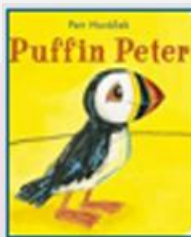
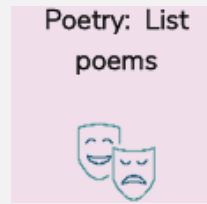
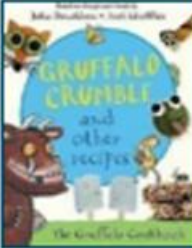
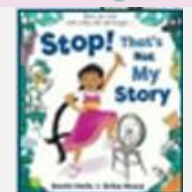
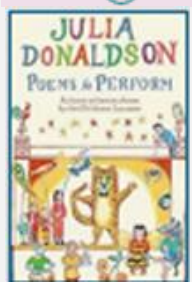
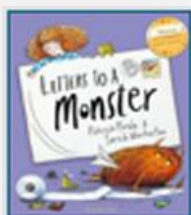
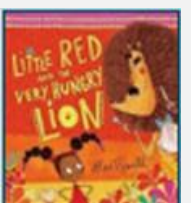


Long Term Curriculum Map

2026-2027 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:	Where Am I? Local fieldwork task – identify features in the school grounds.	What is History?	Would You Prefer to Live in a Hot Place or Cold Place?	How Was School Different in the Past? Trip to Beamish	What is it Like to Live in Shanghai?	What is a Monarch? Visit to a castle.
Key Texts English Essential Writing Cycle A	Labels, lists and captions  Someone Just Like You – Helen Docherty and David Roberts Narrative  Puffin Peter – Petr Horacek Poetry: List poems  Purple Is... - Anonymous	Recipes  Gruffalo Crumble -Julia Donaldson and Axel Scheffler Narrative  Traditional Tales – Three Billy Goats Gruff, The Princess and the Pea, Stop! That's Not My Story. Professor Goose Debunks Goldilocks	Narrative  Stanley's Stick – John Hegley and Neal Layton Rules & recount  Ruby's Worry – Tom Percival  Ravi's Roar – Tom Percival Poetry  Poetry: Free Verse: Take Off Your Brave Big Red Dragon – Jane Newbury	Narrative  Entertain – Narrative: Martha Maps It Out – Leigh Hodgkinson Poetry: Performance Poetry  Poems to Perform – Julia Donaldson	Letters  Letters To A Monster – Patricia Forde and Sarah Warburton Poetry: Free Verse  Out and About: A Book Of First Poems – Shirley Hughes Narrative  Little Red and the Very Hungry Lion – Alex T Smith	Explanation  The Big Book of Bugs – Yuval Zommer  Tad – Benji Davies Narrative  We're Going To Find The Monster – Malorie Blackman and Dapo Adeola

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 B	Knowledge Area Biology Ourselves and Other Animals Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Describe and compare the structure of a variety of common animals fish, amphibians, reptiles, birds and mammals including pets). Notice that animals, including humans, have offspring which grow into adults Working scientifically	Knowledge Area Physics Light (explore looking for things in a dark “cave/area” erected from dark material in the classroom) Describe the simple physical properties of a variety of everyday materials (opaque, translucent, transparent materials). Compare and group together a variety of everyday materials on the basis of their simple physical properties (opaque, translucent, transparent material). (explore shadow play and possibly make shadow puppets) (observe and name a variety of sources of light, including electric lights, flames and the Sun) Observe and describe weather associated with the seasons and how day length varies. Working scientifically	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 Theme: ‘Change and Adapt’ 6th – 15th March Chemistry Changing Materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Describe the simple physical properties of a variety of everyday materials (Flexibility). Compare and group together a variety of everyday materials on the basis of their simple physical properties (Flexibility). Working scientifically	Knowledge Area Biology Habitats Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Observe changes across the four seasons (observe which animals are present in local habitats throughout the year). Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Working scientifically	Knowledge Area Physics Sound <i>(explore different ways of making and altering sounds ... experiment making sounds of differing volume and pitch)</i> <i>(observe and name a variety of sources of sound, noticing that we hear with our ears)</i> Working scientifically
	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 B	Y1/2: Where Am I? State that the UK stands for the United Kingdom. Point to each country in the UK on a map when prompted. Verbally identify features within the school grounds. Use and respond to directional language. State that an aerial photograph is taken from above. Recognise some familiar features in aerial photographs. Explain that symbols show features on a map. Add symbols to a map. Identify how places on the school grounds make them feel.	Y1/2: Would You Prefer to Live in a Hot Place or a Cold Place? Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.	Y1/2: What Is It Like to Live in Shanghai? Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality. Identify similarities and differences between human and physical features.
History Kapow Y1/2 Cycle B	Y1/2: What Is History? Create a personal timeline by ordering three events correctly on a simple timeline. Use the vocabulary 'before' and 'after' when talking about their timeline. Recognise what is similar and different between the 'past' and 'now'. Talk about three holiday memories. Place one holiday memory on a timeline. Identify how people spend their holidays differently. Describe what photographs tell us about holidays in the past. Identify similarities and differences between holidays in the past and now. Order photographs on a timeline. Ask one question about holidays in the past. Find answers to simple questions about the past. Identify features of holidays in the past. Describe what holidays in the past were like and compare them to now. Find similarities and differences. Use time vocabulary to talk about their memories. Recognise similarities and differences between their lives now and in the past.	Y1/2: How was School Different in the Past? Correctly order and date four photographs on a timeline and add some dates. Ask one question about schools in the past. Make one comparison between schools in the past and present. Use sources to research and develop an understanding of what schools were like 100 years ago. Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. Recognise two similarities and two differences between schools now and schools in the past. State whether they would have preferred to go to school in the past or not and explain why.	Y1/2: What is a Monarch? Recall that a monarch is a king or queen. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. Use sources to explain how William the Conqueror became King of England. Explain how William the Conqueror kept order and conquered England. Explain how castles have changed over time. Identify that the power of monarchs has changed over time. Make comparisons between past and present monarchies.

Computing (links in Word document)	Networks: (Information) Technology Around Us	Digital Literacy: Self image and identity	Computer Science : Programming – Robot Algorithms	Computer Science : Programming quizzes	IT Media : Digital Writing	IT Media : Digital Painting
Art & Design Kapow Y1/2	Drawing – Exploring line and space Printed Xmas card idea – either use Lesson 5 and create a portrait of child in Santa hat/portrait of Santa OR do an additional lesson after Lesson 5 using the same skills to create Santa. Identify that some shapes are organic. Connect lines to create shapes. Use and recognise different types of lines when drawing shapes. Identify basic shapes in everyday objects and artwork. Talk about what they like or dislike in a piece of artwork. Use shapes to draw a face. Use different pressures to make a colour lighter or darker. Choose lines and shapes inspired by Brianna McCarthy’s artwork.		Painting and mixed media – Colour Mixing Name and identify primary and secondary colours. Explain that primary colours cannot be created by mixing other colours. Recognise and explain that mixing primary colours creates new colours. Describe which primary colours mix to create each secondary colour. Mix a secondary colour successfully for a purpose. Identify how artists use paint to create different effects. Use a range of brushstrokes with control. Make creative choices that show their own thoughts and ideas.		Sculpture and 3D – Paper play Roll paper tubes and attach them to a base securely. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. Create a tree of life sculpture that includes several different techniques for shaping paper. Considered how to add detail by adding pattern or decoration to their paper shapes. Work successfully with others, sustaining effort over time. Explore different tools to paint a sculpture for good coverage and to create a metal surface effect.	
Design & Technology Kapow Y1/2	Pouches-Textiles. § Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. § Prepare and cut fabric to make a pouch from a template. § Use a running stitch to join the two pieces of fabric together. § Decorate their pouch using the materials provided.		Making a moving monster- Mechanisms § Identify the correct terms for levers, linkages and pivots. § Analyse popular toys with the correct terminology. § Create functional linkages that produce the desired input and output motions. § Design monsters suitable for children, which satisfy most of the design criteria. § Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. § Select and assemble materials to create their planned monster features. § Assemble the monster to their linkages without affecting their functionality.		Baby bear’s chair- Structures · Identify man-made and natural structures. · Identify stable and unstable structural shapes. · Contribute to discussions. · Identify features that make a chair stable. · Work independently to make a stable structure, following a demonstration. · Explain how their ideas would be suitable for Baby Bear. · Produce a model that supports a teddy, using the appropriate materials and construction techniques. · Explain how they made their model strong, stiff and stable.	
Music	Pulse and Rhythm Detectives -Understand pulse and rhythm, perform simple rhythmic patterns and chants. -Use a range of untuned instruments and bodies to compose different rhythmic patterns. -Explore rounds.	KS1 Nativity	Music and drama festival -Sing as an ensemble. -Use actions to enhance the performance of a song. -Learn about dynamics and how they can portray different emotions. -Learn about how different articulation can affect the mood of a piece. -Appraise different performances of a song. -Explore performing a song with different dynamics and articulation to change the meaning of the piece.		Boomwhacker Composers - Look at the different colours and sizes and explore how the sound changes. - Explore good boomwhacker technique. - Work as a group to compose simple rhythms	The Beatles and Pop Music -Listen and appraise different songs within the pop genre throughout time. -Identify similar patterns and characteristics of pop songs. -Learn about the

					and melodies using the boomwhackers -Use non-standard notation to record compositions	Beatles and their influence on pop music today.
RSE SCARF scheme Cycle A Kidsafe	Me and my Relationships Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Valuing Difference Being kind and helping others Celebrating difference People who help us Listening Skills	Keeping Safe Safe and unsafe secrets Appropriate touch Medicine safety	Rights and Respect Cooperation Self-regulation Online safety Looking after money – saving and spending	Being my Best Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Growing and Changing Life cycles Dealing with loss Being supportive Growing and changing Privacy
RE	1.1 – Why is saying Thank you so important? Th- Why do people of faith say Thank you to God at Harvest Time? Ph – What exactly is being celebrated at Harvest? HSS- How do people of faith say Thank you to God at Harvest time? 1.2 – What do people believe about how the world began? Th- Why do people of faith believe that God is the creator? Ph - Why is taking care of the world important? HSS- Why do some people think that it is important to take care of the world?	S14- Why do Hindus light candles at Diwali? Whole School (Year 1 – Year 6) WC 2nd November 2026 1.3- Why do people give and receive gifts at Christmas? Th- Why do Christians believe Jesus was a gift from God? Ph – What do you enjoy most about Christmas celebrations? HSS- How do Christians celebrate Christmas?	2.9- Does everyone follow the same rules? Th- Does God make the rules? Ph –Which rules should we follow? HSS- Are some rules more important than others in the lives of people of faith? (6)	1.5- Why do Christians believe Easter is a new beginning? Th- Is Easter is all about Jesus dying on the cross, how can it be a new beginning? Ph – Are new beginnings important? HSS- How do the ways in which Easter is celebrated show that Christians believe it is about new beginnings?	1.4. – What made Jesus special? Th- Why did the wind and the waves obey Jesus? Ph – What makes a special person? HSS- How do Christians show that they believe Jesus was/ is special?	1.9- Why do people of faith pray? Th- What do the holy books say about talking to and with God? Ph –What is prayer? Are they all the same? Why not? HSS- Are there special prayers for special times?
PE	Handball Football (Y2 swimming)	Gymnastics 1 Fitness	Dance Dodgeball	Gymnastics 2 Orienteering	Netball Tennis/Badminton	Athletics Rounders
FRENCH	In My Town		Teddy Bear picnic		My Dream House	