

Year 1&2 medium term plan Summer 2026

Theme Dear Earth		NATIONAL CURRICULUM OBJECTIVES	SKILLS PROGRESSION	CURRICULUM OVERVIEW
Maths		Yr 1: Addition and subtraction (within 20) Place value (within 50) Length and height Weight and volume Yr2: Multiplication and Division Statistics Fractions Measurement (length and height) Geometry (position and direction) Measurement (time) Measurement (Mass, capacity and temperature)		The children will be taught in mixed ability groups. Both year groups will be covering the White Rose objectives, which link to the National Curriculum.
English		Twice daily phonics lessons will be taught using the scheme Little Wandle We will explore and recite a range of poetry. The children will build up a bank of poems their poetry journals. Reading fluency skills are taught through LW group and whole class reading. Across the curriculum we will be reading and		Our learning will be based around the book 'Dear Earth' by Isabel Otter. The sequence of learning begins with children discovering an explorer's rucksack in the classroom containing many exploration-related items. The class move on to set up

	<p>Future Aspirations</p> <p>Poetry- vocabulary building</p> <p>Persuasive speech/writing</p> <p>Informative leaflet</p> <p>Letter writing</p>	<p>responding to a variety of fiction texts, non-fiction texts and poetry.</p> <p>Grammar will be integrated within our teaching of reading and writing as well as in discrete lessons. We will continue to focus on improving handwriting practising correct letter formation in handwriting lessons and throughout all writing.</p> <p>The inspirational picture book 'Dear Earth' charmingly blends fiction with non-fiction as we journey through the varied landscapes and habitats of the world with the main character Tessa. The story encourages children to appreciate the wonders of the natural world, including the varied animals, oceans and environments, as well as what can be done to protect it. Beautiful illustrations bring each location to life and will open discussions about the problems the earth faces and the solutions we can all take responsibility for.</p>	<p>an Explorers' Club and decide where in the world they'd like to explore and what they'd want to see and do. Children write about these aspirations and pin them to a world map. Children go on to write about what explorers need to do before going on a mini safari and then research and record factual statements about endangered animals. As they read through the book, children will write setting descriptions of landscapes around the world and turn these into poems about exploration. At the end of the story, children are challenged to think about and discuss the problems and solutions the planet faces and will write a persuasive speech encouraging the public to</p>
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	<p>Wangari's Trees of Peace</p>	<p>Wangari's Trees of Peace is based on the true story of Wangari Maathai, an environmentalist in Kenya and winner of the Nobel Peace Prize in 2004. After years away, Wangari Maathai came home to Kenya and was shocked to find barren ground where there had once been trees and crops. Although she was overwhelmed by the loss, she refused to give in to despair. Wangari planted nine seedlings and convinced other women to do the same. This book was chosen as it is a quality information text about the life of a significant individual in the past who has had an impact on the environment. The values of resilience, hope and perseverance resonate in this story as Wangari provides a great example of a powerful role model, especially for young women, demonstrating what can be accomplished through determination and passion for a cause. The message of</p>	<p>look after the environment. Children will use all the skills and vocabulary covered to write and publish their own extended informative leaflet about protecting the environment. Children will finish with a letter to the earth, using Tessa's letter from the text and celebrating their own dreams and aspirations.</p> <p>We will use the narrative <i>Wangari's Trees of Peace</i> to explore themes of courage, environmental care, peace and positive change. Children will develop vocabulary, understanding of character and setting, and narrative sequencing skills. Through shared and independent writing, pupils will retell events, write from Wangari's viewpoint, and explain the message of the</p>
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	<p>Explanation</p>	<p>Wangari’s Trees of Peace is about the environment but more about perseverance and the way good deeds have a big impact. The children will learn about the huge impact she had in Kenya and around the world, starting with one simple phrase “We are planting seeds of hope.” This book is narrated in the present tense. The story is rich with language and will introduce children to a wide range of new vocabulary, including geographical terminology and locations across Kenya such as ‘barren’ and ‘Lake Victoria’. Children will be able to depict vivid images of the landscapes that highlight the effects of Wangari's vision as well as the deforestation through the careful selection of the authors descriptive words.</p> <p>First, we will look at the features of explanation texts. The children will plant, grow and care for beans. They will use the knowledge gained to write an explanation text – how to grow beans. They will explore the steps in the explanation through action and pictures. Finally, the children will take on the role of garden presenters and perform their explanations.</p>	<p>story. Grammar and spelling objectives are embedded throughout, with clear access points for Year 1 and challenge for Year 2. Cross-curricular links are made with Geography, Science and PSHE.</p>	
<p>Geography</p>	<p>Will it be sunny today?</p>	<p>Seasonal Changes Observe changes across the four seasons. Describe weather associated with the seasons. Notice how day length varies.</p> <p>Working Scientifically</p>	<p>Geographical Observation Skills Observing the sky and weather conditions daily. Using senses to describe what the weather feels like (<i>cold, warm, windy, damp</i>).</p>	<p>Children explore the question “Will it be sunny today?” by learning about different types of weather and how the weather changes across the seasons. They begin by observing the</p>

		<p>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests related to weather and seasonal change. Gather and record data to help answer questions (e.g., weather charts, temperature logs). Use observations and ideas to suggest answers to questions.</p> <p>Vocabulary Weather, sunny, cloudy, windy, rainy, stormy, season, spring, summer, autumn, winter, temperature, thermometer, rainfall, wind, sky, patterns, observe.</p>	<p>Spotting signs of seasonal change in the local environment.</p> <p>Fieldwork Skills Using simple tools such as: rain gauge, thermometer, windsock or wind vane. Recording data in a structured way (charts, tally marks, pictograms). Following simple fieldwork routines safely outside.</p> <p>Mapping and Data Representation Using weather symbols on simple maps. Locating the school on a UK map and discussing how weather differs from region to region. Understanding simple directional language (N, S, E, W) to describe wind direction. Comparing weather data across days or weeks.</p> <p>Geographical Thinking & Enquiry Asking simple geographical questions such as: “Why is it windy today?”, “What</p>	<p>sky each day and discussing how the weather looks and feels. Using simple vocabulary such as <i>sunny, cloudy, windy, rainy, and stormy</i>, they begin to describe and compare daily conditions.</p> <p>The children learn how to use weather symbols, creating weather charts and keeping a daily or weekly weather diary. They collect simple data—such as temperature, rainfall, and cloud cover—using basic equipment like thermometers, rain gauges and windsocks, and record their findings. Pupils start to spot patterns in their recorded weather and make simple predictions about what might happen next.</p> <p>The class explores the four seasons, learning how</p>
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				predicting what the day might be like
Science	Living things and their habitat	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify and classify objects. Use simple scientific reasoning to explain categories.</p> <p>Identify that most living things live in habitats to which they are suited</p> <p>Describe how different habitats provide for basic needs (food, water, shelter, air, safety).</p> <p>Identify and name plants and animals in a variety of habitats and microhabitats</p>	<p>Scientific Knowledge</p> <p>Recognise characteristics of living things. Understand habitats, microhabitats and food chains. Explain what animals need to survive.</p> <p>Scientific Enquiry Skills</p> <p>Observation of plants, animals and environments. Classification of objects and organisms using scientific criteria. Using evidence to justify decisions. Sorting, grouping and matching. Explaining patterns and relationships.</p> <p>Communication</p> <p>Use vocabulary such as: <i>living, dead, never alive, habitat,</i></p>	<p>The children will learn about living things and the places they live. They begin by exploring the difference between things that are living, dead, and have never been alive, sorting objects carefully and explaining their decisions using scientific evidence. They will look closely at the key features that all living things share and develop confidence in grouping items based on these characteristics.</p> <p>The children then investigate habitats, discovering that different environments meet the needs of different animals and plants. They will explore what animals need to survive—such as food, water, shelter and safety—and match a variety of animals to suitable habitats,</p>

		<p>Use observation skills to describe small-scale environments.</p> <p>Describe simple food chains</p> <p>Identify sources of food and understand the roles of producer, consumer, predator, prey.</p> <p>Work Scientifically</p> <p>Make observations using simple equipment. Identify, group and classify. Use scientific vocabulary to explain ideas. Communicate findings through discussion and simple written/drawn explanations.</p>	<p><i>microhabitat, food chain, predator, prey, producer, consumer, shelter, survival.</i></p> <p>Explain reasoning clearly using scientific knowledge. Discuss findings with peers and give simple written or verbal conclusions.</p> <p>Practical Skills</p> <p>Designing and making simple models (e.g., microhabitat). Exploring outdoor environments safely. Recording observations through drawings, labels or simple tables.</p>	<p>explaining why the chosen habitat is a good fit.</p> <p>Next, pupils compare habitats to decide whether they are suitable for specific animals. They will discuss what happens when an animal's needs are not met, linking the idea of suitability to survival. This helps them understand how animals depend on their surroundings.</p> <p>The children learn that within larger habitats there are smaller areas called microhabitats. They examine examples such as leaf litter, under logs and soil, using images and observations to predict which animals might live there. They explore why these tiny environments are ideal for minibeasts, using</p>
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				<p>scientific vocabulary to explain their ideas.</p> <p>Building on this, pupils design and make their own microhabitat model using natural or found materials. They consider shelter, moisture, food and protection, and then explain which animals might live in their design and why. This activity develops scientific reasoning, creativity and communication skills.</p> <p>Finally, children are introduced to simple food chains. They learn how animals get their food, understand the role of plants as producers, and use terms such as <i>predator</i> and <i>prey</i>. They build and label their own food chains, describing how living things depend on each other and how habitats</p>
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				<p>provide essential sources of food.</p> <p>Throughout the pupils will work scientifically—observing closely, classifying, making decisions using evidence, and explaining their thinking clearly using appropriate scientific vocabulary.</p>
History	<p><i>How has Coggeshall changed over time?</i></p> <p>significant people, significant events, key local places, historical enquiry.</p>	<p>Develop an awareness of the past</p> <p>Identify differences between ways of life at different times. Use simple vocabulary related to the passing of time (e.g., <i>now, then, long ago, past, present</i>).</p> <p>Know where the people and events they study fit within a chronological framework</p> <p>Sequence simple timelines of buildings, people, or events.</p>	<p>Historical Knowledge</p> <p>Recognise Coggeshall as a place with a long history. Know some events that shaped the town (Abbey, Market Charter). Identify important local buildings and their significance. Learn about a notable local person and their legacy.</p> <p>Chronology</p> <p>Sequence buildings and events on a simple timeline.</p>	<p>In this local history unit, the children will explore how Coggeshall has changed over time by investigating important buildings, people and events from the past. They will begin by looking at old and new photographs of Coggeshall and going on a short walk to spot things that show the village is very old. They will learn that Coggeshall has been here for hundreds of years and has a fascinating story.</p>

		<p>Identify similarities and differences between ways of life in different periods</p> <p>Compare Coggeshall “then and now”.</p> <p>Explore changes in local buildings and their uses.</p> <p>Learn about significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> • Coggeshall Abbey • Market Charter • Grange Barn • Paycocke’s House • Dick Nunn (Victorian blacksmith) • Clock Tower (medieval – Victorian period) <p>Use a wide vocabulary of everyday historical terms</p>	<p>Understand that some things happened “hundreds of years ago”.</p> <p>Enquiry and Interpretation of Sources</p> <p>Compare historic and modern photographs.</p> <p>Handle and question replica artefacts (brick, wool, tools).</p> <p>Use observation to identify evidence of the past in the local environment.</p> <p>Communication</p> <p>Use pictures, models and simple sentences to explain the past.</p> <p>Discuss why changes take place in a community.</p> <p>Describe historically important places and people.</p> <p>Local Heritage Appreciation</p> <p>Recognise features of Coggeshall that should be preserved.</p>	<p>The children will then find out how Coggeshall started to grow by learning about Coggeshall Abbey and the monks who lived there. They will handle replica artefacts like bricks and wool, look at simple maps, and sequence pictures to discover how the Abbey helped create the town we know today.</p> <p>Next, the children will step into medieval Coggeshall as they learn about the market charter. They will act out a medieval market, design their own market stalls and think about why the market was so important to local life.</p> <p>They will then investigate two special buildings: Grange Barn and Paycocke’s House. By comparing these buildings and creating simple models and timelines, they will learn what these</p>
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		<p>Past, present, old, modern, century, medieval, Victorian, timeline.</p> <p>Use historical enquiry skills</p> <p>Ask and answer questions about old photographs, artefacts and buildings. Use simple sources: photos, objects, maps, story books, local landmarks.</p>	<p>Understand how local buildings help us learn about the past.</p>	<p>places tell us about life in the past and why they are protected today.</p> <p>The children will also discover the story of a significant local person: Dick Nunn, a Victorian blacksmith. They will read his story, explore pictures of the iron footbridge he created, and design their own decorative metalwork patterns.</p> <p>Finally, the children will explore Coggeshall's Clock Tower to see how buildings can change their purpose over time. They will build their own model clock tower, discuss why we keep old buildings, and make a fold-out booklet showing how Coggeshall has changed through the centuries.</p> <p>Throughout the unit, the children will be acting as</p>
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				<p>young historians—asking questions, looking closely at evidence, exploring local landmarks, handling objects, sequencing timelines and describing what they have learned about their community and its past.</p>
Art	Be an Architect	<p>Use a range of materials creatively to design and make products, which is addressed through exploring construction materials and creating architectural models inspired by Coggeshall. Use drawing to develop and share their ideas, using sketchbooks to observe, record and respond to local buildings and architectural features.</p> <p>Develop a wide range of art and design techniques, including drawing, collage and making, as they explore architectural form, structure and surface.</p>	<p>Children will develop observational and imaginative drawing skills, using sketches to explore architectural features found in Coggeshall, such as historic houses or community buildings. They will experiment with materials and simple construction techniques to design and make models, learning to join, balance and adapt materials through “design through making”. Pupils will build confidence in discussing their ideas, reflecting on how architects design for purpose, habitat and community.</p>	<p>Children are introduced to the role of an architect and how buildings reflect local culture, history and needs. Using Coggeshall as inspiration, children explore how architecture shapes their environment and connects to the area’s history. The pathway culminates in pupils creating their own architectural models, inspired by local buildings and imagined community needs, allowing them to combine creativity, historical awareness and practical making skills.</p>

		<p>Pupils learn about the work of artists, designers and architects, understanding how figures such as Hundertwasser, Zaha Hadid and Heatherwick Studios take inspiration from environment, culture and purpose. Evaluate and talk about art, using drawing and discussion to process and understand both professional architectural work and their own creative outcomes.</p>		
Music	<p>Summer 1 Contrasting Dynamics Space</p> <p>Summer 2 Structure-Myths and Legend</p>	<p>Summer 1 This unit supports pupils to: Use their voices expressively by singing songs, chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and respond to music. Experiment with, create and combine sounds using musical elements such as tempo, dynamics and structure.</p>	<p>Summer 1 Pupils develop coordination and control when using voices and instruments to create soundscapes linked to stories, places and ideas. They begin to read simple notation from left to right, improvise short rhythmic patterns, and work collaboratively to compose and perform simple musical pieces.</p> <p>Summer 2 Pupils listen with increasing</p>	<p>Summer 1 Pupils listen carefully to a range of music, responding with personal reactions and identifying simple features such as tempo, dynamics, repetition and instruments. They use basic musical vocabulary to describe what they hear, give positive feedback on performances, and explore music from different cultures and times.</p>

		<p>Perform simple pieces confidently, alone and with others.</p> <p>Understand and use basic musical vocabulary.</p> <p>Summer 2</p> <p>Use voices and instruments to play and create music.</p> <p>Understand and apply rhythm, beat and structure.</p> <p>Read and follow simple musical notation from left to right.</p> <p>Listen to, respond to and evaluate music.</p> <p>Perform with others, maintaining a steady beat and following a leader.</p>	<p>focus, moving in time with a steady beat and responding to how music makes them feel.</p> <p>They build confidence in reading simple rhythmic notation, creating and improvising structured sound sequences, maintaining a steady beat, and performing together while offering positive reflections on their own and others' work.</p>	<p>Summer 2</p> <p>Pupils develop their understanding of beat, rhythm and structure through listening, creating and performing. They read simple notation, explore rhythms and rests, and work collaboratively to create short, structured pieces. Pupils build confidence in maintaining a steady beat, identifying instruments and reflecting positively on musical performances.</p>
DT	<p>Projects on a Page Preparing fruit and vegetables</p>	<p>Use the basic principles of a healthy and varied diet.</p> <p>Understand where food comes from.</p> <p>Prepare simple dishes safely and hygienically.</p>	<p>Identifying and naming fruit and vegetables</p> <p>Using basic food preparation tools safely (e.g. knife, peeler)</p> <p>Washing, cutting, peeling and grating food</p> <p>Following hygiene and safety rules</p>	<p>Children will explore a range of fruit and vegetables using their senses and learn about healthy eating and food hygiene. They will practise basic preparation skills, design a simple fruit or vegetable dish, and safely prepare it. Children will taste</p>

			<p>To recall that a series of instructions can be issued before they are enacted.</p> <p>To use logical reasoning to predict the outcome of a program.</p>	<p>Finally, they will evaluate their work and make improvements to their programming projects.</p>
RE	<p>Summer 1</p> <p>How did the universe come to be?</p> <p>Summer 2</p> <p>Christian Aid</p> <p>Speak up or Stay Silent</p>	<p>Explore Big Questions</p> <p>Begin to consider <i>"Where did everything come from?"</i></p> <p>Recognise that different people explain the origins of the universe in different ways.</p> <p>Learn About Religions and Worldviews</p> <p>Hear and respond to religious creation stories, including the Hindu/Christian account.</p> <p>Explore non-religious explanations (e.g., scientific ideas about the universe beginning).</p> <p>Understand that some people believe God created the</p>	<p>Thinking and Enquiry Skills</p> <p>Ask "How? Why? Who?" questions.</p> <p>Listen to ideas and notice similarities and differences.</p> <p>Recall key parts of religious stories.</p> <p>Interpretation and Understanding</p> <p>Recognise that stories have meaning for believers.</p> <p>Know that some ideas come from faith and others from science.</p> <p>Communication Skills</p> <p>Share ideas through talk, drawing, writing, and drama.</p> <p>Retell simple stories and share own thoughts.</p> <p>Use taught vocabulary correctly.</p> <p>Reflection</p>	<p>Summer 1: How did the universe come to be?</p> <p>Children explore ideas about how the world began, starting with a sense of wonder at nature and the world around them. They share ideas respectfully and listen to different viewpoints. Pupils learn about Christian and Hindu creation stories, retelling them through sequencing, drama or art, and identifying key messages such as the world being precious and cared for. They consider why some people believe God created the world while others look to science, sharing their own thoughts and questions.</p>

		<p>universe, and others use science to explain it.</p> <p>Develop Respect and Understanding</p> <p>Notice that beliefs matter to people and influence how they see the world. Show respect for different viewpoints.</p> <p>Reflect on Their Own Ideas</p> <p>Express personal thoughts about how the world began. Ask questions and share opinions in a safe, structured way.</p> <p>Summer 2</p> <p>RE Framework Links</p> <p>Explore how Christian Aid is inspired by Christian values of justice, compassion and loving one's neighbour.</p>	<p>Reflect on experiences of the natural world. Explore feelings of awe and wonder. Consider why caring for the world matters.</p> <p>Values and Respect</p> <p>Listen respectfully to different beliefs. Link beliefs with actions, such as caring for creation.</p> <p>Summer 2</p> <p>Enquiry and Thinking Skills</p> <p>Ask questions about fairness and how people are treated. Recognise when someone needs help. Identify feelings linked to unfair situations.</p> <p>Interpretation and Understanding</p> <p>Understand the purpose of Christian Aid. Explore Christian values: love, justice, compassion, courage. Recognise real-life injustice through stories and examples.</p>	<p>Linking to our school vision, pupils reflect on their responsibility to care for the world, showing respect for creation and recognising how small actions can make a positive difference.</p> <p>Summer 2: Speak up or stay silent?</p> <p>Children explore fairness, kindness and courage through everyday situations where someone is treated unfairly. They discuss feelings, choices and the idea that everyone has a voice. Pupils learn about Christian Aid and how Christians are inspired by beliefs about justice, compassion and valuing all people. Through stories and role-play, they explore how speaking up can help others and challenge unfairness. Linking to our school vision,</p>
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		<p>Learn that Christians believe they should speak out when something is unfair or someone is being hurt. Understand that people of many faiths and none work together for global</p> <p>Citizenship Links (non-statutory)</p> <p>Learn how organisations work to help people. Understand the idea of raising awareness, campaigning, and helping communities. Explore how children can contribute to positive change.</p>	<p>Communication Skills Share ideas through drama, discussion, posters, or writing. Give opinions using "I think...because...". Listen respectfully to others.</p> <p>Moral and Social Development Develop responsibility towards others. Understand that staying silent can allow unfairness. Recognise when speaking up kindly helps.</p>	<p>pupils develop empathy, recognise injustice and are encouraged to show courage, kindness and respect in their own lives. The unit ends with reflection on how they can speak up and act responsibly to make a positive difference.</p>
PSHE	<p>My Happy Mind-Engage</p> <p>Communities</p> <p>Shared Responsibilities</p>	<p>Engage-Develop positive friendships and relationships. Learn how to share, take turns and cooperate with others. Recognise and talk about feelings in themselves and others.</p>	<p>Engage-Listening and turn-taking. Recognising and managing feelings. Showing kindness, empathy and respect. Working cooperatively with others.</p>	<p>Engage-children explore what it means to be a good friend and part of a group. Through stories, games, discussion and simple role-play, they practise sharing, listening and working together. Pupils learn how kind actions help</p>

	<p>Ourselves- Growing and Changing Transition</p> <p>Healthy Lifestyles</p> <p>Families and positive close relationships</p>	<p>Build confidence and a sense of belonging within the class community.</p> <p>Communities- Understand belonging to groups and communities. Learn why rules are important in keeping communities safe and happy. Develop respect, kindness and responsibility towards others. Recognise how actions affect other people.</p> <p>Shared Responsibilities- Understand that everyone has responsibilities within a group. Learn why rules are important and how they keep people safe. Develop kindness, fairness and respect for others. Recognise how choices and actions affect other people.</p>	<p>Communicating thoughts and needs appropriately.</p> <p>Communities- Recognising membership of different communities. Understanding shared rules and responsibilities. Showing kindness, fairness and respect. Working cooperatively with others. Making positive choices that support the group.</p> <p>Shared Responsibilities- Taking responsibility for simple tasks and behaviours. Following rules and routines. Working cooperatively with others. Showing kindness and helping others. Reflecting on the impact of their actions.</p> <p>Ourselves- Recognising and naming emotions.</p>	<p>everyone feel included and happy. The unit supports children to feel safe, confident and connected within their class and school community.</p> <p>Communities- children explore what a community is and identify the communities they belong to. Through stories, discussion and simple activities, they learn why communities have rules and how helping others makes everyone feel included. Pupils consider how their actions can support a happy and safe classroom and school community.</p> <p>Shared Responsibility- children explore what responsibility means in everyday life. Through stories, discussion and practical activities, they learn</p>
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				families and the people who look after them. Through stories, discussion and simple activities, they explore how families show care, kindness and support. Pupils learn that families look different for different people and that all families help children feel safe and loved. The unit supports children's wellbeing by helping them recognise positive relationships and trusted adults in their lives.
PE	Athletics Rounders and cricket-striking and fielding Dance Football	Developing Fundamental Movement Skills Mastering basic movements including running, jumping, throwing and catching. Developing balance, agility and coordination, both individually and with others.	Fundamental Movement Skills Running with control, varying speed and direction. Jumping and landing safely. Throwing and catching with two hands; rolling, bouncing and striking.	Children experience a broad and engaging range of physical activities that develop confidence, fitness, control and teamwork. They begin by exploring movement creatively through the Dance Explorers unit, where they experiment with shapes, levels, directions and dynamics. They create short sequences, work with

		<p>Participating in Team Games</p> <p>Taking part in simple team games and understanding basic rules. Applying simple tactics for attacking and defending.</p> <p>Performing Dances Using Simple Movement Patterns</p> <p>movement through dance, demonstrating control, expression and creativity. and performing linked movement sequences with clear patterns.</p> <p>Engaging in Competitive and Cooperative Physical Activities</p> <p>Practising running, jumping and throwing events in athletics, aiming for personal bests.</p>	<p>Developing object-control skills through bat/hand striking and ball handling.</p> <p>Dance & Creative Movement Skills</p> <p>Creating simple movement sequences using shapes, levels, pathways and dynamics. Copying, repeating and linking movements; developing short choreographed routines. Performing with control, timing and expression.</p> <p>Games Skills (Attacking & Defending)</p> <p>Moving into space to receive or evade. Understanding simple tactics (e.g., spreading out, aiming for targets, intercepting). Beginning to make decisions: When do I pass? When do I defend?</p>	<p>partners and groups, and perform simple dances with control and expression.</p> <p>In Ball Skills – Hands 1, children develop core ball-handling skills including throwing, catching, rolling and bouncing. They practise tracking the ball, using space and controlling movement. These skills are then applied in fun partner activities and small group games.</p> <p>These skills feed directly into Games for Understanding, where children begin to learn how simple games work. They explore attacking and defending, finding space, passing, intercepting and aiming for targets. They play small-sided games that encourage teamwork, decision-making and the use of simple tactics.</p>
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		<p>Practising striking and fielding skills through adapted games.</p> <p>Working Collaboratively and Safely</p> <p>Taking turns, sharing equipment, cooperating with teammates and showing fair play. Using space safely and understanding the importance of warm-up and cool-down routines.</p>	<p>Athletics Skills</p> <p>Sprinting with good posture and acceleration. Jumping for distance/height with controlled take-off and landing. Throwing for distance and accuracy using different techniques. Measuring and improving personal performance.</p> <p>Striking & Fielding Skills</p> <p>Striking a ball with hand or bat, developing timing and aim. Fielding skills: collecting, stopping, rolling and returning the ball. Understanding roles of batter, runner and fielder in simple games.</p> <p>Teamwork, Communication & Safe Participation</p>	<p>Children then develop their running, jumping and throwing capabilities in Athletics, learning how to improve personal performance. They build stamina, power and coordination through sprints, jumps and throws, measuring progress and aiming for personal bests.</p> <p>Finally, in Striking & Fielding, pupils explore how to strike a ball using hands or bats, and how to field effectively by stopping, collecting and returning the ball. They learn how striking and fielding games work, practising running between bases, striking into space, and working as a fielding team.</p> <p>Across all units, children learn to collaborate, communicate, follow rules and celebrate each other's</p>
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			<p>Communicating with teammates and taking turns.</p> <p>Understanding and following rules fairly.</p> <p>Working cooperatively in pairs, groups and teams.</p> <p>Using equipment safely and responsibly.</p>	<p>successes. They develop physical confidence, improved coordination and a growing understanding of how to participate positively and safely in PE lessons.</p>
Visits/ Visitors				