

Class 2

Year 1 and Year 2

Curriculum Overview 2025-2026

Whole School Curriculum Overview 2025-26

Terms	Autumn 1 (Driver, Geography)	Autumn 2 (Driver, Science)	Spring 1 (Driver, History)	Spring 2 (Driver, Geography)	Summer 1 (Driver, Science)	Summer 2 (Driver, History)
BIG Question	Why are relationships important?		How can we learn lessons from the past?		How does our local community give us hope for the future?	
Courageous Advocacy					Oceans and Plastic Pollution	
Topics	Our frozen World		Castles, Magic & Mystery		Seaside Holidays Now and Then	
Y1/2	Science – (Focus, Investigations)	Science – (Focus, Living things and their habitats)	History – (Focus, Chronology and timelines)	Geography –(Focus, Place Knowledge)	Geography (Focus, Human and Physical Geography)	History –(Focus, Historical enquiry and using evidence)
Science	Introduction to plants Identifying and naming a variety of plants and investigating if beans need water for growth.	Forces and space: Seasonal changes Exploring how seasonal changes affect trees, weather patterns and daylight hours.	Living things: Habitats Discovering plants and animals in a range of habitats.	Animals, including humans: Life cycles and health Identifying the stages of animal life cycles and carrying out tests to record growth.	Plants: Plant growth Investigating seeds, bulbs and plants and recognising the conditions required for germination and healthy plant growth	Ocean Protectors Consolidating knowledge of life cycles, habitats and food chains through ocean and rock pool exploration.
	Seasonal changes <i>Forest School</i>		Seasonal changes <i>Forest School</i>		Seasonal changes <i>Forest School</i>	
Geography	Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally.			What is the weather like in UK? Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more	What can you see at the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of	

	Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.			about hot and cold places in the UK. Devise a simple map; and use and construct basic symbols in a key.	the UK and surrounding seas. Children learn about the physical and human features of seaside locations and how humans have interacted with this, including land use and tourism.	
History		Who was Robert Falcon Scott and what he was famous for? Children will learn about the Terra Nova Expedition – dates, name and sequencing events. They will understand that Scott did not win the race to the South Pole and who did. They will learn how primary sources help us to learn about the expeditions and consider how and why we remember famous explorers.	Who built the first castles and did they change over time? The Norman's & the first castles built by the Normans i.e. Mott & Bailey & Keep & Bailey Castles. How and why castles changed, the structure and Life in Medieval Castles.			How have seaside holidays changed over time? To understand what a seaside holiday is. How have holidays changed? Children will explore key period features of seaside holidays What did Victorians do on their seaside holidays? Do we go on seaside holidays for the same reason people went 150 years ago? Do we do the same things today?
Art	Exploring: Drawing line and shapes The children will be exploring line and shape; working and			Craft and Design Map it Out Responding to a design brief, children learn three techniques for		Painting & Mixed Media Life in Colour Developing colour mixing skills, learning about the work of

	<p>experimenting with different materials through observational and collaborative pieces inspired by artists.</p>			<p>working creatively with materials and at the end of the project, evaluate their design ideas.</p>		<p>artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.</p>
English	<p>Lost and Found by Oliver Jeffers. The children will be introduced to the author, Oliver Jeffers. Children will write their own ‘found’ tags for other animals which turn up in the classroom, re-tell the story in their own words and write a sequence of instructions using consistent tense, detailed diagrams and numbers or words indicating chronological order. To finish, children will write their own version of a ‘lost and found’ story.</p> <p>The Great Explorer by Chris Judge When a famous explorer goes missing in the North Pole, his son, Tom, decides he must find him. And so, a daring adventure begins across the treacherous icy terrain of the North Pole. Will Tom be able to overcome the many challenges ahead and find his father? Whilst reading and enjoying this text the children will make predictions, use conjunctions, work on their inference skills, learn how to select effective adjectives, write detailed setting descriptions and plan their own narrative story.</p> <p>Whole Class Reading – Lost Species by Jess French and Daniel Long Reading Focus – Stories from the Arctic and Antarctic and other stories by Oliver Jeffers</p>	<p>The children will be completing descriptive writing on characters & dragons - they will create and write about their own dragons after reading a number of dragon stories.</p> <p>The children will study the Dragon Machine by Helen Ward, they will be initially engaged through hidden dragons in the classroom. Children then create a guide, exploring descriptive and positional language. They engage with the main character in the story’s thoughts and emotions through letter writing. Throughout the sequence, children explore a number of spelling patterns, punctuation and grammar for use in their final outcome of an extended ‘dragon’ story.</p> <p>Recount - The children will write recounts after our school trip to Skipton Castle.</p> <p>Whole Class Reading – Lost Species by Jess French and Daniel Long</p> <p>Reading Focus - Fantasy Stories</p>	<p>The Lighthouse Keeper’s Lunch by Ronda Armitage The children will work on character profiles, describing setting and upscaling sentences. They will focus on challenging vocabulary – meanings and dictionary work. After sequencing the story the children will focus on writing their own simple story.</p> <p>Postcard Writing – Children will learn the features of postcard writing before writing a postcard from the seaside.</p> <p>Instructions – Children will look at recipes from Mrs Grinling’s cookery book to develop a deep understanding of the key features of good instructions. Children will then design their own disgusting sandwiches to keep those pesky seagulls away! Children will learn how to use question marks and commas in a list to write an effective introduction to their recipe. Finally they will plan and write their instructions to add to a whole-class recipe book!</p> <p>Reading Focus – Stories with seaside settings</p>			

<p>Maths</p>	<p>Year 1 – Place Value (within 10) Addition & Subtraction (within 10) Geometry – Shape</p> <p>Year 2 – Place Value Addition & Subtraction Geometry – Shape</p>		<p>Year 1 – Place Value (within 20) Addition & Subtraction (within 20) Place Value (within 50) Measurement – Length & Height Measurement – Mass & Volume</p> <p>Year 2 – Measurement – Money Multiplication & Division Measurement – Length & Height Measurement- Mass, Capacity & temperature</p>		<p>Year 1 – Multiplication & Division Fractions Geometry – Position & Direction Place Value (within 100) Measurement – Money Measurement – Time</p> <p>Year 2 – Fractions Measurement – Time Statistics Geometry - Position & Direction</p>	
<p>DT</p>		<p>Textiles – Pouches Explorer Pouch - Sew a running stitch -design, make, decorate and evaluate a pouch.</p>	<p>Mechanisms: Making a moving Dragon Children explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving dragon.</p>		<p>Structures: Baby Bear’s chair The children will explore stability and methods to strengthen structures, to understand Baby Bear’s chair weaknesses and develop an improved solution.</p>	
<p>Music</p>		<p>Pitch (Theme - Superheroes). The children will identify high and low notes and compose a simple tune. They will Investigate how tempo changes help to tell a story and make music more exciting.</p>		<p>Structure Theme - Myths and Legends Children will develop their understanding of structure by exploring and ordering rhythms.</p>		<p>Singing. Theme – On This Island The children will learn folk songs and create sounds to represent three contrasting landscapes.</p>

PE	Catching & Bouncing a Ball Bounce Ball & Forest School	Zog- fundamental skills & Forest School	Tennis Gymnastics- travelling skills & Forest School	The Great Outdoors – working together as a team Dance	Tri Throlf – fundamental skills Games – Striking & Fielding & Forest School	Athletics & Forest School
RE	Harvest. - How can we help those who don't have a good harvest?	Why we give and receive gifts?	God and Creation	Easter— Celebrating new life and new beginnings	Why is baptism special?	My world, Jesus' world
Computing – <i>following Kapow mixed aged plan Cycle A</i>	Computing systems and networks: Improving mouse skills Children will learn how to login, navigate and programs and apps. Use graphics programs, manipulating images, saving and retrieving. Online safety	Programming 1: Algorithms unplugged Children will understand that an algorithm is when instructions are put in an exact order. They will learn how decomposition means breaking a problem into manageable chunks and understand that we call errors in an algorithm 'bugs' and fixing these is 'debugging'. Online safety	Skills showcase: Rocket to the moon Children will understand that when we create something on a computer it can be more easily saved and shared than a paper version. They will learn simple graphic design features of a piece of online software and understand that a spreadsheet is an electronic 'table' for sorting data. Online safety	Computing systems and networks 1: What is a computer? Children will learn the difference between a desktop and laptop computer. They will understand that people control technology. They will learn about input devices that give a computer an instruction about what to do (output) and how computers often work together. Online safety	Programming 1: Algorithms and debugging Children will understand what machine learning is and how it enables computers to make predictions. They will learn that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times and how abstraction is the removing of unnecessary detail to help solve a problem. Online safety	Computing systems and networks 2: Word processing Children will learn how touch typing is the fastest way to type. They will learn how to make text a different style, size and colour and that "copy and paste" is a quick way of duplicating text. Online safety
RSE and PSHE	Setting ground rules Family & Relationships		Health and wellbeing (part 2)		Citizenship Economic wellbeing	

	Health and wellbeing (part 1)		Safety and the changing body			
Curriculum Enhancement	Forest Schools			Trip to Skipton Castle		Fleetwood Museum , seaside café and RNLI

