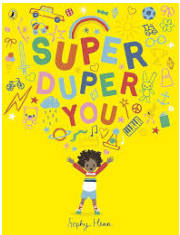
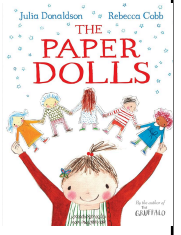
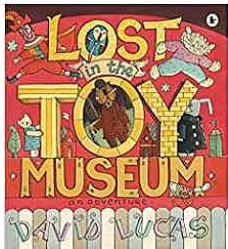
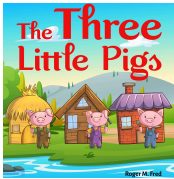
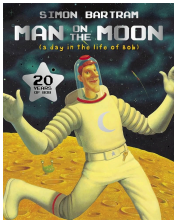
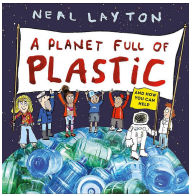
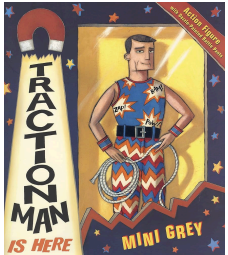
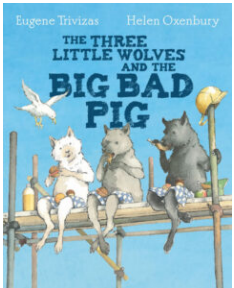
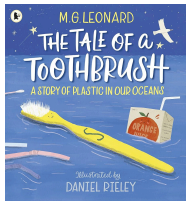


Larch Beech, Willow (Years 1 and 2) 2026-2027

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Driver	PSHE Identity	History Memory Box	Science Magnificent Materials	Geography Precious Planet		
Question	What makes me unique?	How has Britain changed in the last 60 years? Remembrance Day	Which materials would be best to build a house?	Can a 6 year old save the world?		
Trips	Alexandra Park Visit- Deciduous trees and evergreen trees. (Fieldwork: Does Alexandra park have more deciduous trees or evergreen trees) Science Visit to a church RE Transport Museum (History)		Science Workshop	Visit to a Mosque	Blue planet How can we look after our oceans Workshop (Geography)	Alexandra Park Identifying plants-Science
Main Book	            					

				Jack and the beanstalk (Inspire education)		
Writing Genre		Narrative Retell of the Paper dolls Alternative ending of the the paper dolls Retell of the transport museum trip Writing an adventure story Fantasy narrative News report about a missing toy		Retell of the the Three little pigs Alternative ending Comparison between two texts Setting description Retell of Jack and the beanstalk Diary Entry day in the life of an astronaut Set of instructions to clean up litter on the moon	Persuasive Letter Short Narrative Retell Personal narrative retell: Trip	
Science	Biology My Body	Biology Identifying Animals	Physics Everyday materials	Physics Exploring Everyday materials	Biology Identifying plants	
	Working Scientifically: <i>Identify and classify: observe closely; using simple equipment; perform simple tests; use observation and ideas to suggest answers to questions; gather and record data</i>					
Geography					Precious Planet	
Science			Practical science lessons DT skills lessons			

History	Changes in Toys	Changes in technology				
ART/DT	DT Identity Join fabric in a variety of ways, including using a running stitch Our fabric faces >>> continue (plan this in first few weeks- links to identity)	DT Memory Box & Cooking and nutrition (Pasta Salad) TWINKL Understand where food comes from Balanced diet Compare food from a different era Bring an old recipe up to date	Art Playful Making Exploring materials and intention through a playful approach	DT Structures Make a house for the three little pigs Picture book with a slider Explore and use mechanisms	Art Spirals Using drawing collage and mark making to explore spirals Introducing sketchbooks?	Art Exploring Watercolour Exploring watercolour Discovering we can use accidental marks to help us make art
RE	Leaders and Teachers Special Buildings: Visit a church	Why do Christians give gifts and Christmas ?	Special books	What do Muslims celebrate?	What do Sikhs believe?	
PSHE	(Identity: It's good to be me) Zones of Reg. Online Safety	Bonfire Safety Zippy (Mod 1) It's my body Online Safety	Zippy (Mod 2) It's my body Online Safety	Money It's my body Online Safety	Zippy (Mod 3) Keeping safe Online Safety	One World Online Safety
Computing	Digital Writing	Grouping Data	Data and Information- Pictograms	Programmin g- An introduction to animation	Programming- An introduction to quizzes	Creating Music
Music	Hey you!	Rhythm in the way we walk	In the groove	Round and round	Your imagination	Reflect, rewind and replay

PE	Fundamental and Ball Skills	Gymnastics and Sending, Receiving	Dance and Target Games	Yoga and Invasion	Athletics and Net, Wall Games	Team Building and Striking, Fielding
E- Safety (PSHE & Computing)						
	<p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>Revisit "Digiduck's big decision"</p> <p>https://www.childnet.com/ufiles/Digiduck-eBook.pdf</p>	<p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>If something happens that makes me feel sad, worried,</p>	<p>I can recognise that information can stay online and could be copied.</p> <p>I can explain why it is important to be considerate and kind to people online and to</p>	<p>I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</p>	<p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>

	<p><u>I can explain that passwords are used to protect information. accounts and devices.</u></p>	<p>uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p>	<p>respect their choices.</p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</p>	<p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>	
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