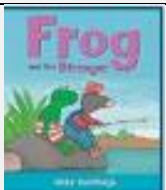


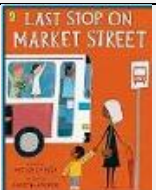
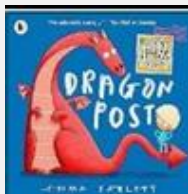
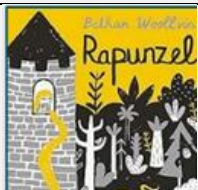



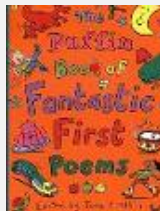

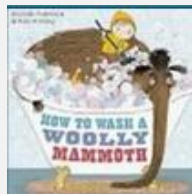
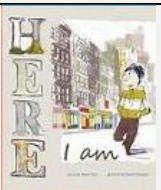
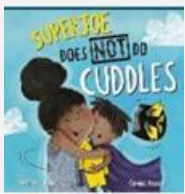




Long Term Curriculum Map

2025-2026 Year 1/2

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/theme of study:	What is it like here? Local fieldwork task – identify features in the school grounds.	How am I making History? Interview relative/grandparent about childhood/toys. Topic artefact box - Tullie House.	What is the weather like in the UK? Fieldwork on the school grounds.	How have toys changed? Trip to Tullie House/topic artefact boxes/outreach session from Tullie House.	How did we learn to fly? Visit to Solway Aviation Museum.	What can you see at the coast? Visit to the coast.
Key Texts English	<div> Narrative  Frog and the Stranger – Max Velthuijs </div> <div> Instructions  How to Make Friends with a Ghost – Rebecca Green </div> <div> Poetry: List poems  The Puffin Book of Fantastic First Poems – June Crebbin </div>	<div> Narrative  Last Stop on Market Street – Matt De La Pena and Christian Robinson </div> <div> Letters, postcards  Dragon Post – Emma Yarlett </div>	<div> Narrative  Rapunzel – Bethan Woolvin </div> <div> Non-Chronological Report  Big Blue Whale – Nicola Davies and Nick Maland </div>	<div> Narrative  Julian is a Mermaid – Jessica Love </div> <div>  Splash, Anna Hibiscus! – Atinuke </div> <div> Poetry: Free Verse & Simile  The Puffin Book of Fantastic First Poems – June Crebbin </div>	<div> Narrative  The Lost Homework – Richard O'Neill and Kirsti Beautyman </div> <div> Instructions  How to Wash a Woolly Mammoth – Michelle Robinson and Kate Hindley </div>	<div> Recount  Here I am – Patti Kim and Sonia Sanchez </div> <div> Narrative  Super Joe Does Not Do Cuddles – Michael Catchpool and Emma Proctor </div> <div>  Traction Man – Mini Grey </div> <div> Poetry: Take One Poet  Belonging Street – Mandy Coe </div>

Maths White Rose Maths	<u>Year 1</u> Number - Place Value (within 10) Number - Addition and Subtraction (within 10) Geometry - Shape		<u>Year 1</u> Number - Place Value (within 20) Number - Addition and Subtraction (within 20) Number - Place Value (within 50) Measurement – Length and Height Measurement – Mass and volume		<u>Year 1</u> Number – Multiplication and Division Number – Fractions Geometry - Position and direction Number – Place Value (within 100) Measurement – Money Measurement - Time	
	<u>Year 2</u> Number - Place Value Number – Addition and Subtraction Geometry – Shape		<u>Year 2</u> Measurement – Money Number – Multiplication and Division Measurement - Length and Height Measurement – Mass, Capacity and Temperature		<u>Year 2</u> Number – Fractions Measurement – Time Statistics Geometry – Position and direction	
Science Cycle A	Knowledge Area Biology Seasonal Changes To be revisited throughout the year - Observe how plants change in the local area across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. - Pupils should observe and talk about changes in the weather and the seasons. <i>Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.</i> Working scientifically Observing plants over time in local environment (seasonal changes). Observe how a tree changes over the year. Pattern seeking - Do we have more rainy days in Spring? <i>Making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</i>	Knowledge Area Biology Keeping Fit and Healthy - Explore and compare the differences between things that are living, dead, and things that have never been alive. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working scientifically Observe how their body changes before/during/after exercise. Classify food items.	Knowledge Area Chemistry Properties of Materials - Distinguish between an object and the material from which it is made. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. - Describe the simple physical properties of a variety of everyday materials. <i>(not attracted to magnet -forces topic. Transparency- light topic. Flexibility -cycle B materials)</i> - Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Identify and name a variety of everyday materials, incl wood, plastic, glass, metal, water, rock. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. Working scientifically Classify materials Comparative/fair test materials Research inventors of new materials.	British Science Week March 6-15. The theme for 2026 will be "Curiosity: what's your question?", focusing on encouraging people to explore their curiosity about the world and how to find answers. Physics Electricity <i>(No electricity in KS1 - chn could explore battery powered toys and carry out a variety of enquires related to these).</i> Physics Forces and Movement <i>(explore things that move incl toys that need a push or a pull. Compare how different things move.)</i> - Describe the simple physical properties of a variety of everyday materials <i>(attracted to a magnet or not)</i> - Compare and group together a variety of everyday materials on the basis of their simple physical properties. <i>(attracted to a magnet or not) (explore toys)</i> Working scientifically Classify toys Observe and group	Knowledge Area Biology Plants - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Observe and describe how seeds and bulbs grow into mature plants. - Observe changes across the four seasons. <i>(observe how the plants change in the local area throughout the year)</i> <i>[real life or story-based links – e.g. Percy the Park Keeper, Little Red Riding Hood – letters/info books)</i> Working scientifically Pattern seeking – which comes first root or shoot? Observe over time – plants/seeds growing.	Knowledge Area Consolidation and opportunities for further scientific enquiry and embedding real life contexts.
	Across the year: Observation of seasonal changes including the changes in day length/environment. Working scientifically Pattern seeking – weather patterns e.g. does it rain more in Spring?					

Geography Kapow Y1/2 Cycle A	Y1/2: What is it like here? Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey.		Y1/2: What is the weather like in the UK? Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons, the current season and describe some seasonal changes. Identify the four compass directions. Identify that the arrow on a compass always shows north. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Suggest appropriate clothing and activities for each season.		Y1/2: What can you see at the coast? Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.	
	History Kapow Y1/2 Cycle A		Y1/2: How am I making History? Order three photographs correctly on a simple timeline. Use the terms ‘before’ and ‘after’ when discussing their timelines. Talk about three memories and place one of them on a timeline. Explain why memories are special and name four events that they celebrate throughout the year. Think of three ways they celebrate their birthday. Ask a visitor one question about childhood in the past. Know a similarity and a difference between childhood now and in the past. Add three ideas to a time capsule about themselves. Use key vocabulary to compare the present, the past and possible changes in the future.		Y1/2: How have toys changed? Discuss their favourite toy using language related to the past. Ask questions about toys in the past. Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes between teddy bears today and those from 100 years ago. Describe how toys have changed over time.	
Computing (links in Word document)	Networks: Technology Around Us	Computer Science: Programming robot algorithms	IT Media: Digital Photographs	IT Data: Grouping data	IT Media : Digital Music	Computer Science : Programming quizzes
Art & Design Kapow Y1/2	Drawing – Make your mark – (archived unit) <ul style="list-style-type: none"> Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 		Painting and Mixed media – Life in colour <ul style="list-style-type: none"> Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others’. Describe ideas for developing their collages. Choose materials and tools after trying them out. 		Craft and design – Woven Wonders <ul style="list-style-type: none"> Give an opinion about whether an activity counts as ‘art’. Listen attentively to a visitor describing their creative interests. Draw and talk about a remembered experience of making something creative. Independently choose and measure lengths of wool and join wool sections together. Adjust their wrapping technique if something doesn’t work well. Show that they are selecting colours thoughtfully. Be open to trying out a new skill. Show that they are choosing materials based on colour, thickness and flexibility. Show resilience and keep going when things don’t go right the first time. Join in with looking for key features of Cecilia Vicuña’s work (knots, plaits, weaving etc). Weave with paper, achieving a mostly accurate pattern of alternating strips. Describe their own weaving and compare it to Vicuna’s artwork. 	

			<ul style="list-style-type: none"> • Attach things securely to their box loom. • Remember the process needed for weaving and attach some elements in this way. • Discuss the choices they make and what they like about their finished work. 			
Design & Technology Kapow Y1/2	Balanced diet- Cooking and nutrition Name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan.		Puppets- Textiles Join fabrics together using pins, staples or glue. Design a puppet and use a template. Join their two puppets' faces together as one. Decorate		Fairground wheel- Mechanisms Describe how axles help wheels move a vehicle and design and label a working fairground wheel. Evaluate different designs. Describe the properties of different materials and select appropriate materials for the wheel. Build a stable structure, test elements of the design and adapt the design as necessary. Make the wheel rotate, evaluate a wheel mechanism and adapt it as necessary. Recall that a survey is used to find out what people like, tally results and use the results to inform the design. Add pods for the correct number of people and ensure that the pods stay upright when rotating around a fixed point. Explain the decisions for the pod design	
Music	The role of a conductor in ensemble music -Identify what ensemble music is. -Look at different ways a conductor helps a group of musicians. -Practice being conducted and what different gestures could mean. -Learn a harvest song and conduct a group of performers.	KS1 Nativity	Music and drama festival -Sing as an ensemble. -Use actions to enhance the performance of a song.		Composing using tuned and un-tuned instruments -Non-standard notation to record compositions. -To explore how sounds have a purpose. -To compose a short piece of music to portray a mood.	Play glockenspiels -Learn what notes are used on a glockenspiel. -Play a basic tune using 3-5 notes. - play in time with others as part of an ensemble.
RSE SCARF scheme Cycle A Kidsafe	Me and my Relationships Feelings Getting help Classroom rules Special people Being a good friend	Valuing Difference Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Keeping Safe How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Rights and Respect Taking care of things: Myself My money My environment	Being my Best Growth Mindset Healthy eating Hygiene and health Cooperation	Growing and Changing Getting help Becoming independent My body parts Taking care of self and others
RE	Unit 1.2- Creation Give children the opportunity to develop their perceptions and understanding of God. Provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world. To explore what people of Muslim and Hindu faith believe about how the world was created. WWF Link- What do people of Muslim and Hindu faith believe about how God made the world?	2.1 The Bible. Why is it such a special book? Inc. World Faith Link Islam- Qur'an Introduce children to special books from worldwide faiths -Widen the children's understanding of the Bible, its contents, presentation and importance to Christians. -Begin to develop children's understanding of holy books in the lives of people of all world faiths. 2.1- WWF Link- Do people of all worldwide faiths have holy books?	2.3 Jesus, friend to everyone -To increase the children's awareness that Jesus was an extraordinary person who welcomed everyone as a friend. -Develop knowledge and understanding that Jesus had the power to miraculously heal people. WWF Link- Look at stories from other faiths and how they are role models to world wide faiths.	2.4 Easter. How do Symbols help us understand the story? Signs and symbols Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. Extend pupils knowledge of the details of the Easter story. Develop pupils' understanding of the importance of Easter and the concept of salvation.	2.6- What happened at the Ascension and Pentecost? (Beginning to understand The Holy Trinity) Art Work- outcome Fruits or the Spirit -Begin to develop the children's knowledge and understanding of these two very significant events. -Give children an opportunity to begin to explore the concept of God as three in one. - Emphasize the importance of these events in the life of Jesus and the Church, then and now.	3.1 Called by God Give children an opportunity to consider what it means to be called by God Give children an opportunity to consider the responses people have made in the past and still do today when they hear a call from God Give children an opportunity to ask local clergy about their call from God to be ordained To explore the lives and roles of Faith Leaders Inc. Leaders and Founders from World Faiths Who are they and what do they do? Islam- Muhammad pbuh Buddhism- Buddha (teacher)
PE	Hockey Tag Rugby	Gymnastics 1 Fitness	Dance Golf	Gymnastics 2 Orienteering	Basketball Volleyball	Athletics Cricket
FRENCH						