



Spring2 Overview 2025-2026

Year 1

Week	1	2	3	4	5	6
	23.2.26	2.3.26	9.3.26	16.3.26	23.3.26	30.3.26
History How have toys changed?	<p>WALT: Talk about a favourite toy.</p> <p>WILF: I can explain what my favourite toy is and why. I can recall my past when talking about my favourite toy. I can use words relating to time.</p> <p>Resources: Presentation: What is a memory? Presentation: My favourite toy. Presentation: Sam's toy timeline. A favourite toy brought in by each child. Activity: My favourite toy</p>	<p>WALT: Find out what toys our parents and grandparents played with.</p> <p>WILF: I can ask questions about the past. I can compare the past to the present.</p> <p>Resources: Visitors A4 white paper</p>	<p>WALT: Investigate what toys were like up to 100 years ago.</p> <p>WILF: I can sort and sequence artefacts from different time periods. I can use words relating to the passing of time. I can ask and answer questions about artefacts.</p> <p>Resources: Presentation: Toys in the past. Optional: A selection of at least six toys, including a toy from 100 years ago, toys from the 1950s–1980s. Recording devices</p>	<p>WALT: Compare toys from the past with modern toys.</p> <p>WILF: I can identify similar toys from different periods. I can identify differences between toys.</p> <p>Resources: Presentation: Similarities and differences. Presentation: Questions. Optional: A selection of six toys – three old toys from the last 100 years and three comparable modern toys, e.g. a wooden train from the 1920s and a modern plastic toy train. Sticky notes. Two hoops. Three labels or sticky notes with 'Past', 'Now' and 'Both' written. Activity: Toy comparison</p>	<p>WALT: Investigate how teddy bears have changed over time.</p> <p>WILF: I can identify changes between teddy bears from the present and 100 years ago. I can identify similarities between teddy bears from the present and 100 years ago. I can explain why teddy bears have been a popular toy for over 100 years.</p> <p>Resources: Presentation: Teddy bears. Optional: A selection of teddy bears brought in from home. Optional: An older teddy bear</p>	<p>WALT: Know how toys have changed over time.</p> <p>WILF: I can identify toys that children play with now. I can identify toys that children played with in the past. I can describe ways in which some toys have changed over time.</p> <p>Resources: Presentation: Toy museum. A selection of toys. Activity: Toy museum.</p>
Science Animals: Sensitive Bodies	<p>WALT: Identify and group animals.</p> <p>WILF: I can name animals. I can identify the features of animals.</p>	<p>WALT: Describe a variety of animals.</p> <p>WILF: I can recall animal groups and what they have in common.</p>	<p>WALT: Compare the features of animals.</p> <p>WILF: I can recognise similarities.</p>	<p>WALT: Knowledge To identify animals that are carnivores, herbivores and omnivores. Working scientifically</p>	<p>WALT: Knowledge To recognise animals that make suitable pets. Working scientifically To gather and record data</p>	<p>WALT: Knowledge To describe and compare the structure of animals. Science in action</p>



	<p>I can group animals based on their similarities and differences.</p> <p>Resources: Presentation: Animal groups. 5 PE hoops. Animal group labels. Resource: Animal picture cards. Resource: Super Science skills poster.</p>	<p>I can name animal body parts. I can recognise differences in animals.</p> <p>Resources: Presentation: Describing animals. Presentation: What am I? Resource: Teach me, tell cards</p>	<p>I can sort animals and choose appropriate group labels. I can identify differences between animals in the same group.</p> <p>Resources: Presentation: Animal body parts. Presentation: Comparing animals. Sticky notes. Activity: Comparing animal</p>	<p>To research using non-fiction texts.</p> <p>WILF: Knowledge I can recall what carnivores, herbivores and omnivores eat. I can sort animals into groups according to what they eat. Working scientifically I can use a non-fiction text to find out what animals eat.</p> <p>Resources: Presentation: What do they eat? Presentation: Animal diets. Presentation: Guess the animals. Resource: Animal diet facts. Activity: What do they eat?</p>	<p>to help in answering questions.</p> <p>WILF: Knowledge I can recall how to care for a pet. Working scientifically I can respond to suggestions about how to collect data. I can record data in a block chart.</p> <p>Resources: Presentation: Types of pets. Presentation: Class question. Connecting cubes in at least five different colours. Activity: How many of each pet are in our class?</p>	<p>To know about famous scientists throughout history.</p> <p>WILF: Knowledge I can recognise similarities and differences between humans and chimpanzees. Science in action I can recall a famous scientist. I can recall how Jane Goodall gathered data. I can describe Jane Goodall's findings.</p> <p>Resources: Presentation: Jane Goodall. Activity: Observing chimpanzees. Activity: Knowledge catcher.</p>
<p>D&T Textiles: Puppets</p>	<p>WALT: Join fabrics together using different methods.</p> <p>WILF: I can remember that different techniques may be used to join fabrics for different purposes. I can join fabric by pinning, stapling or glueing. I can remember that different techniques may be used to join fabrics for different purposes. I can join fabric by pinning, stapling or glueing.</p> <p>Resources: Little Red Riding Hood storybook.</p>	<p>WALT: Use a template to create my design.</p> <p>WILF: I can design a puppet using a template. I can use a template to cut out my puppet.</p> <p>Resources: The list of main characters and their appearance. Safety pins. Coloured pencils. Felt or other fabric. Scissors. Puppet design sheet and template.</p>	<p>WALT: Use a template to create my design.</p> <p>WILF: I can design a puppet using a template. I can use a template to cut out my puppet.</p> <p>Resources: The list of main characters and their appearance. Safety pins. Coloured pencils. Felt or other fabric. Scissors. Puppet design sheet and template</p>	<p>WALT: Join two fabrics together accurately.</p> <p>WILF: I can join fabrics together. I can align two pieces of fabric. I can use a template. I can fit my hand into my puppet.</p> <p>Resources: Safety pins. Staplers and staples. Fabric glue or PVA. Glue pots and spreaders. Chalk or pens to mark the fabric. Pegs, clips or weights. The children's puppet design sheets.</p>	<p>WALT: Embellish my design using joining methods.</p> <p>WILF: I can use joining methods to decorate my puppet. I can still put my hand into the puppet after it is decorated. I can evaluate my own and others' work.</p> <p>Resources: Things for the children to decorate their puppets or requested items, such as wool for hair, buttons for eyes, bits of fabric for noses and mouths, ribbons for clothes, etc. Safety pins.</p>	<p>WALT: To evaluate and improve artwork.</p> <p>WILF: I can say what I like or don't like about artwork. I can talk about how I could improve my work. I can choose which materials and tools to use.</p> <p>Resources: see previous lesson/depending on what is not complete.</p>



	Glove, mitten and hand puppet examples. Fabric scraps. Safety pins. Staplers and staples. Fabric glue or PVA Glue pots and spreaders. Pegs, clips or weights.				Staplers and staples. Fabric glue or PVA. Glue pots and spreaders. Chalk, pencil or pen.	
Music Sound Patterns: Fairytales	<p>WALT: Identify high and low pitched sounds.</p> <p>WILF: I can recognise high- and low-pitched sounds. I can create a high- and low-pitched sound.</p> <p>Resources: Presentation: Pitch. Audio: Superheroes.</p>	<p>WALT: Explore pitch by creating two-pitch patterns.</p> <p>WILF: I can make two sounds with different pitches. I can create a pattern using two different pitches. I can play or sing a pattern with two different pitches.</p> <p>Resources: Presentation: Vertical Glockenspiel. Audio: Superhero theme. Tuned percussion instruments, ideally glockenspiels.</p>	<p>WALT: Demonstrate tempo changes.</p> <p>WILF: I can recognise fast and slow music. I can perform fast and slow music.</p> <p>Resources: Presentation: Odd one out. Audio: Speed change. Tuned percussion instruments, ideally glockenspiels.</p>	<p>WALT: Create a superhero theme tune with a variety in tempo and pitch.</p> <p>WILF: I can use fast and slow sounds. I can use high and low sounds. I can perform as part of a group. I can create a theme that fits a purpose.</p> <p>Resources: Audio: Superhero. Audio: Teacher girl. A device for recording. Tuned percussion instruments, ideally glockenspiels.</p>	<p>WALT: Perform a piece of superhero music showing a change of pitch and tempo.</p> <p>WILF: I can talk about music using the words fast and slow, high and low. I can work in a group to perform a superhero theme tune.</p> <p>Resources: Audio: Superhero music. Tuned percussion instruments, ideally glockenspiels.</p>	<p>WALT: Perform a piece of superhero music showing a change of pitch and tempo.</p> <p>WILF: I can talk about music using the words fast and slow, high and low. I can work in a group to perform a superhero theme tune.</p> <p>Resources: Audio: Superhero music. Tuned percussion instruments, ideally glockenspiels.</p>
R.E What does it mean to belong to a faith community?	<p>WALT: Do we all belong to something?</p> <p>WILF: Understand that we all belong to something and belonging is an important part of our lives.; Understand that religious people have signs we can notice about the fact that they belong to a religion.</p>	<p>WALT: How do Christians show they belong?</p> <p>WILF: Describe what Christians believe about God caring for them. Find out more about Christian signs of belonging.</p>	<p>WALT: How do Muslims know that they belong?</p> <p>WILF: Describe what a story about the prophet shows about belonging to the Muslim community Find out more about how calligraphy shows what is important to Muslims.</p>	<p>WALT: How do Jewish people show they belong together as a community?</p> <p>WILF: Describe what happens at Shabbat Give simple reasons for why Jewish people get together every Friday to spend special time together They share challah bread as a sign of being together.</p>	<p>WALT: How do Christians welcome a new baby? How do Muslims welcome a new baby?</p> <p>WILF: Think of reasons why many Christian families baptise their babies Look for similarities and differences between two different baptisms Find out more about welcoming ceremonies in Islam. Look for similarities and differences</p>	<p>WALT: Do we all belong to something?</p> <p>WILF: Understand that we all belong to something and belonging is an important part of our lives.; Understand that religious people have signs we can notice about the fact that they belong to a religion.</p>



					between baptism in Christianity and belonging ceremonies in Islam.	
P.E Indoor Team Building	<p>WALT: Co-operate with a partner to complete challenges.</p> <p>WILF: Listen to each other and share ideas.</p> <p>Resources: 15 playground balls</p>	<p>WALT: Explore and develop working as a team.</p> <p>WILF: Communicate with others; listen to the instructions carefully.</p> <p>Resources: 4 cones, 6 hoops, 1 parachute, 1 playground ball</p>	<p>WALT: Develop talking, listening and sharing skills.</p> <p>WILF: Listen carefully to your partner's instructions; use clear, short instructions.</p> <p>Resources: 15 blindfolds, 50 cones, 8 hoops</p>	<p>WALT: Use speaking and listening skills to lead a partner.</p> <p>WILF: Include everyone in your group; listen to the instructions that your leader is giving; use short instructions to help your partner and group.</p> <p>Resources: 30 beanbags, 30 cones, 8 hoops, 8 skipping ropes</p>	<p>WALT: Plan with a partner and small group to complete challenges.</p> <p>WILF: Listen to each other's ideas; work together to make decisions</p> <p>Resources: 20 beanbags, 30 cones, 30 hoops</p>	<p>WALT: Use talking, listening and sharing skills to complete challenges.</p> <p>WILF: Listen to each other's ideas before making a plan.</p> <p>Resources: 8 balloons, 50 cones, 8 tennis rackets</p>
P.E. Outdoor Sending and Receiving	<p>WALT: Develop rolling and throwing a ball towards a target.</p> <p>WILF: Bend down low, opposite foot to the arm you release with steps forward. Finish with your hand where you want the ball to go.</p> <p>Resources: 5 Buckets. 30 Cones. 30 Balls. Hoops.</p>	<p>WALT: Develop receiving a rolling ball and tracking skills.</p> <p>WILF: Check the receiver is looking at you before passing. Move from the ready position to track the ball. Watch the ball and get your body behind it by moving your feet as it comes towards you.</p> <p>Resources: 30 Cones. 7 Hoops. 15 Balls.</p>	<p>WALT: send and receive a ball with your feet.</p> <p>WILF: Place your foot behind the ball to cushion it. Watch the ball as it comes towards you.</p> <p>Resources: 30 Cones. 15 Balls.</p>	<p>WALT: Develop throwing and catching skills over a short distance.</p> <p>WILF: Check the receiver is looking at you before passing. Use two hands and wide feet to catch the ball. Watch the ball as it comes towards you.</p> <p>Resources: 30 Base Stations. 15 Balls.</p>	<p>WALT: Develop throwing and catching skills over a longer distance.</p> <p>WILF: Let go of the ball when your hand is pointing at the target. Use two hands and wide fingers to catch the ball.</p> <p>Resources: 60 Cones. 15 Balls. Beanbags.</p>	<p>WALT: Apply sending and receiving skills to small games.</p> <p>WILF: After you have passed the ball move to a new space.</p> <p>Resources: 30 Cones. 15 Playground Balls. Tennis Rackets.</p>
Computing Programming: Bee-Bots	<p>WALT: create clear instructions to give directions.</p> <p>WILF: I can explain that robots can only do what they are programmed to do. I can use simple</p>	<p>WALT: Explore commands through Bee-Bots.</p> <p>WILF: I can explain what each button on the Bee-Bot does. I can use Bee-Bot</p>	<p>WALT: Program a robot using instructions.</p> <p>WILF: I can break down a task into steps. I can program a Bee-Bot to complete a task.</p>	<p>WALT: Create instructions to solve problems.</p> <p>WILF: I can create a maze for a Bee-Bot to move through. I can check that my maze can be solved by programming the Bee-Bot.</p>	<p>WALT: Identify and correct errors in instructions.</p> <p>WILF: I can check instructions to see if they work. I can spot any errors in instructions.</p>	



	<p>commands to create instructions. I can carry out instructions.</p> <p>Resources: Presentation: Pupil robot commands. Presentation: Is this a robot? A large space, such as a hall. Bee-Bots.</p>	<p>commands to create a set of instructions. I can check and correct instructions.</p> <p>Resources: Presentation: Bee-Bot buttons. Presentation: Bee-Bot challenges. Bee-Bots. Activity: Bee-Bot challenges.</p>	<p>I can check and correct instructions.</p> <p>Resources: Presentation: Bee-Bot maze. Bee-Bots. Equipment to build a Bee-Bot maze, such as building blocks, connecting cubes.</p>	<p>I can change my maze if it cannot be solved.</p> <p>Resources: Presentation: Bee-Bot maze maker. Presentation: Bee-Bot problems. Equipment to build a Bee-Bot maze, such as building blocks, connecting cubes.</p>	<p>I can fix errors so instructions work properly.</p> <p>Resources: Presentation: Fixing errors. Books or other rectangular-shaped objects. Colouring pencil.</p>	
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