

Long Term Plan- Class 1 Cycle A - 2026-2027

Autumn 1



Getting to Know You!

Exploring our bodies, our senses, families, feelings, friendships, healthy living, how we travel to school personal history, belonging and how we grow and change.

Autumn 2



Off We Go with a Flash and a Bang!

Exploring festivals, traditions, celebrations, music & dance, Guy Fawkes and the gunpowder plot, light and special events from around the world.

Spring 1



Around the World in 80 days

Exploring continents, climates and countries. Investigating vehicles, journeys, travel, transport through time, invention, maps and directions.

Spring 2



Amazing Plants, Amazing Places

Comparing the UK to another non-European country, learning about plants here and there and comparing animals and habitats.

Summer 1



Down in the jungle

Discovering amazing animals, diets, habitats, life cycles and the diversity of the natural world. Learning about Jane Goodall and David Attenborough, learning about our impact on the world.

Summer 2



Discovering Dinosaurs

Learning about dinosaur species, comparing dinosaur sizes, discovering how fossils are formed, learning about the work of pioneering fossil hunter Mary Anning and renowned palaeontologist Jack Horner.

Seasonal and Weather Changes



Our Curriculum Vision

At the heart of our curriculum is a belief that childhood should be filled with curiosity, creativity, exploration and joy. We recognise that young children learn best when they feel safe, valued and inspired, and when learning builds upon their strengths, interests, experiences and understanding of the world around them. Our mixed Reception, Year 1 and Year 2 curriculum has been carefully designed as part one of a three-year journey. Rich themes, high-quality texts, meaningful first-hand experiences and purposeful play provide opportunities for children to develop the knowledge, skills and vocabulary they need to flourish. Continuous provision remains a central part of learning for Reception, Year 1 and Year 2, sitting alongside high-quality direct teaching and providing opportunities to revisit, apply and deepen learning through play, exploration and discovery. The curriculum reflects the Early Years Foundation Stage Framework and the Key Stage 1 National Curriculum, ensuring clear progression whilst recognising the unique ways in which young children learn. Carefully sequenced learning, high expectations and meaningful experiences support every child to become a confident, capable, curious and independent learner. We believe repetition is an essential part of learning. Important concepts such as belonging, community, change, habitats, journeys and exploration are revisited throughout the planning cycle in different contexts, enabling children to make connections, strengthen understanding and build increasingly secure knowledge and skills. When we honour childhood, we create learners who are curious, confident and ready for whatever comes next.

Our Christian Values



Endurance
We keep going together, showing resilience and hope through every challenge.



Friendship
We care for and support one another, building trust and belonging as we grow together.



Thankfulness
We notice and value all we have, sharing gratitude and kindness every day.



Koinonia
We belong together, sharing, supporting and growing as one caring community.



Peace
We act with calm and kindness, respecting all to live harmoniously side by side.

Our Core Character Strengths



Curiosity
We ask questions, explore ideas and seek to understand the world around us.



Creativity
We imagine, create, design and express ourselves in different ways.



Communication
We listen carefully, speak confidently and share our thinking with others.



Independence
We take responsibility, make choices and develop confidence as learners.



Kindness
We care for ourselves, others and the world around us.



Resilience
We persevere through challenge and learn from mistakes.



Teamwork
We work together, share ideas and learn from one another.



Respect
We value differences, show consideration for others & contribute positively to our community.

Our Curriculum's Golden Threads



Golden Threads

Reading
We inspire a love of reading through high-quality texts, stories and books.



Talk/Oracy
We give every child a voice through conversation, storytelling, questioning & shared thinking.



Active Learning
We learn through movement, challenge and outdoor adventure, building healthy and confident learners.



Outdoor Learning
We explore, discover and learn through first-hand experiences in the natural world.



Wellbeing
We support emotional wellbeing, emotional literacy and positive relationships.



Community and Belonging
We celebrate diversity and help every child feel valued, included and part of our community.



Our Curriculum in Action

Responsive Curriculum

Whilst each term has a planned curriculum, teaching remains responsive to children’s interests, questions and fascinations. Adults use these moments to deepen learning, provide additional experiences and make meaningful curriculum connections, ensuring that children’s curiosity is valued whilst maintaining clear progression towards the intended knowledge and skills. High-quality texts provide meaningful contexts for learning across the curriculum. History, geography and science are often taught and revisited through carefully chosen books, stories and non-fiction texts to deepen knowledge, enrich vocabulary and create purposeful opportunities for speaking, reading and writing. The sequence of themes may be adapted where appropriate to respond to local events, seasonal opportunities or children’s emerging interests, whilst ensuring full curriculum coverage and progression across the two-year cycle.

Continuous Provision

Continuous provision is an integral part of the curriculum in both Reception and Key Stage 1. Well-planned indoor and outdoor environments provide daily opportunities for children to revisit prior learning, practise new knowledge and apply skills across all areas of the curriculum. Through exploration, enquiry, collaboration and independent choice, children develop curiosity, resilience, creativity and increasingly autonomous learning behaviours, while adults extend thinking through purposeful interactions and carefully considered enhancements.

High-Quality Interactions

Adults play a central role in extending learning through carefully considered interactions. Using the EEF’s ShREC approach, they share thinking, model language, introduce ambitious vocabulary, ask thoughtful questions, scaffold learning and encourage reflection, enabling every child to make strong progress from their individual starting points.

Assessment for Learning

Assessment is an integral part of teaching and learning. Ongoing observations, discussion, questioning and purposeful assessment activities inform future planning, identify next steps and ensure that teaching remains responsive to the needs of all learners.

Phonics, Spelling and Handwriting

Phonics, spelling and handwriting are taught through the school’s chosen systematic synthetic phonics and spelling programme, Little Wandle (Twinkl for cursive handwriting). Children apply this learning across all reading and writing opportunities throughout the curriculum.

Reading, Writing and Mathematics Across the Curriculum

Opportunities to read, write, communicate and apply mathematical understanding are woven throughout the curriculum. Children use these skills for meaningful purposes across all subjects, enabling them to deepen knowledge, strengthen understanding and make connections across their learning.

Reading for Pleasure and Comprehension

Daily story sessions, shared reading, guided reading and independent reading provide regular opportunities for children to develop fluency, comprehension, vocabulary and a lifelong love of reading. Across the year, children discuss new vocabulary, answer and ask questions, predict, infer, explain their understanding, join in with repeated story language and learn a range of poems and rhymes by heart.

Grammar, Punctuation and Language

Grammar, punctuation and language are taught progressively from Reception to Year 2. Through high-quality texts, rich oral language opportunities, explicit teacher modelling and purposeful writing experiences, children develop an increasingly secure understanding of how language and punctuation choices affect meaning. Knowledge and skills are revisited regularly and applied across the curriculum to ensure children write with growing accuracy, independence and confidence for a range of audiences and purposes.

Reception (EYFS)

Children will develop the foundations of writing through talk, storytelling, role play and purposeful writing opportunities. Children are encouraged to orally rehearse sentences, write simple phrases and sentences, use finger spaces, begin to use capital letters and full stops, and reread their writing to ensure it conveys meaning. They discuss their ideas with adults and peers and develop confidence in writing for a range of purposes.

Year 1

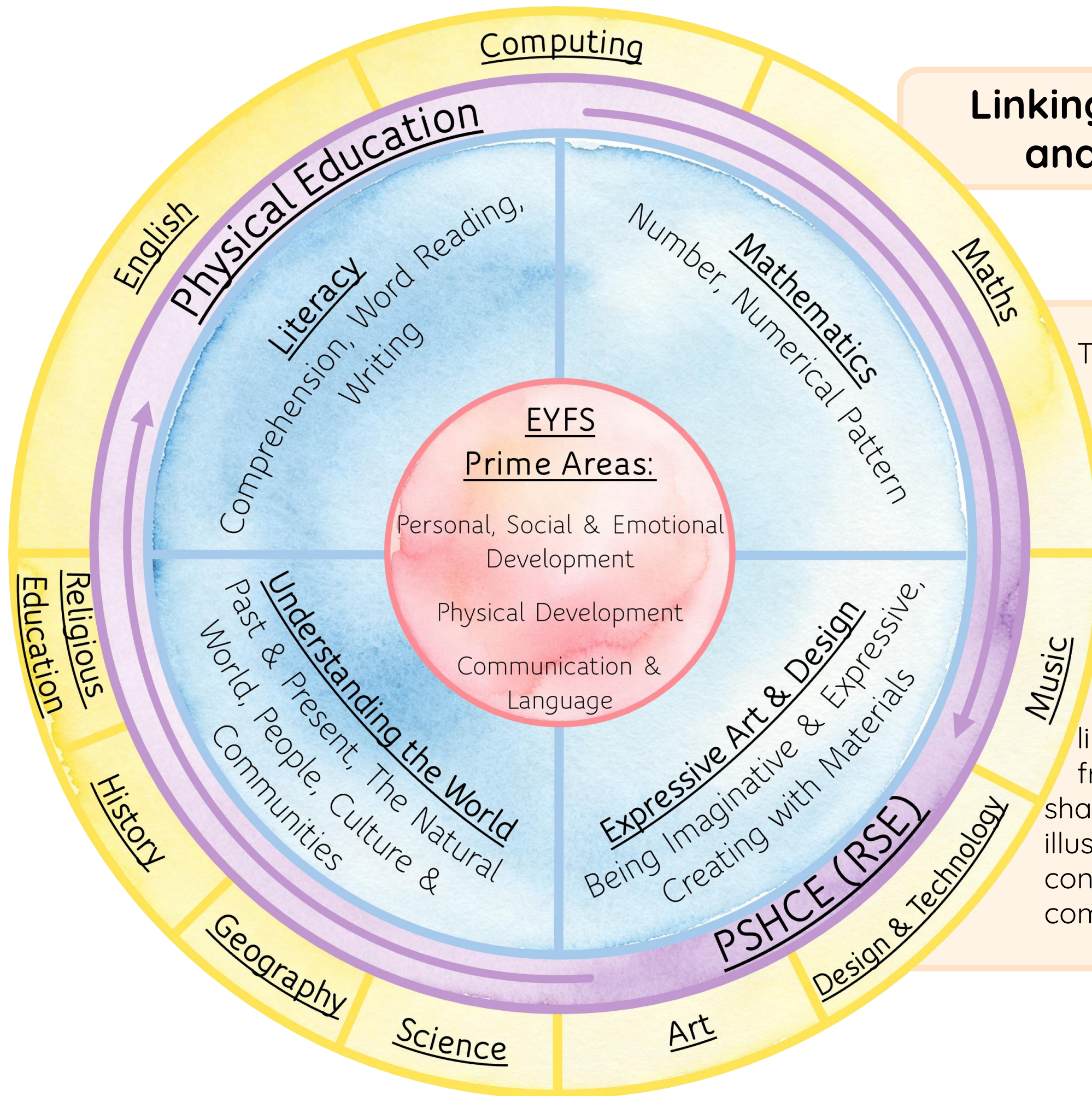
Throughout Year 1, children are explicitly taught and encouraged to apply the following grammatical features and punctuation across a range of meaningful writing opportunities: leaving spaces between words; sequencing sentences to form short narratives; joining words and clauses using and; using capital letters for names, places, days of the week and I; using capital letters, full stops, question marks and exclamation marks; using singular and plural nouns appropriately; using -s/-es for plurals and third-person verbs; using the prefix un- and suffixes -ing, -ed, -er and -est; discussing their writing with adults and peers; rereading writing to check it makes sense.

Year 2

Throughout Year 2, children build upon prior learning and are encouraged to apply a wider range of grammatical features and punctuation across all writing opportunities. Children are taught to: use expanded noun phrases to add detail and description; join ideas using coordinating (and, but, or) and subordinating (when, if, that, because) conjunctions; write statements, questions, exclamations and commands; use present and past tense accurately, including the progressive form; use nouns, verbs, adjectives, adverbs and conjunctions effectively; use suffixes such as -ment, -ness, -ful, -less and -ly; punctuate accurately using commas in lists and apostrophes for contraction and possession ;proofread and edit their writing for grammar, punctuation and spelling; evaluate and improve their writing with increasing independence. These grammatical features are explicitly taught through shared, modelled, guided and independent writing and are revisited regularly across the curriculum to develop accuracy, fluency and confidence in writing.

Teaching sequences are organised flexibly across each half term. Some aspects of learning are intentionally revisited and developed over two or more weeks. Autumn 1 also allows time for children to settle into new routines, build relationships and establish classroom expectations before moving into the full teaching sequence. Continuous provision, high-quality interactions and responsive teaching run alongside the planned curriculum throughout the year.

Linking the Early Years Foundation Stage and the National Curriculum for KS1



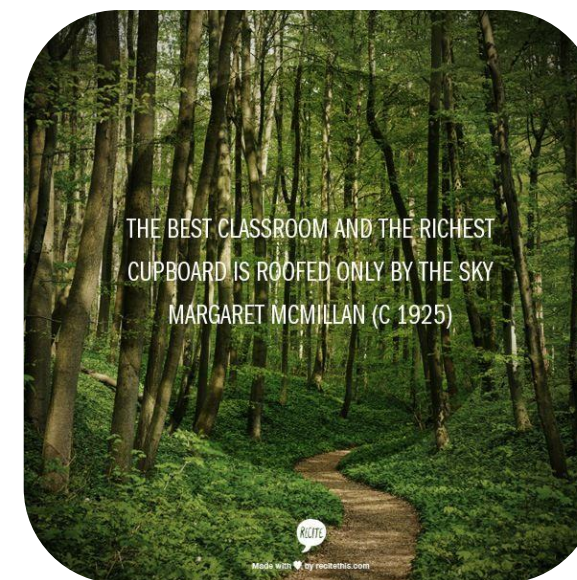
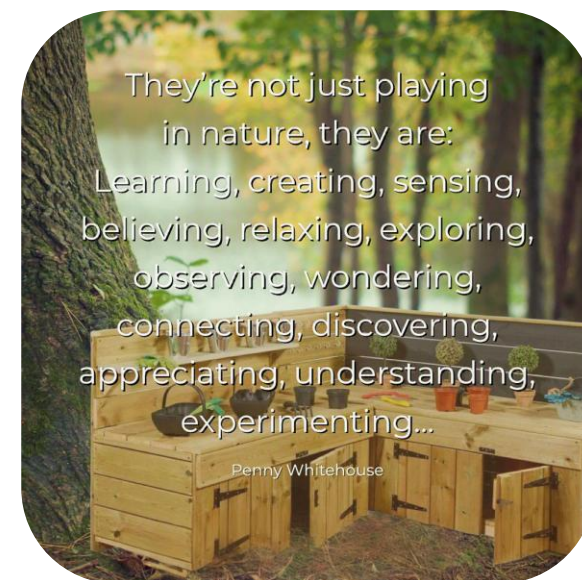
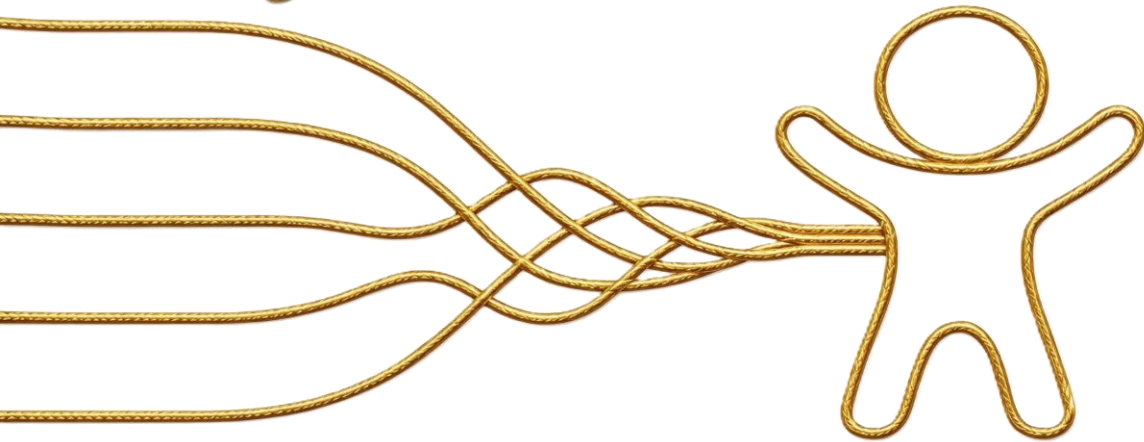
There is a significant amount of overlap between the Early Years Foundation Stage (EYFS) framework and the Key Stage 1 National Curriculum. The knowledge, skills and experiences developed within the EYFS provide a strong foundation for the more subject-specific learning that children encounter in KS1. As children progress through the curriculum, many areas of learning continue to build on the same core concepts, with increasing depth and complexity. The accompanying infographic highlights these connections, demonstrating how the EYFS areas of learning align with National Curriculum subjects and support a smooth and coherent transition between phases. This curriculum has been planned to create explicit links between the Key Stage 1 National Curriculum and the EYFS framework, recognising the complementary between the two and the shared knowledge, skills and that underpin children's learning. As illustrated in the infographic, these connections support a coherent and continuous educational journey, ensuring clear progression and comprehensive curriculum coverage.



Harby Nature School

We recognise the fundamental importance of outdoor learning and of providing regular opportunities for children to connect with the natural world. A growing body of research demonstrates that meaningful experiences in nature can have a positive impact on children's emotional wellbeing, helping to reduce stress, support self-regulation and strengthen emotional resilience. Studies have also identified a positive relationship between children's connection with nature and their ability to regulate emotions effectively, highlighting the important role that natural environment can play in supporting healthy development. Furthermore, evidence suggests that learning outdoors can enhance attention, concentration and engagement, supporting the development of key cognitive skills that underpin successful learning. Research reviews have found that nature-based and outdoor learning experiences are associated with improved focus, increased motivation, higher levels of participation and positive academic outcomes across a range of curriculum areas. Consequently, outdoor learning is viewed not as an addition to our curriculum, but as an integral part of it, enriching children's learning experiences while supporting their academic achievement, wellbeing and personal development.

Golden Threads



1. **Mindful Discovery:** Pay attention, use your senses, find wonder in nature.
2. **Learning Nature's Ways:** Identify and understand the trees, plants, birds, and animals around us.
3. **Caring for Nature:** Understand and protect plants, animals, and our environment.
4. **Outdoor Resilience:** Solve problems and grow stronger through nature's challenges.
5. **Nature Teamwork:** Work together, communicate, and build community outside.
6. **Wild Confidence:** Explore freely, challenge yourself, and discover what you can do.
7. **Wellbeing in the Wild:** Find calm, joy, and physical health by being active outdoors.



Autumn 1 : Getting To Know You!

Key vocabulary

unique • belong • family • friendship • community • home • emotions • feelings • confident • proud • resilient • responsible • independent • kind • respectful • caring • brave • helpful • healthy • wellbeing • exercise • hygiene • senses • body • grow • change • similar • different • calm • worried • excited • determined • curious • safe • trust • cooperate • teamwork • celebrate • achievement • success • challenge

Overview

The beginning of the school year is a time for building relationships, establishing routines, and helping every child feel safe, valued, and included. Through the theme of Getting To Know You, children explore their identity, family, friendships, feelings, and place within the school community.

Learning is rooted in meaningful first-hand experiences that help children develop confidence, independence, and a sense of belonging. Opportunities for talk, play, creativity, investigation, and collaboration encourage children to share their experiences, celebrate what makes them unique, and discover what they have in common with others.

Throughout the term, children learn classroom routines, develop positive relationships, build independence, and begin to see themselves as important members of the class and wider school community.

Enquiry questions

- Who am I?
- What makes me special?
- Who can help me at school?
- Who is in my family?
- Who is important to me?
- What makes a family special?
- How have I changed since I was a baby?
- How do my senses help me learn about the world?
- What helps us stay healthy?
- What makes a good friend?
- How can we solve problems together?
- What does belonging mean?
- What changes do I notice about me and around me?

Key events

- School tour and scavenger hunt
- Family photograph gallery
- Senses investigations
- Harvest festival 16th September
- Self-portraits
- Friendship and team-building games
- "When I Was a Baby" sharing session
- Black History Month begins (October)
- National Poetry Day (1st October)

Our overall aims

- To foster a strong sense of belonging where every child feels safe, valued and part of the school community.
- To nurture a love of learning through play, exploration, creativity, curiosity, and meaningful first-hand experiences.
- To develop children's understanding of how to keep their bodies healthy through healthy eating, exercise, hygiene and making positive choices, while exploring how we use our senses to learn about and investigate the world around us.
- To develop confident, independent and resilient learners who are encouraged to question, discover, collaborate, and make sense of the world around them.

Supporting Our Learning With High-Quality Texts





Autumn 1 : Getting To Know You! – Week-by-week Overview

Week 1

Feelings Matter

Focus: Settling into school, routines and relationships, emotional literacy, wellbeing and belonging

Enquiry Question: How am I feeling?
Children begin to develop the language needed to recognise, name and talk about their feelings. Reception children will identify simple emotions and learn strategies to help them feel safe and settled in school. Year 1 children will discuss how emotions can affect behaviour and relationships. Year 2 children will recognise a wider range of feelings, explore their causes and consider ways to manage emotions positively and support the wellbeing of others.

Week 2

Friendship First

Focus: Friendship, kindness, relationships and belonging

Enquiry Question: What makes a good friend?
Children will explore the qualities of friendship and practise positive social skills. Reception children will focus on sharing, turn-taking and playing alongside others. Year 1 children will identify behaviours that build friendships. Year 2 children will discuss empathy, cooperation and ways to resolve small disagreements respectfully.

Week 3

Family Matters

Focus: Families, relationships and growth

Enquiry Question: What makes a family special?

Children will explore the different families people belong to and the relationships that are important to them. Reception children will talk about people who care for them. Year 1 children will recognise that families can be different. Year 2 children will compare family structures and discuss how families provide support, care and belonging.

Week 4

Harvest Helpers

Focus: Harvest Festival, community and belonging

Enquiry Question: What does belonging mean?
Children will learn about Harvest Festival and how communities come together to help others. Reception children will explore belonging within their class and family. Year 1 children will recognise how people support one another. Year 2 children will consider how communities show care through sharing, gratitude and acts of service.

Week 5

Healthy Me

Focus: Healthy lifestyles and wellbeing

Enquiry Question: What helps us stay healthy?

Children will learn about healthy eating, exercise, hygiene, sleep and emotional wellbeing. Reception children will identify simple healthy choices. Year 1 children will explain why healthy habits are important. Year 2 children will consider how lifestyle choices affect both physical and mental health and wellbeing.

Week 6

Super Senses

Focus: The five senses and the human body

Enquiry Question: How do my senses help me learn about the world?

Children will investigate their five senses and the body parts associated with them. Reception children will explore through practical sensory experiences. Year 1 children will identify each sense and its linked body part. Year 2 children will use observations to explain how senses help humans gather information about their surroundings.

Week 7

Changing and Growing

Focus: Growth and seasonal change

Enquiry Question: What changes do I notice about me and around me?

Children will explore how they have grown and changed while also observing seasonal changes as summer becomes autumn. Reception children will compare themselves with baby photographs. Year 1 children will identify changes in themselves and the environment. Year 2 children will explain how growth and change happen over time in both people and nature.

Week 8:

Ready to Shine!

Focus: Confidence, achievements & aspirations

Key Question: What have I learnt about myself?
Children reflect on their learning and achievements throughout the term. Reception children will identify things they enjoy, are proud of and have learned to do independently. Year 1 children will describe how they have developed new skills and friendships. Year 2 children will evaluate their progress, recognise personal strengths and set simple goals for future learning and challenges.



Autumn 2: Off We Go With A Bang And A Flash!

Key vocabulary

celebration • festival • tradition • community • family • belonging • special • occasion • light • dark • candle • lantern • Diwali • Hanukkah • Christmas • Advent • kindness • respect • together • share • remember • symbol • culture • belief • faith • joyful • thankful • welcome • friendship • music • dance • decorate • sparkle • glow • gather • giving • ceremony • custom • Guy Fawkes • Gunpowder Plot • bonfire • fireworks • history • autumn • winter • season • weather • frost • evergreen • deciduous

Overview

The second term of the school year provides opportunities for children to deepen relationships, grow in confidence, and broaden their understanding of the world around them. Through the theme of Celebrations and Light, children explore festivals, traditions, special events, and the ways in which people mark important occasions within families, communities, and cultures. As part of their History learning, children will discover the story of Guy Fawkes and the Gunpowder Plot, finding out why Bonfire Night is remembered and celebrated each year. Learning is rooted in meaningful experiences that encourage children to ask questions, share their own experiences, and develop respect for the beliefs and traditions of others. Through stories, music, art, food, discussion, and celebration, children discover both the similarities and differences that make communities unique. Throughout the term, children continue to develop independence, communication, creativity, and curiosity as they explore themes of belonging, celebration, kindness, and light. They begin to recognise that people celebrate in different ways and learn how traditions help bring people together and strengthen communities. Children will also continue to observe and explore the natural world, noticing changes in the weather, trees, and other features of our outdoor environment as we move from autumn into winter.

Enquiry questions

- What is a celebration?
- What do we celebrate with our families?
- Why are some days special?
- How do different people celebrate?
- What traditions do families have?
- Why do people use light during celebrations?
- What do candles, lanterns and lights symbolise?
- How do festivals bring people together?
- What foods, music and stories are part of celebrations?
- How are celebrations similar and different?
- What makes a community special?
- How can we show kindness and respect to others?
- Why do we remember Guy Fawkes and the Gunpowder Plot?
- How does our outdoor environment change from autumn to winter?

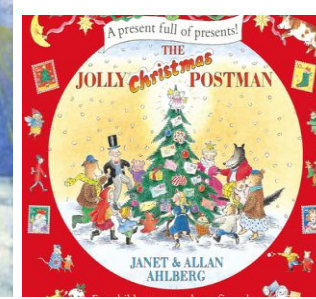
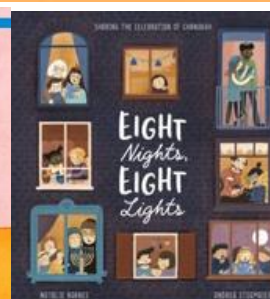
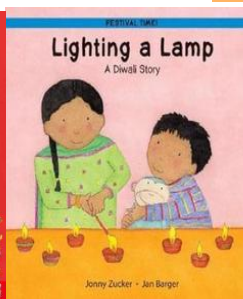
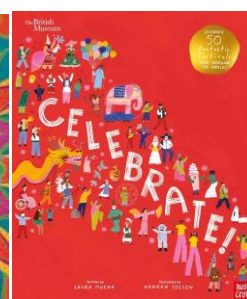
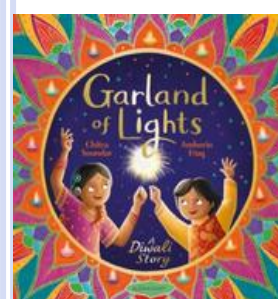
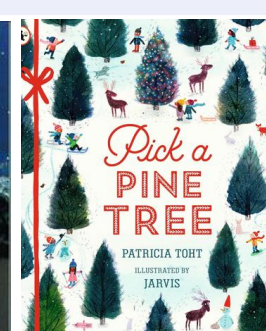
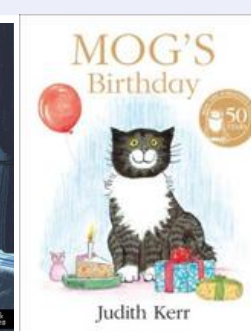
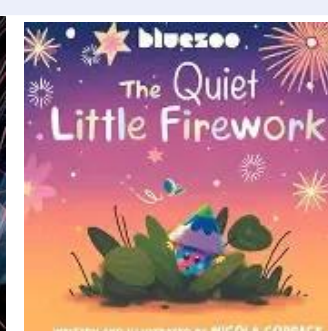
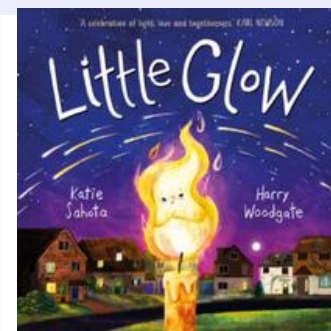
Key events

- Halloween 31st October
- Bonfire Night 5th November
- Remembrance Day 8th November
- Diwali 8th November
- Decoration Making
- World Kindness Day – 13 November
- Children in Need – 13 November
- Odd Socks Day 16th November
- Christingle 27th November
- Hanukkah 4-12 December
- Nativity Performance 10th Dec.
- Christmas Jumper Day

Our overall aims

- To develop understanding, respect and appreciation for the different traditions, celebrations and communities that make up our world.
- To develop an understanding of the past by learning about the Gunpowder Plot and Guy Fawkes, exploring why Bonfire Night is remembered and celebrated today.
- To nurture curiosity, creativity and a love of learning through meaningful experiences, stories, music, art and celebration.
- To encourage children to share, collaborate and communicate with others whilst developing confidence and kindness.

Supporting Our Learning With High-Quality Texts





Autumn 2 : Off We Go With A Bang And A Flash!– week-by-week overview

Week 1: Let's Celebrate!

Focus: Introduction to celebrations **Enquiry Question:** What is a celebration?

Children begin by exploring what celebrations are and sharing their own experiences of special events. Reception children will talk about familiar celebrations and develop related vocabulary. Year 1 children will identify common features of celebrations. Year 2 children will begin explaining why celebrations are important to individuals, families and communities.

Week 2 Special Days

Focus: Special occasions and traditions
Enquiry Question: Why are some days special?

Children explore why certain days are remembered and celebrated. Reception children will discuss special events in their lives. Year 1 children will describe what makes occasions special. Year 2 children will consider how important events are remembered and celebrated by different families, groups and communities.

Week 3 Remember, Remember!

Focus: Guy Fawkes and the Gunpowder Plot
Enquiry Question: Why do we remember Guy Fawkes and the Gunpowder Plot?
Children learn about the story of Guy Fawkes and why Bonfire Night is celebrated. Reception children will explore through stories, role-play and creative activities. Year 1 children will sequence key events. Year 2 children will develop an understanding of an event beyond living memory and why it continues to be remembered today.

Week 4 Family Celebrations

Focus: Family events and traditions
Enquiry Question: What do we celebrate with our families?
Children explore celebrations that are important to their families and the people they care about. Reception children will share experiences of family celebrations. Year 1 children will identify similarities between celebrations. Year 2 children will compare how and why families celebrate different occasions.

Week 5 Around the World

Focus: Cultural and religious celebrations
Enquiry Question: How do different people celebrate?
Children investigate how people celebrate in different cultures, countries and faiths. Reception children will notice differences and similarities. Year 1 children will describe features of various celebrations. Year 2 children will compare traditions and explain how beliefs and customs influence the way people celebrate.

Week 6 A World of Light

Focus: Festivals of light
Enquiry Question: Why do people use light during celebrations?
Children explore the role of light in celebrations such as Diwali, Hanukkah and Christmas. Reception children will investigate light through sensory experiences. Year 1 children will identify different sources of light. Year 2 children will explain how light can represent hope, joy, guidance and remembrance.

Week 7 Better Together

Focus: Community and belonging
Enquiry Question: How do festivals bring people together?
Children learn how celebrations help people feel connected and part of a community. Reception children will recognise groups they belong to. Year 1 children will describe how people come together during celebrations. Year 2 children will explain how shared traditions strengthen communities and create a sense of belonging.

Week 8 Winter Is Coming!

Focus: Seasonal and weather changes
Enquiry Question: How does our outdoor environment change from autumn to winter?
Children observe changes in their outdoor environment as autumn turns to winter. Reception children will use their senses to notice seasonal changes. Year 1 children will identify features of autumn and winter. Year 2 children will record observations and use scientific vocabulary to explain changes in weather, plants and trees.

Week 9 Christmas Connections

Focus: Christmas traditions, kindness and community
Enquiry Question: What traditions do families have?
Children explore Advent and Christmas traditions while reflecting on how celebrations bring people together. Reception children will engage with the Nativity story and familiar customs. Year 1 children will describe family traditions. Year 2 children will compare traditions across families and communities and consider how celebrations encourage kindness, respect and togetherness.



Spring 1: Around the world in 80 days

Key vocabulary

Journey • Transport • Travel • Route • Map • Atlas • Globe • Compass • Direction • North • South • East • West • Continent • Ocean • Country • Landmark • Location • Environment • Local • Global • Vehicle • Car • Bus • Train • Tram • Boat • Ship • Aeroplane • Helicopter • Bicycle • Wheels • Axle • Engine • Passenger • Driver • Pilot • Sail • Float • Sink • Push • Pull • Force • Movement • Roll • Slide • Material • Wood • Metal • Plastic • Fabric • Waterproof • Strong • Flexible • Design • Build • Make • Construct • Test • Evaluate • Explore • Observe • Compare • Investigate • Journey • Connect • Similar • Different

Overview

This term, children will be learning about our world and the different continents, exploring how people, animals and goods travel across a variety of environments and locations. Children will use maps, globes and atlases to explore the world's continents and oceans, helping them understand where different places are and how people travel between them.. Through stories, investigations and practical experiences, they discover different forms of transport used on land, water and in the air, and consider how journeys help to connect people, places and communities around the globe. Learning is rooted in first-hand exploration, construction, scientific enquiry and creative problem-solving. Children investigate how different vehicles move, design and build their own models, explore forces through play, and think about the most suitable ways to travel in different parts of the world. Opportunities to observe, test, create, communicate and collaborate encourage children to apply their knowledge across the curriculum whilst developing curiosity about the wider world. Throughout the term, children become thoughtful investigators and creative designers as they explore transport in different countries and continents, investigate movement and materials, and discover how journeys enable people to connect, explore and work together across our world.

Enquiry questions

- How do people travel around the world?
- Why are different types of transport used in different places?
- How do maps, atlases and globes help us explore our world?
- What are the continents and oceans of the world?
- What makes a vehicle move?
- Which materials are best for building different types of transport?
- How can we design, build and improve a vehicle?
- How do journeys connect people, places and communities?

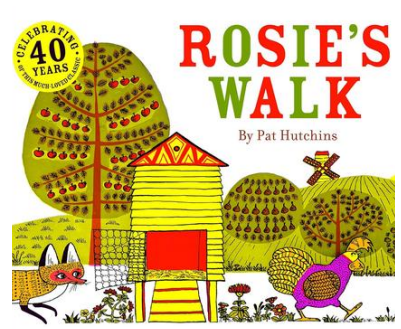
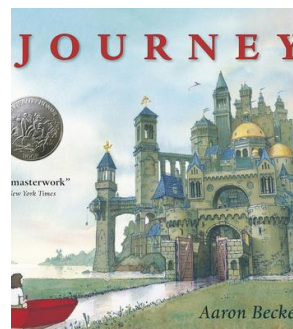
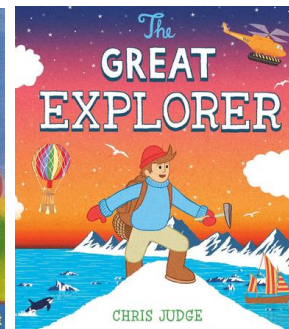
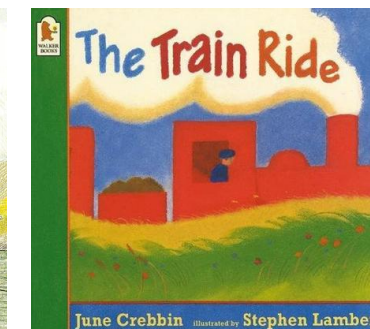
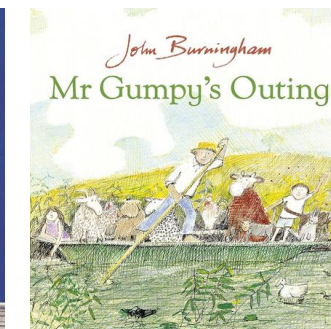
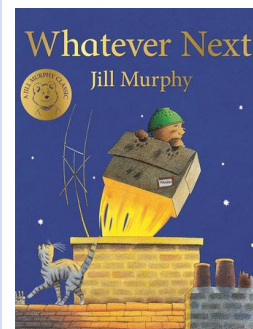
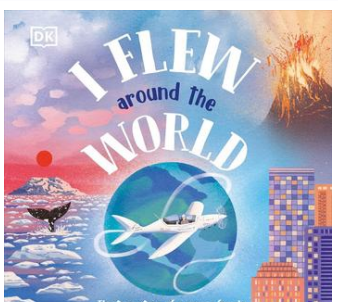
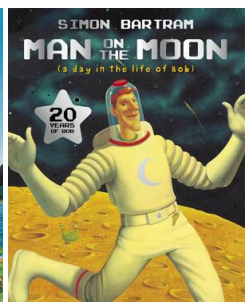
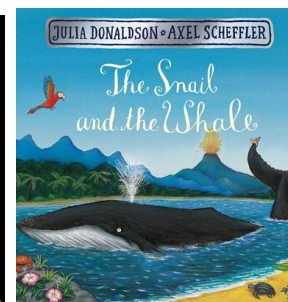
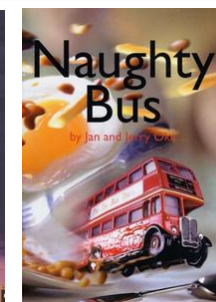
Key events

- Local transport walk and traffic survey
- Big School Bird Watch
- Design and test moving vehicles challenge
- Winter nature exploration - signs of seasonal change snowdrops etc
- National Story Telling Week 30th January
- Children's Mental Health Week 1st February
- Lunar New Year 6th February
- Safer Internet Day February 9th
- Valentines Day 14th February
- Road safety and pedestrian awareness activities

Our overall aims

- Develop children's understanding of journeys and transport by exploring how people, vehicles and technology help us travel, connect places and shape the world around us.
- Build geographical and scientific knowledge by investigating transport, maps and routes, and exploring how vehicles move through observation, enquiry and practical investigation.
- Develop knowledge of the wider world by learning about the continents, oceans and countries, including the United Kingdom, and using maps, atlases, globes and compasses to locate and compare different places.
- Inspire curiosity, creativity and problem-solving by designing, building and evaluating different forms of transport, encouraging children to imagine, explore and communicate their own ideas about journeys and travel.

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Spring 1: Around the world in 80 days

Week 1: Passport to Adventure!

Focus: Journeys, travel and introducing the world's continents

Enquiry Question: How do people travel around the world? Children arrive to discover they are setting off on a journey around the world through a mystery suitcase, passport, boarding pass or travel agency role-play area. EYFS children explore different ways people travel and talk about journeys they have made. Year 1 and Year 2 children compare transport used locally and globally, considering travel on land, water and in the air. Using maps, globes and atlases, children begin locating the UK and identifying the seven continents. Through stories, discussion and first-hand experiences, they consider why people travel and how journeys connect people and places. Opportunities for drawing routes, creating passports and sharing travel experiences help develop communication, geographical understanding and curiosity about the wider world.

Week 4: Different Places, Different Journeys

Focus: Continents, environments and transport choices

Enquiry Question: Why are different types of transport used in different places?

Children investigate how landscapes and environments influence the way people travel. EYFS children compare travel in cities, countryside and remote locations through stories and photographs. Year 1 and Year 2 children explore transport used across different continents, considering deserts, mountains, forests, oceans and large cities. Children compare journeys in places such as Africa, Asia, Europe and Antarctica and discuss why certain forms of transport are more suitable than others. Science links include identifying pushes and pulls and observing movement in different vehicles. Children apply their geographical knowledge to explain how location and environment affect the choices people make.

Week 2: Discovering Our World

Focus: Continents, oceans and global location

Enquiry Question: What are the continents and oceans of the world?

Building on their travel adventures, children learn that the world is made up of continents and oceans. EYFS children begin to recognise that different countries belong to different parts of the world and explore simple globe and map features. Year 1 children identify and name the seven continents and five oceans, while Year 2 children use atlases and globes to locate continents and compare their size and position. Children investigate animals, climates and landmarks from each continent and create their own world maps. Through stories, songs and practical activities, they develop an understanding that Earth is home to many different environments, communities and cultures.

Week 5: Moving Around the World

Focus: Forces, movement and vehicle design

Enquiry Question: What makes a vehicle move?

Drawing on their understanding of global travel, children investigate how vehicles work. EYFS children explore movement through play, testing cars, boats and other wheeled objects. Year 1 children investigate pushes, pulls and how different vehicles move. Year 2 children compare vehicles powered by humans, animals, wind, electricity and fuel. Through practical investigations, children test ramps, surfaces and designs, making predictions and recording observations. They consider how transport has changed over time and how inventors have developed new ways to travel. This week combines scientific enquiry with creative thinking as children begin planning their own transport designs.

Week 3: Exploring with Maps

Focus: Maps, globes, atlases and routes

Enquiry Question: How do maps, atlases and globes help us explore our world?

Children deepen their geographical understanding by learning how maps help us find our way. EYFS children create simple maps of familiar places such as the classroom or outdoor area. Year 1 children use maps and globes to locate countries and simple routes, while Year 2 children begin using directional language and simple compass points. Children trace journeys between continents, identify oceans crossed during travel and explore how maps help pilots, sailors and travellers. Practical activities include treasure hunts, route-making and map drawing. By the end of the week, children understand that maps are powerful tools that help people navigate, communicate and explore the world.

Week 6: Connecting Our World

Focus: Designing transport and understanding global connections

Enquiry Question: How do journeys connect people, places and communities?

In the final week, children bring together their learning about continents, travel and movement. EYFS children design and build simple vehicles for specific journeys. Year 1 and Year 2 children select suitable materials and create models designed for different environments around the world, evaluating how effectively they work. Children reflect on how transport helps people visit family, share goods, explore new places and support communities across continents. They revisit maps and globes to track global journeys and celebrate what they have discovered about the wider world. The topic concludes with opportunities for presentation, collaboration and reflection, developing children's confidence as young geographers, scientists and designers.



Spring 2: Amazing Plants Amazing Places

Key vocabulary

Kenya • UK • Africa • Europe • country • map • globe • location • landscape • savannah • river • mountain • weather • climate • community • culture • home • school • compare • similar • different • wildlife • habitat • living thing • plant • tree • flower • root • stem • trunk • branch • leaf • seed • evergreen • deciduous • season • observe • identify • investigate • record • environment • protect •

Key events

- Planting seeds and creating a class garden
- Observe and record plant growth over time
- Belvoir Challenge 27th February
- Science week March 6th-15th
- International day of mathematics March 14th
- Mother's Day March 15th
- Easter Service 17th March
- Red Nose day March 19th

Overview

This half term celebrates growth, change and new beginnings through the study of plants, seasonal change and the wider world. Children investigate how plants grow, what living things need to survive and the changes that take place in the natural world during spring. They learn to recognise and name a variety of common wild and garden plants, including deciduous and evergreen trees, and identify the basic parts of flowering plants and trees. Alongside this, children broaden their understanding of the world by comparing the UK with Kenya. Through stories, photographs, maps and first-hand experiences, they explore similarities and differences in landscapes, climate, plants, animals and everyday life. Children discover the rich wildlife of Kenya, including animals and habitats that are very different from those found in the UK, while developing an appreciation of the diversity of people and places across our world. Through planting, gardening, scientific enquiry and outdoor exploration, children observe, question, compare and record change over time. They develop an appreciation of the living world and the connections between people, plants and the environment. Children continue to observe and compare changes across all four seasons, including weather, plants, animals and the changing length of daylight. Rich opportunities for talk, creativity, investigation and purposeful play remain at the heart of the curriculum, encouraging curiosity, independence and a lifelong love of learning.

Enquiry questions

- What is life like in Kenya and how is it different from life in the UK?
- What makes Kenya and the UK unique places?
- Why do different animals, plants and trees live in different environments?
- How can we identify the plants and trees around us?
- What do plants need to grow successfully?
- How does nature change across the seasons?
- What can we discover by observing change over time?
- How can we help protect our world?

Our overall aims

- Develop curiosity about diverse places, environments and communities by comparing life in Kenya and the UK through stories, maps, photographs, first-hand experiences and enquiry, exploring how people, plants, animals and landscapes are connected.
- Build scientific and geographical understanding through the study of plants, trees, habitats and seasonal change, using observation, comparison, classification and enquiry to investigate the world around them.
- Nurture environmentally responsible citizens who value and care for living things, understand their role in protecting natural environments and appreciate the diversity of our world.

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Spring 2: Amazing Plants Amazing Places

Week 1: Welcome to Kenya!

Focus: Introducing Kenya and comparing it with the UK

Enquiry Questions: What is life like in Kenya and how is it different from life in the UK? What makes Kenya and the UK unique places?

Children begin the half term with an exciting immersive journey to Kenya, building directly on their previous learning about continents, maps and travel. The classroom might become an airport, safari lodge or travel centre, with children receiving passports, postcards or a mystery parcel from Kenya. Using globes, atlases and maps, children revisit Africa and Europe, locating Kenya and the UK and discussing how people might travel between them. EYFS children explore stories, photographs, artefacts, music and role play to develop curiosity about life beyond their immediate environment. Year 1 children describe similarities and differences between homes, schools, food, weather and daily routines. Year 2 children make more detailed geographical comparisons, considering climate, landscape, culture and community life. Children explore Kenya's savannahs, mountains and national parks alongside familiar UK environments such as towns, countryside and coastlines. Through discussion, storytelling and creative activities, children learn that while people around the world may live in different places and environments, they share common needs and experiences. This week establishes Kenya and the UK as the central thread for the whole topic and provides a geographical foundation for later learning about habitats, plants, animals and seasonal change.

Week 3: Growing in Different Places

Focus: Plants, trees, growth and scientific enquiry

Enquiry Questions: How can we identify the plants and trees around us?

What do plants need to grow successfully?

Having explored how environments differ between Kenya and the UK, children now investigate plants and trees as living things that respond to their surroundings. EYFS children observe plants growing in the school grounds and planting areas, identifying familiar flowers, trees and leaves through first-hand experiences. Year 1 children learn to identify and name common wild and garden plants, as well as deciduous and evergreen trees, while developing knowledge of roots, stems, trunks, branches and leaves. Year 2 children deepen their scientific understanding by investigating what plants need to grow successfully and considering how climate influences plant growth in different parts of the world. Children compare Kenyan plants such as acacia and baobab trees with trees and flowering plants found locally. Through planting seeds, observing growth, making predictions and recording changes, children develop scientific enquiry skills. Opportunities to measure, compare and document growth allow progression from simple observation in EYFS to more systematic investigation in KS1. Learning from previous weeks is applied as children explain why different plants thrive in different environments and make links between habitats, climate and survival.

Week 2: A Tale of Two Worlds

Focus: Landscapes, habitats, plants and animals

Enquiry Questions: What makes Kenya and the UK unique places?

Why do different animals, plants and trees live in different environments?

Building on their understanding of Kenya and the UK, children begin exploring how geography influences the living world. EYFS children investigate different environments through photographs, small world play, outdoor exploration and stories, comparing local habitats with the savannahs, grasslands and forests of Kenya. Year 1 children identify animals and plants found in both countries and begin to recognise that living things are suited to particular environments. Year 2 children develop this further by considering how climate, rainfall and landscape affect the plants and animals that can survive in different places. Children compare iconic Kenyan wildlife such as lions, giraffes and elephants with animals commonly seen in the UK. They explore how different landscapes support different habitats and begin to understand geographical cause and effect. Scientific vocabulary such as habitat, wildlife, environment and living thing is introduced and revisited through practical investigation. Children use maps to locate habitats across both countries and classify animals according to where they live. By linking landscapes, plants and animals, this week deepens children's understanding of how physical geography shapes the natural world and prepares them for their focused study of plants and growth in Week 3.

Week 4: Caring for Our World

Focus: Seasonal change, environmental responsibility and sustainability

Enquiry Questions: What can we discover by observing change over time?

How can we help protect our world?

In the final week, children bring together their geographical and scientific learning by considering how environments change and how people can protect them. EYFS children continue observing signs of spring and seasonal change in the local environment, noticing changes in plants, trees, animals and weather. Year 1 children identify patterns linked to seasonal change, including changes in daylight, temperature and plant growth. Year 2 children compare seasonal changes in the UK with climate patterns in Kenya and consider how these affect plants, animals and people. Children revisit observations made throughout the half term, reviewing plant growth records, photographs and weather observations to identify change over time. Through stories and discussion, children explore how people around the world care for natural environments and protect wildlife habitats. Activities such as gardening, creating wildlife-friendly spaces and caring for school grounds encourage practical environmental responsibility. Children reflect on what they have discovered about Kenya, the UK and the wider world, recognising the connections between people, places, plants and animals. The topic concludes by developing children as thoughtful geographers, scientists and global citizens who understand their role in caring for the world around them.



Summer 1: Down in the Jungle

Key vocabulary

Animal • Mammal • Bird • Fish • Reptile • Amphibian • Insect • Habitat • Wildlife • Nature • Creature • Herbivore • Carnivore • Omnivore • Food chain • Predator • Prey • Fur • Feathers • Scales • Wings • Fins • Beak • Claws • Shelter • Offspring • Life cycle • Adaptation • Endangered • Conservation • Environment • Observe • Compare • Describe • Identify • Group • Classify • Explore • Investigate • Predict • Explain • Similar • Different • Survive • Protect • Jane Goodall • David Attenborough

Overview

Children are naturally fascinated by animals, making this an exciting opportunity to develop scientific curiosity through observation, questioning and first-hand experiences. Throughout the theme, children will explore the diversity of the animal kingdom by identifying, comparing and classifying a range of animals, including mammals, birds, fish, amphibians and reptiles. They will learn about animal features, diets and habitats, discovering how animals are adapted to their environments. Children will investigate life cycles, explore how animals grow and change, and learn about herbivores, carnivores and omnivores. They will also begin to understand simple food chains and how living things depend on one another for survival. Through observation, discussion and enquiry, children will develop their understanding of the basic needs of animals and the conditions required for life. The theme also encourages children to learn about conservation and caring for the natural world. They will explore the work of David Attenborough and Jane Goodall, discovering how their research and observations have helped people understand and protect animals and habitats. These experiences will foster respect for living things and encourage children to consider how their actions can help care for our planet.

Enquiry questions

- What makes an animal a living thing?
- How can we identify and classify different animals?
- How do an animal's features help it survive in its habitat?
- What do animals eat and how are food chains connected?
- How do animals grow and change throughout their life cycles?
- Why do different animals live in different habitats around the world?
- How have Jane Goodall and David Attenborough helped us understand animals and the natural world?
- How can we protect animals, habitats and the environment for the future?

Key events

- Earth Day: 22nd April
- Mental Health Awareness Week (10-16 May)
- International Day of Families 14th May
- Endangered Species Day (16th May)
- World Bee Day (20 May)
- International Day for Biological Diversity (22 May)
- World Turtle Day (23 May)
- National Walking Month (all May)
- National Clean Air Month (all May)

Our overall aims

- Develop curiosity about the natural world by observing, comparing and identifying a variety of animals, habitats and food chains, encouraging children to ask questions and explore through first-hand experiences and scientific enquiry.
- Build scientific knowledge by recognising, grouping and describing common animals, understanding their habitats, basic needs and life processes, while developing observation, investigation and recording skills.
- Foster respect, empathy and responsibility for living things by exploring wildlife, habitats and food chains, appreciating the importance of protecting animals, the natural world and different environments.

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Summer 1: Down in the Jungle

Week 1: Jungle Mystery

Focus: Animals as living things

Enquiry Question: What makes an animal a living thing?

A mysterious jungle research station appears in the classroom, complete with footprints, animal sounds and field notes from a missing explorer. Children investigate the animals discovered in the jungle and begin to explore what all living things need to survive. EYFS children identify familiar animals and their needs, while KS1 children compare living and non-living things. Through observation, stories and exploration, children begin asking scientific questions about the animal kingdom.

Week 2: Animal Detectives

Focus: Classification and identifying animals

Enquiry Question: How can we identify and classify different animals? Children become animal detectives, sorting and grouping animals based on observable features. EYFS children classify using simple characteristics such as legs, wings or habitat. Year 1 children identify mammals, birds, fish, reptiles and amphibians. Year 2 children justify classifications using scientific vocabulary and compare similarities and differences between groups. Learning builds on Week 1 by helping children understand how scientists organise and study living things.

Week 3: Built to Survive

Focus: Animal features and adaptation

Enquiry Question: How do an animal's features help it survive in its habitat? Children investigate how animal body parts help them survive. EYFS children explore features such as wings, tails and claws through stories and play. Year 1 identify how features support movement, feeding and protection. Year 2 begin linking adaptations to environments around the world. Through comparison and enquiry, children discover that animals are specially suited to the habitats in which they live.

Week 4: Home Sweet Habitat

Focus: Habitats around the world

Enquiry Question: Why do different animals live in different habitats around the world? Children explore habitats from local woodlands to tropical rainforests and polar regions. EYFS investigate familiar habitats and the animals that live there. Year 1 match animals to suitable habitats, while Year 2 explain how climate and resources influence where animals can survive. Building on previous learning about adaptations, children discover the close relationship between animals and their environments.

Week 5: What's on the Menu?

Focus: Diets and food chains

Enquiry Question: What do animals eat and how are food chains connected? Children investigate how animals obtain food and energy. EYFS sort animals by what they eat. Year 1 learn the terms herbivore, carnivore and omnivore. Year 2 construct simple food chains and explore how living things depend upon one another. Links are made to habitats as children consider where food comes from and why different environments support different food chains.

Week 6: Growing and Changing

Focus: Life cycles and growth

Enquiry Question: How do animals grow and change throughout their life cycles? Children discover that animals change as they grow. EYFS compare baby and adult animals. Year 1 sequence simple life cycles such as butterflies and frogs. Year 2 compare different life cycles and identify patterns and differences. Using photographs, videos and observations, children build on their understanding of animal needs by exploring how those needs change throughout life.

Week 7: Wildlife Champions

Focus: Jane Goodall and David Attenborough

Enquiry Question: How have Jane Goodall and David Attenborough helped us understand animals and the natural world? Children learn about two important people who have helped us learn about wildlife. EYFS explore their work through stories and photographs. Year 1 learn about Jane Goodall's chimpanzee research and David Attenborough's documentaries. Year 2 investigate how observation and evidence have contributed to scientific understanding and conservation. Children consider how individuals can make a positive difference to the world.

Week 8: Protecting Our Planet

Focus: Conservation and environmental responsibility

Enquiry Question: How can we protect animals, habitats and the environment for the future? Children bring together their learning about animals, habitats and food chains. EYFS discuss simple ways to care for wildlife. Year 1 identify actions that help or harm living things. Year 2 explore environmental issues such as habitat loss and pollution. Through practical conservation activities and reflection, children develop empathy, responsibility and an understanding of their role in protecting the natural world.



Summer 2: Discovering Dinosaurs

Overview

Key vocabulary

Dinosaur • Dinosaur species • Tyrannosaurus rex • Triceratops • Stegosaurus • Brachiosaurus • Carnivore • Herbivore • Omnivore • Fossil • Fossil hunter • Palaeontologist • Skeleton • Bone • Teeth • Claw • Footprint • Trace fossil • Rock • Sediment • Prehistoric • Extinct • Habitat • Earth • Museum • Discovery • Evidence • Compare • Measure • Size • Large • Small • Longer • Shorter • Taller • Heavier • Lighter • Mary Anning • Jack Horner • Explore • Investigate • Observe

Key events

- Dinosaur Day: 1st June
- World Environment Day: 5th June
- Great Big Green Week: 7th June
- World Oceans Day: 8th June
- Empath Day: 12th June
- King's official birthday: 14th June
- Water safety week: 14th June
- World sea turtle day: 14th June

This exciting topic takes children on a journey back to the prehistoric world of dinosaurs. Through stories, investigations and hands-on experiences, children will learn about a variety of dinosaur species, comparing their sizes, features and diets. They will discover that some dinosaurs were herbivores, some were carnivores and some may have eaten a range of foods.

Children will explore how fossils are formed and investigate different types of fossils, including bones, teeth and footprints. Through practical activities, they will observe, compare and classify, developing their scientific enquiry skills while learning how fossils provide evidence about life long ago.

The topic also introduces children to significant people who helped us learn about dinosaurs. They will discover the work of pioneering fossil hunter Mary Anning and explore how modern palaeontologists, including Jack Horner, study fossils and make new discoveries about prehistoric life.

Opportunities for measuring, sorting, comparing and creating will be woven throughout the curriculum. Children will engage in imaginative play, artwork, model making, investigations and discussion, developing curiosity about the natural world while building knowledge, vocabulary and confidence as young scientists and explorers.

Our overall aims

- Develop scientific understanding by exploring dinosaurs, fossils and evidence from the past through observation, questioning, comparison and investigation. Children will be encouraged to think like young scientists, making predictions, sharing ideas and explaining their discoveries using increasing confidence and accuracy.
- Build knowledge of different dinosaur species by comparing their features, sizes, habitats and diets. Through discussion, storytelling and collaborative learning, children will develop curiosity about the natural world and use topic vocabulary to communicate their understanding.
- Learn about the important contributions of Mary Anning and Jack Horner and how fossils help us understand prehistoric life. Children will ask and answer questions, share their opinions, listen to the views of others and develop their oracy skills through meaningful talk, exploration and enquiry.

Enquiry questions

- How do we know that dinosaurs once lived on Earth?
- What can fossils tell us about the past?
- Why were some dinosaurs bigger than others?
- How were fossils formed?
- What did different dinosaurs eat?
- How are dinosaur species similar and different?
- Who was Mary Anning and why is she important?
- What does a palaeontologist do?

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Summer 2: Discovering Dinosaurs

Week 1: Dino Discovery!

Focus: Introducing dinosaurs and evidence from the past

Enquiry Question: How do we know that dinosaurs once lived on Earth?

A mysterious dinosaur egg, giant footprints and a crate of prehistoric clues appear in the classroom, launching children into the topic as dinosaur explorers. EYFS children investigate dinosaur artefacts through play and storytelling, while Year 1 and Year 2 discuss what dinosaurs were and when they lived. Children explore different types of evidence and begin to understand that dinosaurs lived millions of years ago. Through questioning, observation and discussion, they discover that scientists use clues from the past to learn about prehistoric life.

Week 2: Fossil Hunters

Focus: Fossils, palaeontology and significant people

Enquiry Question: Who was Mary Anning and why is she important?

Children discover how fossils provide evidence about life long ago. EYFS children handle and explore fossil specimens and replicas, noticing patterns and textures. Year 1 learn about Mary Anning and her fossil discoveries along the Jurassic Coast. Year 2 investigate how Mary Anning's discoveries changed scientific understanding and compare her work with modern palaeontologist Jack Horner. Children explore the role of palaeontologists and begin to understand how fossils help us learn about extinct animals.

Week 3: Dinosaur Detectives

Focus: Dinosaur species, features and classification

Enquiry Question: How are dinosaur species similar and different?

Building on their understanding of fossils, children use evidence to investigate different dinosaur species. EYFS compare dinosaurs by appearance, size and obvious features. Year 1 identify characteristics such as horns, plates, spikes and long necks. Year 2 classify dinosaurs according to their physical features and compare land-dwelling, flying and marine prehistoric reptiles. Children sort, group and compare dinosaurs while developing scientific vocabulary and understanding that prehistoric animals were incredibly diverse.

Week 4: Giants and Grazers

Focus: Dinosaur size, weight, habitats and diet

Enquiry Question: What did different dinosaurs eat?

Children investigate how dinosaur features provide clues about diet and lifestyle. EYFS sort dinosaurs according to simple food groups and compare big and small dinosaurs. Year 1 learn about herbivores and carnivores and examine teeth and body features. Year 2 explore omnivores, estimate and compare dinosaur sizes and weights, and consider why some dinosaurs grew much larger than others. Children compare dinosaurs that lived on land with prehistoric creatures that lived in oceans, making links between habitat, diet and survival.

Week 5: Prehistoric Scientists

Focus: Fossil formation and the work of palaeontologists

Enquiry Question: How were fossils formed?

Children bring together their learning by exploring fossil formation in greater depth. EYFS create simple fossil impressions and discuss how clues can be preserved. Year 1 sequence the stages of fossil formation and investigate different fossil types. Year 2 explain how fossils form over millions of years and how palaeontologists use evidence to make scientific conclusions. Children revisit the work of Mary Anning and Jack Horner, applying their knowledge of dinosaurs, fossils and prehistoric life while reflecting on how scientific discoveries help us understand the past.