



Year 1	Autumn	Spring	Summer
Topic	<p>Keeping Safe</p> <p>Key Enquiry Question: How do I keep myself safe?</p>	<p>Our city</p> <p>Key Enquiry Question: What makes a city work and how do I belong in it?</p>	<p>Our changing planet</p> <p>Key Enquiry Question: How is our planet changing and what can we do to help?</p>
Power of Reading	<p>Lower Senior – Stanley's stick</p> <p>Upper Senior - Gorilla</p> <p>All - Traditional stories; Little red riding hood and other stories, 3 billy goats gruff</p>	<p>Lower Senior – Pet potato</p> <p>Upper Senior - The bee who spoke</p> <p>All - Poetry: The puffin book of first poems</p>	<p>Lower Senior – One day on our blue planet and What it's like to be a bird</p> <p>Upper Senior - Slug life and Hummingbird</p>
English	<p>Explore inference through poetry and narrative; read The Iron Man by Ted Hughes and write safety-themed poems.</p> <p>Identify figurative language and discuss themes of danger, protection, and resilience.</p> <p>Role play scenarios involving safety (e.g., crossing the road, stranger danger).</p> <p>Use Colourful Semantics to build descriptive sentences; explore vocabulary related to safety, emotions, and actions.</p>	<p>Write poems and descriptive texts about city life.</p> <p>Explore persuasive writing: "Why I love my city".</p> <p>Read and respond to texts about urban environments.</p> <p>Create simple brochures or posters about local landmarks.</p>	<p>Write persuasive texts about protecting the planet.</p> <p>Create poems about nature and change.</p> <p>Read and respond to environmental stories.</p> <p>Create posters or leaflets for an eco-campaign.</p>
Mathematics	<p>Ordering and comparing numbers up to 1000; rounding to the nearest 10; Roman numerals up to M.</p> <p>Estimate and measure distances (e.g., safe crossing zones); explore temperature and time in safety contexts.</p> <p>Create pictograms and bar charts showing safe behaviours (e.g., helmet use, hand washing).</p> <p>Use money in safety scenarios (e.g., budgeting for safety gear).</p>	<p>Explore coordinates and simple map reading.</p> <p>Use money in real-life contexts (e.g., budgeting for a city trip).</p> <p>Time: reading transport timetables and planning journeys.</p> <p>Data handling: survey class on favourite places in the city.</p>	<p>Measure temperature, rainfall, and other weather data.</p> <p>Explore statistics: recycling rates, energy use.</p> <p>Use graphs and charts to show environmental change.</p> <p>Budgeting for eco-friendly choices.</p>
Science	<p>Focus: Body responses to stimuli.</p>	<p>Investigate pollution and its effects on people and nature.</p>	<p>Investigate climate change and its effects.</p>

	<p>Activities: Explore how the body reacts to heat, cold, touch, and sound; test reflexes and record responses. Recording: Use diagrams, photos, and simple tables to record observations; describe findings using symbols and key vocabulary.</p>	<p>Explore materials used in city infrastructure (e.g., concrete, glass). Simple experiments: filtering water, measuring noise levels. Record findings using charts and diagrams.</p>	<p>Explore renewable energy sources. Conduct simple experiments: solar power, water filtration. Record findings using diagrams and reports.</p>
Humanities	<p>History Focus: Soldiers in World War I and II – explore how people stayed safe during conflict. Geography Focus: Explore maps showing safe zones, shelters, and emergency services. Skills: Use sorting and sequencing activities; explore cause and effect using visual aids and timelines.</p>	<p>Study the history of your local city (e.g., Faversham or nearby Canterbury). Explore how cities have changed over time. Map work: identifying key features of a city. Compare cities around the world.</p>	<p>Study global warming and natural disasters. Map work: countries affected by climate change. Explore historical changes in landscapes and cities. Compare past and present environmental practices.</p>
Art	<p>Focus: Food and safety. Activities: Create posters promoting kitchen safety; explore textures and colours of safe vs unsafe foods. Skills: Use mixed media to express safety messages; explore line, tone, and pattern in food-themed art.</p>	<p>Create cityscapes using collage and mixed media. Explore architectural drawing and perspective. Study artists like Lowry and Hopper. Create a class mural of “Our City”.</p>	<p>Create art from recycled materials. Explore environmental themes in sculpture and painting. Study eco-artists like Andy Goldsworthy. Create a class exhibition: “Art for the Planet”.</p>
Food and Nutrition	<p>Focus: Safe use of kitchen appliances. Activities: Use microwave to prepare hot foods; identify safe dinnerware; explore food hygiene routines. Skills: Follow step-by-step instructions; identify hazards in the kitchen; describe food using sensory vocabulary.</p>	<p>Explore multicultural foods found in cities. Prepare simple street food-style snacks. Discuss food hygiene in busy environments.</p>	<p>Explore sustainable eating and food waste. Prepare plant-based meals. Discuss packaging and eco-friendly food choices.</p>
Computing	<p>Patterns, Beebots: Input and output devices, write an algorithm to complete an activity, decomposition</p>	<p>Create a digital map or guide to your city. Use software to design posters or presentations. Explore safe use of technology in public spaces.</p>	<p>Create a digital campaign for environmental awareness. Use animation to show climate change effects. Explore apps and websites promoting sustainability.</p>
Music	<p>Students should begin to develop their knowledge of orchestral and ensemble music in a variety of different styles and contexts e.g. name the individual instruments, identify commonalities, attribute timbre and tonality, texture, pitch, harmonies etc</p>	<p>Explore urban music styles (e.g., rap, jazz, pop). Create soundscapes of city life. Perform rhythmic pieces inspired by traffic and movement.</p>	<p>Compose music inspired by nature and change. Use instruments to mimic natural sounds. Perform songs about the environment.</p>
PE	<p>Focus: Bikeability and physical safety. Activities: Learn cycling safety rules; practice wearing helmets and reflective gear; explore safe movement routines. Skills: Develop coordination, balance, and awareness of surroundings.</p>	<p>Urban-themed movement and dance. Continue Bikeability with a focus on city cycling safety. Explore walking routes and fitness in the city.</p>	<p>Outdoor activities linked to nature (e.g., nature walks). Continue Bikeability with a focus on eco-travel. Promote fitness through green spaces.</p>

<p>RE</p>	<p>Focus: Festivals and celebrations. Activities: Explore how different religions celebrate safety and protection (e.g., Diwali, Hanukkah). Skills: Use symbols and stories to explore beliefs; create artwork or drama based on religious safety themes.</p>	<p>Explore places of worship in the city. Discuss how different communities celebrate in urban settings. Create a class display of city-based religious festivals.</p>	<p>Explore religious teachings about caring for the Earth. Discuss stewardship and responsibility. Create a class "Faith and the Planet" mural.</p>
<p>RSHE</p>	<p>Family Groups Incorporating DfE strand 'The Law' - A detailed exploration of family concepts in different communities Introducing concept of LGBFT. Exploring marriages, characteristics and feelings.</p>	<p>Explore relationships and safety in public spaces. Discuss respect and diversity in urban communities. Promote awareness of public behaviour and responsibilities.</p>	<p>Explore emotions linked to change and responsibility. Promote eco-friendly habits and choices. Discuss global citizenship and kindness.</p>
<p>Work related Learning</p>	<p>Listening to and responding to the Careers Adviser about careers – life, learning and work. Complete job profiles with low level of support.</p>	<p>Explore city-based jobs (e.g., transport, hospitality). Plan a class visit to a local workplace. Create a simple job profile or interview a city worker.</p>	<p>Explore green jobs (e.g., recycling, conservation). Plan a class eco-project or campaign. Create a job profile for an environmental role.</p>

