



Yearly Overview



Year: 2025-2026 Teacher: Mrs Camadoo-Nynan & Mrs Gordon Year 1

	Autumn		Spring		Summer	
Topic	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
RE (RED) Meditation is timetabled daily	Creation and Covenant In this branch, pupils will learn about the Christian belief that all that exists comes from God, the Creator, who Christians call Father, and that this belief is found in Scripture and the prayers of the Catholic Church. The Church teaches that with this belief come responsibilities to take care of the world God has gifted to humanity. One of the ways the Church expresses this responsibility is through the Catholic Social Teaching (CST) principles of stewardship, human dignity, and solidarity, which Pope Francis expresses in his encyclical 'Laudato Si'' (2015).	Prophecy and Promise The focus of this branch is for pupils to develop an early understanding of the Christian belief that God showed us the full depth of his love by sending Jesus his Son (CCC 65-66). In Jesus, the invisible God becomes visible, and his love is poured out as the child in the manger at Bethlehem. In the first branch, pupils learn about God's revelation through the Creation and in this branch, they begin to encounter his revelation in Jesus. In this year group, pupils will journey through the life of Jesus following the Gospel of St Luke. The focus of learning is on the narrative sequence of the story, the importance of Mary's 'Yes' to God and the presence of angels who are God's messengers and protectors and point to the divine nature of Christ (CCC 333).	Galilee to Jerusalem The focus of this branch is for pupils to develop an early understanding of the Christian belief that through the ministry of Jesus, some of those who encountered him recognised he was the Son of God. Familiarity with these texts means that the astonishing revelation of Christ that they contain is often downplayed. In branch one, pupils explored revelation through the Creation and in the next branch, God entered human history. In this branch, teachers could consider how they will encourage pupils to think about what the accounts are saying. Mary and Joseph are poor, and they can only afford two doves as offerings at the temple. Even so, Simeon spots them in the temple, which would have been a busy space, takes the baby in his arms and tells God he is happy to die now as this is the best moment of his life because his eyes have seen the salvation promised to all nations. He is followed by Anna, who spends all her time in the temple and will see many people come and go, but she recognises that Jesus is not just a baby. He is an event. Pupils should take time to think about how extraordinary these events are. Simeon and Anna see beyond the baby to the reality of Jesus as the Son of God. In the same way, twelve-year-old boys do not usually teach adults, and people do not leave behind their work and everything they own to follow someone they have just met. In St Luke's gospel, Jesus' divinity is writ large. St Luke's gospel also focuses on Jesus' mission to those at the margins of society. Following the announcement to	Desert to Garden For pupils, the focus of this branch is to learn a little about the season of Lent as a time to prepare for Easter and to know the story of the last week of Jesus' life, his death, and resurrection. The Resurrection is revisited in the next branch, so this branch concludes with the women meeting the angel by the empty tomb. As in branch two, the visible angelic presence points to the divinity of Christ and to the message of God the Father, Creator of all that is seen and unseen. In the life of many pupils, Easter is about chocolate and is a lesser festival than Christmas. Introducing the pupils to Lent allows them to understand how Christians prepare for Easter as the high point of their year. As in branch two, religious education lessons are not the sum of pupils' experience in learning about the seasons of Lent and Easter. Pupils will experience Lent traditions as part of the school's prayer life and through the charitable activities in Lent as part of a school's Catholic life. In this branch, the narrative strand of St Luke's gospel is paused to tell the story of Jesus' Temptation in the wilderness to facilitate pupil's learning about Lent.	To the Ends of the Earth In this branch, pupils will hear the story of the Road to Emmaus, the Ascension, and the story of Pentecost. They will complete an age-appropriate narrative cycle of the life, death, and Resurrection of Jesus Christ and encounter the inspiration of the Holy Spirit in the lives of the Apostles and then the early Church. The number of scriptural passages in this branch is reduced to allow consolidation of the narrative sequence of the life of Jesus Christ that they have studied and to make connections between the Good News of Jesus and the apostles' mission when they are filled with the Holy Spirit.	Dialogue and encounter By the end of this unit of study pupils will know that the Church teaches: • The Church is the community of all those who belong to Christ. • The cross is a symbol of Christianity. • The shortest summary of the Catholic faith is the sign of the cross. By the end of this unit of study, pupils will know about Christianity locally through: • Learning about their local parish community. • Learning about their local parish church. • Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish. Other religion: Judaism

			the shepherds, who were among the lowest in that society, the infant Jesus is next seen with the elderly Simeon and Anna. St Luke describes Jesus’ time before he began his adult ministry as his ‘hidden life’. St Luke’s gospel places Jesus at the heart of the Jewish world of the first century and the heart of the Roman world. He shows Jesus caring for the poor and the oppressed, such as Samaritans, outsiders, and women. In this branch, teachers introduce pupils to Jesus’ character as he draws people to follow him and shows love and kindness to those on the edges of society, especially little children.			
CST	Care of Creation The world was made by God, so we take care of God’s creation.	Preferential option for the poor The ‘preferential option’ means allowing someone to have the first choice.	Solidarity and Peace God calls us to be peacemakers in the world – to stand in solidarity with those in need.	Community and Participation As humans, we are made to live in community with one another. This means being active members of the world we live in. We are meant to look out for each other and build each other up. This is how God wants us to live.	Dignity of Workers Work is fundamental to the dignity of a person .	Human Dignity Treating someone with dignity means treating them with love, kindness and respect. Everyone should be treated with dignity because we are made in the image and likeness of God.
<u>RJED Links</u>	Science- Seasonal changes in Morocco History- Looking at children’s past in different countries RE- Look at how different cultures welcome a new baby English- Africa, Amazing Africa	Geography- Comparing life to Africa Music- Compare the Banana Rap to a rap in another language RE- Celebrations/EID the giving of presents English- The Princess And The Pea (by Rachel Isadora),	Science- Staying Alive - showing pictures of the body of different ethnicities PSHE- Martin Luther King I have a dream speech RE- Special meals- Passover English- Ravi’s Roar & Meesha Makes Friends 2 weeks	D&T- Look at a range of culturally diverse puppets PE- Paralympics RE- Celebrations- giving in Judaism celebrations English-): Madlenka (by Peter Sis)	Computing- Annie Easley Nasa Computer programmer Art- Look at different structures Eiffel tower/Christ Redeemer in Brazil RE- Islam Holy days English- Traditional tales from around the world	Geography- Comparing life in Shanghai D&T- Food tasting from India RE- Islam English- Whole school unit
English (HFL)	Recounts (1 week) Labels, lists, captions and instructions Jaspers Beanstalk by Nick Butterworth (2 weeks) Narrative Puffin Peter by Petr Horacek (2 weeks) Poetry: List Poems (1 week)	Writing to Inform Gruffalo Crumble and other Recipes by Julia Donaldson & Alex Scheffler (2 weeks) Narrative (Fairy Tales): Three Billy Goats Gruff (by Alison Edgson), The Princess And The Pea (<i>by Rachel Isadora</i>), Stop! That’s Not My Story (<i>by Smriti Halls and Erikan Meza</i>), Professor Goose Debunks Goldilocks And The Three Bears (<i>by Paulette Bourgeois and Alex G Griffiths</i>) 4 weeks Buffer Week recap sentence structure skills (1 week)	Narrative: Stanley’s Stick by John Hegley (2 weeks) CST link Care for Creation Recount: ‘Ravi’s Roar’ and ‘Ruby’s Worry’ by Tom Percival (2 weeks) Poetry: Range of nursery rhymes Oi Frog by Kes Gray & Jim Field (1 week) Buffer Week (1 week)	Short narrative based on real experiences: Madlenka by Peter Sis (3 weeks) Poetry: Take One Poet Julia Donaldson Poems To Perform edited by Julia Donaldson (2 weeks) Buffer week - Grammar (1 week)	Letters: Here Comes Mr Postmouse by Marianne Dubuc (2 weeks) Poetry: A First Book Of Poems Shirley Hughes ‘Out and About’ (2 weeks) Narrative: Little Red and the Very Hungry Lion by Alex T. Smith (3 weeks)	Explanation: The Big Book of Bugs by Yuval Zommer; The Amazing Life Cycle of Butterflies by Kay Barnham; Tad by Benji Davies (2 weeks) CST link Care for Creation Short narrative: We’re Going to Find The Monster! by Malorie Blackman; illus. by Dapo Adeola (2 weeks) Whole School Explore and Engage unit Journey by Aaron Becker (2 weeks) Buffer Week (1 week)

Phonics Twinkl Phonics	See planning for sounds Level 5 Weeks 1-7 Week 1 - ‘ay’ saying /ai/ Week 2 - oy’ saying /oi/ Week 3 - ‘ie’ saying /igh/ Week 4 - ‘ea’ saying /ee/ Week 5 - ‘a_e’ saying /ai/ Week 6 - ‘i_e’ saying /igh/, ‘o_e’ saying /oa/ Week 7 - ‘u_e’ saying /yoo/ and /oo/, ‘e_e’ saying /ee/	See planning for sounds Level 5 Weeks 8-14 Phonics Tracker – 1 week Week 8 – ‘ou’ saying /ow/ Week 9 - Long Vowel Sounds Week 10 - ‘ch’ saying /c/, ‘ch’ saying /sh/ Week 11 - ‘ir’ saying /er/ Week 12 - ‘ue’ saying /yoo/ and /oo/ Week 13 - ‘ew’ saying /yoo/ and /oo/ Week 14 - ‘y’ saying /ee/	See planning for sounds Level 5 Weeks 15-20 Week 15 - ‘aw’ and ‘au’ saying /or/ Week 16 - ‘ow’ and ‘oe’ saying /oa/ Week 17 - ‘wh’ saying /w/ Week 18 - ‘g’ saying /j/, ‘c’ saying /s/ Week 19 - ‘ph’ saying /f/ Week 20 - ‘ea’ saying /e/	See planning for sounds Level 5 Weeks 21-26 Phonics Tracker – 1 week Week 21 - ‘ie’ saying /ee/ Week 22 - Adding -ed Week 23 - Adding -s and -es Week 24 - Adding -er and -est Week 25 - tch’ saying /ch/ Week 26- Adding -ing and -er	See planning for sounds Level 5 Weeks 27-30 Week 27 - ‘are’ and ‘ear’ saying /air/ Week 28 – Unspoken ‘e Week 29 - ‘ore’ saying /or/ Week 30 - Adding un- Level 5 Revision	See planning for sounds Phonics Tracker – 1 week Level 5 Revision
Guided Reading (Ready, Steady Comprehension)	Unit B Reading Breadth: Fairy Stories & Rhymes	Unit D Reading Breadth: Traditional Tales & Poems	Unit A History: Living Memory Toys	Unit C Geography: Locality CST link Care for Creation	Unit F Reading Breadth: Stories & Poems	Unit E Science: Animals inc. Humans
Maths (Essentials)	➤ 1LS1 Geometry – Positional Language Including Ordinal Numbers ➤ 1LS2 Numbers to Ten – Finding Patterns in Numbers (including subitising) ➤ 1LS3 Numbers to Ten – Counting and Comparison (more, less, fewer) ➤ 1LS4 Numbers to Ten – Estimating and Ordering ➤ 1LS5 Numbers to Ten - Regrouping the Whole ➤ 1LS6 Numbers to Ten – Part Whole Addition and Subtraction ➤ 1LS7 Numbers to Ten – Solving Problems Using Part or Whole Unknown ➤ Week six – seven 1LS8 Numbers to Ten – Comparison	➤ 1LS9 Numbers to Ten – Equality and Balance ➤ 1LS10 Numbers to Twenty – Making 10 and Some More ➤ 1LS11 Numbers to 20 – Estimating and Ordering, 1 More and 1 Less ➤ 1LS12 Numbers to Twenty – Doubling and Halving ➤ 1LS13 Numbers to Twenty – Odd and Even Numbers ➤ Diagnostic assessment paper 1: arithmetic ➤ Diagnostic assessment paper 2: reasoning	➤ 1LS14 Geometry – Names and Properties of 2-D and 3-D Shape ➤ 1LS15 Measures – The Language of Comparing Length, Height, Mass and Speed ➤ 1LS16 Sequencing Events – Days of the Week and Months of the Year ➤ 1LS17 Numbers to Twenty – Adding using ‘Think 10’ ➤ 1LS18 Numbers to Twenty – Subtraction using ‘Think 10’ ➤ 1LS19 Numbers to Twenty – Equality and Balance ➤ 1LS20 Numbers to Twenty – Part or Whole Unknown	➤ 1LS21 Numbers to Twenty – Language and Problem Solving (part or whole unknown) ➤ 1LS22 Numbers to Twenty – Comparison (difference, more, less, fewer) including Statistics ➤ 1LS23 Measures – Coins and Combinations to 20p, Ordering and Comparing ➤ 1LS24 Counting in 2s, 5s 10s. ➤ 1LS25 Measures – Non-standard Measures and Introducing Simple Standard Measures ➤ Diagnostic assessment paper 1: arithmetic ➤ Diagnostic assessment paper 2: reasoning	➤ 1LS26 Multiplication and division – Equal or unequal groups and remainders ➤ 1LS27 Multiplication – repeated addition and arrays (Number of Groups and size of group) ➤ 1LS28 Multiplication – Problem solving (Identifying the number of groups and size of the group ➤ 1LS29 Multiplication – scaling and counting in 2s to 24 ➤ 1LS30 Division – Sharing and grouping problems ➤ 1LS31 Time – Telling the time, O’clock and half past ➤ 1LS32 Fractions –Sharing into equal groups	➤ 1LS33 Fractions – Equal or unequal parts of shapes ➤ 1LS34 Fractions – Of continues quantities including capacity ➤ 1LS35 Numbers to twenty – Review ➤ 1LS36 Numbers to one hundred – place value and digits, making tens and some more ➤ 1LS37 Place value – estimation, ordering and comparison ➤ Remaining weeks should be review and close the gap sessions focusing upon high value learning ➤ Diagnostic assessment paper 1: arithmetic ➤ Diagnostic assessment paper 2: reasoning

Science (KAPOW)	Forces and space - seasonal changes Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and clothing choices. They plan and carry out their own weather reports, considering the knowledge required for this job. - Name the four seasons in order and describe the typical weather in each. - Name some activities and events in the four seasons. - Describe the appearance of a tree’s leaves in each season. - Complete a pictogram and use it to answer simple questions. - Recall that summer has the most daylight hours and winter has the least daylight hours. - Recording data about the temperature across the four seasons. - Label a map of the UK with capital cities and seasonal weather symbols. Lesson 1 – Wonderful weather To identify how the weather changes across the four seasons. Lesson 2 – Seasonal activities To identify events and activities that take place in different seasons. Lesson 3 – How do trees change? To recognise how trees change across the four seasons. Lesson 4 – Daylight hours To recognise that daylight hours change across the four seasons. To record data in a pictogram. Lesson 5 – Observing over time To observe changes across the four seasons. To gather and record data about how seasons change over time. Lesson 6 – Weather reports	Materials: Everyday materials Identifying and naming objects and the materials from which they are made. Pupils compare and group materials based on how they look and feel and carry out tests to sort materials based on unobservable properties. - Name objects and identify the materials they are made from. - Recognise that objects are made from materials that suit their purpose. - Recall that a property is how a material can be described. - Sort objects based on the materials they are made from. - Group objects based on their properties. - Suggest ways to test materials for their properties. - Make predictions and recognise whether they were accurate. - Use their observations to answer questions. - Begin to recognise if a test is fair. Lesson 1 – Naming materials To identify everyday materials. To sort objects into groups based on the materials they are made from. Lesson 2 – Material detectives To recognise the difference between objects and materials. Lesson 3 – Introduction to properties To describe the properties of materials. Lesson 4 – Is it absorbent? To group materials based on their properties (absorbency). To make observations and record data. Lesson 5 – Is it waterproof? To group materials based on their properties (waterproofness). To plan a test and suggest what might happen. Lesson 6 – Is it tough? To group materials based on their properties (toughness).	Animals: Sensitive bodies CST link Care for Creation Identifying and naming body parts and conducting practical activities with the senses to spot patterns and answer questions. - The key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth). - The five main senses: sight, smell, hearing, taste and touch. - The skin is used for touch, the tongue is used for taste, the nose is used for smell, the eyes are used for sight and the ears are used for hearing. Science in action To know: - A range of jobs and careers that use scientific knowledge and methods. - About the work of modern-day scientists. - There are spiritual, moral, social and cultural links with Science. Lesson 1 – Body parts To name parts of the human body. To sort body parts into groups. Lesson 2 – The senses To name the body parts used for each sense. To spot patterns in data. Lesson 3 – Taste and touch To identify the body parts used for the sense of taste and touch. To use the senses to make observations. Lesson 4 – Sight and smell To identify the body parts used for the sense of smell and sight. To recognise that scientists are always making new discoveries.	Animals: Comparing animals Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets. - Name and describe the physical features of a range of animals. - Sort animals into groups based on their similarities and differences. - Identify characteristics specific to mammals, birds, reptiles, amphibians and fish. - Recall the diets of carnivores, herbivores and omnivores. - Use a non-fiction text to find out about specific animals’ diets. - Recognise that there are different ways to gather data. - Record data in a block graph and use this to answer questions. - Recognise what the scientist Jane Goodall was known for. - Recall some of Jane Goodall’s key findings. Lesson 1 – Animal Groups To identify and group animals. Lesson 2 – Describing Animals To describe a variety of animals. Lesson 3 – Comparing Animals To compare the features of animals. Lesson 4 – Carnivore, herbivore or omnivore? To identify animals that are carnivores, herbivores and omnivores. To research using non-fiction texts. Lesson 5 – Pets To recognise animals that make suitable pets. To gather and record data to help in answering questions. Lesson 6 – Jane Goodall	Plants: Introduction to plants CST Care for Creation Venturing outside, children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and sort leaves into groups based on appearance. Pupils investigate if beans need water for growth and identify edible plant parts. - Identify plants and their features. - Recall some of the roles that flowering plant parts have. - Name some trees and their parts. - Identify similarities and differences between deciduous and evergreen leaves. - Recall that seeds and bulbs come from plants. - Recognise that seeds need water for growth. When working scientifically, pupils who are secure will be able to: - Raise questions about plants and respond to suggestions on how to set up an investigation to answer a question. - Use a magnifying glass to observe the different parts of flowering plants. - Draw and label a diagram of a flowering plant. - Use an identification chart to name flowering plants. - Sort plants into groups based on specific criteria. - Use non-standard units to measure leaf length.	Making connections: Investigating science through stories Using picture books as inspiration, children broaden their understanding of plants and animals. They gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. They build waterproof animal homes with natural materials and sort birds according to their diet. Lesson 1 – Do taller trees have wider trunks? To observe changes across the seasons. To spot patterns in data. Lesson 2 – Comparing woodland animals To describe and compare the features of animals. To carry out research to find specific information. Lesson 3 – Measuring animal footprints To identify differences in animal features. To use a ruler to measure. Lesson 4 – Building an animal home To describe the properties of everyday materials. To plan how to carry out a test. Lesson 5 – Are birds carnivores, herbivores or omnivores? To identify animals that are carnivores, herbivores and omnivores.
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	To plan and carry out a weather report.	To answer questions based on results.	Lesson 5 – Hearing To identify the body part used for the sense of hearing. To investigate how sound changes as you move further away. Lesson 6 – Senses in action To recognise how the senses are used in everyday life. To recognise the importance of the senses in certain jobs.	To describe and compare the structure of animals. To know about famous scientists throughout history.	• Recognise similarities and differences in seeds and bulbs. • Recognise that predictions do not always match observations. • Identify which plant parts can be eaten. • Recognise that scientific research into plants leads to important discoveries. Lesson 1 – What is a plant? To identify plants in the school grounds. To plan an investigation. Lesson 2 – Parts of a plant To identify parts of a flowering plant. To draw and label a diagram. Lesson 3 – Wild and garden plants To identify and name wild and garden plants. To sort flowers into groups. Lesson 4 – Deciduous and evergreen trees To identify and name deciduous and evergreen trees. To measure and compare leaves. Lesson 5 – Sorting seeds To recognise that new plants come from seeds and bulbs. To recognise that observations do not always match predictions. Lesson 6 – Which plant parts can you eat? To recognise the importance of a scientist’s role. To use observations to find answers to questions.	
Geography (KAPOW)		What is the weather like in the UK? (6 lessons) Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe		What is it like here? (6 lessons) CST link Option for the poor Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent		What is it like to live in Shanghai? (6 lessons) Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or

		the location of features. Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK. Suggest appropriate clothing and activities for each season. Lesson 1 - To locate the four countries of the UK. Lesson 2 - To identify seasonal changes in the UK. Lesson 3 - To identify the four compass directions. Lesson 4 - To investigate daily weather patterns. Lesson 5 - To identify daily weather patterns. Lesson 6 - To understand how the weather changes with each season.		the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey. Lesson 1 - To locate the school on an aerial photograph. Lesson 2 - To create a map of the classroom. Lesson 3 - To locate key features of the playground. Lesson 4 - To draw a simple map. Lesson 5 - To investigate how we feel about our playground. Lesson 6 - To create a design to improve our playground.		symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality. Identify similarities and differences between human and physical features. Lesson 1 - - To recognise physical and human features. Lesson 2 - To draw a sketch map. Lesson 3 - To name and locate some continents on a world map. Lesson 4 - To identify physical and human features of a non-European country. Lesson 5 - To describe what it is like in Shanghai. Lesson 6 - To compare Shanghai to a small area of the UK.
History (KAPOW)	How am I making history? (6 lessons) Order three photographs correctly on a simple timeline. Use the terms 'before' and 'after' when discussing their timelines. Talk about three memories and place one of them on a timeline. Explain why memories are special and name four events that they celebrate throughout the year. Think of three ways they celebrate their birthday. Ask a visitor one question about childhood in the past. Know a similarity and a difference between childhood now and in the past. Add three ideas to a time capsule about themselves. Use key vocabulary to compare the present, the past and possible changes in the future. Lesson 1 - To develop an understanding of personal chronology.		How have toys changed? (6 lessons) CST link Option for the poor Discuss their favourite toy using language related to the past. Ask questions about toys in the past. Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes between teddy bears today and those from 100 years ago. Describe how toys have changed over time. Lesson 1 - To discuss a favourite toy. Lesson 2 - To find out what toys our parents and grandparents played with. Lesson 3 - To investigate what toys were like up to 100 years ago Lesson 4 - To compare toys from the past with modern toys.		How have explorers changed the world? (6 lessons) CST link Community and Participation Explain what explorers do Name equipment or transport an explorer would need. Sequence four photographs from different periods of time. Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). Identify where they travelled and write a sentence about the achievements of one explorer. Select the most important events in a historical story. Sequence events on a timeline and use this to retell the story. Describe what they can see in a photograph. Make inferences about what a person in an image could be saying and ask questions to further their understanding. Recall information about past and presentation exploration. Understand events in relation to the present day and compare how exploration has	

	Lesson 2 - To learn more about my history. Lesson 3 - To explore how we remember events Lesson 4 - To find out what childhood was like for our parents and grandparents. Lesson 5 - To compare childhood now with childhood in the past. Lesson 6 - To identify that some things change and some things stay the same.		Lesson 5 - To investigate how teddy bears have changed over time. Lesson 6 - To know how toys have changed over time.		changed over time. Describe how an explorer is significant and how they impacted events or people's ideas. Present significant people using a coat of arms. Lesson 1 – To know what an explorer is. Lesson 2 - To recognise the achievements of different explorers using photographs. Lesson 3 - To order events from an explorer's story on a timeline. Lesson 4 - To use photographs to find out about the past. Lesson 5 - To recognise changes and similarities (continuities) over time. Lesson 6 - To describe the significance of some people and events within history.	
Computing (KAPOW)	Computing systems and Networks: Improving mouse skills Pupils who are secure will know how to: Use computers more purposefully Log in and navigate around a computer Drag, drop, click and control a cursor using a mouse Use software tools to create art on the computer Lesson 1: Logging in To log in to a computer and access a website. Lesson 2: Click and drag skills To develop mouse skills. Lesson 3: Drawing shapes To use mouse skills to draw and edit shapes. Lesson 4: Drawing a story To draw a scene from a story using digital tools. Lesson 5: Self-portrait To create a self-portrait using digital techniques. Online Safety – Lesson 1	Programming 1: Algorithms unplugged Pupils who are secure will be able to: Explain what an algorithm is. Write clear algorithms. Follow an algorithm. Explain what inputs and outputs are. Create an achievable program. Decompose a design into steps. Identify bugs in an algorithm and how to fix them. Lesson 1: What is an algorithm? To understand what an algorithm is. Lesson 2: Algorithm pictures To follow instructions precisely to carry out an action. Lesson 3: Virtual assistants To understand that computers and devices around us use inputs and outputs. Lesson 4: Step by step To understand and be able to explain what decomposition is. Lesson 5: Debugging directions To know how to debug an algorithm. Online Safety – Lesson 2	Skills showcase: Rocket to the moon Pupils who are secure will be able to: Use a computer to make a list. Explain the benefits of making a list on the computer. Use a basic range of tools on graphics editing software to design a rocket. Sequence instructions. Follow instructions to build their model rocket. Input data about their rockets into a table or spreadsheet. Lesson 1: Rocket materials To recognise that digital content can be represented in many forms. Lesson 2: Rocket design To design a rocket using a graphics editing programme. Lesson 3: Rocket building instructions To sequence a set of instructions. Lesson 4: Making a rocket To build a rocket. Lesson 5: Rocket launching To test a design and record data. Online Safety – Lesson 3	Programming Bee-bots - Option 2: Virtual Bee-bots Pupils who are secure will be able to: Recognise cause and effect when pressing buttons on a virtual Bee-Bot. Discuss and demonstrate how the virtual Bee-Bot works. Record video, ensuring everyone is in the shot. Give several clear instructions in sequence. Program a virtual Bee-Bot to reach a destination. Identify and correct mistakes in their programming. Lesson 1: To explore a new device. Lesson 2: To create a demonstration video. Lesson 3: To plan and follow a precise set of instructions. Lesson 4: To program a device. Lesson 5: To create a program that tells a story. Online Safety – Lesson 4	Creating Media: Digital imagery Pupils who are secure will be able to: Plan a pictorial story using photographic images in sequence. Explain how to take clear photos. Take photos using a device. Edit photos by cropping, filtering and resizing. Search for and import images from the internet. Explain what to do if something makes them uncomfortable online. Organise images on the page, orientating where necessary. Lesson 1: To understand and create a sequence of pictures. Lesson 2: To take clear photos. Lesson 3: To edit photos. Lesson 4: To search for and import images. Lesson 5: To create a photo collage. Online Safety – Lesson 5	Data Handling: Introduction to data Pupils who are secure will be able to: Represent animal-themed data in different ways, using objects and technology. Log in and use mouse and keyboard skills to navigate the computer. Represent the same data as a pictogram and a table or chart. Collect data about minibeasts using a tally chart and represent data digitally. Click and drag objects to sort data using a branching database. Consider the types of input used to gather different forms of data when designing an invention. Lesson 1: To show data in different ways. Lesson 2: To use technology to represent data. Lesson 3: To collect and record data. Lesson 4: To sort data into a branching database. Lesson 5: To design an invention to gather data.

Music (Charanga)	Hey You Hey You! is written in an old school hip hop style for us to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, we will listen and appraise other old school hip hop tunes.	Rhythm In The Way We Walk and The Banana Rap Action songs that link to the foundations of music. Skills: Begin to understand pulse, rhythm and pitch, rapping, dancing and singing. Choose a song they have learnt from the Scheme and perform it. Children can add their ideas to the performance. Record the performance and say how they were feeling about it.	In the Groove In The Groove is a song that was specially written for classroom use to teach us about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week we will listen and learn a different style of In The Groove. We will also listen to a well known song in that weeks’ style.	Round and Round Latin American style of music - Countries from around the world. Film music. Historical context of musical styles. Skills: Use Pulse, rhythm and pitch in different styles of music. Listen and sing back, and some different vocal warm-ups.	Your Imagination Using your imagination and creating your own lyrics. Skills: Embed pulse, rhythm and pitch. Children be imaginative and creative in music. Children will complete the following in relation to the main song : Listen and sing back, and some different vocal warm-ups.	Reflect, Rewind & Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
Art/DT (Kapow)	<u>Art & Design</u> Drawing: Make your Mark (5 lessons) This unit helps pupils to understand and use different line types and mark-making techniques in drawing; enhancing children's ability to describe lines, control drawing materials like pencils and chalk, and experiment with various media, while responding to music. Lesson 1 - To know how to create different types of lines. Lesson 2 - To explore line and mark making to draw water. Lesson 3 - To draw with different media. Lesson 4 - To develop an understanding of mark making. Lesson 5 - To apply an understanding of drawing materials and mark making to draw from observation.	<u>Design & Technology</u> Structures: Constructing windmills (4 lessons) Designing, decorating and building a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features. Lesson 1 - To create a stable structure. Lesson 2 - To use tools and equipment accurately to make part of a structure. Lesson 3 - To join parts of a structure. Lesson 4 - To evaluate a structure.	<u>Art & Design</u> Craft and design: Woven wonders (5 lessons) This unit focuses on developing pupils' ability to express opinions about art, use creative techniques like wool wrapping and weaving, and understand the work of artists like Cecilia Vicuña. It emphasises skills such as measuring, choosing materials, and resilience in artistic creation, catering to children's creative and cognitive development. Lesson 1 - To know that art can be made in different ways. Lesson 2 - To choose, measure, arrange and fix materials. Lesson 3 - To explore plaiting, threading and knotting techniques. Lesson 4 - To learn how to weave. Lesson 5 - To combine techniques in a woven artwork.	<u>Design & Technology</u> Mechanisms: Making a moving storybook (4 lessons) Exploring slider mechanisms and the movement they output to design, make and evaluate a moving storybook. Lesson 1 - To explore making mechanisms. Lesson 2 – To design a moving storybook. Lesson 3 - To construct a moving picture. Lesson 4 - To evaluate my finished product.	<u>Art & Design</u> Painting and mixed media: Colour splash (5 lessons) In this unit children learn about primary and secondary colours, colour mixing techniques, and applying these skills in painting and printing. The lessons encourage exploration and confidence in colour use, culminating in creating a painted plate in the style of an artist. This unit enhances pupils' understanding of colours and their applications in art. Lesson 1 - To investigate how to mix secondary colours. Lesson 2 - To apply knowledge of colour mixing when painting. Lesson 3 - To explore colour when printing. Lesson 4 - To experiment with paint mixing to make a range of secondary colours. Lesson 5 - To apply their painting skills when working in the style of an artist.	<u>Design & Technology</u> Cooking and Nutrition: Smoothies (6 lessons) CST link Dignity of Workers Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for. Lesson 1 - To identify fruits. Lesson 2 - To describe where fruits and vegetables grow. Lesson 3 - To practise food preparation skills. Lesson 4 - To select ingredients for a recipe. Lesson 5 - To apply food preparation skills to a recipe. Lesson 6 - To evaluate against the design brief.

PE (Get Set)	Forest School	Fundamentals (outdoor)	Team Building (outdoor)	Invasion (outdoor)	Sending and receiving (indoor)	Net and Wall (outdoor)
	To grow the intellectual, spiritual, moral, cultural, social and physical development of all pupils to support them in becoming engaged, independent, responsible and committed lifelong learners.	Explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Identify areas of strength and areas for improvement. To explore balance, stability and landing safely. (Lesson 1) To explore how the body moves differently when running at different speeds (Lesson 2) To explore changing direction and dodging. (Lesson 3) To explore jumping, hopping and skipping actions. (Lesson 4) To explore co-ordination and combination jumps. (Lesson 5) To explore combination jumping and skipping in an individual rope. (Lesson 6) Dance (indoor) Explore travelling actions, movement skills and balancing. Copy and repeat actions linking them together to make short dance phrases. Opportunities to perform then receive and provide feedback. To know what a pose is + To move in tie with the music including a pose. (Lesson 1) To know what a stimulus is + To respond imaginatively to a stimulus. (Lesson 2) To know what a theme means + To copy, remember and repeat actions with a theme. (Lesson 3) To know what choreography means + To choose actions that represent a theme. (Lesson 4) To know what makes a good dance + To create a dance. (Lesson 5) To know what perform means + To perform a dance to an audience. (Lesson 6)	Participate in team games - apply skills individually, in pairs and in small groups and begin to organise and self-manage own activities. To know what instructions are + To listen and follow instructions (Lesson 1) To know what communication means + To solve challenges with a partner. (Lesson 2) To know what co-operation means + To listen to others and take turns. (Lesson 3) To know the elements of good teamwork + To explore teamwork skills. (Lesson 4) To know the elements of good communication + To develop communication skills. (Lesson 5) To know how to communicate effectively + To use communication skills. (Lesson 6) To know the elements of good co-operation + To work with a partner/team to solve problems. (Lesson 7) Gymnastics (indoor) Explore and develop basic gymnastic actions on the floor and using low apparatus. Develop basic skills of jumping, rolling, balancing and travelling. To know what travel means + To explore ways of travelling. (Lesson 1) To know your body can make different shapes + To make different shapes with your body. (Lesson 2) To know what balance means + To practise different balances. (Lesson 3) To know what jump means + To practise different jumps. (Lesson 4) To know what roll means + To practise different rolls. (Lesson 5)	Develop sending, receiving and dribbling a ball. Understand principles of attacking and defending and what being 'in possession' means. To know what possession means + To dribble towards a goal using feet. (Lesson 1) To know what a defender is + To practise passing to a teammate. (Lesson 2) To know how to dribble using hands + To move towards a goal with the ball. (Lesson 3) To know how to throw to a teammate + To support a teammate when in possession. (Lesson 4) To know why moving into space is important + To move into space showing an awareness of defenders. (Lesson 5) To know what dodge means + To use dodging to lose a defender. (Lesson 6) Ball Skills (indoor) Explore fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. To know the names of different balls + To explore different ball handling skill. (Lesson 1) To know how to roll a ball accurately + To roll a ball to hit a target. (Lesson 2) To know how to stop a rolling ball + To stop a rolling ball. (Lesson 3) To know how to dribble a ball using feet + To dribble a ball using feet. (Lesson 4) To know how to kick a ball + To kick a ball with control. (Lesson 5)	Develop throwing and catching, rolling, kicking, tracking and stopping a ball. Use equipment to send and receive a ball. To know what send means + To roll a ball towards a target. (Lesson 1) To know how to receive a moving ball + To receive a rolling ball. (Lesson 2) To know how to stop a rolling ball + To stop a rolling ball. (Lesson 3) To know the key elements needed for sending and receiving + To develop send and receiving skills. (Lesson 4) To know the key elements needed for throwing and catching + To practise throwing and catching skills. (Lesson 5) To know the key elements needed for throwing and catching + To develop throwing and catching skills. (Lesson 6) Skipping Explore and develop basic skipping skills. To know skipping actions + To practise skipping actions. (Lesson 1) To know the elements needed for skipping. + To practise skipping with a rope. (Lesson 2) To know what is needed for good skipping + To record performance. (Lesson 3) To know what is needed for good skipping + To develop skipping skill. (Lesson 4) To know what is needed for good skipping + To record performance. (Lesson 5) To know how to compare performance + To compare performance. (Lesson 6)	Develop throwing, catching and racket skills, learning to track and hit a ball. Play against an opponent and over a net. Use rules and simple tactics when playing against a partner. To know what the ready position is + To defend using the ready position. (Lesson 1) To know what makes a good ready position + To develop defending using the ready position. (Lesson 2) To know what an opponent is + To play against an opponent. (Lesson 3) To know how to hold a racket correctly + To develop control when holding a racket. (Lesson 4) To know different ways of using a racket and ball + To develop racket and balls skills. (Lesson 5) To know what send means + To send a ball using a racket. (Lesson 6) To know how to send a ball over a net + To practise sending a ball over a net. (Lesson 7) Striking and fielding (indoor) Develop throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. Learn how to score points and how to use simple tactics. To know how to aim at a target accurately + To roll a ball towards a target. (Lesson 1) To know how to track an object + To track a rolling ball and collect it. (Lesson 2) To know how to throw a ball underarm + To develop throwing and catching skills. (Lesson 3) To know how to throw a ball overarm + To throw and catch with accuracy. (Lesson 4)

			To know that muscles give strength + To build strength through different movements. (Lesson 6) To know how to get out apparatus safely + To use apparatus sensibly and safely. (Lesson 7)	To know the rules of kick cricket + To play kick cricket. (Lesson 6)		To know how to strike a ball + To strike a ball. (Lesson 5) To know what retrieve means + To retrieve a ball when fielding (Lesson 6) To know the role of the batter, bowler and fielder + To play small sided games including each role. (Lesson 7)
PSHE (Jigsaw) RSE (Ten Ten)	Being Me in My World (Jigsaw) Pupils can explain why their class is a happy and safe place to learn. Pupils can give different examples where they or others make their class happy and safe. ➤ Understand the rights and responsibilities of a member of a class ➤ Understand that their views are important ➤ Understand that their choices have consequences ➤ Understand their own rights and responsibilities with their classroom Lesson 1 – I know how to use my Jigsaw Journal. I feel special and safe in my class. Lesson 2 - I understand the rights and responsibilities as a member of my class. I know that I belong to my class. Lesson 3 - I understand the rights and responsibilities for being a member of my class. I know how to make my class a safe place for everybody to learn. Lesson 4 - I know my views are valued and can contribute to the Learning Charter. I recognise how it feels to be proud of an achievement. Lesson 5 - I can recognise the choices I make and understand the consequences. I recognise the range of feelings when I face certain consequences. Lesson 6 - I understand my rights and responsibilities within our Learning Charter.	Celebrating Differences (Jigsaw)CST Link Human Dignity Pupils can explain some ways that they are different and similar to other people in their class and how this makes them special. Pupils can explain what bullying is and how being bullied might make someone feel. ➤ Know that people have differences and similarities ➤ Know what bullying means ➤ Know who to tell if they or someone else is being bullied or is feeling unhappy ➤ Know skills to make friendships ➤ Know that people are unique and that it is OK to be different Lesson 1 – I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends. Lesson 2 – I can identify differences between people in my class. I can tell you some ways I am different from my friends. Lesson 3 – I can tell you what bullying is. I understand how being bullied might feel. Lesson 4 – I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied. Lesson 5 – I know how to make new friends. I know how it feels to make a new friend. Lesson 6 – I can tell you some ways I am different from my friends.	Dreams & Goals (Jigsaw) Pupils can explain how it feels to be successful and that they know how to celebrate success positively. Pupils will talk about their internal treasure chest and how it stores their positive feelings. ➤ Know how to set simple goals ➤ Know how to achieve a goal ➤ Know how to work well with a partner ➤ Know that tackling a challenge can stretch their learning ➤ Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them ➤ Know when a goal has been achieved Lesson 1 – I can set simple goals. I can tell you about a thing I do well. Lesson 2 – I can set a goal and work out how to achieve it. I can tell you how I learn best Lesson 3 – I understand how to work well with a partner. I can celebrate achievement with my partner. Lesson 4 – I can tackle a new challenge and understand this might stretch my learning. I can tell you how I feel when I am faced with a new challenge. Lesson 5 – I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them. I can explain how I feel when I face obstacles and how I feel when I overcome them. Lesson 6 – I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.	Healthy Me (Jigsaw) Pupils can explain why they think their body is amazing and can identify a range of ways to keep it safe and healthy. Pupils can give examples of when being healthy can help them to feel happy. ➤ Know the difference between being healthy and unhealthy ➤ Know some ways to keep healthy ➤ Know how to make healthy lifestyle choices ➤ Know how to keep themselves clean and healthy ➤ Know that germs cause disease / illness ➤ Know that all household products, including medicines, can be harmful if not used properly ➤ Know that medicines can help them if they feel poorly ➤ Know how to keep safe when crossing the road ➤ Know about people who can keep them safe Lesson 1 – I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. I feel good about myself when I make healthy choices. Lesson 2 – I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices. Lesson 3 – I know how to keep myself clean and healthy, and understand how germs cause disease/illness.	Created and loved by God (Module 1) & Created to love others (Module 2) (RSE) • Religious Understanding/Let the children come/God loves you • Special people • Treat others well... • ...and say sorry • Being safe • Good secrets & bad secrets	Created to love others (Module 2) & Created to live in community (Module 3) (RSE) CST link Community and participation • Physical contact • Harmful substances • Can you help me? • Three in one • Who is my neighbour? • The communities we live in

	I understand my choices in following the Learning Charter.	I understand these differences make us all special and unique.	I know how to store the feelings of success in my internal treasure chest.	I know that all household products including medicines can be harmful if not used properly. I am special so I keep myself safe. Lesson 4 – I understand that medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly. Lesson 5 – I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help. Lesson 6 – I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.		
Possible School Trips/ Outreach Visits	Science • Rye Meads • Cuffley Camp • Lee Valley – Habitat Discovery Day - Wildlife	Science – Epping Forest - Mapping the seasons History – Stansted Mountfitchet – Toy Museum	Science • Lee Valley – Habitat Discovery Day – Wildlife, Habitat Discovery Day - Minibeasts	Science – Science Museum – Three Little Pigs Workshop (Outreach visit)	Science - Lee Valley – Plant Discovery Day KS1	