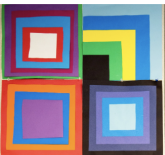




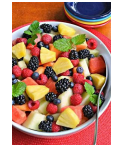
Year 1: Enquiry Questions Overview 2026-2027															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Settling	Computing: How can I stay safe and healthy in real life and online?	RSHE: Why is my family important?	Art: How do different colours in art change the mood of the picture?		RE: Who is a Christian and what do they believe?		History: What is remembrance and why is it important?	Music: How can varying my pitch help improve my singing?	RE: How and why do we celebrate special and sacred times?		Nativity	DT: What do you need to make a shelter for an animal in winter?		Geography: What makes it the United Kingdom?
Spring	RSHE: What makes a good friend?	History: What does a scientist look like?		Art: Why does a repeated image make a more striking picture?		Computing: How can I make my robot move?	RSHE: How can we be different and the same?	Geography: Which way is North?	Music: How can I use my body alongside instruments to create music?						
Summer	ODL: What risks do we need to consider when lighting a campfire?	Geography: What are our local landmarks?		History: How are the toys I play with different from toys 50 years ago?		ODL: Why use something that has the potential to cause an injury?	Computing: What needs a computer to work?	RSHE: How is my body brilliant?	DT: How can we ensure we get our 5 daily portions of fruit and vegetables and why does it matter?		ODL: What can we do to look after our local environment?	RE: How should we care for others and the world, and why does it matter?	Art: Can light and dark tones make a portrait more realistic?		

Autumn Term				
When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment
Autumn 1 Week 2	Computing: How can I stay safe and healthy in real life and online?	Focus: E Safety Domain: E Safety Concept: Connections and Responsibility Enrichment opportunity:	Identify when to tell an adult if there is something they are worried about online. Switch a device on and off. To know what private information is. To know not to share passwords and personal information.	Children look at 3 simple picture scenario cards (a pop-up asking for their name, someone being unkind online, a friend sharing a password) and point to "safe" or "tell a grown-up" for each, then draw the grown-up they would tell if something online worried them, with a simple caption written by an adult if needed.
Autumn 1 Week 3	RSHE: Why is my family important?	Focus: Families Domains: Relationships Enrichment opportunity: Invite families in to talk about what is important to them and then compare answers from across the class. Key concept: Connections and Acceptance	Know that families are important for children growing up because they can give love, security and stability. Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. <i>Show awareness of personal rights, privacy and boundaries.</i> <i>Know how to respond safely and appropriately to adults/children they may encounter (in all contexts, including online) whom they do not know.</i> <i>Know how to recognise and report feelings of being unsafe or feeling bad about any adult/child.</i> <i>Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i>	Children draw their family and use pictures or a few words to show one thing their family gives them (love, help, fun), then tell a partner one way families can look different but still be special. .

Autumn 1 Week 4 Week 5	Art: How do different colours in art change the mood of the picture?	Focus: Painting Key person: Josef Albers Movement: Abstract Expressionism Media: Poster paints Key concept: Experiences Enrichment opportunity: Local learning walk to observe colour in the environment (did in playground and on walk to Sealife Centre))	To begin to understand how different tools (including thick and thin paint brushes) and techniques create different marks, e.g. layering, scraping through, sponge brushes. To know the primary colours and how secondary colours are made. To name colours, and mix and match colours to objects. <i>To use sketchbooks to record ideas and observations.</i> <i>To reflect upon artists' work and share responses.</i>	Children paint the same simple shape (e.g. a sun) twice, once in warm colours and once in cool colours, then point to which one feels bright and happy and which feels calm or sad, saying why in one sentence. 
Autumn 1 Week 6 Week 7	RE: Who is a Christian and what do they believe?	Domain: Believing Concept: Acceptance and Connection Enrichment opportunity: Talk to Christians about what they believe about God (personal worldviews) - visitor from school community - Natalie Elcock	Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. Talk about issues of good and bad, right and wrong arising from the stories. Make links between what Jesus taught and what Christians believe and do.	Children retell, in pictures or with puppets, one story about Jesus studied, then say one sentence about what it shows Christians believe about him.
Autumn 2 Week 8	History: What is remembrance and why is it important?	Focus: WW1 and WW2 Concept: Connections Enrichment opportunity: Visit to Cenotaph -0 on walk to Sealife Centre	To learn about events beyond living memory. <i>Sequence events and objects in chronological order on a timeline.</i> <i>To understand the concept of the past and present, and recount changes and events in their own lives.</i> <i>To ask and answer historical questions using simple sources of information.</i> <i>Relate their own account of an event and understand that others may give a different version.</i> <i>To recognise and say reasons why people in the past acted in the way they did.</i> <i>To use historical vocabulary that describes the passage of time in simple ways and that identifies living memory and before living memory.</i>	Children look at a poppy and a picture from the past, complete the sentence starter "We remember because...", then draw a picture linked to remembrance and tell an adult one thing they learned happened long ago.
Autumn 2 Week 9	Music: How can varying my pitch help improve my singing?	Focus: Singing, Listening and Performance Key musician and song(s): Genre/Tradition: Popular/Christmas songs Enrichment opportunity: Nativity performance and Christingle Domains: Singing, Listening and Performance Key concept: Connection, Experiences, Acceptance.	Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Begin with simple songs with a very small range, mi-so, and then slightly wider. Include pentatonic songs. Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy. Listen with concentration and understanding to a range of music. Pitch: Sing familiar songs in both low and high voices and talk about the difference in sound. Pitch: Listen to sounds in the local school environment, comparing high and low sounds.	Children sing a short call-and-response phrase back to the teacher, matching high and low pitch, then point to a high or low picture cue (a bird up high, a bear down low) to show they understand pitch.
Autumn 2 Week 10 Week 11	RE: How and why do we celebrate special and sacred times?	Domain: Expressing Concept: Acceptance and Connection Enrichment opportunity: Visit a local church to look at decorations and speak about calendar of celebrations throughout December	Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. Identify some similarities and differences between the celebrations studied.	Children choose one festival studied and draw or label 2 things people do to celebrate it, then say one sentence about why it matters to the people who celebrate it.
Autumn 2 Week 12	Nativity			
Autumn 2 Week 13 Week 14	DT: What do you need to make a shelter for an animal in winter?	Focus: Making a shelter for an animal in the winter. Key person: David Hancocks, Zoo enclosure designer Key concept: Responsibility Domains: Design, Technical Knowledge, Make and Evaluate. Enrichment opportunity: A visit to Belfairs Woods to build small dens, search for natural animal shelters in the wild to think about their prime functions and to collect some natural resources for their animal shelters.	Evaluate existing products. Design an appealing product for themselves and other users for a target audience. Complete and communicate ideas through a labelled design. Describe what their products are for and say how their products will work, communicating these ideas by talking and drawing. Select from and use a range of equipment and materials, explaining their choices e.g. construction, materials, textiles and ingredients. Assemble, join and combine materials and components. Select and use a simple mechanism appropriate to their design. Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations. Discuss and evaluate their design ideas and what they are making suggesting how they would do things differently next time.	Children test their finished shelter against a simple picture checklist (does it keep the toy animal dry? does it stay standing?), ticking yes or no, then say one thing they would change next time.

Autumn 2 Week 15	Geography: What makes it the United Kingdom?	Domain: Locational Knowledge and Geographical Skills Concept: Connections. Enrichment opportunity:	Name and locate the four countries in the UK on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries. <i>Comment on the class weather chart throughout the year</i>	Children find and point to the 4 countries of the UK on a large map or atlas, placing a label on each, then say the correct country name when the teacher points to it.
Spring Term				
When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment
Spring 1 Week 1	RSHE: What makes a good friend?	Focus: Friendship Domains: Relationships Enrichment opportunity: Interview the adults in school to find out what they think makes a good friend. Key concept: Connections and Acceptance	Know how important friendships are in making us feel happy and secure, and how people choose and make friends. Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Know healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Know how to listen to other people and play and work cooperatively.	Children sort picture cards of friendship behaviours into "good friend" and "not kind," then draw one thing they do to be a good friend.
Spring 1 Week 2 Week 3	History: What does a scientist look like?	Focus: Significant individual: Marie Curie Concept: Connections and Acceptance Enrichment opportunity: Series of visitors from our community of parents of doctors, scientists, etc, to demonstrate how we can all be significant individuals through our contributions to society.	To learn about the lives of significant individuals in the past who have contributed to national and international achievements. <i>Sequence events and objects in chronological order on a timeline.</i> <i>To understand the concept of the past and present, and recount changes and events in their own lives.</i> <i>To ask and answer historical questions using simple sources of information.</i> <i>Relate their own account of an event and understand that others may give a different version.</i> <i>To recognise and say reasons why people in the past acted in the way they did.</i> <i>To use historical vocabulary that describes the passage of time in simple ways and that identifies living memory and before living memory.</i>	Children sort picture cards of different people into "scientist" or "not sure," then draw themselves as a scientist and say one thing scientists do.
Spring 1 Week 4 Week 5 t	Art: Why does a repeated image make a more striking picture?	Focus: Printing Key person: Andy Warhol Style: Bold and Iconic Movement: PopArt Key concept: Making Connections Enrichment opportunity: Possible gallery visit to view colourful and bold images in person (subject to art installations at the time of teaching)	To design and create an identical repeated pattern. To use a variety of techniques and materials including pressing, rubbings and stamping, to create a desired effect. <i>To use sketchbooks to record ideas and observations.</i> <i>To reflect upon artists' work and share responses.</i>	Children print or stamp the same simple shape several times in a row to create a repeated pattern, then say one word describing how the picture looks now it is repeated (busy, bright, strong). 
Spring 1 Week 6	Computing: How can I make my robot move?	Focus: Programming: Instructions Domain: Computer Science Concept: Experiences Enrichment opportunity:	Input simple instructions into Cubetto. To develop mouse and track pad control. Identify the uses of keys on a standard keyboard (e.g. delete, space bar for "finger space".	Children input a sequence of 3 to 4 directional commands into a floor robot to reach a target, predicting where it will stop before pressing go, then try again if it does not reach the target.
Spring 2 Week 7	RSHE: How can we be different and the same?	Focus: Same and Different Domains: Living in the Wider World Enrichment opportunity: Invite visitors from a range of backgrounds and experiences. Key concept: Responsibility and Acceptance	Recognise the ways they are the same as, and different to, other people. Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Children sort picture cards of children from different backgrounds into "same as me" and "different from me," then say one sentence about why it is important to be kind even when someone is different.
Spring 2 Week 8	Geography: Which way is North?	Domain: Geographical Skills and Fieldwork Concept: Experiences. Enrichment opportunity: Local Walk - find out what lies north, south, east and west within the	Read and follow simple maps with simple symbols. Know the 4 points of a compass and use directional language (near, far, left and right) to move around in a space and to locate objects in a space. <i>Comment on the class weather chart throughout the year</i>	Children use a simple compass to find North in the classroom or playground, then follow 2 to 3 directional instructions (e.g. "walk 3 steps North") to find a hidden object.

		school playground and then within the locality of the school area.		
Spring 2 Week 9 Week 10 Week 11	Music: How can I use my body alongside instruments to create music?	Focus: Composition and Performance Instrument(s): Key musician and song(s): Genre/Tradition: Enrichment opportunity: Drumming workshop with John? Potentially perform for GP Afternoon Tea? Domains: Composing, Musicianship and Performance Key concept: Connection, Experiences, Acceptance..	Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Pitch: Follow pictures and symbols to guide singing and playing. Pulse/Beat: Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Pulse/Beat: Use body percussion, and classroom percussion, playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. Pulse/Beat: Respond to the pulse in recorded/live music through movement and dance, e.g. Stepping, Jumping, Walking on tiptoes. Rhythm: Perform short copycat rhythm patterns accurately, led by the teacher. Rhythm: Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Rhythm: Perform word-pattern chants ; create, retain and perform their own rhythm patterns.	Children copy a simple rhythm pattern using body percussion (clap, stamp), then add an instrument sound to the same pattern and perform it to a partner, who says whether it matched the beat.
Summer Term				
When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment
Summer 1 Week 1	ODL: What risks do we need to consider when lighting a campfire?	Domain: Risk Management Concept: Experiences and Responsibility Enrichment opportunity: Experience a campfire as part of the learning and in the evening as part of the residential.	Participate in risk assessment for an outdoor activity. Recognise and share responsibility to keep self and others safe.	Children sort picture cards of campfire situations into "safe" and "not safe" (sitting too close, sitting at a safe distance, a water bucket nearby), then point to one thing that keeps people safe around a fire.
Summer 1 Week 2 Week 3	Geography: What are our local landmarks?	Domain: Place Knowledge, Human and Physical, Geographical Skills and Fieldwork Concept: Connections, Experiences, Responsibility. Enrichment opportunity: Local walk around the Cliffs	Identify the human and physical geography of our local area. Use geographical vocabulary to refer to key physical features including beach, cliff, coast, hill, sea, river, soil, season and weather and key human features including city, town, farm, house, office, and shop. Talk about and describe features of landmarks within the locality using photos, leaflets and observation. <i>Comment on the class weather chart throughout the year</i>	Children match 3 photos of local landmarks to their names or locations on a simple local map, then draw one landmark and say one sentence about what it is.
Summer 1 Week 4 Week 5	History: How are the toys I play with different from toys 50 years ago?	Concept: Connections Enrichment opportunity: Visit to Argosy Toys in Southend, the oldest independent toy shop in Southend. To host a visit from grandparents where toys are brought in by children and grandparents and children discuss what this means about how life has changed nationally.	To learn about the changes within living memory, revealing aspects of change in national life. <i>Sequence events and objects in chronological order on a timeline.</i> <i>To understand the concept of the past and present, and recount changes and events in their own lives.</i> <i>To ask and answer historical questions using simple sources of information.</i> <i>Relate their own account of an event and understand that others may give a different version.</i> <i>To recognise and say reasons why people in the past acted in the way they did.</i> <i>To use historical vocabulary that describes the passage of time in simple ways and that identifies living memory and before living memory.</i>	Children sort toy picture cards into "old" and "new," then draw one old toy and one new toy side by side and say one way they are different.
Summer 2 Week 6	ODL: Why use something that has the potential to cause an injury?	Domain: Tool Use and Risk Management Concept: Experiences and Responsibility Enrichment opportunity:	Model basic safe working with an appropriate knife, including correct body position and use of PPE. Participate in risk assessment for an outdoor activity. Recognise and share responsibility to keep self and others safe.	Children watch correct knife or tool handling demonstrated, then point to the correct safety equipment or hand position on a picture card and say one rule for using tools safely.
Summer 2 Week 7	Computing: What needs a computer to work?	Focus: Technology around us Domain: Information Technology Concept: The wider world Enrichment opportunity: Local area walk	Name and recognise a variety of ICT uses outside of school e.g. mobile phone, supermarket, cash machine. To identify the main external parts of a computer.	Children match word or picture cards to the correct part of a simple computer diagram (screen, mouse, keyboard), then name one place outside school where they see a computer being used.
Summer 2 Week 8	RSHE: How is my body brilliant?	Focus: RSE Domains: Growing and Changing	Explore the life cycle of humans and animals and understand the needs of babies. Understand the difference between safe and unsafe touch, and that no one has a right to touch them in a way that feels unsafe - not even family.	Children complete one page of a picture booklet, matching safe and unsafe touch scenarios to a thumbs up or thumbs

		Enrichment opportunity: Invite parents with babies into school to talk to children about the needs of babies. Key concept: Acceptance	<i>Explore transitions and prepare for the move to their new phase.</i>	down, then name or draw one trusted adult they could tell if worried. Run 1:1 or in a small group given the sensitive content.
Summer 2 Week 9 Week 10	DT: How can we ensure we get our 5 daily portions of fruit and vegetables and why does it matter?	Focus: Healthy eating and using simple tools to prepare dishes safely and hygienically, without a heat source. Key person: Mary Berry Key concept: Experiences and Responsibility. Domains: Cooking and Nutrition Enrichment opportunity: Possible visit to Lathcoats Farm, Galleywood, Essex for the children to learn where food is grown and for the children to have the opportunity to pick their own fruit for their fruit salads. Lathcoats Farm offers opportunities for school visits and for picking your own strawberries, gooseberries, cherries and more from mid-June.	Explain where some food comes from and give examples of food that is grown. Evaluate existing products. Complete and communicate ideas through a labelled design. Snip herbs with scissors. Use bridge knife technique (soft foods that have been pre-cut into manageable sizes). Use simple tools to prepare dishes safely and hygienically, without using a heat source with the basic principles of a healthy diet. Discuss and evaluate their design ideas and what they are making suggesting how they would do things differently next time.	Children sort food picture cards into "fruit and veg" and "other foods," prepare a simple piece of fruit using the bridge or claw technique with support, then say one reason why eating fruit and veg matters.  
Summer 2 Week 11	ODL: What can we do to look after our local environment?	Focus: Litter picking and conservation. Domain: Environmental Awareness Concept: Responsibility Enrichment opportunity: Take part in a litter pick on the school grounds and local area and consider how to sustain this as a social action.	To learn ways of looking after the school and wider environment and encourage others to care for their environment. To know the impact on the environment of waste, and take appropriate action to encourage others to conserve materials and resources, e.g. reduce shower times, running taps, food packaging, reduce school food waste, etc.	Children sort picture cards into "helps the environment" and "harms the environment" (picking up litter, dropping litter), then say one thing they could do to help look after their local area.
Summer 2 Week 12	RE: How should we care for others and the world, and why does it matter?	Domain: Living Concept: Acceptance and Connection Enrichment opportunity: Visit from a local charity worker	Re-tell Bible stories and stories from another faith about caring for others and the world. Identify ways that some people make a response to God by caring for others and the world. Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.	Children look at a simple picture story about caring for others and point to which character is being caring, then draw one way they could help someone else or look after the world.
Summer 2 Week 13	Art: How can we use light and dark tones to create a portrait in the style of Igor Lukyanov?	Focus: Drawing Key person: Igor Lukyanov Movement: realism Media: sketching pencils Key concept: Valuing Ourselves and Others Enrichment opportunity: Visit from a local artist to showcase first-hand sketching skills (Simon Moore).	Use a variety of media - pencils, colouring pencils, pastels, felt tips, charcoal, chalk, and other dry media: explore their properties and effects. Begin to explore how the use of line, tone through different colours, space can help create different outcomes. To draw images from observation, experience and imagination. <i>To use sketchbooks to record ideas and observations.</i> <i>To reflect upon artists' work and share responses.</i>	Children complete a simple pencil self-portrait, using firmer pencil pressure for shadow areas and lighter pressure for light areas after a teacher demonstration, then point to one part of their portrait where they made it darker and say why. 