



# Hornby St Margaret's Church of England Primary School

*BELONGING, BELIEVING, SUCCEEDING TOGETHER*

'I have come that you may have life, and have it to the full.' (John 10:10)

## Years 1 - 2 Curriculum Overview 2025 - 2026

Cycle A	Autumn		Spring		Summer	
Theme	Happy, Healthy Me!		Inventions		Beyond Hornby	
Visits/Visitors						
Core text(s)						
National Curriculum links	<b>History</b> Changes within living memory: Family tree / own timeline	<b>Geography</b> Locational Knowledge: Our world (Christmas around the world)	<b>History</b> Changes within living memory: Toys	<b>Geography</b> Geographical skills and fieldwork: Maps (computing link – programming)	<b>History</b> The lives of significant individuals in the past: Beatrix Potter and Emily Williamson	<b>Geography</b> Locational Knowledge: Continents and oceans
Learning outcomes	Recognise the distinction between present and past in their own and other people's lives. Identify significant events in their own life. Create a timeline of their own life, placing events in chronological order. Ask and answer questions about their own family history. Create a family tree, making links between family members. Know where some people and events for into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past).	Name the four countries of the UK, capital cities and surrounding seas Begin to know the differences between town and country locations Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks Begin to know simple features of the countries of the UK. Use aerial photographs to recognise basic human and physical features Produce a journey line Describe human and physical features of the capital city London Use internet mapping programmes to observe aerial views Compare London and another capital city Use world maps and globes to begin to locate some continents and countries	I can explain how toys have changed during my lifetime I can identify differences in my childhood toys from my parents and grandparents' toys. I can choose toys, photos and other sources to demonstrate what I know about my how toys have changed over time. I can organise artefacts (toys) from my own and my parents / grandparents' lives into 'then' and 'now' groups giving reasons for my choices I can explain how my life is different from the childhood of my parents and grandparents.	Name different types of maps and explain some key features of maps. Draw a simple sketch map of the school and local area. Name the four points of a compass. Plan a simple route around the local area using key vocabulary. Identify map symbols. Use an atlas to locate the four countries of the UK, capital cities and other key places. Use an atlas to locate the seven continents of the world. Use an atlas to locate the five major oceans of the world. Use aerial photographs to 'view from above' and recognise basic human and physical features Ask geographical questions – Where is it? What is this place like? How near/far is it?	I can identify similarities and differences between the lives of Emily Williamson and Beatrix Potter I can compare the lives/experiences of Emily Williamson and Beatrix Potter with that of my own family I can choose parts of stories, photos and other sources to demonstrate what I know about the lives of Emily Williamson and Beatrix Potter I can compare artefacts / sources from the mid-19th- mid 20th century with modern day Artefacts / sources. I can explain how the actions of Emily Williamson and Beatrix Potter impacted positively on the world which we live in today.	Locate the countries that make up the UK on a map Name the capital cities of the countries of the UK Label the key cities in the UK on a map Name the seas surrounding the UK Name some of the UK's main rivers Find the names of seas on a map Explain what a county is and find their county on a map Find and name some areas of higher ground in the UK Find London on world and UK maps Name and locate the seven continents of the world. Name and locate the five oceans of the world
	<b>Art and Design</b> <b>Spirals</b>	<b>Design and Technology</b> <b>Food technology</b> <b>Where does our food come from?</b>	<b>Art and Design</b> <b>Simple printing Print making</b>	<b>Design and Technology</b> <b>Mechanisms:</b> <b>Wheels and axles</b> design, make and evaluate a wheel barrow for Peter Rabbit	<b>Art and Design</b> <b>Sculpture Making Birds</b>	<b>Design and Technology</b> <b>Templates and joining techniques</b>

Key concepts / Learning outcomes	<p>That drawing is a physical and emotional activity. That when we draw, we can move our whole body.</p> <p>That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.</p> <p>That we can draw from observation or imagination.</p> <p>That we can use colour to help our drawings engage others.</p>	<p>Develop a food vocabulary using taste, smell, texture and feel</p> <p>Group familiar food products e.g. fruit and vegetables</p> <p>Explain where food comes from.</p> <p>understand the need for a variety of foods in a diet.</p>	<p>That we can make a “plate” from which to “print”</p> <p>That there is a relationship between plate and print: e.g. negative / positive.</p> <p>That we can use print to create “multiples”</p> <p>That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.</p>	<p>Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups</p> <p>Explore and use mechanisms (levers, sliders, wheels and axles) in their products</p>	<p>That there is a relationship between drawing &amp; making – we can transform 2d to 3d.</p> <p>That we can use observational drawing and experimental mark-making together to make art.</p> <p>That we can work from similar stimulus or starting point but end up with very different individual results.</p> <p>That the individual results can then be brought together to make a whole artwork.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment perform practical tasks (cutting, shaping, joining and finishing)</p>
Science	Animals including humans		Uses of Everyday materials		Living things and their habitats Y2	
	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals		Distinguish between an object and the material from which it is made		Explore and compare the differences between things that are living, dead, and things that have never been alive	
	Identify and name a variety of common animals that are carnivores, herbivores and omnivores		Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock		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	
	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)		Describe the simple physical properties of a variety of everyday materials		Identify and name a variety of plants and animals in their habitats, including micro habitats	
	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense		Compare and group together a variety of everyday materials on the basis of their simple physical properties		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	
	Observe changes across the four seasons					
	Observe and describe weather associated with the seasons and how day length varies.					
Computing	Information Technology Around Us	Creating Media Digital Photography: Electronic Christmas Card	Creating Media: Digital Music	Programming: Robot Algorithms	Data and Information: Pictograms	Programming: Quizzes
	To recognise the uses and features of IT	To use a digital device to take a photograph	To say how music can make us feel	To describe a series of instructions as a sequence	To recognise that we can count and compare objects using tally charts	To explain that a sequence of commands has a start
	To identify uses of IT in school and beyond school	To make choices when taking a photograph	To identify patterns in music	To explain what happens when we change the order of instructions	To recognise that objects can be represented as pictures	To explain that a sequence of commands has an outcome
	To explain how IT helps us	To describe what makes a good photograph	To experiment with sound using a computer	To use logical reasoning to predict the outcome of a programme	To create a pictogram	To create a program using a given design
	To explain how to use IT safely	To decide how photographs can be improved	To use a computer to create a musical pattern	To explain that programming projects have code and artwork	To select objects by attributes and make comparisons	To change the design
	To recognise that choices are made when using IT	To use tools to change an image	To create music for a purpose	To design an algorithm	To recognise that people can be described by attributes	To create a program using my own design
		To recognise that photographs can be changed	To review and refine our computer work	To create and debug a program that I have written	To explain that we can present information using a compute	To decide how my project can be improved
Music	Nature and Music	Song and Dance - ‘Gathered round the Christmas Tree’ (BBC bring the noise)	Folk Music	Rhythm Skills	Exploring instruments and rhythm notation – Reading and writing well known rhythms. Yolanda Brown Adventure (Bring the noise)	Exploring instruments and pitch notation Solfege hand signs. Pentatonic tunes – Mary had a little lamb.

	<p>Sing songs with expression and fluency</p> <p>Explore and express their feelings about music</p> <p>Match selected sounds with their pictured source</p> <p>Recognise the difference between wood, metal, skin and shaker sounds</p> <p>Identify the tempo of the music.</p> <p>Keep a steady beat</p> <p>Copy a simple pattern of sound of long and short duration</p> <p>Listen with concentration and understanding to a wide range of high-quality live and recorded music</p> <p>Identify simple rhythmic patterns.</p> <p>Recognise the difference between loud sounds, quiet sounds and silence.</p> <p>Identify the difference between fast and slow tempos.</p>	<p>Sing songs with expression and fluency showing an awareness of pitch and timing.</p> <p>Rehearse and perform with others.</p> <p>Express and explore their ideas about music using movement and dance.</p> <p>Feel the pulse.</p> <p>Copy simple rhythmic patterns.</p> <p>React to the changing dynamics and tempo of the music.</p> <p>Explore timbre, rhythm, (including silence) and pitch.</p> <p>Understand the form of a cumulative song.</p> <p>Recognise sections of the music which sound the same/different.</p> <p>Know how music is used for a particular purpose (for example, for dance, as a lullaby).</p> <p>Recognise songs with and without an accompaniment.</p>	<p>Using music to tell a story with a song.</p> <p>Listen with concentration and understanding to a wide range of high-quality live and recorded music.</p> <p>Use their voices expressively and creatively by singing songs and creating chants and rhymes.</p> <p>Experiment with, create, select and combine using the inter-related dimensions of music.</p> <p>Discover folk instruments.</p> <p>Recognise the difference between singing and speaking.</p> <p>Explore the different sounds that my singing voice can make.</p> <p>Identify different voices by their vocal quality.</p>	<p>Experiment with and create musical patterns.</p> <p>Explore, choose and organise sounds and musical ideas. Use and understand rhythm notation</p> <p>To create rhythms and arrange them in a particular order or structure.</p> <p>To identify the structure of a piece of music and write it down.</p> <p>Describe whether a musical texture is thick or thin (determine one strand of music or more than one strand)</p> <p>Explore ways of writing down different textural layers.</p> <p>Follow a given structure for a composition. Write a structure score accurately.</p> <p>Compose music with several layers.</p> <p>Perform their composition accurately using the structure score.</p> <p>Identify simple rhythmic patterns.</p>	<p>Demonstrate basic technique to play tuned and untuned instruments.</p> <p>Rehearse and perform together – starting and finishing together, keeping to a steady pulse.</p> <p>Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively.</p> <p>Experience how sound can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using invented signs and symbols.</p> <p>Explore and organise sounds and musical ideas.</p> <p>Make improvements to their own work.</p> <p>Use sound words or phrases to describe selected sounds and the ways in which they are produced.</p> <p>Use notation</p>	<p>Demonstrate basic technique to play tuned and untuned instruments.</p> <p>Rehearse and perform together – starting and finishing together, keeping to a steady pulse.</p> <p>Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively.</p> <p>Experiment with and create musical patterns.</p> <p>Explore and organise sounds and musical ideas.</p> <p>Make improvements to their own work.</p> <p>Identify high and low sounds.</p> <p>Recognise the difference between long and short sounds. Use notation</p>
<b>Physical Education</b>						
<b>Religious Education</b>	<b>1.2 Creation</b>	<b>2.2 Christmas</b>	<b>1.4 Jesus</b>	<b>Unit 2.4: Easter</b>	<b>2.6 Ascension and Pentecost</b>	<b>2.1 The Bible</b>
	<p>What are your favourite things that God created?</p> <p>What do people of Muslim and Hindu faith believe about how God made the world?</p> <p>Hinduism Islam</p>	<p>2.2 Christmas</p> <p>Why was the birth of Jesus such good news?</p>	<p>What made Jesus special?</p>	<p>How do symbols help us to understand the Easter story?</p>	<p>What happened at the Ascension and Pentecost?</p>	<p>Why is the Bible such a special book?</p> <p>Do people of all world faiths have holy books?</p> <p>Islam Judaism Sikhism</p>
<b>SCARF</b>	<b>Rules, Rights and Responsibilities</b>	<b>Keeping Safe</b>	<b>Being My Best</b>	<b>Rights and Respect</b>	<b>Valuing Difference</b>	<b>Growing and Changing</b>