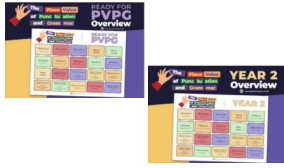
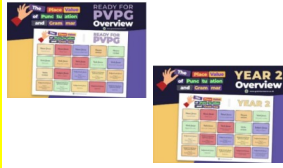


Key Stage 1—All About Me—Autumn 2025

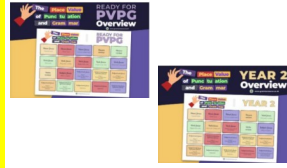
Week 1: (3 days)



Week 2:



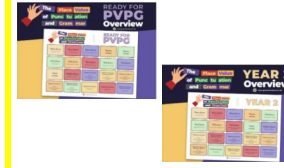
Week 3:



Week 4:



Week 5:



Week 6:



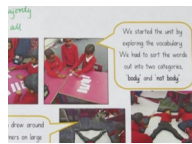
Week 7:



Session 1: Science: Assessment

LO: Assessment: Prior Knowledge.

The children will be given different vocabulary and they have to decide whether each word describes a body part or not.



Session 2: Science: Our Bodies

LO: I am learning to identify, name, draw and label basic parts of the human body, inclusive of ribs, hips, spine. **Reporting**

The children are going to use chalk to draw their bodies on the playground and label.



Session 3: Science: Matching Senses

LO: I am learning to describe which parts of the body are associated with each sense.

The children are going to learn about the different senses and match them to the correct body part.



Session 4: Science: Sound Walk

LO: I am learning to describe which parts of the body are associated with each sense. **Recording**

The children are going to go on a sound walk outside and discuss all the things they can hear. Children to listen to different sounds and guess what they are.



Session 5: Science: Smelly Pots

LO: I am learning to describe which parts of the body are associated with each sense. **Prediction/conclude**

The children are going to use their sense of smell to guess what is in each mystery smelly pot.



Session 6: Science: Crisp Experiment

LO: I am learning to describe which parts of the body are associated with each sense. **Prediction/conclude**

The children are going to use their sense of taste to try different crisps and guess the flavours.



Session 7: Geography: Our World

LO: I am learning to name and locate the world's seven continents and five oceans.

Children to label the seven continents and five oceans using Velcro dots on the globes. Children to then label these in their books.



Session 8: Geography: Where I live

LO: I am learning to name and locate the world's seven continents and five oceans.

Children to create Geographical zone circles (as shown) detailing their home, town, (Brandon) County (Suffolk) Country (UK) Children to draw an image on each circle, labelling the edge. Circles to be pre-cut.



Session 9: Geography: Fieldwork

LO: I am learning to use simple fieldwork and observational skills to study the geography of my school.

FIELDWORK: Exploring the school grounds looking at human and physical features. Creating display with learning from lesson.



Session 10: Geography: Digimaps

LO: I am learning to use aerial photographs to recognise different landmarks.

Children to have different zoomed in images across the school, plotted on a Digimap. They need to find the spot and figure out what the image is.



Session 11: Art/Forest—Outside Us

LO: I am learning to represent an idea of self using a range of materials found in the Forest Site.

The children will collect resources from our forest site to create a self-portrait.



Session 12: History: My Timeline

LO: I am learning about changes over time.

Children to have photocopies of photos/draw pictures of themselves to create a personal timeline. Discussion of changes over time.



Session 13: History of Forest School.

LO: I am learning to look at similarities and differences over a period of time. (Assembly)

Children comparing pictures of the School from the past until the modern day. To interview current staff who came to the School themselves.



Session 14: DT (Lesson 1)

Year 1: To find out the favourite fruits and vegetables in the class and present the data in a pictogram.

Year 2: To investigate a range of puppets and their features.



Session 15: DT (Lesson 2)

Year 1: To examine, taste and describe a variety of fruits and vegetables.

Year 2: To be able to work with fabric to create a finger puppet.



Session 16: DT: (Lesson 3)

Year 1: To find out how to handle and prepare a variety of fruits and vegetables.

Year 2: To develop and practise sewing skills.



Session 17: DT: (Lesson 4)

Year 1: To be able to design a recipe to include fruit and/or vegetables.

Year 2: To be able to design a glove puppet.



Session 18: DT: (Lesson 5/6)

Year 1: To be able to make and evaluate a food product based on a design.

Year 2: (X2) To be able to follow a design to make a puppet & To be able to evaluate a finished product.



PE: Getset4PE

Fundamentals

Sending and Receiving



Music: Charanga



Year 1: My Musical Heartbeat

Year 2: Pulse, Rhythm & Pitch

RE: Judaism.



Big Question 4: What do people believe is important? *teshuvah* Why do Jewish families talk about repentance at *New Year*?

PSHE:

Y1: (KSS) Baseline Assessment, Road Safety (KSH) Baseline Assessment, Washing Hands (REL) Baseline Assessment, Friendship
Y2: (KSS) Tying Shoelaces (KSH) Healthy Eating, Brushing Teeth (REL) Bullying, Body Language



Computing: Purple Mash

Year 1: Introduction to PM &

Creative Computing

Year 2: Route Explorers &

The internet



Immersion Days:



Year 1: Cave Baby: Cave paintings and elephant craft. Now Press Play: **Stone age.**

Year 2: Story Sack Fairy Tales + Porridge tasting. Now Press Play: **Goldilocks**