



Curriculum Overview



Year 1 & 2

2025-2027

"We believe, we achieve, we succeed in God's family"

'With God, all things are possible.' Matthew 19:26



THANKFULNESS ● COMMUNITY ● COMPASSION ● TRUTHFULNESS ● COURAGE ● FORGIVENESS

YEAR A						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	Marvellous Me!	Let's Remember & Rejoice	Super Space	Kings & Queens	All God's Creatures	The Oceans Around Us
Curriculum Enrichment	Harvest Festival Performance	Visit from the President of the Royal British Legion	30th anniversary of British Science Week	Easter Production	Call of the Wild	Leigh on Sea Southend-on-Sea Lifeboat Station
Speaking & Listening	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text
PE & Wellbeing	Basic Fundamental skills Identifying space, range of movements, throwing, catching Team / Invasion Games Multi-skills / Football Gymnastics Rolling, jumping, landing, point balances, routines		Dance Levels, speeds, performing a routine with guidance Team / Invasion Games Football, cooperation, teamwork, team roles, individual roles, passing, shooting, control		Advanced Fundamental skills Athletic activities Running with introduction of new events, jumping, throwing Games – striking and fielding Cricket – throwing and catching	
PSHE	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the changing body	Transition lessons
Phonics 	Please see whole school phonics and spelling overview document					
English Driver Texts	The Colour Monster The Colour Monster Starts School Jack and the Beanstalk	The Story of Rama & Sita Baker's Boy and the Great Fire of London by Tom Bradman	The Man on the Moon by Simon Bartram Beegu by Alexis Deacon Send for a Superhero by Michael Rosen	The Queen's Knickers by Nicholas Allen We completely must go to London by Lauren Child	The Tiger Who Came to Tea by Judith Kerr Meerkat Mail by Emily Gravett (journey) Creation Stories from different religions	Lost & Found by Oliver Jeffers The Lighthouse Keeper's Rescue BBC Teach – Life and Work of Grace Darling
Poetry & Drama	U3 How to Write a Poem	U6 How to write an acrostic	U9 How to write shape poems	U15 How to write nonsense poetry	U11 How to choose the best vocabulary in a poem	U18 How to add detail to poems
Fiction	U14 How to make writing lively and interesting for the reader (Traditional tale)	U2 How to use different sentences in my stories (voyage and return)	U10 Longer diary story	U19 How to write to an author	U20 How to write a story based on traditional tales	U5 How to write a diary story
Non-Fiction	U1 How to write a non-chronological report	U22 How to write about an event	U4 How to write an instruction booklet	U13 How to write a leaflet	U4 Four part recount	U21 How to write a fact file
Mathematics 	Number Place value within 10	Number Addition and subtraction - within 10 Geometry Shape	Number Place value within 20 – using money as a context Addition and Subtraction - within 20 – using money as a context Measures Money	Number Place value within 50 – using measures as a context Measures Length & height Mass & volume	Number Multiplication & division Fractions Geometry Position and direction – retrieval practise in Forest School sessions	Number Place Value within 100 – using money as a context Measures Time Consolidations and investigations

<p>Science</p> <p>Working scientifically: Pupils will experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions throughout each topic.</p>	<p>Kapow B- Materials <i>Every day Materials</i></p> <p>Everyday Materials Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Kapow B-Materials <i>Uses of Every day Materials</i></p> <p>Uses of Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Kapow A- Living Things <i>Habitats</i></p> <p>Habitats Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>		<p>Kapow B- Living things <i>Micro Habitats</i></p> <p>Living Things Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>Kapow A- Plants <i>Plant Growth</i></p> <p>Plants Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	
<p>Computing</p>	<p>Computing systems and networks – IT around us</p>	<p>Creating media – Digital photography</p>	<p>Programming A – Robot algorithms</p>	<p>Data and Information: Pictograms</p>	<p>Creating media – Digital music</p>	<p>Programming B - Programming quizzes</p>	
<p>National Online Safety</p>	<p>SMART rules, logging on/off, Online relationships Online reputation Online bullying</p>		<p>Self-image & identity Health, wellbeing & lifestyle</p>		<p>Copyright & ownership Privacy & security Managing online information</p>		
<p>Geography</p>	<p>Understanding the World</p> <p>To investigate places To communicate geographically Local area - identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</p> <p>To investigate places To communicate geographically Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>		<p>Understanding the World</p> <p>To investigate places To communicate geographically</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment and compare to a small area in a non-contrasting non-European country</p>		<p>Understanding the World</p> <p>To investigate places To communicate geographically</p> <p>Name and locate the world's continents and oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p>		
<p>History</p>	<p>Great Fire of London Humans and the Environment Technology and Innovation Cultural developments and interaction</p>		<p>The United Kingdom <i>Social organisation</i> <i>Governance</i> Significant Person: Henry VIII & King Charles III</p>		<p>Exploring the Past Trade and Economy Technology and Innovation Significant Person: Grace Darling</p>		
<p>RE Essex Agreed Syllabus</p>	<p>Theology: Asking questions theologians ask Philosophy: Asking questions philosophers ask Human/Social Sciences: Asking questions human and social scientists ask</p>						
<p>Enquiry 1</p>		<p>Enquiry 2</p>		<p>Enquiry 3</p>		<p>Enquiry 4</p>	
<p>Enquiry 5</p>							

	What do my senses tell me about the world of religion and belief?	How does a celebration bring a community together?	What do Jewish people remember on Shabbat?	What does the cross mean to Christians?	How did the universe come to be?
Charanga Music	Hey You! (Year 1)		Hands, Feet, Heart (Year 2)		Rhythm in the way we walk and Banana Rap (Year 1) Reflect, Rewind and Replay
DT	Structures: Baby Bear's Chair		Textiles: Pouches		Food: A balanced diet Mechanisms: Fairground wheel
Access Art Focus	<u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.		<u>Exploring the World Through Mono Print</u> Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.		<u>Inspired by Flora & Fauna</u> Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.

YEAR B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Beautiful Books	Fireworks & Festivities	Author Study Dahilicious Delights	I wonder if they are real...	Once Upon a Time...	On the Move!
Curriculum Enrichment <i>(this list is not exhaustive)</i>	Secret Reader	Theatre Trip	Chris Connaughton Author Visit	Fossil finding Archelogy visitor	Stow Maries Aerodrome	
Speaking & Listening	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text	Targeted questioning / listening / referring back to the text
PE & Wellbeing	Basic Fundamental skills Identifying space, range of movements, throwing, catching Team / Invasion Games Multi-skills / Football Gymnastics Rolling, jumping, landing, point balances, routines		Dance Levels, speeds, performing a routine with guidance Team / Invasion Games Football, cooperation, teamwork, team roles, individual roles, passing, shooting, control		Advanced Fundamental skills Athletic activities Running with introduction of new events, jumping, throwing Games – striking and fielding Cricket – throwing and catching	
PSHE & RSE	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the changing body	Transition lessons
 Phonics Bug	Please see whole school phonics and spelling overview document					
English Driver Texts	Julia Donaldson texts – one per week	Handa's Surprise The Magic Paintbrush	George's Marvellous Medicine Charlie & the Chocolate Factory (visual literacy new film)	Dinosaurs Love Underpants by Claire Freedman Tyrannosaurus Drip by Julia Donaldson	Traditional & Fairy Tales The Three Little Pigs Little Red Riding Hood The Three Little Wolves and the Big Bad Pig	Journey by Aaron Becker Little People, Big Dreams by Katherine Johnson
Poetry & Drama	U3 How to Write a Poem	U6 How to write an acrostic	U9 How to write shape poems	U15 How to write nonsense poetry	U11 How to choose the best vocabulary in a poem	U18 How to add detail to poems
Fiction	U8 How to Write a losing story	U18 How to write a voyage and return story	U10 How to persuade a reader (adverts)	U9 Longer Recount	U23 How to write a fairy tale	U12 How to write a fear story
Non-Fiction	U6 Four part non-chronological report	U16 How to write a diary	U17 How to write instructions	U16 Longer Chronological Report	U17 How to write a play script	U7 How to write a recount
Mathematics 	Number Place value within 10	Number Addition and subtraction - within 10 Geometry Shape	Number Place value within 20 – using money as a context Addition and Subtraction - within 20 – using money as a context Measures	Number Place value within 50 – using measures as a context Measures Length & height Mass & volume	Number Multiplication & division Fractions Geometry Position and direction – retrieval practise in Forest School sessions	Number Place Value within 100 – using money as a context Measures Time

			Money			Consolidations and investigations
<p>Science</p> <p>Working scientifically: Pupils will experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions throughout each topic.</p>	<p>Kapow B- Animals: Sensitive Bodies</p> <p>Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Kapow A- Plants Introduction to plants</p> <p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Kapow- Making Connections Fairy Tale Science or Kapow B- Animals <i>Comparing Animals</i></p> <p>Plants Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Kapow A- Forces and Space <i>Seasonal Changes</i></p> <p>Seasonal Changes Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Kapow A- Animals including humans <i>Life Cycles and Health</i></p> <p>Animals including humans Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	
Computing	Computing systems and networks – Technology around us	Creating media – Digital painting	Programming A – Moving a robot	Data and Information: Block Charts (yr 1 Spring measure/height, statistics yr 2 spring)	Creating media – Digital writing	Programming B - Programming animations
National Online Safety	<p>SMART rules, logging on/off, Online relationships Online reputation Online bullying</p>		<p>Self-image & identity Health, wellbeing & lifestyle</p>		<p>Copyright & ownership Privacy & security Managing online information</p>	
Geography	<p>Humanities: Local Area Study whole term Geography & History <i>Humans and the Environment</i> <i>Governance</i> <i>Cultural Development and Interaction</i> <i>Social organisation</i> <i>Trade and Economy</i> Significant Person: Robert the Bruce</p>		<p style="text-align: center;">Understanding the World To investigate places To communicate geographically</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment and compare to a small area in a non-contrasting non-European country Identify seasonal and daily weather patterns</p>		<p style="text-align: center;">Understanding the World To investigate places To communicate geographically</p> <p>Name and locate the world's continents and oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p>	
History				<p style="text-align: center;">Toys from the Past Technology and Innovation</p>		<p style="text-align: center;">Space Technology and Innovation Humans and the Environment Significant Person: Katherine Johnson & Mae Jemison</p>
RE	<p>Theology: Asking questions theologians ask Philosophy: Asking questions philosophers ask Human/Social Sciences: Asking questions human and social scientists ask</p>					

Essex Agreed Syllabus	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
	What do my senses tell me about the world of religion and belief?	How does a celebration bring a community together?	What do Jewish people remember on Shabbat?	What does the cross mean to Christians?	How did the universe come to be?
Charanga Music	Friendship Song (Year 2)		Zoo Time (Year 2)		In The Groove (Year 1) Reflect, Rewind and Replay
DT	Structures: constructing a windmill Food: fruit and vegetables		Mechanisms: making a moving book		Textiles: Puppets
Access Art Focus	<u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.		<u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.		<u>Playful Making</u> Exploring materials and intention through a playful approach.