

| 2024/2025 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| World-wide knowledge links (Global citizenship) | <p>We aim to empower the children to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. This is permeated through the school ethos and wider curriculum offer as well as intertwined within the curriculum and where appropriate making links. This may take place through collective worship, the ECO Team, CAFOD club, catholic social teaching.</p> <p>Whole school initiatives take place linked to global issues, such as fundraising events as well as embedded school events such as Black History Month, Diversity week and International evening.</p> | | | | | |
| Enquiry | What are my five wonderful senses and how do I use them? | What goes on in Santa's secret workshop? | How do animals, move, grow and develop? | Can I make my Pirate boat float? | Mega structure: What are they and why do people build them? | How does your garden grow? |
| Growth mindset & metacognition | I can't do it ...YET! (Introduce Growth mindset characters). | I know how I learn best | It's good to take a risk | I can share my learning style | Never give up! (The PIT) | I can talk about my learning style |
| Diversity, Inclusion and Representation | <p>Ethnically diverse characters</p> <p>Little Red and the Very Hungry Lion By Alex T Smith</p> <p>The Ghanaian Goldilocks By Dr Tamara Pizzoli</p> | <p>Cultural diversity</p> <p>Last Stop on Market Street</p> <p>The Django By Levi Pinfold</p> | <p>Neuro diversity</p> <p>Just Ask! by Sonia Sotomayor</p> <p>My Brother Charlie by Holly Robinson Peete</p> | <p>Physical disability</p> <p>Jessica's Box By Peter Carnavas</p> <p>The Black Book of Colours By Menena Cottin</p> | <p>Gender equality</p> <p>She Persisted in Sports by Chelsea Clinton</p> <p>Mae Among the Stars By Roda Ahmed</p> | <p>Refugee equal rights</p> <p>The suitcase By Chris Naylor-Ballesteros</p> <p>King of the Sky By Nicola Davies</p> |
| Values | Rule of Law Patience | Faith Empathy | Hope Appreciation | Peace Unity | Individual liberty Co-operation | Courage |

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| <p>Enriching experiences</p> | <p>Serpentine Gallery – Kensington Gardens</p> | <p>London Zoo</p> | <p>Natural History Museum</p> | <p>Boat trip down the River Thames</p> | <p>A day out in London</p> | <p>Kew Gardens</p> |
| <p>English Key Texts</p> |  <p>Peace At Last</p> |  <p>Dogger</p> |  <p>Winter Sleep</p> |  <p>Mr Gumpy's Outing</p> |  <p>Willy The Wizard</p> |  <p>The Flower</p>  <p>A Seed in Need</p> |
| <p>English Writing Genre</p> | <p>Stories with repeating patterns Labels, lists and captions Songs and repetitive poems</p> | <p>Letters Information and instructions</p> | <p>Poetry Writing in role Instructions Explanation</p> | <p>Fantasy narratives Instructions</p> | <p>Traditional Tales Information</p> | <p>Instructions Poems about nature</p> |
| <p>Maths yr 1 White Rose</p> | <p>Number: Place value (within 10) 4 Weeks</p> | <p>Number: Addition and subtraction (within 10) 2 weeks Geometry: Shape 1 weeks</p> | <p>Number: Addition and Subtraction (within 20) 4 weeks Number: Place Value (within 50) (Multiplies of 2, 5 and 10 included)</p> | <p>Number: Place Value (within 50) (Multiplies of 2, 5 and 10 included) 1 week Measurement: Length and Height</p> | <p>Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) 3 weeks Number: Fractions</p> | <p>Geometry: Position and Direction 1 week Number: Place Value (within 100) 2 weeks</p> |

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| | <p>Number: Addition and subtraction (within 10)</p> <p>2 weeks</p> | <p>Number: Place value (within 20)</p> <p>2 weeks</p> | <p>2 weeks</p> | <p>2 weeks</p> <p>Measurement: Weight and Volume</p> <p>2 weeks</p> <p>Consolidation</p> <p>1 week</p> | <p>2 weeks</p> | <p>Measurement: Money</p> <p>1 week</p> <p>Measurement: Time</p> <p>2 weeks</p> |
| <p>Science yr 1</p> <p>KENT Science</p> | <p>Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies | <p>Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a | <p>Animals including humans</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) | <p>Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together | <p>Plant Life</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees | <p>Plant Life</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees |

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| | | variety of everyday materials on the basis of their simple physical properties | <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | a variety of everyday materials on the basis of their simple physical properties | | |
| Geography Plan Bee | <p>Four seasons</p> <ul style="list-style-type: none"> KS1 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, | | <p>Around the world</p> <ul style="list-style-type: none"> KS1 - name and locate the world's seven continents and five oceans. KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. KS1 - use basic geographical vocabulary to refer | | | <p>Life in the City</p> <ul style="list-style-type: none"> KS1 - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. KS1 - use basic geographical vocabulary to |

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| | <p>coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> | | <p>to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> • KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | | <p>refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <ul style="list-style-type: none"> • KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • KS1 - use aerial photographs and plan perspectives to recognise landmarks and |
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| | | | | | | basic human and physical features; devise a simple map; and use and construct basic symbols in a key |
| History Plan Bee | | <p>Toys past and present</p> <ul style="list-style-type: none"> • KS1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | | <p>Seaside holidays in the past</p> <ul style="list-style-type: none"> • KS1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | <p>Homes in the past</p> <ul style="list-style-type: none"> • KS1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | |
| Art & Design Plan Bee | <p>Yayoi Kusama/ Mark Making (Art)</p> <p>To use a range of materials creatively to design and make products</p> <p>to use painting to develop and share their ideas,</p> | <p>Puppets (DT)</p> <p>KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>KS1 - generate, develop, model and communicate their ideas through</p> | <p>Animal Art</p> <p>KS1 - to use a range of materials creatively to design and make products</p> <p>KS1 - to use drawing to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use painting to develop and share</p> | <p>Boat Making (refer to vehicle making planbee)</p> <p>KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>KS1 - generate, develop, model</p> | <p>Stable Structures (DT)</p> <p>KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>KS1 - generate, develop, model and communicate</p> | <p>Earth Art (Art)</p> <p>KS1 - to use a range of materials creatively to design and make products</p> <p>KS1 - to use drawing to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use painting to develop</p> |

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| | <p>experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To 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.</p> | <p>talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics KS1 - explore and evaluate a range of existing products KS1 - evaluate their ideas and</p> | <p>their ideas, experiences and imagination KS1 - to use sculpture to develop and share their ideas, experiences and imagination KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> | <p>and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics KS1 - explore and evaluate a range of existing products</p> | <p>their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics KS1 - explore and evaluate a range of existing products</p> | <p>and share their ideas, experiences and imagination KS1 - to use sculpture to develop and share their ideas, experiences and imagination KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> |
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| | | products against design criteria | | KS1 - evaluate their ideas and products against design criteria | KS1 - build structures, exploring how they can be made stronger, stiffer and more stable | |
| Computing | <p>Computing systems and networks – Technology around us</p> <ul style="list-style-type: none"> Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly. | <p>Creating media – Digital painting</p> <ul style="list-style-type: none"> Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices. | <p>Programming A – Moving a robot</p> <ul style="list-style-type: none"> Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming, and | <p>Grouping data</p> <ul style="list-style-type: none"> This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to | <p>Creating media – Digital writing</p> <ul style="list-style-type: none"> Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the | <p>Programming B – Programming animations</p> <ul style="list-style-type: none"> Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms. |

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| | | | builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms. | demonstrate how computers are able to group and present data. | differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this. | |
| Online Safety | <p>Self-image and Identity Helping Alex Google Slides Resources</p> <p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>If something happens that</p> | <p>Online Bullying Happiness Scale Google Slides Resources</p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</p> | <p>Online Reputation Personal and Private Google Slides Resources</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p> | <p>Health and Well-being Healthy and Safe Choices Google Slides Resources</p> <p>I can explain rules to keep us safe when we are using technology both in and beyond the home.</p> <p>I can give examples of some of these rules.</p> | <p>Online Relationships Let's Communicate! Google Slides Resources</p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> | <p>Privacy and Security Personal Information? Google Slides Resources</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p> |

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| | <p>makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> | | | | | <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p> |
| Music | <ul style="list-style-type: none"> • Listen and clap back then listen and clap your own answer. • Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, Take it in turns to improvise. | <ul style="list-style-type: none"> • Listen and clap back then listen and clap your own answer. • Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, Take it in turns to improvise. | <ul style="list-style-type: none"> • Listen and clap back then listen and clap your own answer. • Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, Take it in turns to improvise. | <ul style="list-style-type: none"> • Listen and clap back then listen and clap your own answer. • Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, Take it in turns to improvise. | <ul style="list-style-type: none"> • Listen and clap back then listen and clap your own answer. • Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, Take it in turns to improvise. | <ul style="list-style-type: none"> • Listen and clap back then listen and clap your own answer. • Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, Take it in turns to improvise. |
| PE | Personal | Social | Cognitive | Creative | Physical | Fitness |
| PSHE PATHS | <p>Internet safety and harms – link to computing</p> <ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time | <p>Mental wellbeing – link to anti-bullying week</p> <ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often | <p>Health and prevention</p> <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the | <p>Health and prevention</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or | <p>Mental wellbeing – link to mental health awareness week</p> <ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, | <p>Physical health and fitness –</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. |

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| | <p>spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> • where and how to report concerns and get support with issues online. | <p>lasting impact on mental wellbeing.</p> <ul style="list-style-type: none"> • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). | <p>importance of handwashing</p> | <p>unexplained changes to the body.</p> | <p>anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> | <ul style="list-style-type: none"> • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise |
| <p>RE TWTL</p> | <p>God's Great Plan Recognise religious stories. Recognise religious beliefs. Say what they wonder about. Creation story Noah and the Flood</p> | <p>Mary, Our Mother Recognise religious stories. Reflect quietly To be able to talk about the hymns they sing and the prayers they say. Story of the birth of Jesus</p> | <p>Families & Celebrations Recognise religious stories. Recognise that people act in a particular way because of their beliefs Describe different roles of some people in the local, national and global Church. Recognise religious signs and symbols used in worship,</p> | <p>Following Jesus Recognise religious stories. Talk about their own feelings, experiences and the things that matter to them. Reflect quietly Listening to a different point of view Story of the Samaritan</p> | <p>The Resurrection Recognise religious stories. Recognise religious signs and symbols used in worship, including the celebration of the sacraments. Talk about their own feelings, experiences and the things that matter to them.</p> | <p>Miracles Recognise religious stories. Recognise that people act in a particular way because of their beliefs Say what they wonder about. The Wedding at Cana Jesus healing the sick</p> |

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| | | | including the celebration of the sacraments. Jesus in the Temple Baptism | | The Easter Story | |
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