

**Autumn 1 (2025) – How am I making History?**

| Week 1   |   |  |   |  |   |   |  |  |  |
|--|---|--|---|--|---|---|--|--|--|
| English  |   | Maths  | Science   | History  | RE  | PE  | Music  | Art  | Computing  |
| Key Vocabulary:  | Capital letter, letter, word, full stop, sentence | Count, sort, group, represent, part, whole   | Senses, smell, touch, hearing, sight, taste, sweet, sour, bitter, salty   | Different, future, memory, present, past, similar, timeline, childhood   | Belief, creation, natural, The Big Bang, universe, wonder   | Exercise, breathing, heart, healthy, active                               | Pulse, speaking voice, singing voice, thinking voice,  | Abstract, cross-hatch, diagonal, dots, line, straight, wavy  | Online, safety, log in/out, password, device   |
| The Adventure of Books- Narrative<br><br>Text: The Colour Monster by Anna Llenas<br><br><b>Day 1- Character</b><br><b>LO: I can describe a colour monster.</b><br><br><b>Day 2- Setting</b><br><b>LO: I can describe a setting for all the emotion jars to live in.</b><br><br><b>Day 3/4- Adventure time: I wonder...?</b><br><b>LO: I can describe a colour monster thief.</b><br><b>LO: I can create a map to find the thief.</b><br><br><b>SPAG: Capital and Lowercase Letters</b> |   | Place Value (Within 10)<br><br><b>LO: I can sort objects.</b><br><br><b>I can count objects.</b><br><br><b>I can count objects from a larger group.</b><br><br><b>I can represent objects.</b> | <b>Animals: Sensitive Bodies</b><br><b>Body Parts</b><br><b>LO: I can draw and label human body parts.</b><br><br>Activity: Labelling body parts (one each) by writing the correct body part labels in the empty boxes. | <b>What is my history?</b><br><b>LO: I can order three photographs on a simple timeline.</b><br><br>Provide the children with the photographs of themselves (two from home and two from school) and a copy of the Activity: Timeline. Children place the photos on the timeline. | <b>How did the world begin?</b><br><b>LO: I can recognise things that are natural or made by humans.</b><br><br>Draw a picture of something you have created that you were proud of. Then add words or faces around your pictures to show how you felt about your creation. | <b>Fitness</b><br><b>LO: I can talk about how exercise makes me feel.</b> | <b>Keeping the Pulse- My favourite things</b><br><b>LO: I can tap a pulse.</b><br><br>Play favourites game-food version. | <b>Drawing-Making your mark</b><br><b>LO: I can hold a pencil and chalk in different ways to experiment with the line I create and work in the style of a modern artist.</b><br><br>Draw different types of lines on black sugar paper with chalk. | <b>Online Safety</b><br><b>LO: I can login into purple mash.</b><br><br>Activity 1: Opening Purple Mash and Logging in.<br>Activity 3: Avatars |

| Week 2   |   |   |  |   |  |  |   |  |
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| English  | Maths   | Science   | History  | RE  | PE   | Music  | Art   | Computing  |
| <p>The Adventure of Books- Narrative</p> <p>Text: A Superhero like you by Dr Ranji Singh</p> <p><b>Day 1- Character: Superhero</b><br/><b>LO: I can write about what superhero I would like to be when I’m older.</b></p> <p><b>Day 2- Setting: Superhero’s place of work</b><br/><b>LO: I can describe a place of work.</b></p> <p><b>Day 3/4- Adventure time: I wonder…?</b><br/><b>LO: I can design a new superfast vehicle.</b><br/><b>LO: I can invent a new way of helping people.</b></p> <p><b>SPAG: Verbs</b></p> | <p>Place Value (Within 10)</p> <p><b>LO: I can represent objects.</b></p> <p><b>I can recognise numbers and words.</b></p> <p><b>I can count on from any number.</b></p> <p><b>I can say the number that is 1 more.</b></p> | <p><b>The Senses</b><br/><b>LO: I can draw and label the body parts used for each sense.</b></p> <p>Activity: The senses-ask the children to complete it by drawing and labelling the correct body parts.</p> <p><b>LO: I can use patterns in data to answer a question.</b><br/>Do people with bigger feet have bigger hands? and lead a discussion on how to find the answer.</p> | <p><b>How can I find out more about myself?</b><br/><b>LO: I can place a memory on a timeline.</b></p> <p>Draw or write one of their own favourite memories.</p> | <p><b>What might some Christian and Jewish people think about creation?</b><br/><b>LO: I can retell a creation story in my own words.</b></p> <p>Activity: Number outlines for numbers 1–7 (one copy per group) and some colouring pencils. Ask the children to decorate one number each to show what happened on that day of the creation story.</p> | <p><b>Fitness</b><br/><b>LO: I notice how my heart beat changes during exercise.</b></p> | <p><b>Shropshire Music service lesson.</b></p> | <p><b>Making Waves</b><br/><b>LO: I can use drawing materials to make different lines and marks reflecting what I can hear in music.</b></p> <p>Draw big lines representing water. Work into the lines they have drawn, using various techniques.</p> | <p><b>LO: I can login into purple mash.</b></p> <p>Activity 1: Opening Purple Mash and Logging in.<br/>Activity 3: Avatars</p> |

| Week 3  |  |  |  |  |  |   |   |  |
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| English   | Maths  | Science  | History  | RE   | PE   | Music                                   | Art   | Computing  |
| <b>Topic day-</b><br>The Adventure of Tales- Narrative<br><br>Text: The Gingerbread Man | Place Value (Within 10)<br><br><b>LO: I can count backwards.</b><br><br><b>I can count one less.</b> | <b>Taste and Touch</b><br><b>LO: I can describe the taste of different foods.</b><br><br>Activity: Taste test. | <b>How are special events remembered?</b><br><b>LO: I know three ways in which I</b> | <b>What do some Hindu people believe about creation?</b> | <b>Fitness</b><br><b>LO: I notice how exercise changes my breathing.</b> | <b>Shropshire Music service lesson.</b> | <b>Experimenting with media</b><br><b>LO: I can overlap shapes.</b> | <b>LO: I can find saved work in the Online Work area of Purple Mash.</b> |



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| The Adventures of Tales- Narrative<br><br>Text: Hansel and Gretel<br><br><b>Day 1- Character: The witch</b><br><br><b>Day 2- Setting: The Witch’s house of sweets</b><br><br><b>Day 3- Adventure time: I wonder...? Trick or treat, what’s in the pot?</b><br><br><b>Day 4- Adventure time: I wonder...? The witch wants to buy a new pet spider, but she doesn’t know which one to choose.</b><br><br><b>SPAG: Writing sentences</b>                                   |  | Addition and Subtraction<br><br><b>LO: I can use the part whole model.</b><br><br><b>I can write number sentences.</b><br><br><b>I can find fact families (addition)</b><br><br><b>I can find number bonds within 10.</b>                   | <b>Senses in Action</b><br><b>LO: I can recognise how the senses are used in everyday life.</b><br><br>Choose two images and annotate each image with the following: A label indicating which sense is being used. A sentence describing what is happening. | <b>How am I making History?</b><br><b>LO: I can think of three ideas about myself to add to the time capsule</b><br><br>Activity: Time capsule. Draw or write one of their favourite things in each category box. | <b>Where did the world come from?</b><br><b>LO: I can use art to show how I think the world began.</b><br><br>Create a piece of artwork which shows how they think the world began. | <b>Fitness</b><br><b>LO: I can try my best in challenges I am set.</b>  | <b>Shropshire Music service lesson.</b>   | <b>Assessment- Kapow Quiz Drawing</b> | <b>LO: I can add pictures and text to work.</b><br><br>Explore the different activities in the Animals topic. |
| Week 7  |  |   |   |   |   |   |   |                                       |   |
| The Adventures of the Past<br><br><a href="#">Animation: Captain Pugwash</a><br><br><b>Day 1- Character: The dragon</b><br><br><b>Day 2- Setting: A map to the treasure Island</b><br><br><b>Day 3- Adventure time: I wonder...? What will the dragon want to eat next?</b><br><br><b>Day 4- Adventure time: I wonder...? The dragon is feeling lonely. He wants to go to dragon island. How many dragons will he find there?</b><br><br><b>SPAG: Writing sentences</b> |  | Addition and Subtraction<br><br><b>LO: I can be systematic with number bonds.</b><br><br><b>I can find number bonds to 10.</b><br><br><b>I can add together.</b><br><br><b>I can add more.</b><br><br><b>I can solve addition problems.</b> | <b>BIG QUESTION – What are humans like?</b>   | <b>Assessment-Kapow Quiz</b><br><b>Big Question- How am I making History?</b>   | <b>Assessment-Kapow Quiz</b><br><b>Big Question: How did the world begin?</b>   | <b>Classroom PE</b><br><b>LO: I can bend my knees to jump and land.</b> | <b>Keeping the Pulse: My favourite things</b><br><b>LO: I can keep the pulse with my body.</b><br><br>Play favourites game-friends version. |                                       | <b>LO: I can explore the games area on purple mash.</b><br><br>Activity 2: 2Explore                           |

**Autumn 2 (2025) – What is it like here?**

| Week 8   |  |  |  |   |  |  |  |  |   |
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| English  |  | Maths  | Science  | Geography   | PSHE   | PE   | Music  | DT   | Computing   |
| Key Vocabulary:  | Plural, singular, punctuation, question mark, exclamation mark | Add, more, altogether, total, takeaway, equals   | Trunk, weather, season, pattern, compare   | Aerial photograph/view, map, symbol, place, key,  | Behaviour, feelings, emotions, family, friend  | Balance, direction, jump, roll, shape, travel                                | Character, voice, sound pattern,   | Assemble, mechanism, sliders, design, test   | Action, code, event, command, input   |
| Narrative/Setting Description<br><br>Text: The Secret Sky Garden by Linda Sarah<br><br><b>LO: I can predict what might happen.</b><br><br><b>I can infer a character’s feelings.</b> |  | Addition and Subtraction<br><br><b>LO: I can find a part.</b><br><br><b>I can subtract to find a part.</b><br><br><b>I can create fact families.</b> | <b>Making connections</b><br><b>Do taller trees have wider trunks?</b><br><b>LO: I can use data to answer a question.</b><br><br>Measuring three trees with string around the trunk. | <b>Where in the world are we?</b><br><b>LO: I can identify three features of my local area on an aerial photograph.</b><br><br>Work in groups with the large aerial photograph of their | <b>Families and Relationships</b><br><b>What is family?</b><br><b>LO: I understand that families look after us.</b><br><br>Draw a picture of themselves and their family, label each person, and write a | <b>Gymnastics</b><br><b>LO: I can use different body parts to travel on.</b> | <b>Sound patterns: Fairytales</b><br><b>LO: I change my voice to represent different characters, for example, by changing the volume.</b><br><br>Children will use two different voices: one | <b>Mechanisms: Make a moving storybook</b><br><b>LO: I can create moving models that use sliders.</b><br><br>Activity: Exploring sliders | <b>LO: I can arrange code blocks to create a set of instructions.</b><br><br>Activity: Giving and Following Instructions.<br>Activity: Using Symbols.<br>Activity: Code |

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| <p><b>I can use question marks and exclamation marks correctly.</b></p> <p><b>I can design my own secret sky garden and label with adjectives.</b></p> <p><b>SPAG: Personal pronouns- I</b></p> |  | <p>Take a photograph of the tree in the carpark to compare in each season.</p> | <p>local area and a copy of the Activity: Labels cut up. Add labels to the aerial photograph to identify features.</p> | <p>positive trait or phrase about how they are respectful or considerate.</p> |  | <p>for the wolf and one to represent the pigs.</p> |  | <p>Blocks.</p> |
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| Week 9  |  |  |  |  |   |  |   |  |
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| English   | Maths  | Science  | Geography  | PSHE   | PE  | Music  | DT  | Computing  |
| <p>Narrative/Setting Description</p> <p>Text: The Secret Sky Garden by Linda Sarah</p> <p><b>LO: I can write a setting description.</b></p> <p><b>I can use similes for effect.</b></p> <p><b>I can plan an explanation text.</b></p> <p><b>I can write an explanation text.</b></p> <p><b>SPAG: Noun suffixes- s</b></p> | <p>Addition and Subtraction</p> <p><b>LO: I can subtract by crossing out.</b></p> <p><b>I can subtract by taking away.</b></p> <p><b>I can subtract using a number line.</b></p> | <p><b>Comparing woodland animals.</b></p> <p><b>LO: I can describe the features of animals.</b></p> <p>Resource: Describing birds-cut out the five images. Stick each image in their books and label them with the bird's name. Write a sentence about what makes that bird unique beneath each image.</p> | <p><b>What can we see in our classroom?</b></p> <p><b>LO: I can create a map of the classroom.</b></p> <p>Create their own map of the classroom but using objects.</p> | <p><b>What are friendships?</b></p> <p><b>LO: I understand some characteristics of a good friend.</b></p> <p>Activity: Friendship cards. Cut out the word cards and then, in their pairs, arrange the cards to show what they think the most important things are in a friend.</p> | <p><b>Gymnastics</b></p> <p><b>LO: I can use high and low levels to travel.</b></p> | <p><b>Sound patterns: Fairytales</b></p> <p><b>LO: I can use one instrument to create different sounds.</b></p> <p>Split the children into seven groups and give each group one of the pictures showing a part of the story from the Resource: Three Little Pig Story events. Think about sounds that might be happening in the story. Use instruments to create some of these sounds.</p> | <p><b>Design</b></p> <p><b>LO: I can design a moving storybook.</b></p> <p>Activity: Design template.</p> | <p><b>LO: I can create a program using code blocks.</b></p> <p>Activity: Fun with Fish</p> |

| Week 10  |  |   |   |   |  |   |   |   |
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| English  | Maths  | Science   | Geography   | PSHE  | PE   | Music   | DT  | Computing   |
| <p>Narrative- Character point of view</p> <p>Text: Mrs Mole I'm Home by Jarvis</p> <p><b>LO: I can punctuate sentences with capital letters and full stops.</b></p> <p><b>I can join clauses using and.</b></p> <p><b>I can talk about what I have read.</b></p> <p><b>I can predict what might happen.</b></p> <p><b>SPAG: Prefixes- un</b></p> | <p>Addition and Subtraction</p> <p><b>LO: I can add/subtract 1 or 2.</b></p> <p><b>I can add and subtract.</b></p> | <p><b>Measuring animal footprints.</b></p> <p><b>LO: I can measure the length of animal footprints.</b></p> <p>Activity: Measuring footprints</p> | <p><b>What can we find in our school grounds?</b></p> <p><b>LO: I can identify four features in the school grounds.</b></p> <p>Work in pairs and use the map in the playground to locate the school's features.</p> | <p><b>Recognising other people's emotions.</b></p> <p><b>LO: I can recognise how others show feelings and how to respond.</b></p> <p>Roleplay different emotions using facial features and non-verbal behaviours.</p> | <p><b>Gymnastics</b></p> <p><b>LO: I can perform shapes.</b></p> | <p><b>Sound patterns: Fairytales</b></p> <p><b>LO: I can play a sound pattern using an instrument.</b></p> <p>Use instruments to march to the beat.</p> | <p><b>Construction</b></p> <p><b>LO: I can construct a moving picture.</b></p> <p>Follow your design and create a moving picture.</p> | <p><b>LO: I can use event, object and action code blocks.</b></p> <p>Activity: Bubbles Coding</p> |

| Week 11  |   |  |   |  |  |  |  |  |
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| English  | Maths   | Science                                | Geography   | PSHE   | PE   | Music                                    | DT   | Computing  |
| <p>Narrative- Character point of view</p> <p>Text: Mrs Mole I'm Home by Jarvis</p> | <p>Measures: Length and Height</p> <p><b>LO: I can compare lengths and heights.</b></p> | <p><b>Building an animal home.</b></p> | <p><b>Where are the different places in our school?</b></p> | <p><b>Working with others</b></p> <p><b>LO: I can work with people I don't know very well.</b></p> | <p><b>Gymnastics</b></p> <p><b>LO: I can link shapes together in a sequence.</b></p> | <p><b>Sound patterns: Fairytales</b></p> | <p><b>Construction</b></p> <p><b>LO: I can construct a moving picture.</b></p> | <p><b>LO: I can create a simple program using code blocks.</b></p> |

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| <p><b>LO: I can discuss what I like/dislike about the book.</b></p> <p><b>I can retell a story in the first person.</b></p> <p><b>I can write in role using the correct punctuation.</b></p> <p><b>I can write sentences using question marks and exclamation marks.</b></p> <p><b>SPAG: Capital letters and full stops</b></p> | <p><b>I can measure lengths using objects.</b></p> | <p><b>LO: I can use natural materials to make an animal home.</b></p> <p>In groups of three build an animal's home with natural materials. Test to see if waterproof.</p> | <p><b>LO: I can draw a simple map with shapes or symbols and add features.</b></p> <p>Use chalk to draw a map of the school grounds within each rectangle on the playground. Use the Activity: Map key to mark symbols to represent playground features.</p> | <p>Complete a group challenge to build the tallest tower with the materials provided. The tower must stand up on its own.</p> |  | <p><b>LO: I can play different sound patterns using instruments.</b></p> <p>Activity: Heart Mats</p> | <p>Follow your design and create your moving pictures.</p> | <p>Activity: Air Traffic Control.</p> |
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| Week 12   |   |   |  |  |   |   |  |  |
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| English   | Maths   | Science   | Geography  | PSHE   | PE  | Music   | DT   | Computing  |
| Narrative/Diary<br><br>Text: On Sudden Hill by Linda Sarah and Benji Davies<br><br><b>LO: I can make predictions.</b><br><br><b>I can identify verbs that end in the suffix -ing.</b><br><br><b>I can write sentences using verbs that end in the suffix- ing.</b><br><br><b>I can identify a character’s thoughts and feelings.</b><br><br><b>SPAG: Capital letters and full stops</b> | Measures: Length and Height<br><br><b>LO: I can measure length using objects.</b><br><br><b>I can measure length in cm.</b>   | <b>Are birds omnivores, carnivores or herbivores?</b><br><b>LO: I can use natural materials to make a bird feeder.</b><br><br>Making pinecone bird feeders. | <b>How do we feel about our playground?</b><br><b>LO: I can complete a questionnaire to express my opinion and can summarise the results of a survey.</b><br><br>Activity: Playground questionnaire. | <b>Friendship problems</b><br><b>LO: I understand that friends can sometimes fall out.</b><br><br>Role-play: Using a puppet pretend that it’s upset because it’s fallen out with its friends. Suggest ideas as to why and how they can solve it. | <b>Gymnastics</b><br><b>LO: I can hold a balance.</b>   | <b>Sound patterns: Fairytale</b><br><b>LO: I can use my instrument to play a sound pattern.</b><br><br>March to the pulse and play a sound pattern. | <b>Testing and Evaluation</b><br><b>LO: I can evaluate my moving storybook.</b><br><br>Share moving storybooks with Nursery and Reception. | <b>LO: I can edit a scene by adding, deleting and moving objects.</b><br><br>Activity: Design a Scene<br>.       |
| Week 13   |   |   |  |  |   |   |  |  |
| Narrative/Diary<br><br>Text: On Sudden Hill by Linda Sarah and Benji Davies<br><br><b>LO: I can plan a diary entry.</b><br><br><b>I can write a diary entry.</b><br><br><b>SPAG: Writing sentences</b>  | Fractions<br><br><b>LO: I can recognise half of an object or shape.</b><br><br><b>I can find half of an object or shape.</b><br><br><b>I can recognise half of a quantity.</b><br><br><b>I can find half of a quantity.</b> | <b>Assessment- Kapow quiz</b>   | <b>Can we make our playground even better?</b><br><b>LO: I can draw a design to improve three areas of the playground.</b><br><br>Activity: Playground design.                                       | <b>Healthy friendships</b><br><b>LO: I can explain what friendly behaviour is.</b><br><br>Read the resource: Healthy friendship story and discuss the questions.   | <b>Gymnastics</b><br><b>LO: I can perform balances.</b> | <b>Nativity Song Practise</b>   | <b>Assessment-Kapow Quiz</b><br><b>Making a Moving Storybook</b>   | <b>LO: I can use code to make the program I have designed work.</b><br><br>Activity: Plan and make your Program. |
| Week 14   |   |   |  |  |   |   |  |  |

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| <div>Poetry</div> <div>Text: On Sudden Hill by Linda Sarah and Benji Davies</div> <div>LO: I can discuss and record my ideas.</div> <div>I can write an acrostic poem.</div> <div>I can perform my poem.</div> <div>SPAG: Writing sentences</div> | <div>Fractions</div> <div>I can recognise a quarter of an object or shape.</div> <div>I can find a quarter of an object or shape.</div> <div>I can recognise a quarter of a quantity.</div> <div>I can find a quarter of a quantity.</div> | <div>BIG QUESTION – assessed piece of work.</div> | <div>Assessment-Kapow Quiz</div> <div>Big Question-What is it like here?</div> | <div>Gender stereotypes</div> <div>LO: I understand that stereotypes about boys and girls exist.</div> <div>Activity: Card sorting, with two hoops - boy/girl. Decide if the things on the cards are more likely to be liked or done by a boy or girl.</div> | <div>Gymnastics</div> <div>LO: I can perform shape jumps.</div> | <div>Nativity Song Practise</div> | <div>Christmas Cards</div> | <div>LO: I can create a simple program using code blocks.</div> <div>Activity: Free code scenes</div> |
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