

Lavant CE Primary School Learning Journey Termly Overview													
Class: Wren - Year 1				Term: Spring 2026					Teacher: Ali Totman				
W e e k	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 Whatever the Weather Focus - To explore the seasons and discover how the weather changes throughout the year	Hook: Weather Box Authentic Outcome: Weather report video	Report writing - weather report	LJ Blocked Learning Full Science Progression Planning in Whatever the Weather Learning Journey Document	Exploring media To explore a range of media (e.g. paint, crayons, collage materials) to represent seasonal changes.			Our Country To understand that the United Kingdom is made up of four countries.		Round and Round To learn the melody and tune of a song. To learn the words of a song.	SCS Gymnastics - Explore ways of travel, slide, rock, roll, spin Dance - To begin to learn about different ways of moving to a beat of different speeds and freezing on command	Parables To know what Jesus taught about God through the telling of parables.	Citizenship To recognise the importance of rules.
2					To experiment with mixing and applying media to create effects linked to different seasons.			To name and recognise England, Scotland, Wales and Northern Ireland.		To learn C on the glockenspiel To rehearse singing a song.	SCS Gymnastics - Copy shown jumps, such as straight jump and star jump. Dance - To be inspired by a stimulus to put movement to. To put 2 movements together to build a sequence.	To identify what Jesus says about God through the parables.	To understand that animals have different needs and how to care for them.
3					To select and combine appropriate media to create a seasonal artwork.			To locate the four countries of the UK on a simple map.		To learn D on the glockenspiel. To play notes C and D in time to the melody.	SCS Gymnastics - Copy and hold large/small body shapes Dance - To move in different directions in response to the music. To put 4 movements together to build a sequence.	To know why Christians refer to God as 'God the father'.	To recognise some of the needs of babies and younger children.
4	English The 3 Billy Goats Gruff Focus - To explore stories and retell them using our own ideas.	Hook: Story explore morning Authentic Outcome: Stories to share with Little Harriers	Narrative	Materials and their properties Exploring the materials wood, plastic and metal			Structures To identify the shapes and materials used in bridges.	To describe and identify key features of the UK using maps and basic geographical language.		To learn F on the glockenspiel. To play notes C, D and F in time to the melody and in the correct sequence.	SCS Gymnastics - Create their own shapes using their body. Dance - To mirror the actions of a partner using body parts moving in different directions. To put 6 movements together to build a sequence.	To know how Christians learn about God.	To begin to recognise ways in which we are both the same and different from other people.
5				What properties do they have?			To know how to strengthen structures with supports and triangles.			To create a 3 note sequence.	SCS Gymnastics - Explore the use of low level apparatus Dance - To move around the space in time to the music by marching, skipping or stepping. To repeat a series of movements which fits with the music.	To know how Christians live their lives for God because of what Jesus taught in the parables.	To identify the range of groups that people belong to.
6				Which material is best for my bridge?			To join materials effectively.			To demonstrate our skills in playing the glockenspiel.	SCS Gymnastics - Explore the use of low level apparatus Dance - To sway and move to different levels in time to the music. To repeat a series of movements which fits with the music.	To evaluate our learning.	To begin to recognise how democracy works.

	Subject lead Learning Journey & Focus	Hook & Authentic Outcome	Writing Focus / outcome	Science	Art & Design	Computing	DT	Geography	History	Music	PE	RE	RSE
1	Geography Martha Maps it Out Focus: To investigate our local area through fieldwork, maps and aerial views.	Hook: Treasure hunt using a map Authentic Outcome: Create own treasure map with clues for Robins to follow	Instruction Writing		Sketching To use sketching techniques. To use observation to sketch. (Sketching school grounds)	Music Creation To understand that different instruments make their own sound and that instruments can be divided into groups.		LJ Blocked Learning Full Geography progression detailed in Martha Maps It Out Learning Journey Document			Tennis (SCS Sports) To develop basic control of the ball using a racket, including sending and receiving. Team building and strategy - To work cooperatively with a partner and small group during team games. (parachute games)		Safety and the changing body To know how to respond to adults in a safe and familiar context. To understand there are people in the local community who help to keep us safe.
2					To use colour wash technique for watercolours.	To create a rhythm using a pattern of beats.					Tennis (SCS Sports) To develop coordination and control when practising forehand and backhand groundstrokes. Team building and strategy - To communicate clearly with teammates using words and actions. (obstacle challenges)		To recognise how to respond to adults in a range of situations.
3					To create more intense colours using watercolours.	To create digital sounds using patterns and shapes.					Tennis (SCS Sports) To develop accuracy and consistency when rallying with a partner. Team building and strategy - To follow simple team strategies to complete a challenge successfully. (Treasure hunts/orienteering)		To recognise what to do if you get lost. To know what an emergency is and how to make a phone call if needed.
4	RE Spring has Sprung Focus: To explore the Easter story and recognise Christian symbols linked to Easter.	Hook: Walk around the village to find signs of Spring Authentic Outcome: Letter to Little Harriers (Spring Picnic)	Letters	Plants / Animals including humans To name common plants and animals. To understand the life cycle of an animal (chicken)	To know the difference between art and craft To explore how thread can be manipulated	To create a simple melody using patterns and adjust tempo.					Tennis (SCS Sports) To develop serving technique and begin to understand the rules of serving. Team building and strategy - To make decisions during games that help the team achieve a goal. (simple invasion games)	LJ Blocked Learning Full RE progression detailed in Spring has Sprung Learning Journey Document	To begin to understand the difference between acceptable and unacceptable physical behaviour. To know that our pants are private.
5					To use thread and colour together to create an effect. To create a picture using thread.	To create my own music on a computer.					Tennis (SCS Sports) To apply skills in modified game situations, demonstrating control, movement and decision making. Team building and strategy - To reflect on how teamwork and strategy can improve team performance. (problem solving)		To begin to understand what is safe to put into or onto our bodies. To recognise there are dangers at home and how these can be avoided.

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.

