

Our Half Termly Learning Journey

Year Group: Year 1

Term and Year: Summer 1 2025

Cycle: A

Big Question	Other questions		Links to Bolney/21 st C	Key Vocab	Edshed film units	Whole Class Reading Text	Key figures	
How can I make change happen?	Is it too late? What can we do to be planet protectors? Where does our waste go? Which side are you on? How did Jack's beanstalk get so tall? How can we grow a beanstalk?		How can we make change in our community? How climate change is affecting our world now.	reduce reuse recycle plastic waste landfill global warming change	The Ugly Sharkling	Wild Life: The Extraordinary Adventures of Sir David Attenborough – vipers (non-fiction)	Greta Thunberg, David Attenborough, Jan Goodall, Steve Backshall, Bear Grylls	
Links to Bolney characteristics	Project overview	Hook/Wow Starter	Project Outcome/Fantastic Finish	Links to Interplay lands	Driver Subjects (Part of project and discrete) English, maths, science, RE, PE, French and RHE plus:	Real life maths	Other Core Texts	Visits / Visitors
Change Makers/Young Leaders	Planted Preservation	Beanstalk planting (jack and the beanstalk alternative ending book)	Paper Mache Earths	Using recycled materials for sculptures Painting a big section as our 'perfect, clean Earth'	Geography/RHE	Making equal groups and sharing into equal groups (How to share fairly) Measuring plans (science)	Little People Big Dreams – Greta Thunberg, David Attenborough A Planet Full of Plastic Greta and the Giants A Climate in Chaos Old enough to save the planet	Wakehurst Place

As writers we will...	As mathematicians we will...	As geographers we will...	As musicians we will...	In RE we will...
<p>Recounts from Wakehurst Old enough to save the planet – re-write page</p> <ul style="list-style-type: none"> ❖ Oral rehearsal ❖ Spelling common exception words ❖ Correct sentence structure ❖ Conjunctions ❖ Non-fiction writing ❖ Sentence types ❖ Common spelling patterns 	<p>multiplication and division, fractions</p>	<p>Uses geographical language to describe feature or location e.g hill/local/a road/coastline/woods</p>	<p>Make a sequence of long and short sounds with help (duration). Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p>	<p>Recall features of religious, spiritual and moral stories and other forms of religious expression, recognise and name features of religions and beliefs Identify things they find interesting or puzzling, in religious materials studied</p>
As readers we will...	As designers we will...	As artists we will...	As historians we will...	As linguists we will...
<p>Read daily and log our reading Answer VIPERS questions Listen and engage with class book</p>	<p>N/A</p>	<p>Explore shape and form Use materials to make known objects for a purpose Construct using man made, recycled and natural material Control of a modelling medium to carve, knead, shape, pinch, smooth and make simple joins in clay to make a tile Use of craft artists and sculptures as inspiration for the adaption of their own work</p>	<p>N/A</p>	<p>Learn new words and pronunciation through engaging topic lessons Use our 'wow' word in our writing</p>

As speakers and listeners we will...	As programmers in computing we will...	As scientists we will...	As young people we will... (Learning for life)	As a sportsperson we will...
<p>Listen to the class text and respond to questions in fill sentences</p> <p>Talk to our pairs on the carpet</p> <p>Participate in active listening</p>	<p>I can control everyday devices to make them do different things. (Beebots, Botley Coding Robot)</p> <p>I can make simple choices to control a simple simulation program (Minecraft).</p>	<p>Perform simple tests with support.</p> <p>To begin to discuss my ideas about how to find things out.</p> <p>To begin to say what happened in my investigation.</p> <p>Gather and record data with some adult support, to help in answering questions.</p> <p>Begin to record simple data</p> <p>Begin to record and communicate their findings in a range of ways.</p> <p>Can show my results in a simple table that my teacher has provided.</p> <p>Identify and name common animals – fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and describe roots, stem/trunk, leaves, flowers.</p> <p>Observe changes across the seasons.</p> <p>Observe and describe weather and how day length varies.</p>	<p>Know that everyone's family is different</p> <p>Know that there are lots of different types of families</p> <p>Know that families are founded on belonging, love and care</p> <p>Know how to make a friend</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know that physical contact can be used as a greeting</p> <p>Know about the different people in the school community and how they help</p> <p>Know who to ask for help in the school community</p>	<p>I can:</p> <p>show control when rolling a ball.</p> <p>hit a ball with control</p>

Reading/Writing & project focus		Maths
Week 1	Ugly Sharkling	multiplication
Week 2	Ugly Sharkling	division
Week 3	Old enough to save the planet – re-write page	division
Week 4	Old enough to save the planet – re-write page	fractions
Week 5	Recounts from Wakehurst	fractions