


Year 1/2
Long Term Plan 2025-2026

Subject	Autumn		Spring		Summer	
Literacy	Oliver’s Fruit salad – instructions We’re going to find the monster – Malorie Blackman Poetry – Autumn/Bonfire night The Great Fire of London - Emma Adams & James Weston Lewis		The secret of Black rock – Narrative/poetry Traction Man is here – Mini Grey (writing in role, diary entries, captions)		The Baker by the sea – report/postcards A special school day – Narrative Author Study???	
Numeracy	See below separate table					
Science	BI: Animals including humans have similar needs to grow and be healthy KQ: What do animals need to survive? -Identify and name different animals including humans. -identify name, draw and label the basic parts of the human body -Say which parts is associated with the senses Notice that animals including humans have offspring that grow into adults -Find out about and describe the basic needs of animals including humans for survival -Describe how to be healthy and live a healthy lifestyle. (exercise, food, hygiene) WORKING SCIENTIFICALLY What do animals (inc humans) need to survive? How can we keep ourselves healthy?		Everyday Materials BI: Materials are used in different ways according to their properties KQ: How do you know a material is fit for purpose? -identify and name different materials according to properties (sorting games/activities) -Group materials depending on their properties -begin to talk about how materials are used -give reasons why materials are used. WORKING SCIENTIFICALLY Which material is the most suitable for....? Why would you use this material for.....? Testing absorbency of different kitchen rolls After completing an investigation, discuss if the test was fair and suggest improvements.		NC Unit: Plants Big Idea: There is a relationship between structure and function - every flower part has a job to do. KQ: How do you identify trees and plants? -Identify and describe the structure of a variety of common flowering plants and trees. -Know there are different varieties of plants, but they all have common features -identify and name a variety of wild and garden plants including deciduous and evergreen trees WORKING SCIENTIFICALLY Why are some trees always green? Why do some trees lose their leaves? Why do some plants grow taller than others? Use a table to record the height of plants NC Unit: Living Things & their Habitats BI: Organisms including plants and animals have characteristics that make it possible for them to survive in their habitat KQ: How have animals adapted to their habitats? -Name common animals including fish, mammals, amphibians, birds and reptiles -Identify that most living things live in habitats to which they are suited. -Describe how different habitats provide the basic needs of different kinds of animals and plants and how they depend on each other. WORKING SCIENTIFICALLY How do animals adapt to hot and cold environments? Where do animals go in the winter? How do animals find food in different environments? Why do some animals live in the water, and others live on land?	
Computing Year 1	1.1 Online Safety and Exploring Purple Mash (4)	1.2 Grouping and Sorting (2) 1.3 Pictograms	1.6 Animated Story Books Using 2Create a Story (5)	1.7 Coding Using 2Count (6)	1.7 Coding (Continued)	1.9 Technology Outside School (2)

		Using 2Count (3)				
Computing Year 2	2.2 Online Safety (3)	2.5 Effective Searching (4)	2.3 Spreadsheets Using 2Calculate (4)	2.1 Coding Using 2Code (6)	2.3 Spreadsheets	2.6 Creating Pictures Using 2Paint a Picture (5)
RE	How do festivals bring people together?	Why does Christmas matter to Christians?	Who is God?	What does the cross mean to a Christian?	What difference does being a Christian/Jew make to daily life?	
History	<p>Big Idea: Events usually happen for a reason (sometimes more than one reason).</p> <p>KQ: Was the Great Fire of London Thomas Farrinor's fault?</p> <ul style="list-style-type: none"> - Order significant dates on a timeline. - understand London was the centre of trade at the time and the reasons for this. -Explain what the most important cause of the Fire of London was. -Explain the consequences of the Fire of London  <p>Commemorating Events Beyond Living Memory uses anniversaries of historical events to help Year 1 and Year 2 children develop an awareness of the past, using common words and phrases relating to the passing of time and to help them relate significant historical events to their own lives.</p>		<p>Big Idea: The past can be described in different ways – dates, periods labels, divisions such as decade, century etc.</p> <p>KQ</p> <p>about the lives of significant individuals in the past who have contributed to national and international achievements and provides numerous opportunities to compare aspects of life in different periods.</p>		<p>Big Idea: A world existed before the children and those around them were born but their world today is connected to the past.</p> <p>KQ: What was a seaside holiday like in the past?</p> <ul style="list-style-type: none"> -Compare seaside holiday from past and present -Use primary and secondary sources e.g., pictures, artefacts, books, digital resources, living memory, surveys, etc to find out about holidays from the past. -Explore and contrast Victorian holidays, the 1950's and present. -Identify the developments in transport that has changed the way people holiday. <p>VISIT: The Tine and Tide Museum – Great Yarmouth</p> <p>This topic covers changes in national life and culture that children might know about from talking to their parents or grandparents. It provides numerous opportunities for children to develop their understanding of key historical concepts such as continuity & change and similarity & difference.</p>	
Geography	<p>KQ: Who lives here?</p> <p>BI: That homes are different around the world to suit the needs and challenges brought about by the environment</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>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</p>		<p>KQ How do maps help us find our way around? - link to English</p> <p>BI: To represent a 3d world through a 2d map and use it to locate physical features and navigate our way around.</p> <p>Geographical skills and fieldwork:</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map;</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key;</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>		<p>KQ: Where in the world do we live?</p> <p>BI: We are a small part of a big world.</p> <p>What is a capital city?</p> <p>Every country has a capital city.</p> <p>LONDON</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Identify seasonal and daily 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.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	

	<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>FIELDWORK tell pupils to stand still and close their eyes. What can they hear, smell, touch, taste? Ask them to open their eyes – what can they see? Record their experiences as a Mind Map</p>	<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>FIELDWORK - See through Laminated sheets that are processed without a middle can be cut into four for postcard sized 'tracing paper' to use outside that will withstand weather. Hold up against a skyline and trace over shapes with a felt pen to show relative heights and distances accurately. Wipe clean and start again</p>
Art	<p>BI: There many different ways of representing ideas through art. KQ: How do artists represent their ideas through different styles? YAYOI KASUMA – PUMPKINS -Know the names of all the colours -Introduce mixing of colours to make new colours-Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark Look at natural and manmade patterns and discuss. -Discuss regular and irregular – what does it mean?</p>	<p>BI: That art is all around us in nature KQ: What materials can we use to create sculptures?</p> <p>Children will begin to sketch from observation, using simple lines to sketch snails and other creatures before using clay to create a sculpture. Children will use naturally found objects to create a 3D sculpture, exploring composition.</p> <p>3D NATURE SCULPTURES</p>	<p>BI: Artist can represent Natural forms using their own interpretation and a variety of materials KQ: What are the similarities and difference between natural and man-made forms?</p> <p>Design- weaving seascape/creature Weaving Moon beams kiss the waves – Michael Crompton. Sea scape – thread different shades of blues/greens/yellow for sand at the bottom. Make sea creatures from various materials and stick onto the scape. Use various collage materials to make a specific picture</p>
Design Technology	<p>Food KQ: Which fruits would be good in your salad? BI: That food is grown seasonally. Some foods are healthier than others. Explore seasonal fruits, where fruits come from and how they are grown. Plan a fruit salad based on personal preferences. How to safely use a knife to cut fruits. Construct own fruit salad and taste test.</p>	<p>Mechanical: KQ: What parts of my picture should move? BI: That there are different ways to join and make pictures move.</p> <p>Moving Pictures/Pop up books - super heroes flying through the sky. Look at/compare moving pictures and mechanisms. Learn how to make them- have a go at making a variety. Design own moving picture involving space/rockets. Describe their design by using pictures, diagrams, and words. Make- select appropriate materials and tools, experiment and use appropriate joins/mechanisms Evaluate- peer/partner feedback.</p>	<p>Structures KQ: How do bridges support weight? BI: That bridges are constructed in a specific way to create strength and support.</p> <p>Look at a variety of bridges. Look at structure. What does a bridge do? Properties of a good bridge. Introduce problem- need a new bridge. Design: Describe their design by using pictures, diagrams, and words. What materials- card, blocks, bricks Make- select appropriate materials and tools, experiment and use appropriate joins/mechanisms Evaluate- peer/partner feedback. Which group made the most successful bridge? How can we tell? What criteria are we judging it</p>

			Write an evaluation to include how to make it better next time.		on? Write an evaluation to include how to make it better next time.	
Music	Cycle 1: Autumn 1 Introducing tempo and dynamics KQ: How does music make the world a better place?	Cycle 1: Autumn 2 Nativity	Cycle 1: Spring 1 Music that makes you dance KQ: How does music make us happy?	Cycle 1: Spring 2 Adding rhythm and pitch KQ: How does music tell stories about the past?	Cycle 1: Summer 1 Exploring simple patterns KQ: How does music help us to make friends?	Cycle 1: Summer 2 Having fun with improvisation KQ: What songs can we sing to help us through the day?
PE	Team Games Basketball Real PE Skills	Gymnastics Apparatus Focus: Travelling Real PE Skills	Dance To plan a sequence in dance using stories and music as a stimulus Real PE Skill	Football Real PE Skills	Tennis Real PE Skills	Athletics Real PE Skills
RSHE			Health and prevention personal hygiene, importance of handwashing Mental Wellbeing linked to Children's Mental Health Week 'Families and People Who Care for Me' Relationships			

Class 2 Year 1 and 2 Long Term Numeracy Plans 2025/2026					
Unit and Time	Unit and Time	Unit and Time	Unit and Time	Unit and Time	Unit and Time
Autumn Term					
Place Value Numbers to 20 3 weeks	Addition and Subtraction Within 20 3 weeks	Place value Numbers to 100 4 weeks	Shape 2 weeks		
Spring Term					
Place Value Numbers to 100 1 week	Addition and Subtraction Within 100 4 weeks	Multiplication and Division 4 weeks	Length and Height 2 weeks		
Summer Term					
Place Value 1 week	Money 2 weeks	Multiplication and division 1 week	Fractions 3 weeks	Time 2 weeks	Mass and Capacity Position and direction 4 weeks
