

Year 2025-2026 Group: Year 1

Theme: Me in my world

Term: Autumn 1

HOOK:

Thursday 4th September - Read the Jolly Pocket Postman





Friday 5th September - 'Once upon a time experience' - Dress up day

morning - Fairy Tale investigators - Immersion English task 3 in either the woods or the pond area


Letter from The Jolly Pocket Postman to say the big bad wolf has blown his letters away - maybe they are in the woods! We must find them and work out who has written them! E.g. I need...a bowl and a spoon, a new pair of shoes, a house to live in, some grass to eat, a sword (Goldilocks, Cinderella, little pig, billy goat, Puss in boots)






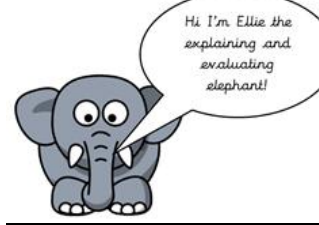

Afternoon - Which character are you? Write a note explaining what you think you need! E.g. the big bad wolf might write I need some tea!/ I need some food!/ I need some friends!











Letter from The Three Little Pigs mum -You have all worked so hard that I think you all need some treats! Let's have a tea party!




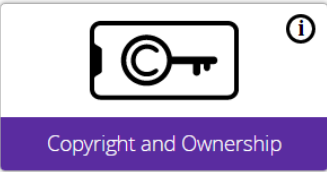
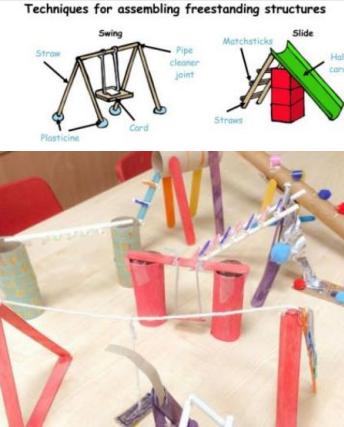


Week	1	2	3	4	5	6	7	8
PPA - ?	1.9.25	8.9.25	15.9.25	22.9.25	29.9.25	6.10.25	13.10.25	20.10.25
Library - Tuesday?	Friday 5 th Sept - Once upon a time experience		Monday 15th Sept - Trunk Theatre 2pm (arriving 1pm) Fri 19th - Mr Douglass storytime 1P	Tuesday 23rd Sept - Flu vac Outdoor Learning Wednesday 24th Sept - 1P am, 1S pm 9.30-11.30/ 1.30-end of day Wednesday - Meet the teacher 3-5pm Thurs 25th - Mr Douglass storytime 1S			do ART LESSON 1 in outdoor learning?	Outdoor Learning - Wednesday 22nd Oct 1P am, 1S pm do art lesson 2? AUT 2, week 1 - lesson 3 art)
MORNING TASKS in morning books	1. Name writing 2. numbers to 10 writing 3. Rainbow writing CEW the 4. Read and draw pictures based on phonics	1. Name writing 2. numbers to 10 writing 3. Rainbow writing CEW no 4. Read and draw pictures based on phonics	1. Name writing 2. numbers to 10 writing 3. Rainbow writing CEW go 4. Read and draw pictures based on phonics 	1. Name writing 2. numbers to 10 writing 3. Rainbow writing CEW to# 4. Read and draw pictures based on phonics	1. Name writing 2. numbers to 10 writing 3. Rainbow writing CEW today 4. Read and draw pictures based on phonics	1. Name writing 2. numbers to 10 writing 3. Rainbow writing CEW of 4. Read and draw pictures based on phonics	1. Name writing 2. numbers to 10 writing 3. Rainbow writing CEW do 4. Read and draw pictures based on phonics 	1. Name writing 2. numbers to 10 writing 3. Rainbow writing CEW said 4. Read and draw pictures based on phonics
CHALLENGES 	1. Maths- make 10 using the cubes. 2. Phonics- Playdoh- sound it, make it, say it. CVC words 3. Make a birthday card – every child could get one on their birthdays if they make 30? 4. finger gym challenge - pasta necklace 5. name writing/ tracing cards 6. colour by numbers sheet	1. represent numbers using practical resources 2. phonics word writing inc phonemes from last week 3. collage 4. science - sort wood, plastic, metal 	1. Count on from any number within 10. 2. Write a sentence using the tricky word 'love' or 'me' 3. Build the three little pigs a house using playdoh and tooth pics. 4. Create a messy map of the classroom. 5. Write a speech bubble from a wolf or pig 6. playdoh number mats	1. Count backwards from 10. 2. Match the pictures to phonic words. CVC and CVCC/ CCVC 3. Create a sequence of dance outdoors- links to PE. 4. label a compass 5. Write a list of what the three little pigs need to build their houses. 6. What can you create with one cup of lego? Write what it is on a whiteboard.	1. Count one more. 2. Write a list of what you would take if you moved house 3. Create a CVCC, CCVC word booklet. 4. Material sorting activity. 5. Create a poster about the three pigs. 6. dress the 3 little pigs scissor skills	1. Count one more one less. 2. Write a sentence using the tricky word 'go' or 'into' 3. Draw and label our class book- links to RE. 4. what would you need in your suitcase for a winter/summer/autumn/spring links to geography. 5. Write a list/sentence about where we live and what do we have in our playground.	1. Number bonds to 10. 2. Match the phonic pictures to the words. 3. Create a sculpture in the tuff tray inspired by Andy Goldsworthy. 4. Make a weather chart. 5. Write a list- what do we see in autumn? Links to Andy Goldsworthy. 6. 1. Sequence the Three Little pigs story.	1. Add and subtract numbers to 10. 2. Tricky word tree. 3. Andy Goldsworthy tuff tray using natural resources. 4. Paint an autumnal picture using natural resources. 5. Look at the picture of the wolves. write a list of the features of a wolf.

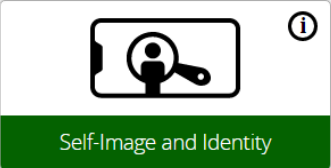

		<p>5. Write a sentence from our 'Once Upon A Time' day</p> <p>6. STEM challenge – build the bears a bridge.</p> 				<p>6. Funky fingers</p> 		
<p>Provision Opportunities</p>	<p>role play, three little pig's masks.</p> <p>Tuff tray- Can you make the little pigs a house using the bricks?</p>	<p>role play- three little pig's masks.</p> <p>Creative station- can you make the three little pigs a house using junk modelling.</p>	<p>role play, story spoons and book, act out the story using the resources.</p> <p>Playdough – can you make a pig using playdoh? Write a list of what they need. Eg tail, nose, eyes, ears, legs.</p> <p>ZOR - create a toolbox for the different zones</p> <p>write a list of your own choice</p>	<p>creative station- make three houses using straw, sticks and bricks (red paper)</p> <p>Tuff tray- Can you retell the story of the three little pigs.</p>	<p>Creative station- paint the wolf.</p> <p>Maths tuff tray- one more one less.</p>	<p>Creative station- can you build a house that the big bad wolf cant blow down? Toothpicks, lolly sticks, q tips, pipe cleaners using playdough</p> <p>draw a picture with labels</p>	<p>Outdoor Focus Task: Use Outdoor construction as a focus to re-tell the story. Is the house strong enough? How do you know? Is the house waterproof? How can you tell? What would you use to build a safe, strong house? Encourage story book language.</p>	<p>Using the different props to talk about what happens in each part of the story. Model and encourage language of beginning, next, after, later, at the end. Children to draw their own pictures of what happened in the story.</p>
Cross curricular computing	Purple Mash Fairy Tales Fairytale counting	Purple Mash Fairy Tales Paint projects Three little pigs houses	Purple Mash Fairy Tales 6 piece jigsaws	Purple Mash - Fairy Tales, Early sounds, fairy tale spelling	Purple Mash Fairy Tales Pairs - 8 cards	fairy Tales Activities Wolf Baby	Purple Mash paint projects Materials	Purple Mash Guess the material quiz
<p>English</p> <p>Text type being covered:</p> <p>Class Novel: The Three Little Pigs.</p>	<p><u>Phase 1 - immersion</u></p> <p><u>The three little pigs</u></p> <p>1.Listen to story of 3 little pigs</p> <p>2. using a House template, add pictures and name objects of household objects</p> <p>ON ONCE UPON A TIME DAY</p> <p>3. What am I guessing game? Little letters from fairy tale</p>	<p><u>Phase 2 – Reading like a writer</u></p> <p>1.Share WAGOLL of a list of what you need to build a house -features and purpose of a list</p> <p>2.Modelled and independent writing, using GPS skills - blending and segmenting to write a list of the characters in the story (e.g mummy,</p>	<p><u>Phase 3 – GPS – writing like a reader</u></p> <p>Shared and guided writing opportunities on using phonic skills for blending and segmenting activities</p> <p>1.list what you can see in a picture of the Pigs' village</p> <p>2. what the pigs might need to make their house feel like home</p>	<p><u>Phase 4 – Hot Task List</u></p> <p>What would you take if you moved house?</p> <p><u>Phase 5 – Hotter task Editing and improving</u></p> <p>Introduce purple polish pens.</p>	<p><u>Phase 1 - immersion</u></p> <p><u>The last Wolf - Mini Grey</u></p> <ol style="list-style-type: none"> 1. Play on the Trim Trail and name the different parts/ equipment. 2. Drama in pairs/ groups – make a TV advert for our trim trail 3. Make a list of what is at the Trim Trail 	<p><u>Phase 2 - Reading like a writer</u></p> <p>1.show a WAGOLL of labels - picture of how Red's forest used to be - look at features and purpose of labels</p> <p>2.Modelled, shared, guided writing opportunities using GPS skills - blending and segmenting to write labels for a picture of a different wood</p> <p>To use Phase 2, 3, and 4 phonic knowledge to</p>	<p><u>Phase 3 – GPS – writing like a reader</u></p> <p>Shared and guided writing opportunities on using phonic skills for blending and segmenting activities</p> <p>1.Draw a forest or woodland scene</p> <p>2. add labels to your own drawing of a woods</p>	<p><u>Phase 4 – Hot Task Labels</u></p> <p>PLAN Draw a playground that you would like to have nearby</p> <p>DT cross curricular link</p> <p>HOT TASK Add labels to your playground picture</p> <p><u>Phase 5 – Hotter task Editing and improving</u></p>


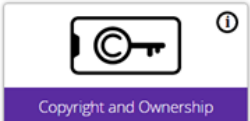

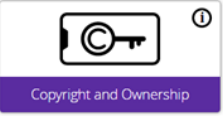


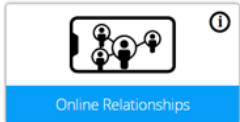




	<p>characters describing household objects that have been blown away by the wolf</p> <p>4. Writing opportunity – I need afor my house.</p> <div>  <p>Self-Image and Identity</p> </div> <p>I can recognise, online or offline, that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p>pig 1, pig 2, pig 3, wolf)</p> <p>3. SCIENCE Cross curricular writing -</p> <p>List objects made from different materials</p>				write words in ways that match their spoken sounds		Purple polish pens.
Little Wandle	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	air er /z/ s –es words with two or more digraphs e.g. queen thicker	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	review longer words	Assessment	Assessment interventions made.	
Handwriting	<p>Unit 1</p> <p>Introducing Set 1 letter families</p> <p>c o</p>	<p>Unit 1</p> <p>introducing Set 1 letter families</p> <p>a d</p>	<p>Unit 1</p> <p>introducing Set 1 letter families</p> <p>g q</p>	<p>Unit 1</p> <p>introducing Set 1 letter families</p> <p>f s</p>	<p>Unit 1</p> <p>introducing Set 1 letter families</p> <p>e dog sad</p>	<p>unit 2</p> <p>introducing Set 2 letter families</p> <p>i l t</p>	<p>unit 2</p> <p>introducing Set 2 letter families</p> <p>j u y</p>	<p>Units 1 and 2</p> <p>practising letter families</p> <p>little jelly still dug</p>

Maths White Rose planning Fluency Explaining/ reasoning Problem solving	<u>Place Value within 10.</u> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Step 1 - Sort objects step 2 - count objects	<u>Place Value within 10.</u> step 3 - count objects from a larger group. step 4 - represent objects.	<u>Place Value within 10.</u> step 5 - recognise numbers as words. step 6 - count on from any number.	<u>Place Value within 10.</u> step 7 - 1 more and Step 9 – 1 less step 8 - count backwards within 10.	<u>Place Value within 10.</u> Step 10 – compare groups by matching. step 11 - fewer, more, same.	<u>Place Value within 10.</u> step 12- less than greater than, equal to step 13 - compare numbers. step 14 - order objects and numbers.	<u>Place Value within 10.</u> step 15 - the number line. <u>Addition and subtraction within 10</u> Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Step 1 - Introduce parts and wholes.	<u>Addition and subtraction within 10</u> step 2 – part whole model step 3 – write number sentences
Science	<u>KAPOW Lesson 1 naming materials</u> LO - To identify everyday materials. Working scientifically: To sort objects into groups based on the materials they are made from. sorting materials wood, metal, plastic, glass and other. 	<u>KAPOW lesson 2 materials detectives</u> LO - To distinguish between objects and materials 	<u>Lesson 3 introduction to properties</u> LO - To describe the properties of materials Play Material Snap, placing objects on the table and seeing if their properties are the same Sort the objects according to properties (what material is this made of? What is its useful property?) Hard, soft, rough, smooth, stretchy, stiff, 	<u>Lesson 4 Sorting Objects</u> LO - To describe the properties of materials Sort objects in the classroom according to these criteria: Hard, soft, rough, smooth, stretchy, stiff, Consider the question: if everything I touched became flexible (floppy), how would my life be different? Tell stories to each other about an average day in a world where nothing was rigid 	<u>Lesson 5 Sorting Objects</u> LO - To describe the properties of materials Sort objects in the classroom according to these criteria: Hard, soft, rough, smooth, stretchy, stiff, Play 'Odd One Out' (identify and discuss the materials/properties of objects on a table)  	<u>Lesson 6 Based on KAPOW lesson 3 Materials Properties</u> LO - To consider why materials might be chosen for specific purposes. Consider the questions: What would the classroom be like if the tables were made of jelly? Or the chairs were chocolate? Why are certain materials used to make these items? 	<u>Seasonal Change:</u> LO: To describe the changes that Autumn brings. (Art of noticing.) National Curriculum links: i) Observe changes across the four seasons. ii) Observe and describe weather associated with the seasons and how day length varies. - Autumn walk around school (Autumn bingo, write a list) -Name the four seasons. - Describe Autumnal weather	<u>Seasonal Change:</u> LO: To describe the changes that Autumn brings. (Art of noticing.) next half term KAPOW lesson 4 - absorbent lesson 5 waterproof lesson 6 tough

				 <p>Hi I'm Isaac the identify and classifying iguana!</p>  <p>Hi I'm Ellie the explaining and evaluating elephant!</p>			- Explore how day length varies	
Geography								
History	 <p>Enquiry question - What started the Great Fire of London and how do we know?</p> <p>Outcomes:</p> <p>Children will:</p> <p>Place the great fire of London on a timeline to understand how long ago it happened (e.g. in relation</p> <p>To their grandparents', parents' and own births)</p> <p>Formulate and record questions about what happened in the great fire.</p> <p>How can we find out more about this event?</p>	 <p>Enquiry question What happened day-by-day in the Great Fire of London?</p> <p>Outcomes</p> <p>Children will:</p> <p>Begin to understand the timeline of the Great Fire of London.</p>	 <p>Enquiry question What materials did Tudor builders use to make many houses and why?</p> <p>Outcomes</p> <p>Children will:</p> <p>Learn about some of the building methods used in Tudor times (Use of materials like wood, thatch, wattle and daub).</p> <p>Experience some of the historical practical skills involved in Tudor building practices.</p> <p>Select from a range of materials (including recycled materials and textiles) and tools and use these to create 2-D and 3-D representations of Tudor houses.</p>	Trunk Theatre visit	 <p>Enquiry question Why did the fire spread so quickly?</p> <p>Outcomes</p> <p>Children will:</p> <p>Realise the danger and the problems of a fire in a city of wooden houses all built very close together.</p> <p>Make a paper house and watch how fast fire spreads when homes are closely built together.</p> 	 <p>Enquiry question</p> <p>What changes were made to buildings after the great fire to make them safer?</p> <p>Houses and buildings were rebuilt from brick or stone, unlike the old wooden houses</p> <p>they would not set alight easily.</p> <p>Streets were built wider so that fires could not spread as easily as they had before because buildings were further apart.</p> <p>Before the fire there had been open sewers running through the city which were unhygienic and caused the spread of many diseases, but these were destroyed by the fire.</p> <p>As a result of the fire, all businesses that used fire were placed outside the city.</p> <p>Every parish had to have 'squirts' and buckets - the London Fire brigade was formed.</p>	 <p>Enquiry question How must it have felt to be caught up in the Great Fire of London and how do we know?</p> <p>Outcomes</p> <p>Children will:</p> <p>Discuss how it must have felt to be in London during the Great Fire.</p> <p>Participate in mime / drama to further understand the feelings and emotion generated by GFoL.</p> <p>Perform to an audience.</p>	 <p>Enquiry question What can we learn about events in the past from historical diaries?</p> <p>Outcomes</p> <p>Children will:</p> <p>Read some of Samuel Pepys diary</p> <p>Agree that historical diaries give us lots of information about life in their times.</p> <p>Create a feelings journal of Samuel Pepys - How he felt at the beginning, middle and end of the events</p>

<p>Art</p> <p>To draw lines, shapes and patterns using a variety of media.</p> <p>To create pictures linked to the topic/curriculum.</p>							<p>Introduce Andy Goldsworthy.</p> <p>Go and collect resources and make their own sculptures in the outdoor area.</p> <p>Make a colour wheel in outdoor learning</p> <p>Comment on artworks giving personal opinions and linking them to prior experiences.</p>	<p>Introduce Andy Goldsworthy.</p> <p>Go and collect resources and make their own sculptures in the outdoor area.</p> <p>Make a spiral in outdoor learning</p> <p>Explore ideas and collect visual information.</p> <ul style="list-style-type: none"> • Explore different methods and materials as ideas develop. • <p>Use a combination of shapes and materials to form a structure.</p>
<p>Design Technology</p>  		<p>IDEAs</p> <p>The pigs lived happily ever after - what might they have needed or wanted to have nearby to their homes? PLAYGROUND! let's build them something to play on! Visit the PPG equipment on the field, plus look at photos of other playground equipment to conduct IDEA activities</p> <p>LO - to relate the way things work to their intended purpose</p> <p>Lo - to how materials and components have been used, people's needs, and what other users say about them to collect and sort information</p>	<p>Focussed Tasks</p> <p>Show the children how to construct a square or rectangular frame using construction kit framework components. Show them how they could make the frames more stable and able to withstand greater loads eg by adding further kit parts or materials such as string or card, or by adding supports.</p> <p>LO - to assemble, join and combine materials and components together using a variety of temporary methods</p> <p>LO - to make their structures more stable and able to withstand greater loads</p> <p>LO - to recognise shapes and their application in simple structures</p>	<p>Designing and Making</p> <p>Discuss the intended user eg the little pigs, and the type of equipment that the user would like eg the playground could be either traditional, adventure style or based on a particular theme.</p> <p>LO - to draw on their own experience to help generate ideas</p> <p>LO - to use the appropriate vocabulary for naming and describing the equipment, materials and components they use</p> <p>LO - to make models which reflect their ideas.</p>  <p>I can name my work so that others know it belongs to me.</p>	<p>Evaluating</p> <p>Encourage the children to evaluate their own work and that of others in a positive manner. Is the equipment that you have made suitable for the intended user? Is the model stable? Is it fun to use?</p> <p>LO - to evaluate their products as they are developed, identifying strengths and possible changes they might make</p>	<p>Techniques for assembling freestanding structures</p>  		
<p>P.E</p> <p>DANCE heroes</p>	<p>LO: To explore movement ideas and respond imaginatively to a range of stimuli</p>	<p>LO: To show control in stopping and starting an action or pathway</p>	<p>LO: To show clear body shapes and use a variety of transitional movements</p>	<p>LO: To show awareness of a variety of levels.</p> <p>LO: To vary the speed of movements</p>	<p>LO: To improvise, create and select movement</p>	<p>LO: To repeat and link a range of actions with co-ordination</p>	<p>LO: To practise short sequences/ dance phrases, linking movements fluently</p>	

	LO: To move confidently and safely in their own space using changes of speed, level and direction	LO: To travel using long and short, curved and straight pathways						
BALL SKILLS	LO: To follow instructions To find space. To use space effectively	LO: To practise different ways of sending and receiving a ball.	LO: To perform basic catching skills.	LO: To show an awareness of the immediate space around our bodies whilst using a ball with accuracy.	LO: To perform basic actions with a ball using different body parts	LO: To use hands and feet to send and receive a ball.	LO: To hit a target with a ball.	
Music	Introductory lesson: Theme “all about me”	Pulse and rhythm: My favourite things Children learn how to feel the pulse in music and experiment with percussion instruments. Learning objective L.O: To use my voice and hands to make music.	Pulse and rhythm: You've got a friend Children learn to play rhythms on untuned percussion instruments to deepen their understanding of pulse and rhythm. Learning objective L.O: To clap and play in time to the music	Pulse and rhythm: Dance, dance, dance In this lesson, children develop their ‘thinking voice’ by internalising the pulse when listening to music. Learning objective L.O: To play simple rhythms on an instrument	Pulse and rhythm: Happy Using the 'call and response' method, pupils listen out for rhythms and then repeat them Learning objective L.O: To listen to and repeat short rhythmic patterns	Pulse and rhythm: Practice makes perfect After identifying the pulse in several songs, pupils practise performing either the pulse or rhythm to highlight the differences between the two Learning objective To understand the difference between pulse and rhythm	Consolidation	
PSHE	Settling into Year 1 Getting to know each other Learning classroom routines and growing in familiarity	JIGSAW Help others to feel welcome. I can feel special and safe in my classroom.	JIGSAW To make our school community a better place. My class- I understand the rights and responsibilities as a member of my class.	JIGSAW Think about everyone’s right to learn. I understand the rights and responsibilities for being a member of my class.	JIGSAW Care about other people’s feelings. I know that my views are valued, I am aware of rewards and how my actions can make me feel proud. I can recognise, online or offline, that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset. 	JIGSAW Work well with others. Consequences. I can recognise the choices I make and understand the consequences.	JIGSAW Owning our learning Charter. I understand my rights and responsibilities on our class learning charter.	JIGSAW PSHE assessment completion
Computing	Unit 1.1 Online safety and exploring Purple Mash LO: To log in safely LO: To introduce the chn to the idea of ‘ownership’ over their work. 	Unit 1.1 Online safety and exploring Purple Mash LO: To find saved work in the Online Work Area and find teacher comments. LO: To know how to search PM to find resources.	Unit 1.1 Online safety and exploring Purple Mash LO: To become familiar with – Types of resources available/ icons used in Topics Section LO: To start to add pictures and text to work.	Unit 1.1 Unit 1.1 Online safety and exploring Purple Mash LO: To explore the Tools section and icons used for Save, Print, Open, New. LO: To explore the Games section LO: To understand the importance of logging out when they have finished.	Online safety -Trusted Adult-Lesson 1 Identify trusted adults and ensure a trusted adult knows what they are doing online and inform them if online content makes them feel sad, scared or confused.	Online safety- Being kind online-Lesson 2 To log onto the PC using a unique username and password. Behave in a kind and considerate way to others in the real and virtual world.	Online safety- E-safety rules- Lesson 3 To log onto the PC using unique username and password. Understand that the internet is fun but just like there are rules in the real world to keep you safe there are rules for	consolidation

	<p><u>Online reputation</u></p> <p><i>I can recognise that information can stay online and could be copied.</i></p>  <p><u>Privacy and security</u></p> <p><i>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</i></p> <p><u>Privacy and security</u></p> <p><i>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</i></p> <p><i>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. I can explain that passwords are used to protect information, accounts and devices.</i></p>  <p><u>Copyright and ownership</u></p> <p><i>I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</i></p> <p><i>I can save my work so that others know it belongs to</i></p>	 <p>Online reputation I can recognise that information can stay online and could be copied.</p>  <p>Copyright and ownership I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy.</p>		 <p><u>Managing online information</u></p> <p><i>I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).</i></p>	 <p><u>Online reputation</u></p> <p><i>I can describe what information I should not put online without asking a trusted adult first.</i></p>  <p><u>Online relationships</u></p> <p><i>I can give examples of when I should ask permission to do something online and explain why this is important.</i></p>  <p><u>Managing online information</u></p> <p><i>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</i></p>  <p><u>Privacy and security</u></p> <p><i>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</i></p>		<p>keeping them safe in the online world.</p>  <p><u>Online reputation</u></p> <p><i>I can describe what information I should not put online without asking a trusted adult first.</i></p>  <p><u>Online bullying</u></p> <p><i>I can describe how to behave online in ways that do not upset others and can give examples.</i></p>	
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Sandal Primary School Medium Term Planning and Weekly Overview

	<p><i>me (e.g. filename, name on content).</i></p> <p><i>I understand that work created by others does not belong to me even if I save a copy.</i></p>							
<p>RE</p> <p>Which books and stories are special?</p> <p>2025 SUGGESTED LEARNING CONTENT: Pupils should talk about special and favourite books. Think about how we use and look after precious books. Read some stories with big moral themes such as fables, myths and legends. Ask questions about these stories and work creatively with them through art or drama. Learn about the Bible as a special book for Christians. Read the story of the Good Samaritan and talk about the message. Learn about the Torah as a special book for Jews. Talk about how it is read and understood. Read the story of the birth of Moses as an example of an important</p>	<p>NEW 2025 - SAME Why are books special? Which books are special to religious believers? How are special books treated?</p> <p>Adult to show a book which is special to them e.g. a photo album, a favourite book from childhood etc. Pupils can ask questions.</p> <p>Ask pupils which is their favourite book? What is it about? Why do you like it? How do you show that you care for it? Draw a picture of a special book and say why it is important to them. How is it looked after?</p> <p>Discuss how books are special for different people. e.g. a favourite story, a gift, passed down from a family member etc. Which books are special for believers? Show pictures of Bible, Qur'an and Torah scrolls and any others as appropriate. A special book for believers is called a holy book.</p>	<p>NEW 2025 -</p> <p>What are some of life's big questions?</p> <p>How do stories help answer questions?</p>	<p>NEW 2025 -</p> <p>How do we know that the Bible is a special book for Christians?</p>	<p>NEW 2025 -</p> <p>SAME How do we know that the Qur'an is a special book for Muslims?</p> <p>To show how important it is, Muslims keep it covered with a cloth when not in use and on the highest shelf – above all other books.</p> <p>If a Muslim is going to read the Qur'an he/she will first wash their hands and prepare their minds by saying a short prayer. The Qur'an will then be unwrapped and placed on a stand to be read – rather than putting it on the floor.</p> <p>The Qur'an is written in Arabic, which is written from right to left. The first page of the Qur'an is, therefore, at the back of the book.</p> <p>*Fold sheet into 4. in each quarter write or draw how Muslims prepare to read a special book;</p> <ul style="list-style-type: none"> - keep covered - high shelf - wash hands - use a special stand 	<p>NEW 2025 -</p> <p>How do we know the Guru Granth Sahib is a special book for Sikhs?</p>	<p>NEW 2025 -</p> <p>How do we know the Torah is a special book for Jewish people?</p>	<p>NEW 2025 -</p> <p>SAME What messages can we learn from special books?</p> <p>Think about all the stories that we have heard and read in this unit. Ask the children can they remember any of the morals to the stories. What were the big ideas e.g. care, love, forgiveness, honesty etc.? Can the children describe how these can apply to their time in school and at home? Use examples of playtime events to help them think about morals etc.</p> <p>Assessment idea: Ask the children to write a wish for a wish tree/ display on how we should live our lives based on the morals/ big ideas from the stories. How can we make them happen in our class/school/at home?</p>	



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ancient story still told by Jews today. Learn about the Qur'an as a special book for Muslims. Talk about how it is treated. Read the story of 'The Prophet and the ants' as an example of a story with a message. Learn about the Guru Granth Sahib as a special book for Sikhs. Talk about how it is treated at the Gurdwara. Read the story of 'The milk and the jasmine flower' as an example of a story with a message. Read some moral tales and parables and discuss how people learn from them and use them to answer life's big questions.								
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Year 1 challenges/ tuff tray/ tabletop activities:

- Phonics - sound it, make it, say it.
- English – tuff tray hidden letters.
- Finger gym/ funky fingers – split pin animals
- Creative – draw and label fruit
- Maths – I have fewer than 6 cubes, show me my cubes.
- Phonics - sound it, make it, say it.
- English – Write me a shopping list.
- Finger gym/ funky fingers – thread the beads on the pipe cleaner
- Creative – leaf pictures
- Maths – Can you match the numicon.
- Phonics - sound it, make it, say it.



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English – in autumn what do we see?

Finger gym/ funky fingers – roll the dice use the pincer groups to get the sticks.

Creative – window catchers

Maths – pegs and dinosaurs