

Year 1&2 medium term plan Spring 2026

Around The World in 80 Days!		NATIONAL CURRICULUM OBJECTIVES	SKILLS PROGRESSION	CURRICULUM OVERVIEW
Maths	The children are taught in mixed ability groups. Both year groups will cover the White Rose objectives, which link to the National Curriculum.	Yr 1: Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume Yr2: Addition and Subtraction Shape Money Multiplication and Division Length and Height Mass Capacity and Temperature		We will continue to teach maths using the scheme White Rose which uses a "teaching for mastery" approach, focusing on deep understanding through small steps (Concrete, Pictorial, Abstract), building strong number sense first, and developing fluency, reasoning, and problem-solving skills.

English	Phonics	Daily phonics lessons will be taught using the scheme Little Wandle	
	Reading	Reading fluency, decoding, prosody and comprehension skills will be taught through group and whole class reading. We will be reading and responding to a variety of fiction texts, non-fiction texts and poetry. Vocabulary- we will continue to introduce new vocabulary during the Little Wandle reading sessions and through pre-teaching of vocabulary before reading class texts.	
	Grammar	Grammar will be integrated within our teaching of writing as well as in discrete lessons. We will continue to focus on improving handwriting and correct letter formation.	
	Poetry	We will explore and recite a range of poetry. The children will build up a bank of poems their poetry journals. Through our theme the children will orally compose and write their own poetry linked to the	

	<p>Narrative</p> <p>To celebrate take one book week the whole school will be immersing themselves in the exciting picture book 'The Bee & Me'. We will explore the pictures in detail, make predictions and interpret the story. They will consider the characters emotions and use inference to answer questions. Finally, the children will role-play and retell the adventures of the girl and the bee, sequencing events. They will use the visual stimulus to compose, write and publish their own stories.</p>	
	<p>Recount-diary writing (Phileas Fogg)</p> <p>A recount is written in the past tense about events that have happened. The children will sequence the story and write diary entries from the perspective of the character Phileas Fogg. They will use the features of a diary recount</p> <ul style="list-style-type: none"> • First person. • Past tense. • Paragraphs. • Observations, thoughts and feelings. • Date and introduction for each entry. • Chronological order. • Detail and description. • Emotive language. 	<p>To launch the text 'Around the World in 80 Days' the children will discover an old suitcase belonging to the character Phileas Fogg. Inside they will find a variety of props linked to the text we are using in English and our teaching and learning in geography.</p> <p>In the suitcase they will find a children's version of the classic text, 'Around the World in 80 Days' by Jules Verne and they will use story maps to sequence the events in the story. Using photographs, role-play and their imaginations they will assume the character of Phileas Fogg,</p>

	Non-Fiction text	The children will use a range of non-fiction texts to research different countries from each continent. They will use this information to produce a non-fiction text.		<p>describe the different countries visited and add description to their diaries.</p> <p>We will use a range of non-fiction books when researching different countries on our visit around the world.</p>
Geography	Where is this ticket taking us?	<p>Locate and describe San Francisco and other non-European cities using maps, atlases and globes.</p> <p>Plan and explain a route from the UK to the USA, including transport and compass directions. Identify and describe human and physical features of San Francisco.</p> <p>Record tourist activities and attractions on a map with a key.</p>	This unit develops map skills, place knowledge, and an understanding of human and physical features by exploring a city outside Europe.	The children will be introduced to the wider world with the geography unit, "Where Is This Ticket Taking Us? San Francisco and Contrasting Non-European Localities". This unit develops map skills, place knowledge, and an understanding of human and physical features by exploring a city outside Europe. Pupils will use maps, atlases, globes and compasses to locate San Francisco, plan routes, and compare it with their own local area.

		<p>Compare similarities and differences between San Francisco and the local area.</p> <p>Plan a simple trip to San Francisco, applying geography skills in a real-world context.</p>		
Science	Investigate living things	<p>This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</p>	<p>Investigate living things- This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes</p> <p>Explore and compare the differences between things that are living, that are dead and that have never been alive.</p> <p>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>We will be learning about our local environment and exploring the habitats in our school grounds. The children will look for patterns in their environment and suggest reasons why they occur.</p> <p>Through our science this term the children will be working scientifically and developing the following:</p> <ul style="list-style-type: none"> i) asking simple questions and recognising that they can be answered in different ways ii) observing closely, using simple equipment iii) performing simple tests iv) identifying and classifying

			<p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</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>	
History	Victorians	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Build an overview of world history</p> <p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Understand chronology Place events in order on a timeline.</p> <p>To understand chronology and add significant events to the class timeline.</p> <p>Investigate and interpret the past</p>	<p>Victoria's accession to the throne.</p> <p>Features of Victorian society.</p> <p>I can describe some of the jobs Victorian children had to do and what this was like for them</p> <p>I can describe how factories changed Britain during Victorian times, using some paintings from the period as evidence.</p> <p>I can explain why Alice Kinloch came to Britain and how she helped miners in Africa.</p>

			<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. 	Britain at the end of the Victorian era
Art	Expressive painting	<p>To use drawing and painting to develop and share ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, craft makers and designers, describing</p>	<p>Key Concepts:</p> <p>That artists sometimes use loose, gestural brush marks to create expressive painting. Expressive painting can be representational or more abstract.</p> <p>Artists use impasto and sgraffito to give texture to the painting.</p>	<p>Children are introduced to the idea that they can use paint in an intuitive and exploratory way. The pathway starts with an introduction to artists who use paint and colour to create exciting gestural and abstract work.</p> <p>Children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making</p>

		the differences and similarities between different practices and disciplines, and making links to their own work.	Artists sometimes use colour intuitively and in an exploratory manner. That we can enjoy, and respond to, the way paint and colour exist on the page.	and texture (of paint) through abstract work. Pupils then explore the brush work of two old masters when we focus in on details of paintings to understand how they built the work. Pupils then go on to draw from a colourful still life (objects from around the world), finally making expressive and gestural paintings with acrylic paint. Sketchbooks are used throughout to record, experiment and reflect.
Music	Spring 1-pitch (theme-superheroes) Spring 2-instruments (theme-musical storytelling).	To know that: Sounds within music can be described as high or low sounds and the meaning of these terms. In all pictorial representations of music, representations further up the page are higher sounds	Listening and evaluating Notation Composing and improvising Performing	The superheroes unit helps the children learn how to identify high and low notes and to compose a simple tune to represent a superhero. The instruments unit helps the children learn how events, actions and feelings within

		<p>and those further down are lower sounds.</p> <p>To know that:</p> <p>Sections of music can be described as fast or slow and the meaning of these terms.</p> <p>Sections of music can be described as loud, quiet or silent and the meaning of these terms.</p>		<p>stories can be represented by pitch, dynamics and tempo.</p>
DT	Create a bag for Phileas Fogg- design brief: a bag for travel	<p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>Textiles</p> <p>Shape textiles using templates.</p> <ul style="list-style-type: none"> • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). <p>Design, make, evaluate and improve</p>	<p>The children will learn techniques which will enable them to use templates, running stitches and decoration.</p> <p>They will review examples of a range of bags and look at the designs and make choices to take forward to their own designs.</p> <p>The children will draw their design of their bag, labelling the design, including their choice of materials and stating where they</p>

		<p>select from and use a wide range of materials and components, including construction materials</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses.</p> <p>Take inspiration from design throughout history</p> <p>Explore objects and designs to identify likes and dislikes of the designs.</p> <p>Suggest improvements to existing designs.</p> <p>Explore how products have been created.</p>	<p>will include the stitches and decoration.</p> <p>The children will develop their own prototype. They will evaluate their prototype, making suggestions of improvements.</p> <p>The children will develop their own bag demonstrating the techniques.</p>
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Computing	<p>Spring 1</p> <p>Robot algorithms – BeeBots</p>	<ul style="list-style-type: none"> □ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions □ Create and debug simple programs □ Use logical reasoning to predict the behaviour of simple programs 	<p>This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes.</p> <p>This unit progresses learners' knowledge and understanding of algorithms and how they are implemented as programs on digital devices.</p>	<p>Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p>
	<p>Spring 2</p> <p>Media - Digital Photography</p>	<ul style="list-style-type: none"> □ Use technology purposefully to create, organise, store, manipulate and retrieve digital content □ Recognise common uses of information technology beyond school □ Use technology safely and respectfully 	<p>This unit begins the learners' understanding of how photos are captured and can be manipulated for different purposes. Following this unit, learners will develop their photo editing skills in LKS"</p>	<p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>
RE	Spring 1	Children will study 'Judaism' - retelling the story of Creation	Describe some of the teachings of a religion.	Children will learn about: The Jewish story of creation and relate it to observing Shabbat.

	<p>What do Jewish people remember on Shabbat?</p>	<ul style="list-style-type: none"> - look at artefacts used to celebrate Shabbat - explain the traditions and rules of Shabbat - connect ideas of rest and Shabbat to the Creation story - discuss the significance of Shabbat to Jewish people <p>In accordance with the 'Saffron Academy Trust' programme.</p>	<p>Describe some of the main festivals or celebrations of a religion.</p> <p>Recognise, name and describe some religious artefacts, places and practices.</p> <p>Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>Identify how they have to make their own choices in life.</p> <p>Explain how actions affect others.</p>	<p>Jews believe in one God and that he is the creator. Shabbat is celebrated as a weekly tradition for Jewish families.</p> <p>The symbolism of the key artefacts used during Shabbat: Candles are lit before Shabbat to create peace in the home. Challah Bread – a special plaited bread to show how Jews love Shabbat. Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat. Zemirot – the special songs sung at the table for Shabbat.</p> <p>Children will learn about: The Easter narrative in the Bible. Christians believe Jesus' died on a cross (crucifixion) to save people (salvation). Christians believe Jesus came back to life (resurrection).</p>
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	<p>Spring 2</p> <p>What does the cross mean to Christians?</p> <p>(Saffron Academy Trust - RE scheme)</p>	<ul style="list-style-type: none"> - recall the events of the Easter story - compare different Christian crosses and examine their meaning - investigate the importance of the Easter Festival to Christians – create a cross which symbolises Christian beliefs in Jesus – compose a message of Hope to reflect what Easter means to Christians <p>In accordance with the 'Saffron Academy Trust' programme</p>	<p>Christians believe Easter gives people hope of a new life, now and in the future.</p>
PSHE	<p>Spring 1</p> <p>My Happy Mind Appreciate</p> <p>Healthy Lifestyles</p>	<p>The Appreciate module helps Year 1 pupils develop a positive mindset by recognising the good things in their lives and feeling thankful. Children learn how noticing positives can improve happiness and wellbeing, and are encouraged to reflect on achievements, kind actions and everyday moments.</p>	

	<p>Spring 2</p> <p>My Happy Mind</p> <p>Relate</p>	<p>Pupils will develop the ability to:</p> <ul style="list-style-type: none"> • Recognise and talk about things they are grateful for • Notice positive moments in everyday life • Appreciate their own achievements and efforts • Recognise kind actions from others • Develop a positive attitude towards themselves and others <p>Learn about what keeping healthy means; different ways to keep healthy. Learn about foods that support good health and the risks of eating too much sugar. Learn about how physical activity helps us to stay healthy; and ways to be physically active every day. Learn about why sleep is important and different ways to rest and relax. Learn about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. Learn about things that help people feel good (e.g., playing outside, doing things they enjoy, spending time with family, getting enough sleep.) Learn about simple hygiene routines that can stop germs from spreading. Learn about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. Learn about the people who help us to stay physically healthy.</p> <p>The Relate module supports Year 1 pupils in developing positive relationships and friendships. Children learn to recognise emotions in themselves and others, show empathy, communicate kindly and manage simple</p>	
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		<p>disagreements. The module promotes emotional wellbeing, respectful behaviour and positive social interactions.</p> <p>Pupils will develop the ability to:</p> <ul style="list-style-type: none"> • Identify what makes a good friend • Recognise and name feelings in themselves and others • Show kindness, empathy and care • Listen to others and take turns when speaking • Use positive language to express feelings • Resolve minor conflicts calmly and appropriately <p>To identify the people who love and care for them and what they do to help them feel cared for. Learn about different types of families including those that may be different to their own. To identify common features of family life. Learn about the roles different people (e.g., acquaintances, friends and relatives) play in our lives. Learn that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. Learn what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p>		
PSHE - Online Safety	Spring 1 I can explain why things one person finds funny or sad	Examine relationships and behaviours that may lead to harm and how positive	Developing the 'Online Relationships' strand from last term.	Learners will explain what they like and dislike and give reasons

	online may not always be seen in the same way by others.	online interaction can empower and amplify voice.		<p>Learners will explain what they like, dislike and find funny and sad online</p> <p>Learners will understand that different people may have different reactions to different things online</p>
	<p>Spring 2</p> <p>I can talk about how anyone experiencing bullying can get help.</p>	<p>Learn about what positive, healthy and respectful online relationships look like</p> <p>Learn about the effects of their online actions on others</p> <p>Learn how to recognise and display respectful behaviour online</p>	<p>Identify who they can turn to for help and support.</p> <p>Recognise some sources of support in different contexts (eg. school, home, online).</p> <p>Understand why people sometimes don't ask for help when being bullied.</p>	<p>Learners will discover and talk about how anyone experiencing bullying can get help.</p>
PE	<p>Invasion games</p> <p>Handball</p> <p>Dance</p> <p>Gymnastics</p>	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually	<p>Games/Handball</p> <p>Use the terms 'opponent' and 'team-mate'.</p>	We are incredibly lucky to have specialist sports coaches from SCS working alongside us to deliver the PE curriculum.

	<p>Football</p> <p>Health and Wellbeing</p>	<p>and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Develop tactics.</p> <p>Lead others when appropriate.</p> <p>Gymnastics</p> <p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p> <p>Link two or more actions to make a sequence.</p> <p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>Travel by rolling forwards, backwards and sideways.</p> <p>Hold a position whilst balancing on different points of the body.</p>	
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			<p>Climb safely on equipment.</p> <p>Stretch and curl to develop flexibility.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Dance</p> <p>Copy and remember moves and positions.</p> <p>Move with careful control and coordination.</p> <p>Link two or more actions to perform a sequence.</p> <p>Choose movements to communicate a mood, feeling or idea.</p>	
Visits/ Visitors	School trip	Braintree museum – we will continue our learning about the Victorian era.		

