

St George's Central CE Primary School and Nursery

Year 1 and Year 2 Curriculum Overview: 2026 – 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences	Great Fire of London Workshop	Autumn Walk	Polar Regions Workshop	Visit to RHS Bridgewater	Blackpool Trip	Seaside Workshop Judaism Workshop
Art	How do colours feel?		How can colours be hot and cold?	How did Vincent paint flowers?		
DT		What did the journey to Bethlehem look like?			What would you take on a picnic?	How will teddy get home?
English	Genre: Simple description/ Narrative (Recount)	Genre: Information Report	Genre: Narrative (Stories) Letters/Postcards	Genre: Instructions	Genre: Recount (Personal experience)	Genre: Narrative (Adventure stories)
	Text: <i>Toby and the Great Fire of London</i> Margaret Nash	Text: <i>Tidy</i> Emily Gravett	Text: <i>Meerkat Mail</i> Emily Gravett	Text: <i>Bloom</i> Anne Booth and Robyn Wilson-Owen	Text: <i>The LighthouseKeeper's Lunch</i> Ronda and David Armitage	Text: <i>Journey</i> Aaron Becker
	Audience for Writing: Young Historians	Audience for Writing: Young Scientists	Audience for Writing: Characters from the text	Audience for Writing: Children in Early Years	Audience for Writing: Children's parents	Audience for Writing: Children in Key Stage 1
	Purpose for Writing: To provide a recount of events or describe a setting	Purpose for Writing: To inform	Purpose for Writing: To entertain	Purpose for Writing: To explain	Purpose for Writing: To provide a recount of a trip	Purpose for Writing: To entertain
	-Combine words to make sentences -Some use of full stops and capital letters to demarcate sentences -Leave spaces between words -Capital letters for names of people and places and personal pronoun 'I'	-Sequence sentences to write short narratives based on fictional and real experiences -Able to write 3 good quality sentences with appropriate punctuation -Use 'and' to join words -Begin to link ideas by subject or pronoun <i>I can see the cat. He is on the mat.</i> -Suffixes 's' and 'es' applied with accuracy where no change is needed to the root word. -Identify common nouns and proper nouns	-Use 'and' to join clauses <i>I can see the cat and he is on the mat</i> -Begin to use question marks -Suffixes 'ed' and 'ing' applied with accuracy where no change is needed to the root word. -Use of capital letters for names of people -Identify what a verb is	-Begin to use exclamation marks -Suffixes 'er' and 'est' applied with accuracy where no change is needed to the root word. -Use of imperative verbs -Use time adverbials 'first, next, then'	-Use 'and' and 'because' to join clauses -Use some simple description -Use of exclamation marks -Many suffixes applied with accuracy 's', 'es', 'ed', 'ing', 'er', 'est' Identify what an adjective is -Use of capital letters for names of places	-Build writing stamina to write short narratives independently, based on fictional experiences, ensuring that many sentences are sequenced accurately -Use of capital letters for names of people and places

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English continued	-Use of coordination (and, but) to join clauses -Some use of subordination to join clauses (because) -Use expanded noun phrases to add description and detail -Demarcate most sentences in writing with capital letters and full stops (including proper nouns) -Identify and write statements, questions and exclamations appropriately	-Use present tense mostly correctly throughout writing -Use of coordination (or, but) to join clauses -Use -ly to turn adjectives into adverbs eg slow to slowly -Some use of commas to separate items in lists -Some use of question marks for effect	-Use past tense mostly correctly throughout writing -Use of verbs to mark actions in progress -Some use of subordination to join clauses (because, but, when) -Adverbs and subordinate clauses used to support sequence of events e.g. <i>suddenly, quickly, when it was dinner time</i> -Some use of exclamation marks for effect -Use of apostrophes for singular possession in nouns	-Use of coordination (<i>and, but, or</i>) to join clauses -Some use of subordination to join clauses (<i>because, but, when, if</i>) -Adverbs and subordinate clauses used to support sequence of ideas e.g. <i>carefully, slowly, when you have put the soil in the pot, you should wet it.</i> -Some use of commas to separate items in lists -Begin to make simple revision, additions and corrections	-Some apostrophes for simple contracted forms -Some accurate use of suffixes to correctly spell words e.g. <i>-ing, -ed, -er, -est, -y'</i> where change is needed to the root word and to spell longer words e.g. <i>-ment, -ful'</i> -Re-read and evaluate writing, checking for meaning and tense form	-Write with increasing fluency and stamina to produce longer narratives -Use past tense mostly consistently -Some use of subordination to join clauses (<i>because, when, if, that</i>) -Adverbs and subordinate clauses used to support sequence of ideas e.g. <i>quickly, tearfully, when she walked the door, it led to a magical forest</i> -Proof read and edit writing
	Poem: <i>London's burning</i> Traditional Nursery Rhyme	Poem: <i>Jolly Old Saint Nicholas</i> By John Piersol McCaskey	Poem: <i>What is Pink?</i> Christina Rossetti	Poems: <i>The Little Seed</i> Emily Green	Poem: <i>One Kind Word</i> Andy Tooze	Poem: <i>Your Dream</i> Andy Tooze
Geography		How do seasons change in the UK?	What are the similarities and differences between the Kalahari Desert and polar regions?		How is Blackpool different from Tyldesley?	
History	Why should The Great Fire of London never be forgotten?			How have Mary Seacole and Edith Cavell helped to make the world a better place?		How have holidays changed in the last 100 years?
Computing	How do I use the technology around me?	How can you create the Word?	Can you get with the program? How do we begin to Scratch?		Can I be a digital composer?	How can I sort the data?
Green Room projects	History Why should The Great Fire of London never be forgotten?		Year 1: Advert for residential: <i>one night in the school hall</i>	Science How do seeds and bulbs grow?		Year 2: Advert for residential: <i>one night camping on the school field</i>
Maths (Y1)	Place Value Addition and Subtraction	Addition and Subtraction Money	Place Value Counting in 2's, 5's and 10's Multiplication and Division	Fractions Addition and Subtraction	Geometry Measure Addition and Subtraction	Position and Direction Place Value Money and Time

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths (Y2)	Place Value Addition and Subtraction	Addition and Subtraction Money	Place Value Scale Multiplication and Division	Fractions Addition and Subtraction	Geometry Measure Addition and Subtraction	Position and Direction Time Statistics
Music	What is rhythm?	How does time signature affect a piece of music?	How can tempo and dynamics be represented in music?	How are musical styles different?	How can sounds be described?	What are Latin rhythms like?
PE (indoor)	What happens if I don't succeed? <i>Dodgeball</i>	How might I encourage others? <i>Gymnastics (Unit 1)</i>	How might I order movement and skills? <i>Badminton</i>	How do I compare and develop? <i>Dance</i>	How might I perform a sequence? <i>Gymnastics (Unit 2)</i>	How do I exercise safely? <i>Fitness</i>
	All year groups participate in a mindfulness session each half-term with a class specific focus built around mental health and well-being.					
PE (outdoor)	What is meant by balance and coordination? <i>Basketball</i>	What is the best way to throw and catch? <i>Tag Rugby</i>	How can I change the way I travel? <i>Football</i>	Have you seen my moving and passing skills? <i>Cricket</i>	How do we go for gold?	
					<i>Rounders/Orienteering</i>	<i>Athletics/Orienteering</i>
PSHE	Me, my body and staying safe How can we look after ourselves, our bodies, and stay safe? Christian Value: Trust	Celebrating me, you and our families What is there to celebrate about me, you and our families? Christian Value: Friendship	Keeping safe online How can we keep safe online? Christian Value: Justice	Money and work Why do people work and use money? Christian Value: Hope	Mental health and wellbeing How can we manage our feelings? Christian Value: Compassion	Showing kindness to ourselves and others How can we show kindness to ourselves and others? Christian Value: Forgiveness
RE	How should we care for others and the world and why does it matter?	Why does Christmas matter to Christians?	Who is Muslim and how do they live? Part 1	Why does Easter matter to Christians?	Who is Muslim and how do they live? Part 2	What makes some places sacred to believers?
Science	What plants and animals live in our local environment? Scientist: <i>Gerry Tissier</i>	Which body parts help us to see, smell, hear, taste and touch? Scientist: <i>Danielle Johnson</i>	What different materials are objects made from? Scientist: <i>Pearl Agyakwa</i>	How do seeds and bulbs grow? Scientist: <i>Tijana Blanusa</i>		How does the weather change through the seasons? Scientist: <i>Paola A. Arias</i>
Residential		Year 1: one night in the school hall			Year 2: one night camping on the school field	
Forest School	Science What plants and animals live in our local environment?	Geography How do seasons change in the UK?	Art How can colours be hot and cold?	Year 1: What skills do I need to be a Forest School explorer?	Year 2: Do I need a bow saw or a mallet to help me make a wood cookie?	English Narrative (Adventure stories)
Community Care	Year 1, Year 1/2 and Y2: Community litter pick		Year 1, Year 1/2 and Y2: visit to Hillcrest Residential Home			
SGC Life Skill	Year 1: Children can use a knife and fork correctly when eating Year 2: Children can tie their own shoe laces					