

Year A Plan – Year 1/ 2 Year 2025/ 26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rainforests	Fire Fire!	Let's Explore!	Animal Antics	All Things Bright and Beautiful	Under the sea
Memorable experience	County Show	Create a pudding lane out of boxes and recreate The Great Fire of London.	Trip to the shore or Grange – linked to geography and maps.	Butterflies – link to Science life cycles. Trip to Greenlands Farm	Growing own vegetables – link with Science.	Safari day Trip to the zoo
Home learning project	Home learning Grid – choose 6 activities.	Home Learning Grid – choose 6 activities.	Home Learning Grid – choose 6 activities.	Home Learning Grid – choose 6 activities.	Home Learning Grid – choose 6 activities.	Home Learning Grid – choose 6 activities.
English	Non-fiction: The Main Text: One Day On Our Blue Planet – Rainforest Outcome: Setting description Narrative: After the Fall Outcome: Write their own version of Humpty Dumpty	Narrative: The Main Text: Percy Park Keeper stories: Percy's inventions The Secret Path Hedgehog's balloon Outcome: Character description of Percy the Park Keeper The Main Texts: The Great Fire of London (purple book) Outcome: Recount of the Great Fire of London	Narrative: The Main Text: Lost and Found Outcome 1: Letter Outcome 2: Story based on Lost and Found Poetry: Apes to Zebras Outcome: Shape poem	Narrative: The Main Text: The Journey Home: Outcome: Setting Description – storm page. Non-fiction Sunny's Blazing Adventure Outcome: Non – Chronological report on Koalas	Narrative: Main Text: Snail and the Whale. Outcome 1: Character Profiles Outcome 2: Adventure story Non-fiction Instructions – Recipe (link to DT) Labels, lists and captions (link to plants)	Narrative: Main Text: Lighthouse Keeper's Lunch Outcome: Diary entry Non-fiction: Main Text: Puffin Outcome: Create a booklet about Puffins
Phonics	Following the no nonsense phonics scheme.					
Maths Hamilton	Place Value Counting and estimation Teen and place value of 2 digit numbers Numbers on a line; compare ad order Count to 100, more/less, ordinals Addition and Subtraction Partition numbers; learn number bonds	Addition and Subtraction Reinforce and consolidate number bonds Use number facts to add and subtract Adding and subtracting 10s and 1s Time Tell the time to half and quarter hours	Place Value 2 digit place value Numbers and quantities Addition and Subtraction Mental addition and subtraction Adding and subtracting money Add and subtract pairs of 2 digit numbers Money and Time Tell the time Units of time Measures and Data Compare and measure weight	Addition and Subtraction Reinforcing written methods for addition and subtraction Multiplication Clever counting Relating multiplication and division Arrays Fractions Fractions of shapes Fractions of amounts	Place value and Fractions Consolidation of strategies Addition and Subtraction Consolidating methods and mental strategies Multiplication and Division Consolidation of written methods and recall strategies Position and Time Rotation and position of shapes	Place Value and Addition Place value in 2 digit numbers Add and subtract 1 digit numbers using patterns Bonds to 10 Adding three numbers Subtraction using money Bridging 10 and counting up subtraction Finding totals Finding change Multiplication and Division Doubling and Halving

	Add by counting on in 1s and 10s Counting back; understand +/- Measures Comparing measuring lengths	Understand units of time Addition and Subtraction Use different strategies for addition Coin recognition: find amounts and change Fractions and Multiplication Understanding halves and quarters Doubling and halving Odd and even numbers Counting in steps of 5s and 10s.	Measure and represent capacity Block graphs – interpreting and creating Tally charts – interpreting and creating	Shape 2D shapes 3D shapes Symmetry	Consolidation of telling the time Y2 – 5 minute time intervals	Shape, Time and Data Exploring shape and properties Telling the time Data handling
Science	Materials and their properties Sorting Materials Egg drop investigation Changing Shape Everyday materials out and about Recycling investigation Reduce Reuse Recycle	Seasonal Change Seasons Autumn into Winter Recording the weather Weather Symbols Temperature recording Dressing for the weather	The Earth and our environment Planet Earth Continents and oceans Arctic and Antarctic Melting ice investigation Pollution and plastic Renewable energy How we can help our environment.	Animals including humans Offspring Life Cycles – Butterfly and Frog Needs for survival Pond dipping Human life cycle Growing up	Plants Looking at seeds What do plants need to survive? Planting a bean Bean diary Bean life cycle Where do plants grow? Plant adaptations Seed dispersal	Living things and their habitats - Under the sea Fish or mammal Habitats: Rock pools and seaweeds Seagrass meadows and sea horses Coral reefs Whales and Sharks – mammals and fish Seals – Walney Island colony Threats to our oceans
Computing	Word processing Skills Basic computer and mouse skills. Creating a document in word. Saving and printing a document in word.	Painting on a computer Practice mouse skills. Using painting to create a picture linked to Great Fire of London. Save the picture.	Technology around us Different types of technology in school and at home. Different types of technology in the wider world. Difference between information technology and technology.	Online Safety How to keep safe online. What does staying safe online mean?	Using the internet Searching using a search engine. How to safely use the internet. Different types of search engines.	Programming a toy Understand an create different algorithms. Use Bee – Bots to programme a range of algorithms.
PE	Fundamental Ball Skills Multi-Skills – throwing and catching.	Gymnastics Dance – Christmas Production Dance	Gymnastics Indoor games	Multi Skills Yoga: solute to the sun.	Orienteering. Invasion games.	Athletics and Fundamental Skills.
RE	Festivals 1.1 Harvest Festival – Why do Christians celebrate harvest? Sukkah – Jewish Festival	2.2 Christmas Why do Christians celebrate Christmas? Why was the birth of Jesus such good news?	1.2 Creation Explore creation stories in different faiths.	1.5 Easter Story What did Jesus teach us?	1.4 Jesus What made Jesus special?	1.7 Baptism: Why is baptism special? How do people of world faiths welcome new babies? Visit Stroth Church with Father Andrew Link to Sikhism

	2.3 Jesus: Why did Jesus welcome everyone?					
PSHE	VIPS	Think Positive		Britain	Safety first	Growing up
Music	Charanga Unit – Hey You!	Christmas Music Chranga unit – Ho Ho Ho	Charanga Unit – In the Groove	Charanga Unit – Zoo time	Summer Production	Charanga Unit – 3 little birds.
Geography	See Rainforests	Our School Where is our school? UK, North west England, Cumbria, Storth. Using Google maps, UK atlas, local map Our classroom - Mapping the classroom Investigating our school grounds (National Education Nature Park) Mapping our school grounds - Using symbols - Making a simple key How has our school changed over time? How could our school and grounds change in the future?	Mapping it out (link with Literacy and famous explorers) Investigating different maps Find your way around a map - Compass points - Planning and navigating simple routes Making a map Mapping the Heron Hall field - Using symbols and a simple key - Compass points Mapping the world - Using an atlas - Identify and name continents - Identify and name oceans Finding treasure Using a grid	Our Country Exploring Britain – link with PSHE Town and Country – similarities and differences Identify the 4 countries and capital cities of the UK Arial view – Google Earth The landscapes of the 4 countries. Travelling Ted Tours a capital city – major landmarks of London Comparing capital cities.	See The Snail and the Whale	Chembakolli. Compare the similarities and differences between Storth and Chembakolli India – weather, climate, food, housing, education and transport. Which continent is Chembakolli found in? What is the physical geography of Chembakolli (weather, site, rivers)? What is the human geography of Chembakolli? (settlement size, shops and services, local industries, transport links, tourist attractions)? What are the similarities and differences between Chembakolli and Storth/ Lake District? I can use maps, atlases and globes of different scales?
History	Toys from the past. *Can they recognise the distinction between past and present? *Can they ask questions to a visitor (grandparent) to find out about toys in the past? E.g. what toys and how many? Money was scarce in the post war era so perhaps they had less. *Can they answer	History of the Great Fire of London – NC Aims: *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life *Events beyond living memory that are significant nationally or globally *Can they sequence a set of events and facts in chronological	Significant Explorers. *order reasons (in order of importance) as to why people might be considered to be significant. * compare the ways in which we can find out about the recent past and also about explorers from long ago. * use prompts to describe the key events and achievements in the lives of the explorers studied. * make some simple comparisons between explorations in the recent and more distant past	Changes within living memory: * Timeline of growth from baby to now * Family trees * understand the difference between the present and the past (initially focusing on the past in relation to their own life) * sequence known events and events within living memory in chronological order/sequence events from different periods of their own lifetime	Significant Individual: Florence Nightingale *Can they identify the period of time in Britain that Queen Victoria and Elizabeth II lived and what else was happening? *Can they identify similarities and differences between ways of life in different periods? *To begin to understand the reasons people in	Changes in seaside resorts. understand the difference between the present and the past (initially focusing on the past in relation to their own life) * sequence known events and events within living memory in chronological order/sequence events from different periods of their own lifetime chronologically/know when some significant historical events (beyond living memory) happened. * identify some similarities and differences over own lifetime (and beyond)/ identify similarities and differences between ways of life of significant people studied and their own lives.

	questions about old and new objects? *Can they spot old and new things in a picture? *Can they use sources to answer simple questions about the past e.g. which object is older? How do we know? *Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources such as adverts) *Can they identify similarities and differences between their toys and toys from the past? *Can they give a plausible explanation about what an object was used for in the past? *Can they explain why changes have occurred over time? E.g. introduction of new materials, technology.	order and give reasons for their order? *Can they use sources such as videos, pictures and written sources to ask & answer questions about the past? *Do they know and understand the key features of the Great Fire of London. *Can they identify where the people and events fit into a chronological framework? *Can they identify some of the basic ways the past can be represented e.g. through pictures? *Can they ask and answer questions by using a specific source, such as objects, pictures, stories, plays, songs, film clips, museum displays and information books? *To use simple historical sources e.g. photographs/ newspaper clippings to show they know and understand key features of events.	*talk about some of the ways that we remember significant explorers, discussing how sometimes views about these significant people can change over time.	chronologically/know when some significant historical events (beyond living memory) happened. * know and understand key features of events within living memory (and beyond)/ show knowledge and understanding of key features of the past beyond living memory, for example, significant local, national or world events/people * recount changes within living memory (and beyond)/recognise that their own lives are different from those in the past. *select and recall orally information from their past/ select and recall orally basic, key information about events in the past beyond living memory * talk, draw or write about aspects of the past within living memory (and beyond) using simple historical words and phrases/ record what they have learned about the past beyond living memory by drawing and writing, using a wide vocabulary of everyday historical words and phrases.	the past acted as they did from a range of sources. *Ask and answer questions about significant individuals and the way they lived. *Can they demonstrate simple historical concepts and events through speaking, role play and picture stories? *Do they appreciate that some significant people have helped our lives be better today?	*make simple observations from photos/objects to show understanding about events within living memory (and beyond)/ find out about the past beyond living memory by making
DT	Create and design a bridge using different materials.	Design and create a house from Pudding Lane.	Create a fruit kebab (http://www.foodafactoflife.org.uk/Index.aspx) Linked to Significant Explorers making a healthy snack.		Textiles – felt flowers	Design and Create a moving vehicle.
Art			Animal Collages – using Jamil’s Clever Cat as inspiration.	Environmental Art inspired by Andy Goldsworthy.	Kandinsky – artist focus.	

				Collect natural objects, arrange and draw them in different shapes – experiment with different shapes		
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