# Year 1 and 2 Curriculum Map 2025-26

| Subject | Autumn 1<br>Super Humans | Autumn 2<br>Fantastic Firsts | Spring 1<br>Brazil | Spring 2<br>Brazil | Summer 1<br>Fire, Fire! | Summer 2<br>How does your garden grow? |
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| **English** | Narrative - Supertato<br><br>Non fiction about worms | Narrative - Rosie Revere Engineer<br><br>Non fiction about The Wright Brothers<br><br>Instructions | Narrative - The Great Kapok Tree<br><br>Animal riddles | Narrative - Charlie and the Chocolate Factory<br><br>Explanation text – Chocolate | Recount – Fire station<br><br>Report – Great fire of London<br><br>Fire poems | Narrative - Peter Rabbit<br><br>Non fiction – Garden birds |
| **Maths** | Number and place value<br>Addition and subtraction<br>Shape | | Multiplication and division<br>Money<br>Length/height<br>Capacity/volume<br>Weight/mass | | Fractions<br>Statistics (year 2)<br>Time<br>Position and direction | |
| **History** | Significant individuals - The life of Florence Nightingale/Mary Seacole/Edith Cavell | Significant individuals - The life of the Wright Brothers/Amelia Earhart. Significant events – first flight | | | Significant events beyond living memory - Great fire of London | |
| **Geography** | | Compass directions<br>Use world maps<br>Name continents and oceans<br>World landmarks – human and physical | Similarities and differences between our locality and a contrasting locality.<br>Name and label continents and oceans<br>Hot and cold areas – equator<br>Use World maps<br>Human/physical features of our locality and contrasting locality | | Name 4 countries and capital cities of UK<br>Physical/human features<br>Ariel photographs, devise maps, symbols in a key | |
| **Art & Design** | Lichtenstein – paint, dots, lines, colour mixing (portrait) | Leonardo Da Vinchi – drawing (flying machines) | Andy Warhol – Printing<br>Barbara Hepworth - sculpture | | Henri Matisse – collage skills (Fire collage in Matisse style) | Vincent Van Gogh – paint skills |

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| **Design Technology** | | Paper structures – making more stable, stronger | | Mechanics - Wheels and axels. Make a fire appliance | Food – grow and make salad/fruit salad |
| **Science** | Human body/5 senses - identify, name, draw and label the basic parts of the human body.<br><br>I can say which part of the body is associated with each sense.<br>I can describe the importance for humans of hygiene.<br><br>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) | Materials -<br>I can distinguish between an object and the material from which it is made.<br><br>I can identify and name a variety of everyday materials.<br><br>I can compare and group together a variety of everyday materials.<br><br>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | Animals including humans (Amazon rainforest animals and plants) -<br><br>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br><br>I can identify and name carnivores, herbivores and omnivores.<br><br>I can describe and compare the structure of a variety of common animals.<br>I can identify that most living things live in habitats to which they are suited.<br><br>I can identify and name a variety of plants and animals in their habitats. | Materials –<br>I can describe the simple physical properties of a variety of everyday materials.<br><br>I can identify and compare the suitability of a variety of everyday materials for particular uses. | Living things and their habitats –<br><br>I can observe and describe how seeds and bulbs grow into mature plants.<br><br>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.<br><br>I can name the parts of a flowering plant<br><br>Food chains |
| Seasonal change to run throughout the year | | | | | |
| **Computing** | **Computing Systems and Networks**<br>**Information Technology around us**<br>Identifying IT and how its responsible use improves our world in school and beyond.<br>**Data and Information**<br>**Pictograms**<br>Collecting data in tally charts and using attributes to organise and present data on a computer. | | **Programming**<br>**Robot algorithms**<br>Creating and debugging programs, and using logical reasoning to make predictions.<br>**Online Safety**<br>**We are responsible internet and device users**<br>Remembering to take time out from technology<br>**We are information protectors** | | **Programming**<br>**Programming quizzes**<br>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.<br>**Online Safety**<br>**We are good digital citizens**<br>Finding out what it means to be a good digital citizen |

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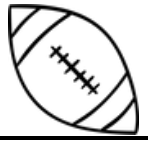
| | **Online Safety**<br>**We are rule writers**<br>Creating rules that help us stay safe online.<br>**We are kind and thoughtful**<br>Understanding the impact of our behaviour on others. | | Understanding what is meant by personal information | | **We are responsible gamers**<br>Learning how to stay safe when playing online games | |
| **Music**<br> | Charanga – Listen to perform | Nativity | Charanga – Let's perform together | | Charanga – having fin with improvisation | |
| **Physical Education**<br>  | Fundamental skills<br>Gymnastics | Ball skills<br>Dance | Target games<br>Indoor games | Net and wall games<br>Gymnastics | Athletics<br>dance | Striking and fielding<br>Indoor games |
| **Personal, Social, Health Education**<br> | Drugs, Alcohol and Tobacco Education<br>Democracy | Physical health and wellbeing (fun times)<br>Individual Liberty | Mental health and emotional wellbeing (good feelings and not so good feelings)<br>Behaviour and safety (looking after myself) | | Careers, financial capability and economic wellbeing<br>Rule of Law | Relationship and sex education<br>Mutual respect and tolerance |
| **Religious Education**<br> | Who is a Muslim and how do they live? | | What makes some places sacred? | | Who do Christians say made the world? | |