

KS1 Curriculum Overview Year B 2025-2026



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our School	Life of the two monarchs	Intrepid Explorers	The Sheffield Flood	Great Britain	The Seaside
Key Questions	Live, learn, pray and community What is it like to live in Litton and the surrounding area?	What was life like in... Victorians / Elizabethan times?	What was life like at this time?	What was industrial life like in Sheffield in 1864?	What is Great Britain like today?	How has the experience of visiting the seaside changed within living memory and beyond?
History / Geography	Develop knowledge of the location of significant places. Use simple observation/fieldwork skills to study the immediate surroundings. Understand sense of place in relation to home and school. Use simple fieldwork and observation skills. Devise a simple map and use basic symbols in a key. Describe the location of features and routes on a map. Develop and follow directional vocabulary. Recognise a range of map symbols and understand their use	The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods. Queen Victoria	e.g. Christopher Columbus and Neil Armstrong and Helen Sharman (Continents and oceans) Hot and cold countries, equator, north and south 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	Local history Whaley Bridge Buffers and Grinders Flood Stories about how people survived. History Van (significant historical events, people and places in their own locality).	To understand and explain the differences between the different nations in the UK. capital cities compass directions use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key STEM construction materials	Mary Anning- Palaeontologist Grace Darling Seaside / Coast visit
Literacy	RWI/phonics	RWI/phonics	RWI/phonics	RWI/phonics	RWI/phonics	RWI/phonics
Science	Materials Properties (Y2) Why are these materials chosen for purpose? Changing materials by bending etc. Y2 PLAN document for materials	Forces (Y2) Pushing and pulling can make things move faster or slower. • Pushing and pulling can make things move or stop. • Things can move in different ways.	Y1 Seasonal Changes • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. Pattern seeking	Y2 Living things and their habitats • Explore and compare the difference between things that are living, dead and things that have never been alive. • 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. • Identify and name a variety of plants and animals in their habitats, including micro habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.	Y2 Plants • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and warmth to grow and stay healthy. (Also reflect on seasonal changes)	Y1 Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores

KS1 Curriculum Overview Year B 2025-2026



Art/Design Technology Golden Thread- Textiles	Drawing - Spirals Use drawing, collage and mark making to explore spirals.	Making A Monster	Simple print making Explore simple ways to make a print. Use fine line, shape, colour and texture to explore pattern, sequencing and symmetry.	Sculpture - Making Birds Sculptural project with making drawings from observation, exploring media and transforming the drawings from 2d to 3d to make a bird.	Collage Flora and Fauna	Food tech Fruit and Vegetables Cutting Mixing Peeling Grating
RE	1.1 Who is a Christian and what do they believe? (DDS) Who do Christians say made the world? (Creation) Natre U 7	1.6 How and why do we celebrate special and sacred times? (DDS) What does Christmas matter to Christians? (Incarnation) Natre U8	1.5 What makes some places sacred? (DDS) What makes places special to believers? (Thematic) Natre U18	1.1 Who is a Christian and what do they believe? (DDS) What do Christians believe God is like? (God) Natre U10	1.2 Who is a Jewish and what do they believe?(DDS) Who is Jewish and how do they live? (Judaism) Natre U9	1.7 What does it mean to belong to a faith community? (DDS) What does it mean to belong to a faith community? (Thematic) Natre U11
Computing	Online safety Technology around us Year 2 teach computing 2. Computer systems and networks - Technology around us	Digital painting Y2 teach computing 2. Creating media ipads	Robots Y1/2 teach computing Group with EYFS Programming – moving a robot	Animated stories Year 1 purple mash Unit 1.6	Digital writing Y1 Teach computing 5. Digital media Word	Programming Quizzes Y2 teach computing Programming B Scratch Jnr
Music	Focus on Rhythm and Pitch How Does Music Teach Us About the Past? Charanga Y1 Unit 2 Model Music Scheme	Focus on Dynamics and Tempo How Does Music Teach Us About the Past? Charanga Y2 Unit 2 Model Music Scheme ABRSM Classroom 200 - Bolero (what is a crescendo)	Exploring Simple Patterns How Does Music Help Us to Make Friends? Charanga Y2 Unit 1 Model Music Scheme	Composing using untuned musical instruments and graphic scores The Sheffield Flood Music Express Y2 Our land – Watery myths; Weather – Rainy weather; Water; Year 1 Water; Weather – Stormy music; Model Music Doc p17 composing	Exploring Feelings Through Music How Does Music Make the World a Better Place? <i>Charanga Y2 Unit 3 Model Music Scheme</i>	Exploring Improvisation How Does Music Teach Us About Looking after Our Planet? Charanga Y2 Unit 6 Model Music Scheme
PE	PAS Swimming	PAS Swimming	PAS swimming	PAS swimming	PAS swimming	PAS swimming
PHSE	Online Safety Os2) Personal information (revisit) Understanding Feelings M2) Who am I? Fa4) When should I say no?	Our Communities C1) How do we make a happy school? C2) Who lives in my neighbourhood? Fr4) How do we stop bullying? (focus on talk, isolation and manipulation)	Staying Healthy P1) How do I help my body stay healthy? P2) How do I decide what to eat? P3) How do we stop getting ill?	What Makes a Family? Fa2) Do families always stay the same? Fa3) How should families treat each other? Fa 6) Do families always stay the same?	Online Safety Os3) Online strangers Os4) Fake News	Understanding My Feelings / Family P4) How can I stay safe? Fa5) Who Owns my Body? I do!
Global Goals	2. Zero Hunger 3. Good Health and Well-being 12. Responsible Consumption and Production	1. No poverty 3. Good Health and Well-Being 6. Clean Water and Sanitation 11. Sustainable Cities and Communities	5. Gender Equality 10. Reduced Inequalities 15. Life on Land	9. Industry, Innovation and Infrastructure 11. Sustainable Cities and Communities 12. Responsible Consumption and Production	8. Decent Work and Economic Growth 9. Industry, Innovation and Infrastructure 11. Sustainable Cities and Communities 15. Life on Land 16. Peace, Justice and Strong Institutions	2. Zero Hunger 3. Good Health and Well-being 12. Responsible Consumption and Production 11. Sustainable Cities and Communities 13. Climate Action 15. Life on Land