

Y1 Curriculum Map 2024-2025

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
PSHE and RSE	JIGSAW: Being Me in My World Special and safe My place in my class Rights and responsibilities Rewards and feeling proud Consequences Owing our learning charter Zones of regulation	JIGSAW: Celebrating Difference The same as... Different from... What is bullying? What do I do about bullying? Making new friends Celebrating difference; celebrating me Zones of regulation	JIGSAW: Dreams and Goals My treasure chest of success Steps to goals Achieving together Stretchy learning Overcoming obstacles Celebrating my success Zones of regulation	JIGSAW: Healthy Me Being healthy Healthy choices Clean and healthy Medicine safety Road safety Happy, healthy me Zones of regulation	JIGSAW: Relationships Families Making friends Greetings People who help us Being my own best friend Celebrating my special relationships Zones of regulation	R.S.E Journey in Love Social and emotional – recognise signs that I am loved in my family Physical – recognise how I am cared for and kept safe in my family Spiritual – celebrate ways that God loves and cares for us Zones of regulation
ENGLISH Spoken Language	Pupils will be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication 					
ENGLISH Speaking and Listening	Discuss and describe favourite parts of stories. Retell stories orally in own words. Discuss ideas relating to a topic. Join in with telling a story using words and actions. Act out a story, putting events in sequence. Discuss ideas for a new story. Link what is heard to own experiences.	Orally compose simple sentences. Recite poem. Perform poem with actions. Talk about own experiences. Give well-structured descriptions, explanations and narratives. Speak audibly and fluently. Understand the difference between speaking and	Discuss and describe favourite parts of stories. Orally retell a story and act it out in groups. Orally compose simple sentences. Ask and answer questions about events and ideas in a text. Speak audibly and fluently.	Discuss and describe favourite parts of stories. Orally compose simple sentences. Ask and answer questions about events and ideas in a text. Talk partners to investigate ideas for a report. Act out a story, putting events in sequence Speak audibly and fluently.	Orally retell a story and act it out in groups. Class performance of a diary recount. Orally compose simple sentences. Ask and answer questions about events and ideas in a text. Talk about own experiences. Give well-structured descriptions, explanations and narratives.	Orally compose simple sentences using the personal pronoun. Ask and answer questions about events and ideas in a text. Talk about own experiences. Give well-structured descriptions, explanations and narratives.

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	Give well-structured descriptions and explanations.	writing (and). Ask and answer questions about events and ideas in a text. <i>History: in groups, perform The Gunpowder Plot.</i>		Retell a story using actions. <i>History: in groups, perform The Battle of Hastings.</i>		
ENGLISH Reading:	Class reader: Children are read to daily from a wide range of texts.	Class reader: Children are read to daily from a wide range of texts.	Class reader: Children are read to daily from a wide range of texts.	Class reader: Children are read to daily from a wide range of texts.	Class reader: Children are read to daily from a wide range of texts.	Class reader: Children are read to daily from a wide range of texts.
ENGLISH Writing	Summer Read Narrative: Polly and the Puffin Compose and write simple sentences. <i>(Curriculum link: geography, science)</i> Narrative: The Enormous Turnip <i>(Curriculum link: geography, science – seasons, plants, harvest)</i> Use a timeline to say out loud events from the story. Rewrite the story with a different enormous vegetable. Recount: My life Label and caption a timeline about own life. <i>(Curriculum link: history – events within living memory)</i> Narrative: Hedgehog's Journey Write a story about an autumn creature using the linear structure of the model text. <i>(Curriculum link: science, geography – seasons, animals and their habitat)</i>	Poem: Fireworks Write a poem about fireworks using onomatopoeia. Report: Autumn Changes Create a class book about autumn. <i>(Curriculum link: science, geography – seasonal changes and weather patterns)</i> Poem: Autumn List Poem Write a list poem about autumn. <i>(Curriculum link: geography – seasonal changes and weather patterns, science – senses)</i> Narrative: The Christmas Story. Write a simple letter. <i>(Curriculum link: RE)</i>	Narrative: Sleeping Beauty Write own version of the story with a change to the spell. Narrative: Jack and the Beanstalk Retell the story in own words. Poem: Toys Write a poem about toys. <i>(Curriculum link: History)</i>	Report: All About Tigers Plan and write a fact file about tigers. <i>(Curriculum link: science - animals, geography - location)</i> Narrative: The Three Little Pigs Rewrite story with different house building materials. Instructions: How to make a Rainstick Write own instructions. <i>(Curriculum link: music and DT)</i>	Narrative: Jungle Adventure Portal story. Write a story in the first person, about going to another continent and returning to normal life. Diary Recount: Captain No Beard's Diary. Write own pirate diary. <i>(Curriculum link: geography)</i>	Description: A Day at the Seaside Write a setting description using the senses. Report: The Seaside Then and Now Write a simple report about the seaside. <i>(Curriculum link: history)</i> Instructions: How to make a Delicious Honey Sandwich Write instructions for making a sandwich.
ENGLISH	Unlocking Letters and Sounds Revise Phase 4	Unlocking Letters and Sounds	Unlocking Letters and Sounds	Unlocking Letters and Sounds	Unlocking Letters and Sounds	Unlocking Letters and Sounds Phase 5C

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Phonics and Spelling	<p>Adding -s and -es as a plural marker for nouns</p> <p>Adding -s and -es as a third person singular marker for verbs</p> <p>Revisit blending of words where -s and -es are added</p> <p>Adding the suffix -ing to verbs</p> <p>Adding the suffix -ed to verbs</p> <p>Adding the suffix -er to verbs to change them to a noun</p> <p>Revisit adding the suffixes -ed and -er to verbs</p> <p>Adding the suffix -er to adjectives</p> <p>Adding the suffix -est</p> <p>Adding the prefix un- to verbs</p> <p>Adding the prefix un- to adjectives</p> <p>Reading words with contractions</p>	<p>Phase 5a</p> <p>New graphemes for reading: ay ou ie ea</p> <p>Teach the days of the week</p> <p>CEW oh their</p> <p>New graphemes for reading: oy ir ue (as in glue) ue (as in cue)</p> <p>CEW people said so</p> <p>New graphemes for reading: aw wh ph ew (as in blew)</p> <p>CEW Mr Mrs have</p> <p>New graphemes for reading: ew (as in few) oe au ey</p> <p>New phoneme /zh/</p> <p>CEW looked called like</p> <p>New graphemes for reading: a-e, e-e, i-e, o-e</p> <p>CEW called some come</p> <p>Teach new graphemes for reading: u-e (as in flute) u-e (as in cube)</p> <p>CEW asked were there</p>	<p>Phase 5a (mastery)</p> <p>Revise new graphemes for reading: ay ou ie ea</p> <p>Revise the days of the week</p> <p>Teach correct use of -nk</p> <p>CEW oh their</p> <p>Revise new graphemes for reading: oy ir ue (as in glue) ue (as in cue)</p> <p>Teach correct use of ph</p> <p>CEW People said so</p> <p>Revise new graphemes for reading: aw wh ph ew (as in blew)</p> <p>Teach correct use of -wh</p> <p>CEW Mr Mrs have</p> <p>Revise new graphemes for reading: ew (as in few) oe au ey</p> <p>Teach correct use of -tch</p> <p>CEW looked called like</p> <p>Revise new graphemes for reading: a-e e-e i-e o-e</p> <p>Teach correct use of -ve</p> <p>CEW called some come</p> <p>Revise new graphemes for reading: u-e (as in flute) u-e (as in cube)</p> <p>Revise all Phase 5a)</p> <p>Assess and review correct use of NC letters/suffixes</p> <p>CEW asked were there</p>	<p>Phase 5b</p> <p>Alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he)</p> <p>CEW water, where, who, again little one</p> <p>Alternative pronunciations of known graphemes for reading: i (as in mind), o (as in no), u (as in unit), u (as in put)</p> <p>CEW thought, through, mouse, work do</p> <p>Alternative pronunciations of known graphemes for reading: ow (as in snow), ie (as in chief), ea (as in head), er (as in her)</p> <p>CEW many, laughed, because when what</p> <p>Alternative pronunciations of known graphemes for reading: ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym)</p> <p>CEW different, any, eyes out</p> <p>Alternative pronunciations of known graphemes for reading: y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they)</p> <p>CEW friends, once, please</p>	<p>Phase 5C</p> <p>Alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb)</p> <p>CEW oh</p> <p>Teach alternative spellings of phonemes: /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen)</p> <p>CEW their</p> <p>Teach alternative spellings of phonemes: /s/ (as in house), /z/ (as in please), /u/ (as in some), /i/ (as in happy)</p> <p>Teach alternative spellings of phonemes: /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /ar/ (as in father)</p> <p>CEW people</p> <p>Teach alternative spellings of phonemes: /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all)</p> <p>CEW Mr Mrs</p> <p>Teach alternative spellings of phonemes: /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word)</p> <p>CEW looked</p>	<p>Alternative spellings of phonemes: /oo/ (as in could), /oo/ (as in put), /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea)</p> <p>Alternative spellings of phonemes: /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key)</p> <p>CEW called asked</p> <p>Alternative spellings of phonemes: /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in low)</p> <p>Alternative spellings of phonemes: /oa/ (as in toe), /oa/ (as in bone), /yoo/ (as in cue), /yoo/ (as in tune)</p> <p>Alternative spellings of phonemes: /yoo/ (as in stew), /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew)</p> <p>Alternative spellings of phonemes: /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef)</p>
ENGLISH Grammar and Punctuation	<p>Put words together to make sentences</p> <p>Finger spaces</p> <p>Capital letters</p> <p>Full stops</p> <p>Question marks</p>	<p>Put words together to make sentences</p> <p>Finger spaces</p> <p>Capital letters</p> <p>Full stops</p> <p>Use adjectives to describe</p>	<p>Put words together to make sentences</p> <p>Sequence sentences to form short narratives</p> <p>Finger spaces</p> <p>Capital letters</p>	<p>Put words together to make sentences</p> <p>Finger spaces</p> <p>Capital letters</p> <p>Full stops</p> <p>Add the suffix -s to create</p>	<p>Put words together to make sentences</p> <p>Finger spaces</p> <p>Full stops</p> <p>Use joining words like 'and'</p> <p>Question marks</p>	<p>Put words together to make sentences</p> <p>Sequence sentences</p> <p>Finger spaces</p> <p>Capital letters</p> <p>Full stops</p>

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	Use a capital letter for the personal pronoun I Compose sentences orally before writing	nouns Write sentences with onomatopoeia Exclamation marks	Full stops Exclamation marks Syllables To add the prefix -un Using adjectives to describe nouns	nouns Use adjectives Questions marks Add the suffix -est to words where no change is needed to the root word Sequence sentences to form short narratives Join clauses using and Compound words Explore verbs Use imperative verbs to write simple sentences	Exclamation marks Capital letters for names, places, the days of the week and the personal pronoun Add the suffix -ed where no change is needed to the root word Sequence sentences to form short narratives Use adverbials of time to sequence sentences	Compound words Adjectives Join words and clauses using and Question marks Exclamation marks To say out loud what they are going to write about Explore imperative verbs Review and revise the concept of punctuation (capital letter, full stop, question mark, exclamation mark) Revisit the idea of punctuation marks to relate spoken expression to written punctuation
ENGLISH Handwriting	Nelson Handwriting Unit 1: introducing letter families, set 1 c o a d g f s q e Unit 2: practising letter families, set 1 families, set 1 c o a d g f s q e Unit 3: introducing letter families, set 2 i l t j u y	Nelson Handwriting Unit 4: practising letter families, set 2 i l t j u y Unit 5: introducing letter families, set 3 b h k m n p r Unit 6: practising letter families, set 3 b h k m n p r	Nelson Handwriting Unit 7: introducing letter families, set 4 v w x z Unit 8: practising letter families, set 4 v w x z Unit 9: practising capital letters E F H I T L Unit 10: practising capital letters A K M N V W X Y Z	Nelson Handwriting Unit 11: practising capital letters B C G O Q S P R U J Unit 12: practising numbers Unit 13: introducing break letters Unit 14: practising consistent size and height of small letters	Nelson Handwriting Unit 15: diagonal join to set 1 letters: ed Unit 16: diagonal join to set 1 and 2 letters: ig Unit 17: diagonal join to set 3 letters: ar Unit 18: diagonal join to set 4 letter: aw	Nelson Handwriting Unit 19: diagonal join to set 1: ef Unit 20: diagonal join to set 2: il Unit 21: diagonal join to set 3: ck, tch Unit 22: to form and join w: wa Unit 23: practising the join: oo Unit 24: horizontal join to set 3: or, ore
MATHS	Number: place value within 10 – weeks 1-5 Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Number: addition and subtraction within 10 – weeks 6-10 Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.		Number: place value within 20 – weeks 1-5 Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Number: addition and subtraction within 20 – weeks 4-6 Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements		Number: multiplication and division – weeks 1-3 Count in multiples of twos, fives and tens. • Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Number: fractions – weeks 4-5 Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). Compare, describe and solve practical problems for: mass/weight	

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	<p>Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>Geometry: shape – week 11</p> <p>Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles).</p> <p>Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).</p>		<p>involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Number: place value within 50 – weeks 7-8</p> <p>Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers to 50 in numerals.</p> <p>Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Count in multiples of twos, fives and tens.</p> <p>Measurement: weight and volume – weeks 11-12</p> <p>Measurement: Length and Height Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</p> <p>Measurement: length and height – weeks 9-10</p> <p>Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.</p> <p>Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p>		<p>[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p> <p>Geometry: position and direction – week 6</p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Number: place value within 100 – weeks 7-8</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Given a number, identify one more and one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p>Measurement: money – week 9</p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Measurement: time – weeks 10-11</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].</p> <p>Measure and begin to record time (hours, minutes, seconds).</p>	
SCIENCE	<p>Human Body</p> <p>Identify and name the different parts of the body and start to explore what different things bodies can do. Find out about each of the five senses through engaging activities and investigations.</p> <p>Tweet of the Week</p> <p>Learning about different British bird species.</p>	<p>Seasonal Changes</p> <p>Explore how weather and day length affect animals and humans. Use own experiences and information provided to come to conclusions about how living things adapt to seasonal changes.</p> <p>Curriculum link:</p> <p>geography</p> <p>Tweet of the Week</p> <p>Learning about different</p>	<p>Everyday Materials</p> <p>Identify, name and sort materials and learn about their properties.</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Compare a variety of everyday materials according to properties through scientific exploration.</p> <p>Tweet of the Week</p>	<p>Identifying Animals</p> <p>Identify, classify and compare mammals, birds, reptiles, amphibians and fish. Become familiar with the terms carnivore, herbivore and omnivore.</p> <p>Tweet of the Week</p> <p>Learning about different British bird species.</p>	<p>Identifying Plants</p> <p>Observe, identify, compare, classify and describe UK plants. Become familiar with different types of plants, including wild plants, garden plants and trees. Observe how plants change over time.</p> <p>Tweet of the Week</p> <p>Learning about different British bird species.</p>	<p>Why is Nature Special?</p> <p>Experience the wonder and explore the importance of nature.</p> <p>Tweet of the Week</p> <p>Learning about different British bird species.</p> <p>Forest School</p>

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		British bird species.	Learning about different British bird species.			
COMPUTING	Technology Around Us	Digital Painting	Digital Writing	Grouping Data	Moving a Robot	Introduction to Animation.
ONLINE SAFETY	<p>Project EVOLVE is used across the school to assess and plan appropriate lessons linked to the eight strands in Education for a Connected World.</p> <ul style="list-style-type: none"> • Self-image and Identity • Online Relationships • Online Reputation • Online Bullying • Managing Online Information • Health, Well-being and Lifestyle • Privacy and Security • Copyright and Ownership <p>Project EVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives; research; activities; outcomes; supporting resources and professional development materials. PSHE days at the beginning of each term are used to assess children's knowledge in 2/3 strands and from outcomes personalised lessons are taught to meet the children's needs.</p>					
HISTORY		<p>Guy Fawkes: legacy of the Gunpowder Plot Who was Guy Fawkes? Discover why Bonfire Night is celebrated and why lots of the people living in England didn't like King James I.</p>	<p>The History of Toys Explore the history of toys. Think about and discuss favourite toys before looking at what toys were like in the past and how they are different to toys today.</p>	<p>Castle life: medieval castles Explore the history of medieval castles and the Normans, where castles are built, who lived in castles and the structure of castles. Enrichment: Mountfichet Castle visit Curriculum link: DT</p>		
GEOGRAPHY	<p>My World and Me Understand where the seven continents of the world are and how their proximity to the equator or the poles affects their climate. Learn about the five oceans. Visit different countries and explore their climate and land features.</p>	<p>Seasonal Changes Curriculum link: science</p>			<p>Where Do I Live? Locate the United Kingdom on a world map and explore the features of the countries and capital cities of the UK, before finding out more about local area. Enrichment: Saffron Walden town walk with local historian.</p>	<p>Animals Around the World Explore the coastal habitats of different animals. Place animals on their native continent and in their preferred climates. Discover how animals' appearance and behaviour changes with the seasonal changes and investigate the national animals of the UK and other countries. Curriculum link: science</p>
MUSIC	Identifying changes in music	Christmas Nativity	Focus on pitch: Ascending	Developing rhythmic understanding through	Infant Summer concert preparation	Exploring Timbre and Texture through musical trains

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		Preparation	and descending	musical games		
ART	Drawing: Mark Making Learn simple skills such as holding a pencil correctly for drawing before exploring mark making with a variety of mediums and materials. Learn about the famous artist Paul Klee, imitating his techniques in own piece of art.	Print: Make a Robot from 2D Shapes Inspired by artist Ithell Colquhoun's painting The Game of the Year (1953), create a robot made from printing 2D shapes. Curriculum link: maths Drawing: Christmas cards Textiles: weaving wall hanging calendar.	Painting: Colour Creations Learn about primary colours, secondary colours, colour mixing, and light and shade. Explore the work of artists who use colours in interesting ways, namely Kandinsky and Mondrian.		Painting. Collage, Sculpture: Yayoi Kusama Explore different ways of creating dots using a variety of materials. Create collages and a clay pumpkin sculpture.	
DT	Aspect: Food Preparing Fruit and vegetables. Design, make and evaluate a fruit salad (product) for themselves (user) for healthy snack (purpose).			Aspect: Structures Freestanding Structures Design, make and evaluate a castle (product) for Reception or Year 1 aged children (user) for imaginative play (purpose). Curriculum link: history	Aspect: Food Preparing and cooking vegetables. Design, make and evaluate soup (product) for themselves (user) for healthy eating (purpose).	Aspect: Mechanical Systems Sliders and Levers. Design, make and evaluate a storyboard (product) for a younger child (user) for pleasure (purpose).
PE	Foundation and multi skills Gymnastics	Bat and ball multi skills. Catch Dance	Foundation and multi skills Gymnastics	Foundation and multi skills, overhand throw Dance	Throwing and catching, multi skills Gymnastics	Bat and ball multi skills Dance
ENRICHMENT	Tweet of the Week	Indian Dance Workshop Tweet of the Week	RSPB Big Garden (School) Birdwatch Tweet of the Week	Mountfitchet Castle Visit Toy Museum Visit Radwinter Dance Festival Tweet of the Week	Saffron Walden Town Walk Tweet of the Week	Forest School Tweet of the Week