

# Lindal & Marton Primary School

## Year 1 and 2 - Termly Curriculum Map - Autumn Term 2025



1 <sup>st</sup> Half									2 <sup>nd</sup> Half							
Week	1 <small>(2 days)</small>	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Suggested Visits									Walby Park Farm							
Mathematics									Time	Addition & Subtraction		Multiplication & Fractions		Assessments		Assessment & Activities
Phonics & Spelling English	<p>The children are split into phonics &amp; English groups determined by how far along they are in their phonic journey. Each day they will learn a new phoneme which they will practice reading and spelling. After that initial phonics session (15-20 mins), the children will then begin their English activity. This will involve either reading, comprehension or writing activities based on their weekly book. The books are uploaded onto Seesaw for your child to read at home as part of their homework. One lesson per week is spent doing a writing task (Extended Write). The children will further develop their writing skills by learning to write within more varied contexts. They may write letters, poems, stories or about what they have learnt in their topics such as a description of what a plant needs to grow.</p>															
Extended write									Activity Week	<b>Counting &amp; Estimation</b>  Poem My Family - linked to PSHE	<b>Place Value</b>  Traditional Stories Little Red Hen - linked to class read - retell	<b>Addition &amp; Subtraction</b>  Traditional Stories Little Red Hen - re-write - class read & Harvest	<b>Measures</b>  Formal Letter Letter to caretaker about looking after plants - Science	<b>Time</b>  Formal Letter Letter to Charnley's requesting donation of winter plants - Science	<b>Assessments</b>	
Science	<b>Plants</b>  In this unit, children observe and describe how seeds and bulbs grow into mature plants, developing their understanding of growth and change over time. They investigate what plants need to stay healthy, including water, light, and suitable temperatures, and use simple experiments to explore how these factors affect growth.								<b>Seasonal changes and weather</b>  In this unit, children observe changes across the four seasons, learning to describe the typical weather patterns and how these affect the world around them. They also explore how the length of the day varies throughout the year, developing a stronger sense of seasonal cycles and their impact on daily life.							
Computing	<b>Computer systems and Network: Improving mouse skills</b>  In this unit, children learn how to log in and out of a computer securely, understanding the importance of passwords for keeping information safe. They develop key mouse and navigation skills, including clicking, dragging, and controlling the cursor with accuracy. Using these skills, pupils create digital artwork inspired by Kandinsky and self-portraits, exploring tools to add backgrounds, text, layers, shapes, and clipart to enhance their work.															
PE	<b>Year 1 Unit - Outdoor and Adventurous Activities</b>  Use thinking skills to follow multi-step problems. Understand that one thing can represent another. Take part in activities with increasing challenge to build confidence.								<b>Fine Motor Skills - Locomotion &amp; Object Manipulation (Padlet activities)</b>  Year 1 and Year 2 pupils develop locomotion skills through activities such as running, hopping, skipping, and changing direction with control. They practise object manipulation by throwing, catching, rolling, striking, and kicking balls or equipment, improving accuracy, coordination, and confidence in games and activities							
PSHE	<b>Family and Relationships</b>  Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at conventions of manners and developing an understanding of self-respect.								<b>Health and Wellbeing</b>  Understanding emotions, identifying our strengths and qualities, learning why we wash our hands and how to do so effectively, learning about the importance of sleep and relaxation for our wellbeing, learning how to stay safe in the sun and deal with allergic reactions, thinking about the people who help to keep us healthy.							

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<b>Music</b>	<p><b>Keeping the pulse - My Favourite things - Y1 Unit</b></p> <p>In this unit, children learn to recognise and keep a steady pulse through clapping, movement, and playing instruments in time with music. They explore the song My Favourite Things, developing listening and response skills, and begin to understand how pulse underpins rhythm and melody. Pupils build confidence performing together and start to express their own musical ideas.</p>	<p><b>Christmas production - Singing and performance</b></p> <p>Through the Christmas production, pupils develop performance skills such as projecting their voices, singing in tune, and keeping in time with music. They also learn to perform with confidence in front of an audience, work as part of a cast, follow stage directions, and express themselves through movement and expression.</p>
<b>Geography</b>	<p><b>Oceans and continents</b></p> <p>In this unit, children learn to name and locate the world's seven continents and five oceans, developing their understanding of the Earth's major geographical features. They also identify and describe the four countries of the United Kingdom, their capital cities, and the surrounding seas, building a foundation for wider locational knowledge.</p>	<p><b>United Kingdom</b></p> <p>In this unit, children explore the human and physical geography of a small area of the United Kingdom and compare it with a contrasting non-European location. They identify similarities and differences between the two places, developing their understanding of how geography influences the lives of people and the landscapes in which they live.</p>
<b>History</b>	<p><b>Changes Within Living Memory</b></p> <p>In this unit, children explore changes within living memory, using examples from their community and national life to understand how everyday experiences have altered over time. They develop their chronological awareness by sequencing events and mapping weekly happenings in order, building a clear sense of how change can be recorded and understood.</p>	
<b>RE</b>	<p><b>Christian/Hindu/Muslim</b>  <b>Introductory lesson: Respectful followed by What do some people believe God looks like?</b></p> <p>In this unit, children explore what Christians, Hindus, and Muslims believe God looks like. They learn that some Hindus believe God has many forms, that many Christians believe Jesus is God on Earth, and that Muslims believe Allah cannot be pictured. Through art, discussion, and reflection, pupils recognise how different faiths describe and represent God, learn some of the different names used for God, and develop respect for the diversity of beliefs.</p>	<p><b>Judaism/Christianity/Humanist</b>  <b>How did the world begin?</b></p> <p>In this unit, children explore different answers to the question "How did the world begin?" They learn about the Jewish and Christian creation stories, compare them with Humanist ideas about the origins of the world, and reflect on how these beliefs influence the way people care for the Earth. Pupils are encouraged to discuss similarities and differences respectfully and to consider their own ideas about where the world came from.</p>
<b>DT</b>	<p><b>Structures - Constructing Windmills</b></p> <p>In this unit, children learn how to design and construct a simple windmill for a purpose. They develop their understanding of structures by exploring how to make stable bases and strong shapes, and by joining materials effectively. Pupils apply their skills to create and decorate their own windmill, testing and evaluating its effectiveness against their design criteria.</p>	
<b>ART</b>	<p><b>Drawing &amp; Mark making (seasonal changes)</b></p> <p>In this unit, children develop their drawing and mark-making skills by exploring a range of media and techniques to represent seasonal changes. They learn how different lines, textures, and patterns can be used to show movement, detail, and atmosphere in nature, building confidence in observational drawing and creative expression.</p>	<p><b>Painting &amp; Mark Making with Colours</b></p> <p>In this unit, children explore painting and mark-making using a range of colours and tools. They learn how to mix and apply colours, experiment with brushstrokes and textures, and use these techniques to express ideas and observations. Pupils begin to understand how colour choices and mark-making can create mood, detail, and meaning in their artwork.</p>