, at least three times each week. They will be tested each Wednesday.
- Handwriting is taught using the Read Write Inc scheme.

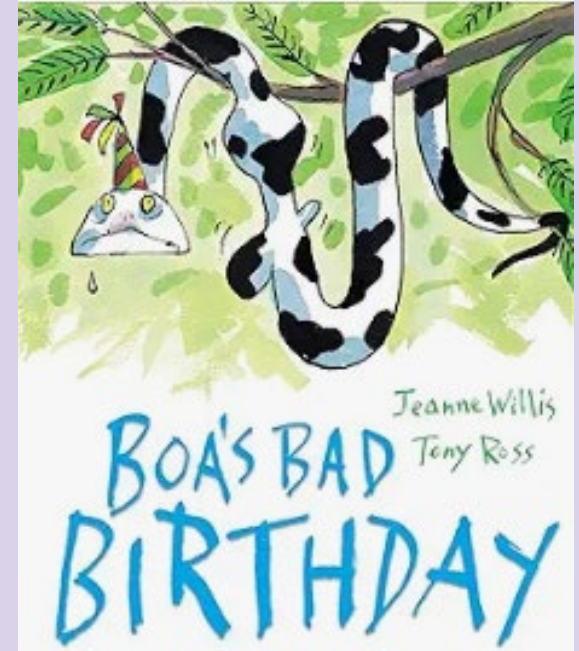
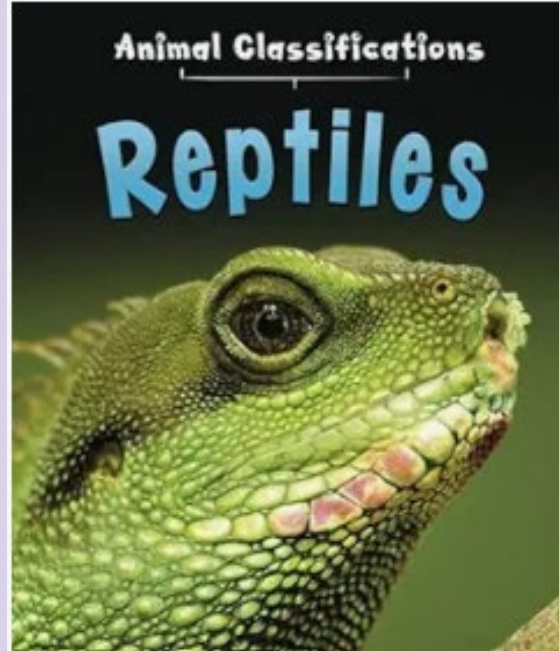
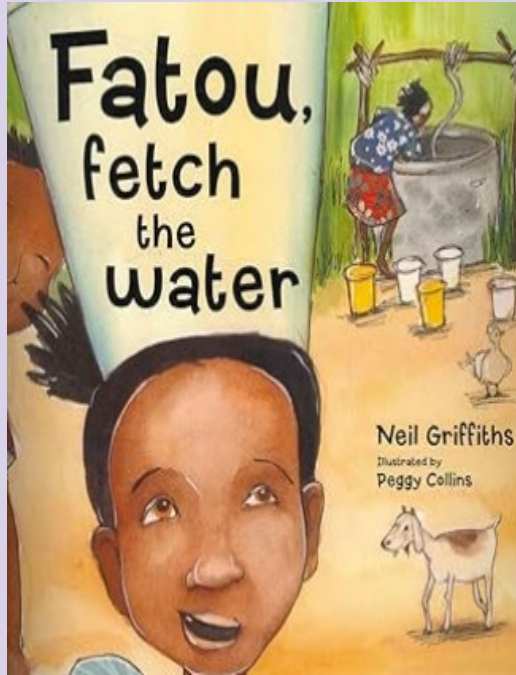
WRITING using BookWrites

- To begin the term, we will be teaching writing using Fatou Fetch the Water By Neil Griffiths and Peggy Collins. This story is set in a rural village in Gambia. We will use this story to inspire the children to write their own patterned story set in a familiar setting.
- In the next part of the term, we will be using the non fiction text, Reptiles by Angela Royston. This text will help support children to write their own non-chronological text including a riddle quiz.
- After half term, we will start with a story called Boa's Bad birthday by Jeanne Willis and Tony Ross children. The children will then create their own birthday stories.

Reading Spine



BookWrites

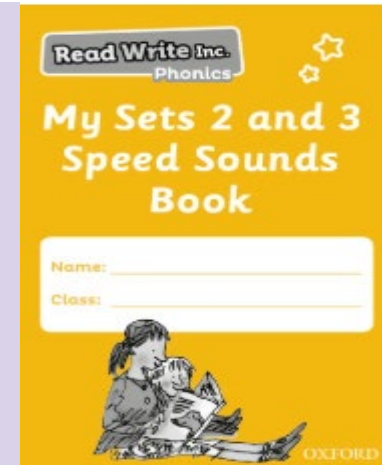


You can help by: Encouraging your child to practise spellings; by listening to and encouraging your child to read regularly, by discussing books you read to them and by visiting the library.

Read Write Inc.

Phonics:

- Children have daily phonics lessons using the Read, Write, Inc. Programme. It introduces new phonemes (sounds) and consolidates prior learning in a systematic way so that children can apply these in their independent and guided reading and writing.
- Children are colour-grouped according to their reading ability and tested each half term. Some children will receive additional phonics support during the afternoons. Please support your child by encouraging them to read as much as possible and help them to learn all their set 2 and 3 sounds.

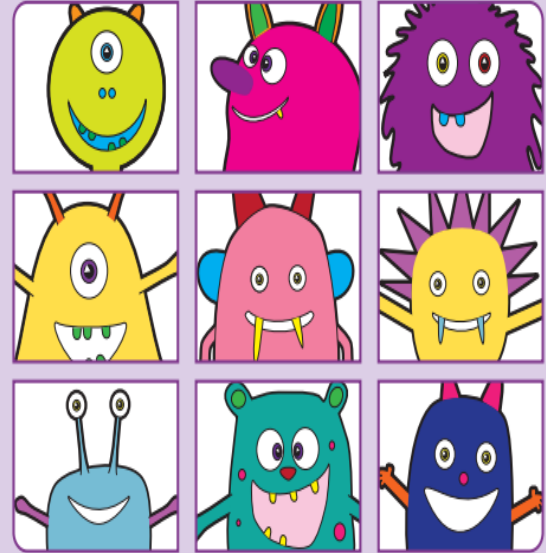


Phonics Screening Assessment

- The screening will take place week beginning **Monday 8th June 2026**. It is important that your child is in school that week.
- The check consists of 40 words. There are two sections, each containing 20 words.
- In each section there are some ‘real’ words and some ‘nonsense’ or ‘alien’ words. This is because the check is to see which sounds the children rather than words that they can read by sight.

Phonics screening check

Pupils' materials





Year 1: Summer 2026

MATHS

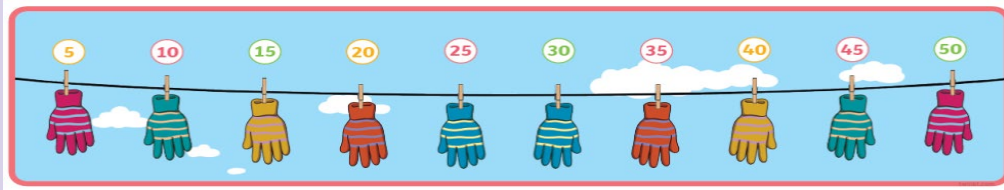
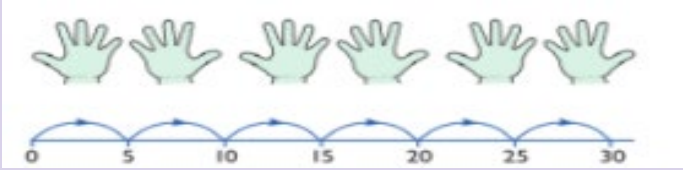
- In maths, we will begin the term by developing an understanding of multiplication as repeated addition, understanding the difference between equal and not equal groups. The children will use their knowledge of counting in 2s, 5s and 10s and will use concrete, pictorial and abstract representations to help them to find the total of multiple equal groups and of doubles. These representations will include arrays, a powerful way of developing multiplicative reasoning. This will then feed into their work on division later in the unit, where they will move onto grouping and sharing. Soon after this unit, children will learn strategies to find halves and quarters. Following this unit, children will move on to learning about position and direction - including half and quarter turns.
- Moving forward, children will develop their understanding of numbers to 100. They will begin by counting beyond 50 and noticing the counting patterns. Children will use a 100 square and other pictorial representations, and learn to count efficiently by counting the 10s first and then the 1s. They will position numbers on a number line and use these to help them compare two 2-digit numbers. Children will also find one more and one less than numbers to 100.
- The children will spend time at the end of the term recognising the value of coins and banknotes - it is important that children have a familiarity of money in different settings. Children finish the year by developing the ability to tell the time using analogue and digital times. They will answer simple questions involving time.

You can help by: Using Numbots to help understanding of numbers and number bonds. Counting everyday objects in your environment. E.g. can you count 50 pebbles on the beach?

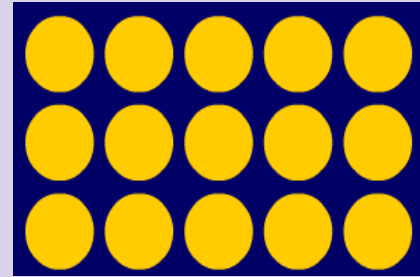
Maths - models and images

Multiplication and Division

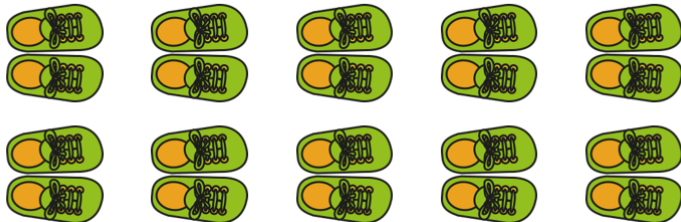
Number Lines



Use of arrays as a pictorial representation for division. $15 \div 3 = 5$ There are 5 groups of 3.
 $15 \div 5 = 3$ There are 3 groups of 5.

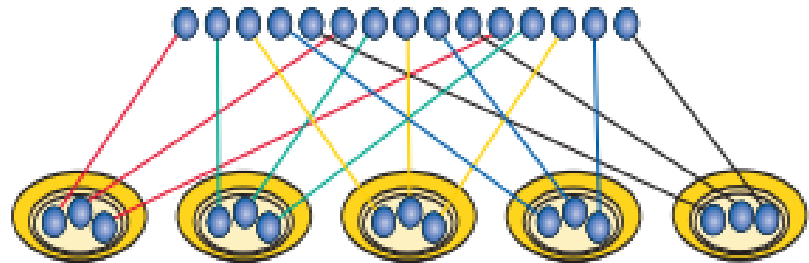


How many shoes are there?
Count in groups of two.



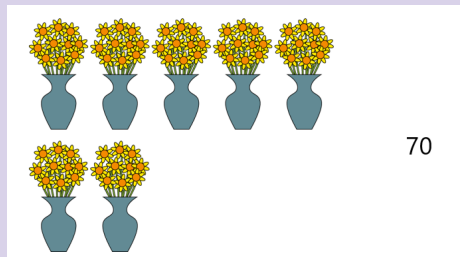
$$15 \div 5 = 3$$

15 shared between 5

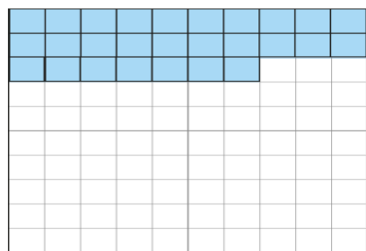
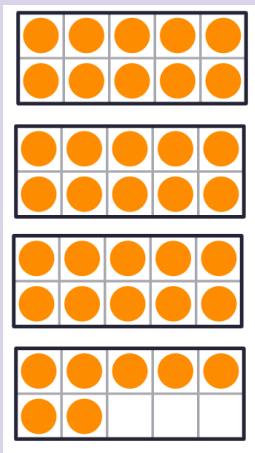


Maths - models and images

Numbers to 100

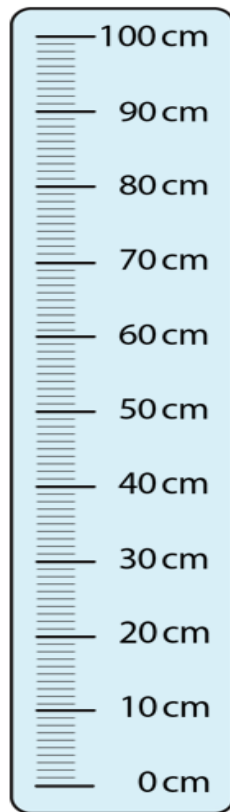


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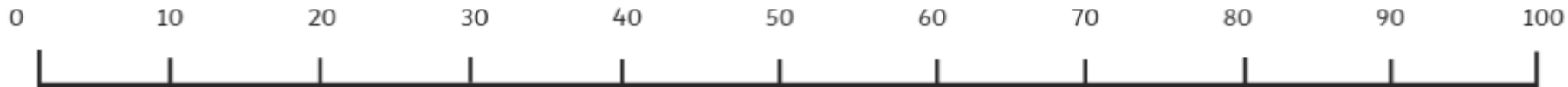


10s	1s
2	7

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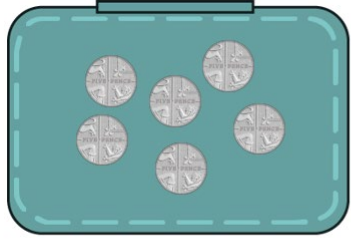


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Maths - models and images

Which purse would you rather have?

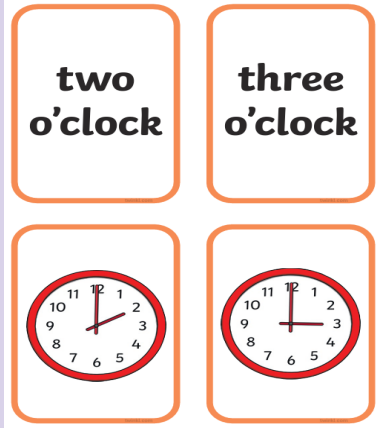
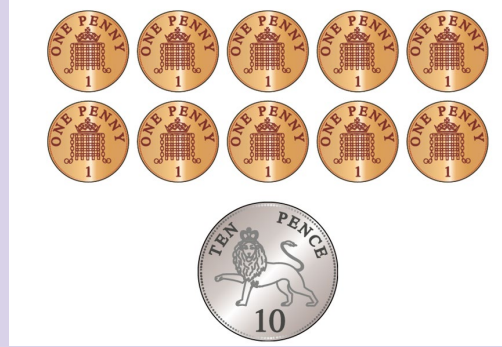










A







B

Money and Time



							
1p	2p	5p	10p	20p	50p	£1	£2
one penny	two pence	five pence	ten pence	twenty pence	fifty pence	one pound	two pounds

			
£5	£10	£20	£50
five pounds	ten pounds	twenty pounds	fifty pounds



Year 1: Summer 2026

History: Homes Through Time

In history, children will learn about housing in the Victorian period, castles in the medieval times and the prehistoric period where people lived in small villages in roundhouses with just one room. They were made of wood and wattle and daub

You can help by: Reading books about how homes have changed throughout your lifetime but also over your child's grandparents lifetime; researching history at the library.

Science: Animals

In science, the children will be learning about different types of animals. They will learn that animals belong to 5 different groups and that different animals have different body features e.g. wings, claws, scales etc. They will also learn about the different foods that each group of animals needs to survive.

You can help by: Reading books or watching videos about different types of animals. Make a fact page about your favourite animal and bring it to class.

DT: Fruit Snacks

In DT, the children will be designing and making a food snack which meets the brief 'A healthy snack for children to enjoy after school'. We will research healthy snacks and then design our own, using different fruit pieces to make fruit snack pictures. We will learn about food hygiene when preparing food and practise a few techniques such as chopping and peeling.

RE: Shabbat

In RE, the children will be learning that Shabbat is a day of rest for Jewish families to spend time together. They will learn about some of the traditions that take place during this time and think about why it is important to their beliefs.

You can help by: Visit the BBC Bitesize and watch the videos about Shabbat or go to the library and research Jewish traditions.



Year 1: Summer 2026

PE

Indoor: Sending and Receiving, Reaction and Response

Outdoor: Athletics - sports day practice

PE takes place twice a week (Tuesday & Wednesday). In our indoor sessions, we will be working on our coordination and agility skills. In our outdoor sessions, we will be learning the skills needed to take part in different athletics. Also all children will experience some swimming lessons over this term.

PSHE: Being safe and asking for help

We have already started the term with our 'Personal Development Day' where we focused on our core value 'Kindness'. In our PSHE lessons we will be learning about people who keep us safe in our community and at home. We will also be thinking about what it feels like to feel loved, to feel jealous and to feel lonely. We will talk about how we can understand and deal with these big feelings.

Computing:

In computing, we will learn what a simple algorithm is, and use basic instructions to help guide our partners around a room. We will use the programme 'Daisy Dino' to write and save command instructions to make Daisy Dino move and dance.

Music:

In music, we will learn that pictures and images can represent sound. We will also learn that pitch can be signalled through hand signals and capital letters. Through using these new skills we will play some instruments to help us develop pulse and rhythm.



Year 1: Summer 2026

Geography: There you are

In Geography, we are learning how to use a globe and locate continents; and comparing the human and physical features of an area in the UK with an area in Kenya.

How you can help:

Look at maps together of the world and find different continents and countries. Can they spot the United Kingdom or where they live?

Art: The Natural World

In art, we are learning about representing flat objects using shapes on paper. We will learn to make Secondary colours such as green, orange and purple. Through the use of wax crayons, we will create lines and shapes and learn a wax resist technique using watercolour paints.

We shall also be mixing colours using watercolour paints on the page (not in a palette) and use a flat wash brush stroke with watercolour paint. **We will then** Press print onto paper or fabric using the natural colour of the leaves.



Home Learning

Reading

In Year 1, children should be reading at least five times or more for at least 15 minutes. Please can you record their reading, daily, in their reading record. Please also support your child to learn their set 2 and 3 sounds from the small phonics book in their book bags. Please speak to your child's class teacher if your child is missing one.

Spellings

A spelling assignment will be set each Wednesday and weekly spellings will be tested the following Wednesday. Children should practise their spellings during this week. Children should play at least three games on Spelling Shed per week.

Maths

Children should use Numbots to ensure that they have a rapid recall of number bonds to 20. We recommend that children practise at home at least three times a week for 10-15 minutes.



Behaviour

- We continue to work across the curriculum to develop co-operative learning and social skills. Pupils are encouraged to discuss matters relevant to them, their behaviour and their relationships with others. The School takes a trauma-informed approach to managing behaviour.
- The school operates a Positive Behaviour Policy. Rewards take the form of verbal praise, House points, certificates and ‘marbles-in-the-jar’ for effort and attainment across the whole range of school activity, linked to Oldway’s values. Certificates are presented to the children in Celebration Assembly on Friday mornings and each half term, when the marble jar has been filled and the marbles counted, the class is entitled to a class treat - enjoyed by all. Additional certificates are awarded for good behaviour and cooperative play at lunch times. Children who continuously make good choices will be nominated for a ‘Hot Chocolate with the Head’ and others may receive a ‘Golden Phone Call.’
- Consequences vary according to the seriousness of the incident and/or behaviour. On occasion, children are required to finish class activities at playtime or at home if lesson time has been missed by poor behaviour in class. Missed break time or lunchtime operates as a sanction when things go ‘more wrong’. During this time, children will be able to reflect on how to improve their behaviour and decide ‘how to make things right’. When poor or inappropriate behaviour is persistent, parents are contacted and are asked to discuss concerns with either Mrs Edworthy (Assistant Head), Miss Eva Rowe/ Mrs L Chalk (Family Support Workers), Laura Bateman (SENCO), Mr Chris Hallett (Deputy Headteacher) or Mrs Emma Bamber (Headteacher).
- When there are questions or concerns, your first point of contact should be the class teacher, who knows your child best. In addition, Mrs Edworthy (Assistant Head) is also available to give assistance.



Year 1 Staff

Y1 Teachers

Miss K Squirrell (Torre Abbey Sands)

Miss S Woods and Mrs C Claridge
(Livermead Sands)

Y1 Teaching Assistants

Miss C Tummon

Mrs C Powell

Mrs L Marsden

Mrs D Churchward