



Year 1 Long Term Planning Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big Question	What human and physical features make our school special?	How did people in the past journey across the world?	How has my high street changed since the 1950's?	Whatever the weather: What changes do we see each season?	How is Tanzania different to where I live?	Water: Why is it so important to Kenya?
Focus Text	Dogger – Shirley Hughes		The Tin Forest- Helen Ward		Traction Man – Mini Grey	
Supporting Texts	Where's My Teddy – Jez Alborough Ratty Tatty – Helen Cooper Knuffle Bunny – Mo Willems		The Flower – Helen Ward Jack and the Beanstalk – Traditional Tale Pandora – Victoria Turnbull		Naughty Bus – Jan & Jerry Oke (Youtube) Traction Man Series – Mini Grey	
	<p>Non-Fiction Old Toys and New – Extract (SharePoint)</p> <p>Poetry The Morning Rush – John Foster You've Got a Friend in Me – Randy Newman Ten in a Bed – Nursery Rhyme Shirley Hughes Collection</p>		<p>Non-Fiction Choose to Reuse – Epic Go Green by Fighting Pollution - Epic</p> <p>Poetry How Doth the Little Crocodile – Lewis Carroll Friends – Abbie Farwell-Brown</p>		<p>Non-Fiction Toys and Action Figures – Extract (SharePoint)</p>	
Immersive Environment	Landscape and Hot Air Balloon - Journeys		Home & Garden		Pirate Ship – Grace O'Malley	
CORE SUBJECTS						
English (Talk 4 Writing)	<p>Fiction <i>Text:</i> The Gruffalo's Child <i>Story Pattern:</i> Warning <i>Focus:</i> Openings & Endings Poetry Week <i>Theme:</i> Refuge</p>	<p>Fiction <i>Text:</i> The Three Little Pigs <i>Story Pattern:</i> Overcoming the Monster <i>Focus:</i> Character Non-Fiction <i>Text:</i> How to Trap a Wolf <i>Text Type:</i> Instructions</p>	<p>Non-Fiction <i>Text:</i> Baby Bear's Busy Day <i>Text Type:</i> First Person Recount Invention Week <i>Text:</i> Chinese New Year: How to Make a Lantern <i>Text Type:</i> Instructions</p>	<p>Fiction <i>Text:</i> The Magic Porridge Pot <i>Story Pattern:</i> Wishing <i>Focus:</i> Description Shakespeare Week <i>Text:</i> Who was Shakespeare? <i>Text Type:</i> Information</p>	<p>Fiction <i>Text:</i> The Queen's Hat <i>Story Pattern:</i> Journey <i>Focus:</i> Action Non-Fiction <i>Text:</i> Queen Elizabeth II <i>Text Type:</i> Information</p>	<p>Fiction <i>Text:</i> Grandad's Island <i>Story Pattern:</i> Portal <i>Focus:</i> Setting Invention Week <i>Text:</i> Paris 2024 Olympics: Visit Paris! <i>Text Type:</i> Persuasion</p>
Maths	<p>White Rose Maths Number: Place Value (within 10) Number: Addition & Subtraction (within 10) Geometry: Shape</p> <p>NCETM – Mastering Number Subitise within 5, including when using a rekenrek, and re-cap the composition of 5. Develop an understanding of the numbers 6 to 9 using the '5 and a bit' structure. Compare numbers within 10 and use precise mathematical language when doing so. Re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number. Explore the structure of even numbers (including that even numbers can be composed by doubling any number and can be composed of 2s). Exploring the structure of the odd numbers as being composed of 2s and 1 more. Explore the composition of each of the numbers 6, 8 and 10. Explore number tracks and number lines and identify the differences between them.</p>		<p>White Rose Maths Number: Place Value (within 20) Number: Addition & Subtraction (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Mass and Volume</p> <p>NCETM – Mastering Number Explore the composition of each of the numbers 7 and 9. Explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part. Identify the number that is two more or two less than a given odd or even number, identifying that two more/less than an odd number is the next/previous odd number, and two more/less and an even number is the next/previous even number. Explore the aggregation and partitioning of structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes. Explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure.</p>		<p>White Rose Maths Number: Multiplication & Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time</p> <p>NCETM – Mastering Number Explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20. Connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15. Compare numbers within 20. Understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation / partitioning / augmentation / reduction). Practise retrieving previously taught facts and reason about these.</p>	



FOUNDATION SUBJECTS						
Science		<p>Everyday Materials (1):</p> <p>Key Questions: What material is it made from? What properties do materials have?</p> <p>Key Vocabulary: Dull, Hard, Material, Object, Properties, Rough, Shiny, Smooth, Soft</p> <p>Scientists and Inventors Link: Leo Hendrik Baekeland Joseph Priestley</p>	<p>Animals Including Humans:</p> <p>Key Questions: What do I know about my body? How are animals different? Do all animals eat the same things?</p> <p>Key Vocabulary: Amphibian, Bird, Carnivore, Chest, Elbow, Fish, Foot, Head, Hearing, Herbivore, Knee, Mammal, Omnivore, Reptile, Shoulder, Sight, Smell, Stomach, Taste, Touch, Wrist</p> <p>Book Link: Gigantosaurus</p> <p>Scientists and Inventors Link: Tilly Lockey</p>	<p>Seasonal Change and Plants:</p> <p>Key Questions: What are seasons? Are all trees the same? What are the parts of a flowering plant? Are all plants the same? Why are plants amazing?</p> <p>Key Vocabulary: Autumn, Earth, Extreme Weather, Globe, Seasons, Spring, Summer, Weather, Winter</p> <p>Book Link: The Gruffalo The Gruffalo's Child</p> <p>Scientists and Inventors Link: Johannes Kepler Monty Don</p>	<p>Plants:</p> <p>Key Questions: How can we grow in our environment?</p> <p>Key Vocabulary: Branch, Common Plants, Deciduous, Evergreen, Flower, Leaf, Root, Stem, Trunk, Twig, Wild Plants</p> <p>Book Link: We All Went on Safari</p>	<p>Everyday Materials (2):</p> <p>Key Questions: What does waterproof mean? What is a Macintosh? How can we compare how waterproof a material is?</p> <p>Key Vocabulary: Absorb, Macintosh, Material, Not Waterproof, Pipette, Properties, Waterproof</p> <p>Book Link: Lila and the Secret of Rain</p> <p>Scientists and Inventors Link: Charles Macintosh</p>
History		<p>Journeys:</p> <p>NC Links: <i>A study of the lives of a significant individual drawn from the history of Britain and the wider world.</i></p> <p>Enquiry Questions: How can we identify explorers and artefacts of the past? How can places change over time? How can exploration missions be different? How are conditions in parts of the world different? How would life be different today if the aeroplane was not invented? How are historical figures celebrated?</p> <p>Significant Individuals: Explorers: Christopher Columbus / Robert Falcon / Amelia Earhart</p>	<p>Where we Live: Local History – How has my high street changed since the 1950s?</p> <p>NC Links: <i>Changes within living memory Significant historical places in their own locality.</i></p> <p>Enquiry Questions: What was the High Street like before? How has the High Street changed? What was in these shops before? What was it like to shop for food? How were my goods packaged or stored? How did I pay for my purchases?</p>			<p>Should we call Grace O'Malley a pirate?</p> <p>NC Links: <i>A study of the lives of a significant individual drawn from the history of Britain and the wider world.</i></p> <p>Enquiry Questions: What is a pirate? What were the main events of Grace O'Malley's life? What happened when Grace met Elizabeth I? What was it like to live at the time when Grace met Elizabeth I? Should we call Grace O'Malley a pirate?</p> <p>Key Vocabulary: Pirate, Queen, Ireland, England, Trade, Chieftain, Century</p>



<p>Geography</p>	<p>Our School (Locality): <i>Local Geography – Location and Place</i></p> <p>Key Questions: What are the features of our school? What is a map? What are the physical features of our school? What are the human features of our school? What does a good map need? How can we make a map of the academy? How do we know if we have a good map? What human and physical features make our school special?</p> <p>Key Vocabulary: Chair, Door, Entrance, Fence, Grass, Human Feature, Physical Feature, Playground, Soil, Tree, Wall, Camera, Fieldwork, Field Sketch, Observe, Photograph</p> <p>Book Link: My Stinky New School</p> <p>Significant Individuals: Christopher Columbus</p>			<p>Seasons and Weather: <i>British Geography – Climate</i></p> <p>Key Questions: What is weather? What are seasons? How is climate different around the world? Whatever the weather: What changes do we see each season?</p> <p>Key Vocabulary: Arctic, Blizzard, Cloudy, Cold, Desert, Equator, Hot, Months of the Year, North Pole, Rainy, Seasons (Spring, Summer, Autumn, Winter), Showers, South Pole, Sunny</p> <p>Book Link: The Gruffalo The Gruffalo’s Child</p> <p>Significant Individuals: Johannes Kepler</p>	<p>UK & Tanzania: <i>Local Geography – Location and Place, Climate, Region</i></p> <p>Key Questions: What does our area look like? What are the different continents? Where in the world is Tanzania? What animals are found in Tanzania? How is Tanzania different to where I live?</p> <p>Key Vocabulary: Crops, Dry and Hot Season, Dry Season, Gorge, Lake, Locality, Long Rainy Season, Mountain, Short Rainy Season, Tanzania</p> <p>Book Link: We All Went on Safari</p> <p>Significant Individuals: Jane Goodall</p>	<p>UK & Kenya: <i>Global Geography – Climate, Human-Environment Interaction</i></p> <p>Key Questions: What is the weather like in Kenya? What trees grow in Kenya? What is a drought? What is a storm? What is a flood? Why are wells so important in Kenya? Water: Why is it so important to Kenya?</p> <p>Key Vocabulary: Baobab Tree, Drought, Flood, Kenya, Sausage Tree, Storm, Umbrella, Thorn Tree, Well</p> <p>Book Link: Lilia and the Secret of Rain</p> <p>Significant Individuals: Nadia Hussain</p>
<p>RE</p>	<p>Celebrations and Festivals <i>Who celebrates what and why?</i> Learn about celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat.</p> <p>Learn about songs, worship, celebrations, stories and food related to these celebrations. (Christianity and Judaism)</p> <p>Key Concepts and Words: Celebration, festival, religion, Christian,</p>	<p>Myself and Caring for Others <i>How do we show we care for others?</i> Learn about their uniqueness as a person in a family and community.</p> <p>Be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity and sharing.</p> <p>Listen to Jesus’ story of the Lost Sheep, the Jewish Psalm 23 and ‘What makes something right or wrong’ Narrated by</p>	<p>Beliefs and Teachings <i>What can we learn from the stories of Jesus?</i> Hear and learn about the following stories of Jesus: the Shepherds coming to the Manager, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000.</p> <p>Learn that these stories matter to Christians because of who they believe Jesus was. (Christianity) <i>Visit from a person of the church.</i></p>	<p>Beliefs and Teachings <i>What can we learn from the Quran?</i> Hear and learn about the following prophet stories from the Quran: Prophet Adam, Prophet Hud, Prophet Nuh, Prophet Zakariyah, and Prophet Isa.</p> <p>Discuss the stories from the Quran what values can be learned from each story. (Islam)</p> <p>Key Concepts and Words:</p>	<p>Symbols in Religious Worship and Practice <i>In what ways are churches important to believers?</i> Learn from visiting a church about the use of a place of worship.</p> <p>Know about worship at a church including the symbols, artefacts, music, holy books and other things that happen there.</p> <p>Learn about weddings in Christian holy buildings. (Christianity)</p>	<p>Symbols in Religious Worship and Practice <i>In what ways are synagogues important to believers?</i> Know about worship at a synagogue including the symbols, artefacts, music, holy books and other things that happen there.</p> <p>Learn about weddings in Jewish holy buildings. (Judaism)</p> <p>Key Concepts and Words:</p>



	<p>Jewish, Christmas, Hanukkah, synagogue, church, Jesus</p>	<p>Stephen Fry on YouTube and infer ideas about 'care' from these texts. (Christianity, Judaism, Humanism) Celebrate Christingle Key Concepts and Words: Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God</p>	<p>Key Concepts and Words: Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God</p>	<p>Prophet, Allah, Qur'an, inspiration, role model, values, Muslim</p>	<p>Visit a local Church Key Concepts and Words: Religion, Christian, church, symbol, ark, church, altar, font, Bible, worship, holiness, sacred, God</p>	<p>Religion, Jewish, synagogue, symbol, Torah, bimah, worship, holiness, sacred, God</p>
Art & Design	<p>Artist Focus: Ernst Ludwig Kirchner</p> <p>Drawing: What different types of lines can we draw? How can we create light and dark tones in a picture? How can we use our imagination to draw different lines and tones?</p> <p>Key Vocabulary: Chalk, Curved, Drawing, Felt-Tips, Hard, Line, Medium, Pencil Crayons, Soft, Tone, Wavy, Wax Crayons, Zig-Zag</p> <p>Artist Focus: Jeannie Baker</p> <p>Collage: How does Jeannie Baker use collage in her work? How can we change the shape of materials? How can we layer collage materials? How can we create a collage?</p> <p>Key Vocabulary: Collage, Cut, Layering, Tear</p> <p>Book Link: My Stinky New School The Art Collector</p>		<p>Artist Focus: Joan Miró</p> <p>Printing: What does Joan Miró use in his art? How do hard and soft objects print differently? How can we make a printing block? How can we print dinosaur footsteps?</p> <p>Key Vocabulary: Hard, Pattern, Print, Printing Block, Soft</p> <p>Book Link: Gigantosaurus</p>	<p>Artist Focus: Axel Scheffler</p> <p>Painting: What are primary colours? How do we make different colours? How can paintbrushes make lines thick and thin? How can we make a secret message?</p> <p>Key Vocabulary: Absorbs, Brushes, Mix, Primary Colours, Thick Lines, Thin Lines, Watercolours, Wax</p> <p>Drawing: How do we create a rubbing to show texture?</p> <p>Key Vocabulary: Pressure, Rubbings</p> <p>Book Link: The Gruffalo The Gruffalo's Child</p>	<p>Artist Focus: Richard Shilling</p> <p>Sculpture: What is sculpture? What are Richard Shilling's sculptures like? What natural materials can be used in sculpture? How can we use clay as a base for our natural sculptures? How can we create a natural sculpture?</p> <p>Key Vocabulary: Leaves, Natural, Pattern, Pebbles, Petals, Position, Printing Block, Sculpture, Shape, Twigs</p>	<p>Artist Focus: Sarah Shiundu</p> <p>Drawing: What is a silhouette? What can we see in Sarah Shiundu's paintings? How can we use soft pastels to draw? How can we combine soft pastels to make a sunset scene?</p> <p>Key Vocabulary: Outline, Pressure, Silhouette, Soft Pastel, Trace, Sunset, Layering</p>
DT		<p>Mechanical Components - Moving Vehicles:</p> <p>Key Questions: What is a wheel? How can we attach a wheel to an axle so that it moves well? What are fixed and freely moving axles?</p>		<p>Cooking and Nutrition – Fruit Salad:</p> <p>Key Questions: Where does our food come from? How many portions of fruit and vegetables should we eat every day and why?</p>		



		<p>What is a chassis and how can axles be joined to it? How can we design a new vehicle? How can we make a new vehicle?</p> <p>Key Vocabulary: Axle, Cab, Chassis, Fixed, Free, Vehicle, Wheel</p> <p>Book Link: Dogger A Journey Through Transport</p> <p>Significant Individuals: Dr John Dunlop</p>		<p>Do all fruit and vegetables look and taste the same? What do we need to eat to be healthy? How do we prepare fruit and vegetables?</p> <p>Key Vocabulary: Cut, Chopping Board, Fruit, Healthy, Mix, Prepare, Rough, Smooth, Sour, Sweet, Taste, Texture, Utensils, Vegetables</p> <p>Book Link: Gigantosaurus</p> <p>Significant Individuals: Jamie Oliver</p>	
Music	<p>Music Focus: Begin to understand the pulse of music. Know that our vocal chords make the sound we use to talk and sing. Introduce the idea of instruments. Begin to sing melodies. Sing a chorus as a round. Know the meaning of the word 'beat'. Clap a steady beat. Clap in time with others.</p>	<p>Music Focus: Know what a conductor is. Follow a conductor and play instruments when directed. Play different percussion instruments, e.g., tambourine. Begin to understand the difference between high and low pitch. Play instruments to the pulse of music. Know when to start and stop playing.</p>	<p>Music Focus: Know the different parts of the recorder. Hold the recorder correctly. Play the notes A, B and G on the recorder and know the correct fingering for each. Play the recorder fluently, and without a squeaking sound. Follow music containing crotchets, minims and semibreves up to four bars. Practice and perform a song on the recorder.</p>		
PSHE	<p>Feeling and Emotions - Jealousy Be able to recognise and name emotions and their physical effects. Know the difference between pleasant and unpleasant emotions. Learn a range of skills for coping with unpleasant / uncomfortable emotions. Understand that feelings can be communicated with and without words.</p> <p>Relationships - Friendships Understand how to be a good friend. Be able to recognise kind and thoughtful behaviours. Understand the importance of caring about other people's feelings. Be able to see a situation from another person's point of view.</p> <p>Being Responsible - Water Spillage Know how you can help people around you. Understand the types of things you are responsible for. Know how and understand the importance of preventing accidents. Be able to recognise the differences between being responsible and irresponsible.</p>	<p>Keeping / Staying Safe - Road Safety Understand why it is important to stay safe when crossing the road. Be able to recognise a range of safe places to cross the road. Understand the differences between safe and risky choices. Know different ways to help us stay safe.</p> <p>Keeping / Staying Healthy - Washing Hands Understand why we need to wash our hands. Know how germs are spread and how they can affect our health. Be able to practise washing your hands. Know the differences between healthy and unhealthy choices.</p> <p>Hazard Watch Know what items are safe to play with and what items are unsafe to play with. Be able to name potential dangers in different environments. Be able to name dangers that can affect others, for example younger siblings.</p>	<p>JIGSAW PSHE Summer Term 1: Celebrating Difference I can identify similarities between people in my class. I can identify differences between people in my class. I can tell you what bullying is. I know some people who I could talk to if I was feeling unhappy or being bullied. I know how to make new friends. I can tell you some ways I am different from my friends.</p> <p>Summer Term 2: Relationships I can identify the members of my family and understand that there are lots of different types of families. I can identify what being a good friend means to me. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I know who can help me in my school community. I can recognise my qualities as a person and a friend. I can tell you why I appreciate someone who is special to me.</p>		



<p>Computing</p>	<p>Computing Systems and Networks <i>Technology Around Us</i> Identify technology. Identify a computer and its main parts. Use a mouse in different ways. Use a keyboard to type on a computer. Use the keyboard to edit text. Create rules for using technology responsibly.</p>	<p>Creating Media <i>Digital Painting</i> Describe what different freehand tools do. Use the shape tool and line tools. Make careful choices when painting a digital picture. Explain why the chosen tools have been used. Use a computer to independently paint a picture. Compare painting a picture on a computer and on paper.</p>	<p>Programming <i>Moving a Robot</i> Explain what given command will do. Act out a given word. Combine 'forwards' and 'backwards' commands to make a sequence. Combine four direction commands to make sequences. Plan a simple program. Find more than one solution to a problem.</p>	<p>Data and Information <i>Grouping Data</i> Label objects. Identify that objects can be counted. Describe objects in different ways. Count objects with the same properties. Compare groups of objects. Answer questions about groups of objects.</p>	<p>Creating Media <i>Digital Writing</i> Use a computer to write. Add and remove text on a computer. Identify that the look of a text can be changed on a computer. Make careful choices when changing text. Explain why the tools have been chosen. Compare typing on a computer to writing on paper.</p>	<p>Programming <i>Programming Animations</i> Choose a command for a given purpose. Show that a series of commands can be joined together. Identify the effect of changing a value. Explain that each sprite has its own instructions. Design the parts of a project. Use algorithms to create a program.</p>
<p>French</p>	<p>Teaching Unit: The Jungle New Vocabulary: Review greetings and appropriate responses Seven animal names <i>All activities are primarily oral and aural. Written forms are shown and referred to.</i> Links to Previous Learning: Basic conversation Numbers Colours Ca Va and responses Name Grammar: Introduction to the definite article in the singular forms Cultural Focus / Stories and Songs: Cher Zoo Lulu Lapin Petit Poisson</p>		<p>Teaching Unit: In My Town New Vocabulary: Seven places in town Il y a... Directions Links to Previous Learning: Greetings Colours Numbers Grammar: Cognates Use of Il y a... Introduction to indefinite article Concept of gender Cultural Focus / Stories and Songs: Stories and songs about towns and places Grand Tour 'Je vais en ville' map activities 'Take 10' playground games.</p>		<p>Teaching Unit: Moving On / Superheroes New Vocabulary: Introduction of high-frequency verbs I am called... I am... I live... I am able... Infinitive verbs for actions Links to Previous Learning: Greetings Colours Grammar: First person of high frequency verbs S'appeller, etre, pouvoir, habiter Infinitive verbs for actions Cultural Focus / Stories and Songs: Familiar superhero stories</p>	
<p>PE</p>	<p>Health and Fitness: To identify when they feel happy during exercise, e.g., that an activity is fun. To notice that their heartbeat is faster with high intensity (busy body) and slower with low intensity (calm body). To explain that quick breathing means our body is working harder. To explain how exercise can help us concentrate. To know that we use the muscles in our legs to jump. To explain when they have high (busy) and low (calm) intensity activities in their day.</p>	<p>Invasion Games: To understand who the attacker is when playing invasion games. To understand who the defender is when playing invasion games. To use different movements to offset an opponent, such as fakes, dodges, and sidesteps. To understand that we need to close distance between an opponent when defending. To understand we can play as a team to create opportunities to score. To understand that we can share the ball with our teammates.</p>	<p>Net and Wall: To develop the underarm swing. To begin to examine how to control a ball with a racket. To examine how to hold a racket. To examine basic rallying. To play partner games using a racket and ball. To begin to understand the ready position.</p>	<p>Team Building: To communicate with a partner to decide when to start/stop and go faster/slower to complete a task. To listen to the ideas of others to create a plan to complete a physical task. To use clear, short instructions, such as forward, one step, turn, and stop. To develop leadership skills, being confident to make decisions for their age group such as appropriate speed/space for the team. To work cooperatively as a group, e.g., partners travelling in the same direction, checking</p>	<p>Athletics: To understand that running fast is called sprinting. To know that we have different running techniques for running quickly and steadily. To examine the effect of different strides in running to run faster or slower. To demonstrate various jumps in response to instructions. To examine the different jumping techniques for height and length. To know that we can use different techniques depending on equipment and distance.</p>	<p>Striking and Fielding: To hit a ball when it is stationary. To hit a ball when it is moving. To be able to bowl underarm at a given object or target. To hit a thrown ball that doesn't bounce. To examine basic fielding.</p>



				their partner is ready. To support others to be successful in physical challenges, e.g., encouraging perseverance.		
WIDER OPPORTUNITIES						
SMSC / British Values	Election Day! – Voting for Team Champions School Council Elections Harvest Festival Black History Month World Space Week	Bonfire Night Remembrance Anti-Bullying Week Diwali Inter-Faith Week Road Safety Week Odd Socks Day Children in Need Christingle Hanukkah Christmas	New Year World Religion Day Chinese New Year LGBT+ History Month Children’s Mental Health Week Safer Internet Day Valentine’s Day	Pancake Day Lent World Book Day British Science Week Red Nose Day Comic Relief Ramadan Easter	Local and Community History Mental Health Awareness Week World Bee Day	Pride Month World Environment Day Healthy Eating Week Water Safety Week World Refugee Day Sports Day Transition Month
Transition	Focus Text: Beautiful OOPS – Barney Salzberg. Getting to Know You Week – Autumn Term 1 – Week 1					
Linked Trips			Local Café – History Link		Yorkshire Wildlife Park – Geography Link	Partake – Pirates – History Link