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| Writing Units<br><br>Literacy Tree | Outside Inside<br><br>Where the Wild Things Are<br>Maurice Sendak<br><br>Anansi the spider<br>Gerald McDermott<br><br>Read individual letters by saying the sounds for them. Ascribe meaning to their marks. Begin to write their name and letters that they have learnt during phonics. Begin to hear and write some initial sounds in words. | Knowing Yourself<br><br>Look up!<br>Nathan Bryon and<br>Dapo Adeola<br><br>Ning and the Night<br>Spirits<br>Adriena Fong<br><br>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Write their name using recognisable letters with most of the letters formed correctly. Hear and write the initial sounds in words. Begin to stretch words to hear and write more sounds and CVC words. | Talents & powers<br><br>The Magic Paintbrush<br>Julia Donaldson and Joel Stewart<br><br>Super Milly and the Super School Day Stephanie Clarkson<br><br>Recognise some digraphs and trigraphs and use them in their reading and writing. Read a few common exception words matched to the school's phonic programme. To write their name accurately. To hear and write dominant sounds in words. Begin to write labels and captions. | Sowing a seed<br><br>The Tiny Seed<br>Eric Carle<br><br>The Extraordinary<br>Gardener Sam Boughton<br><br>Read simple phrases and sentences made up of words with known grapheme–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. To develop their writing skills to write labels, captions and sentences. | Celebrating self<br><br>My Shadow is Pink<br>Scott Stuart<br><br>So Much<br>Trish Cooke and Helen Oxenbury<br><br>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. To develop their writing skills to write labels, captions and sentences with increasing independence. Begin to use the handwriting lines where appropriate. | Family & friends<br><br>Hairy Maclary from Donaldson's Dairy<br>Lynley Dodd<br><br>Izzy Gizmo<br>Pip Jones<br><br>To develop their writing skills to write labels, captions and sentences independently. Begin to use Capital letters at the beginning of the sentence and a full stop at the end. Re-read what they have written to check that it makes sense. |
| Project Title | Senses Superheroes | Science Sparks | Mystery Museum Curators | Wacky Weather Watchers | Pet Detectives | Travelling Explorers |
| | Theme: Exploring the 5 Senses<br>Project Overview:<br>Children become superheroes, using their senses to solve quirky missions.<br>Key Texts: "Listen" by Gabi Snyder & Stephanie Graegin and Pants by Giles Andreae<br><br>Learning Opportunities:<br><br>Investigate how our senses help us: Encourage children to notice and describe what they see, hear, smell, touch, and taste as they move through different areas or tasks.<br>Problem-solve using senses: Set up scenarios where children use their senses to identify objects or solve "superhero missions" (e.g., "How can you tell which cup has lemon juice without | Theme: Science and Discovery<br>Project Overview:<br>Children become "mini mad scientists" for the half-term, exploring the world through weird and wonderful experiments.<br>Key Texts: Ada Twist, Scientist by Andrea Beaty and "Cece Loves Science" by Kimberly Derting & Shelli R. Johannes, illustrated by Vashti Harrison<br><br>Activities:<br>Slime-making and exploring textures<br>Colour-changing milk experiment<br>Fizzy volcanoes with baking soda and vinegar<br>Grow a rainbow with kitchen roll and felt-tips<br>Nature scavenger hunt with magnifying glasses | Theme: History and Storytelling<br>Project Overview:<br>Children become curators, discovering and displaying unusual artefacts (real or invented).<br>Key Texts:"The Odd Egg" by Emily Gravett and Julian is a Mermaid by Jessica Love<br><br>Activities:<br>Mystery box: children guess what's inside using their senses<br>Create "ancient" clay artefacts and display them<br>Invite children to bring in odd household objects ("What's this?" game)<br>Storytelling: invent a history for a strange object<br>Build a "mini museum" in the classroom<br><br>EYFS Links: Communication | Theme: Exploring Weather and Seasons<br>Project Overview:<br>Transform your classroom into a weather station, and investigate peculiar weather phenomena.<br>Key Text: "Storm" by Sam Usher<br><br>Activities:<br>Make weather diaries with daily drawings<br>DIY wind socks and rain gauges<br>Create "cloud in a jar" experiments<br>Dress-up days: 'Come as your favourite weather'<br>Make up silly weather forecasts and perform them<br>Build snow (or rain) catchers<br><br>EYFS Links: Understanding the World, Mathematics, Personal, Social and | Theme: Animals, Pets, and Imaginary Creatures<br>Project Overview:<br>Children become detectives on the trail of missing (imaginary) pets and discover unusual animals.<br>Key Text: "Oi! Get Off Our Train" by John Burningham<br><br>Activities:<br>Design and build homes for imaginary pets<br>"Lost pet" posters for made-up creatures<br>Caring for classroom "pet rocks"<br>Animal footprint hunt around the school<br>Invent a new pet and describe its needs<br>Visit from an exotic animal handler or virtual pet tour<br><br>EYFS Links: Personal, Social and Emotional Development, | Theme: Around the World in 6 Weeks<br>Project Overview:<br>Take the children on a quirky journey to unusual places (real and imaginary).<br>Key Texts: "You Choose" by Pippa Goodhart & Nick Sharratt and "Handa's Surprise" by Eileen Browne<br><br>Activities:<br>"Pack a suitcase" role play for a surprise destination<br>Taste-testing unusual foods from around the world<br>Make passports and stamps for each country/land visited<br>Learn hello/goodbye in different languages<br>Build fantasy landscapes (ice cream mountains, jelly lakes)<br>Create postcards from 'outer space' or 'the 4. jungle' |

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| | looking?”).<br>Reflect on sensory preferences: Support children to talk about likes/dislikes (e.g., favourite sounds or textures) and how these might be different for others.<br>Express experiences creatively: Invite children to represent their sensory discoveries through movement, drawing, music, or storytelling.<br><br>Activities:<br>Sensory obstacle course (“Can you find the smelly sock?”)<br>Make superhero masks, belts and pants<br>Taste-test challenge (sweet, sour, salty, bitter)<br>Sound detectives: identify mystery noises<br>Texture treasure hunt<br>“Senses Mission” – daily challenges (e.g., find something rough, spot something silent)<br><br>EYFS Links: Physical Development, Understanding the World, Expressive Arts and Design | “Invent a new fruit” drawing and tasting session<br><br>EYFS Links: Understanding the World, Communication and Language, Expressive Arts and Design | and Language, Understanding The World, Expressive Arts and Design | Emotional Development | Communication and Language, Understanding the World | EYFS Links: Understanding the World, Literacy, Expressive Arts and Design |
| Hook | Super Senses Mission Briefing!<br>Invite children to a “secret headquarters” (decorate a classroom corner with superhero props). Hand out superhero badges or wristbands and announce their first mission: “Use your super senses to find the hidden treasure!” Use clues that require children to listen, sniff, touch, and look. | Professor Potty’s Science Lab Arrival!<br>A letter (or video) from “Professor Potty” arrives with a locked box labelled “TOP SECRET: For Mini Mad Scientists Only.” Inside are lab coats (old shirts), goggles, and an easy experiment (like colour-changing milk). Professor Potty challenges the class to help with more wild experiments. | Mysterious Parcel Delivery!<br>A package arrives containing strange “artefacts” (old keys, fossils, odd objects). Children don curator badges and are asked: “What could these be? How can we find out?” Begin by setting up a “curiosity table” for hands-on investigation. | Weather Emergency Broadcast!<br>Interrupt the day with a “breaking news” weather alert video (recorded by a staff member or played from YouTube), announcing bizarre weather hitting Weymouth! Children must become weather watchers to investigate and report on the phenomena. | Missing Pet Mystery!<br>A note appears: “Help! Our class pet has vanished!” (Use a soft toy or imaginary creature.) Children find “clues” (footprints, a chewed-up ‘pet passport’). Launch the hunt, using magnifying glasses and detective hats. | Mysterious Suitcase Arrival!<br>A suitcase appears, full of odd objects (passport, map, unusual artefacts, postcards). A letter invites children to become explorers and hints at the first destination. Play sound clips of different countries to set the scene. |
| Final Outcome | Superhero show.<br>Invite parents and showcase | Mad Scientist Expo<br>Transform the classroom | Grand Museum Opening<br>Children invite families to a | Weather Watchers TV Show<br>Children put on a live | Hold a “Parade of Pets” (imaginary, crafted, or pet | Set up a “World Gallery” where children display |

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| | their made pants, eye masks and belts.<br>Year 6 buddies to help to sell squash, tea and spiderman biscuits to the parents. | into a science fair. Children demonstrate their favourite experiment to visiting parents or another class (e.g., slime stretching, rainbow growing) and display drawings and photos in a “Discovery Gallery.”<br>Each child gets a “Mini Mad Scientist” award. | classroom “museum,” with displays of their own artefacts (real or invented), labels, and stories. Children act as guides, explaining the mysteries behind each exhibit. | “weather forecast” for families or another class, using their diaries, home-made instruments (rain gauges, windsocks), and props. Display photos and weather art in the hall or on a school website. | rocks). Children present their lost pet posters and detective diaries to parents or another class. Share photos and stories in a newsletter or display. | postcards, crafts, and photos from each country/imaginary land visited. Host a “Travel Show” where children share songs, dances, or foods with visiting parents or classes. |
| Essential knowledge intent | Humans have five senses: sight, hearing, smell, taste, and touch.<br>Each sense helps us find out about the world in a different way.<br>Our senses help us stay safe and solve problems.<br>People can have different sensory preferences and experiences.<br>We can describe what we sense using specific words (loud, rough, sweet, etc.). | Science is about asking questions, making predictions, and observing what happens.<br>Materials can change when mixed, heated, or cooled (e.g., making slime, fizzing reactions).<br>Some things dissolve in water; others don’t.<br>We use simple tools (like magnifying glasses) to help us investigate.<br>Recording what we see helps us remember and share our discoveries. | Objects can tell us stories about the past or be used to imagine new stories.<br>Museums are places where special things (artefacts) are kept and displayed.<br>Artefacts can be old or new, real or imaginary.<br>We can sort and group objects based on their features (material, shape, size).<br>Talking about objects helps us learn new words and ideas. | Weather changes daily and throughout the year (seasons).<br>Common types of weather: sunny, rainy, cloudy, windy, snowy, stormy.<br>Weather affects what we wear and do.<br>We can measure and record weather using simple tools (rain gauge, wind sock).<br>Different places in the world can have different weather. | Pets and animals need food, water, shelter, and care to stay healthy.<br>Animals have different features (fur, feathers, scales, etc.) and live in different habitats.<br>Some animals are real; some can be imaginary or invented in stories.<br>We can describe and communicate what animals look like and need.<br>Caring for animals teaches us empathy and responsibility. | There are many different places in the world, some real and some imaginary.<br>People live in different countries and have different cultures, languages, and foods.<br>We can travel in different ways (car, train, plane, boat).<br>Maps and globes help us find and talk about places.<br>Exploring new places helps us learn about similarities and differences. |
| Key vocabulary | Sight: look, see, bright, dark, colour, shape, pattern, shiny, dull<br>Hearing: hear, listen, loud, quiet, soft, noisy, echo, sound, silent<br>Smell: smell, sniff, stinky, sweet, sour, flowery, fresh, strong, faint<br>Taste: taste, sweet, sour, salty, bitter, spicy, yummy, yucky<br>Touch: touch, feel, smooth, rough, soft, hard, bumpy, sticky, cold, hot<br>General: senses, notice, describe, different, same, superhero, mission | experiment, test, predict, observe, change, mix, pour, measure, result, reaction, explore, discover<br>liquid, solid, gas, colour, fizz, bubble, foam, sticky, slimy, stretch, float, sink<br>scientist, question, curious, investigate, magnify, compare, record, explain | artefact, object, museum, display, collection, ancient, old, new, history, mystery, guess, describe, discover<br>material (wood, metal, stone, fabric, clay), shape, size, heavy, light, smooth, rough, fragile, strong<br>curator, label, sort, group, present, explain, story, imagine, invent | weather, sunny, cloudy, rainy, snowy, windy, stormy, foggy, hot, cold, warm, cool<br>temperature, season, spring, summer, autumn, winter, change, forecast, measure, diary, record<br>rain gauge, wind sock, cloud, sun, snow, storm, thunder, lightning, drizzle, breeze<br>dress, coat, umbrella, boots, forecast, today, tomorrow | pet, animal, creature, wild, tame, imaginary, real, detective, hunt, clue, missing, found<br>care, feed, home, habitat, cage, kennel, tank, nest, burrow, fur, feather, scale, paw, claw, tail<br>describe, needs, lost, poster, search, track, footprint, safe, gentle, kind | travel, journey, explore, adventure, map, globe, country, world, land, place, city, village<br>transport, aeroplane, train, boat, car, suitcase, passport, ticket, stamp, food, language, hello, goodbye<br>visit, postcard, landscape, mountain, river, desert, jungle, island, culture, different, same<br>taste, try, new, discover, pack, unpack |
| Communication and language | Super Senses Interviews:<br>Children role-play as “Super Senses Reporters,” interviewing classmates about their favourite sounds, smells, or tastes. Use question prompts:<br>“What sound do you love the most?” | Predict and Observe:<br>Before each experiment, ask children to predict what will happen (“What do you think will happen if…?”). After, encourage them to describe what they see and compare to their prediction.<br>Experiment Explanations: | | | | |

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| | “How does lemon taste to you?”<br>Describing Missions:<br>During the sensory obstacle course or taste-test, encourage children to describe what they’re experiencing using a word bank (e.g., “sour,” “soft,” “loud”).<br>Senses Story Circles:<br>After sensory challenges, gather in a circle and ask children to recount what happened, supporting them with prompts like:<br>“First, I…”<br>“Then I…”<br>Sensory Show and Tell:<br>Each child brings an object from home that appeals to one sense. They present it, describing what it feels/smells/sounds like, and answer questions from peers.<br>Mission Debrief:<br>After each “Senses Mission,” children explain how they solved the challenge, promoting sequencing and reasoning language. | Children take turns explaining how they made slime or grew a rainbow, using sequence words: “First… Next… Then…”<br>Science Word Wall:<br>Create a display of new words (e.g., “fizzy,” “sticky,” “melt”) and encourage children to use them in explanations.<br>Mad Scientist Interviews:<br>Role-play as scientists being interviewed about their “inventions” or discoveries.<br>Question Detectives:<br>Children generate questions about materials and results, fostering enquiry: “Why did it change colour?” “How did you make it fizz?” | | | | |
| Personal, social and emotional development | Be happy and confident to come to school and separate from their carer. See themselves as a valuable individual. Build relationships with their peers and with familiar adults in school. Express their feelings and consider the feelings of others. | | Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally | | Think about the perspectives of others. Manage their own needs. | |
| Physical development | To develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene, dressing and undressing to go outside or for P.E Using one handed tools safely and correctly. | Develop their skills in rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop their balancing skills using a range of objects. Develop control of one handed tools. | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. | Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. | Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. |
| | Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport<br>Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.<br>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.<br>Develop overall body-strength, balance, coordination, and agility | | | | | |

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| Phonics | Little wandle Letters and sounds, Phase 2 s a t p i n m d g o c k ck e u r h b f l Securing the foundations of phonics through games. Blending and segmenting of words containing these sounds. | Little Wandle Letters and Sounds Phase 2 ff ll ss j v w x y z zz qu ch sh th ng nk Words with 's' at the end. | Phase 3 ai ee igh oa oo oo ar or ur ow oi ear ear air er Words with double letters and longer words. | Revise phase 3. Words with two or more digraphs. Words ending with 'ing' | Phase 4 CVCC, CCVC, CCVCC, CCCVC and CCCVCC short vowel words. Compound words. words ending in ing, ed, id,est. | Phase 4 CVCC, CCVC, CCVCC, CCCVC and CCCVCC long vowel words. |
| Mathematics - White Rose | Match and Sort Compare Amounts Compare size, mass & capacity Exploring Patterns | Representing 1,2 &3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Representing Numbers to 5 One more and less Circles and triangles, Shapes with 4 sides, Positional language | Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass Compare Capacity 6, 7 & 8 Combining two amounts Making pairs | Length & height Time Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns | Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate Adding more Taking away Compose and decompose | Doubling Sharing & grouping Even & Odd Spatial reasoning Visualise and build Deepening understanding Patterns & relationships Mapping |
| Understanding the world | Talk about members of their immediate family and community.<br>Name and describe people who are familiar to them.<br>Look at different occupations.<br>Look at where people live and different types of houses.<br>Basic map work of their journey to school. | Recognise that people have different beliefs and celebrate special times in different ways. Learn about Birthdays, Bonfire night, Diwali and Christmas. Learn about the season of Autumn. Investigate different apps using the ipads. | | | | |
| Expressive arts and design | Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. | Learn and perform familiar songs including our Nativity songs. | | | | |
| KS1 Links - How does this unit prepare children for National Curriculum? | Science:<br>Year 1: Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.<br>Working Scientifically:<br>Observing closely, using simple equipment; performing simple tests; using observations to answer questions.<br>English:<br>Speaking and Listening:<br>Describing experiences, using sensory language, and answering questions. | Science:<br>Year 1: Distinguish between an object and the material from which it is made; identify and name everyday materials; describe the simple physical properties of materials.<br>Year 2: Find out how the shapes of solid objects made from some materials can be changed.<br>Working Scientifically:<br>Observing, performing tests, identifying and classifying, gathering data.<br>Maths:<br>Measuring and comparing:<br>Using simple measurements | History:<br>Year 1/2: Changes within living memory; significant historical events, people and places; understanding the past through artefacts.<br>English:<br>Speaking and Listening:<br>Storytelling, describing objects, recounting events.<br>Art and Design:<br>Using a range of materials creatively; describing differences and similarities between artefacts. | Science:<br>Year 1: Observe changes across the four seasons; describe weather associated with the seasons.<br>Geography:<br>Year 1: Identify seasonal and daily weather patterns; use basic geographical vocabulary (weather, seasons, etc.).<br>Maths:<br>Data Handling: Record and interpret simple weather data (charts, pictograms). | Science:<br>Year 1: Identify and name a variety of common animals; describe and compare the structure of animals; basic needs of animals for survival.<br>Year 2: Notice that animals have offspring which grow into adults; basic needs for survival.<br>PSHE:<br>Caring for living things; understanding responsibility and empathy.<br>English:<br>Describing animals, writing simple information texts (e.g. lost pet posters). | Geography:<br>Year 1: Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.<br>Year 2: Name and locate the world's seven continents and five oceans; understand geographical similarities and differences.<br>Human and Physical Geography: Key features (land, mountain, river, desert, etc.), language, culture.<br>English:<br>Writing recounts, postcards, and stories about places. |

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| | | during experiments. | | | | Art and Design:<br>Creating representations of places and landscapes using various materials. |
| Enrichment | Poole Lighthouse - Little Robin Red Vest show | DT Whole school pop-up mechanism christmas card project | PIzza Express visit | | | |