



St. Wilfrid's CE Primary Academy Curriculum Overview 2025-2026

Year 1



<u>Term:</u>	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
<u>Focus Theme:</u>	Let's Play!	If you go down to the woods today...!	London's burning!	Marvellous Materials	Poles Apart	Down at the bottom of the garden
<u>Focus Theme Summary</u>	<i>"Let's Play" explores the history of toys, focusing on changes within living memory. Using 'Lost in the Toy Museum' by David Lucas as the focus text, children delve into the world of toys from the past and present. They engage in a 'Teddy Bears' Picnic,' fostering a hands-on connection to their own favourite toys while learning about those from previous generations. An in-school workshop, further enriches their understanding with hands-on toy-making activities inspired by historical examples from the past 100 years. Children create their own toys, bring the book's characters to life, and explore how playtime has evolved over time.</i>	<i>"If You Go Down to the Woods Today" integrates Science and Geography as children explore the natural world. Linked to the study of plants, trees, and the changing seasons, children observe weather patterns and day length. Using 'Percy the Park Keeper' by Nick Butterworth as the focus text, children learn about the environment through the eyes of a beloved character. An autumn walk brings their topic to life, allowing them to experience seasonal changes firsthand while also taking an aerial view perspective, creating maps of their classroom and identifying human and physical features in the local area.</i>	<i>"London's Burning!" delves into the history of the Great Fire of London. Through the focus text 'Toby and the Great Fire of London' by Margaret Nash and Jane Cope, children gain insight into this significant event. A workshop about the Great Fire of London brings the past to life, deepening their understanding of the fire's impact. To further engage with the history, children create a model of one of the 17th-century houses, helping them visualise how the fire spread and the architectural differences between then and now.</i>	<i>"Marvellous Materials" introduces children to the science of everyday materials and their uses in construction. Linked to Design Technology, children explore building structures by designing a house for the Three Little Pigs. The focus text 'Iggy Peck, Architect' by Andrea Beaty inspires creativity and problem-solving as children learn about different materials and their properties. A materials hunt around the school further enhances their understanding, allowing them to identify and categorise various materials in their environment, and consider their suitability for different building purposes.</i>	<i>"Poles Apart" explores geography and science by helping children name and locate hot and cold areas of the world. Linked to the study of animals, children identify and compare common species that thrive in these contrasting climates. Using the focus text Meerkat Mail by Emily Gravett, children follow a meerkat's journey across different habitats, deepening their understanding of how animals adapt to their environments. Additionally, the book 'Lost and Found' by Oliver Jeffers is incorporated to explore themes of friendship, journeys, and discovery. Children gain insight into the challenges and adventures animals might face in unfamiliar climates, enhancing their empathy and connection to the natural world.</i>	<i>"Down at the Bottom of the Garden" introduces children to the science of animals, including humans, with a focus on identifying and comparing common animals. Using Julia Donaldson's 'Superworm' as the focus text, children explore the fascinating world of mini-beasts and their roles in the ecosystem. A mini-beast hunt around the school grounds brings learning to life, allowing children to observe and identify various insects and small creatures in their natural habitats. A visit to a nature reserve further enriches their experience, offering a broader perspective on biodiversity and the importance of preserving these vital environments.</i>
<u>Hook:</u>	A teddy bears' picnic	Autumn Walk	Mystery Scene Investigation: clues around the room for children to investigate	Materials hunt around school	A Mysterious Parcel Arrives...suitcase or travel bag delivered to the classroom, labelled: "To Year 1 - Please help! From Sunny the Meerkat	School Creepy Crawly hunt
<u>Home Learning Project</u>	Family interview about toys they played with when they were younger	Autumn Box	Great Fire of London model or picture	Make a monster or robot out of different recycled materials	Animal Fact File	Make a miniature garden
<u>Showcase</u>	Curriculum presentation on website	Art Gallery for other year groups	Immersive Walkthrough for Year 2-Great Fire of London Street	Curriculum presentation	Share their Animal Fact Files with Year 2	Curriculum presentation
<u>Focus Theme Enrichment</u>	Toys In School Workshop		Workshop: Great Fire of London		Mere Sands Wood	

Subject Area:	Autumn Term		Spring Term		Summer Term	
<u>Focus Reading Text:</u>	<p>Lost in the Toy Museum by David Lucas</p>  <p>Not a stick by Antoinette Portis</p> 	<p>Percy the Park Keeper- After the Storm by Nick Butterworth</p> 	<p>‘Toby and the Great fire of London’ by Margaret Nash and Jane Cope</p> 	<p>Iggy Peck, Architect by Andrea Beaty</p> 	<p>Meerkat Mail by Emily Gravett</p>  <p>Lost and Found by Oliver Jeffers</p> 	<p>Superworm by Julia Donaldson</p> 
<u>English Poetry</u>	<p>Read, Analyse and Compose: <i>List Poem: Dreaming</i></p>	<p>Read, Analyse and Recite: Here is the Seed by John Foster</p>	<p>Read and Analyse - Narrative: A Tiny Burning Flame</p>	<p>Read, Analyse and Recite: Thirty Days hath September</p>	<p>Read, Analyse and Compose- Poetic forms and device: Shape Poems</p>	<p>Read and Analyse - Classic: Caterpillar by Christina Rossetti</p>
<u>English Writing Focus:</u>	<p>(NF) Baseline Informal letter: Introducing themselves (<i>informal</i>)</p> <p>(P) List Poem – based on ‘Not a Stick’</p> <p>(NF) ‘Lost’ poster to inform people about the missing toy</p> <p>(N) Literary Description: Favourite toy (<i>informal</i>)</p>	<p>(NF) Explanation: Leaflet on trees (<i>formal</i>)</p> <p>(N) Literary Description: Setting description of park (<i>informal</i>)</p> <p>(NF) Discussion: Should the park close down? (<i>informal</i>)</p>	<p>(NF) Recount: Diary of the Great Fire of London (<i>informal</i>)</p> <p>(N) Literary Description: Character description of Toby</p> <p>(NF) Instruction/Procedure: How to make bread – modern and at the time of the Great Fire (<i>formal</i>)</p>	<p>(N) Playscripts: Three Little Pigs</p> <p>(NF) Fact file: for a building or structure of interest in our local area e.g., St. Wilfrid’s Church (Iggy Peck)</p>	<p>(P) Shape Poem: Animal</p> <p>(N) Narrative: Own version of a ‘lost and found’ story.</p> <p>(N) Literary recount: Postcard from Sunny (Meerkat Mail) to his family telling them about a new adventure</p>	<p>(N) Narrative: Retell Superworm</p> <p>(NF) Police Report: Find Superworm (<i>formal</i>)</p>
<p><u>End-of-Day Enjoyment</u> (text suggestions linked to all termly curriculum subjects)</p>	<p>The Lost Property Office by Emily Rand</p>  <p>Dogger by Shirley Hughes</p>  <p>Toys in Space by Mini Grey</p> 	<p>The Gruffalo by Julia Donaldson</p>  <p>The Magic and Mystery of Trees by Jen Green</p>  <p>Wangari’s Trees of Peace: A True Story from Africa by Jeanette Winter</p> 	<p>The Great Fire of London: An Illustrated History of the Great Fire of 1666 by Emma Adams</p>  <p>The Great Fire of London by Liz Gogerly</p>  <p>Vlad and the Great Fire of London by Kate Cunningham</p> 	<p>Discovering Science: What are materials? by Katy Barnham</p>  <p>Let’s Build a House by Mick Manning</p>  <p>The True Story of the Three Little Pigs by Jon Scieszka</p> 	<p>Leaf by Sandra Dieckmann</p>  <p>David Attenborough: Little People, Big Dreams by Maria Isabel Sánchez Vegara</p>  <p>Anna Hibiscus by Atinuke</p> 	<p>The Woolly Bear Caterpillar by Julia Donaldson</p>  <p>The Extraordinary Gardener by Sam Boughton</p>  <p>Peep Inside: Bug Homes by Anna Milbourne and Simona Dimitri</p> 

<u>Subject Area:</u>	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Mathematics</u>	Number - Number and Place Value Number -Addition and Subtraction Geometry – Properties of shapes Measurement	Number - Number and Place Value Number -Addition and Subtraction Measurement Number - Fractions	Number - Number and Place Value Measurement Number -Addition and Subtraction Geometry – Properties of shapes	Number – Multiplication and Division Measurement Geometry – Position and Direction	Geometry – Position and Direction Number – Multiplication and Division Number – Fractions Measurement	Geometry – Position and Direction Number – Fractions Number -Addition and Subtraction Measurement
<u>RE</u>	Harvest: How can we help those who do not have a good harvest? <i>Links to World Faiths:</i> How do people of Jewish faith celebrate the harvest? Creation: What are your favourite things that God created? <i>Links to World Faiths</i> What do people of Muslim faith believe about how God made the world?	Christmas: Why do we give and receive gifts?	Jesus: What made Jesus special?	Easter: What do you think is the most important part of the Easter story?	Baptism: Why is Baptism Special? <i>Links to World Faiths:</i> How do people of world faiths welcome new babies?	Joseph: Why is Joseph a Bible hero?
<u>Computing</u>	Online Safety	Exploring Purple Mash (Pictograms, sorting and Lego builders)	Technology beyond the school Maze Explorers	Simple Spreadsheets	Animated story books (2 create)	Coding (2 code)
<u>Science</u>	Plants: Identify plants, including trees		Plants: Structure of flowers	Everyday Materials: Identify and name materials and properties, making comparisons	Animals, including Humans: Identify and compare common animals and basic parts of the Human Body	
	Seasonal Changes: Weather, Seasons and Day Length		Seasonal Changes: Weather, Seasons and Day Length		Seasonal Changes: Weather, Seasons and Day Length	
<u>History</u>	Changes within Living Memory - Toys		Events beyond Living Memory - The Great Fire of London		Lives of significant individuals - L S Lowry and Pieter Bruegel	
<u>Geography</u>	Mapping (Geographical Skills and Fieldwork, Place Knowledge) Seasonal and Daily Weather Patterns (Human and Physical Geography)		The UK (Locational Knowledge, Geographical Skills and Fieldwork) Seasonal and Daily Weather Patterns (Human and Physical Geography)		Name and Locate Hot and Cold Areas (Human and Physical Geography) Seasonal and Daily Weather Patterns (Human and Physical Geography)	

<u>Subject Area:</u>	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Art and Design</u>	3D – Seasonal Changes Artist – Andy Goldsworthy		Painting and Printing – Textile covering Artists- Queenie McKenzie		Drawing – People & Places Artists – LS Lowry & Pieter Bruegel	
<u>Design and Technology</u>	Moving pictures (Explore and use mechanisms -Sliders)		Building Structures: A house for the three little pigs: Creating a structure with a given criteria		Food Faces! (Cooking and Nutrition Topic)	
<u>Physical Education</u>	Fundamental Movement Skills Dance	Fundamental Movement Skills Dance	Gymnastics & Dance	Gymnastics & Dance	Racket and ball games Creating games with others	Sending and Receiving Games Athletics
<u>Music</u>	Exploring Pulse Hey You	Performing	Music Styles In the Groove	Pitch Recorders	Singing Your Imagination	Structure & Performing Recorders
<u>PSHE</u>	Being Me and Building Friendships	Keeping Safe and Being Kind: Understanding Myself and Others	Understanding Ourselves, Our Families, and Our Feelings	Taking Care of Me: Staying Healthy and Safe	Using the Internet Safely and Respectfully	Everyday Choices: Caring, Money, and Staying Safe Online

	Me	You	World	God
<u>Spirituality</u>	<p>At St. Wilfrid's, we believe spirituality is within everyone; we are all created in the image of God and valued for who we are. Spirituality is about how we connect with ourselves, others, the world around us, and with God through love. We nurture spiritual development through daily collective worship, our curriculum, reflection, creativity, and by living out our Christian Values. Through worship, children experience opportunities such as singing, prayer, stillness, and reflection, helping them to flourish and live life in all its fullness. (John 10:10).</p>			
	<p><i>Children are taught to talk about and share opinions on things that matter, learning that it is 'OK' to have different opinions' and that 'YOUR opinion MATTERS!' This focus on the importance of their unique perspective helps children feel valued and validates their individual thoughts and feelings.</i></p> <p><i>When exploring creation, children are asked about their 'favourite things in creation' and encouraged to capture 'some of the wonders of the environment around school' through photographs, inviting them to identify what personally resonates with them.</i></p> <p><i>Activities such as choosing a toy to donate or considering a 'gift from your heart' for Jesus require personal decisions based on empathy and a sense of agency, further developing self-awareness and personal contribution.</i></p> <p>'Let's Play' encourages children to reflect on their own special toys and consider how playtime has evolved, connecting to their personal experiences and fostering a sense of individual liberty to make safe and respectful choices.</p> <p>'Marvellous Materials' fosters curiosity and wonder as children explore materials and their impact on the world, supporting their individual liberty to innovate and think independently.</p>	<p><i>Children are given time to consider how their uniqueness affects how they feel, how they build relationships, and how they respond to others and situations.</i></p> <p><i>Discussions allow children to explore their personal opinions, feelings, preferences, and experiences, and then connect these to understanding others, responding to situations, and navigating relationships, with an emphasis on respect for differing opinions and empathy.</i></p> <p><i>They learn that 'In our class, we all have different opinion. This is OK,' and are taught positive responses to potential disagreements, such as respecting others' views.</i></p> <p><i>Activities include recognising similarities and differences among people, such as looking at favourite toys from around the world.</i></p> <p><i>Lessons encourage considering care for others, including discussing donating toys to children who do not have as much, or helping those who don't have a good harvest.</i></p> <p><i>Children explicitly explore feelings associated with giving and receiving gifts, broadening the idea of gifts beyond physical objects to include kind actions like helping a friend or giving time. They reflect on giving gifts that are not objects and are asked what gift they can give to Jesus.</i></p> <p>'London's Burning!' fosters empathy by encouraging children to reflect on the experiences of people affected by the fire, highlighting how communities came together to respond to disaster.</p> <p>'Poles Apart' encourages mutual respect and tolerance as children learn about diverse animal species and themes of friendship and perseverance, fostering empathy and inclusivity.</p>	<p><i>The curriculum helps children develop a voice to respond to the natural world and the challenges human impact creates.</i></p> <p><i>Children are given opportunities to respond to both the positive aspects of the natural world (wonder, beauty) and the negative impacts caused by humans (pollution, waste, proposed changes).</i></p> <p><i>They are encouraged to use their voice through discussion, questioning, reflection, voting, and proposing/taking action.</i></p> <p><i>Activities include connecting with and reflecting on creation, such as finding things they find amazing, interesting, or puzzling in nature, and observing intricate details. They are prompted to ask questions like 'What are your favourite things in creation?' and 'I wonder what you think is the most incredible place that God has created?'</i></p> <p><i>Lessons reflect on what creation teaches about God and how people have spoiled creation, considering 'How does God feel when he sees his world being spoilt?'</i></p> <p><i>Crucially, children are asked, 'What can we do to help take care of creation?' through actions like planting trees, recycling, and picking up litter.</i></p> <p><i>Lessons also engage children in considering human impact, such as the importance of parks and the potential impact of closing them, giving them a voice through voting and articulating reasons.</i></p> <p>'If You Go Down to the Woods Today' fosters a sense of awe and wonder as children observe seasonal changes and the beauty of the woodland environment, encouraging empathy and care for animals and nature. It promotes environmental justice by valuing access to safe, clean natural environments.</p> <p>'Down at the Bottom of the Garden' fosters awe and wonder at the diversity of mini-beasts and encourages respect for living creatures and their roles in ecosystems. It promotes environmental justice and a collective responsibility to care for the environment.</p>	<p><i>Children are helped to ask questions to search for meaning about God and know how to use prayer to talk to God.</i></p> <p><i>Children are encouraged to communicate with or talk to God through questioning and reflection.</i></p> <p><i>In Creation lessons, after observing and reflecting on the natural world, children are directly prompted to ask... 'Can we together make a list of questions that you would like to ask God about creation?' This activity is a form of searching for meaning about God through direct inquiry.</i></p> <p><i>Lessons around Christmas involve considering 'What gift can we give to Jesus?' which can include helping others, giving time, or giving 'one's heart,' engaging children in a relationship or communication with God.</i></p> <p><i>During Harvest discussions, children reflect on 'How amazing is God for all these foods he has given us to Harvest' and are prompted to consider 'Who do we say thank you to for Harvest?' implying thanks to God.</i></p> <p><i>The curriculum also introduces other faiths, noting that Jewish people say a prayer to thank God for Sukkot and worship God in a synagogue, using Hebrew for some prayers.</i></p> <p><i>RE topics include exploring What are your favourite things that God created? and "What do people of Muslim faith believe about how God made the world?"</i></p>

Subject Area:	Autumn Term	Spring Term	Summer Term		
SMSC	Our Year 1 Curriculum promotes children’s Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.				
	<p><i>"Let's Play" encourages children to reflect on their own special toys and consider how toys from the past brought joy to others, sparking imagination and curiosity. Socially, they develop cooperation and communication skills through activities like the 'Teddy Bears' Picnic', where they share, take turns, and interact respectfully with their peers. An in-school workshop, 'Toys in School', offers a hands-on toy-making experience. Inspired by their focus text, 'Lost in the Toy Museum' by David Lucas, the workshop introduces toys based on historical examples from the past 100 years. Children create their own toys, bring the book's characters to life, and even develop new imaginative stories. They begin to recognise the value of caring for belongings and respecting the memories and experiences attached to toys from the past, fostering empathy and a sense of responsibility.</i></p>	<p><i>"If You Go Down to the Woods Today" provides meaningful opportunities for children to explore the natural world through science and geography. Children develop a sense of awe and wonder as they observe seasonal changes, weather patterns, and the beauty of the woodland environment. The use of 'Percy the Park Keeper' encourages empathy and care for animals and nature, supporting moral development by fostering an understanding of responsibility and kindness towards living things. Socially, activities such as the autumn walk and collaborative mapping tasks help children build teamwork skills and share experiences. The unit encourages children to reflect on their local natural spaces and how different generations have enjoyed and cared for them, helping to build a sense of belonging and community awareness.</i></p>	<p><i>"London's Burning!" encourages children to reflect on the experiences of people affected by the Great Fire of London, fostering empathy and understanding of resilience in the face of disaster, which contributes to their spiritual and moral growth. Socially, children collaborate during the workshop and model-building activities, developing teamwork and communication skills. The unit also provides cultural insights by exploring how London's architecture and community life have changed over time, helping children appreciate historical heritage and how past events shape present-day society.</i></p>	<p><i>"Marvellous Materials" encourages children to explore the properties of different materials and reflect on how they shape the world around them, fostering a sense of curiosity and wonder. Through collaborative design and building tasks inspired by Iggy Peck, Architect, children develop social skills such as teamwork, communication, and respect for others' ideas. Morally, the unit promotes responsible decision-making as children consider the suitability and safety of materials for construction. Culturally, children learn about how different materials and building techniques have been used in various contexts, helping them appreciate human creativity and innovation across time and communities.</i></p>	<p><i>"Poles Apart" fosters children's spiritual curiosity about the natural world and the diverse habitats where animals live. Through studying animals' adaptations, children develop empathy and moral awareness of how creatures survive in different environments, encouraging respect for life. Socially, the unit promotes collaboration during discussions and activities about animals and their journeys, enhancing communication and teamwork skills. Culturally, by exploring stories like Meerkat Mail and Lost and Found, children gain an understanding of friendship, perseverance, and discovery, reflecting on universal human experiences across different settings and climates.</i></p>

EDIJ

Our Year 1 Curriculum actively fosters Equity, Diversity, Inclusion and Justice (EDIJ) by celebrating differences, promoting fairness, encouraging empathy, and ensuring every child feels valued and respected, laying the foundation for a compassionate and inclusive society.

"Let's Play" encourages children to explore the universal nature of play across different times, cultures, and backgrounds. By comparing toys from the past and present, children learn that while toys may differ in material or design, all children—regardless of background—have the right to play and enjoy childhood. Through class discussions and the use of inclusive resources, children are introduced to toys from a variety of cultures and communities, helping to foster respect for diversity in traditions, experiences, and family life. The unit also promotes inclusion by encouraging all children to share their own toy stories and experiences, ensuring that every voice is valued and that personal and cultural differences are celebrated as part of a shared learning journey.

"If You Go Down to the Woods Today" encourages all children to explore and value the natural world around them, regardless of their background or prior experiences. Through shared outdoor learning and stories such as 'Percy the Park Keeper', children develop an understanding of how everyone can enjoy and care for nature. The unit promotes a sense of belonging by valuing each child's observations and experiences of seasonal change and local green spaces. It also introduces the idea that access to safe, clean natural environments is a right, linking to environmental justice and the fair treatment of all communities.

"London's Burning!" explores the lives of people from different backgrounds who experienced the Great Fire of London, helping children understand that historical events affected a diverse range of individuals. Through discussions and the workshop, children learn about how communities came together to respond to the disaster, highlighting themes of fairness, support, and cooperation. The unit also invites children to consider how living conditions and housing varied in 17th-century London, fostering awareness of social inequalities in the past and helping them appreciate the importance of inclusion and justice in today's society.

"Marvellous Materials" encourages all children to engage equally in hands-on exploration and creative problem-solving, valuing diverse ideas and approaches during design activities. Using 'Iggy Peck, Architect' helps challenge stereotypes by showcasing creativity and ambition regardless of background. The unit promotes inclusion by ensuring every child's voice is heard during group work and discussions about material choices. It also introduces the concept of fairness and justice by encouraging children to think about the environmental impact of different materials and the importance of using resources responsibly for the benefit of all communities.

"Poles Apart" encourages children to appreciate the diversity of animal species that thrive in different climates, helping them understand that life adapts in varied and unique ways around the world. The focus texts 'Meerkat Mail' and 'Lost and Found' highlight themes of friendship and overcoming challenges, fostering empathy and inclusivity. Children learn to respect different environments and the creatures within them, encouraging a sense of global justice and responsibility for protecting habitats. The unit also supports inclusion by inviting all children to share their ideas and experiences during discussions about animals and their journeys, ensuring diverse voices are valued and heard.

"Down at the Bottom of the Garden" encourages children to recognise the diversity of animal species, including mini-beasts, and appreciate their unique roles within ecosystems. Through inclusive activities like the mini-beast hunt and the visit to the nature reserve, all children are invited to participate and share their observations, valuing different perspectives and experiences. The unit fosters a sense of environmental justice by highlighting the importance of preserving biodiversity and respecting all forms of life, encouraging children to develop a caring attitude towards nature and understand their role in protecting it.

Fundamental British Values

Our Year 1 Curriculum actively promotes the Fundamental British Values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, in order to prepare children for life in Modern Britain.

"Let's Play" helps children understand the concept of mutual respect and tolerance through shared discussions about toys from different times, cultures, and backgrounds. By listening to each other's experiences and favourite toys, children begin to value differences and appreciate that everyone's memories and preferences are unique.

The rule of law is introduced as children learn how toys have evolved to become safer and more regulated over time. During the Teddy Bears' Picnic and group activities, children practise democracy by making collective decisions, taking turns, and recognising that everyone has a voice. The museum visit also encourages reflection on how society has changed, reinforcing a sense of individual liberty as children explore the freedom of play and the importance of making safe and respectful choices.

"If You Go Down to the Woods Today"

encourages children to explore and care for the natural world with respect and responsibility. Through class rules and agreed expectations for outdoor learning, children begin to understand the rule of law, recognising the importance of safety and care when interacting with living things and shared spaces. The use of Percy the Park Keeper promotes mutual respect, as children learn how to treat animals, nature, and one another with kindness. The unit also supports individual liberty, allowing children the freedom to explore, ask questions, and express their thoughts and observations about the environment in a supportive and inclusive setting.

"London's Burning!"

helps children understand the importance of the rule of law through learning about the fire safety laws and building regulations that evolved after the Great Fire of London. Through group activities like the workshop and model building, children practice mutual respect and tolerance by listening to others' ideas and working together collaboratively. The unit encourages democracy as children share their views on how communities worked together to rebuild the city and make decisions for a safer future. It also promotes individual liberty by fostering curiosity and encouraging children to ask questions and express their thoughts about history and its impact on their lives today.

"Marvellous Materials"

encourages children to work collaboratively during design and building tasks, fostering mutual respect and effective teamwork. Through group decision-making about material choices, children experience democracy and learn to value different opinions. The unit also promotes the rule of law as children explore the importance of safety and regulations in building structures. Additionally, children are encouraged to express their creativity and problem-solving skills, supporting their individual liberty to innovate and think independently.

"Poles Apart"

encourages children to develop mutual respect and tolerance as they learn about diverse animal species living in different climates and the challenges they face. Through group discussions and shared activities inspired by 'Meerkat Mail' and 'Lost and Found', children practice democracy by listening to and valuing each other's ideas about adaptation and friendship. The unit supports individual liberty by inspiring curiosity and independent thinking about the natural world and animal behaviours. Additionally, children learn about the rule of law indirectly through understanding how animals rely on their environments and natural laws to survive, fostering respect for nature's balance.

"Down at the Bottom of the Garden"

encourages children to develop mutual respect and tolerance for all living creatures, recognising the importance of biodiversity and the roles of mini-beasts within ecosystems. Through collaborative activities such as the mini-beast hunt and group discussions, children practice democracy by listening to and valuing different ideas and observations. The unit fosters individual liberty by encouraging curiosity and independent exploration of the natural world. Additionally, children develop an appreciation for the rule of law by understanding environmental rules and the importance of caring for habitats to maintain ecological balance.

Christian Values

Our Christian Values underpin all of our Curriculum at St. Wilfrid's: FAIR, FORGIVE, TRUST, HOPE, **LOVE**, JOY, COURAGE, KIND and PEACE.