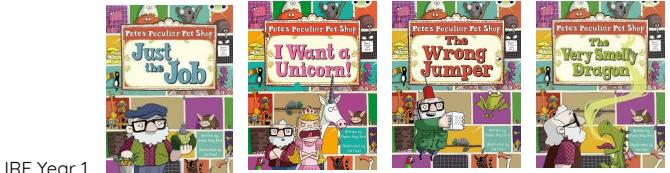
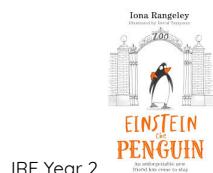


## Planning overview/sequential learning grid



IRE Year 1



IRE Year 2

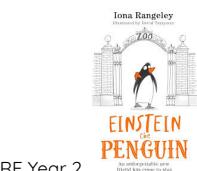
### Fur Feathers & Skin - Why do animals live in different places?

	01.09.25 4 day week	08.09.25 Northumberland - GPS	15.09.25 First Aid Week - PSHE	22.09.25 Assessment Week	29.09.25	06.10.25	13.10.25	20.10.25 ROA Day		03.11.25 4 day week Parents Evening	10.11.25 Friendship week/Anti Bullying Week - PSHE	17.11.25 Road Safety Week - PSHE	24.11.25 Assessment Week Parliament Weekend - PSHE	01.12.25	08.12.25 Christmas Play	15.12.25 Talent Show / Parties	
Literacy Y1	Labels and Captions	Labels and Captions	Labels and Captions	Labels and Captions	Phonics based sentence writing	Phonics based sentence writing	Phonics based sentence writing	Phonics based sentence writing		Phonics based descriptive writing	Phonics based descriptive writing	Phonics based descriptive writing	Poster	Poster	Poster	Independent writing	
Literacy Y2	Description	Description	Description	Narrative	Narrative	Narrative	Narrative	Independent write		Information text	Information text	Information text	Letter writing	Letter writing	Letter writing	Independent write	
Maths Y1	Number: Place Value	Number: Place Value	Number: Place Value	Number: Place Value	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction		Number: Addition and Subtraction	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	
Maths Y2	Number: Place Value	Number: Place Value	Number: Place Value	Number: Place Value	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction		Number: Addition and Subtraction	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	
Science	L.O. Identify and name a variety of common animals  Linked to The Most Important Animal of All  <b>Suggested outcome:</b> Children to identify and name animals. (Animal hunt)  Domestic Their own pets	L.O: Identify key features of animals in each named group.  LO: describe and compare the structure of a variety of common animals  <b>Suggested outcome:</b> Sorting animals between each of the animal groups. Compare structures of animals and explain why animals have their characteristics. Working in the hall with hoops and animals for children to sort in their own way before introducing animal groups i.e. fish, amphibians, reptiles, birds and mammals.	L.O: Identify and name animals that are carnivores, herbivores and omnivores  Classify animals according to what they eat  <b>Suggested outcome:</b> Group task to create a large poster each including the type of animal and what they eat. Y2 to include some characteristics (teeth type)	L.O: Identify animals in the local environment.  <b>Suggested outcome:</b> Visit to the school pond area  <b>Suggested outcome:</b> Picture of children exploring local wildlife and spotting different birds.		LO: Identify animal characteristics  <b>Suggested outcome:</b> Shoe box habitat. What does the animal need? Children can collect materials from outside.  Children create own small world based on what information they have found out.			L.O: identify, name, draw and label the basic parts of the human body  <b>Suggested outcome:</b> Label parts of the human body  <b>Suggested outcome:</b> Use of ICT & Comic Life	L.O: say which part of the body is associated with each sense  <b>Suggested outcome:</b> Investigation  <b>Suggested outcome:</b> Senses Instigation - taste, smell, touch, sight, hear		L.O say which part of the body is associated with each sense  <b>Suggested outcome:</b> Investigation  <b>Suggested outcome:</b> Senses Instigation - taste, smell, touch, sight, hear					
ICT																	
History		L.O. - To begin to use the library, the internet and other sources of research  <b>Suggested outcome:</b> Researching key		L.O. - To place known events and objects in chronological order (timeline).  L.O. To understand how to put people, events and objects in						L.O. - Compare photos or pictures of people or events from the past  <b>Suggested outcome:</b> QR code of the discussion of the comparison of modern and old photos, both in black and white				L.O. - To describe the differences between then and now.  <b>Suggested outcome:</b> Describe how one area of London Zoo have changed over time Link to previous lesson			

## Planning overview/sequential learning grid



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IRE Year 2

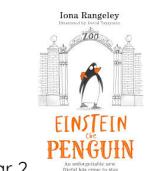
### Fur Feathers & Skin - Why do animals live in different places?

		questions e.g. When was the first zoo? When did London Zoo open? When did the Lions come to YWA? etc		order of when they happened. <a href="https://www.londonzoo.org/zoo-stories/history-of-london-zoo/time-travel">https://www.londonzoo.org/zoo-stories/history-of-london-zoo/time-travel</a>  <b>Suggested Outcome:</b> Picture timeline of London Zoo								and children pick one matching set of photos <a href="https://www.londonzoo.org/zoo-stories/history-of-london-zoo/lubekin-penguin-pool">https://www.londonzoo.org/zoo-stories/history-of-london-zoo/lubekin-penguin-pool</a>			
Geog				LO: - To follow directions (Up, down, left/right, forwards/backwards)  <b>Suggested Outcome:</b> Describe directions around the YWP		LO: - To draw a map of a real or imaginary place. (e.g. add detail to a sketch map from the aerial photograph)  LO To use own symbols on imaginary map.  <b>Suggested Outcome:</b> Drawing a map of a zoo using own symbols	LO: To name the five oceans.  Oceans song: <a href="https://www.youtube.com/watch?v=X6BE4VcYnaQ">https://www.youtube.com/watch?v=X6BE4VcYnaQ</a>  <b>Suggested outcome:</b> WOSCARs song	LO: To name and locate the world's seven continents and five oceans.  <b>Suggested outcome:</b> Using an atlas, identify and label continents and oceans.		LO: Make simple comparisons between features of different places.  <b>Suggested outcome:</b> Compare real habitats with those in YWP  Choose an area from the WP visit to contrast with.  Things to consider: Weather Animals Lakes and rivers					
DT/STEM				Children create their own small world based on the information they have found out.  Linked to Science.			<b>Research</b>	<b>Design</b>	<b>Skills</b>	<b>Make</b>	<b>Evaluate</b>				
Art		<b>LO:</b> Explore the work of an artist  <b>Suggested outcome:</b> Artist study of Pete Cromer	<b>LO:</b> To name the primary colours and start to mix a range of secondary colours  Y2 LO: build confidence in mixing colour shades and tones  <b>Medium -</b> powder paint  Begin in sketchbook - Colour wheel, mixing primary and secondary	<b>LO:</b> Use a suitable brush to produce marks appropriate work (e.g. small brush for small marks)  Y2 LO: build confidence in mixing colour shades and tones  <b>Medium -</b> powder paint  Begin in sketchbook - Colour wheel, mixing primary and secondary	<b>LO:</b> To plan and develop simple ideas using sketchbooks  <b>Medium -</b> Pencil  <b>Suggested outcome:</b> Animal design inspired by Pete Cromer  <a href="https://www.petecromer.com/product/pete-cromer-wildlife/">https://www.petecromer.com/product/pete-cromer-wildlife/</a>	<b>LO:</b> Begin to control the types of marks made  Y2 LO: begin to mix tones and shades  <b>Medium -</b> powder paint, sharpie  <b>Suggested outcome:</b> Final piece	<b>LO:</b> Evaluate my final piece, identifying changes I could make  Y2 LO: begin to mix tones and shades  <b>Medium -</b> powder paint, sharpie  <b>Suggested outcome:</b> Evaluation of their final piece using their own ideas and artist inspiration	<b>LO:</b> Explore a range of textiles.  Select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes.  <b>Suggested outcome:</b> Collage in sketchbooks	<b>LO:</b> Use a range of different fabrics and materials to create a collage  Y2 - LO: Use natural materials in collages  <b>Suggested outcome:</b> Collage in sketchbooks	<b>LO:</b> Use different materials to enhance techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.  <b>Suggested outcome:</b> Collage linked to animals science parts of the body.					

## Planning overview/sequential learning grid



IRE Year 1



IRE Year 2

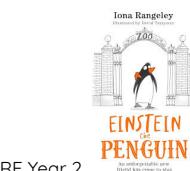
### Fur Feathers & Skin - Why do animals live in different places?

			colours <b>Suggested outcome:</b> Colour mixing wheel in sketchbooks and skills development using the colours mixed.												
PE		<b>Sending and receiving</b> LO: To roll a ball towards a target <a href="#">Link to lesson plan</a>  <b>Dance</b> LO: THEME: Exploring space and travel To remember, repeat and link actions. To explore space and simple movement patterns. <a href="#">Link to lesson plan</a>	<b>Sending and receiving</b> LO: To be able to track and receive a rolling ball. <a href="#">Link to lesson plan</a>  <b>Dance</b> LO: THEME: Actions and rhythms To create actions and accurately copy other's actions. <a href="#">Link to lesson plan</a>	<b>Sending and receiving</b> LO: To develop sending and receive a ball with your feet <a href="#">Link to lesson plan</a>  <b>Dance</b> LO: THEME: The Circus To perform in unison. To create interesting shapes with a partner. <a href="#">Link to lesson plan</a>	<b>Sending and receiving</b> LO: To develop throwing and catching skills <a href="#">Link to lesson plan</a>  <b>Dance</b> LO: THEME: The Rainforest To be able to mirror a partner. To work with a partner to create ideas. <a href="#">Link to lesson plan</a>	<b>Sending and receiving</b> LO: To develop throwing and catching skills <a href="#">Link to lesson plan</a>  <b>Dance</b> LO: THEME: The Rainforest To create actions in response to a stimulus. To copy and repeat actions. <a href="#">Link to lesson plan</a>	<b>Sending and receiving</b> LO: To send and receive a ball using a stick. <a href="#">Link to lesson plan</a>  <b>Dance</b> LO: THEME: The Rainforest To copy, create and perform actions in response to the stimulus. To use dynamics in the performance. <a href="#">Link to lesson plan</a>	<b>Football</b> LO: To develop dribbling towards a goal. To understand what being 'in possession' means. <a href="https://www.getset4pe.co.uk/lesson/ks1/invasion/3?years=1000">https://www.getset4pe.co.uk/lesson/ks1/invasion/3?years=1000</a>	<b>Football</b> LO: To develop passing to a teammate with your feet. To understand who to pass to and why when playing against a defender. <a href="https://www.getset4pe.co.uk/lesson/ks1/invasion/1?years=1000">https://www.getset4pe.co.uk/lesson/ks1/invasion/1?years=1000</a>	<b>Football</b> LO: To develop dribbling a ball with hands. To move towards a goal with the ball. <a href="https://www.getset4pe.co.uk/lesson/ks1/invasion/3?years=1000">https://www.getset4pe.co.uk/lesson/ks1/invasion/3?years=1000</a>	<b>Football</b> LO: To develop throwing to a teammate. To support a teammate when in possession. <a href="https://www.getset4pe.co.uk/lesson/ks1/invasion/4?years=1000">https://www.getset4pe.co.uk/lesson/ks1/invasion/4?years=1000</a>	<b>Football</b> LO: To move into space showing an awareness of defenders. <a href="https://www.getset4pe.co.uk/lesson/ks1/invasion/5?years=1000">https://www.getset4pe.co.uk/lesson/ks1/invasion/5?years=1000</a>			
Music Y2	L.O. To perform the pulse as a steady beat led by an adult  L.O. To use voice in different ways, including singing voice  <b>Suggested outcome -</b> Singing Chop Chop together using lycra or scrunchie band to perform the pulse  Can you use your ____ voice activity		L.O. To perform the pulse as a steady beat led by an adult  L.O. To pitch match with others  <b>Suggested outcome -</b> Singing Cherry Pie together using lycra or scrunchie band to perform the pulse  Singing "hello everyone" back to the teacher	L.O. To perform the pulse as a steady beat led by an adult  L.O. To pitch match with others  <b>Suggested outcome -</b> Singing Row Children Row together using lycra or scrunchie band to perform the pulse  Singing "hello everyone" at different pitches		L.O. To perform the pulse as a steady beat with a partner  L.O. To pitch match with others  <b>Suggested outcome -</b> Chant Lemon lime while performing clapping actions to the pulse with a partner  Play "hello everyone" game changing pitch from the last person to sing	L.O. To perform the pulse independently with upper body while singing  L.O. To show higher and lower pitches with whole body movement  <b>Suggested outcome -</b> Use thinking voice to sing and chant previous songs while performing pulse actions  Sing high low with parachute	L.O. To perform the pulse independently with upper body while singing  L.O. To show higher and lower pitches with whole body movement  <b>Suggested outcome -</b> Play the Jack be nimble game  Sing known songs with two pitches, playing their associated games and then showing pitch with parachute	L.O. To perform the pulse independently with upper body while singing  L.O. To pitch match individually  <b>Suggested outcome -</b> Play Jack be nimble and other songs, putting parts into thinking voice  Doggie doggie game	L.O. To perform the pulse independently with upper body while singing  L.O. To pitch match individually  <b>Suggested outcome -</b> Sing a song and perform pulse actions accurately with eyes closed  Copy cat game	L.O. To identify and perform the pulse of a song while singing  L.O. To pitch match individually  <b>Suggested outcome -</b> Sing a song and perform pulse actions accurately with eyes closed  IF READY - Present "pulse"	L.O. To identify and perform the pulse of a song while singing  L.O. To sing and recognise the pitches "high and low"  <b>Suggested outcome -</b> Sing known songs while tapping the pulse on heart cards  Copy back patterns of "high" and "low", while pointing fingers high and low to match	L.O. To identify and perform the pulse of a song while singing  L.O. To sing and recognise the pitches "so and mi"  <b>Suggested outcome -</b> Sing known songs, performing the pulse in different ways including heart cards  Use the chant "feet feet" to practise moving lower body to the pulse		
Music Y1	L.O. To perform the pulse as a steady beat led by an adult		L.O. To perform the pulse as a steady beat led by an adult	L.O. To perform the pulse as a steady beat led by an adult		L.O. To perform the pulse as a steady beat with a partner	L.O. To perform the pulse independently with upper body while singing	L.O. To perform the pulse independently with upper body while singing	L.O. To perform the pulse independently with upper body while singing	L.O. To perform the pulse independently with upper body while singing	L.O. To perform the pulse independently with upper body while singing	L.O. To identify and perform the pulse of a song while singing			

## Planning overview/sequential learning grid



IRE Year 1

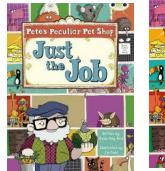


IRE Year 2

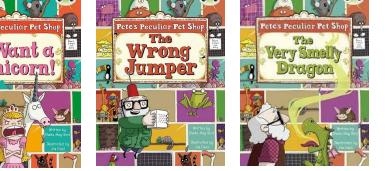
### Fur Feathers & Skin - Why do animals live in different places?

	L.O. To use voice in different ways, including singing voice  <b>Suggested outcome</b> - Singing Chop Chop together using lycra or scrunchie band to perform the pulse  Can you use your ___ voice activity		L.O. To pitch match with others  <b>Suggested outcome</b> - Singing Cherry Pie together using lycra or scrunchie band to perform the pulse  Singing "hello everyone" back to the teacher	L.O. To pitch match with others  <b>Suggested outcome</b> - Singing Row Children Row together using lycra or scrunchie band to perform the pulse	L.O. To pitch match with others  <b>Suggested outcome</b> - Singing Row Children Row together using lycra or scrunchie band to perform the pulse	L.O. To pitch match with others  <b>Suggested outcome</b> - Singing Row Children Row together using lycra or scrunchie band to perform the pulse	L.O. To pitch match with others  <b>Suggested outcome</b> - Singing Row Children Row together using lycra or scrunchie band to perform the pulse	L.O. To pitch match with others  <b>Suggested outcome</b> - Singing Row Children Row together using lycra or scrunchie band to perform the pulse	L.O. To pitch match with others  <b>Suggested outcome</b> - Singing Row Children Row together using lycra or scrunchie band to perform the pulse	L.O. To pitch match with others  <b>Suggested outcome</b> - Singing Row Children Row together using lycra or scrunchie band to perform the pulse	L.O. To pitch match with others  <b>Suggested outcome</b> - Singing Row Children Row together using lycra or scrunchie band to perform the pulse	L.O. To pitch match with others  <b>Suggested outcome</b> - Singing Row Children Row together using lycra or scrunchie band to perform the pulse	L.O. To pitch match with others  <b>Suggested outcome</b> - Singing Row Children Row together using lycra or scrunchie band to perform the pulse	L.O. To pitch match with others  <b>Suggested outcome</b> - Singing Row Children Row together using lycra or scrunchie band to perform the pulse	
MFL	<b>LO:</b> To count to 20 in French  <b>Suggested outcome:</b> Song / orally count to 20		<b>LO:</b> To name pets in French  <b>Suggested outcome:</b> Labelled picture		<b>LO:</b> To explain which pets we have in French  <b>Suggested outcome:</b> Photo from home with pets, speech bubble with written sentence explaining which pets they have.			<b>LO:</b> To explain which pets we would like in French  <b>Suggested outcome:</b> Picture of animal they would like - speech bubble with written sentence explaining which pets they		<b>LO:</b> To name zoo animals in French  <b>Suggested outcome:</b> Video / Labelled picture Leaflet using ICT					
RE	L.O. To consider for themselves what / who is important in their lives.  Literacy link to text Dogger  <b>Suggested outcome:</b> Children to have a picture of a heart and to draw and label who are the most important to them.  (SACRE 2.1 Belonging to a community: Where do Jews and Christians belong? Where do I belong?)		To begin to learn about belonging to a Jewish family  <b>Suggested outcome:</b> Discussing their own special moments linked to own family (bring photos or items in)  (SACRE 2.1 Belonging to a community: Where do Jews and Christians belong? Where do I belong?)	L.O To learn about some details of how a baby belongs to Christianity  <b>Suggested outcome:</b> role play baptism  (SACRE 2.1 Belonging to a community: Where do Jews and Christians belong? Where do I belong?)				L.O: To recognise that some questions are so big they are mysterious.  <b>Suggested outcome:</b> Pic Collage of big questions  Y2 - To have a go at answering questions with peers  SACRE 2.2 How do we say 'thank you' for a beautiful world? Christians, creation and thanksgiving)  Links to senses - science		L.O: To be able to name and recognise some features of Harvest Festival Celebrations  <b>Suggested outcome:</b> To order the six features of a Christian Harvest Festival. Choose one and discuss why that would be most important to Christians.  SACRE 2.2 How do we say 'thank you' for a beautiful world? Christians, creation and thanksgiving)		L.O: To recognise some achievements and the emotions and feelings associated with achievements  <b>Suggested outcome:</b> Circle time - sharing achievements WROSCARS - Proud song/video  SACRE 2.2 How do we say 'thank you' for a beautiful world? Christians, creation and thanksgiving)  Link to ROA and PSHE			

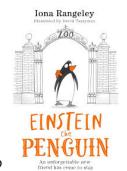
## Planning overview/sequential learning grid



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IRE Year 2



### Fur Feathers & Skin - Why do animals live in different places?

<b>Year 1</b> <b>PSHE/ RHE</b> <span style="color: orange;">P...</span>	<b>Rules</b> (KAPOW L1)  <b>LO:</b> To recognise the importance of rules.  <b>Suggested outcome:</b> Classroom rules/ charter	<b>Willow Tree ...</b> <b>Making an emergency call</b> (KAPOW L4)  <b>Allergies</b> (KAPOW L7)  *See KAPOW and WTA First aid slides*	<b>Hand washing and personal hygiene</b> (KAPOW L5)  <b>LO:</b> To begin to understand how germs are spread and how we can stop them spreading.  <b>Suggested outcome:</b> Handwashing comic strip Instructional writing Why do we wash hands? poster	<b>Ready for bed</b> (KAPOW L3)  <b>LO:</b> To understand the benefits of physical activity and rest.  <b>Suggested outcome:</b> Bedroom design - including objects which support sleep Bedtime routine cards	<b>Similar, yet different</b> (KAPOW L4)  <b>LO:</b> To begin to recognise ways in which we are both the same as and different from other people.  <b>Suggested outcome:</b> Labelled diagram Whole class sorting game - physical Boys/girls Religions Age Eye colour Hair colour PicCollage	<b>Understanding my emotions</b> (KAPOW L1)  <b>LO:</b> To describe feelings and develop simple strategies for managing them.  <b>Suggested outcome:</b> Super mood movers BBC - video  *same/ similar outcomes to Year 2*	<b>Gender Stereotypes</b> (KAPOW L7)  <b>LO:</b> To begin to understand what is meant by a stereotype.  <b>Suggested outcome:</b> KAPOW activities
<b>Year 2</b> <b>PSHE/ RHE</b> <span style="color: orange;">P...</span>	<b>Rules beyond school</b> (KAPOW L1)  <b>LO:</b> Recognise the importance of rules.  <b>Suggested outcome:</b> Classroom rules/ charter	<b>School council</b> (KAPOW L6)  <b>Willow Tree ...</b> <b>Staying safe with medicine</b> (KAPOW L9)  <b>LO:</b> To begin to recognise how democracy works in school.  <b>Suggested outcome:</b> Voting slips and ballot papers	<b>Willow Tree ...</b> <b>Looking after our teeth</b> (KAPOW L7)  <b>LO:</b> To understand ways of looking after our teeth.  <b>Suggested outcome:</b> Medicine safety poster Pharmacy role play matching - PicCollage Scenarios learning	<b>Healthy diet</b> (KAPOW L6)  <b>LO:</b> To understand what it means to have a healthy diet.  <b>Suggested outcome:</b> Comparing plates Healthy eating plate Meal planner Healthy eating poster	<b>Road safety</b> (KAPOW L7/8)  <b>LO:</b> To understand ways to keep safe on and near roads.  <b>Suggested outcome:</b> Group presentation Class presentation for the senior leaders - video / captioned drawings or photos of changes they want to make in school	<b>Giving my opinion</b> (KAPOW L7)  <b>LO:</b> To share and justify opinions  <b>Suggested outcome:</b> Feelings flashcards Body mapping on wallpaper Inside out emotions "When I feel... I can..."	<b>Experiencing different emotions</b> (KAPOW L1)  <b>LO:</b> Describe a range of feelings and develop simple strategies for managing them.  <b>Suggested outcome:</b> Photos Access to dojo growth mindset stories Responses to scenarios
<b>P4C</b>	<b>LO:</b> To establish rules of a P4C session  <b>Suggested outcome:</b> P4C rules	<b>Stimulus - Image of pet/ animal in a cage.</b>	<b>LO:</b> To participate in discussion and respond to others.  <b>Suggested outcome:</b> List of questions generated as a group.	<b>LO:</b> To ask and answer questions.  <b>Suggested outcome:</b> Response to questions	<b>Academy P4C</b>		