



Year 1	Autumn	Spring	Summer
Topic	Keeping Safe Key Enquiry Question: How do I keep myself safe?	Our city Key Enquiry Question: What makes our city special?	Our changing planet Key Enquiry Question: How is our planet changing and how can we help?
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	Communication • Create a sensory story about keeping safe • Writing a modern version of “Red Riding Hood” and not talking to strangers. • Write a simple drama sketch about a safety scenario • Create a safety poster-making a Non-Fiction Text. Literacy • Fiction: John Wood - “People Who Help Us” • Beyond Words Books: “Sonia’s Feeling Sad”, “Falling in Love” • Sue Graves - “Giraffe is Left Out”, “Turtle Comes Out of Her Shell” and “Flamingo Is Brave” • Drama: Simplified version of “Romeo & Juliet” • Julia Donaldson - “Bombs and Blackberries” • Non- Fiction: books on Diwali, Remembrance and Guy Fawkes. • Media texts – Safety • Poetry: Simple war poetry • Simple war poetry	Explore city-themed vocabulary using sensory stories and poems Create a class city guide with photos and simple sentences Use Colourful Semantics to describe places and people Write acrostic poems using words like CITY and STREET	Read sensory stories about climate and conservation Write eco-guides with photos and symbols Use Colourful Semantics to describe weather and nature Create poems about the planet and change
Personal, Social & Emotional Development	RSHE • Feeling Safe • Online Safety • Body Autonomy: Drugs/Alcohol • Anti- bullying week. • Online safety – relationships, scamming, reporting Work Related Learning • Recognising that people can be sources of help and indicating or asking for help when in need.	Discuss how cities make us feel (e.g. busy, excited, overwhelmed) Use Zones of Regulation with urban scenarios Explore community roles and responsibilities Create a “My City Feelings” chart	Explore feelings about the environment and change Use Zones of Regulation with nature scenarios Discuss responsibility and care for the planet Create a “My Planet Emotions” chart

PE	<ul style="list-style-type: none"> • Bikeability – Cycling, Scooter • Sensory circuits – self-regulation • Wearing safety equipment – helmet, knee pads etc • Introduce the importance of safety - modelling of the activity e.g., cycling, sailing, using the gym – warm up 	<p>Movement games inspired by city life (e.g. crossing roads, traffic lights)</p> <p>Yoga poses themed around buildings and transport</p> <p>Sensory circuits using urban textures (e.g. pavement, bricks)</p>	<p>Movement games themed around nature (e.g. animal walks, tree poses)</p> <p>Outdoor sensory circuits using natural materials</p> <p>Practice coordination in eco-themed games</p>
Independent Living	<ul style="list-style-type: none"> • Visit a police station, fire station, ambulance service • Making an emergency call role play • Road safety • What to do if you see a fire • Stranger danger • Recognise people who help us in the community 	<p>Practice navigating the city using visual maps</p> <p>Identify safe places and behaviours</p> <p>Create a city routine chart</p> <p>Role play using public transport and asking for help</p>	<p>Practice recycling routines</p> <p>Sort waste and compost</p> <p>Create a visual eco-schedule</p> <p>Role play saving energy and water</p>
Mathematics	<ul style="list-style-type: none"> • Money –knowing amounts of coins/shopping with pennies/ change in a shop • Time - clock • How to look after your money • Reading a timetable for transport/how to use google maps to find your way • Planning a journey 	<ul style="list-style-type: none"> • Count buildings, vehicles, and people • Sort items by type and size (e.g. transport, shops) • Sequence steps in a city journey • Use bar charts to show favourite places 	<ul style="list-style-type: none"> • Count eco actions and items (e.g. bins, bottles) • Sort materials by type (e.g. paper, plastic) • Sequence steps in recycling • Use bar charts to show class eco habits
Understanding the World	<p>R.E.:</p> <ul style="list-style-type: none"> • Tolerance and acceptance and showing respect to others • How do religious practices, pray and meditation help us to feel safe • Simplified work on the teachings of the prophets and how religious teachings can make us feel safe <p>Humanities:</p> <ul style="list-style-type: none"> • Keeping safe in the war - World War I and II - Evacuation • Remembrance Day • Wars today in the Ukraine, Syria and Sudan 	<ul style="list-style-type: none"> • Explore local landmarks and services • Learn about city layouts and maps • Investigate materials used in buildings • Create a class map of familiar places 	<ul style="list-style-type: none"> • Explore global changes and climate maps • Learn about natural disasters and their impact • Compare environments and lifestyles across regions • Create a class eco-map with symbols and photos
Science	<ul style="list-style-type: none"> • Identifying hazardous objects in the home and school – chemicals, poisons • Using equipment safely • Insulators / conductors / flammable – non-flammable - Fire triangle • Introduction to electricity 	<ul style="list-style-type: none"> • Investigate light and sound in the city • Explore materials used in construction • Conduct experiments on heat and surfaces (e.g. concrete vs grass) 	<ul style="list-style-type: none"> • Investigate pollution and weather patterns • Explore materials from nature (e.g. leaves, soil, water) • Conduct experiments on climate effects (e.g. melting, evaporation)
Computing	<ul style="list-style-type: none"> • Real / fake info • Talking to people online • What to do if you are worried • Using apps / games – age appropriate • Digital footprint – uploads / downloads • Online streaming • Discuss keeping safe online, what information we should share, ask permission to use technology • Use Bee-Bot to explore the people who help us. Create a poster to show the places and people experience • Create a poster about firework safety • Create a Christmas / greetings card to send, create a calendar with photograph on 	<ul style="list-style-type: none"> • Create a digital city tour with photos and captions • Use apps to simulate travel and explore landmarks • Make a class slideshow of city experiences 	<ul style="list-style-type: none"> • Create a digital eco-poster with images and messages • Use apps to track environmental changes • Make a class slideshow of “Our Planet Project”

Food and Nutrition	Keeping clean and safe in the kitchen • Edible / non-edible • Using a kettle / toaster / microwave safely to make a selection of breakfast foods from different cultures	Explore foods found in the city (e.g. bakery, café) Prepare simple snacks from local shops Discuss hygiene and safety in public eating spaces	Explore sustainable foods and plant-based options Prepare simple eco-friendly meals Discuss food choices and environmental impact
Expressive Art & Design	Art: • Reading the book called 'The Colour Monster' based on feelings • Designing a colour monster using textures and materials • Exploring feelings through colour • Designing your own dream catcher for worries Music: • Protest songs- Soul and Rap- the music of the Civil Rights Movement • Create a simple protest song to be performed / recorded for the show	Art - Create cityscape collages and drawings Design signs and posters for city places Music - Compose music inspired by urban sounds (e.g. traffic, footsteps)	Art - Create recycled art projects and nature sculptures Decorate classroom with eco themes Music - Compose music inspired by natural sounds (e.g. rain, wind, birds)

