

# Curriculum Plans for Year 1/2 - Cycle B

Updated Autumn 2025



## Curriculum Intent Statement

The aim at Whittingham C of E Primary School is to provide curriculum opportunities which help children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider world. There is a focus on developing children's moral, spiritual, social and cultural understanding. At Whittingham C of E Primary school we aim to ensure that children are well prepared for life in modern Britain.

Our broad and balanced curriculum provides pupils with the skills, knowledge and understanding, across all subjects, needed to become resilient, respectful and responsible individuals, who are well rounded and able to make well informed decisions and choices.

The curriculum is language rich and provides pupils with the opportunity to read and write in a range of contexts, for different purposes and in response to a wide and varied range of exciting first hand experiences, including well planned educational visits, visitors and theme days which make the most of our geographical location, historical importance and cultural heritage. Through these experiences pupils explore people and events which have influenced our local area, the UK and the wider world so providing them with inspirational examples which they can aspire to. The curriculum is also flexible enough to take into account the interests and needs of all children and important local, national and international events and developments. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. An important focus of our curriculum is to raise aspirations, encourage a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every child to find their strengths and interests.

The cross curricular approach which we have developed enables our pupils to apply their Maths, English and Science skills across the whole curriculum and reinforces mastery in these subjects as children appreciate the importance of these skills and how they apply to real life situations.

Our curriculum is planned in a two-year cycle which allows for in-depth study and progression through a well-planned sequence of skills and knowledge and ensures that we have full coverage of the national Curriculum.

Subject leaders play an important part in the success of the curriculum by leading a programme of monitoring, evaluation and review. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality teaching, supported by targeted, proven interventions where appropriate. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things.

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	AUTUMN	SPRING	SUMMER
<p>Following on from EYFS In Year 1 (and in Y2 as appropriate) we also use Read, Write Inc. phonics.</p> <p>From this we also plan from a variety of high-quality resources such as Literacy Shed+ so that plans and resources cover all aspects of English, including SPaG, within the context of a wide range of fiction, non-fiction and poetry genres, such as traditional tales, recounts and performance poem.</p> <p>In addition to this we use Accelerated Reader to enhance our reading curriculum, and the grammar and spelling area of the Sumdog online learning platform. We also ensure that a high quality story/poem is shared with the children daily. We use book lists such as Pie Corbett's Book Spine for Stories and Poetry to ensure quality and progression.</p> <p>We teach different genres across the year so that children have a broad breadth of inspiration for writing. We use Knowledge organisers to help us ensure that we have good coverage. The knowledge organisers can be found on our shared drive and should be used as a basis for all planning.</p> <p>NB All planning should be used alongside English progression and assessment grids.</p>			
English	<p>Genres to be covered this term (2 per half term):</p> <p>Labels, lists and captions Diary Extract/Recount Poems on a theme Instructions</p> <p>SPAG Focus</p>	<p>Genres to be covered this term (2 per half term):</p> <p>What am I? Poems Letter Postcards Newspaper (Recount)</p> <p>SPAG Focus</p>	<p>Genres to be covered this term (2 per half term):</p> <p>Information Text Setting Description Character Description Non-Chronological Report Adventure Story</p> <p>SPAG Focus</p>
	<p><b>Grammar/ Punctuation focus:</b></p> <p><b>Year 1</b></p> <ol style="list-style-type: none"> <li>1. Write, leaving spaces between words.</li> <li>2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</li> <li>3. Begin to use 'and' or 'but' or 'or' to join sentences.</li> <li>4. Use capital letters for proper names.</li> </ol> <p><b>Year 2</b></p> <ol style="list-style-type: none"> <li>1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks</li> <li>2. Learn how to use sentences with different forms: statement, question, exclamation, command.</li> <li>3. Co-ordination: use conjunctions (and, or, but) to join simple sentences.</li> <li>4. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns.</li> <li>5. Use commas in lists</li> <li>6. Use apostrophes for contractions</li> </ol> <p><b>Spelling focus:</b></p> <p>Please use RWI Phonics and Spellings Progression whilst also teaching from the Common Exception Word List for Year 1 and 2</p>	<p><b>Grammar focus/ Punctuation focus:</b></p> <p><b>Year 1</b></p> <ol style="list-style-type: none"> <li>1. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</li> <li>2. Use capital letters for the names of people, places, the days of the week and the personal pronoun I</li> <li>3. Begin to use 'and' or 'but' or 'or' to join sentences.</li> <li>4. Demarcate sentences using capital letters, full stops, exclamation and question marks.</li> </ol> <p><b>Year 2</b></p> <ol style="list-style-type: none"> <li>1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks. Also use commas in lists.</li> <li>2. Use expanded noun phrases to describe/ specify e.g adjectives to describe nouns.</li> <li>3. Co-ordination: use conjunctions (and, or, but) to join simple sentences.</li> <li>4. Use conjunctions (when, if, because, ...) to join subordinate clauses.</li> <li>5. Learn how to use sentences with different forms: statement, question, exclamation, command.</li> <li>6. Use apostrophes for contractions and possessive singular.</li> </ol>	<p><b>Grammar focus Punctuation focus:</b></p> <p><b>Year 1</b></p> <ol style="list-style-type: none"> <li>1. Revise the grammar taught for Year 1, using both familiar and new punctuation correctly.</li> <li>2. Join words and clauses using and, then, also.</li> <li>3. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</li> </ol> <p><b>Year 2</b></p> <ol style="list-style-type: none"> <li>1. Learn how to use the past tense correctly and consistently, including the progressive form and also including question marks, commas for lists).</li> <li>2. Use some features of written Standard English.</li> <li>3. Learn the grammar for Year 2.</li> <li>4. Use sentences with different forms: statement, question, exclamation, etc.</li> <li>5. Use subordination (using when, if, that, or because) and coordination (using or, and, or but).</li> <li>6. Expand noun phrases to describe and specify</li> <li>7. Consistently use punctuation correctly including question marks and commas for lists.</li> </ol> <p><b>Spelling focus:</b></p>

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		<p>7. Write sentences with different forms: statement, question, exclamation, command</p> <p><b>Spelling focus:</b> Please use RWI Phonics and Spellings Progression whilst also teaching from the Common Exception Word List for Year 1 and 2.</p>	<p>Please use RWI Phonics and Spellings Progression whilst also teaching from the Common Exception Word List for Year 1 and 2</p>
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Maths	<p>We follow White Rose Maths as our main programme of study. Teachers also ensure that their practice is updated and effective through links with that we formed with The Great North Maths Hub and national focuses as they occur. We have been involved with the Maths Mastery training with the maths hub since 2019</p> <p>We also use CGP Maths to provide responsive and effective weekly homework and consolidation tasks that are directly linked to the current learning. In addition to this, we also are able to use the Sumdog online adaptive learning programme to enhance our curriculum further and help pupils with their times tables and other areas of the maths curriculum. Through these sites, teachers can set work which is appropriate to individual learners as well as setting goals and challenges.</p> <p>Overviews and links of planning and resources for parents to understand the White Rose Maths scheme are provided on the school's maths curriculum webpage.</p>		
	<p>Teachers plan their Geography medium term plans from a variety of sources to take account of the objectives as our curriculum is bespoke , making the most of our local geography and does not fit easily within a purchased scheme of work.</p> <p><u>Please use alongside Geography progression and assessment grids.</u></p>		
Geography	<p><u>How does weather affect our lives?</u></p> <p>Wow events / Trip ideas: see Science.</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.</li> <li>Use basic geographical vocabulary to refer to key physical and human features.</li> </ul>	<p><u>Why don't penguins need to fly?</u></p> <p>Wow events /Trip ideas: See Science</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.</li> <li>Use basic geographical vocabulary to refer to key physical and human features.</li> </ul>	<p><u>Why do we love being by the seaside so much?</u></p> <p>Wow events /Trip ideas: See History</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>

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	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Use simple fieldwork and observational skills to study key human and physical features of environments.</li> </ul> <p>Key Questions/ I can statements:</p> <p>How does weather affect our lives?</p>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Use simple observational skills to study key human and physical features of environments.</li> </ul> <p>Key Questions/ I can statements:</p> <p>Why don't penguins need to fly?</p>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.</li> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.</li> <li>• Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Use simple fieldwork and observational skills to study key human and physical features of environments.</li> </ul> <p>Key Questions/ I can statements:</p> <p>Why do we love being by the seaside so much?</p>
<p>Teachers plan their History medium term plans from a variety of sources to take account of the objectives and key questions we want the children to answer as our curriculum is bespoke to us, using the great history of our local area and does not fit easily within a purchased scheme of work. <u>Please use this document alongside History progression and assessment grids.</u></p>			
History	<p><b><u>The Great Fire of London</u></b></p> <p>Wow events - Trip ideas: Fire station, bakery.</p> <ul style="list-style-type: none"> <li>• Use common words and phrases relating to the passing of time (chronological understanding)</li> <li>• Ask and answer basic questions about the past</li> <li>• Use a wide vocabulary of everyday historical terms</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</li> </ul>	<p><b><u>Florence Nightingale</u></b></p> <p>Wow events - Nurses Visit, Bailiffgate Box</p> <ul style="list-style-type: none"> <li>• Find answers to some simple questions about the past from some simple sources of information (historical enquiry)</li> <li>• Talk, draw or write about aspects of the past (organisation and communication)</li> <li>• Speak about how he/she found out about the past.</li> </ul>	<p><b><u>Toys/Homes Comparison</u></b></p> <p>How have toys/homes changed over time, comparing then and now</p> <p>Trip ideas: Bailiffgate Museum, Discovery Museum</p> <ul style="list-style-type: none"> <li>• Sort artefacts from then and now (Toys/home items)</li> <li>• Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>

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<ul style="list-style-type: none"> <li>• Understand key features of events (understanding of events, people and changes)</li> <li>• Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> <li>• Show an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Describe events beyond living memory that are significant nationally or globally</li> <li>• Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods (Samuel Pepys)</li> <li>• Place known events and objects in chronological order (timeline of the people/events)</li> </ul> <p><b>Key Questions:</b></p> <p>Why did the fire spread so easily?</p>	<ul style="list-style-type: none"> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</li> <li>• Understand key features of events (understanding of events, people and changes)</li> <li>• Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> <li>• Show an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Describe events beyond living memory that are significant nationally or globally</li> <li>• Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods (Samuel Pepys)</li> <li>• Place known events and objects in chronological order (timeline of the people/events)</li> </ul> <p><b>Key Questions:</b></p> <p>What was it like working in hospitals during the 1800s?</p> <p>Why was Florence Nightingale known as the Lady of the Lamp?</p>	<ul style="list-style-type: none"> <li>• Describe changes within living memory and aspects of change in national life (inside the house, furniture etc.)</li> <li>• Use common words and phrases relating to the passing of time (chronological understanding)</li> <li>• Ask and answer basic questions about the past</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> </ul> <p><b>Key Questions:</b></p> <p>How can I decide if a toy is from the past or is a modern toy?</p> <p>What are some of the differences between toys from the past and my toys?</p>
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## Science

Teachers plan their Science medium term plans from a variety of sources to take account of the objectives as our curriculum is bespoke to us and does not necessarily fit easily within a purchased scheme of work. However, following Science being a priority on the SDP 2021-22 we now supplement our planning with PLAN Primary Science. Please use alongside Science progression and assessment grids.

### Science Ongoing Objectives

- Ask simple questions and recognise that they can be answered in different ways (Year 1 focus)
- Use simple equipment to observe closely (Year 1 focus)
- Perform simple tests (Year 1 focus)
- Identify and classify (Year 1 focus)
- Use his/her observations and ideas to suggest answers to questions (Year 1 focus)
- Gather and record data to help in answering questions (Year 1 focus)
- Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus)
- Use simple equipment to observe closely including changes over time (Year 2 focus)
- Perform simple comparative tests (Year 2 focus)
- Identify, group and classify (Year 2 focus)
- Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus)
- Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus)

### Weather and Working Scientifically

Looking at the weather in London and the UK, how did the weather help the Great Fire to spread?

Trip ideas: see History

- Ask simple questions and recognise that they can be answered in different ways

Use simple equipment to observe closely

Perform simple tests

Gather and record data to help in answering questions ( such as making a rain gauge and recording the daily rainfall)

- Observe changes across the four seasons

Observe and describe weather associated with the seasons and how day length varies

Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns

### Living things and their habitats.

Trip ideas: Kirkley Hall Zoo/ Northumberland Zoo

- 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

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Understand that animals, including humans, have offspring which grow into adults

Describe the basic needs of animals, including humans, for survival (water, food and air)

### Plants and seasonal changes

Looking at the different trees and plants in our local area (Craggside)

Trip ideas: Craggside and Alnwick Gardens

- 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

- Observe and describe how seeds and bulbs grow into mature plants

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

**Key Questions:**



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	<p><b>Key Questions:</b></p> <p>How does the weather affect us?</p> <p>What are the changes across the 4 seasons in the UK? (explaining weather patterns and length of day variation)</p> <p>What does a rain gauge help us to do?</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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</p> <p><b>Key Questions:</b></p> <p>What animals are carnivores, herbivores and omnivores? How are they different?</p> <p>What is a food chain?</p> <p>How do the structures of different animals compare?</p> <p>What is a habitat and how might they vary?</p>	<p>How do the plants differ at Cragside (rock garden versus formal garden) and how/ why does this happen?</p> <p>What are the conditions needed for plants to grow (also how might this change depending on the type of plant ie alpine plants, shade loving plants etc)?</p> <p>That plants change during the different seasons and that some plants only grow in certain seasons. Explaining reasons for this.</p>
RE	<p>We use the Northumberland County Council Agreed Syllabus - these headings may change at a new curriculum was launched in June 2022 and we are looking to trial implementing it before its statutory implementation in September 2023.</p> <p><b>Autumn 1:</b> Unit 1.1: What do Christians believe God is like? (UC: God)</p> <p><b>Autumn 2:</b> Unit 1.7: Who is Jewish and how do they live? (Part 2)</p>	<p>We use the Northumberland County Council Agreed Syllabus - these headings may change at a new curriculum was launched in June 2022 and we are looking to trial implementing it before its statutory implementation in September 2023.</p> <p><b>Spring 1:</b> Unit 1.10: What does it mean to belong to a faith community?</p> <p><b>Spring 2:</b> Unit 1.5: Why does Easter matter to Christians? (UC: Salvation)</p>	<p>We use the Northumberland County Council Agreed Syllabus - these headings may change at a new curriculum was launched in June 2022 and we are looking to trial implementing it before its statutory implementation in September 2023.</p> <p><b>Summer 1:</b> Unit 1.6: Who is Muslim and how do they live? (Part 2)</p> <p><b>Summer 2:</b> Unit 1.9: How should we care for the world and for others and why does it matter?</p>

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E - Safety	<p>E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour including on School</p> <p>360. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p><u>The computing curriculum we use NCCE planning for our Computing Curriculum - Please see separate plans</u></p> <p><u>We also link our E Safety to the PSHE/ RHSE which is planned from the PSHE Association updated curriculum</u></p>		
	<p><u>Going Places Safely</u> (SMART rules)</p> <p>Pupils and students learn that they can go to exciting places online, but they need to follow certain rules to remain safe.</p> <p>Key questions:</p> <p>Why is it important to stay safe online?</p> <p>What rules can you follow to stay safe?</p>	<p><u>Keep It Private</u></p> <p>Pupils and students learn that many websites ask for information</p> <p>that is private and discuss how to responsibly handle such requests. (see below)</p> <p>Office of the eSafety Commissioner - Zippep's Astro Circus (Online game)</p> <p>Childnet - Smartie the Penguin (Interactive resource)</p> <p>Childnet - Digiduck e-book (Interactive resource)</p> <p>Netsmartz - Router's Birthday Surprise (Interactive resource)</p> <p>Netsmartz - Clicky's Online Safety Rap (Video)</p> <p>Netsmartz - Way 2 Go (Video)</p> <p>Netsmartz - Delivery for webster (e-book)</p> <p>Key questions:</p> <p>Why is it important to keep your information (password) safe?</p> <p>What do you if you think someone else knows your password?</p>	<p><u>Sending Email</u></p> <p>Pupils and students explore how they can use email to communicate</p> <p>with real people within their schools, families, and communities.</p> <p>Key questions:</p> <p>How is email useful?</p> <p>What do we need to do to keep ourselves safe using email?</p>



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D&T	F o r e s t  S C H O O L S and	<u>Mechanisms: Fairground Wheels</u>	<u>Cooking and Nutrition: Balanced Diet</u>	<u>Textiles: Pouches</u>
		<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>Build structures exploring how they can be made stronger, stiffer and more stable.</li> </ul> <p>Key Questions: What improvements can be made? Is my product fit for purpose? How can I build a stronger or more stable structure?</p>	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p>Key Questions: What are the main food groups? How can I create a healthy wrap? What improvements can be made? Is my product fit for purpose?</p>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against a design criteria.</li> </ul> <p>Key Questions: What is a running stitch? What improvements can be made? Is my product fit for purpose?</p>

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Art & Design	<p><b><u>Drawing: Understanding tone and texture</u></b></p> <p>Exploring how artists use tone and texture, and applying these techniques in observational drawings.</p> <ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay.</li> <li>• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>• To use a range of materials creatively to design and make products.</li> </ul> <p>Key Questions:</p>	<p><b><u>Painting and Mixed Media: Life in Colour</u></b></p> <p>To learn about primary and secondary colours, colour mixing techniques as well as looking at collage techniques, experimenting with materials and evaluating artistic choices.</p> <ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To use a range of materials creatively to design and make products.</li> <li>• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p>Key Questions:</p>	<p><b><u>Craft and Design: Map it Out</u></b></p> <p>Explore and create maps through various art forms, including drawing, felt making, printmaking, and designing stained glass</p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products.</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p>Key Questions:</p>

Music	<p><b>Autumn 1:</b></p> <p><b>Pulse &amp; tempo</b></p> <p>-Identifying and explaining both pulse and tempo -Appraising and performing songs to demonstrate pulse and tempo</p>	<p><b>Spring 1:</b></p> <p><b>Dynamics</b></p> <p>-Explaining dynamics. -Appraising and labelling/identifying songs with changing dynamics. -Creating own dynamics with a given piece of music.</p>	<p><b>Summer 1:</b></p> <p><b>Rhythm &amp; texture</b></p> <p>-Explaining texture in music with examples. -Explain Rhythm (different to pulse). -Create own rhythms then lead to polyrhythms to create thicker/ greater texture.</p>

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	<p><b>Autumn 2:</b></p> <p><b>Traditional Carols and Hymns/ Nativity Performance</b></p>	<p><b>Spring 2:</b></p> <p><b>Pitch &amp; duration</b></p> <p>-Explaining duration: Frog, tadpole, butterfly, caterpillar images to show differences in types of notes/ duration. -Pitch: learning scales (singing/ playing notes that go together melodically).</p>	<p>Learn rounds songs to perform rhythms and create texture (can be either/ both singing or playing instruments).</p> <p><b>Summer 2:</b></p> <p><b>End of year service songs and practise</b></p>
PE	<p>Daily Mile - The aim of The <b>Daily Mile</b> is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The <b>Daily Mile</b> is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends. (32 weeks).</p> <p>Fundamentals - (7 Weeks) - Following Year 2 plans on GetSet4PE -</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks1/fundamentals?years=1001">https://pe.getset4education.co.uk/lesson/ks1/fundamentals?years=1001</a></p> <p><b>Skills learnt:</b></p> <ul style="list-style-type: none"> <li>• Movement Skills: run, skip, hop, jump, balance, agility, dodge, speed</li> <li>• Social: collaboration, respect, take turns, communication, encourage others</li> <li>• Emotional: determination, honesty, perseverance</li> <li>• Thinking: comprehension, make decisions, creativity, recall</li> </ul> <p>Fitness with a football focus - Following adapted plans from football planning file and GetSet4PE invasion games. (7 weeks)</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks1/invasion-games?years=1001">https://pe.getset4education.co.uk/lesson/ks1/invasion-games?years=1001</a></p>	<p>Daily Mile - The aim of The <b>Daily Mile</b> is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The <b>Daily Mile</b> is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends. (32 weeks)</p> <p>Gymnastics - (7 weeks) - Following GetSet4PE year 2 plans (Weeks 1-7) -</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks1/gymnastics?years=1001">https://pe.getset4education.co.uk/lesson/ks1/gymnastics?years=1001</a></p> <p><b>Skills learnt:</b></p> <ul style="list-style-type: none"> <li>• Movement skills: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll</li> <li>• Social: leadership, work safely, respect</li> <li>• Emotional: confidence, independence</li> <li>• Thinking: select and apply actions, creativity</li> </ul> <p>Dance - (7 weeks) - Following GetSet4PE year 1 plans -</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks1/dance?years=1000">https://pe.getset4education.co.uk/lesson/ks1/dance?years=1000</a></p> <p><b>Skills learnt:</b></p> <ul style="list-style-type: none"> <li>• Movement skills: actions, dynamics, space, relationships</li> <li>• Social: respect, work safely, collaboration, communication</li> </ul>	<p>Daily Mile - The aim of The <b>Daily Mile</b> is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The <b>Daily Mile</b> is a social physical activity, with children running or jogging - at their own pace - in the fresh air with friends (32 weeks).</p> <p><b>Cricket -Chance to Shine programme</b> (7 weeks with mini festival for last lesson). <a href="https://www.chancetoshine.org/teaching-resources">https://www.chancetoshine.org/teaching-resources</a> .</p> <p><b>Skills learnt:</b> Not just cricket - Students will bat, bowl, throw, catch, run and jump, but through the Chance to Shine's partnership with <a href="#">Marylebone Cricket Club</a> and the MCC Spirit of Cricket message, they'll also learn key life skills such as teamwork, communication, respect and inclusion.</p> <p><b>A tool to teach the National Curriculum; NOT extra work!</b> - Developed in partnership with the <a href="#">Youth Sport Trust</a>, every 'Play' session plan focuses on fundamental movement skills, while 'Learn' activities use cricket to enliven and help teach core curriculum subjects.</p> <p><b>Athletics/ Quadkids (7weeks) - See planning files</b> <a href="http://www.sasp.co.uk">www.sasp.co.uk</a> <a href="https://www.yourschoolgames.com/taking-part/our-sports/athletics/">https://www.yourschoolgames.com/taking-part/our-sports/athletics/</a></p> <p><b>Skills learnt:</b></p>

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	<p><b>Skills learnt:</b></p> <ul style="list-style-type: none"> <li>• Movement skills: dribble, throw, catch, kick, receive, run, change speed, change direction</li> <li>• Social: communication, kindness, support others, co-operation, respect, collaborate</li> <li>• Emotional: empathy, perseverance, honesty, integrity, independence</li> <li>• Thinking: creativity, select and apply, comprehension, problem solving, provide feedback</li> </ul> <p><b>Sending and receiving - Following GetSet4PE Year 2 plans - (7 weeks)</b></p> <p><a href="https://pe.getset4education.co.uk/lesson/ks1/sending-and-receiving?years=1001">https://pe.getset4education.co.uk/lesson/ks1/sending-and-receiving?years=1001</a></p> <p><b>Skills learnt:</b></p> <ul style="list-style-type: none"> <li>• Movement skills: roll, track, catch, receive with feet, kick, send and receive with a racket</li> <li>• Social: communication, collaboration, leadership</li> <li>• Emotional: honesty, determination</li> <li>• Thinking: Identifying how to improve, comprehension</li> </ul> <p><b>Ball Skills - Following GetSet4PE Year 2 plans - (7 weeks)</b></p> <p><a href="https://pe.getset4education.co.uk/lesson/ks1/ball-skills?years=1001">https://pe.getset4education.co.uk/lesson/ks1/ball-skills?years=1001</a></p> <p><b>Skills learnt:</b></p> <ul style="list-style-type: none"> <li>• Movement skills: roll, track, dribble with feet, kick, throw, catch, dribble with hands</li> <li>• Social: inclusion, communication, collaboration, leadership</li> <li>• Emotional: independence, honesty, perseverance, determination</li> <li>• Thinking: comprehension, select and apply skills, use tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional: empathy, confidence, acceptance, determination, kindness</li> <li>• Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall</li> </ul> <p><b>Gymnastics - (4 weeks) - Following GetSet4PE year 2 plans (Weeks 8-12) -</b></p> <p><a href="https://pe.getset4education.co.uk/lesson/ks1/gymnastics?years=1001">https://pe.getset4education.co.uk/lesson/ks1/gymnastics?years=1001</a></p> <p><b>Skills learnt:</b></p> <ul style="list-style-type: none"> <li>• Movement skills: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll</li> <li>• Social: leadership, work safely, respect</li> <li>• Emotional: confidence, independence</li> <li>• Thinking: select and apply actions, creativity</li> </ul> <p><b>Yoga - (3 weeks) - Following GetSet4PE year 2 plans -</b></p> <p><a href="https://pe.getset4education.co.uk/lesson/ks1/yoga?years=1001">https://pe.getset4education.co.uk/lesson/ks1/yoga?years=1001</a></p> <p><b>Skills learnt:</b></p> <ul style="list-style-type: none"> <li>• Movement Skills: balance, flexibility, strength</li> <li>• Social: respect, leadership, work safely, collaboration</li> <li>• Emotional: confidence, perseverance, honesty, focus, identify feelings</li> <li>• Thinking: create, select and apply, comprehension, decision making, reflection</li> </ul> <p><b>Target Games - (7 weeks) - Following GetSet4PE year 2 plans -</b></p> <p><a href="https://pe.getset4education.co.uk/lesson/ks1/target-games?years=1001">https://pe.getset4education.co.uk/lesson/ks1/target-games?years=1001</a></p> <p><b>Skills learnt:</b></p> <ul style="list-style-type: none"> <li>• Movement Skills: roll, overarm throw, underarm throw, strike, dodge, jump</li> </ul>	<p>Athletics is a collection of sporting events that involve competitive running, jumping, throwing, and walking. The most common type of athletics competition is track and field, but also includes road running and cross-country events.</p> <p><b>Swim England Learn to Swim Programme at Willowburn Leisure Centre (12 weeks, to include a swimming festival for the last week).</b></p> <p>If the children do not continue to swim for the whole term they will be taught:</p> <p><b>Tennis (6 weeks)</b></p> <p><a href="https://www.tennisfoundation.org.uk/wp-content/uploads/2016/03/Primary-School-Handbook.pdf">https://www.tennisfoundation.org.uk/wp-content/uploads/2016/03/Primary-School-Handbook.pdf</a></p> <p><b>Skills learnt:</b></p> <p>Jogging, changing direction, side stepping, jumping, bounce-catch, racket skills and rallying.</p>
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		<ul style="list-style-type: none"> <li>Social: congratulate, support others, co-operation, kindness</li> <li>Emotional: manage emotions, honesty</li> <li>Thinking: identify areas of strength and areas of development, select and apply, comprehension, decision making</li> </ul>	
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RSHE	<p><b>Updated planning from Autumn 2025. Each cycle will start with a recap on school values and anti-bullying covering outcomes below:</b></p> <p><u>Core theme skills &amp; knowledge:</u></p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>
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	<p><b><u>Autumn 1</u></b></p> <p><b><u>Relationships and change: Random acts of kindness</u></b></p> <p>Children recap recognising emotions and why this is important. Links are then made to our actions and how these can influence others and ourselves. Children then consider and debate how they could be positive with and to one another. Random acts of kindness activities are then sought to be done as our usual routines and outlook.</p> <p><u>Core theme skills &amp; knowledge:</u></p> <p>H11. about different feelings that humans can experience  H12. how to recognise and name different feelings  H13. how feelings can affect people's bodies and how they behave  H14. how to recognise what others might be feeling  H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things  H16. about ways of sharing feelings; a range of words to describe feelings  H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)  H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good  H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it  H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p><b><u>Spring 1</u></b></p> <p><b><u>Keeping Healthy: The big workout</u></b></p> <p>The children understand how exercise is part of a healthy lifestyle and how it can also effect other aspects such as mood and well-being too.  After establishing the importance, children can create their own workout routines/ exercise opportunities and share these between groups or even at break or lunchtimes too.</p> <p><u>Core theme skills &amp; knowledge:</u></p> <p>H1. about what keeping healthy means; different ways to keep healthy  H2. about foods that support good health and the risks of eating too much sugar  H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday  H4. about why sleep is important and different ways to rest and relax  H5. simple hygiene routines that can stop germs from spreading  H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy  H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health  H8. how to keep safe in the sun and protect skin from sun damage  H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV  H10. about the people who help us to stay physically healthy  H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p><b><u>Summer 1</u></b></p> <p><b><u>Community/Being a good citizen: The Greeting challenge</u></b></p> <p>Use the European Day of Languages website as a basis for activities to enable the children to understand greetings in different languages but also to research and understand different cultural traditions.</p> <p><u>Core theme skills &amp; knowledge:</u></p> <p>L4. about the different groups they belong to  L5. about the different roles and responsibilities people have in their community  L6. to recognise the ways they are the same as, and different to, other people  L1. about what rules are, why they are needed, and why different rules are needed for different situations</p>
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# Curriculum Plans for Year 1/2 - Cycle B

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	<p style="text-align: center;"><b><u>Autumn 2</u></b></p> <p><b><u>Keeping myself and others safe: 999 Emergency</u></b></p> <p>Children learn what is meant by 'emergency' as well as information about each of the emergency services. In addition, they learn when and when not to call the emergency services.</p> <p><u>Core theme skills &amp; knowledge:</u></p> <p>H28. about rules and age restrictions that keep us safe  H29. to recognise risk in simple everyday situations and what action to take to minimise harm  H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)  H31. that household products (including medicines) can be harmful if not used correctly  H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely  H33. about the people whose job it is to help keep us safe  H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  H35. about what to do if there is an accident and someone is hurt  H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p style="text-align: center;"><b><u>Spring 2</u></b></p> <p><b><u>Protecting and respecting the environment: RSPB The Great British Bird Watch</u></b></p> <p>The class take part in the RSPB's bird watch survey. This will include looking at the conditions, habitat and presence of birds in our school before then considering how to improve this further and the effect this would have in the local environment and beyond.</p> <p><u>Core theme skills &amp; knowledge:</u></p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations  L2. how people and other living things have different needs; about the responsibilities of caring for them  L3. about things they can do to help look after their environment</p>	<p style="text-align: center;"><b><u>Summer 2</u></b></p> <p><b><u>Aspirations/Economic awareness: Careers showcase</u></b></p> <p>Children establish their interests and ambitions before having a series of visits from guest speakers about their careers. A summary of this and what they have learnt/ been inspired by could be can by the children at the end.</p> <p><u>Core theme skills &amp; knowledge:</u></p> <p>L14. that everyone has different strengths  L15. that jobs help people to earn money to pay for things  L16. different jobs that people they know or people who work in the community do  L17. about some of the strengths and interests someone might need to do different jobs</p>
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