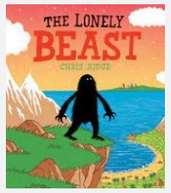
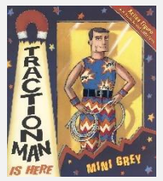
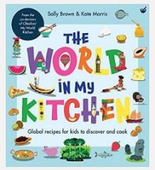
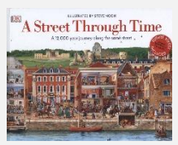
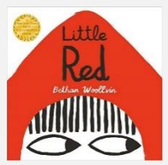
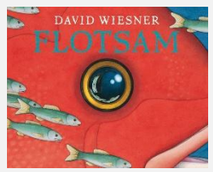
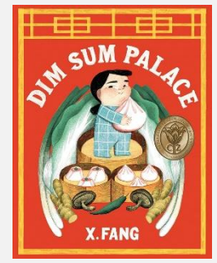
Long Term Curriculum Map
2025-2026 Year 1& 2

	Autumn Term		Spring Term		Summer Term	
	Autumn 1 **History focus**	**Autumn 2** **Geography focus**	**Spring 1** **History focus**	**Spring 2** **Literacy focus**	**Summer 1** **Science Focus**	**Summer 2** **Geography focus**
Topic/theme of study:	**What were toys like a long time ago?** Can we set up a toy museum? What kinds of toys did our parents and grandparents play with? Loan box from Tullie house – toys from the past.	**Can we create a map of the school park? Where will the disgusting sandwich be located?** We will focus on 'food' and celebrate diversity and differences around the world. Trip to Holme Head House – garden to kitchen session	**To learn about what homes were like a long time ago** We will compare how people lived beyond living memory Trip to Tullie House – Washday Blues	**Once Upon A Time… Traditional Tales** We will learn about different characters, story structures and universal themes in a 'story safe' environment	**We can make our planet a better place to live** Protecting and cherishing the natural world and a study of David Attenborough Local litter pick with Parish council	**A village in a far away place** A locational study and an introduction to sustainability. We will compare Shanghai to the UK
Key Texts	The Lonely beast by Chris Judge Ossiri and Traction man by Mini Grey  	The world in my kitchen – Sally Brown and Kate Morris The Disgusting Sandwich – Gareth Edward The Papaya That Spoke – Oral African folk story  	A house that once was – Julie Fagliano Iggy Peck Architect – Andrea Beaty A Street Through Tome – DK & Steve Noon King of The Swamp - Catherine Emmett    	Bethan Woolvin – Little Red and I can catch a monster Also, a collection of many Traditional tales The Three Wolves and The Big Bad Pig - Eugene Trivizas The Last Wolf – Mini Grey    	Somebody swallowed Stanley by Sarah Roberts and Leaf by Sandra Diekmann. Flotsam – David Wiesner   	Dim Sum Palace by X. Fang 
English	**Fiction:** Hot/cold task: character description Genre: Meeting Tale Toolkit: suspense Sentence work: adjectives **Non-Fiction:** Hot/cold task: How to wake an ogre Genre: Instructional writing Sentence work: 'bossy' verbs and 'time order' words **Poetry**: chants and songs	**Fiction:** Hot/cold task: To write a 5-part story using a story mountain Genre: Journey Story Toolkit: dialogue Sentence work: simple joining words – 'and' **Non-Fiction:** Hot/cold task: Our school trip Genre: recount from personal experience Sentence work: temporal conjunctions- later, next, then **Poetry:** Christmas production	**Fiction:** Hot/cold task: invent a new ending Genre: quest tale Toolkit: openings/endings Sentence work: adjectives **Non-Fiction:** Hot/cold task: How were homes different a long time ago? How did people wash their clothes? Genre: Explaining Toolkit: Sentence work: adverbs – who/which/where **Poetry:** Rhyme and verse	**Fiction:** Hot/cold task: To write a 5- part story Genre: beating the Baddie Toolkit: Character/ action Sentence work: story sentence starters **Non-Fiction:** Hot/cold task: How to make a bowl of porridge Genre: instructional writing Sentence work: precise adverbials and imperative verbs **Poetry:** traditional nursery rhymes	**Fiction:** Hot/cold task: To write a 5- part story Genre: rags to riches Toolkit: characterisation **Non-Fiction:** Hot/cold task: write a thank you letter to David Attenborough Genre: letter writing Sentence work: 'ly' openers and embellished simple sentences using adjectives **Poetry:** actions for performance	**Fiction:** Hot/cold task: describing a setting Genre: Losing tale Toolkit: settings Sentence work: punctuation **Non-Fiction:** Hot/cold task: poster/booklet on Kenya Genre: information writing Sentence work: extended simple sentences with coordination and subordination **Poetry:** senses poetry

<table>
<tr><td>Maths</td><td>Place value within 10 Year 1
Place value within 20 Year 2
(3 weeks)

• counting forwards and backwards
• Representing numbers with ‘models’ (eg base 10)
• 1 & 10 More than/ less than a number
• Using the more than/less than symbol < >

Addition and subtraction
(3 weeks)
• parts and wholes
• number bonds to 10 and 20
• doubles and near doubles
• finding the difference
• missing parts eg 10 + ? = 12
• adding 3-digit numbers</td><td>Place value to 100
(4 weeks)
• count beyond 20
• Count in 10s
• Grouping into 10s and 1s
• Comparing two numbers with the same 10s
• Ordering numbers

Shape (2 weeks)
• Naming 2D and 3D shapes
• Counting sides/vertices on 2D shapes
• Counting faces/edges/vertices on 3D shapes
• Lines of symmetry</td><td>Addition and subtraction to 100 (4 weeks)
• Adding 10s, subtracting 10s
• Adding two 2-digit numbers (not across then across a ten number eg 16+17=? 48+35=?
• Subtracting two 2-digit numbers (not across then across a ten number eg 25-19=?, 52-26=?
• Comparing number sentences
• Missing numbers (early algebra)
Multiplication and division (4 weeks)
• Count in 2s, 5s, 10s and 3s
• Recognise and make equal groups
• Making arrays
• 2, 5 and 10 multiplications and divisions
• Doubling and halving
• Odd and even</td><td>Multiplication continued

Length and height (2 weeks)
• Measure length using objects
• Measuring length and height using cm and m.
• Compare and order length and heights

Statistics
• Tally charts
• Block diagrams
• Tables
• Drawing pictograms
• Interpreting pictograms</td><td>Money (2 weeks)
• Count pence, count pounds, count pence and pounds
• Compare amounts of money
• Find different ways of making a pound
• Finding change
Fractions (3 weeks)
• Equal and unequal parts
• Recognising a half, a quarter, a third and three-quarters.
• Unit and non-unit fractions
• Recognising equivalence of half and two quarters
• Count in fractions up to a whole</td><td>Time (2 weeks)
• Days and months
• Hours, minutes and seconds
• O’clock, half past, quarter past, quarter to
• Time to the nearest 5 minutes
Mass, capacity and temperature (2 weeks)
• Grams and kilograms
• Millilitres and litres
• temperature
Geometry and position (1 week)
• describe movement
• describe turns
• quarter and half turns
• left and right</td></tr>
<tr><td>Science</td><td>Introduction to plants
Venturing outside, children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and draw and label diagrams of flowers. Children closely observe leaves and sort them into groups based on their appearance. They use non-standard units to measure leaf length and record their observations in a table. Pupils investigate if beans need water for growth and identify edible plant parts.</td><td>Seasonal Changes
Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and our choices about outfits. They plan and carry out their own weather reports, considering the knowledge required for this job.</td><td>Habitats
Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants and animals that can be found there. They learn how a range of different living things depend on each other for food or shelter. Pupils explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy</td><td>Life cycles and health
Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Pupils collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They consider how scientific knowledge helps people to make healthy choices.</td><td>Plants: plant growth
Carrying out comparative tests, pupils identify the conditions required for seed germination and compare these to the survival needs of plants in later growth phases. Pupils use rulers to measure stem growth and record data in a table. They use their results to conclude that plants need water, light and a suitable temperature to grow and stay healthy. Children identify the stages in a plant's life cycle and discover how humans impact plants in the environment.</td><td>Consolidation unit:
Ocean Protectors
Consolidating knowledge of life cycles, habitats and food chains, children explore the ocean and rock pools. They investigate what happens to litter when it is left in water to better understand the choices we make about materials available. Pupils role-play as marine biologists to collect data about population sizes to plot as pictograms and to better understand how we can protect the oceans.</td></tr>
<tr><td>Geography</td><td colspan="2"><u>Where am I?</u>
Pupils will be able to:
• State that the UK stands for the United Kingdom.
• Point to each country in the UK on a map when prompted.
• Verbally identify features within the school grounds.
• Use and respond to directional language.
• State that an aerial photograph is taken from above.
• Recognise some familiar features in aerial photographs.
• Explain that symbols show features on a map.
• Add symbols to a map.
• Identify how places on the school grounds make them feel.</td><td colspan="2"><u>Would you prefer to live in a hot or a cold place?</u>
Pupils will be able to:
• Name and locate the seven continents on a world map.
• Locate the North and the South Poles on a world map.
• Locate the Equator on a world map.
• Describe some similarities and differences between the UK and Kenya.
• Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.
• Recognise the features of hot and cold places.
• Locate some countries with hot or cold climates on a world map.

<u>*Fieldwork opportunities – school grounds</u></td><td colspan="2"><u>What is it like to live in Shanghai?</u>
Pupils will be able to:
• Give examples of human and physical features.
• Identify features they see on a walk.
• Explain the location of features using some directional language.
• Use an aerial photograph to locate physical and human features.
• Draw simple pictures or symbols on a sketch map.
• Draw compass points.
• Name the continent they live in.
• Use an atlas to locate the UK and China on a world map.
• Use an atlas to locate Europe and Asia on a world map.
• Identify China’s physical and human geography.
• Sort physical and human features using photographs.
• Identify physical and human features in images of Shanghai.
• Compare Shanghai to their locality.
• Identify similarities and differences between human and physical features.
<u>*Fieldwork opportunities – school grounds</u></td></tr>
<tr><td>History</td><td colspan="2"><u>Toys</u>
• What are our toys like today?
• What are other people’s toys like?
• How can we tell these toys are old?
• What sort of toys did our grandparents play with and how do we know?
• Who played with these toys in the past? And how can we know?</td><td colspan="2"><u>What were homes like when Queen Victoria ruled compared to now?</u>
• What were home like when Victoria was queen?
• What are homes like now?
• How have houses/homes have changed over time?
• How did people live when Victoria was queen?</td><td colspan="2"><u>Rosa Parks</u>
• What did Rosa Parks do that made her famous?
• What can we learn about what sort of person Rosa Parks was from stories of her early life?
• What was life like for black people living in southern USA in the 1950s?</td></tr>
</table>

	• How can we set up our own toy museum?		• What are the similarities and differences between the Victorian era and now? *Sir Thomas Bouch – Local History study – house in the village built in the Victorian era. *Experience – Victorian Wash Day		• Why do you think Rosa acted as she did on that day that made her famous? • How did Rosa's action lead to life for black people getting better? • How should we remember Rosa Parks today?	
Computing **Eaware topics to be covered in class 2 across the year:** Digital footprints, private information, friends.	**Digital Literacy** Online Safety and Exploring Purple Mash -Log-on safely -Learn how to open, save and print -Understand the importance of logging out PM 1.1	**Digital Literacy** Effective Searching -Gain a better understanding of safely searching the internet -Create a leaflet to show someone how to search on the internet PM2.5 -	**Computer Science** Coding (Programming) Robots -Explain what a given command will do -Combine four direction commands to make a sequence -Plan a simple programme TC 1.3	**Computer Science** Coding (Programming) Lego Builders - Compare the effects of strictly adhering to instructions - Consider how the order of instructions effect the result - PM 1.4	**Information Technology** Digital Photographs -What makes a good photograph? -Using tools to change an image TC 2.2	**Information Technology** Pictograms -Recognise that people can be described by attributes -Create a pictogram -Explain that we can present information using a computer TC 2.4
Art & Design	**Drawing:** **Make your mark** - Show knowledge of the language and literacy to describe lines. -Show control when using string and chalk to draw lines. -Experiment with a range of mark-making techniques, responding appropriately to music. -Colour neatly and carefully, featuring a range of different media and colours. -Apply a range of marks successfully to a drawing. -Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.		**Painting and mixed media:** **Colour splash** -Name the primary colours. -Explore coloured materials to mix secondary colours. -Mix primary colours to make secondary colours. -Apply paint consistently to their printing materials to achieve a print. -Use a range of colours when printing. -Mix five different shades of a secondary colour. -Decorate their hands using a variety of patterns. -Mix secondary colours with confidence to paint a plate. -Describe their finished plates. Artists / Significant people: Clarice Cliff and Jasper Johns.		**Sculpture and 3D:** **Paper play** -Roll paper tubes and attach them to a base securely. -Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. -Shape paper strips in a variety of ways to make 3D drawings. -Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. -Create a tree of life sculpture that includes several different techniques for shaping paper. -Work successfully with others, sustaining effort over a time. -Paint with good technique, ensuring good coverage.	
Design & Technology	**Textiles** **Puppets (our fabric faces)** - Join two pieces of fabric using gluing, pinning and stapling. - Shape textiles using templates. - Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). Pupils will design, make, test and evaluate their product against set design criteria.		**Mechanisms** **Wheels and axles** - Understand that wheels move because they are attached to an axle. - Recognise that wheels and axles are used in everyday life, not just in cars. - Identify and explain vehicle design flaws using the correct vocabulary. - Design a vehicle that includes functioning wheels, axles and axle holders. - Make a moving vehicle with working wheels and axles. - Pupils must understand what needs be changed if there are any operational issues. Pupils will design, make, test and evaluate their product against set design criteria.		**Cooking & Nutrition** **Strive for 5** - Pupils will develop their knowledge of basic healthy eating message with reference to the Eatwell guide. - Pupils will carry out research to help them design a fruit based super crunch snack pot. - Pupils will develop skills to safely use a range of basic food preparation skills. Pupils will design, make, test and evaluate their product against set design criteria.	
Music Cumbria Charanga scheme	My Musical Heartbeat	Sing, dance and play!	Exploring sounds	Learning to listen	Having fun with improvisation	Let's perform together
PSHE Corum Life Education scheme	**Why do have classroom rules?** Thinking about feelings and bodies. Our special people balloons. Good friends. How are you listening?	**Same or different?** Unkind, tease or bully? Harold's school rules. Who are our special people? It's not fair!	**Healthy Me.** Super sleep. Who can help? Harold loses Geoffrey. What could Harold do? Good or bad touches? Sharing pictures.	**Harold's wash and brush up.** Around and about the school. Taking care of something. Harold's money.	**I can eat a rainbow.** Eat well. Catch it, Bin it, kill it. Harold learns to ride his bike. Pass on the praise. Harold has a bad day.	**Inside my wonderful body.** Taking care of a baby. Then and now. Who can help? Surprises and secrets. Keeping privates private.
RE	Christianity *Is it possible to be kind to everybody all of the time?* Jesus's example as the Son of God, Zacchaeus.	Christianity *Why do Christians believe God gave Jesus to this world?* *Christmas – Jesus as a gift from God (incarnation).*	Sanatana Dharma *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	Christianity *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.	Sanatana Dharma *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.	Humanism *What do Humanists believe?* Introduction to what Humanists may believe including the Golden Rule, basic beliefs and the use of the Happy Human symbol.

			deities are present in Sanatani beliefs and worship.			
PE **Lesson 1** **Lesson 2**	Fundamentals Year 2 Gymnastics (with coach)	Drumba Year 2 Gymnastics (with coach)	Dance year 2 Sending and receiving year 2	Ball Skills year 2 Target Games year 2	Athletics year 2 Team Building year 2	Invasion Games year 2 Swimming – water confidence