

Lavant CE Primary School Learning Journey Termly Overview														
Class: Woodpecker				Term: Spring 2026					Teacher: Dan Taylor / Sam Game					
Week	Subject lead Learning Journey & Focus	Hook, Visits & Authentic Outcomes	Writing Focus / outcome	Stand Alone Curriculum Areas										
				Science	Art & Design	Computing	DT	Geography	History	MFL	Music	PE	RE	RSE
1	HISTORY Swords, Shields and Saxons Focus: Life in Britain after the Romans – Anglo-Saxon settlement and kingdoms	Hook: Decoding Saxon ruins with challenge on it Authentic Outcome: Class Narrative to share with parents	Narrative: character writing		Painting and Mixed Media: Prehistoric Painting To apply an understanding of prehistoric human-made art				LJ Blocked Learning Full History Progression Planning in Swords, Shields and Saxons Learning Journey Document	Colours Size and Shape To recognise and name colour words.	Blown Away Recorders To look at musical notation crotchets, minims. To clap rhythm patterns. To play musical pieces using B	SCS Gymnastics To develop basic body shapes (tuck, star, straight, pike) with control and balance. Dance To explore and create a range of body shapes, using different levels, directions and speeds to express ideas.	Karma To begin to understand the meaning of “Karma” and relate share our own ideas about good and bad actions.	Health and wellbeing To understand and plan for a healthy lifestyle; including physical activity, rest and diet.
2					To understand and use scale to enlarge drawings to a different medium					To describe shapes by their size and colour.	To look at musical notation crotchets, minims. To clap rhythm patterns. To play musical pieces using B&A	SCS Gymnastics To develop rolling skills, including curled and straight rolls, with increasing control and smooth transitions. Dance To develop simple movement sequences, linking actions together using counts and rhythm.	To understand what Karma is and what influences it.	To understand the benefits of healthy eating and dental health.
3					To explore how natural products use pigment to make different colours					To recognise and describe cognates and near cognates. To give and receive instructions that include shape, size, colour and vocab	To look at musical notation crotchets, minims. quavers To clap rhythm patterns. To play musical pieces using BA&G	SCS Gymnastics To develop balance skills on floor and apparatus, holding shapes with stability and control. Dance To explore travelling movements, using jumps, steps and turns to move around a space safely and creatively	To find out why Karma is so important to Hindus.	To perform a range of relaxation stretches.
4					To select and apply a range of painting techniques					To recognise and describe cognates and near cognates. To give and receive instructions that include shape, size, colour and vocab	To look at musical notation crotchets, minims. Quavers, semi breves To clap rhythm patterns. To play musical pieces using BA&G	SCS Gymnastics To develop jumping and landing techniques, focusing on safe take-off, controlled landings and different jumps. Dance To develop use of dynamics (fast, slow, high, low) to add expression and variety to movement	Exploring Karma Through Hindu Texts	To begin to identify my own strengths and begin to see how they can affect others.
5	Geography A Tale of Two Cities	Hook: WSCC email commissioning work on improving the City	Persuasive writing		To apply painting skills when creating a collaborative artwork			Full Geography progression detailed in A Tale of Two Cities Planning		To create an original piece of artwork in the style of Matisse. To follow instructions in French. Using shape, colour and size to create art like Matisse	To look at musical notation crotchets, minims. Quavers, semi breves To clap rhythm patterns. To play musical pieces using BAG&D	SCS Gymnastics To develop linking movements to create simple sequences using rolls, balances and jumps. Dance To develop partner and group work, copying and mirroring movements in time with others.	To recognise acts of selfless kindness that lead to good Karma for Hindus.	To develop a growth mindset and understand that mistakes are useful.

6					To apply painting skills when creating a collaborative artwork					To create an original piece of artwork in the style of Matisse. To follow instructions in French. Using shape, colour and size to create art like Matisse	To look at musical notation crotchets, minims. Quavers, semi breves To clap rhythm patterns. To play musical pieces using BAGD&F	SCS Gymnastics To perform short sequences on floor and apparatus, applying balance, control and coordination. Dance To create and perform short dances using a theme, showing control, rhythm and expression.	To understand how Karma impacts a Hindus daily life	To recognise when to give consent. To identify what's important to me and take responsibility for my own happiness.
	Subject lead Learning Journey & Focus	Hook & Authentic Outcome	Writing Focus / outcome	Science	Art & Design	Computing	DT	Geography	History	MFL	Music	PE	RE	RSE
1	Focus: A city study and comparison	Visit: Class trip to Chichester (field work) Authentic Outcome: Sending proposal to WSCC	Persuasive writing	Working Scientifically: Recording To record scientific ideas and findings using drawings, labels and simple scientific vocabulary.		Branching data bases To add and label objects within a branching data base	Cooking and Nutrition: Adapting a recipe To evaluate existing biscuit products	Blocked Learning Full Geography progression detailed in A Tale of Two Cities Learning Journey Document		Playground games: Numbers and age To count in French.		SCS Tennis To develop basic racket control, including correct grip and the ability to strike a ball with increasing consistency. Gymnastics To explore and develop a range of body shapes (tuck, star, straight, pike) to communicate ideas using movement.	Salvation To understand what Christians mean by the term <i>salvation</i> .	(KAPOW CYCLE A) Citizenship To understand the environmental benefits of recycling (Y3) and reusing (Y4)
2				To use appropriate scientific vocabulary to describe and explain observations and simple ideas.		To ask questions to sort (classify) objects	To prepare and cook a dish			To count in French beyond 10		SCS Tennis To develop sending and receiving skills using underarm techniques and simple cooperative rallies over short distances. Gymnastics To develop travelling movements, using jumps, steps and turns to move safely, creatively and with control.	To understand the Christian belief that sin damages the relationship between God and humans.	To understand the groups that make up the community (Y3) To understand the contribution groups make to the community.
3	English The BFG (Partnership Learning Journey)	Hook: Meeting with partnership schools for showing of the BFG film Visit: theatre Trip to the BFG Authentic Outcome: Sharing outcomes with other partnership schools	Poetry	To organise scientific information using labelled diagrams and simple classification keys.		Data Handling To change appearance of cells in a spreadsheet (fill colour and border)	To select ingredients and follow a budget			To use number words to give more information about ourselves		SCS Tennis To develop forehand technique and begin to direct the ball with increasing accuracy and control. Gymnastics To develop balance skills on floor and apparatus, holding shapes with stability and control.	To identify ways God is shown as a rescuer in Bible stories.	To understand why we have rules and the consequences of breaking rules at school and home.
4				To record results clearly using simple tables, bar charts and structured formats.		To know how to add and align text.	To take inspiration from existing products			To use number words to play playground games		SCS Tennis To develop rallying skills, working cooperatively to keep a ball in play over a net or line. Gymnastics To develop rolling and linking movements, combining actions into simple sequences with flow and control.	To understand why Christians believe Jesus is central to salvation.	To begin to understand how democracy works in the local area.
5				To communicate scientific findings using accurate scientific language to explain processes and results.		To know how to resize cells and use software to create a suitable chart with a title.	To make, test and evaluate a final product			To use number words to play playground games		SCS Tennis To apply skills in mini-games, developing understanding of rules, scoring and simple tactics in competitive situations. Gymnastics To perform a short sequence using balances, rolls and travelling movements, and evaluate performance to identify strengths and areas for improvement.	To explore how belief in salvation affects the lives of Christians today.	To begin to understand the UN Convention on the rights of the child and the human rights convention.

The Lavant curriculum approach includes the continual development of children’s mapwork and chronological understanding throughout their learning. These skills are embedded across the curriculum and taught / referenced within Learning Journeys (i.e. in a science-led Learning Journey on evolution, children would also learn about where Charles Darwin was born, when and where he lived, and the routes of his travels) and stand-alone learning progressions.

These wider contextual elements are detailed more fully within individual Learning Journey planning documents.

