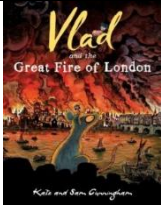
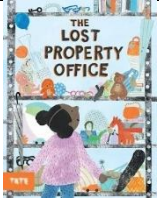
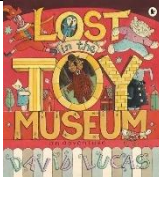
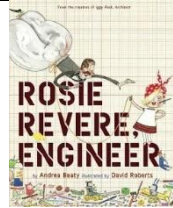
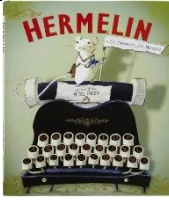
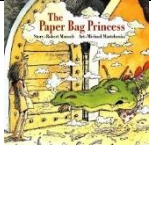
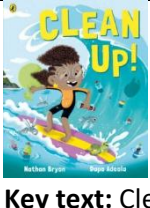


Class 2, Years 1 & 2, Long Term and Medium Term Curriculum Map

2026-2027

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject/Study	Fire and Dragons: From Imagined Fire to the Great Fire of London – linked to history	Toys – linked to science (materials)	Amy Johnston, transport and flight	Heroes, helpers and detectives – linked to PSHE	Castles	The Coast and under the sea
Maths	Number: Place Value (within 20) -Counting and representing numbers to 10 -Understanding numbers to 20 -1 more and 1 less -Compare, order, more than, less than. Number: Addition and Subtraction (within 20) -Fact families -Number bonds to 10 -Number bonds to 20 -Addition – add together, add more -Add near doubles -Add three 1-digit numbers -Take away -Find the difference Number: Place value (within 100) -Count beyond 20 -Count in 10s -Groups of 10s and 1s -Partitioning -Use of number lines -Compare and order numbers Geometry: Shape -Recognise and name 2-D and 3-D shapes -Sides, vertices and edges of 3D shapes -Sort 3D shapes		Number: Addition and Subtraction (within 100) -Add and subtract 1 -Add and subtract to, from and across a 1 and 10 -Add and subtraction two-digit numbers -Mixed addition and subtraction -Number problems Number: Multiplication and Division -Count in 2s, 5s and 10s -Count in 3s -Recognise, add and make equal groups -Making arrays -Multiplication sentences -Multiply by 2,5 and 10 -Divide by 2,5 and 10 Measurement: Length and Height -Measure in CM and M -Compare and order lengths and heights -Four operations involving length and height Statistics -Tally charts -Block diagrams -Draw and interpret pictograms Consolidation Week		Measurement: Money -Recognising coins – pounds and pence -Counting money -Making a pound -Finding change Number: Fractions -Parts and whole -Finding a quarter and half -Recognising one third -Equivalence of 2 quarters and 1 half -Understanding three quarters Measurement: Time -Seconds, hours and minutes -Days and Months -Half past, quarter to, quarter past -Tell the time past and to the hour -Tell time to 5 minutes -Minutes in an hour -Hours in a day -Time problems Measurement: Mass, capacity and temperature -Compare mass -Measure in g and kg -Four operations -Compare volume and capacity -Measure in ml and L -Temperature Geometry: Position and direction -Language of position -Describe movement -Describe turns Consolidation Week	
English	  Key text: Vlad and the Great Fire of London, supported by Tell Me a Dragon	  Key text: The Lost Property Office by Emily Rand, supported by Lost in the Toy Museum by David Lucas	  Key text: Emma Jane's Aeroplane by Katie Haworth, illustrated by Daniel Rieley; Rosie Revere,	  Key text: Hermelin: The Detective Mouse by Mini Grey, supported by Real Superheroes and PSHE/visitor experiences	  Key text: The Paper Bag Princess by Robert Munsch, supported by Billy and the Dragon by Nadia	   Key text: Clean Up! by Nathan Bryon, The Lighthouse Keeper's Lunch, supported by The Big Book of the Blue and 10 Reasons to Love a Turtle

	Main genre / TfW focus: Description and real-event recount; oral conquering/defeating the monster pattern Writing focus: Sentence accuracy, nouns, adjectives, expanded noun phrases, past-tense recount sentences Final outcome: Describe Vlad, a fiery dragon or the Great Fire. Y2 write short eyewitness/diary-style recounts. Foundational fluency taught: Say a sentence aloud before writing; count words; write one accurate sentence at a time; use capital letters, finger spaces and full stops; reread to check sense; apply phonics; develop handwriting posture, pencil grip and letter formation. Connected shorter writing: Labels, captions, speech bubbles, historical image sentences, diary-style sentences, fire acrostic.	Main genre / TfW focus: Finding tale / journey tale Writing focus: Sequencing, story pattern, openings/endings, simple time words Final outcome: Write a simple lost-toy finding tale or a journey to rescue/recover a treasured toy. Foundational fluency taught: Orally rehearse a sequence of sentences; use time words to support order; write two or more linked sentences; reread for sense; maintain spaces and sentence punctuation; practise dictated sentences using taught phonics and common exception words. Connected shorter writing: Lost toy poster, toy labels, material descriptions, toy museum captions, toy recount, short instructions for looking after a toy.	Engineer by Andrea Beaty; Amy Johnson photographs, maps and timelines Main genre / TfW focus: Recount / information text Writing focus: Historical fact sentences, timeline/order, captions and questions Final outcome: Write an Amy Johnson fact-file or a simple recount of Amy's journey. Foundational fluency taught: Compose short factual sentences orally; write fewer sentences but increase accuracy; use capital letters, full stops and accurate spacing; reread each fact to check it makes sense; improve one word choice; apply phonics and spelling learning. Connected shorter writing: Aeroplane labels, transport captions, timeline sentences, postcard from the journey, questions to Amy Johnson, simple invention/flight sentences.	Main genre / TfW focus: Detective mystery / finding tale Writing focus: Characterisation, clues, questions, commands and purposeful short writing Final outcome: Write a simple mystery/finding tale or a character description of Hermelin. Foundational fluency taught: Compose clear purposeful sentences; distinguish statements, questions and commands orally and in writing; punctuate questions; reread aloud to check sense; apply phonics and common exception word spellings; maintain handwriting legibility. Connected shorter writing: Missing poster, clue notes, witness questions, thank-you letter, How to be a detective instructions, detective riddle.	Shireen and castle non-fiction/images Main genre / TfW focus: Instructions / explanation; oral defeating-the-monster pattern Writing focus: Instructional language, sequence, commands, equipment lists, explanation of castle protection Final outcome: Write instructions: How to rescue someone from a castle dragon or How to protect a castle from a dragon. Foundational fluency taught: Orally rehearse instructions; write steps in logical order; reread each step for clarity; use bossy verbs and time words; check sentence punctuation; apply spelling learning within topic vocabulary. Connected shorter writing: Castle labels, dragon description, visit recount, castle fact-file, explanation sentences: how castles protected people.	Main genre / TfW focus: Losing tale with linked report/information writing Writing focus: Setting description, story opening, factual vocabulary, persuasion for environmental care Final outcome: Write a sea/beach setting or losing tale opening. Some pupils extend to a short losing tale. Foundational fluency taught: Write with increased stamina; maintain handwriting, spelling choices and punctuation; reread, edit and improve vocabulary; compose linked sentences; check meaning across a short sequence of writing. Connected shorter writing: Sea creature fact-file, labels and captions, information page, protect-the-sea poster/sentences, sea list poem/free verse.
History	1. The Great Fire of London How can we work out why the Great Fire started? What happened during the Great Fire and how do we know? Why did the Great Fire burn down so many houses? Could more have been done to slow the spread of the fire? How did people manage to live through the Great Fire? How shall we rebuild London after the Great Fire?		3. The lives of significant individuals: Who was Amy Johnson and where did she travel? Why do you think Amy Johnson was famous? How did Amy the secretary end up being the first woman to fly solo to Australia? Why was flying to Australia so difficult for Amy Johnson? How did people react to Amy Johnson’s famous flight? How did things change for Amy Johnson after her famous flight? How can we solve the mystery of what happened to Amy Johnson?		5.Carlisle Castle – a study of significant people, place and events in our locality. What makes a castle a castle? Why did people build castles in the past? What made castles so strong? What were medieval castles like to live in and how do we know? How did castles change over time? How are castles used today?	
Geography	2. What is it like here? Pupils will be able to: • 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. *Fieldwork opportunities – school grounds		4. What is the weather like in the UK? Pupils will be able to: • 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. *Fieldwork opportunities – school grounds		6. What can you see at the coast? Pupils will be able to: • 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. *Fieldwork opportunities – at the coast	
Science	<u>Animals, including humans: Sensitive bodies</u> <i>Identifying and naming body parts and conducting practical activities with the senses to spot patterns and answer questions.</i> -Name parts of the human body. -Name the body parts used for each sense. -Identify the body parts used for the sense of taste and touch. -Identify the body parts used for the sense of smell and sight. -Identify the body parts used for the sense of hearing. -Recognise how the senses are used in everyday life.	<u>Materials: Everyday materials</u> <i>Comparing and grouping materials based on their properties.</i> -Identify everyday materials. -Recognise the difference between objects and materials. -Describe the properties of materials. -Group materials based on their properties (absorbency). -Group materials based on their properties (waterproofness). -Group materials based on their properties (toughness).	<u>Animals, including humans: Comparing animals</u> <i>Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.</i> -Identify and group animals. -Describe a variety of animals. -Compare the features of animals. -Identify animals that are carnivores, herbivores and omnivores. -Recognise animals that make suitable pets. -Describe and compare the structure of animals.	<u>Materials: Uses of everyday materials</u> <i>Comparing the suitability of materials by carrying out tests and recording data.</i> -Recognise that objects are made from materials that suit their uses. -Recognise that objects are made from materials that suit their uses. -Recognise that the shape of some solid objects can be changed. -Compare the suitability of materials for particular uses. -Recognise that the strength of some materials can be changed. -To compare the suitability of materials for particular uses.	<u>Living things: Microhabitats</u> <i>Asking questions about minibeast and using scientific enquiry methods to find answers.</i> -Identify and name a variety of plants and animals. -Recall that minibeasts live in microhabitats. -Describe how minibeasts live in microhabitats. -Describe how microhabitats provide for the basic needs of animals and plants. -Describe the job role of a botanist.	<u>Making connections: Fairy-tale science</u> <i>Consolidating knowledge of materials and animals through fairy tales and practical investigations.</i> -Compare and describe animal features. -Describe the properties of everyday materials. -Use natural materials to build a gingerbread man home. -Use the senses to observe and describe.
Working Scientifically	<u>Working Scientifically:</u> -Compare and group body parts. -Recognise patterns in data and use these to answer questions. -Record data in a table. -Measure using non-standard units.	<u>Working Scientifically:</u> -Sort objects based on the materials they are made from. -Group objects based on their properties. -Suggest ways to test materials for their properties. -Make predictions and recognise whether they were accurate. -Use observations to answer questions. -Recognise if a test is fair.	<u>Working Scientifically:</u> -Recognise that there are different ways to gather data. -Use a non-fiction text to find out about specific animals' diets. - Record data in a block graph and use this to answer questions. -Recognise what the scientist Jane Goodall was known for. -Recall some of Jane Goodall's key findings.	<u>Working Scientifically:</u> -Measure using non-standard units. -Record results in a table. -Use data to answer a simple question. -Record results in a block graph.	<u>Working Scientifically:</u> -Group minibeasts and create simple classification keys. -Ask questions and recognise that they can be answered in different ways. -Gather and record data and use it to answer questions. -Plan what observations to make in an experiment. -Order the steps of a method. -Describe the appearance of flowering plants. -Use an identification chart to name flowering plants.	<u>Working Scientifically:</u> -Use a stopwatch to measure and compare. -Order a simple method. -Plan how to carry out a test. -Decide what observations to record. -Show results in a block graph.
Computing	<u>Information Technology</u> <u>Introduction to Purple Mash</u> -Login and create an avatar on Purple Mash. -Open an activity and then save work. -Understand how to complete work in the 2Dos area. <u>Creative Computing</u> -Use paint tools to draw a picture. -Create a jigsaw using a digital device and share it so that others can play.	<u>Information Technology</u> <u>Creating pictures</u> -Create a digital art piece in an Impressionist style. -Create a digital art piece in a Pointillism style. -Create a digital art piece that is in the style of Piet Mondrian's work. -Create digital art patterns in the style of the Arts and Crafts movement. -Create a portfolio of digital art. <u>Online Safety</u>	<u>Information Technology</u> <u>Spreadsheets</u> -Understand what a spreadsheet is and how to navigate one using 2Calculate. -Edit and improve a spreadsheet so that information is organised clearly and displayed correctly. -Explore how spreadsheets can complete calculations automatically/ -Explore the range of tools available in 2Calculate and	<u>Information Technology</u> <u>Animated stories</u> -Understand differences between traditional books and digital books. -Draw a character for a 2Create a Story digital book. -Understand the difference between backgrounds other objects on the screen in 2Create a story. -Add animation to objects in 2Create a Story. -Add text to a 2Create a Story file. -Add sounds to 2Create a Story file.	<u>Computer Science</u> <u>Coding</u> -Understand that computer programs work by following instructions called code. -Use object and action code blocks to make a computer program. -Understand what an event is in coding. -Understand the purpose of an output and to be able to 'read' code to find out what it does.	<u>Computer Science</u> <u>Coding</u> -Create a computer program using an algorithm. -Understand ways that the collision detection event can be used in a program. -Design a program that follows a timed sequence. -Understand that different objects gave different attributes (properties). -Understand the function of button objects in a program.

	-Create a placing game in 2DIY. -Create images and use them to make a game. Online Safety Delivered throughout the year using 2BeSafe – Being Safe in a Digital World	Delivered throughout the year using 2BeSafe – Being Safe in a Digital World	understand how they can change the way data is used. -Create and interpret block diagrams from data. -Use spreadsheets to complete a project. Online Safety Delivered throughout the year using 2BeSafe – Being Safe in a Digital World	Online Safety Delivered throughout the year using 2BeSafe – Being Safe in a Digital World	-Change aspects of the design view. -Plan and make a computer program.	-Understand the importance of testing and debugging.
Art & Design	Craft & Design: Woven wonders -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. -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. Artists / Significant people: Cecilia Vicuña		Painting and mixed media: Learning about paint and brush control -Hold a brush in a comfortable, functional grip. -Explore paint and brushstrokes inspired by the work of Alma Thomas. -Develop control when using paint. -Plan a painting. -Create a painting inspired by Alma Thomas using a plan. -Produce a painting with smooth areas of colour and clearly separated colour blocks. Artists / Significant people: Alma Thomas		Sculpture and 3D: Clay houses -Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. -Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. -Roll a smooth tile surface. -Join clay shapes and make marks in the tile surface to create a pattern. -Draw a house design and plan how to create the key features in clay. -Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. Artists / Significant people: Rachel Whiteread	
Design & Technology	Cooking & Nutrition Bag a breakfast - Pupils will develop knowledge about healthy eating and the origins of foods with relation to the Eatwell guide. - Pupils will prepare ingredients and practice food preparation and cooking skills. - Pupils will be aware that others may have different dietary preferences/needs so dishes may need to be modified. - Pupils will design, make, test and evaluate their product against set design criteria.		Mechanisms Moving Monster - Understand linkage mechanisms and how they are used to make a mechanism move (pivot, lever, linkage) - Identify mechanisms in everyday objects. - Explore making different linkages by varying materials they use. - Pupils will design, make, test and evaluate their product against set design criteria.		Structures Stable structures - Investigate stable shapes. - Use an understanding of balance to discover how wide or heavy bases improve stability in freestanding structures. - Explore stability. - Design a stable structure that meets the needs of a user. - Use a variety of cutting and joining techniques to make a stable product. - Pupils will design, make, test and evaluate their product against set design criteria.	
Music	My Musical Heartbeat Understanding music Listening and finding a steady beat Copy back improvisation	Sing, Dance and Play Listening Responding Musical styles	Ukuleles – Cumbria Music Service Learning to play simple chords.	Ukuleles – Cumbria Music Service Learning to play simple chords.	Exploring sounds Singing/rapping Words and meaning Follow a leader	Learning to listen Listening Responding Musical Styles

	Singing	Historical context Different Musicians	Learning to play along to familiar music/songs.	Learning to play along to familiar music/songs.	Movement	
RE	<u>Christianity</u> Is it possible to be kind to everybody all of the time? Jesus's example as the Son of God, Zacchaeus.	<u>Christianity</u> Why do Christians believe God gave Jesus to this world? Christmas – Jesus as a gift from God (incarnation).	<u>Sanatana Dharma</u> Who is God to Sanatanis (Hindus)? Brahman as one supreme being in everything and everywhere. The Trimurti and what each aspect of Brahman represents. The Sanatani belief is that there is one God in many different forms and how these deities are present in Sanatani beliefs and worship	<u>Christianity</u> How important is it to Christians that Jesus came back to life after his crucifixion? Salvation, God the Son – continuation of introduction to the Trinity.	<u>Sanatana Dharma</u> What might Sanatanis (Hindus) learn from the story of Rama and Sita and the celebrations of Diwali? The story of Rama and Sita, what a Sanatani might learn from it and how it informs some elements of Sanatani practice.	<u>Humanism</u> What do Humanists believe? Introduction to what Humanists may believe including the Golden Rule, basic beliefs and the use of the Happy Human symbol.
PSHE	<u>Me and My Relationships</u> -Why we have classroom rules -How are you listening? -Thinking about feelings -Our feelings -Feelings and bodies -Good friends	<u>Valuing Difference</u> -Same or different? -Unkindness, teasing or bullying? -Harold's school rules -It's not fair -Who are our special people? -Our special people balloons	<u>Keeping Safe</u> -Super sleep -Who can help? -Good or bad touches? -Sharing pictures -What could Harold do? -Harold loses Geoffrey	<u>Rights and Respect</u> -Harold has a bad day -Around and about the school -Taking care of something -Harold's money -How should we look after our money? -Basic first aid	<u>Being My Best</u> -I can eat a rainbow -Eatwell -Harold's wash and brush up -Catch it! Bin it! Kill it! -Harold learns to ride his bike -Pass on the praise! -Inside my wonderful body!	<u>Growing and Changing</u> -Healthy me -Then and now -Taking care of a baby -Who can help? -Surprises and secrets -Keeping privates private
PE	<u>Gymnastics</u> Pupils will explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils will be given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils will begin to understand the use of levels, direction and shapes when travelling and balancing. <u>Fundamentals</u> Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with other, taking turns and sharing ideas.	<u>Ball skills</u> Pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. <u>Fitness</u> Pupils will develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.	<u>Dance</u> Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. <u>Sending and receiving</u> Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.	<u>Target games</u> Pupils will develop their understanding of the principles of defending and attacking for target games. Pupils use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics. They show respect towards others when playing competitively and develop communication skills. <u>Drumba</u> Pupils will learn how to perform bilateral movements and drumming Rudiments as part of a routine. Pupils will learn how to anticipate changes in the music and how to move fluently between different sections. Pupils will learn how to strike the drum with power and accuracy differentiating between right and left hands. Pupils will learn new Rudiments and the importance	<u>Athletics</u> Pupils will develop the skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They will be given opportunities to work collaboratively as well as independently. <u>Yoga</u> Pupils will learn about mindfulness and body awareness. They will begin to learn balances and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils will work independently, with a partner and small group.	<u>Invasion Games</u> Pupils will develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They will have the opportunity to play uneven and even sided games. They will learn how to score points in these types of games and how to play to the rules. They will work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. <u>Swimming – Water confidence</u> Pupils will learn about water safety and enjoyment of being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them through the water. Pupils will be given the opportunity to work independently and with others. They will develop confidence to preserve with new and challenging situations.

				of taking turns, listening to and supporting others. Pupils will learn how to improve accuracy and combine drumming skills with movements. Pupils will learn how sustained participation affects the body and reflect on what they have learned and enjoyed.		
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2024-2025	Possible visits	Possible visitors/Experience Days
Autumn 1		Tullie house topic box Samuel Pepys mystery bag: Parmesan cheese, diary, quill, ink, burnt wood, old Tudor/Stuart house image
Autumn 2		Topic box – Tullie house Trip -Theatre by The Lake, Keswick – Christmas Christmas production
Spring 1	Trip to Carlisle airport	
Spring 2		Visit from a doctor
Summer 1	Trip - visit to castle gardens (science link) at Lowther Castle	Phunky foods - visitor
Summer 2	Trip - Maryport aquarium Binsey fell walk	

*Current planned visits / visitors, they are subject to change due to availability and cost