

Year 1 Autumn – Paws, Claws and Whiskers

Maths – Scheme: White Rose Education

[Maths resources for teachers | White Rose Education](#)

English – Scheme: Jane Considine – The Write Stuff

[Writing Unit Plan Subscription](#)

Phonics - Scheme: Read Write Inc

[Phonics - Ruth Miskin Literacy](#)

Science – scheme: White Rose Science

[Primary science curriculum and resources | White Rose Education](#)

Foundation Subject	Scheme/Provider
Music	Sparkyard Home Sparkyard
PE	Premier Sports Premier Education Knowledge Hub - Premier Education
Computing	National Centre for Computing Education: https://computingeducation.org.uk/
PSHE	Jigsaw PSHE: Jigsaw

Science: White Rose Science	Geography	Art/DT	Music	Computing	RE	History
Biology: Identify & name parts of the human body. Biology: Seasonal Changes Chemistry Materials	Continents and oceans Countries in the UK Local environment: fieldwork and observational skills to study the geography of our school and its grounds Europe Compass Points	Art: Self Portraits using observational skills. Artist: Van Gogh. Media: Pastels Art: Collage (3D) Artist: Henri Rousseau - recreating 'Tiger in a Tropical Storm'. DT: Creating the creature, the 'Bog Baby'. Media: Clay DT: Pupils will write and follow simple instructions to prepare and assemble a sandwich.	Sparkyard Pulse is the steady beat that runs through music, like a heartbeat. This term, children will develop their understanding of pulse by listening, singing, moving and playing instruments. They will learn to recognise and keep a steady beat, match movements to music, and explore how pulse helps musicians perform together. Through practical activities, songs and dance, children will build confidence in feeling and maintaining the pulse in a variety of musical styles.	Computing: Knowledge overview: https://computingeducation.org.uk/ Technology around us Using computer technology Developing mouse skills Developing key-board skills Using a computer responsibly	What is a religion? What is a ritual? Belonging Religions: Christianity Hinduism Judaism Special stories, festivals & celebrations: Diwali & Christmas	Special Days in History: Remembrance, Bonfire night and Christmas Theme: Understanding why we have special days, what they mean, and how traditions have changed over time.

Maths

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12

Autumn

Number

Place value
(within 10)
FREE TRIAL

VIEW

Free trial

Number

Addition and subtraction
(within 10)

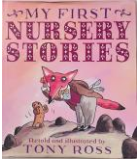
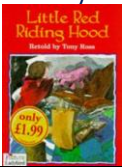
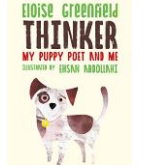
VIEW

Geometry
Shape
VIEW

Consolidation

English

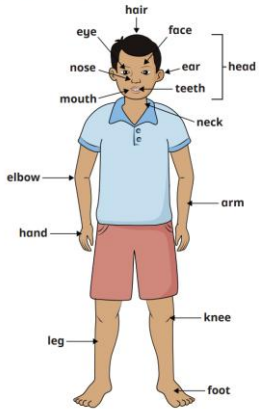
Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Text	Little Red Riding Hood by Tony Ross 	Little Red Riding Hood by Tony Ross (different version) 	Billy and the Beast by Nadia Shireen 	Billy and the Beast by Nadia Shireen 	How to be a Lion by Ed Vere 	How to be a Lion by Ed Vere 	Thinker: My Puppy Poet and Me by Eloise Greenfield 
Focus	Adjectives Lists/Labels	Adjectives Sentence Writing	Adjectives Sentence Writing	Adjectives, Verbs Sentence Writing	Adjectives, Verbs Sentence Writing	Adjectives, Verbs Sentence Writing	Rhyme Adjectives
Context	Traditional Tales	Traditional Tales	Narrative	Narrative	Narrative	Narrative	Poetry
Lenses	Noticing Basics	Noticing Basics	Noticing Basics Punctuation	Noticing Basics Imagining Action	Noticing Action Basics Punctuation	Noticing Action Basics Punctuation	Noticing Rhyme
Experience Sessions	CBeebies presents Little Red Riding Hood with the Northern Ballet Company.	Hot Seating with LRRH	Finding the evidence: footprints, fur etc.	Making 'terrible soup'	Learning lion facts.		Performing Poetry
Related Texts	Nursery Stories by Tony Ross Other versions of LRRH	Big Bad Book Use your imagination.					Rhyming texts e.g. Oi Frog/Oi Dog by Kes Gray

Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Text	The Bog Baby by Jeanne Willis 	The Bog Baby by Jeanne Willis 	The Fox and the Star by Coralie Bickford-Smith 	The Fox and the Star by Coralie Bickford-Smith 	Robin Robin (animation) 	Christmas 	Christmas John Lewis Adverts (Monty the Penguin) 
Focus	Adjectives Labels	Adjectives List Instructions	Sentence Writing	Story Structure Verbs Adjectives	Sentencing Writing Editing & Improving	Cards/Lists Adjectives Sentence Writing	Sentence Writing
Context	Narrative	Narrative	Narrative	Narrative	Animation	Visual Stimulus	Visual Stimulus Animation
Lenses	Imagining Noticing Feelings Basics Punctuation	Imagining Noticing Feelings Basics Punctuation	Imagining Noticing Feelings Basics Punctuation	Sentence Structure Noticing Action	Action Noticing Basics Rhyme Punctuation	Noticing Basics Punctuation	Noticing Basics Punctuation Feelings
Experience Sessions	Finding a Bog Baby.	Bog Baby Workshop (Make a Bog Baby model & habitat.)	Making stars to celebrate people who make us feel safe.	Being Illustrators: Designing a front cover; Leaf Fox Art	Robin Robin film and discussion.		Penguin Art – Following instructions
Related Texts	Jeanne Willis texts e.g. The King of Tiny Things			Non-fiction texts about foxes and other nocturnal animals.	Classic Poem – Twas the Night Before Christmas	Christmas Stories – Nativity and modern fiction	

Science

Autumn Block 1 The human body	Year 1 Autumn term Block 1 – The human body Small steps Step 1 Identify and name parts of the human body Step 2 Draw and label parts of the human body Step 3 Sight Step 4 Sound Step 5 Taste Step 6 Touch Step 7 Smell	Key vocabulary 
	Key questions - Where is your _____? - How many eyes do you have? - How many ears does your partner have? - Do you have more toes or teeth? - How many knees/elbows do you have? - Are your feet longer or shorter than your partner's? Enquiry question - Do the oldest children have the longest feet?	Key questions - Which part of the body do you see with? - How many eyes do you have? - What colour are your eyes? - How many children have _____ eyes? - How are your eyes like your partner's? - How are your eyes different from your partner's? - What can you see when you cover one eye? - What can you see when you cover both eyes? - Can you see in the dark?
Autumn Block 2 Seasonal changes (autumn)	Year 1 Autumn term Block 2 – Seasonal changes (autumn) Small steps Step 1 Changes in autumn Step 2 Collect and record data	Key vocabulary autumn – the season after summer and before winter daylight – natural light from the Sun night – a period of darkness each day when there is no daylight weather – the conditions outside season – one of four parts of the year 
	Key questions - How many seasons are there in one year? - What are the names of the seasons? - What happens to some trees in autumn? - What is the weather like in autumn? - How does the daylight change in autumn? - What clothes would you wear outside in autumn? - How are the hours of daylight changing? Enquiry question - What are the main changes in each season?	Key questions - What are the names of the seasons? - What happens to some trees during autumn? - What is the weather like today? - Is the weather the same as yesterday or different? - How many times has it rained this week? - How many days has it been sunny this week? - How often has it been windy this week? - How are the hours of daylight changing?

Autumn Block 3 Materials

Small steps

Step 1 Explore materials – wood, plastic, glass and metal

Step 2 Explore materials – rock

Step 3 Objects and materials

Step 4 Melt and freeze

Step 5 Float or sink?

Step 6 Does it absorb water?

Step 7 Investigate materials

Key vocabulary

- **material** – what an object is made from



- **soft** – a material that feels gentle to touch



- **hard** – a material that does not easily change shape



- **shiny** – a smooth surface that can reflect light



- **dull** – not clear, bright or shiny



Key questions

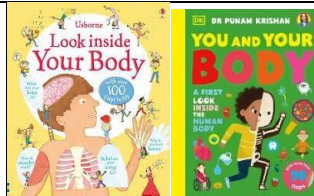
- Is _____ made from rock?
- How would you describe the texture of this rock?
- Why is rock a good material for _____?
- What is the same about these rocks?
- What is different about these rocks?
- How could you sort these rocks into groups?
- Which rock is heavier?
- Which rock is lighter?
- What can you see when you look at this rock closely?

Key questions

- What is this object?
What material is it made from?
- Can you find another object that is made from _____?
- How can we sort these objects?
How else can we sort the objects?
- What is similar about these objects?
- What is different about these objects?
- How have these objects been sorted?
How else could you sort the same objects?



Books to be
read &
website
links:



[What are the parts of the human body? - BBC Bitesize](#)

[What are the senses? - BBC Bitesize](#)

[What are the parts of the human body? - KS1 Science curriculum - BBC Bitesize](#)

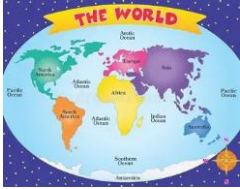
[Objects and materials – KS1 Science curriculum - BBC Bitesize](#)

[Describing materials – KS1 Science curriculum - BBC Bitesize](#)

[What are the seasons? – KS1 Science curriculum - BBC Bitesize](#)

Geography

The World: Continents & Oceans



What are the 7 continents?

There are seven continents around the world, which are North America, South America, Africa, Europe, Asia, Antarctica, Australia.

What are the 5 oceans?

There are five oceans around the world, which are the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, Southern and Arctic Ocean.

What is the largest continent?

Asia is the largest continent in the world. Asia reaches all the way from the Mediterranean Sea to the Pacific Ocean, measuring 44,579,000 square kilometres, which is about 30% of Earth's total land area.

What is the largest ocean?

The Pacific Ocean is the largest ocean in the world. This ocean is located to the east of Asia, west of America, and North-East of Oceania. In total, the Pacific Ocean is 168,723,000 square kilometres in size. This ocean is so big that it is actually larger than the Atlantic and Indian oceans combined.

Key Vocabulary

Continents

- **Continent** – A very big piece of land. There are 7 continents on Earth.
- **Africa** – A continent where many wild animals live, like lions and elephants.
- **Asia** – The biggest continent with lots of countries.
- **Europe** – A continent with many famous places and old buildings.
- **North America** – A continent where the USA and Canada are.
- **South America** – A continent with the Amazon rainforest.
- **Australia** – A continent and a country with kangaroos.
- **Antarctica** – A very cold continent covered in ice.

Oceans

- **Ocean** – A huge area of salty water. Oceans cover most of the Earth.
- **Pacific Ocean** – The biggest ocean.
- **Atlantic Ocean** – Between America and Europe/Africa.
- **Indian Ocean** – Near India and Africa.
- **Southern Ocean** – Around Antarctica.
- **Arctic Ocean** – The smallest ocean, near the North Pole.



Continents

1. What is a continent?
2. How many continents are there?
3. Can you name a continent where lots of animals live?
4. Which continent do we live on?
5. Which continent is very cold and covered in ice?
6. Which continent has kangaroos?
7. What is the biggest continent?

Oceans

1. What is an ocean?
2. How many oceans are there?
3. Why do we need oceans?
4. Which ocean is the biggest?
5. Which ocean is near the North Pole?
6. What animals live in the ocean?
7. What is the difference between a sea and an ocean?



Books to be read & website links:



<https://www.bbc.co.uk/bitesize/articles/zw7gsk7#z43vcxs>

[Exploring locations - the seven continents - Years 1/2 - P2/3 - Geography Collection - BBC Bitesize](#)

[Let's explore Europe - BBC Bitesize](#)

[What is the UK? - BBC Bitesize](#)

[Seven Continents Song](#)

[Five Oceans Song](#)

[teacher_notes.pdf](#)

Art

Key
Artists/Musicians
Works of
art/compositions



Vincent van Gogh – Self- portraits.
Dutch post-impressionist painter

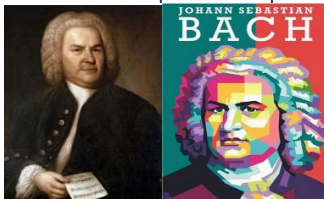


Henri Rousseau - Tiger in a tropical storm – surprised!
French post-impressionist painter



**Enhancement
opportunity.
Listen to:**

Composer: Johann Sebastian Bach · 1685-
1750 · Baroque Composer



Listen and Appraise
Make links between art, music and historical
events.

Music

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring pulse through songs and movement	What Is Pulse? Ideal for 1-2 sessions	★ To respond to music in creative ways ★ To maintain a steady pulse	Sing Listen Compose	Pulse Rhythm Tempo Dynamics		<i>Radetsky March</i> by Strauss I <i>'Colonel Hathi's March'</i> by Robert and Richard Sherman from <i>The Jungle Book</i>	Hello, Hello, Good Morning Look What I Can Do! Marching In The Snow One, Two, Three Little Acorns Wake Up!
	Copy Me Ideal for a single session	★ To respond to music in creative ways ★ To maintain a steady pulse ★ To follow simple musical instructions	Sing Listen Notation Compose	Pulse Rhythm			
	Music And Movement Ideal for a single session	★ To maintain a steady pulse through movement ★ To identify the pulse in two contrasting pieces of music ★ To discuss how music makes us move in different ways	Listen	Pulse Rhythm Tempo Dynamics		<i>'Mattachins'</i> from <i>Capriol Suite</i> by Warlock <i>Rondo Alla Turca</i> by Mozart	
2. Controlling pulse using voices and instruments	Move Together Ideal for a single session	★ To perform movements to a steady pulse ★ To recognize and respond to changes in tempo	Sing Listen	Pulse Rhythm Tempo		<i>Walking On The Beat</i> by Bobby McFerrin	Counting Get Going Hello, Hello, Good Morning Look What I Can Do! Marching In The Snow March To The Beat Turning The Skipping Rope We're Strong Ants
	Pass It On! Ideal for a single session	★ To maintain a steady pulse through movement ★ To work together and develop ensemble skills	Listen	Pulse Rhythm Tempo			Building Bricks Hello, Hello, Good Morning Look What I Can Do! March To The Beat Marching In The Snow Our Big Band Turning The Skipping Rope We're Strong Ants
	Play To The Pulse Ideal for 1-2 sessions	★ To play a steady pulse using percussion instruments ★ To create a musical accompaniment ★ To interpret a simple graphic score	Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Structure		<i>'La Réjouissance'</i> from <i>Music For The Royal Fireworks</i> by Handel	Building Bricks/Our Big Band Get Going Hello, Hello, Good Morning Look What I Can Do! Marching In The Snow March To The Beat We're Strong Ants

YEAR 1, TERM 1 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Our Big Band! Ideal for 1-2 sessions	★ To play a steady pulse using untuned percussion instruments ★ To explore and discuss the properties of instruments and their sounds (timbre)	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Timbre		<i>In The Mood</i> by Glenn Miller <i>Hungarian Dance No. 5</i> by Brahms	Our Big Band
3. Exploring the difference between pulse and rhythm	Playing Like Clockwork Ideal for 1-2 sessions	★ To play a steady pulse using percussion instruments ★ To begin to recognize the difference between pulse and rhythm	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm Timbre		<i>'Clock'</i> Symphony, second movement by Haydn	Big Ben Big Round Clock Sixty Seconds
	March To The Beat Ideal for a single session	★ To explore pulse and rhythm through movement	Sing Listen Play	Pulse Rhythm		Kathak Dance	March To The Beat
	Body Rhythm Ideal for 2 sessions	★ To identify the rhythm of words and explore the rhythm through movement	Sing Listen Play Improvise	Rhythm Structure		<i>'In The Hall of the Mountain King'</i> from <i>Peer Gynt</i> by Grieg	Singing Syllables
4. Copying and creating rhythmic patterns.	Clockwork Rhythms Ideal for 1-2 sessions	★ To perform a steady pulse using percussion instruments ★ To copy simple rhythmic patterns	Sing Listen Play Genre/History/ Musicians	Rhythm Timbre Structure		The Evolution of Call and Response	Big Ben
	Copy My Pattern Ideal for 2 sessions	★ To copy rhythmic action patterns ★ To practise starting and stopping together	Sing Listen Improvise Genre/History/ Musicians	Rhythm Structure		Gumboot Dancing	Christmas Conga Hey, You in the Middle
	Long Or Short? Ideal for 2 sessions	★ To create musical patterns using longer and shorter sounds ★ To represent sounds using simple graphic notation	Sing Listen Play Compose Notation	Rhythm Timbre			We're Detectives 

Computing

	 National Centre for Computing Education Year 1 1. Computing systems and networks – Technology around us 2. Creating media – Digital painting	Year 1 Vocabulary Overview Computing Systems and Networks – Technology Around Us technology, computer, mouse, trackpad, keyboard screen, double-click Creating Media – Digital Painting paint program, tool, paintbrush, erase, fill, undo shape tools, line tool, fill tool, undo tool, colour brush style, brush size, painting, computers Creating Media – Digital Writing word processor, keyboard, keys, letters, type numbers, space, backspace, text cursor, capital letters toolbar, bold, italic, underline, computers Data and Information – Grouping object, label, group, search, image, property, colour size, shape, value, data set, more, less, fewest, least Programming A – Moving a Robot Bee-Bot, forwards, sprite, compare, programming area, block, joining, start, run, program, background Programming B – Programming Animations ScratchJr, command, sprite, compare, programming
	Year 1 Key Questions Computing Systems and Networks – Technology Around Us What is technology? Can you name something that uses technology? What parts make up a computer? How do we use a mouse and a keyboard? What happens when you double-click? Creating Media – Digital Painting What is a paint program? Which tool would you use to draw a line? How can you change the colour of your picture? What does the undo tool do? Creating Media – Digital Writing What is a word processor? How do you make letters big (capital letters)? What does bold or italic mean? How do you change the font of your writing? Data and Information – Grouping What does it mean to group objects? How can we sort things by colour or size? Which group has the most? Which has the fewest? How can we find something by searching Programming B – Programming Animations What is ScratchJr? What is a sprite? How do you make a sprite move? What happens when you join blocks together? What does reset mean?	
Website links: 	https://www.thinkuknow.co.uk/parents/jessie-and-friends/ https://www.childnet.com/resources/smartie-the-penguin/ https://www.bbc.com/ownit https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2025	

Religious Education

Belonging
and
Beliefs:
How
People
Celebrate

1. What is a religion? What is a ritual?
2. Belonging and special places (home, school, places of worship)
3. Diwali (Hindu festival of light)
4. Christianity – Who was Jesus?
5. Christian churches and symbols
6. Christmas story
7. Christmas quiz / reflection
8. Judaism – Synagogue and Shabbat (introduce Jewish worship and weekly ritual)
9. Judaism – Hanukkah (festival of light, compare with Diwali)

Key Vocabulary

WORD BANK FOR YEAR 1 RE SEQUENCE

General Concepts		Diwali (Hinduism)	
Religion	Ritual	Diwali	Light
Ritual	Worship	Hindu	Diva lamp
Celebration	Festival	Rangoli	Temple
Symbol	Belonging	Prayer	Hymn
Christianity		Christmas	
Christian	Jesus	Christmas	Nativity
Jesus	Church	Mary	Joseph
Cross	Cross	Angel	Star
Bible	Vicar	Shepherd	Stable
Judaism			
Judaism	Jewish	Synagogue	Rabbi
Torah	Shabbat	Hanukkah	Dreidel



1. What is a religion? What is a ritual?

- What does the word "religion" mean?
- Why do people follow religions?
- What is a ritual? Can you think of one you know?
- Why are rituals important to some people?

3. Diwali (Hinduism)

- What is Diwali and why is it celebrated?
- Why is light important in Diwali?
- How do Hindus prepare for Diwali?
- What symbols can you see in Diwali celebrations?

6. Christmas Story

- What happened in the Christmas story?
- Why do Christians celebrate Christmas?
- Who are the important people in the nativity story?
- How do people celebrate Christmas today?

8. Judaism – Synagogue and Shabbat

- What is a synagogue?
- What happens on Shabbat?
- Why is the Torah important to Jewish people?
- How do Jewish people show respect for their holy book?

2. Belonging and Special Places

- What makes a place special?
- Where do you feel you belong?
- Why do people go to places of worship?
- How do people show they belong to a religion?

4 & 5. Christianity – Who was Jesus? / Christian Churches

- Who was Jesus and why is he important to Christians?
- What happens in a church?
- What symbols do Christians use?
- Why do Christians pray?

7. Christmas Quiz / Reflection

- What have you learned about Christmas?
- How is Christmas different from Diwali?
- Why do people celebrate festivals?

Jigsaw



🌸 Autumn Term Theme

Belonging, Respect and Celebrating Differences

Children will develop a strong sense of identity, learn how to contribute positively to their school community and understand the importance of treating everyone with kindness, fairness and respect. 🌱 ✨

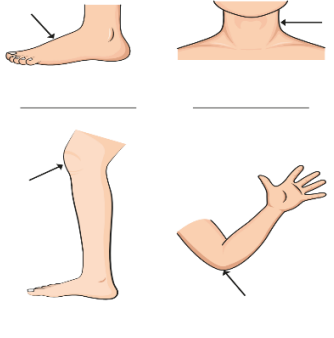
Half Term	Puzzle (Unit)	What Children Will Learn
🌱 Autumn 1	Being Me in My World	• Understanding who I am and what makes me unique • Knowing how I belong in my class and school community • Developing responsibility and respect for others • Learning about rights, responsibilities and choices • Creating and following the Jigsaw Charter
🌸 Autumn	Celebrating Difference	• Recognising and celebrating similarities and differences • Respecting and valuing diversity • Developing positive friendships • Understanding bullying, including cyberbullying and homophobic bullying • Learning how to be kind, inclusive and supportive of others.

Physical Education



Learning	Skills	Key Vocabulary
Multi Skills	Skills: • Moving safely in different directions and speeds • Balancing on different body parts • Throwing and catching with two hands • Rolling and bouncing a ball accurately • Dodging and changing direction quickly • Working individually and with a partner	Key Vocabulary: • Balance • Coordination • Agility • Control • Speed • Direction • Space • Accuracy • Target • Throw / Catch
Gymnastics	Skills: • Holding basic shapes (tuck, star, straight) • Traveling in different ways (crawl, jump, hop) • Performing simple rolls safely • Linking two movements into a short sequence • Balancing on different body parts • Using apparatus safely	Key Vocabulary: • Balance • Stretch • Curl • Tuck • Roll (e.g., log roll, egg roll) • Travel • Sequence • Shape (e.g., star, straight, pike) • Control
Dance	Skills: • Moving to a steady beat • Copying and repeating simple actions • Changing speed and levels in movement • Creating short movement phrases • Expressing ideas through movement • Working with a partner or group	Key Vocabulary: • Rhythm • Beat • Flow • Gesture • Sequence • Expression • Levels (high, medium, low) • Direction
Invasion Games	Skills: • Sending and receiving a ball accurately • Moving into space to receive a pass • Understanding simple rules • Working cooperatively in a team • Developing awareness of opponents and teammates • Beginning to intercept or block passes	Key Vocabulary: • Attack • Defend • Space • Pass • Teamwork • Goal • Intercept • Control • Direction

	Science lessons		
Block 1 Human body	National Curriculum	Learning	Lesson Knowledge
Step 1 Identify & name parts of the human body	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Children learn to name, locate and label the basic body parts of humans.	Factual knowledge • The body has lots of parts. • Each part of the body has a name. • Most bodies have a head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth and teeth. Things to look out for • Children may think that age determines size. • Children can use different names for the same part of the body. For example, the area between the chest and hips can be called the stomach, tummy or belly.
Step 2 Draw & label parts of the human body	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Working scientifically – Using their observations and ideas to suggest answers to questions	Children learn to draw and label the basic body parts of humans.	Factual knowledge • The body has lots of parts. • Each part of the body has a name. • Most bodies have a head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth and teeth. Things to look out for • Children may struggle to identify who is older/younger. Line children up in order from oldest to youngest to support them with this. • Children may find it difficult to spot patterns in data. Order the footprints from longest to shortest. Match the footprints to the line order of the children.
Step 3 Sight	Identify, name, draw and label the basic parts of the human body(eyes)(sight) and say which part of the body is associated with each sense. • Working scientifically – Performing simple tests	For the next five steps, children focus on their five senses. In this small step, children explore sight . They identify that humans use their eyes to see. Children should be encouraged to look at their own eyes in a mirror to identify their eye colour and any similarities and differences between their eyes and the eyes of others.	Factual knowledge • Humans use their eyes to see. • You can see when there is light. • You cannot see in the dark Things to look out for • Children may not have experienced true darkness and therefore think humans can see in the dark. • Some children may think that sight is not affected when one eye is covered. Ask children to say what they can see when one eye is covered compared to what they can see with both eyes. • Children may not recognise that some people have a visual impairment and cannot see well, or that some people cannot see at all and are therefore blind.
Step 4 Sound	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	In this small step, children continue to look at the five senses and focus on hearing. They identify that humans use their ears to hear sounds.	Factual knowledge • Humans use their ears to hear sounds. • When sounds are quiet, they can be harder to hear. • When sounds are loud, they are easier to hear.

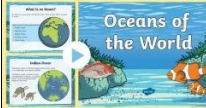
			Things to look out for - Children may have limited vocabulary to describe sound. This may need to be taught before they complete the practical tasks. - Children may think that they can only hear one sound at once. Encourage children to identify how many different sounds they can hear at once when conducting sound walks. - Children may not recognise that some people cannot hear or have different levels of what they can hear.
Step 5 Taste	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	In this small step, children explore taste. They look at their mouths to identify the teeth and tongue. Children understand that their tongue helps them to taste food. Children learn that there are five basic tastes – sweet, salty, bitter, sour and savoury.	Factual knowledge - The tongue helps humans to taste. - The tongue is in the mouth. - There are five basic tastes – sweet, salty, sour, bitter and savoury. Things to look out for - Children may think that the tongue has 'zones' that only recognise a specific taste. Taste buds that detect the five basic tastes are found throughout the mouth. - Some children may not have had experience of each of the different types of taste. Give them the opportunity to eat foods with each of these tastes.
Step 6 Touch	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	In this small step, children explore their sense of touch. They identify that touch is sensed by the skin. They understand that skin covers the human body and that touch can be sensed at any point on the body through contact with the skin.	Factual knowledge - The skin is the part of the body that helps us to sense touch. - Skin covers the whole body. - We can sense touch using different parts of the body. Things to look out for - Children may think that the hand is the only part of the body that can sense touch. - Children may have limited vocabulary to describe touch. They may need to learn some words before they complete the practical tasks.
Step 7 smell	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	In this small step, children explore the sense of smell. They identify that the nose is used to sense smells. This step lends itself to practical activities such as smell walks or tasks to describe and identify a range of smell.	Factual knowledge - The nose helps us to sense smell. - The nose is on the face. - Some objects have a stronger smell than others. Things to look out for - Children may not recognise that there are a range of different smells. For example, smells can be pleasant or unpleasant. Introduce children to a range of smells, including those with strong odours such as garlic, onion or lavender. - Children may have limited vocabulary to describe smell. They may need to learn some words before they complete the practical tasks.
Step 8 End of term block assessment	The human body Name: _____ 1 Use the words to label the picture. ear eye mouth hair neck head 	2 Use the words to label the body parts. neck knee elbow foot 	3 Match the body parts to the senses.     smell sight touch taste

Block 2 Seasons	National Curriculum	Learning	Lesson Knowledge
Step 1 Changes in autumn	Observe changes across the four seasons. Working scientifically – Asking simple questions and recognising that they can be answered in different ways.	Children should understand that there are four seasons in a year. Children should observe changes across a year and make comparisons between the seasons based on weather patterns, the hours of daylight and changes in plant and animal life.	Factual knowledge • There are four seasons in one year. • The seasons are spring, summer, autumn and winter. • In autumn, the hours of daylight start to become shorter and the nights start to become longer. • Some trees lose their leaves in autumn. Things to look out for • Children may think that if the leaves fall from a tree, then the tree is dead. They should understand that it is a process that happens to some trees annually.
Step 2 Collect & record data	Observe and describe weather associated with the seasons and how day length varies. Working scientifically – Gathering and recording data to help in answering questions.	Describe and record the changes in weather over a week and comment on how this affects the clothing that is appropriate for each day.	Factual knowledge • There are four seasons in one year – spring, summer, autumn and winter. • In autumn, the hours of daylight start to become shorter and the nights start to become longer. • The weather often changes in autumn. Things to look out for • Children may have preconceptions about weather patterns in certain seasons. Allow children to record the weather over a week to challenge any misconceptions they may have. • Children may find it difficult to identify that the amount of daylight changes throughout a year. Link this with the idea that it is becoming darker when they wake up and as they leave school.
Step 3 End of block assessment	Observe and describe weather associated with the seasons and how day length varies.	1 Match the weather pictures to the labels.     cloudy windy sunny rainy	2 Circle the names of the seasons. winter hot spring rain autumn summer 3 Tick the season that has longer days. summer autumn Tick the season that has longer nights. spring winter 4 Choose a word to complete each sentence. autumn spring winter summer Autumn is after _____ Winter is before _____

Block 3 Materials	National Curriculum	Learning	Lesson Knowledge
Step 1 Materials	Describe the simple physical properties of a variety of everyday materials. Working scientifically – Identifying and classifying.	Explore materials. They focus on wood, plastic, glass and metal objects and sort them into different categories, such as hard and soft.	Factual knowledge • Objects are made from different materials. • Materials can have different textures. Things to look out for • Children may think that materials can only be sorted in one way. • Children may focus on sorting based on the material only. Encourage children to think about other categories for sorting, such as texture, size or mass.
Step 2 Materials	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Working scientifically – Observing closely, using simple equipment.	In Step 1, children sorted different objects into groups based on properties such as shiny or dull. In this small step, children build on this knowledge to explore rocks.	Factual knowledge • There are different types of rock. • Rocks come in different shapes, sizes and textures. • Rocks can be used to build things, such as walls or buildings. Things to look out for • Children may think that all rocks have the same properties, such as colour or texture. Show children a range of examples of rocks to address this misconception. • Some children may not realise that rocks can be shaped and used as a material in everyday life, such as in buildings.
Step 3 Materials	Distinguish between an object and the material from which it is made. Working scientifically – Identifying and classifying	Explore the difference between objects and the materials they are made from. It's important that children explore objects that are made from wood, plastic, glass, metal, rock and fabric. By the end of this step, children should name common objects and identify the materials they are made from.	Factual knowledge • Objects are made from different materials. • Objects can be made from different materials depending on what they are used for. Things to look out for • Children may not be able to tell the difference between an object and the material it is made from. • Some children may think certain objects are always made from the same material, for example, all spoons are made from metal. • Children may have limited vocabulary to describe objects and materials. This may need to be revised before they complete the practical tasks.
Step 4 Materials	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Working scientifically – Performing simple tests	Explore the simple processes of melting and freezing. Observe how some materials melt and freeze.	Factual knowledge • When water freezes, it turns to ice. • When ice melts, it turns to water. Things to look out for • Children may not recognise that melting and freezing are reversible changes. • Children may think that water is not a material as it is not solid like other materials they have explored in this block.

Step 5 Materials	Compare and group together a variety of everyday materials on the basis of their simple physical properties. Working scientifically – Gathering and recording data to help in answering questions.	Explore different materials to see whether they float or sink when placed in water. Children should predict which objects will float or sink. They can then carry out a short investigation to see whether their predictions are correct.	Factual knowledge • Some materials float in water. This means they stay at the top. • Some materials sink in water. This means they fall to the bottom. Things to look out for • Children may think the larger an object is, the more likely it is to sink. Ensure children test a selection of objects of different sizes and masses to avoid this. • Some children may think that objects made of the same type of material will all sink or float.
Step 6 Materials	Compare and group together a variety of everyday materials on the basis of their simple physical properties. Working scientifically – Using their observations and ideas to suggest answers to questions	Carry out a simple comparative test to explore which materials are able to absorb water. Rank or sort materials based on whether they would be appropriate to clear up a water spillage.	Factual knowledge • Some materials absorb liquid and some do not. Things to look out for • Children may think that if the water is absorbed by the material, then it has disappeared. Show them that the water can be removed by squeezing the absorbent material.
Step 7 Materials	Compare and group together a variety of everyday materials on the basis of their simple physical properties. Working scientifically – Using their observations and ideas to suggest answers to questions	Carry out a comparative test to explore the best material for curtains. Children should identify that curtains need to be easily opened and closed without losing their shape and should let only a small amount of light pass through. Children perform simple tests on a range of materials before identifying the most suitable material.	Factual knowledge • Different materials have different properties such as flexibility, shape retention, and opacity (how much light they let through). Some materials let more light pass through (transparent or translucent), and some let very little light pass through (opaque). Some materials are easy to bend or move, while others are stiff or rigid.

Block 4 Seasons	National Curriculum	Learning	Lesson Knowledge
Step 1 Changes in winter	Observe changes across the four seasons. Working scientifically – Asking simple questions and recognising that they can be answered in different ways.	Look at seasonal changes in winter. Children should remember that there are four seasons in a year: spring, summer, autumn and winter. Children focus on one season in each block and observe changes across a year. Make comparisons between the seasons based on weather conditions, the number of hours of daylight and changes in plant and animal life.	Factual knowledge - There are four seasons in a year. - The seasons are spring, summer, autumn and winter. - In winter, there are fewer hours of daylight and the nights are longer. - The weather is often cold in winter.
Step 2 Collect & record data	Observe and describe weather associated with the seasons and how day length varies. Working scientifically – Gathering and recording data to help in answering questions.	In this small step, children collect data during winter. They describe and record the weather over a week and comment on how the conditions might influence what clothes people choose to wear each day.	Factual knowledge - There are four seasons in a year. - The seasons are spring, summer, autumn and winter. - In winter, there are fewer hours of daylight and the nights are longer. - season – a part of the year - The weather is often cold in winter Things to look out for - Children may have preconceptions about weather conditions in certain seasons. Allow children to record the weather over a week to challenge any misconceptions they may have. - Children may find it difficult to identify that the hours of daylight changes throughout a year. Draw their attention to the way it gradually becomes darker and then lighter again when they leave school and when they wake up.
Step 3 End of block assessment	Observe and describe weather associated with the seasons and how day length varies.	Seasonal changes (winter) SCIENCE Name: _____ 1 Tick the picture that shows the tree in winter.  2 Circle the winter clothing. 	3 How many seasons are there in one year? Circle your answer. 3 4 2 4 Are the statements true or false? Circle your answers. The leaves on some trees change colour in winter. true false Winter is the warmest season. true false Some trees lose all their leaves in winter. true false

	Geography		
	National Curriculum	Learning	Lesson Knowledge
Session 1 - Continents	Locational Knowledge: Name and locate the world's seven continents. 	To learn what a continent is. Children learn that a continent is a large land mass with countries inside it. <u>Exploring locations - the seven continents - Years 1/2 - P2/3 - Geography Collection - BBC Bitesize</u>	Name the seven continents of the world. Find the continents on a world map or globe. Know that continents are large areas of land.
Session 2 – Continents	Locational Knowledge: Name and locate the world's seven continents. 	Recognise and label the 7 continents of the world.	There are seven continents in the world: Africa, Antarctica, Asia, Europe, North America, South America, Australia. Continents are large areas of land on Earth. Continents are surrounded by oceans. Continents can be found on a world map or globe.
Session 3 – Continents	Locational Knowledge: Name and locate the world's seven continents. 	Continents Quiz: Retrieve and name the seven continents of the world. Show what I know by answering questions about continents. The quiz will help me check what I have learned and what I still need to practise.	There are seven continents: Africa, Antarctica, Asia, Europe, North America, South America, Australia. The UK is in Europe. Continents are shown on a world map or globe. Continents are large land areas surrounded by oceans. I can recognise and name each continent when shown on a map.
Session 4 – Oceans	Locational Knowledge: Name and locate the world's 5 oceans.	Name the five oceans of the world. Find the oceans on a world map or globe. Know that oceans are large areas of water that surround continents.	There are five oceans: Pacific, Atlantic, Indian, Southern (or Antarctic), Arctic. Oceans are huge bodies of salt water that cover most of the Earth. Oceans separate and surround the continents. The Pacific Ocean is the largest ocean. The Arctic Ocean is the smallest and coldest ocean.
Session 5 – Oceans	Locational Knowledge: Name and locate the world's 5 oceans. 	I can label the five oceans on a world map. I can recognise where each ocean is located around the continents. I know that oceans are large areas of water that surround continents.	There are five oceans: Pacific, Atlantic, Indian, Southern (Antarctic), Arctic. Oceans are huge bodies of salt water covering most of the Earth. Oceans separate and surround the continents. Pacific Ocean = largest; Arctic Ocean = smallest and coldest. The oceans are connected and form one global ocean.

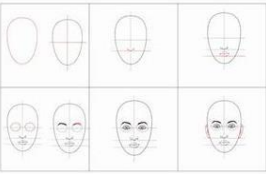
Session 6 – Oceans	Locational Knowledge: Name and locate the world's 5 oceans. 	Answer questions about the five oceans of the world. Name all five oceans and identify the biggest and smallest. Show what I know by completing an engaging worksheet about oceans. (Recall and apply knowledge.)	There are five oceans: Pacific, Atlantic, Indian, Southern (Antarctic), Arctic. Oceans are large bodies of salt water that surround continents. The Pacific Ocean is the largest ocean. The Arctic Ocean is the smallest and coldest ocean. Oceans are all connected and form one global ocean.
Session 7 - Europe	Place Knowledge & Locational Knowledge: Recognise and label Europe on a world map or globe. 	Find Europe on a world map or globe. Name some countries in Europe, including the UK. Know that Europe is one of the seven continents. Know Europe is the 6 th smallest continent.	Europe is one of the seven continents. The UK is in Europe. Europe has many countries (e.g., France, Spain, Germany, Italy). Europe has a variety of landscapes (mountains, rivers, cities).
Session 8 – UK	Geographical Skills and Fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries.	Find the UK on a world map or globe. Explain that the UK is in Europe. Name, locate and label the four countries that make up the UK: England, Scotland, Wales, Northern Ireland.	The UK is a country in Europe. It's made up of four countries: England, Scotland, Wales, and Northern Ireland. The UK is an island nation surrounded by water. The UK is part of the continent of Europe, which we have already learned about.
Session 9 – UK	Geographical Skills and Fieldwork: Use world maps, atlases and globes to identify the United Kingdom, its countries and capital cities. 	Find the UK on a map and globe. Label the four countries of the UK: England, Scotland, Wales, Northern Ireland. Name the capital city of each country in the UK.	The UK is in Europe. The UK is made up of four countries: England – Capital: London Scotland – Capital: Edinburgh Wales – Capital: Cardiff Northern Ireland – Capital: Belfast The UK is an island nation surrounded by water (Atlantic Ocean, North Sea, Irish Sea). The UK is part of the continent of Europe, which we have already learned about.
Session 10– Compass Points	Geographical Skills and Fieldwork: Build on map skills and world knowledge by teaching compass point directions - (North, South, East and West). 	Name the four main compass points: North, South, East, West. Use compass points to describe where places are on a map. Know that compass points help us find directions and locations.	A compass shows direction. The four main compass points are North (N), South (S), East (E), West (W). Compass points help us describe positions (e.g., "Europe is north of Africa"). Sometimes we use locational language like "near", "next to", "between" along with compass points.

Session 11 – Assessment	Geographical and locational skills and Fieldwork: Retrieval practise.	Show what I know about continents, oceans, Europe, the UK, and compass points. Answer questions and label maps to demonstrate understanding. Use compass points to describe locations on a map.	Lesson Knowledge (Sticky Knowledge) There 7 continents: Africa, Antarctica, Asia, Europe, North America, South America, Australia. There are 5 oceans: Pacific, Atlantic, Indian, Southern, Arctic. The UK is in Europe and is made up of England, Scotland, Wales, Northern Ireland. Capital cities: London, Edinburgh, Cardiff, Belfast. A compass shows direction: North, South, East, West.
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	How much of planet Earth is made up of water? Earth is special because it has so much water. Water covers 71% of the Earth's surface. https://spaceplace.nasa.gov/water/en/ How does a compass work? A compass works because Earth is a huge magnet. A magnet is what makes a compass point north - the small magnetic pin in a compass is suspended so that it can spin freely. Is a harbour human or physical? It is not natural or physical! It is human and is a place on a coastline where ships and boats can be kept safely. Which continent has the most people on it? What impact does that have on the environment? Asia is the most populated continent. With so many people on the continent, this means there's lots of water pollution, air pollution, global warming and climate change.
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 Books to be read & website links to be used:	 https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw Five Oceans Song - YouTube Ocean facts! - National Geographic Kids
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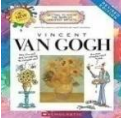
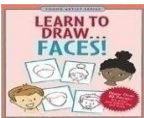
	Art/DT lessons		
	National Curriculum	Learning	Lesson Knowledge
Session 1	Art and Design Learn about the work of a range of artists, craft makers and designers, Describe the differences and similarities between different practices and disciplines, Make links to their own work.	Starter: Retrieval & Sorting Children sort a selection of artworks into groups. Discuss how and why they chose their groups. 🎯 Focus: Portraits Explore portraits and discuss facial features, colours and emotions. Introduce key vocabulary: portrait, landscape, composition, brushstroke, tone. 🖼️ New Learning: Artist Study Learn about Vincent van Gogh and his artwork. Compare his portraits and landscapes with the artworks sorted earlier. 🗣️ Reflection & Links Discuss: How could Van Gogh's style inspire our own artwork? Prepare for creating a portrait or landscape in the style of Van Gogh.	Self-Portraits are pictures artists create of themselves. Vincent van Gogh was a Dutch artist known for his bold colours, textured brushstrokes and expressive style. Although not famous during his lifetime, he is now one of the world's most celebrated artists. Skills: • Sorting and classifying artworks • Observing and discussing artwork • Identifying portraits and landscapes • Using art vocabulary • Learning about Vincent van Gogh • Comparing different artworks • Making links between artists and their own work

Session 2	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Children recap and build on their knowledge of Vincent Van Gogh and self-portraits. Children sketch their own self-portrait using their observational skills (mirrors). They sketch the outline and divide the face to ensure all features are plotted and sketched correctly.  BBC clip showing the steps of a self-portrait: KS1 / KS2 Art and Design: How to draw a lifelike self-portrait or portrait - BBC Teach	A self-portrait is a picture an artist makes of themselves. Vincent van Gogh was a famous Dutch Post-Impressionist painter known for bold colours and expressive brushstrokes. Van Gogh created portraits and landscapes and is now considered one of the greatest artists in history. When drawing a self-portrait: Use a mirror for observation. Sketch the outline of the head. Use guidelines to place eyes, nose, and mouth correctly. Skills: • Expressed ideas creatively through drawing, painting and sculpture. • Explored artistic techniques using colour, pattern, texture, line, shape and form. • Observed and discussed artwork using appropriate art vocabulary. • Compared artists' work and made connections to their own creative ideas
Session 3	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	I can learn and practise six pastel techniques: blending, layering, short strokes, long strokes, pointillism, and drawing. I can use these techniques to create different textures and effects. I know that artists use different methods to make their work interesting and expressive. 	Artists use techniques to create texture, pattern, and depth in their work. Pastel techniques include: Blending – smoothing colours together. Layering – building colours on top of each other. Short strokes – small marks for texture. Long strokes – smooth lines for coverage. Pointillism – dots to create colour and shading. Drawing – using pastels for outlines and details. These techniques will be applied in future artwork to add interest and variety.

Session 4	Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Children learn about the artist Henri Rousseau. Use of Jungle Soundscape Listening Objective: Stimulate imagination and link visual art with auditory cues. Play a short jungle soundscape for the class. Ask students to close their eyes and imagine what they might see in Rousseau's jungle. After listening, discuss: What animals did they picture? What colours and plants came to mind? Use these ideas as inspiration for their artwork. Bob and Roberta Smith looks at Surprised! by Henri Rousseau - BBC Teach 	By the end of the lesson, children will know: Henri Rousseau was a self-taught French artist. He painted imaginative jungle scenes using bold colours and layered foliage. His famous painting is Tiger in a Tropical Storm. Artists use colour, pattern and composition to create mood. Sounds and imagination can inspire artwork and creative ideas. Skills Develop drawing skills by using a range of lines, shapes and marks to represent ideas and objects. • Explore pastel techniques including blending, layering, short strokes, long strokes, pointillism and drawing. • Create different textures and effects using a variety of pastel techniques. • Experiment with colour, texture and pattern to improve artwork. • Learn how artists use different techniques to create texture, depth and visual interest. • Apply artistic techniques thoughtfully to make work more expressive and detailed.
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Session 5	Use a range of materials creatively to design and make artwork.	To create a background for the collage inspired by Henri Rousseau's "Tiger in a Tropical Storm", using a pastel background. 	To know what collage is and how it creates texture. How to use pastels for blending and creating a background. How Rousseau used overlapping shapes and bold colours to create a jungle scene. Skills • Use pastels to blend colours and create a background. • Explore collage techniques by cutting, arranging and layering materials. • Create texture and depth through overlapping shapes. • Apply colour and pattern to create mood and atmosphere. • Combine different materials creatively to produce a finished artwork.
Session 6	Art/DT: Use a range of materials creatively to design and make products. Develop techniques in colour, pattern, texture, line, shape, form and space. Learn about artists and make links to their own work.	Create a collage inspired by Henri Rousseau's "Tiger in a Tropical Storm", using a pastel background and layered materials to represent texture and depth. 	Understand what collage is and how it creates texture and depth. Learn to create a background using pastels (blending and layering). Develop skills in cutting, tearing, arranging, and sticking materials. Explore composition by overlapping shapes to represent a jungle scene. Make links to Henri Rousseau's style (bold colours, layered foliage). Skills • Use pastels to create and blend a background. • Cut, tear and arrange materials to create a collage. • Layer shapes and materials to add texture and depth. • Use colour, shape and composition to create a jungle scene.
Session 7	DT: Design purposeful, appealing products based on criteria. Generate and communicate ideas through discussion and drawings. Select and use tools and materials to shape, join, and finish. Evaluate ideas and products against design criteria.	To design and make a 3D model of the Bog Baby character using air-dry clay and mixed materials, and create a natural habitat inspired by the story.	Skills: • Design and plan a model using simple design criteria. • Shape, mould and join clay to create a character. • Use a range of materials to add texture and detail. • Create a habitat using natural and recycled materials. • Develop making skills through cutting, joining and finishing. • Evaluate and improve a finished product against the design criteria.

Session 8	DT Use the basic principles of a healthy and varied diet to prepare dishes.	Order and carefully use the instructions to prepare a sandwich.	To sequence instructions and use them to assemble a product. Skills • Follow and sequence instructions in the correct order. • Prepare and assemble a sandwich independently. • Select and combine ingredients carefully. • Use food preparation tools safely. • Develop organisation and independence when making food
	Who was an influential post-impressionist artist? What did they paint? Who else lived during this period? What does impressionism mean?		

 Books to be read & website links:	    https://www.nationalgallery.org.uk/paintings/henri-rousseau-surprised Bob and Roberta Smith looks at Surprised! by Henri Rousseau - BBC Teach
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	Religious Education lessons		
	National Curriculum	Learning	Knowledge
Session 1. What does special mean?	Developing awareness of special things, places, and people. Beginning to understand similarities and differences in what people value.	To understand the concept of 'special' and explain why certain objects are important to different people. What does the word 'special' mean? Teacher shows the class an object that is very special (e.g., a photo, a keepsake). Explain why it is special: "This is important to me because..." Discuss the idea that special things can be linked to memories, feelings, or beliefs. Children draw and label their special object. Write a simple sentence underneath: "This is special to me because..." Encourage use of descriptive words (precious, important, memory, belong).	To know the meaning of the word special (something valued or important to someone). People have different ideas about what is special and why. Special things can be linked to memories, feelings, or beliefs. Everyone's special things are unique and personal.
Session 2. What is a religion? What is a ritual?	Learn about and name some religious beliefs, practices, and festivals. Explore how people express beliefs through symbols, objects, and actions. Begin to understand similarities and differences between religions.	This follows the first lesson on "Special – what does it mean?" and builds on the idea of special things by introducing religion and rituals. Learn about and name some religious beliefs, practices, and festivals. Explore how people express beliefs through symbols, objects, and actions. Begin to understand similarities and differences between religions.	Religion = a set of beliefs and practices. Ritual = a special action linked to belief. Different religions have different rituals.
Session3. Diwali – Festival of Light	To understand why Diwali is special for Hindus and how it is celebrated. Learn about a Hindu festival and its meaning. Explore how beliefs are expressed through celebrations.	Understand why Diwali is special for Hindus and how it is celebrated. Activities: Show images/videos of Diwali celebrations. Discuss symbols: light, diva lamps, Rangoli, fireworks. Share Rama & Sita story and explain its meaning. Children sequence picture cards of the story and retell it.	To know Diwali celebrates light over darkness. The Rama & Sita story represents this. Hindus use lamps, Rangoli, and prayers during Diwali.
Session4. Christianity	Pupils should learn that Christians believe in one God and that Jesus is special to them.	Pupils learn that Christians believe in one God and that Jesus is God's Son, sent to show people how to live. Pupils consolidate this understanding by completing an engaging worksheet that reinforces key beliefs and vocabulary.	To Know Christians believe in one God and that Jesus is God's Son. Understand that God created the world. Recognise that Easter celebrates Jesus coming back to life. Know that prayer is a way Christians speak to God. Begin to use key vocabulary: God, Jesus, Easter, prayer, creation.

Session 5. Christian Churches	Recognise and name features of places of worship and understand their importance for believers. Pupils should learn about special places and symbols in Christianity, including churches, and how they are used in worship.	Children use their knowledge of churches and label: • Altar • Pulpit • Font • Cross • Pews • Stained glass windows • Organ 	To know: A church is a special place for Christians to worship God. Key features of a church and their purposes (e.g., altar for communion, font for baptism). Understand: Why these features matter to Christians. Be Able to: Identify and label parts of a church. Use simple religious vocabulary (e.g., altar, font, pulpit).
Session 6. Christian Churches	Recognise and name features of places of worship and understand their importance for believers. Pupils should learn about special places and symbols in Christianity, including churches, and how they are used in worship.	Experience lesson: Children visit the local church. Explore the local church and look for: • Altar • Pulpit • Font • Cross • Pews • Stained glass windows • Organ Discuss with pupils: • <i>What is this feature called?</i> • <i>What is it used for?</i> • <i>Why is it important to Christians?</i>	To know: The names of key features in a Christian church. Their purposes (e.g., font for baptism, altar for communion). Understand: How these features help Christians worship and express their faith. Be Able to: Identify and explain the function of these features using simple religious vocabulary.
Session 7. Judaism	Pupils should learn about and recognise some religious symbols, places, and practices, and talk about how these are important for people who follow that religion.	Shabbat and the Synagogue Starter: Show pictures of a family celebrating Shabbat and a synagogue. Discussion: What do you notice in each picture? Explain Shabbat (Friday evening to Saturday evening) and its meaning. Introduce the synagogue as the Jewish place of worship. Main Activity: Label a Synagogue.  Shabbat - the Jewish day of rest - BBC Teach Shabbat: belonging to a Jewish family KS1 Y1 Religious education Lesson Resources Oak National Academy 	To know: Shabbat is a weekly day of rest for Jewish people. It begins Friday evening and ends Saturday evening. Special items include candles, challah bread, and wine. The synagogue is a place of worship where the Torah is read.

Session 8. Judaism	Hanukkah and the Menorah Pupils should learn about and recognise some religious symbols, places, and practices, and talk about how these are important for people who follow that religion.	To learn about the Jewish festival of Hanukkah and the significance of the Menorah. Hanukkah is a festival of light celebrated for eight days. Main Activity: Complete the matching symbols.  What Is Judaism? - BBC Bitesize	To know Hanukkah is a Jewish festival celebrated for eight days. The Menorah is a special candle holder used during Hanukkah. It reminds Jewish people of the miracle of the oil lasting eight days. Lighting candles is an important tradition during Hanukkah.
Session 9. Assessment	Pupils should learn about and recognise some religious symbols, places, and practices, and talk about how these are important for people who follow that religion.	Assessment: Recall (naming features, festivals) Understanding (explaining purpose/significance) Application (matching symbols to religion)	To know and explain some features of Christianity (Hinduism – Diwali and Judaism).

	How did Christianity begin? When is Diwali and why does it change yearly? Where is the oldest Christian church in the UK? Do all Christians believe in Christmas? Are there similarities/differences between a synagogue and church?
 Books to be read and website links:	 What Is Judaism? - BBC Bitesize What Is Judaism? - BBC Bitesize A visit to a synagogue - KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize

	Computing lessons		
	National Curriculum	Learning	Lesson Knowledge
Lesson 1 – Technology in our classroom	Recognise common uses of information technology beyond school.	Technology is all around us, and we use it regularly throughout daily life. Learners will become familiar with the term 'technology'. They will classify what is and what is not technology in their school and/or classroom. Learners will demonstrate their understanding of how technology helps us in different ways.	To identify technology I can explain technology as something that helps us I can locate examples of technology in the classroom I can explain how these technology examples help us
Lesson 2 – Technology in our classroom	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Learners will get to know the main parts of a desktop or laptop computer. They will practise turning on and logging in to a computer. The learners will apply their knowledge of the different parts of a computer, to complete a mouse-based task.	To identify a computer and its main parts I can name the main parts of a computer I can switch on and log into a computer I can use a mouse to click and drag
Lesson 3- Developing mouse skills	Pupils should be taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Understand how digital systems work- (e.g., that computers have different parts).	Learners will build on the mouse skills they were introduced to in Lesson 2. Learners will review images of a computer to explain what each part does. They will develop an understanding that different computers use different mice, but they perform the same function. They will use the mouse to open a program and create a simple picture.	To identify: Parts of a computer - the main components (monitor, keyboard, mouse) and their functions. Mouse function: Understand that all mice—wired, wireless, or trackpad—perform the same basic tasks (pointing, clicking, dragging). Practical skill: Use the mouse to open a program and create a simple picture.
Lesson 4- Using a computer keyboard	Pupils should be taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Understand how digital systems work- (e.g., that computers have different parts).	Learners will begin to use the computer keyboard for a purpose. They will understand that writing on a keyboard is called typing and will begin to demonstrate their ability to write their name. Learners will then save their work using the save icon and understand that this icon is used in lots of different programs.	To know: Typing: Writing on a keyboard is called typing. Purposeful use: Learners begin typing their name using the keyboard. Saving work: The save icon is used to store work and appears in many programs.
Lesson 5 – Developing keyboard skills	Pupils should be taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Understand how digital systems work- (e.g., that computers have different parts).	Learners will begin by opening a file they have previously created. They will demonstrate their ability to use a keyboard to edit text, by writing a sentence and then deleting letters. They will also use the keyboard arrow keys to move the text cursor in their text box.	To know: How to open a previously created file. They understand that typing edits text (writing and deleting letters). They know how to use arrow keys to move the text cursor within a text box.

Lesson 6 – Use a computer responsibly	Pupils should be taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Understand how digital systems work- (e.g., that computers have different parts).	Learners will be introduced to the concept of using computers safely, within the context of a school setting. They will explore why we have rules in school and how those rules help us, and then apply this understanding to rules needed for using computer technology safely.	To know: Rules keep us safe: We have rules in school to help us stay safe and healthy. Technology safety: We need rules for using computers responsibly at school and at home. Benefits of rules: Following these rules helps protect us and our devices.
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	History		
	National Curriculum	Learning	Lesson Knowledge
Lesson 1 – What is history	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	To understand what history means. To know that history is about the past and things that have already happened. To begin using words like past, present, and future.	To know: History is the study of the past. The past means things that have already happened. We learn about history through objects, pictures, and stories.

Lesson 2 – Sort objects	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	To identify and sort objects into old (historical) and new (modern) categories.	To know: Some objects are from the past (old) and some are from today (modern). Old objects were used a long time ago; modern objects are used now. We can compare objects to see how things have changed over time.
Lesson 3- Sort objects (past & present)	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	Children complete the 'sorting worksheet' into past and present categories.	To know: Objects from the past are old and were used a long time ago. Objects from the present are modern and used today. Sorting helps us understand how things have changed over time.
Lesson 4- Bonfire night	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	Children learn about Bonfire night and why we still celebrate this event yearly. Children complete the Bonfire night quiz.	To know the story of the Gunpowder Plot and why we remember it on Bonfire Night." To find out what happened on 5th November 1605 and why people still celebrate Bonfire Night today. To learn who Guy Fawkes was and why Bonfire Night is an important historical event.
Lesson 5- Remembrance Day	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	Children complete a writing frame signifying the importance of Remembrance Day.	To know: Remembrance Day is a special day to remember people who fought in wars. It happens every year on 11th November. The poppy is a symbol of remembrance. We remember to show respect and say thank you to those who helped keep us safe.
Lesson 6 – Christmas	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	To explore how Christmas was celebrated in the past and compare it with today. Children complete the comparison worksheet with their learning partner.	To know: Christmas celebrations have changed over time. Toys and decorations in the past were different from modern ones. We can learn about the past by looking at old photographs and objects. Comparing past and present helps us understand how life has changed.



1. What is History?

- What is the past?
- How do we know what happened a long time ago?
- What things from the past can we still see or use today?
- How is life today different from life long ago?
- Why do we learn about things that happened before we were born?

[What is a historian? - BBC Bitesize](#)

Watch: Why did the Gunpowder plot happen?

[When was the gunpowder plot and how did it start? - BBC Bitesize](#)



Books and
website links:



[What is Remembrance Day? | KS1 Topic Pack | Ages 5-7 - BBC Bitesize](#)

