

Shellingford CE (A) Primary School



"Inspiring hearts and minds"

	Class Two		Year Group: Y 1 / 2		Year 2025-26	
TOPIC TITLE:	Intrepid Explorers: A whole new world (Term 1: History Main Focus Incredible India Term 2: Geography Main Focus)		Term 3: Toys: Traction Man to the rescue! (History Main Focus) Term 4: The World of William Shakespeare		Shellingford through the ages (Term 5: History Main focus Term 6: Geography Main Focus)	
	Autumn Term One & Two		Spring Term Three & Four		Summer Term Five & Six	
Understanding English, communication and languages	TEXT TYPES – to be covered over the year					
	Non-fiction: Recount/research skills Fiction: Myths from another culture Poetry: Structured poetry		Non-fiction: Recount Fiction: Adventure stories Poetry: linked to 'A Midsummer Night’s Dream		Non-fiction: Persuasion texts/research skills/non-chronological reports Fiction: Local legends Poetry: Visual poems	
	FOCUS: Children use and apply their literacy skills confidently and competently in their learning and in everyday contexts. They convey ideas and opinions clearly and respond creatively and critically to a wide range of information and ideas. 1. listen attentively, talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively 2. read accurately and fluently to comprehend and critically respond to texts of all kinds, on paper and on screen, in order to access ideas and information 3. write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts 4. analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.					
	<ul style="list-style-type: none">Non Fiction; Poetry and Fiction texts – planned literacy activitiesPhonic awareness: Linking Sounds and Letters activities; high frequency and common exception wordsHandwriting program linked to 'Letters and Sounds' - 'Support for Spelling' Speaking and Listening in a range of everyday contexts and imaginary situationsReading books, Library work and word packets (HfW)		Essential knowledge a. how language is used to express, explore and share information, ideas, thoughts and feelings b. the power of language and communication to engage people and influence their ideas and actions c. how creativity and imagination are essential to making new meanings, exploring and experimenting with language and creating effects d. how languages work, their structures and conventions, variations in use and changes over time e. how languages, literature and the media enable different ways of thinking and give access to ideas and experiences from different cultures and times.			
Mathematical Understanding	Year 1:	Year 2:	Year 1:	Year 2:	Year 1:	Year 2:
	Place Value within 10 Addition and subtraction within 10 Shape	Place value Addition and subtraction to ten, across tens to 100 Shape	Place value within 20 Addition and subtraction within 20 Place value within 50 Length and height Weight and volume	Money Multiplication and division Length and height Mass, capacity and temperature	Multiplication and division Fractions Position and Direction Money Time Place value within 100	Multiplication and division Length and height Mass, capacity and temperature Fractions Time Statistics Position and Direction
Religious Education	Christianity, Judaism and Sikhism					
	Oxford Diocese Scheme of Work & Big Questions Y1: How do people know how to behave? Understanding Christianity 1.3: Why does Christmas matter to Christians?		1. Understanding Christianity: Who made the world? 1.2 2. Understanding Christianity: What is the good news that Jesus brings? 1.4		Oxford Diocese Scheme of Work & Big Questions: 1. What do different Jewish people believe about God? Main focus: <i>Judaism</i> 2. Sikhi focus	
Scientific and Technological understanding (SC / DT / Computing)	Science: Seasonal changes – ongoing across the year <ul style="list-style-type: none">Observe changes across the 4 seasons.Observe and describe weather associated with the seasons and how day length varies. Animals, including humans: My Body <ul style="list-style-type: none">Identify, name, draw and label the basic parts of the human body.Say which part of the body is associated with each sense. DT: Mechanisms Moving Pictures Traditional Tales: Explore an existing product. <ul style="list-style-type: none">Draw a simple design and add annotations.Make a picture which aims to have two moving mechanisms.Use design criteria to help guide the making and evaluation process.Answer in detail a range of questions about an existing product to help explore and evaluate it.Add detail and annotations to a design to show how different components move.Make a picture which uses a slider, wheel and lever mechanism to make it move.Incorporate the main features of design criteria into their product and evaluate their product in detail against design criteria.		Science: Exploring everyday materials <ul style="list-style-type: none">Identify a variety of materials and sort them according to a variety of criteria.Identify natural and man-made materials.Identify that some materials can change shape by squashing, bending, stretching and twisting, and others can’t.Identify the suitability of metal and plastic for a variety of purposes.Identify different products that can be made from wood and their features and purposes.Identify different materials that are used for the same product.Identify material inventions and discoveries. Materials: What are toys made from? <ul style="list-style-type: none">Identify and name a variety of everyday materials used to make toys.Explore and describe wooden, plastic, metal and fabric toys and their properties. DT: Creating and designing paper toys: <ul style="list-style-type: none">Children will find out about different types of scissors and their uses.They will learn about scissor safety and then practise cutting straight, zigzag and wavy lines.Children will apply this skill in their independent activities where they will cut out a range of shapes to create a picture. Alternatively, children can practise the skills of folding and cutting through several layers of paper by making paper chains		Science: Growing plants: bulbs and seeds <ul style="list-style-type: none">Understand that different seeds grow into different plants and to describe them.Understand that plants can be grown from bulbs.Explain why and how seeds are dispersed.Plan, carry out and evaluate an investigation into the conditions that affect germination.Observe and describe how a plant changes as it matures. Weather Patterns: <ul style="list-style-type: none">Identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns.Describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas.Identify ways in which we learn about the weather, then make predictions about the weather which are helpful.Begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United KingdomLearn more about the way seasonal weather in an equatorial region is different to the weather in the UKLearn more about the way seasonal weather in a polar region is different to the weather in the United Kingdom.	

<div>Scientific and Technological understanding</div> <div>(SC / DT / Computing)</div>	<p>Computing: Using the internet</p> <ul style="list-style-type: none">This unit introduces children to using the Internet safely and with a purpose.Children are shown how to search the Internet using one word; how to make sense of the returned results; how to use “for kids” to return more suitable results; how to follow links and return to the search results.Children are encouraged to use a range of search engines, including Google, Bing and Yahoo, and some more child-friendly engines like Kidrex. (Note: many of the child-friendly searches use Google.)The children then learn to blog safely and responsibly.The focus of the lessons is less on the technical aspects, which will vary according to which blogging site is used, and more on how to blog in a safe and responsible way, looking at how to blog well, and how to post and respond to comments effectively.	<ul style="list-style-type: none">Children look at a selection of different paper toys and discuss both how they work and how they can be made. They will choose a Challenge Card and follow the instructions on it to create their own paper toy. Alternatively, children can work in small groups and use the animals templates to create their own paper zooChildren will discuss what an illusion is. They will look at an example of an optical illusion, the thaumatrope, and find out how to make one.Children will design their own images for their illusion, and use their cutting skills to create the toy. In the alternate activity, children can design and create another optical illusion toy – the Magic Spinning Top <p>Computing: (linked to ‘Toys through time’ focus) Online safety focus to link with ‘Safer Internet Week’</p> <ul style="list-style-type: none">How technology has changed over timeDescribe how technology and the internet can change people’s feelings and know how to get help from a trusted adultExpress a range of feelings that could be caused by using technology and the internetDescribe how technology and the internet can change people’s feelings and know how to respond to online safety concerns	<p>DT: Nutrition (linked to seasonal changes/seasonal foods/food wheel) – linked to ‘Roots to Food’ workshop</p> <ul style="list-style-type: none">Use the basic principles of a healthy and varied diet to prepare dishes.Understand where food comes from. <p>Computing: Programming Toys: Beebots</p> <ul style="list-style-type: none">Create step-by-step instructions using picturesWrite and follow detailed step-by-step instructionsDirect a Bee-Bot (or similar programmable toy) to a toyProgram a Bee-Bot (or similar programmable toy), one instruction at a time, using the arrow buttons
<div>Historical, geographical and social understanding</div> <div>(Hist / Geog)</div>	<p>Geography: (Main focus History Term 1/Geography Term 2) Locational knowledge: Continents & oceans Human & physical geography: Weather and the poles</p> <ul style="list-style-type: none">Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South PolesUse world maps, atlases and globes to identify the United Kingdom and its countriesRecognise and recall the continents and oceans of the worldUse 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 mapUse 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 <p>History: Intrepid Explorers: A whole new world</p> <ul style="list-style-type: none">Exploring the lives of explorers Ibn Battuta, Matthew Henson, Felicity Aston and Neil Armstrong. Also, Jeanne Barre (first woman to circumnavigate the globe disguised as a man)	<p>Geography: (Main focus this term is History)</p> <p>Geography: Toys from around the world</p> <ul style="list-style-type: none">Recap knowledge and understanding of continents and countries of the world, and geography of the UKMaps and mapping – creating imaginary maps linked to ‘Traction man’ <p>History: The history of toys</p> <ul style="list-style-type: none">Describing our favorite toys.Find out about the toys my parents, carers and grandparents played with.Know how toys have changed within living memory.Examine toys by their characteristics.Compare and contrast toys over time.Summarise how toys have changed within living memory. <p>The world of William Shakespeare (link to the history of toys and last year’s focus on ‘The Great Fire of London’):</p> <ul style="list-style-type: none">Children will explore the life of significant individuals in the past (Shakespeare) who have contributed to national and international achievements	<p>Geography: Geography fieldwork skills Magical Maps Locational knowledge: Shellingford and the surrounding area</p> <ul style="list-style-type: none">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 mapUse 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 keyUnderstand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherkey human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>History: Local History – focusing on our school and how school has changed since it was first built</p> <ul style="list-style-type: none">Studying significant historical events, people and places in their own locality <p>Investigating through research:</p> <ul style="list-style-type: none">How has the village changed over time?How was the village affected by the World Wars?When was the school built and how has it changed?
<div>Understanding the arts</div> <div>(Art / Mu)</div>	<p>Art: Drawing and painting skills Focus artists: Henri Rousseaux</p> <ul style="list-style-type: none">Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationDevelop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceLearn about the work of Henri Rousseaux and Jeannie Baker, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Music: Singing and percussion – Famous People</p> <ul style="list-style-type: none">Build children’s confidence in singing, saying chants and rhymes and simple use of instruments.Develop appraising skills across a range of music styles and learn to discriminate between different sounds and instruments.Clapping-games and dance-rhythms; melodies going high, low, up, down and in zigzags; harmonies to hum, and a famous round to sing in two parts.Discover musical textures through hearing ‘early’ instruments.Find out how keyboards and the orchestra developed.Create ‘sound-pictures’ using body percussion and voices - which they can develop as group compositions with classroom instruments. <p>Classical Music: The Lark Ascending Vaughan Williams</p> <ul style="list-style-type: none">Listen to a new piece of music and learn what a composer isExplore the difference between high pitch and low pitchLead a musical activityListen and identify sounds outsideMirror sounds they hearLink an instrument to a characterSing (whilst learning a new song)	<p>Art: Textile artists – link to DT</p> <ul style="list-style-type: none">Explore forms of weaving with paper and materialsArtist focus: Gunta Stolzl <p>Music: Original composition with tuneless percussion for scenes from ‘A Midsummer Night’s Dream’</p> <ul style="list-style-type: none">Build children’s confidence in singing, saying chants and rhymes and simple use of instruments.Develop appraising skills across a range of music styles and learn to discriminate between different sounds and instruments.Clapping-games and dance-rhythms; melodies going high, low, up, down and in zigzags; harmonies to hum, and a famous round to sing in two parts.Discover musical textures through hearing ‘early’ instruments.Find out how keyboards and the orchestra developed.Create ‘sound-pictures’ using body percussion and voices - which they can develop as group compositions with classroom instruments.	<p>Art: Clay & sculpture Focus artist: Barbara Hepworth (sculptor)</p> <ul style="list-style-type: none">Use drawing, painting and sculpture to develop and share ideas, experiences and imaginationDevelop a wide range of art and design techniques in using texture, form and space <p>Landscapes and Cityscapes Focus artists: Monet, Van Gogh, Metzinger</p> <ul style="list-style-type: none">Use colour and texture to paint a landscape and / or cityscape.Describe the work of at least one artist.Use colour, texture, pattern and line, to create landscapes and cityscapes in a range of materials.Use colour, texture, pattern, line, shape, form, and space to create landscapes and cityscapes in a range of materials, drawing on their own experiences and imagination.Be aware of the work of three different artists.Describe the work of at least one focus artist, noting the similarities and differences between their different practices, and making links to their own work <p>Music: ‘I am a robot’ – song in BSL (BBC Music KS1)</p> <ul style="list-style-type: none">Identifying sounds; experimenting with your voice; playing musical instrumentsRhythm; Exploring Sounds; Composing; Playing musical instrumentsPulse & Rhythm; Composing; Performing; Body Percussion; Reading Music <p>Vivaldi: The Four Seasons (BBC Music: Thunder Jam – weather/Vivaldi)</p>

	<ul style="list-style-type: none">Suggest new lyricsCompose short pieces of music		
Understanding physical development, health and wellbeing (PE / PSHE)	<p>PE:</p> <ul style="list-style-type: none">Tuition from TA Sports Stars <p>Multi Skills – Tag Rugby Multi Skills - Handball</p>	<p>PE:</p> <p>Dance: Toys unit</p> <ul style="list-style-type: none">The children pretend to be and play with imaginary toys.They work in different formations, synchronizing their movements with their partner’s and within larger groups.They move to different rhythms, speed up and slow down and use their own bodies to produce rhythms.They move on to holding rigid group formations to a steady beat.The children act and react in pairs through movement and expression.They copy and improvise movement patterns putting them together to build motifs of their own to convey ideas in response to stimuli.They are able to describe their own and other’s movements and suggest improvements as they watch each other perform <p>Invasion Games:</p> <ul style="list-style-type: none">Children will further develop their understanding of the basic and fundamental principles of invasion games such as attacking, defending, scoring and teamwork.They will learn how to dribble with a football, to pass and receive the ball in a variety of ways for a range of invasion games and to use space effectively in a game.Children will learn how to dodge to get free from a defender to receive a pass as well as how to mark an opposition player – all important skills needed to play invasion games.They will practise aiming for and protecting a target.Children will have the opportunity to take part in individual, paired and small group activities as well as to play a range of team games to enable them to practise and improve their skills.The unit also encourages them to think about the effects of exercise on their bodies and why it is important to warm up and cool down.	<p>PE:</p> <p>Tennis (Shwimbledon):</p> <ul style="list-style-type: none">Copy the correct grip for a racket;Balance a beanbag on their racket;Hit a beanbag forwards towards a target;Show some control when hitting a ball in a modified activity;Watch a partner and give feedback with support;Cooperate with a partner to play a modified target game; <p>Athletics Multi-skills (PB work): Animal Olympics (Y2 Twinkl)</p> <ul style="list-style-type: none">Bend their knees before jumping;Give praise to their partner when they are successful;Bring their arm backwards before throwing forwards;Keep practising to achieve greater accuracy;Run at different paces;Finish the course, even if they feel tired and need to slow down their pace;Turn their bodies to face the new direction in which they will run;Consider how the hare would feel when trying to escape;Bend their knees to take off;Show equality through taking turns, as suggested by an adult;Follow instructions to take part in athletics activities;Take inspiration from several choices <p>Gymnastics: Landscapes and Cityscapes (Y2 Twinkl)</p> <ul style="list-style-type: none">Complete a range of rolling actionsBalance at different levelsMove from one movement to another in a smooth sequenceComplete a supported handstandMove with increasing balance, agility and co-ordination
	<p>Scarf unit: Me & my relationships</p> <ul style="list-style-type: none">Understand that classroom rules help everyone to learn and be safe;Explain their classroom rules and be able to contribute to making theseRecognise how others might be feeling by reading body language/facial expressions;Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)Identify a range of feelings;Identify how feelings might make us behave:Suggest strategies for someone experiencing 'not so good' feelings to manage these.Recognise that people's bodies and feelings can be hurt;Suggest ways of dealing with different kinds of hurt.Recognise that they belong to various groups and communities such as their family;Explain how these people help us and we can also help them to help us.Identify simple qualities of friendship;Suggest simple strategies for making up.Demonstrate attentive listening skills;Suggest simple strategies for resolving conflict situations;Give and receive positive feedback, and experience how this makes them feel. <p>Valuing Difference:</p> <ul style="list-style-type: none">Identify some of the physical and non-physical differences and similarities between people;Know and use words and phrases that show respect for other people.Recognise and explain how a person's behaviour can affect other people.Identify people who are special to them;Explain some of the ways those people are special to them.Explain how it feels to be part of a group;Explain how it feels to be left out from a group;Identify groups they are part of;Suggest and use strategies for helping someone who is feeling left out.Recognise and describe acts of kindness and unkindness;Explain how these impact on other people's feelings;Suggest kind words and actions they can show to others;Show acts of kindness to others in school.Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.	<p>Scarf units: Keeping myself safe</p> <ul style="list-style-type: none">Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;Identify simple bedtime routines that promote healthy sleep.Recognise emotions and physical feelings associated with feeling unsafe;Identify people who can help them when they feel unsafe.Understand and learn the PANTS rules;Name and know which parts should be private;Explain the difference between appropriate and inappropriate touch;Understand that they have the right to say “no” to unwanted touch;Start thinking about who they trust and who they can ask for help.The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.Understand that medicines can sometimes make people feel better when they’re ill;Explain simple issues of safety and responsibility about medicines and their use.Recognise the range of feelings that are associated with loss. <p>Right & respect:</p> <ul style="list-style-type: none">Recognise how a person's behaviour (including their own) can affect other people.Identify what they like about the school environment;Recognise who cares for and looks after the school environment.Demonstrate responsibility in looking after something (e.g. a class pet or plant);Explain the importance of looking after things that belong to themselves or to others.	<p>Scarf units: Being my best</p> <ul style="list-style-type: none">Explain the stages of the learning line showing an understanding of the learning process;Help themselves and others develop a positive attitude that support their wellbeing;Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.Understand and give examples of things they can choose themselves and things that others choose for them;Explain things that they like and dislike, and understand that they have choices about these things;Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.Explain how germs can be spread;Describe simple hygiene routines such as hand washing;Understand that vaccinations can help to prevent certain illnesses.Explain the importance of good dental hygiene;Describe simple dental hygiene routines.Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);Describe how food, water and air get into the body and blood.How to make a clear and efficient call to emergency services if necessary.Concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p>Growing & changing</p> <ul style="list-style-type: none">Explain where people get money from;List some of the things that money may be spent on in a family home.Recognise that different notes and coins have different monetary value;Explain the importance of keeping money safe;Identify safe places to keep money;Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).Demonstrate simple ways of giving positive feedback to others.Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);Understand and describe some of the things that people are capable of at these different stages.