

Year 1/2 (2026-2027)

MTP

Subject	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
English 	The Girl at the Front of the Class <i>by Onjali Q. Rauf</i>	King Lion <i>By Emma Yarlet</i>	Snow White and the Seven Bears <i>by Michael Rosen</i>	The Queen Next Door <i>by Marcela Ferreira</i>	Cloud Boy <i>by Greg Stobbs</i>	Whirly Twirly Me <i>by Manjeet Mann</i>	The 3 Little Wolves and the Big Bad Pig <i>by Eugene Trivizas</i>	Pip <i>by Jess Rose</i>	There's a Tiger in the Garden <i>by Lizzy Stewart</i>	How to Find a Yeti <i>by Mat Hunt</i>	Last Tree in the City <i>by Peter Carnavas</i>	Splash <i>by Claire Cashmore</i>
												
	Writing Outcome Friendship story sentences	Writing Outcome Instruction sentences	Writing Outcome Fairy tale sentences	Writing Outcome Invitation sentences	Writing Outcome Imagination story sentences	Writing Outcome Diary sentences	Writing Outcome Instruction sentences	Writing Outcome Invention story sentences	Writing Outcome Search story sentences	Writing Outcome Diary sentences	Writing Outcome Environment sentences	Writing Outcome Olympic story sentences
	Spag focus Build on year & focus on: • Separation of words with spaces • Capital Letters • Full Stops • Plural Noun Suffix 's'				Spag Focus Build on previous units & focus on: • Question mark • Exclamation mark • Capital Letters for names • Personal pronoun 'I' • Suffix added to verbs • Prefix 'un' • Joining clauses using 'and', 'because', 'so'				Spag Focus Build on previous units & focus on: • Joining clauses using 'and', 'because', 'so' and 'but' • Plural noun suffix 's' 'es'			
Maths 	Year 1 -Place value within 10		Year 1 -Addition and subtraction within 10 -Shape		Year 1 -Place value within 20 -Addition and subtraction within 20		Year 1 -Place value within 50 -Length and height -Mass and volume		Year 1 -Multiplication and division -Fractions -Position and direction		Year 1 -Place value within 100 -Money -Time	
	Year 2 -Place value -Addition and subtraction		Year 2 -Addition and subtraction -Shape		Year 2 -Money -Multiplication and division		Year 2 -Length and height -Mass, capacity and temperature		Year 2 -Fractions -Time		Year 2 -Statistics -Position and direction	

Science 	Forces: Seasonal Changes - To identify how the weather changes through the seasons - To identify events and activities that take place in different seasons. - To recognise how trees change across the seasons. - To recognise that daylight hours change across the four seasons. - To observe changes through the four seasons - To carry out a weather report.	Materials: Everyday Materials - To identify everyday materials - To recognise the difference between objects and materials - To describe materials - To group materials based on their properties (absorbency) - To group materials based on their properties (waterproofness) - To group materials based on their properties (toughness)	Animals inc Humans: Sensitive Bodies - To name parts of the human body - To name the body parts for each sense - To identify the body parts for touch and taste - To identify the body parts used for sense and sight - To identify the body parts used for the sense of hearing - To recognise how the senses are used in everyday life.	Animals inc Humans: Comparing animals - To identify and group animals - To describe a variety of animals - To compare the features of animals - To identify animals that are carnivores, herbivores and omnivores - To recognise animals that make suitable pets - To describe and compare the structure of animals.	Living Things: Introduction to plants -To identify plants in the school grounds - To identify parts of flowering plants - To identify and name evergreen and deciduous trees - To recognise that new plants come from seeds and bulbs - To identify which parts of plants you can eat	Making Connections: Science through stories - To identify if taller trees have wider trunks - To compare woodland animals - To measure animal footprints - To build an animal home - To identify if birds are carnivores, herbivores or omnivores
Computing 	Introduction to Purple Mash -To login and create my own avatar on Purple Mash. -To open an activity and then save the work to the 'My Work' area. -To understand how to complete work in the 2Dos area in Purple Mash.	Data explorers -To think carefully about the steps of grouping items. -To group items using a computer. -To sort different items. -To understand that data is information that can be collected and used.	Creating and following instructions -To understand that an algorithm is a set of instructions. -To follow and create simple instructions on a device. -To sequence algorithms that require a correct order.	Coding -To understand that computer programs work by following instructions called code. -To use object and action code blocks to make a computer program. -To understand what an event is in coding. -To understand the purpose of an output	Technology around us -To know what the word technology means. -To know what technology is used in school. -To consider the purposes of technology used in the wider world.	Robotics with Mai-Z Mousebot A Year 1 unit that introduces children to robotics. Controlling the Mai-Z MouseBot through coding movement, lights and Sounds.

	Creative computing -To use paint tools to draw a picture. -To create a jigsaw using a digital device and share it so that others can play. -To create a placing game in 2DIY. -To create images and use these to make a game.	-To understand that data can be shown using pictures. -To collect data and create a pictogram.	Animated stories -To understand some differences between traditional books and digital books. -To draw a character for a 2Create a Story digital book. -To understand the difference between backgrounds and other objects on the screen in 2Create a Story. -To add animation to objects in 2Create a Story. -To add text to a 2Create a Story file. -To add sounds to a 2Create a Story file.	and to be able to 'read' code to find out what it does. -To change aspects of the design view. -To plan and make a computer program.	-To understand the safe use of technology devices. Making beats To compare music made using computers and music played by real instruments. To explore mixing the sounds of different instruments using the 2Beat tool. To compose a tune to match a picture of a scene. To compose a beat to match a picture of a scene.	
PE	Fundamental movement skills - To move safely and confidently in a space using different travelling actions. -To run with control and change speed and direction. -To jump and land safely with balance. -To hold balances using different body parts and shapes.	Fundamental movement skills -To catch a ball using good hand-eye coordination. -To roll objects with control towards a target. -To dribble and control a ball whilst moving. -To combine running, jumping and balancing skills in simple challenges.	Dance - To move like different animals using a variety of body actions and levels. -To create and perform animal movements showing different speeds, sizes and shapes. -To travel in different ways, inspired by how animals move in their habitats.	Gymnastics - To perform a range of basic gymnastic shapes with control and balance. -To travel safely in different ways using gymnastic movements. -To balance on different body parts and hold still positions. -To perform simple rolls and	Athletics -To run at different speeds with control and awareness of space. -To develop jumping skills using different types of jumps. -To throw a variety of objects using different techniques. -To improve agility by changing direction and speed quickly.	Sports day preparation and practise

	-To hop and skip with increasing coordination. -To throw objects accurately using an underarm technique.	-To apply fundamental movement skills in small-sided games. -To demonstrate and evaluate a range of fundamental movement skills.	-To link animal movements together to create a simple dance sequence. -To perform an animal dance with a partner or small group using matching and mirroring actions. -To create and perform a complete animal-themed dance, showing control, creativity and expression	- demonstrate safe landing positions. -To link shapes, balances and travels together into a short sequence.	-To combine running, jumping and throwing skills in athletic activities. -To demonstrate and apply athletics skills in a mini athletics festival.	
History 	How am I making History? -To develop an understanding of personal chronology. -To learn more about my history. -To explore how we remember events. -To find out what childhood was like for our parents and grandparents. -To compare childhood now with childhood in the past. -To identify that some things change and		How have Toys Changed? -To talk about a favourite toy. -To find out what toys our parents and grandparents played with. -To investigate what toys were like up to 100 years ago. -To compare toys from the past with modern toys. -To investigate how teddy bears have changed over time.		How did we Learn to Fly? -To retell the story of the Wright brothers. -To develop an understanding of historical significance. -To investigate why Bessie Coleman is historically significant using photographs. -To develop an understanding of primary sources. -To investigate why the Moon landing	

	some things stay the same.		-To know how toys have changed over time.		was a significant event in history. -To place significant flight events on a timeline.	
Geography 		Weather Seasons & The Seaside - identify seasonal and daily weather patterns in the United Kingdom -Order the months of the year. Name and order the seasons. -Identify differences between the types of weather experienced in different seasons in the UK. -Identify differences between the types of weather experienced in different seasons in the UK. Identify aspects of the weather and how it affects my local environment. -Identify aspects of the weather and how it affects my local environment. - to identify and record daily weather patterns.		Continents & Oceans -name and locate the world's seven continents and five oceans - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain,		Hot & Cold Climates - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage - use world maps, atlases and globes to identify the continents and oceans -recognise the features of a hot/cold place. -know how animals adapt to hot and cold climates -learn what life is like in a hot or cold place.

		-trace the outline of the UK coast on a map -name some of the features I would see at the seaside -describe some of the features of a place by the seaside.		sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use world maps, atlases and globes to identify the continents and oceans		
Art 	Drawing: exploring line and shape -To explore control and pressure to create different types of lines -To practise drawing different lines using music as a stimulus -To connect lines to create shapes -To explore lines and shapes in pictures for portrait drawing -To use control and pressure skills to add colour to a drawing		Sculpture and 3D: paper play -To roll paper to make 3d sculptures -To shape paper to make a 3D drawing -To apply paper-shaping skills to make an imaginative sculpture. -To work collaboratively to plan and create a sculpture. -To explore ways of painting 3D surfaces to create different effects.		Painting and Mixed media: Paint and brush control -To learn how to hold and move a paintbrush in different ways. -To explore how different brush sizes create different marks. -To develop control when using paint. -To learn how to plan a painting. -To create a painting inspired by Alma Thomas using a plan.	
DT 		Structures – Stable Structures		Textiles: Simple stitches		Mechanisms: Wheels and axles

		Investigating stable shapes and using an understanding of balance to discover how wide or heavy bases improve stability in freestanding structures. Pupils apply their understanding by designing and making a fun, stable pencil pot for a Year 1 pupil.		Examining fabrics, practising basic sewing techniques and identifying how different materials are made from threads. Pupils learn how to thread a needle and sew simple stitches before designing and creating a piece of decorative bunting.		Exploring the main components of wheeled vehicles while developing an understanding of how wheels, axles and axle holders work together. Pupils investigate why wheels may not rotate properly before designing and building their own vehicle.
RE 	Why is saying thank you so important? <i>-Progressive study:</i> Christianity; Hindu - Dharma <i>-Encounter:</i> Judaism; Non-religious worldviews <i>-Values thread:</i> Joy; gratitude	What do people believe about how the world began? <i>-Progressive study:</i> Christianity Hindu Dharma Islam <i>-Encounter:</i> Non-religious World Views <i>-Values thread:</i>	Why do many people give and receive gifts at Christmas? <i>-Progressive study:</i> Christianity <i>-Encounter:</i> Non-religious worldviews <i>-Values thread:</i> Joy	What made Jesus special? <i>-Progressive study:</i> Christianity <i>-Encounter:</i> <i>-Values thread:</i> Courage; friendship	Why do Christians believe Easter is a new beginning? <i>-Progressive study:</i> Christianity <i>-Encounter:</i> Non-religious worldviews <i>-Values thread:</i> Forgiveness; hope	How do families welcome new babies? <i>-Progressive study:</i> Christianity; Hindu Dharma; Islam <i>-Encounter:</i> Humanism <i>-Values thread:</i> Friendship; belonging
PSHE 	Connecting with others: How can I help myself and others feel happy and safe? Special qualities, supportive relationships, respectful behaviour	The online world: How do we spend time online? Everyday online use, online/offline balance, respectful behaviour and responding to unsuitable content.	Health protection: How can I protect myself and others in daily life? Illness, injury, healthcare workers, germs, prevention and getting medical help.	Staying safe: How can I stay safe? Rules, hazards, road safety, dangerous items and noticing body clues that signal a problem. Values: Courage; Respect	Connecting with others: How can I build safe, kind and caring relationships with others? Family and community diversity, kindness, bullying,	The online world: How can we stay safe online? Private information, safe/unsafe situations, not everything online being real and getting help.

	and managing simple disagreements. Values: Friendship; Respect	Values: Respect; Courage	Values: Compassion; Courage		privacy, boundaries and trusted adults. Values: Friendship; Compassion	Values: Respect; Courage
Music 	Rhyming in time -Move in time with the beat/pulse, responding to different tempos (speeds). -Chant, rap and sing using different voices (e.g. elephants and snakes), following simple cues such as starting together. Songs -Find the beat -Dancing dinosaurs	Singing lessons with Miss Costabile	Music inspired by the world around us -Listen attentively and with understanding to music from different historical periods. -Understand that music can tell a story. Songs -In The Sea	Exploring rhythm patterns -Understand that an ostinato is a repeated pattern. -Copy and create simple rhythm patterns (call and response). Songs -Hey You! -Rhythm Grids	Instrumental lessons with Mr Rowe	Highs and lows -Understand the difference between a rhythm and a pitch pattern. -Identify different pitches (highs and lows) in music and in sounds around the school. Songs -Music Is In My Soul