



Science

Intent: To know what the four different seasons are and how the weather changes as the seasons change.

SEQUENCE OF LESSONS

1. To identify how the weather changes across the seasons.
2. To identify events and activities that take place in different seasons.
3. To recognize how trees change across the four seasons.
4. To recognise that daylight hours change across the four seasons.
5. To observe changes across the four seasons.
6. To plan and carry out a weather report.

Key Vocabulary: deciduous tree, evergreen tree, season, weather

Impact: Children can say what happens in each season and how the weather changes.

Geography

Intent: To have an understanding of the country they live in and where it lies on the map using directional language.

SEQUENCE OF LESSONS

1. To identify the countries in the United Kingdom.
2. To identify features in the school grounds.
3. To use directional language to describe the location of features.
4. To recognise features from an aerial perspective.
5. To recognise the purpose of symbols on a map.
6. To recognise how different places on the school grounds make me feel.

Key Vocabulary: aerial photograph, aerial view, atlas, city, country, directional language, land, location, Map, north, ocean, position, place.

Impact: Children will be able to talk about the United Kingdom, their school and the locations of these.

Art

Intent: To explore colour mixing and understand what happens when they are mixed.

SEQUENCE OF LESSONS

1. To investigate how to mix secondary colours.
2. To apply knowledge of colour mixing when painting.
3. To explore colour when printing.
4. To experiment with paint mixing to make a range of secondary colours.
5. To apply their painting skills when working in the style of an artist.

Key Vocabulary: blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick.

Impact: Children will be able to say what happens when colours are mixed.

RE

Intent: To understand their interpretations of what different names for God tell people about what God does.

SEQUENCE OF LESSONS

1. To investigate different beliefs about God through exploring the 99 names of Allah.
2. To identify beliefs about special relationships with God from a Jewish story.
3. To describe what some people believe about God using Jewish scripture.
4. To describe what some people believe about God using Jewish scripture.
5. To understand what some Hindu's believe about God's different forms and Trimurti.

Key Vocabulary: Allah, belief, Believe, Brahman, Christian, Christian Bible, Creator, God, Hindu, Jewish, Miracle, Muslim, Old Testament, Qur'an, Scripture, Symbol, Tenak, Trimurti, Zoroastrian.

Impact: Children can talk about the different types of God's people believe in.

Year 1/2

Autumn 2025



PSHE

Intent: To explain what makes me special and different from others.

SEQUENCE OF LESSONS - Year 1

1. To know what makes me feel special and safe.
2. To understand my place in the class.
3. To know that I have rights and responsibilities.
4. To know why I receive rewards and what makes me feel proud.
5. To understand that my actions have consequences.
6. To understand we need to own our learning charter.

SEQUENCE OF LESSONS - Year 2

1. To think about my hopes and fears for the year.
2. To know that I have rights and responsibilities.
3. To understand that my actions have consequences.
4. To understand that I can gain rewards.
5. To acknowledge and respect the learning charter.
6. To understand we need to own our learning charter.

Key Vocabulary: special, safe, calm, rights, proud, upset, rewards, consequences.

Impact: Children can explain what makes them unique.

Computing

Intent: Children will know about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware.

SEQUENCE OF LESSONS

1. To learn the meaning of directional arrows and follow a simple sequence of instructions.
2. Programme a beebot and tinker with hardware.
3. Children learn how to give simple commands to a bee-bot.
4. Children follow an algorithm as part of an unplugged game and will debug a game.
5. Children programme a beebot and give simple commands. They will debug instructions.

Key Vocabulary: forward, back, backwards, right, left, arrow, direction, turn, straight on, directions, route, directions, Program, Algorithms, Sequence, Debug

Impact: Children can programme a beebot and know how to tinker with hardware.

PE

Intent: Children will learn to practice and become confident with different throwing skills.

SEQUENCE OF LESSONS

1. To master basic movements and practise the skill of rolling a ball.
2. To learn how to throw underarm.
3. To learn how to throw overarm.
4. To practise the skill of catching.
5. To practise the skill of bouncing a ball and catching a bounced ball.
6. To use and practise throwing and catching skills.
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Key Vocabulary: throw, overarm, underarm, bounce, catch.

Impact: Children will be able to throw the ball in different ways using different skills.

Music

Intent: Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.

SEQUENCE OF LESSONS

1. To understand how music can be used to represent an environment.
2. To understand how music can represent changes in an environment.
3. To explore using instruments, body and voice to create a seaside soundscape.
4. To identify how dynamics can reflect environments
5. To create and represent sounds using symbols.

Key Vocabulary: dynamics, instrument, seaside, soundscape, symbol, volume

Impact: children will be able to use a range of musical skills to represent the calm or stormy seas.