

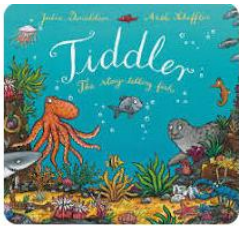
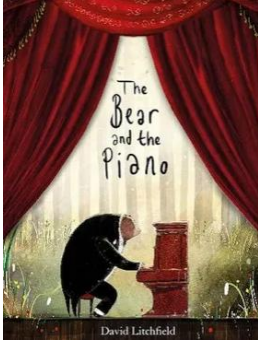
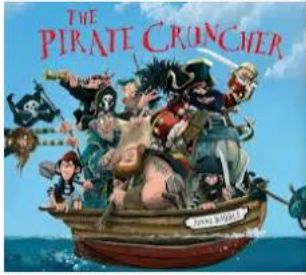


# CURRICULUM MAP MONET



## Summer A 2026

### English



#### Parental support for phonics:

Please find the following links:

'How to say Phase 5 sounds' click [Graphemes](#)

'How we teach Phase 5' click [Teach](#)

'How we teach Tricky Words'

click [Tricky Words](#)



**Non-Chronological (Information) Report** – Plundering Pirates. Write a report about pirates using alliterative sub-headings, historical facts and thinking (rhetorical) questions. The children will organise facts under headings and research and record important facts in clearly demarcated sentences.

**Contemporary Fiction** - The Bear and the Piano. Write a contemporary story in a guided manner, to then progress to writing an alternative ending for an independent write.

**Poetry** – We will read and recite familiar poems by Julia Donaldson – exploring rhyme and rhythm through her use of rhyming couplets.

#### **Phonics and spelling**

This term we are consolidating and revising alternative graphemes ready for the Phonic Screening Check. We will practise these graphemes in our weekly spellings. We will also **revise tricky words** to support us for use in writing.

#### **Year 1 Summer 1**

Review Phase 5 GPCs for phonics screening check	
Week 1	ay play a-e shake ea each e he
Week 2	ie pie i-e time o go o-e home
Week 3	ue blue rescue ew chew new u-e rude cute aw claw
Week 4	ea head ir bird ou cloud oy toy
Week 5	i tiger a paper ow snow u unicorn
Week 6	ph phone wh wheel ie shield g giant

**Spelling** – to use knowledge of all learned graphemes and newly learned unusual graphemes to spell phonetic and common exception words. When practising at home, encourage your child to segment (say and count each sound) in each word before writing it down.

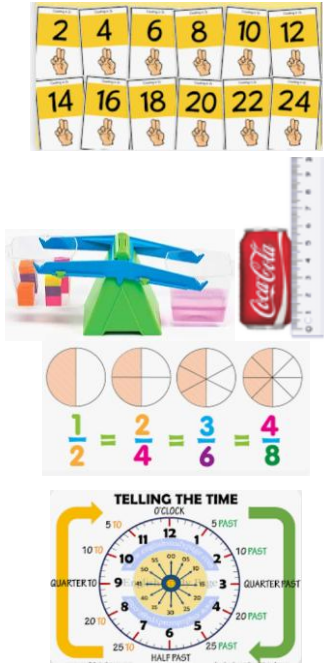






	Unit	Coverage	Prickly spellings	Homophones
Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee
Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
Week 4				
Week 5	11	How can I show missing letters in a word?	Review	there/their/they're



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<p><b>Maths</b></p> 	<p><b>Year 1 Multiplication and Division</b> - Count in 2s, 10s and 5s. Recognise and add equal groups. Make arrays. Identify doubles. Make equal groups by grouping and sharing. Support with Maths at home can be found <a href="#">here</a>.</p> <p><b>Length and Height</b> - Compare lengths and heights. Measure length using objects. Measure length in centimetres.</p> <p><b>Mass and Volume</b> – heavier and lighter, measure mass, compare mass, full and empty, compare volume, measure capacity, compare capacity.</p> <p><b>Time</b> – Before and after. Days of the week and Months of the year. Hours, minutes and seconds. Tell the time to the hour and to the half hour.</p> <p><b>Year 2 Fractions</b> - Identify wholes, equal and unequal parts. Recognise and find a half, a quarter and a third. Find a quarter. Recognise a third. Explore unit/non-unit fractions. Recognise the equivalence of a half and two quarters. Identify three-quarters. Count in fractions up to a whole. Support with Maths at home can be found <a href="#">here</a>.</p> <p><b>Length and Height</b> – Measure in centimetres, metres, compare and order lengths and heights, and use the four operations with lengths and heights.</p> <p><b>Mass, Capacity and Temperature</b> - compare mass, measure in grams and kilograms. Four operations with mass. Compare volume and capacity. Measure in millilitres and litres. Four operations with volume and capacity. Temperature.</p> <p><b>Time</b> – Identify o'clock, half past, Quarter past and quarter to. Tell time past the hour and to the hour. Tell the time to 5 minutes. Minutes in an hour and Hours in a day.</p>
<p><b>Science</b></p> 	<p><b>Animal Survival</b> - This project teaches children about growth in animals by exploring the life cycles of some familiar animals. They build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air and shelter.</p>
<p><b>RE</b></p> 	<p>In Religious Education, we will be learning about <b>Judaism- Creation/blessings</b> Our big question will be 'why do Jewish families say so many prayers and blessings?'</p>
<p><b>History</b></p> 	<p>We will complete our project on <b>Movers and Shakers</b>, learning about historically significant people who have had a major impact on the world. Using timelines, stories and historical sources to find out about explorers and activists.</p>
<p><b>Art</b></p> 	<p><b>Be an Architect</b> – introduce children to the idea that architects design and construct buildings. Children will have the opportunity to explore architecture around them <b>or Playful Making</b> – A playful approach to exploring materials and constructing sculpture.</p>
<p><b>Music</b></p> 	<p>In music we will be looking at the pentatonic scale, which is used a lot in <b>Japanese folk music</b>. This is called the In scale E, F, A, B, C. The children will listen to the Japanese cherry blossom song 'Sakura', learn to sing it and then play it on the glockenspiels. The children will then make up their own 'Chinese' style music using this different pentatonic scale.</p>
<p><b>PSHE</b></p> 	<p><b>Myself &amp; My Relationships</b> Managing Change. Myself &amp; My Relationships How are my achievements, skills and responsibilities changing and what else might change? How might people feel during times of loss and change? How do friendships change? What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? How might people feel when they lose a special possession? When can I make choices about changes?</p>



# CURRICULUM MAP

## MONET

### Summer A 2026



<p style="text-align: center;"><b>PE</b></p> 	<p><b>PE</b> – This term we will be covering the gymnastics unit '<b>Rock and roll.</b>' The children will be practising skills such as log rolls, side rolls, teddy rolls, forwards and backwards rolls. These will be incorporated into simple routines to perform on the floor and apparatus.</p> <p>The games unit is '<b>Fundamentals 2</b>' combined with Sports Day skills including footwork for hopping, skipping and jumping in different combinations, running short and middle distances along the track, and throwing for accuracy and distance. We will also practise various dribbling skills and negotiating obstacles for future races.</p>
<p style="text-align: center;"><b>Computing</b></p> 	<p><b>Year 1</b> - Children will be introduced to on-screen programming through ScratchJr. They will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Children will also be introduced to the early stages of program design through the introduction of algorithms.</p> <p><b>Year 2</b> – Children will begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, they will evaluate their work and make improvements to their programming projects</p>
<p style="text-align: center;"><b>Please remember</b></p> 	<p><b>All</b> - Games <b>PE kit</b> on a <b>Wednesday</b> and indoor gym kit for a <b>Friday</b>.</p> <p><b>All</b> - <b>Water bottles</b> will be sent home on a <b>Friday</b> and need to be returned to school on a <b>Monday</b>. A spare change of clothes and outdoor shoes (such as wellies) should be kept in school in case of wet weather.</p> <p><b>All</b> – the children will have a Athletics task to complete each week. Their log in details can be found in their reading diaries.</p> <p><b>Year 1</b> – Please practise writing the simple spelling list containing new graphemes and tricky words. The list will come home on a Thursday and children will have a quiz the following Thursday.</p> <p><b>Year 1</b> – Please access your child's Big Cat Collins e-book on line. Pupils will have practised this book Monday-Wednesday. Afterwards, it will be released and ready for your child to read at home. Please read this book several times and then record comments in your child's reading diary to let us know how they are reading at home.</p> <p><b>Year 1</b> - Please bring your sharing books to school in a book bag (as these fit into the children's drawers – no rucksacks please.) Sharing books will be changed at the beginning of each morning.</p> <p><b>Year 2</b> – Please practice writing <b>spelling</b> lists containing focus graphemes and prickly words. The list will come home on a <b>Monday</b> and children will have a <b>quiz</b> the following <b>Monday</b>.</p> <p><b>Year 2</b> –TT Rockstars can be accessed through the login in your child's reading diary. The more often your child accesses the site, the better prepared they will be as we delve into multiplication in maths this term.</p>