

William Gilpin - Curriculum for Learning

INTENT	A curriculum that is...	...cohesive, knowledge rich and skills focused. Enables all learners to apply skills, deepen their understanding and achieve successful outcomes.								
	Nurturing Learners that are:	Resilient & curious	Collaborative	Effective communicators	Independent	Reflective	Future leaders			
	A curriculum that	Delivers high quality outcomes	Has secure learning pathways	Inspires & engages		Has an inclusive approach and is challenging for all				
IMPLEMENTATION	Subjects	EYFS	English	Maths	Science, Technology, Computing	Geography, History, Religion	Art, Music	MFL	PE & Games	RSE, PSHE
	Teaching for Learning	Quality first teaching Inclusive teaching		Secure learning journeys	Responsive & adaptive teaching strategies		High expectations for learning outcomes and behaviours		Calm, well organised and enabling learning environments	
	Assessment for learning	High challenge, low threat	Clear learning objectives shared with pupils		Understood success criteria	Feedback that has impact	Use of self & peer assessment	Effective use of summative & formative assessment		Quality assurance through moderation
IMPACT	High expectations	To secure...								
		Excellent teaching & learning	Great progress		High attainment & standards		High attendance and good learning behaviours		Positive learning culture	

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Term	Years 1 & 2 Art & Design Technology		
Autumn	DT - Structures: Baby bear's chair Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a brand new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes.	Art - Sculpture and 3D: Clay houses Developing their ability to work with clay, children learn how to create simple thumb pots. They explore the work of sculptor Rachel Whiteread and apply her ideas using techniques such as cutting, shaping, joining and impressing into clay.	Christmas Projects
Spring	DT - Mechanisms: Fairground wheel Designing and creating a functional fairground wheel, children consider how the different components fit together so that the wheel rotates and the structure stands freely. They select appropriate material properties and develop their cutting and joining skills. Research existing structures and survey to further inform the design.	Art Painting and mixed media: Colour splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by the artists Clarice Cliff and Jasper Johns.	
Summer	DT Mechanisms: Making a moving monster Learning the terms: pivot, lever and linkage, pupils then design a monster that will move using a linkage mechanism. Pupils practise making linkages and experiment with various materials to bring their monsters to life.	Art Painting and mixed media: Life in colour Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They make their own painted paper in the style of Bearden and then use it in the creation of a collage.	

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Term	Years 1 & 2 Computing	
Autumn	Programming - Bee-Bots Introducing programming through the use of a robot (Bee-Bot) and exploring its functions.	Creating media - Digital imagery Taking and editing photos, searching for and adding images to a project.
Spring	Data handling - Introduction to data Learning what data is and the different ways it can be represented. Learning why data is useful and the ways it can be gathered and recorded.	Programming - MakeCode Exploring Microsoft MakeCode, planning and building a program. ScratchJr Exploring what 'blocks' do' by carrying out an informative cycle of predict > test > review. Programming a familiar story and making a musical instrument.
Summer	Creating media - Stop Motion Learning how to create simple animations from storyboarding creative ideas.	Data handling - International Space Station Learning how data is collected, used and displayed and the scientific learning of the conditions needed for plants and humans to survive.

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Term	Years 1 & 2 English					
	<i>All Around Me</i>		<i>Seasons and Celebrations</i>			
Autumn	<i>Martha Maps It Out</i> Write a sentence describing some of the journey to school.	<i>Our Tree</i> Write a sentence retelling part of the story	<i>Fox and the Mystery Letter</i> Write sentences using pictures from the text to retell the story	<i>Molly, Olive and Dexter Who's Afraid of the Dark</i> Retell events and feelings from the story	<i>My Big Book of Outdoors</i> Write sentences giving information	<i>One Diwali Day</i> Write instructions to make a Diwali lantern
	SPaG - All - Spaces, capital letters, full stops, personal pronouns, adjectives, commas, using 'and'. Handwriting: Pre-cursive letter formation. Spelling: Phonics					
	<i>Traditional Tales</i>			<i>Dragons</i>		
Spring	<i>Peter Rabbit</i> Write sentences to describe a character	<i>Little Red</i> Write sentences to retell the story	<i>Peter Rabbit and Little Red</i> Write questions with responses	<i>Tell Me a Dragon</i> Write descriptive sentences	<i>The Egg</i> Retell the story using pictures from the text	<i>The Big Book of Beasts</i> Write informative sentences
	SPaG: Identifying nouns and verbs, questions and question marks, exclamation marks, joining clauses, plurals, tenses. Handwriting: Letter formation. Spelling: Phonics					
	<i>Under the Sea</i>			<i>Planting</i>		
Summer	<i>The Little Boat (film)</i> Write a retelling of the film	<i>Nicola Davies First Book of the Sea</i> Write a descriptive poem	<i>A Small Blue Whale</i> Write a narrative based on the text, including a question	<i>Pumpkin Soup</i> Write instructions for making soup	<i>Oliver's Vegetables</i> Write sentences recounting Oliver's week	<i>Luna Loves Gardening</i> Write a retelling of the story
	SPaG: Past tense, adjectives, joining clauses, -er, -est for comparison, conjunctions, adverbs. Handwriting: Letter formation. Spelling: Phonics, sentence dictation					

This document provides only a guide of the units of work taught over the year. Teachers are responsive and may adjust plans if necessary.



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Term	Years 1 & 2 Geography and History	
Autumn	Geography - Where am I? Locating the countries of the UK on a map and recognising features within the school grounds. Children use directional language to explore the location of features on maps. They create their own map using symbols to represent features and think about how places on the school grounds make them feel	History - What is history? Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born. Exploring what holidays were like in the past through asking questions and examining photographs..
Spring	History - How was school different in the past? Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.	Geography - Would you prefer to live in a hot or cold place? An Introduction to the basic concept of climate zones and mapping out hot and cold places globally. Comparing features in the North and South Poles and Kenya as well as in the local area. Learning the four compass points and the names and location of the seven continents.
Summer	History: What is a monarch? Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.	Geography - What is it like to live in Shanghai? Identifying continents, oceans and countries outside the UK using a world map (with a focus on China). Identifying physical features of Shanghai using aerial photographs and maps and as well as human features, through exploring land-use then comparing these features to those in the local area. Making a simple map using data they have collected through fieldwork.

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<i>Term</i>	Years 1 & 2 Mathematics						
Autumn	Number and Place value Addition & subtraction	Measurement	Addition & subtraction	Multiplication & Division	Geometry Fractions	Number and Place value Addition & subtraction	Statistics
Spring	Addition & subtraction	Measurement	Multiplication & Division	Fractions	Number and Place value Addition & subtraction	Measurement	
Summer	Multiplication & Division	Fractions	Geometry	Number and Place value Addition & subtraction	Statistics	Measurement	

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Term	Years 1 & 2 Music	
Autumn	Dynamics - Seaside Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds.	Sound patterns - Fairytales Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.
Spring	Call and response - Animals Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.	Musical symbols - Under the sea Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.
Summer	Contrasting dynamics - Space Developing knowledge and understanding of contrasting dynamics, children listen to different pieces of music that represent planets and use these musical examples to inspire their own compositions. They explore how varying loud and soft sounds can capture the unique characteristics of two different planets	Structure - Myths and legends Exploring structure through listening, analysing, and performing, children engage with a song about a well-known myth to understand its composition. They listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth. Pupils then perform short sound patterns in a simple structure using instruments and voices.

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Term	Physical Education & Games	
Autumn	Fundamental Movement Skills: Locomotion and balance Children develop the fundamental skills needed to move confidently and safely. They practise running, hopping, skipping, jumping and changing direction, alongside balancing in different ways. They begin to combine movements, control their bodies and respond to simple challenges, building the foundations for future games, gymnastics and athletics.	Fundamental Movement Skills: Locomotion, core and upper body strength Building on their movement skills, children develop strength, stability and coordination through crawling, climbing, supporting body weight, pushing, pulling and travelling in different ways. They learn how a strong, controlled body helps them move effectively and safely and begin to sustain physical activity for longer periods.
Spring	Gymnastics Children explore different ways of travelling, balancing, jumping, rolling and changing body shape. They learn to perform movements with increasing control and link actions together to create short sequences. Children begin to consider space, direction and level and develop confidence in performing and evaluating simple gymnastic movements.	Dance Children use movement imaginatively to respond to music, stories and themes. They explore changes in speed, direction, level and shape and learn simple movement patterns. Children begin to link actions into short sequences, work individually and with others. Fundamental Movement Skills: sending and receiving Children develop hand eye coordination and control through rolling, throwing, catching, kicking and receiving different types of equipment. They practise sending objects towards a partner or target with increasing accuracy and learn to adjust their body position, force and direction, providing essential foundations for future invasion, net and fielding games.
Summer	Games: defend and attack Children begin to apply their movement and ball skills in simple games. They learn how to find space, move towards a goal, keep possession and prevent an opponent from scoring. Through small sided activities, children begin to make simple decisions, follow rules and understand the roles of attackers and defenders. Athletics: sprints & jumps Children explore how to run quickly and jump effectively. They practise sprinting with control, responding to simple starts and jumping for both distance and height. Children learn to use their arms and legs effectively, compare their performances and recognise how technique can help them improve.	Games: Striking and fielding Children explore how to run quickly and jump effectively. They practise sprinting with control, responding to simple starts and jumping for both distance and height. Children learn to use their arms and legs effectively, compare their performances and recognise how technique can help them improve. Athletics: throwing & relays Children explore how to run quickly and jump effectively. They practise sprinting with control, responding to simple starts and jumping for both distance and height. Children learn to use their arms and legs effectively, compare their performances and recognise how technique can help them improve.

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Term	Years 1 & 2 Religious Education	
Autumn	Forgiveness Understanding Christianity 1:1 Key Learning Points Christians and many other people believe it is important to forgive others. In the story of the Lost Son, the father is loving and forgiving. Christians believe that this is what God is like. Christians believe that God forgives us when we get things wrong.	Generosity Understanding Christianity 1:3 (Digging Deeper) Key Learning Points In the stories about Jesus' birthday, some wise men visited Jesus and brought special gifts. The wise men brought gold, frankincense and myrrh. This shows that he was a special baby. Christians try to be generous to others at Christmas, there are many different ways to do this.
Spring	Love (Friendship) Understanding Christianity 1:4 Key Learning Points The Bible shows that Jesus often chose unlikely people to be his friends. Matthew the tax collector and Zacchaeus were friends of Jesus. Christians believe they should follow Jesus' example and show friendship to 'outsiders.'	Belonging (Welcoming Jesus) Living Difference IV Key Learning Points The Bible says Jesus rode into Jerusalem on a donkey on Palm Sunday. The crowds welcomed him by waving palm branches and shouting 'Hosanna!' Hosanna means 'save us' and is a bit like shouting 'hooray!' Christians often remember Palm Sunday in church with palm crosses and 'Hosanna' songs.
Summer	Power (Ganesh) Living Difference IV Key Learning Points Hindus believe that Ganesh's elephant head gives him wisdom. They believe that this is more important than his physical strength. Hindus pray to Ganesh to help them make wise choices.	Remembering (Janmashtami, Krishna's Birthday) Living Difference IV Key Learning Points Krishna is an important god for many Hindus. Many Hindus have a celebration to remember Krishna's birthday. This festival is called Janmashtami. Puja is another way to remember Krishna.

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Term	Years 1 & 2 RSE and PSHEE	
Autumn	My healthy self: How can we look after our feelings? Recognising and naming a range of emotions, pupils learn to spot facial and body clues linked to feelings. Exploring what helps them feel calm or happy, they identify the importance of rest and enjoyable activities. They also practise simple ways to improve their mood and begin to understand that feelings can be big, medium or small.	Citizenship: How can I help others and the environment? Considering how they can help others and the environment, pupils explore ways of caring for babies, young children and pets and explore how they can improve their school environment by sharing what they like and do not like. Pupils also investigate their local environment and learn how rules help people to help one another by keeping everyone safe, happy and treated fairly
Spring	Citizenship: How do people belong to a community and earn money? Considering how people belong to communities and earn money, pupils explore the different groups they are part of and reflect on similarities and differences between themselves and others in their community. They learn how decisions can be made fairly by taking everyone's views into account, including through simple voting. Pupils are also introduced to what money is, where it comes from and how people earn it.	My healthy self: How can we look after our bodies? Learning how to look after their bodies to stay healthy and feel good, pupils explore how movement, sleep, food and drink affect how they feel. They identify healthy choices – including eating fruit and vegetables, drinking water, resting well and caring for their teeth – and use this learning to plan a simple healthy daily routine
Summer	Growing up: How can we look after and respect our bodies as we grow? Learning how people grow and change as they get older, pupils recognise physical changes as a normal part of growing up and learn the correct scientific names for private body parts. They explore privacy and personal boundaries, develop an understanding of how to respect others' personal space and identify who to talk to if they feel worried or unsafe.	Staying safe: How can I make safe choices in different places? Understanding that unsafe situations can happen in different places, pupils explore common hazards in the home and in public spaces. They also recognise that people can make them feel unsafe through words, actions or touch and it is always okay to say they do not like something.

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<i>Term</i>	Years 1 & 2 Science	
Autumn	Animals including humans - Sensitive bodies Familiarising themselves with the basic parts of the human body, children investigate their senses through stimulating experiences that highlight how we interact with the world around us. They work scientifically, using their senses to make observations, spot patterns and use data to answer questions. They develop an understanding of how science can support those who have lost sensory function and consider how firefighters use their senses at work.	Materials - Everyday materials Identifying the difference between objects and materials, children explore their surroundings to find examples of each. They work scientifically by planning tests, making observations and recording data. Pupils use results to answer questions and sort and group materials based on their properties.
Spring	Animals including humans - Comparing animals Studying both local and global animals, children recognise common characteristics and physical features. They use this information to make comparisons and classify animals. Pupils consider the most effective way to collect data about class pets and record their findings in a block chart. They develop their understanding of classification by comparing the dietary habits of different animals and role play as Jane Goodall carrying out research into chimpanzees in the wild.	Materials - Everyday materials Building on their knowledge of everyday materials and their properties, pupils recognise that materials are suited to specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions. Children also learn about the harmful effects of plastic and explore eco-friendly alternatives.
Summer	Living things - microhabitats Developing their understanding of scientific enquiry, pupils learn that scientists use a range of skills to answer questions. They discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. They practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. Pupils explore the job role of a botanist by identifying flowering plants.	Making Connections - Fairytale science Using familiar fairytales, pupils develop their “working scientifically” skills through practical investigations. Prompted by ‘The Tortoise and the Hare’, children compare animal features and speed. Investigating materials with ‘The Gingerbread Man’, they test properties such as waterproofing and strength. Exploring ‘Goldilocks’, pupils investigate temperature differences and sensitivity of touch. With ‘The Princess and the Pea’, they record results and present findings using block graphs.