

Science: Habitats

Children will be learning to be scientists by asking simple questions, recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions as well as gathering and recording data to help in answering questions.

Children will be able to:

- Recall key life processes and apply them to plants and animals.
- Match plants and animals to their habitats and explain how habitats provide food and shelter.
- Recall that plants make their own food and identify producers in food chains.
- Construct simple food chains using arrows to show order.
- When working scientifically, pupils can classify objects as alive, once alive or never alive and carry out simple research to answer questions.

History – How much do we know about where Sappho used to live?

- To be able to understand events on a timeline and understand they are placed in chronological order.
- To know 'Sappho' is a girl in a fresco – a picture painted onto a wall in a house, we do not know her real name.
- Pompeii is in the modern-day country of Italy and it was once part of the Roman Empire.
- Artists, historians and archaeologists have worked together to make recreations of what they think Pompeii would have looked like by using historical evidence.
- Vesuvius began to erupt in AD 79 and it destroyed Pompeii.
- The ruins of Pompeii were buried under the ground for hundreds of years.

Vocabulary – Roman, wealthy, slave, empire, anno domini, century, eyewitness, artefact, archaeologist.

Mathematics

Year 1 Place Value within 20

- Count, read and write numbers to 20
- Represent numbers using objects and number lines
- Understand tens and ones
- Compare and order numbers
- Find one more and one less

Year 1 Addition & Subtraction within 20

- Use part-whole models and fact families
- Recall number bonds to 10 and 20
- Add and subtract within 20
- Use number lines for addition and subtraction
- Solve simple word problems

Year 1 Place Value within 50

- Count, read and write numbers to 50
- Partition numbers into tens and ones
- Compare and order numbers
- Find one more or one less

Year 1 Length and Height

- Compare and measure length and height
- Use non-standard and standard units.
- Order objects by length and height

Year 1 Mass and Volume

- Compare mass and volume
- Measure using non-standard units
- Solve practical measurement problems.

Year 2 Money

- Recognise coins and notes and count money in pounds and pence
- Compare and make different amounts of money with different coins and notes.
- Calculate with money and find change.

Year 2 Multiplication and division

- Recognise and make equal groups as well as make arrays
- Add equal groups and introduce the multiplication symbol
- Complete multiplication sentences and double and half numbers
- Understand and know what makes an odd or even number
- Divide by 10 and 5

Year 2 Length and height

- Measure in centimetres and metres
- Compare and order lengths and heights
- Four operations with lengths and heights

Year 2 Mass, capacity and temperature

- Compare mass, volume and capacity and measure in grams, kilograms, millilitres and litres
- Use four operations with above
- Measure temperature



Key Stage One - Curriculum Overview Spring Term 2026

English

Reading

- To develop pleasure in reading, motivation to read, vocabulary and understanding by:
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- drawing on what they already know or on background information and vocabulary provided by the teacher.
- In Year 1 we will learn RWInc Set 2 and Set 3 fluently

Writing

- To develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)
- To create poetry
- To learn how to write letters
- To make simple additions, revisions and corrections to their own work by:
- proof-reading to check for errors in spelling, grammar and punctuation focus on exclamation marks and commas
- To speak clearly and coherently the sentence that they want to write.
- To learn how to use capital letters, full stops correctly in a sentence, recognise common nouns and proper nouns and use commas.

Phonics / Spelling / Handwriting:

- To read and spell correctly year 1 and 2 common exception words and spelling rules.
- To improve presentation of written work using Read Write Inc. handwriting programme.

PE: Team Building skills Commando Joe's

- Learning objectives focus on developing character and life skills through themed 'missions' centering on the respect framework; resilience, empathy, self-awareness, positivity, excellence, communication and teamwork helping children build confidence, make good choices and learn to overcome challenges with a positive mind set.

Computing: Keeping safe

- To understand the importance of staying safe online and why we have passwords.
- Project Evolve – Online reputation
- To be able to access the iPads using a password and access the internet by using their own username and password.
- To develop mouse skills and be able to click and drag in order to create digital artwork using Sketchpad.
- To use mouse skills to draw and edit shapes.
- To create a self portrait using digital painting skills by using decompression to break down facial features.

Geography: Why don't penguins need to fly

- Locate Antarctica and identify continents and ocean
- Describe key physical features and climate of Antarctica
- Understand that Antarctica is a cold desert
- Explore how penguins are adapted to their habitat
- Compare Antarctica with the Sahara Desert
- Identify differences between the Arctic and Antarctic
- Create a simple penguin food chain
- Compare climates of Antarctica and Zambia
- Explain why penguins (and ostriches) do not need to fly

Design and Technology – Textiles Puppets

- To be able to join fabrics together using pins, staples or glue.
- To design a puppet and use a template.
- To join their two puppets' faces together as one.
- To decorate a puppet to match their design.

Vocabulary – decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template

Art and Design: Sculpture and 3D Paper Play

- To be able to roll paper tubes and attach them to a base securely.
- To make choices about their sculpture and its design.
- To shape paper strips in a variety of ways to make 3D drawings.
- To glue strips to a base in an interesting arrangement.
- To use and explore different tools and add pattern and details to their creation.
- To work successfully with others, sustaining effort over time.

Music:

- To use their voices expressively and creatively by singing songs and speaking chants
- To follow a piece of music using a simple instrument.
- To learn and perform new songs.

PHSE: Keeping safe

- To understand the importance of good sleep and good bedtime routines.
- To recognise emotions and physical feelings associated with feeling unsafe and know who they can go to for help.
- To think about the benefits and risks of the internet and recognise ways to stay safe online.
- To understand the importance of consent.

RE: 1.1. God What do Christians believe God is like?

- To understand and identify what a parable is.
- To be able to tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.
- Give clear, simple accounts of what the story means to Christians.