

Year 1 & Year 2		CYCLE A - 2026/2027				
Key Texts	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	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 Optional unit – The Day the Crayons Quit	Year 1 – Get Writing 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 4: Narrative - Beegu Unit 5: Biography – Mary Seacole Playscript based on a Janet and Allan Ahlberg book. Unit 6: Poetry: Repeating patterns.	Moderation Window. Unit 7: Non-Chronological report – African Animals Unit 8: Recount a real-life event	Unit 9: Narrative Unit 10: Recount of an event.
Science	<u>UNIT 1: Living Things and Their Habitats</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.	<u>UNIT 2: Basic Needs of Animals and Offspring</u> 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.	<u>UNIT 3: KS1 Everyday Materials</u> 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.	<u>UNIT 4: What Does a Plant Need to Grow?</u> 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.	<u>UNIT 5: Food Chains</u> 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.	<u>UNIT 6: Living Things and Their Habitat</u> 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> Children will learn how maps help us understand and find places. They will identify human and physical features and use simple fieldwork to explore their surroundings. They will learn to use directions, compass points, symbols and map keys. Finally, they will create their	<u>History - Travel and Transport</u> 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	<u>Geography - Mapping and Local Fieldwork</u> 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.	<u>History - Nurturing Nurses</u> 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.	<u>Geography - Africa – Zimbabwe</u> 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).	<u>History - The Great Fire of London</u> 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.

DT/Art	own map of a familiar place.	including cars, planes and trains.				
	<u>Art</u> <u>Drawing: Make Your Mark</u> 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	<u>DT</u> <u>Mechanisms – Wheels and Axles: Making a pull along toy</u> Test a variety of wheels, design, draw and label a simple mechanism, make and evaluate a simple pull along toy.	<u>Art</u> <u>Craft and Design: Map it Out</u> Explore and create maps through various art forms, including drawing, felt making, printmaking	<u>DT</u> <u>Textiles: Pouches</u> Prepare and cut fabrics, learn the running stitch and decorate the pouch	<u>Art</u> <u>Drawing: Tell a Story</u> Tell a story through drawing - observational drawing, character expression, and storytelling through illustrations, enhancing pupils' mark-making techniques, observational skills, and imagination in art.	<u>DT</u> <u>Food and Nutrition:</u> design and make a balanced diet wrap
	<u>Online Safety Lesson 1</u> PROGRAMMING 2 Beebots	<u>Online Safety Lesson 2</u> CREATING MEDIA Digital designers 2	<u>Internet Safety Day (Feb)</u> PROGRAMMING Make Code Access Make Code through the website (ipads)	<u>Online Safety Lesson 3</u> CREATING MEDIA Digital Designers 3	<u>Online Safety Lesson 4</u> DATA HANDLING Introduction to Data (Y1 unit)	<u>Online Safety Lesson 5 (Assessment)</u> <u>No Computing unit this term – catch up/consolidation time</u>
Music	Tempo (Snail and Mouse) Children will use voices, bodies and instruments to listen and respond to different pieces of music, pupils learn and perform a rhyme and song with a focus on tempo	Christmas Play Singing and performance objectives	Dynamics (Seaside) Children will explore the connection between sound and the environment, pupils will work together to create a seaside soundscape using percussion instruments, vocal sounds and body percussion.	Pitch (Superheroes) Children will explore pitch by identifying high and low notes and combining different pitches to compose a simple superhero melody.	Singing (On this Island) Children will identify how music can represent different environments by singing songs and creating contrasting soundscapes.	Keeping the Pulse (My Favourite Things) Children will learn how to keep a steady pulse, pupils take part in music and movement activities inspired by their favourite things.
	Ball Skills PE Fundamentals	Gymnastics Dance	Gymnastics Dance	Sending and Receiving Skills Fitness	Invasion Games Net and Wall Games	Athletics Striking and Fielding Games (Sports Week)
RE	<u>Unit 7</u> Who do Christians say made the world?	<u>Unit 8</u> Why does Christmas mean to Christians?	<u>Unit 9</u> Who is Jewish and how do they live?	<u>Unit 10</u> What do Christians believe God is like?	<u>Unit 11</u> What does it mean to belong to a faith community?	<u>Unit 12</u> How should we care for each other and the world and why does it matter?
PSHE/RSE	<u>Family and Relationships</u> What is family? What are friendships? Families are all different Friendship problems	<u>Health and Wellbeing</u> Understanding my feelings Ready for bed Handwashing and personal hygiene Sun Safety Allergies	<u>Safety and the Changing Body</u> 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		<u>Citizenship</u> Rules Similar, yet different	<u>Economic Wellbeing</u> Needs and wants <u>Transition</u>

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>
	End of Day Story: Hidden Figures and The Darkest Dark – Chris Hadfield Text to inspire writing: The Way Back Home Oliver Jeffers The Man on the Moon by Simon Bartram	End of Day Story: Mooncakes – Loretta Seto Text Focus: Stories from other cultures: China - Amy Wu Adventures: Amy Wu and the Patchwork Dragon To inspire writing: Tell Me a Dragon – Jackie Morris How to Train Your Dragon: The Incomplete Book of Dragons – Cressida Cowell Dragon Post: Emma Yarlett Pet Dragon: M.P.Robertson How to Wash a Woolly Mammoth: Michelle Robinson & Katie Hindley	End of Day Story: Selection of Oliver Jeffers books including Lost and Found. To inspire writing: Non-fiction Little People, Big Dreams – Shackleton	End of Day Story: The Penguin Who Wanted to Find Out Jill Tomlinson & Paul Howard. Author Focus: Jill Tomlinson. Somebody Stole Stanley by Sarah Robert	End of Day Story: George’s Marvellous Medicine by Roald Dahl. Author Focus: Roald Dahl.	End of Day Story: The Tunnel and other books by Anthony Browne. Author Focus: Anthony Brown: Voices in the Park, Hansel and Gretel, Into the Forrest.
Key Texts						
English	Get Writing	Get Writing Optional unit – Character and setting descriptions	Year 1 – Get Writing Year 2 Unit 1: Lost and Found narrative Unit 2: To write information sentences about Ernest Shackleton	Unit 3: Tell me a Dragon - To write a descriptions of dragons Unit 4: Information sentences – linked to Dragons - How to Train Your Dragon: The Incomplete Book of Dragons – Cressida Cowell Unit 5: real event	Unit 6: To write a character description (The Twits). Unit 7: To write a diary entry. Unit 8: To write instructions (inspired by George’s Marvellous Medicine)	Unit 9: Poetry – SCEM (sound, colour, emotion and movement) – link to the Tunnel Unit 10: To write an alternative setting. (The Tunnel) Unit 11: To write a recount. (Lincoln Castle)
Science	<u>UNIT 7: Animals Including Humans</u> 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.	<u>UNIT 8: Plants</u> 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. .	<u>UNIT 9: Uses of Everyday Materials</u> 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.	<u>UNIT 10: Seasonal Changes</u> 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.	<u>UNIT 11: Scientific Skills (Investigative Focus)</u> 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	<u>UNIT 12: Basic Needs of Animals and Offspring</u> 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.

History/ Geography					findings using simple scientific language.	
	<u>History</u> <u>Space Race</u> 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.	<u>Geography</u> <u>Contrasting Locality – China</u> 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.	<u>Geography</u> <u>Climate – Antarctic Explorers</u> 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.	<u>History</u> <u>Ice Explorers</u> 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.	<u>Geography</u> <u>Mapping The World</u> 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	<u>History</u> <u>Castles</u> 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.
	<u>Art</u> <u>Sculpture and 3D: Paper Play</u> 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.	<u>DT</u> <u>Mechanisms making and moving- Making a Chinese dragon</u> Children will learn about levers, linkages and pivots. They will design, make and evaluate their own Chinese dragon.	<u>Art</u> <u>Painting and Mixed Media: Life in Colour</u> 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.	<u>DT</u> <u>Textiles (Making Ice Animal Puppets)</u> 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.	<u>DT</u> <u>Cooking (Healthy Food)</u> 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.	<u>Art</u> <u>Sculpture and 3D: Clay houses</u> Shape and decorate clay, create a pinch pot, design and make a clay tile with house features.
	<u>Online Safety Lesson 1</u> COMPUTING SYSTEMS & NETWORKS Using Computers (This unit will be to condensed – some lessons will move to Y3/4) Lesson 2 ‘Logging on’ to be used for learning to Log on to ipads and using Classroom Cloud. Introduction to Numbots/Doodlemaths	<u>Online Safety Lesson 2</u> PROGRAMMING Commands Unplugged	<u>Internet Safety day (Feb)</u> PROGRAMMING Algorithms and Debugging	<u>Online Safety Lesson 3</u> COMPUTING SYSTEMS & NETWORKS The Internet How the internet works/searching and evaluating online content	<u>Online Safety Lesson 4</u> CREATING MEDIA Digital Designers	<u>Online Safety Lesson 5 (Assessment)</u> <u>No Computing unit this term – catch up/consolidation time</u>
Music	Contrasting Dynamics (Space) 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,	Christmas Play Singing and performance objectives	Musical Symbols (Under the Sea) Children will be able to recognise and name the following instruments: Up to three instruments from Group A and B.	Instruments (Musical Storytelling) Children will review 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,	Pitch (Musical Me) Children will consolidate that notation is read from left to right. Sounds within music can be described as high	Sound Patterns (Fairy Tales) Children will consolidate that sections of music can be described as loud, quiet or silent and the meaning of these terms.

PE	quiet or silent 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.		To know that notation is read from left to right.	quiet or silent and the meaning of these terms.	or low sounds and the meaning of these terms.	
	Ball Skills PE Fundamentals	Gymnastics Dance	Gymnastics Dance	Sending and Receiving Skills Fitness	Invasion Games Net and Wall Games	Athletics Striking and Fielding Games (Sports Week)
	<u>Unit 13</u> What is the good news that Christians say Jesus brings? (Pt1)	<u>Unit 14</u> What is the good news that Christians say Jesus brings? (Pt2)	<u>Unit 15</u> Who is a Muslim and how do they live? (pt1)	<u>Unit 16</u> Why does Easter matter to Christians?	<u>Unit 17</u> Who is a Muslim and how do they live? (pt2)	<u>Unit 18</u> What makes some places special to believers?
PSHE	<u>Family and Relationships</u> What is family? What are friendships? Friendship problems Gender stereotypes Change and Loss	<u>Health and Wellbeing</u> Understanding my feelings Developing a growth mindset Healthy Diet Looking after teeth	<u>Safety and the Changing Body</u> Communicating with adults outside school Safety with medicine The internet: communicating online Appropriate contact My privates are private Personal boundaries		<u>Citizenship</u> Rules beyond school Similar yet different Giving my opinion	<u>Economic Wellbeing</u> Money Saving and spending <u>Transition</u>