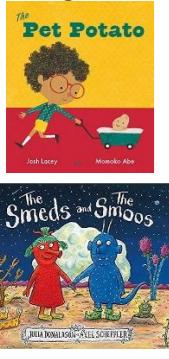
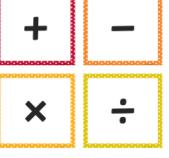
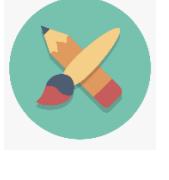


# Year 1/2 Autumn Term Curriculum 2025

	<p>Across the year, we help the children to develop a growth mindset. Through this, the children learn to embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism and find lessons and inspiration in the success of others. We promote this positive attitude to learning across the curriculum.</p> <p>This overview gives an outline of the Year 1/2 autumn term curriculum.</p>	<p><b>Design and Technology (DT)</b></p>  <p><b>Cooking and Nutrition – Preparing Fruit and Vegetables</b></p> <p>The children will be focusing on foods grown in the local area in the 'farm to fork' cooking and nutrition unit. They will design, make and evaluate a healthy snack made from fruits and vegetables alongside learning and practising the skills of peeling, grating and chopping.</p>
<p><b>English</b></p> 	<p><b>Writing</b></p> <p>This term, children will be exploring a rich variety of texts to inspire both fiction and non-fiction writing. We will focus on developing a deep understanding of sentence structure, supporting children to become confident and accurate writers. Our mastery approach ensures that key skills are embedded and built upon over time. Writing will be purposeful and linked to real-life contexts, helping children to see the value of their written work. Some of the engaging books we'll be using as inspiration include: <i>Pet Potato</i> by Josh Lacey, <i>The Smeds and the Smoos</i> by Julia Donaldson, <i>How to Wash a Woolly Mammoth</i> by Michelle Robinson.</p> <p><b>Phonics</b></p> <p>This term, children will continue developing reading and spelling skills through the <i>Little Wandle</i> phonics programme.</p> <p><u>Year 1</u> will revisit Phase 3 and 4 sounds, practise tricky words, read longer words, and build blending and segmenting skills. They will then begin learning Phase 5 sounds.</p> <p><u>Year 2</u> will review and apply Phase 5 sounds, with extra support as needed, and use phonics in more advanced reading and writing.</p> <p>Children will bring home decodable books that match their phonics level, having already read them three times in school to boost fluency and confidence.</p>	<p><b>Physical Education (PE)</b></p>  <p><b>Dance</b></p> <p>Children will respond to the stimulus of 'growing' (Y1) or 'sweet family' (Y2) to create dynamic movement in small groups, individually and as a whole class.</p> <p><b>Team Building</b></p> <p>Children will learn how to be a good team member, and how effective they can be when working for the good of the team.</p> <p><b>Gymnastics</b></p> <p>Children will practise rolls, balances and movement and explore how they can link these fluently.</p> <p><b>Ball Skills</b></p> <p>Children will focus on how to use their hands successfully when dribbling, passing and receiving, working towards scoring a goal.</p>
<p><b>Maths</b></p> 	<p><b>Year 1</b></p> <p>The children will consolidate and build upon their understanding of place value in numbers up to 10. This will then develop into addition and subtraction before relating this knowledge to numbers up to 20. The children will be learning to recognise and name common 2D and 3D shapes. Why not try a shape hunt of your own at home?</p> <p><b>Year 2</b></p> <p>The children will consolidate and build upon their understanding of place value in numbers up to 100. They will then learn to add and subtract numbers including exchanging one 10 for ten 1s. They will also explore statistics and begin to learn their 2, 5 and 10 times tables.</p>	<p><b>Computing</b></p>  <p><b>Creating Media: Digital Writing &amp; Photography</b></p> <p>This term, children will develop their digital skills through writing and photography. They'll learn to type and edit text, take well-framed photographs using landscape or portrait settings, and consider lighting and focus. They'll also explore how to combine images and text using simple editing tools like <i>'Pic Collage'</i>.</p> <p>In addition, children will take part in e-safety lessons to help them understand how to use technology safely and responsibly.</p>
<p><b>Science</b></p> 	<p><b>Living Things</b></p> <p>Children will compare living and dead objects through close observation, and explore the natural environment of the school grounds. They will consider things which were once alive by observing a cut flower over time. Children will also be able to describe how animals obtain food using food chains and describe what different animals eat.</p> <p><b>Plants</b></p> <p>Children will learn to name a variety of common wildflowers and garden plants, and describe the basic structure of these. They will also explore a variety of evergreen and deciduous trees using sources to research these. Children will present their findings using scientific observational drawings in a horticultural booklet.</p>	<p><b>Music</b></p>  <p><b>Reggae</b></p> <p>The children will explore the genre of Reggae. They will investigate rhythm and clapping in time to a Reggae beat. They will develop musical concepts such as pulse and pitch and gain an understanding that music has a steady pulse much like a heartbeat. The children will also learn to recognise instruments used in Reggae music.</p>
<p><b>History</b></p> 	<p><b>Changes in our Local Area – How has our street changed over the last century?</b></p> <p>In History, the children will be exploring the local history of Longstanton. They will investigate how it has changed in different ways from transport to the houses. Moreover, they will be looking into the history of the Hatton family and its impact on the locality. The children will study photographs from the past to help develop their understanding of evidence and build their concept of chronology. Finally, they will go out and explore the local area on a walking tour, looking at some of the significant buildings and sites of Longstanton.</p>	<p><b>Personal Social Health Education (PSHE)</b></p>  <p><b>My Emotions</b></p> <p>This unit will help develop children's understanding of their own emotions and those of others. They will identify a range of basic emotions, developing a language to describe them and considering what might cause different feelings in themselves and others. They will also consider ways to deal with different emotions and reflect on their personal networks, identifying who they can talk to about their feelings.</p> <p><b>Anti-Bullying</b></p> <p>In this unit, children will develop their understanding of the key characteristics of bullying. They will explore and apply definitions of bullying to a range of situations including cyberbullying. Children will consider the feelings of others who are being bullied, those that witness bullying and those who bully others. They will also explore how the behaviour and response of bystanders can improve or worsen a situation.</p> <p><b>The theme of anti-bullying will be addressed throughout the year, but with a particular focus during Anti-Bullying Week (Monday 10th - Friday 14th November).</b></p>
<p><b>Geography</b></p> 	<p><b>Our World and Me – What is the geography of our school?</b></p> <p>During this unit, the children will look at different maps and locate their school using Google Maps. They will learn about physical and human features and identify these in their own school surroundings. Children will also investigate maps further and develop an understanding of map features including keys, compass points and symbols. At the end of the unit, the children will create their own maps with keys.</p>	<p><b>World Views</b></p>  <p><b>Stories in the Old Testament</b></p> <p>The stories that the children will encounter in this unit are not only foundational within Christianity, Judaism and Islam, but are also important cultural stories. We will hear the stories and investigate what we can learn from them about life and belief at the time they were written. We will also think about what we can learn from them that's still important today.</p> <p><b>What gifts did Jesus get at Christmas?</b></p> <p>We will look at the Christian Christmas story to find out who came to visit the baby Jesus and why the gifts they brought the new-born baby were so different to gifts we might give to a baby today. As part of this, we will investigate the jobs and importance of several different people in society – shepherds, doctors and vicars.</p>
<p><b>Art</b></p> 	<p><b>Explore and Draw</b></p> <p>In this pathway the children are introduced to the idea that artists are inspired by the world around them. They are empowered to go out into the world, re-see, collect and re-present through drawing.</p>	<p><b>Enrichment</b></p>  <p>Date TBC: Local walk to explore their local area WB: 10<sup>th</sup> November- Anti- Bullying Week Friday 14<sup>th</sup> November- Children in Need Date TBC: Christmas Jumper/ Lunch Day and Santa dash Date TBC: Year 1 Nativity Production to parents/carers</p>