

Year Group – Year 1	Term – Autumn 1		
Name of Unit Overview – The World of Julia Donaldson 2026-27 		Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.
		Context, Big Questions and Wider World impact - What information do maps show? - What different ways can maps be used? - What vocabulary can we use to give directions? - What do different objects show on a map? How can we use a key? - What are human and physical features? - What does this story teach us? - What learning behaviours are important? - What makes us special and unique? - DT – designing a stick man and scarecrows	
Subject specific learning areas			
Science		Suggested journey of the unit	
Prior learning and where the objectives are revisited later in the year.	Key year group learning Can we.....? Do we know.....?		
Previous years (EYFS) - Explore the natural world around them, making observations: Caterpillar/Butterflies in Summer 2 and Mini Beast topic/trip to Wellington with a minibeast workshop. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate: - Make comments about what they have heard and ask questions to clarify their understanding: Revisit within this year	Can we...? - Observe things using simple equipment. - Identify and sort different things. - Collect and record data to help answer questions. Do we know...? - How to identify, name, draw and label the basic parts of the human body. - Which part of the body is associated with each sense.	Week 1 – Tiddler - Creating own fish to go on adventures - Discussing story language, using repeated phrases. - Simple sentence starters – I am... I went, I saw... - Using different media to create art. Week 2 – Sharing a shell: Kindness - PSHEC - If you had to live in a shell, would you share it? - Do you think it is important to share? - Is there a 'moral' to this story? Does it teach us anything?	
Humanities – History & Geography			

Prior learning and where the objectives are revisited later in the year. Previous years <u>Geography</u> - Explore the natural world around them, making observations: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps: - Use and understand recently introduced vocabulary during discussions: Revisit within this year <u>Geography</u> - Describing environments – built on by introducing key human and physical features. Introduction of positional and locational language.	Key year group learning Can we.....? Do we know.....? Geography Can we...? - Use basic geographical vocabulary to refer to human and physical features of landscapes - Identify human and physical features on a map - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Use simple compass directions and locational and directional language to describe the location of features and routes on a map - Create a simple map using basic symbols in a key. Do we know...? - What a map is used for and what it shows - What information a key needs to include and where it is located on a map – What the ladybird heard and Scarecrows wedding – map of the farm. - The names of different physical features that Zog might see (forest, hill, field mountain, river, pond soil, vegetation) - The names of different human features that Zog and Scarecrows might see (town, farm, house, shop, bridge, path) - How physical features are different from human features - What the four points on a compass are called (North, South, East, West) and how these can be used to give simple instructions	Think about people who help you. What do they do? What can you do to help them? Geography Investigating the impact of rubbish in the oceans – how could this be dangerous for sea life? Look on a map and find the location of your nearest beach. How would you get there? How long would the journey take? Art Design and make a new home for the three creatures to share. Week 3 – What the ladybird heard: Maps for the animals to mis-direct the thieves. Exploring how to create our own imaginary maps to show what the farm may look like. What information do we need to include on our map? What is a key? When and why might a key be useful? Using the locational and positional language we have been exploring children to create instructions for a friend to follow to stop the thieves on the farm.
Art and Design & Design Technology		
Prior learning and where the objectives are revisited later in the year. Previous years -Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. -Share their creations, explaining the process they have used: In Reception children created a wide range of art in free flow and focused activities. For example, children created art work linked to their mini beast topic and -Use a range of small tools, including scissors, paint brushes and cutlery - Safely use and explore a variety of materials: Throughout Reception children helped to	Key year group learning Can we....? - Use drawing, share ideas, and use our imagination to create an imaginary map of the land on the farm - Develop our initial ideas by improving our own designs in the draft stages - Evaluate our ideas by reflecting on what we would keep the same and what we do differently when making our own Stick Man and scarecrows - Creating rockets and planets using different media and materials Do we know? - How to hold a pencil and paintbrush in the correct way - How to use different materials to create texture and patterns - How to hold scissors correctly	Week 4 – Zog: Growth mindset and learning behaviours School report for Zog. What learning behaviours did he display? Applying it to ourselves. Maps – What human and physical features may Zog see while he is flying around? Week 5 – Stick Man: Material Testing

prepare a variety of different food linked to different topics being explored such as International Week. Revisit within this year -Use a range of tools to create our Colour Monster collages and our houses for the Three Little Pigs. -Sharing creations and explaining the processes that we used to create our fruit salads and houses. -Explore a variety of materials, tools and techniques to create our Harvest artwork and Colour Monster Collages.		Build stick people using twigs, pipe cleaners, elastic bands, or glue dots to test which fixings make the strongest joints. What materials are strong or weak? Children to design and make a Stick Man and test how strong they are. Evaluating their product – what would children keep the same? What would children change next time? Measurement & Ordering: Collect sticks of different lengths and order them from shortest to longest or compare heights. Counting: Use small sticks or twig bundles to practice number bonds and addition.
Computing and Technological Understanding		
Prior learning and where the objectives are revisited later in the year.	Key year group learning	Week 6 – Smeds and Smoos: Show racism the red card. Inclusivity and embracing differences
Previous years (EYFS) Revisit within this year Algorithms and debugging in Pirate Topic.	Can we...? - Create and debug simple programs for the Kubos to follow - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Do we know...? - What an algorithm is - What debug means - How to program Kubos to get him to move where we want him to go - How to debug program mistakes with Kubo to make him work	Explore how we are all different and what makes us unique. Activity – write 3 things that make you unique and special. Discuss acts of kindness and the ways this can be implemented around school, at home and within the community. Activity – complete a kindness cloud for your peers. Create a rocket that can fly Janet and Bill to another planet! What things would it need to be able to fly? Can you label and test them out? Can you create another planet that the Smeds and Smoos could live on? What will it look like? Week 7 – The Scarecrows wedding: Harvest Explore illustrations of Axel Sheffler – create own scarecrow. Fire Safety: leading up to fireworks night Because Reginald Rake accidentally starts a fire, use this as a gentle entry point to teach basic fire safety and the role of firefighters. Collaborative Scarecrows: Bring the story to life by building full-sized scarecrows for the

			classroom or school scarecrow walk. Children can bring in old clothes, stuff them with newspaper or straw, and practice tying knots or using simple tools. Farm Mapping: Draw a simple aerial map of the farmyard. Mark out the route Harry took to find the water, the snail's path, and where the wedding took place.
Vocabulary Oracy activities	✓ Geography Vocabulary – Physical and human features of land ✓ Art/ D.T Vocabulary – Collage, , Materials, Strong, Weak ✓ Partner work to give oral directions ✓ Partner/group discussion for exploration of Kubos (minimal adult intervention in this activity allows for investigative discussion amongst peers)	Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic? Trips/ Visits / Experiences	- Provision based activities including construction, problem solving, small world and art. Following the lead of the children and what they have found engaging and exciting. - Under the sea theme, Castles/Dragons, Space, Farm. -Creating own potions for Smeds and Smoos. -Making own stick man
Discrete subject learning focus areas			
Music	Introducing Beat – How can we make friends when we sing together?	RE	Christianity - Does God want Christians to look after the world? Exploring the Christian creation story and looking at how this influences the way Christians treat the planet.
PE	Fundamental movement skills: Coordination (footwork) and Static Balance (one leg)	PSHE	Relationships and Identity – To understand how to be a good friend and to identify people and places that make us feel safe and why this is.
Final quality products	- Imaginary Map based on what would be at the farm - Art and design creations	Home learning opportunities	- Suggested activities to support Julia Donaldson topic sent home via Seesaw – topic based grid? - Use Seesaw to offer daily, then twice-weekly messages as lots of parental concern surrounding the transition to Year 1 within this cohort. - Stick man and scarecrows wedding – Cardboard Day - Harvest Assembly - performances
Enriching our curriculum and personal development opportunities			
Prior opportunities	Experience	Learning to come from those activities	