



Year 1	Autumn	Spring	Summer
Topic	All about me Key Enquiry Question: Who am I?	People who help us Key Enquiry Question: Who helps me and how?	Weather and natural disasters Key Enquiry Question: How does nature affect us?
Power of Reading	Lower Senior – Stanley's stick Upper Senior - Gorilla All - Traditional stories; Little red riding hood and other stories, 3 billy goats gruff	Lower Senior – Pet potato Upper Senior - The bee who spoke All - Poetry: The puffin book of first poems	Lower Senior – One day on our blue planet and What it's like to be a bird Upper Senior - Slug life and Hummingbird
English	Autobiographical poems, acrostics, and simple factual writing about self. Explore texts that reflect identity and relationships. Use role play and drama to express personal likes/dislikes. Sentence building using Colourful Semantics, describing self and others, using adjectives and verbs.	Writing simple information texts about community helpers (e.g., police, nurses, firefighters). Creating acrostic poems about helpers. Role play and drama based on helping scenarios. Reading and responding to poems about kindness and helping.	Write simple weather reports. Create poems about the seasons or storms. Sensory stories about natural disasters (e.g., volcano, flood). Explore non-fiction texts about weather phenomena.
Mathematics	Counting and recognising numbers up to 10; place value using concrete resources. Sorting and matching activities using personal data (e.g., eye colour, height). Comparing heights and sizes within the class. Create pictograms and bar charts about class preferences (e.g., favourite colours, foods).	Counting and sorting items related to jobs (e.g., tools, uniforms). Simple money recognition and role play shopping (linked to helpers like shopkeepers). Time: daily routines of helpers (e.g., nurse's shift, school day).	Measuring temperature and rainfall (using pictograms). Sorting clothes by season. Time: seasonal changes and weather patterns.
Science	Focus: The human body and senses. Activities: Label body parts, match senses to body parts, explore sensory responses (e.g., smell jars, texture trays). Recording: Use simple diagrams, photos, and symbols to record observations.	Exploring materials used by helpers (e.g., waterproof clothing, metal tools). Simple experiments: What makes a good torch? (linked to emergency services). Recording observations using pictures and simple labels.	Investigate weather types and their effects. Simple experiments: making a rain gauge, wind sock. Explore habitats and how animals adapt to weather.

Humanities	<p>History Focus: Personal timelines – birth to present. Geography Focus: My home, my school, and local area maps.</p> <p>Skills: Use photos and symbols to sequence events; explore primary vs secondary evidence using family photos and artefacts.</p>	<p>Exploring maps and locations of local services (hospital, fire station). Learning about historical figures who helped others (e.g., Florence Nightingale). Comparing past and present helpers.</p>	<p>Map work: where do natural disasters happen? Explore historical events (e.g., Great Fire of London, floods). Compare weather in different countries.</p>
Art	<p>Explore objects found from exploring the school grounds Create observational drawings looking at line tone shape and form. Become familiar with clay sculptures and objects found in nature.</p>	<p>Create portraits of helpers using mixed media. Design uniforms or badges for imaginary helpers. Explore collage and printing techniques to make “Thank You” cards.</p>	<p>Create weather-inspired art (e.g., stormy skies, sunny landscapes). Use texture and colour to represent different weather. Sculpt volcanoes or tornadoes using papier-mâché.</p>
Food and Nutrition	<p>Safety and hygiene routines Using a range of basic kitchen tools safely. Spreading, chopping, peeling, grating</p>	<p>Making snacks to share with helpers (e.g., biscuits for a thank-you gift). Hygiene and safety routines revisited. Exploring food helpers (e.g., chefs, farmers).</p>	<p>Explore seasonal foods. Make summer snacks (e.g., fruit salad, smoothies). Discuss food safety in hot weather.</p>
Computing	<p>Photos, comics: Take photographs and explore simple effects, present images in a comic strip</p>	<p>Create posters or simple presentations about helpers. Take photos of role play and sequence them. Use simple software to design a “Helper of the Week” certificate.</p>	<p>Create a weather forecast video. Use simple animation to show a natural disaster. Explore weather apps and discuss technology safety.</p>
Music	<p>Listen and Respond - Melody Students consistently respond to a variety of sounds and melodic songs whilst exploring and developing their own sense of musical interpretation and self-expression using the voice as an instrument of musical interpretation</p>	<p>Explore rhythm and beat through marching songs. Create soundscapes for different jobs (e.g., fire engine, ambulance). Sing songs about helping and kindness.</p>	<p>Compose music to represent different weather (e.g., rain, thunder). Use instruments to mimic natural sounds. Sing songs about the seasons.</p>
PE	<p>Focus: Outdoor education, swimming, and cycling. Activities: Learn basic cycling safety, participate in swimming routines, and explore movement games. Skills: Develop coordination, balance, and confidence in physical activities.</p>	<p>Team games that promote helping and cooperation. Obstacle courses themed around rescue missions. Continue swimming and cycling with a focus on safety.</p>	<p>Outdoor games linked to weather (e.g., sun safety relay). Movement inspired by weather (e.g., flowing like wind). Continue swimming and cycling with summer safety focus.</p>
RE	<p>The nature of God and religion A more detailed exploration of personal beliefs and values.</p>	<p>Explore religious figures known for helping (e.g., Jesus, Guru Nanak). Discuss values like kindness, service, and compassion. Create a class “Helping Tree” with values from different faiths.</p>	<p>Explore how different religions celebrate seasons (e.g., harvest festivals). Discuss beliefs about nature and the environment. Create a class mural showing nature and spirituality.</p>
	<p>Identity (DfE strand 'Respectful Relationships including Friendships') NB DfE strand 'Basic First Aid' and 'Sex</p>	<p>Respectful relationships and kindness. Role play scenarios of helping friends.</p>	<p>Explore feelings linked to weather (e.g., calm, stormy). Discuss safety during extreme weather.</p>

<p>RSHE</p>	<p>Education' will be delivered alongside this curriculum DfE strand 'Safeguarding' is incorporated throughout this curriculum - Detailed exploration of identity Using preferred communication to identify facial features. Create a presentation: "All About Me" and belonging to family/ friends.</p>	<p>Explore emotions linked to helping and being helped.</p>	<p>Continue work on respectful relationships and emotions.</p>
<p>Work related Learning</p>	<p>Focus: Personal details and communication. Activities: Practice sharing name, age, likes/dislikes; create a simple ID card or profile. Skills: Develop confidence in self-presentation and understanding of personal information.</p>	<p>Identify jobs linked to helping. Interview a helper (e.g., school nurse or caretaker). Create a simple job profile poster.</p>	<p>Explore jobs linked to weather (e.g., meteorologist, gardener). Create a weather-themed job display. Discuss how weather affects work and routines.</p>

