

Lavant CE Primary School Learning Journey Termly Overview													
Class: Robin				Term: Spring 2026					Teacher: Claire Spencer/Jenny Upjohn				
Week	Subject lead Learning Journey & Focus	Hook, Visits & Authentic Outcomes	Writing Focus / outcome	Stand Alone Curriculum Areas									
				Science	Art & Design	Computing	DT	Geography	History	Music	PE	RE	RSE
1	SCIENCE Under The Sea Focus: How different ocean animals live and survive in their habitats	Hook: Underwater Treasure Trove Classroom Authentic Outcome: Parent Museum Visit: Aquarium trip	Information Text	<u>LJ Blocked Learning</u> Full Science progression detailed in Under The Sea Learning Journey Document		Developing programming using Scratch To Program movements		To understand what an ocean is		Hands, Feet, Heart Listen & Appraise: begin to recognise music from or inspired by South African Music Singing: Introduce the words and melody of Hands, Feet, Heart	Gymnastics (SCS) To explore a range of travelling movements and use space safely and effectively Dance To create simple movements with control in response to water-themed music	Parables To understand what a parable is	Economic wellbeing To explore the ways people receive money
2						To Program outputs for audio or text		To begin to recognise that there are different oceans around the world		Listen & Appraise: Finding the dynamics, texture and tempo of 'The Click Song' Singing: rehearsing the words and melody of Song Hands, Feet, Heart. Playing Instruments Introduce musical accompaniment on glockenspiel	Gymnastics (SCS) To develop control and balance when performing basic gymnastic shapes Dance To mirror and link 5 simple repetitions to form a sequence of steps	To explore the parable of the Lost Sheep and what it teaches about God	To identify basic needs essential for healthy growth
3						To debug a program by correcting errors		To name and locate the five world oceans		Listen & Appraise: Finding the dynamics, texture and tempo of The Lion Seeps Tonight Singing: rehearsing the words and melody of Song Hands, Feet, Heart. Playing Instruments Rehearse the glockenspiel accompaniment.	Gymnastics (SCS) To combine travelling movements and shapes to create simple sequences Dance To mirror and link 5 simple repetitions to form a sequence of steps	To enquire into what Jesus teaches about God through his parables	To consider how people decide what they want
4						To program inputs (touching and clicking)		To recall, name and locate the five world oceans confidently		Listen & Appraise: Finding the dynamics, texture and tempo of Bring Him Back Singing: rehearsing the words and melody of Song Hands, Feet, Heart. Playing Instruments Rehearse the glockenspiel accompaniment. Compose -Class compose	Gymnastics (SCS) To improve coordination and control when linking movements smoothly Dance To sequence and travel	To explore the Christian idea of God as a loving Father through the parable of the Prodigal Son	To explore how bank accounts and cards help with managing money
5	SCIENCE From A Tiny Seed Focus: Understanding how seeds and bulbs develop into mature plants and the conditions they need to grow, thrive and stay healthy.	Hook: The gift of a seed (with care note) Authentic Outcome: An instructional care package gift for new allotment gardeners Visit: Lavant allotment	Non-fiction: Informative letter	<u>LJ Blocked Learning</u> Full Science progression detailed in From A Tiny Seed Learning Journey Document		To program selection / conditions (if statements)				Listen & Appraise: Finding the dynamics, texture and tempo You can call me Al Singing: rehearsing the words and melody Song Hands, Feet, Heart. Playing Instruments Rehearse the glockenspiel accompaniment. Compose -Class compose/improvise	Gymnastics (SCS) To work collaboratively with a partner to create and mirror simple sequences Dance To begin to perform a sequence of mirrored steps and travelling sequences	To understand how parables share ideas about God through the story of the Good Samaritan	To identify my skills and talents and consider how these could link to jobs
6						To explore making own program using inputs/outputs/ movement controls				Listen & Appraise: Finding the dynamics, texture and tempo Hiokoloza Performing Performing song Hands, Feet, Heart with glockenspiel accompaniment	Gymnastics (SCS) To perform a sequence with confidence, control and clear shapes Dance To perform a a sequence of mirrored steps and travelling sequences	To explore how Christian values are shown through the parable of the Unforgiving Servant	To describe how to make others feel welcome and included and quiz

	Subject lead Learning Journey & Focus	Hook & Authentic Outcome	Writing Focus / outcome	Science	Art & Design	Computing	DT	Geography	History	Music	PE	RE	RSE
1	English The Bear and The Piano Focus: Sequencing sentences to create clear and coherent writing.	Hook: Music, instruments, sharing of the book in the woodland skills area Authentic Outcome: Adventure book for a friend Visit: Musician visit	Narrative adventure			Create an e-book To add pages on a theme with text and image		Name and locate the 7 continents and surrounding seas. Non-European comparative study To explore the Arctic circle		Recorders To revise and accurately play the notes B, A and G	Hockey (SCS) To explore basic stick and ball control safely Team building and strategy To demonstrate different ways of throwing a ball/bean bag in different directions when playing small sided games		Citizenship To recognise the importance of rules
2						To continue to add pages on a theme with text and images		Name, locate the 4 countries and capital cities of the UK To explore the Arctic's physical features		To develop rhythm skills by clapping patterns and reading simple musical notation	Hockey (SCS) To develop dribbling skills using control and awareness of space Team building and strategy To demonstrate different ways of hitting a ball with a partner and small group		To identify ways to look after the school environment and the roles people play in looking after the environment
3						To add voice recordings to match text and images		Name and locate physical and human landmarks of the UK 4 nations To explore the animals living in the Arctic.		To improve accuracy when playing known songs and begin learning a new piece	Hockey (SCS) To practice passing and receiving the ball with a partner Team building and strategy To know and play a throwing and catching game with a partner and in a small group		To begin to understand the roles people have in the community
4	RE Salvation Focus: Exploring the Easter story and what it means to Christians.	Hook: Treasure hunt Visit: Kingley vale new beginnings walk Authentic Outcome: Present poem/prayer at Easter Service	Verse			To continue to develop e-book through adding text, images and voice recordings.		To explore cities and towns in the Arctic Circle		To recognise and play the note D alongside B, A and G	Hockey (SCS) To apply dribbling and passing skills in simple team activities Team building and strategy To know and play a competitive throwing and catching game in a small group	LJ Blocked Learning Document Full RE progression detailed in Salvation Learning Journey	To recognise the similarities and differences between people in the local community
5						To add a book cover with title, author, colour and image		To compare an Arctic town to a city in the United Kingdom.		To perform simple songs using B, A, G and D with control and correct rhythm	Hockey (SCS) To work collaboratively in small games and demonstrate control, accuracy and teamwork Team building and strategy To know and play a competitive dribbling and kicking game in a small group SCS: "Competition"		To begin to understand how democracy works in school share and justify my opinions about how the school could be improved
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.													