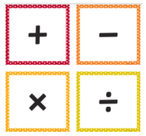
Year 1 and 2 Autumn Term Curriculum 2026

	This overview gives an outline of the learning your children will experience and participate in and provides information about the diverse curriculum which we have developed to ensure that the needs of all our children are met academically, morally, socially and culturally. Our children will develop as learners and be supported in recognising their own potential, embracing challenge and building on their positive learning attitudes as part of our inclusive community where every individual feels valued.
English 	<u>Phonics and Reading</u> Children will start to follow the Little Wandle phonics programme to support them with their reading skills of fluency, prosody and comprehension. <u>Writing</u> Children will be exploring a range of high-quality texts to stimulate their writing in different genres. Year 1 will be continuing wih Drawing Club and then joining the Curious Quests along with Year 2 after half-term.
Maths 	<u>Year 1</u> At the beginning of the term, the children will consolidate and build upon their understanding of place value with numbers up to 10. This will then develop into learning about addition and subtraction before relating this knowledge to numbers up to 20. <u>Year 2</u> The children will explore place value with numbers up to 100, learn to add and subtract any 2-digit numbers, explore data using tables and pictograms and start to explore multiplication and division.
Science 	<u>Living Things and their Habitats</u> At the beginning of the term, the children will be looking at a range of habitats. We will be investigating local and global habitats. We will analyse the features of these habitats in order to compare and contrast. We will then use this information to study which animals and plants exist in different habitats and why they are found there. <u>What are Materials?</u> The children will build on their prior knowledge and study the range of materials that exist and what their properties are. They will group and sort different materials using these properties to begin to show their understanding of how materials are used.
History 	<u>Changes within Living Memory</u> The children will focus on learning about their past within living memory. We will discuss how they have changed as they have grown up and explore how people's lives have changed compared to those of parents/carers and grandparents. This will be done through looking at and learning about different objects from the past (including toys, music, clothes, communication, transport, etc) and comparing to modern day.The children will continue to deepen their knowledge of chronology and basic timelines, including when their parents/carers and grandparents were born.
Geography 	<u>What does the UK look like?</u> In this unit, children will explore the UK by learning about its countries and locating them on a map. They will identify the UK on a world map and investigate its human and physical features. The unit covers why people come to the UK and who lives here, along with exploring the UK's climate and famous landmarks, discovering where these landmarks are located. Through these learning tasks, children will gain a deeper understanding of the UK's geography and culture.
Computing 	<u>Computing Systems and Networks including Online Safety</u> In this unit, children will develop basic digital literacy skills, starting with learning how to use a mouse and keyboard. They will explore how technology is used in everyday life and understand the importance of using it safely. Through hands-on learning tasks, they will gain confidence in navigating devices while being introduced to key concepts of online safety and responsible use of technology.

Design and Technology (DT) 	<u>Structures</u> Children will explore how freestanding structures can be made stronger and more stable. We will use existing structures around the UK as inspiration to design, build, decorate and evaluate their own freestanding structures.
Physical Education (PE) 	<u>Hand and Ball skills</u> In PE the children will practise their fundamental ball skills such as rolling, throwing, aiming, catching and dribbling a ball. This will help them to develop control and co-ordination, as well as work collaboratively as part of a team. <u>Gymnastics</u> In Gymnastics, the children will be practising different types of balance using different body parts. They will think about ways to transfer weight from one body part to another and build this up until they can create and perform simple sequences of balances.
Music 	<u>South African Music</u> Children will learn to identify the pulse in music by moving their bodies to the steady beat. They will learn to sing and play simple melodies on tuned percussion instruments, moving onto composing simple melodies of their own using the notes C, A and G. They will begin to read and record melodies as well as the basic rhythm notation of crotchets and quavers. They will practise and perform their compositions to the class.
Personal Social Health Education (PSHE) 	<u>Rights, Rules and Responsibilities</u> The children will be learning all about rights, rules, and responsibilities. Children will develop an understanding of how rules and conventions help them to feel happy and safe. They will think about their responsibilities at home and school and identify people who help to take care of them. Children will also practise listening, sharing views and taking turns. <u>Myself and My Relationships</u> After half term, the children will learn about the different types of bullying and what to do if they have worries about friendships and bullying.
World Views 	<u>Why are memories important? Artefacts, Stories and Festivals</u> In this unit, children explore how memories are preserved through holiday souvenirs and four global seasonal festivals—Harvest, Moon Festival, Nowruz, and Holi. They learn about symbols, moving from pictures to abstract ideas, and explore diverse beliefs, including ideas of God and gods, while appreciating different cultural practices. <u>Why are there so many stories about light in winter?</u> Children will find out about the winter festivals of Divali, Hannukah and Christmas, thinking about why light plays such a central part in all three. We will explore the symbolism of light in the stories that link to these festivals: Rama and Sita, The Maccabees and the Nativity. Is the symbolism the same or different? How can exploring light as a symbol tell us more about the story's meaning?
Art 	<u>Spirals- Drawing</u> The children will discover the work by the artist Molly Haslund and explore drawing concentric and overlapping circles. Having discussed spirals in nature, they will experience creating spirals using a range of drawing materials. The children will consider how to *hold* different tools and investigate *speed* of movement. They will also use different equipment to develop their understanding of line and colour blending. These skills will be used to create close observational drawings of shells. <u>Playful Making</u> In this unit, children explore sculpture by generating ideas through playful experimentation and learning how to manipulate materials. They will study other sculptors' work, create their own sculptures, and reflect on the process. The unit encourages children to express their responses to sculptures and discover how different materials can be combined to form new shapes.
Enrichment 	**Date TBC:** KS1 Performance to parents/carers **WB: Monday 16th November:** The theme of anti-bullying will be addressed throughout the year, but with a particular focus during Anti-Bullying Week in November. The theme is '*Break the Silence*'.