

Year 1 & Year 2		CYCLE A - 2026/2027					
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Titles		<u>Travel and Transport</u>		<u>The United Kingdom</u>	<u>Nurturing Nurses</u>	<u>Amazing Africa</u>	<u>Fire Fire!</u>
Book Spine	Bog Baby by Jeanne Willis.	The Day the Crayons Quit by Oliver Jeffers.	Paddington Bear books by Michael Bond (including Paddington Bear in London).	Beegu by Alexis Deacon	Lion King	You Choose Traditional Tales	
	Longer End of Day Story: The Dragon in the Library by Louie Stowell.	Mog's Christmas by Judith Kerr.		Little People Big Dreams inc Florence Nightingale, Mary Seacole.	Lesser Spotted Animals by Martin Brown	The Great Fire of London – Emma Adams	
English	Get Writing	Get Writing	Year 1 – Get Writing	Unit 4: Narrative - Beegu	Moderation Window.	Unit 9: Narrative	
		Optional unit – The Day the Crayons Quit	Year 2 - Unit 1: Paddington's Post – Character description Unit 2: Paddington's Post – Instructions (directions) Unit 3: Paddington's Post – Lists (Y1) Invitations (Y2)	Unit 5: Biography – Mary Seacole Playscript based on a Janet and Allan Ahlberg book. Unit 6: Poetry: Repeating patterns.	Unit 7: Non-Chronological report – African Animals Unit 8: Recount a real-life event	Unit 10: Recount of an event.	
Science	<u>UNIT 1: Living Things and Their Habitats</u>	<u>UNIT 2: Basic Needs of Animals and Offspring</u>	<u>UNIT 3: KS1 Everyday Materials</u>	<u>UNIT 4: What Does a Plant Need to Grow?</u>	<u>UNIT 5: Food Chains</u>	<u>UNIT 6: Living Things and Their Habitat</u>	
	Children will explore how animals and plants live in a habitat to which they are suited. They will learn that the habitat provides the basic needs of the animals and plants – shelter, food and water. They will also understand the conditions in which they can live.	Children will learn that animals including humans have offspring which grow into adults. They will explore how the young of some animals do not look like their parents e.g. tadpoles. They will understand that all animals including humans have basic needs of feeding, drinking and breathing that must be satisfied in order to survive, and to grow into healthy adults.	Children will learn that all objects are made of one or more materials. They will explore the properties of different materials and classify objects made from a range of materials. They will test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelter.	Children will use the local environment to answer questions about plants in their habitat. They will observe the growth of flowers and if possible, vegetables. They will become familiar with the common names of flowers, evergreen and deciduous trees and plant structures. They will observe these closely using a magnifying glass and record how plants have changed overtime, for example growth and/or leaves falling, buds opening.	Children will learn about plants and animals which are a source of food for other animals. They will identify whether an animal is a carnivore, omnivore, or herbivore. They will construct simple food chains and ask and answer questions about their local environment to help understand how different animals depend on each other.	Children will explore and group animals, such as amphibians, reptiles, birds and mammals. They will explore their characteristics and discuss their suitability to their habitats. They will learn about microhabitats and how these conditions affect what plants and animals live there.	
Geography/History	<u>Geography - Mapping Journeys</u>	<u>History - Travel and Transport</u>	<u>Geography - Mapping and Local Fieldwork</u>	<u>History - Nurturing Nurses</u>	<u>Geography - Africa – Zimbabwe</u>	<u>History - The Great Fire of London</u>	
	Children will use maps, atlases and globes to identify the continents and oceans. They will use locational and directional language to describe the location of features on maps.	Children will talk about how transport changed over time and how these developments change people's lives and lifestyles. Children will learn about the first tank linked to local history and the sculpture in Lincoln. The children will learn about other significant inventions	Children will use photographs (including aerial pictures), google maps and fieldwork to recognise landmarks. They will name and locate the four countries and their surrounding bodies of water and capital cities of the UK on a simple map. They will learn how these cities are similar and different to Ingham village.	Children will learn about Florence Nightingale, Edith Cavell and Mary Seacole. They will look at what they did and why they are remembered. They will compare how social status and colour of skin changed Florence and Mary's experiences.	Children will look at a map of Africa and one of Europe, talk about different animals, food, lifestyle, and weather. They will compare Africa to a European country. They will listen to stories from other cultures (The village of Round Huts, Handa's Surprise, Amrita's tree).	Children will learn how, when and where it started and consider reasons why the fire spread and lasted so long. They will consider the aftereffects and how London changed to what we have today.	

		including cars, planes and trains.				
DT/Art	Art Drawing: Make Your Mark Understand and use different line types and mark-making techniques in drawing; enhancing children's ability to describe lines, control drawing materials like pencils and chalk, and experiment with various media	DT Mechanisms – Wheels and Axles: Making a pull along toy Test a variety of wheels, design, draw and label a simple mechanism, make and evaluate a simple pull along toy.	Art Craft and Design: Map it Out Explore and create maps through various art forms, including drawing, felt making, printmaking	DT Textiles: Pouches Prepare and cut fabrics, learn the running stitch and decorate the pouch	Art Drawing: Tell a Story Tell a story through drawing - observational drawing, character expression, and storytelling through illustrations, enhancing pupils' mark-making techniques, observational skills, and imagination in art.	DT Food and Nutrition: design and make a balanced diet wrap
Computing	Online Safety Lesson 1 Logging on to ipads through Classroom Cloud. Using Turtle program to introduce Beebots. Introduction to Numbots.	Online Safety Lesson 2 PROGRAMMING Beebots	Internet Safety Day (Feb) CREATING MEDIA Digital Imagery	Online Safety Lesson 3 PROGRAMMING Introduction to Block Coding (ScratchJr)	Online Safety Lesson 4 CREATING MEDIA Stop Motion	Online Safety Lesson 5 (Assessment) DATA HANDLING International Space Station (Y1 unit and also worth looking at: Introduction to Data (Y1 unit)
Music	Tempo (Snail and Mouse) Children will know that sound can help tell a story. That an instrument or voice can be played at different speeds. That pulse can be fast and slow.	Call and Response (Animals) Children will be able to recognise and name up to three instruments from Group A and B. They will explore the skills of listening, evaluating, creating sound, composing and performing. Christmas Play Rehearsals	Dynamics (Seaside) Children will know that sections of music can be described as loud, quiet or silent and the meaning of these terms. They will develop skills of improvising and notation.	Pitch (Superheroes) Children will know that sounds within music can be described as high or low sounds and the meaning of these terms. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.	Singing (On this Island) Children will know that sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. Sounds within music can be described as high or low sounds and the meaning of these terms.	Keeping the Pulse (My Favourite Things) Children will know that pictorial representations of rhythm show sounds and rests. They will recap the key elements of learning from the year.
PE	Netball (Invasion Games) Dance	Target Games Gymnastics	Basketball Sending and Receiving	Football (Ball Skills) Gymnastics	Tennis (Net and Wall) May Dances	Athletics Kwik Cricket (Striking and Fielding)
RE	How are stories and celebrations linked?		What do people learn from stories and festivals?		What do we mean by religion and world views? What beliefs, values and practices are important in religions worldviews?	
PSHE/RSE	Family and Relationships What is family? What are friendships? Families are all different Friendship problems	Health and Wellbeing Understanding my feelings Ready for bed Handwashing and personal hygiene Sun Safety Allergies	Safety and the Changing Body Communicating with adults in school Safety with substances Making a call to the emergency services The difference between secrets and surprises Appropriate contact Personal boundaries		Citizenship Rules Similar, yet different	Economic Wellbeing Needs and wants Transition

Y1 & Y2		CYCLE B - 2025/2026					
KS1	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Titles	<u>One Giant Leap</u>	<u>China</u>	<u>Ice Explorers</u>	<u>Ice Worlds</u>	<u>Mapping the World</u>	<u>Castles</u>	
Book Spine	<p>End of Day Story: Hidden Figures and The Darkest Dark – Chris Hadfield</p> <p>Text to inspire writing: The Way Back Home Oliver Jeffers</p> <p>The Man on the Moon by Simon Bartram</p>	<p>End of Day Story: Mooncakes – Loretta Seto</p> <p>Text Focus: Stories from other cultures: China - Amy Wu Adventures: Amy Wu and the Patchwork Dragon</p> <p>To inspire writing: Tell Me a Dragon – Jackie Morris</p> <p>How to Train Your Dragon: The Incomplete Book of Dragons – Cressida Cowell</p> <p>Dragon Post: Emma Yarlett</p> <p>Pet Dragon: M.P.Robertson</p> <p>How to Wash a Woolly Mammoth: Michelle Robinson & Katie Hindley</p>	<p>End of Day Story: Selection of Oliver Jeffers books including Lost and Found.</p> <p>To inspire writing: Non-fiction Little People, Big Dreams – Shackleton</p>	<p>End of Day Story: The Penguin Who Wanted to Find Out</p> <p>Jill Tomlinson & Paul Howard.</p> <p>Author Focus: Jill Tomlinson.</p> <p>Somebody Stole Stanley by Sarah Robert</p>	<p>End of Day Story: George’s Marvellous Medicine by Roald Dahl.</p> <p>Author Focus: Roald Dahl.</p>	<p>End of Day Story: The Tunnel and other books by Anthony Browne.</p> <p>Author Focus: Anthony Brown: Voices in the Park, Hansel and Gretel, Into the Forrest.</p>	
	English	<p>Get Writing</p>	<p>Get Writing</p> <p>Optional unit – Character and setting descriptions</p>	<p>Year 1 – Get Writing</p> <p>Year 2</p> <p>Unit 1: Lost and Found narrative</p> <p>Unit 2: To write information sentences about Ernest Shackleton</p>	<p>Unit 3: Tell me a Dragon - To write a descriptions of dragons</p> <p>Unit 4: Information sentences – linked to Dragons - How to Train Your Dragon: The Incomplete Book of Dragons – Cressida Cowell</p> <p>Unit 5: real event</p>	<p>Unit 6: To write a character description (The Twits).</p> <p>Unit 7: To write a diary entry.</p> <p>Unit 8: To write instructions (inspired by George’s Marvellous Medicine)</p>	<p>Unit 9: Poetry – SCEM (sound, colour, emotion and movement) – link to the Tunnel</p> <p>Unit 10: To write an alternative setting. (The Tunnel)</p> <p>Unit 11: To write a recount. (Lincoln Castle)</p>
Science	<p>UNIT 7: Animals Including Humans</p> <p>Children’s will know that humans have specific body parts which are adapted to the environment and our way of living. Children should be able to label these and associate these with the five human senses. Children should learn about the structure of a fish, amphibian, reptile, bird and mammal (including pets) and how they are suited to their environment.</p>	<p>UNIT 8: Plants</p> <p>Children will be able to name common names of plants and trees. They will work scientifically by: observing closely, comparing and contrasting familiar plants; and drawing diagrams showing the parts of different plants including trees. They will use the local environment to observe how plants grow.</p>	<p>UNIT 9: Uses of Everyday Materials</p> <p>Children will identify uses of different everyday materials and compare the suitability of a variety of everyday materials. They will find out how the shapes of solid objects can be changed by squashing, bending, twisting, and stretching, by changing the shape of objects. They will learn about the process of recycling and find out about people who have developed new materials.</p>	<p>UNIT 10: Seasonal Changes</p> <p>Children will learn about day length throughout the year in the UK. They will also look at weather changes within the seasons. They will recognise that the change in weather causes other changes e.g. the numbers of mini beasts found outside, seed and plant growth, leaves on trees and type of clothes worn by people.</p>	<p>UNIT 11: Scientific Skills (Investigative Focus)</p> <p>Children will recap and consolidate their scientific learning. This includes working scientifically, such as asking scientific questions, experiencing different types of scientific enquiry and find ways to answer other scientific questions. They will use secondary resources to support their learning. Children should be able to verbally describe their findings using simple scientific language.</p>	<p>UNIT 12: Basic Needs of Animals and Offspring</p> <p>Children should be able to name the basic needs of a human to survive (air, water, food, and shelter). Children will learn about the importance of exercise and how it helps with human survival and success. This will be linked to correct nutrition using the healthy food plate.</p>	

History/ Geography	<p>History</p> <p>Space Race</p> <p>Children will find out about the moon landings and the significant Individuals involved, in particular Neil Armstrong and Katherine Johnson. They will identify key countries and continents involved in the space race in atlases, including Russia and America.</p>	<p>Geography</p> <p>Contrasting Locality – China</p> <p>Children will learn about the location and geography of the People’s Republic of China, the culture, schooling, and the landmark of the Great wall of China. Children will compare how China is similar and different to UK.</p>	<p>Geography</p> <p>Climate – Antarctic Explorers</p> <p>Children will identify seasonal/daily weather patterns in different biomes of the world. They will identify the continents and oceans of the world. They will use world maps to identify the UK and other continents and oceans and use basic geographical vocabulary to refer to key physical features and human features. They will consider the impact of human activity.</p>	<p>History</p> <p>Ice Explorers</p> <p>Children will compare and know about the lives and achievements of Ernest Shackleton, Tenzing Norgay and Matthew Henson. They will hear real-life experiences and create their own ice expedition to explore the challenges that ice explorers face.</p>	<p>Geography</p> <p>Mapping The World</p> <p>Children will make links between their learning, finding the places they have studied on a globe or map (China, Antarctica, America, Russia) and compare what it would be like to live in those places studied. Children will be able to name the 7 continents and 5 oceans of the world</p>	<p>History</p> <p>Castles</p> <p>Children will learn about the changes of people and places in their locality. They will explore castles, local history, and the significance of Lincoln. They will be introduced to the Magna Carta and learn about the 2 significant battles and how William the Conqueror ordered the building of Lincoln Castle in 1068.</p>
	<p>Art</p> <p>Sculpture and 3D: Paper Play</p> <p>Introduces pupils to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures. Children develop skills in creating 3D structures and applying painting skills in three-dimensional art, enhancing their understanding of form and construction.</p>	<p>DT</p> <p>Mechanisms making and moving- Making a Chinese dragon</p> <p>Children will learn about levers, linkages and pivots. They will design, make and evaluate their own Chinese dragon.</p>	<p>Art</p> <p>Painting and Mixed Media: Life in Colour</p> <p>Primary and secondary colours, colour mixing, and creating textures using different tools. It also covers collage techniques, encouraging pupils to experiment with materials and evaluate their artistic choices and aims to develop children's understanding of colour, texture, and composition in art.</p>	<p>DT</p> <p>Textiles (Making Ice Animal Puppets)</p> <p>Children will have the opportunity to explore and play with different puppets while determining the best ways to join fabrics together and fasten details to them. They will design, make, and evaluate their own Arctic or Antarctic animal puppet.</p>	<p>DT</p> <p>Cooking (Healthy Food)</p> <p>Children will investigate a range of food products including their nutritional values. They will explore healthy and unhealthy foods and look at the importance of a balanced diet. They will take part in food tastings before planning and making their own healthy dish.</p>	<p>Art</p> <p>Sculpture and 3D: Clay houses</p> <p>Shape and decorate clay, create a pinch pot, design and make a clay tile with house features.</p>
	<p>Online Safety Lesson 1</p> <p>COMPUTING SYSTEMS & NETWORKS</p> <p>Improving Mouse Skills using Sketchpad</p> <p>(Logging on to ipads and using Classroom Cloud. Introduction to Numbots.)</p>	<p>Online Safety Lesson 2</p> <p>PROGRAMMING</p> <p>Algorithms Unplugged</p>	<p>Internet Safety day (Feb)</p> <p>PROGRAMMING</p> <p>Algorithms and Debugging</p>	<p>Online Safety Lesson 3</p> <p>COMPUTING SYSTEMS & NETWORKS</p> <p>What is a Computer?</p>	<p>Online Safety Lesson 4</p> <p>SKILLS SHOWCASE</p> <p>Rocket to the Moon</p>	<p>Online Safety Lesson 5 (Assessment)</p>
<p>Music</p> <p>Contrasting Dynamics (Space)</p> <p>Children will know that sections of music can be described as fast or slow and the meaning of these terms.</p> <p>Sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>In all pictorial representations of music, representations</p>	<p>Structure (Myths and legends)</p> <p>Children will know that pictorial representations of rhythm show sounds and rests.</p> <p>Christmas Play Rehearsals</p>	<p>Musical Symbols (Under the Sea)</p> <p>Children will be able to recognise and name the following instruments: Up to three instruments from Group A and B.</p> <p>To know that notation is read from left to right.</p>	<p>Instruments (Musical Storytelling)</p> <p>Children will review that sections of music can be described as fast or slow and the meaning of these terms.</p> <p>Sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>Sounds within music can be described as high or low sounds and</p>	<p>Pitch (Musical Me)</p> <p>Children will consolidate that notation is read from left to right.</p> <p>In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p> <p>Sounds within music can be described as high</p>	<p>Sound Patterns (Fairy Tales)</p> <p>Children will consolidate that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p>	

PE	further up the page are higher sounds and those further down are lower sounds.			the meaning of these terms. Recognise and name up to three instruments from Group A and B.	or low sounds and the meaning of these terms.	
	Netball (Invasion Games) Dance	Target Games Gymnastics	Basketball Sending and Receiving	Football (Ball Skills) Gymnastics	Tennis (Net and Wall) May Dances	Athletics Kwik Cricket (Striking and Fielding)
RE	What do stories from religious traditions teach about God? What can we learn from other stories?		What do creation stories teach people about God and human nature?		What are sacred texts and why do they matter?	
PSHE	Family and Relationships What is family? What are friendships? Friendship problems Gender stereotypes Change and Loss	Health and Wellbeing Understanding my feelings Developing a growth mindset Healthy Diet Looking after teeth	Safety and the Changing Body Communicating with adults outside school Safety with medicine The internet: communicating online Appropriate contact My privates are private Personal boundaries		Citizenship Rules beyond school Similar yet different Giving my opinion	Economic Wellbeing Money Saving and spending Transition