

Lavant CE Primary School Learning Journey Termly Overview													
Class: Wren Year 1				Term: Summer 2026					Teacher: Ali Totman				
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	Art Thank you Earth Focus: textiles and photography	Hook: Letter with book inside from the Earth to the children Trip: Nyewood Infants for experience day	Prayer	Plants (cont.) To talk about how we can look after our world.	LJ Blocked Learning Full History Progression Planning in Thank You Earth Learning Journey Document	Digital photography To use an iPad to create a photo				Your imagination To listen carefully to music and use our imagination to describe what we hear	Team Games – Striking and Fielding: To develop throwing and catching skills with increasing control Athletics (SCS Sports): To run safely at different speeds and respond to simple race challenges	Belonging to God To understand that people belong to different groups and places.	Economic wellbeing To discover what money is and how it helps us.
2		Authentic outcome: A book with photographs and a prayer to thank God for the Earth textile squares to be made into a quilt with squares from the other BLLP schools		To identify natural features in the world.		To use an app to resize, adjust and print a photo.				To learn and sing a song with confidence	Team Games – Striking and Fielding: To strike a ball using hands or simple equipment with increasing accuracy Athletics (SCS Sports): To develop jumping skills using different types of jumps and safe landings	To recognise that Christians believe baptism (christening) is a special ceremony that shows belonging to God.	To consider ways to keep coins safe.
3	History The Big Build Focus: How homes and buildings have changed over time	Hook: Building site in Outdoor Area Visit: Weald and Downland Museum Authentic Outcome: Alternative view of the 3 little pigs.	Narrative: retelling of the 3 little pigs		Clay Sculptures To identify where houses appear in artworks and why this might be.				LJ Blocked Learning Full History Progression Planning in The Big Build Learning Journey Document	To play untuned percussion instruments to keep a steady beat	Team Games – Striking and Fielding: To work with a partner to strike, retrieve and return a ball safely Athletics (SCS Sports): To develop throwing skills for distance and accuracy using a range of equipment	To explore how songs and music can make people feel welcome and included.	To recognise the purpose of banks and building societies.
4				Materials and their properties To know the materials used in buildings.	To use tools to create imprints in dough.					To play simple notes on the glockenspiel to accompany a song	Team Games – Striking and Fielding: To understand how to field a ball quickly and work as part of a team Athletics (SCS Sports): To improve running, jumping and throwing through simple athletic activities	To describe what happens during a baptism ceremony.	To begin to understand the differences between spending and saving money.
5				To explain why different materials are used in building because of their properties.	To roll, cut and shape clay into a tile.					To combine singing and playing instruments with increasing onfidence	Team Games – Striking and Fielding: To apply striking and fielding skills in simple team games Athletics (SCS Sports): To develop balance, coordination and agility through athletics challenges	To understand what Christians believe happens after a baptism and why it is important.	To identify the different job roles adults have in school
6					To imprint texture into a tile.					To perform our song using our voices and instruments for an audience	Team Games – Striking and Fielding: To work cooperatively and use striking and fielding skills confidently in game situations Athletics (SCS Sports): To apply running, jumping and throwing skills in simple athletics events and challenges	To reflect on what they have learned about belonging and say what they think about baptism.	To identify and describe different jobs.

	Subject lead Learning Journey & Focus	Hook & Authentic Outcome	Writing Focus / outcome	Science	Art & Design	Computing	DT	Geography	History	Music	PE	RE	RSE
1	Geography Along the Inca Trail Focus: comparison to a non-European Country (Peru)	Hook: Sounds of Peru (Panpipes, rainforest, market) Authentic Outcome: Leaflet about Peru	Information text: Persuasive leaflet about Peru			Introducing coding To understand code is instructions for technology.	Smoothies To identify fruits	Blocked Learning Full Geography Progression Planning in Along the Inca Trail Journey Document	Beyond living memory To know the Incas were an ancient civilisation. To identify some historical sites in Peru.		Athletics and Sports Day Practice: To run safely at different speeds and take part in simple races Cricket/Rounders (SCS Sports): To develop throwing and catching skills with increasing control	Judaism: The Torah To understand what makes people feel thankful and begin to think about why texts and stories can be special.	Health and wellbeing To describe my feelings and develop siple strategies for managing them.
2						To use simple code. (Busythings)	To describe where fruits and vegetables grow		To identify how features from the past are important in Peru today. To look for evidence and give reasons.		Athletics and Sports Day Practice: To develop jumping skills using different types of jumps and safe landings Cricket/Rounders (SCS Sports): To strike a ball using hands or simple equipment with increasing accuracy	To know that the Torah is a special holy book for Jewish people and is treated with great respect.	To recognise and celebrate my strengths and set simple but challenging goals.
3						To understand how code can be used to programme a toy.	To practice food preparation skills		To identify objects from the past. To understand how people lived without technology in the past.		Athletics and Sports Day Practice: To develop throwing skills for distance and accuracy using a range of equipment Cricket/Rounders (SCS Sports): To work with a partner to strike, retrieve and return a ball safely	To retell a simple version of the Jewish story of Creation from the Torah.	To understand the benefits of physical activity and rest.
4	Whole school LJ English The cave of wonders! Focus: Oracy, story writing and curiosity.	Hook: Whole School Marketplace Hook Authentic Outcome: Cave of Wonders Wonder party.	Narrative			To use simple commands to programme a toy	To select ingredients for a recipe				Athletics and Sports Day Practice: To improve running, jumping and throwing through sports day activities Cricket/Rounders (SCS Sports): To understand how to field a ball quickly and work as part of a team	To understand why the Torah is a joy for the Jewish community and how it guides their lives.	To know how to relax in different ways.
5						To use additional commands to make a toy move with greater independence	To apply food preparation skills to a recipe				Athletics and Sports Day Practice: To develop balance, coordination and agility through athletics challenges Cricket/Rounders (SCS Sports): To move safely into space when batting and fielding in simple games	To know how Jewish people prepare for Shabbat and why it is an important weekly time.	To begin to understand how germs are spread and how we can stop them spreading.
6						To demonstrate new coding skills.	To evaluate against the design brief				Athletics and Sports Day Practice: To apply athletics skills confidently in sports day events Cricket/Rounders (SCS Sports): To apply striking, fielding and teamwork skills in simple cricket and rounders games	To know how Shabbat is celebrated and describe some of the ways it shows rest and family time.	To begin to understand allergies. To know how we can stay safe in the sun.

7	Science Amazing Animals Focus: To identify and know the features of different animals.	Hook: An animal video describing the different animals. Authentic Outcome: Creating a video to share with parents	Video script	LJ Blocked Learning Full Science Progression Planning in Amazing Animals Learning Journey Document.	To be inspired by a range of artists.						Athletics and Sports Day Practice: To demonstrate resilience, teamwork and good sportsmanship during sports day activities Cricket/Rounders (SCS Sports): To work cooperatively and use cricket and rounders skills confidently in game situations	To know what happens at Sukkot and reflect on how Jewish celebrations help people feel thankful and connected.	To understand that there are people who help us to stay healthy.
8					To choose my own media to create a picture.						Athletics and Sports Day Practice: Assess and Review Cricket/Rounders (SCS Sports): Assess and Review	Assess and review	

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.

