

Year 1 and 2 Cycle A Curriculum Map 2025-2026

(last updated: 4.9. 24)

	Autumn		Spring		Summer	
Cross Curricular Topic Theme 2025-2026	Unique you and me!	Fear and Fire!	Towers, Tunnels and Turrets!	There's no place like home!	The Secret Scented Garden! Assessments	Pupil initiated: (July)
Writing texts	On Sudden Hill (acceptance of someone new) The Darkest Dark Masai & I (Poetry) Mirror – R Rooney Me when I'm good and not good (Poem)	<i>Concept: Fear & escape</i> Owl Babies My Name is not a Refugee The Great Fire of London	<i>Concept: Traditional tales</i> Jack & the Beanstalk Jim & the Beanstalk Grandad's Secret Giant by David Litchfield	The Three Little Pigs The Three Little Wolves & the Big Bad Pigs. Where the Wild Things Are.	The Last Wolf by Mini Grey The Tale of Two Beasts by Fiona Robertson The Great Paper Caper by Oliver Jeffers	
Writing Opportunities	Cheer up messages Instruction messages Writing labels Persuasive description Excuses writing Recount of big event Writing comparisons Writing lists	Speech & thought bubbles List writing Question writing Recount writing	Mood graphs Retelling a story Advert writing Menu writing Letter writing Descriptive writing Narrative -own story	Writing sequels Writing different endings Creating a fantasy story Information writing	Writing invitations Letter Writing lists Recount of events Report writing of incident Writing an apology Instruction writing	
Super Six Reading texts: Topic Diversity Inclusion Non-fiction PSHE/SMSC Classic	What makes me a me We're All Wonders Hair Begu Dylan – a dog with Dyslexia The Kindest Red – Ibtihaj Muhammad (world views) Belonging and believing	Samuel Pepys diary A Walk in London	The Dragon Machine Tell me a Dragon The Selfish Giant Smartest Giant in Town Inside the Villains Clotilde Perrin Belonging and believing My Jewish family	A House that once was The way home for wolf House held up by trees	The Three Little Aliens and the Big Bad Robot. We Travel so Far. Tadpole's Promise	In my mosque – M O Yuksel (world views) Belonging and believing series e.g. My Muslim family My Hindu family

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	My Christian family					
Phonics (Year 1)	<p>Review Phase 3 GPCs: ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s –es words with two or more digraphs e.g. queen thicker</p> <p>Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</p> <p>Phase 5: /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p>	<p>Phase 5 graphemes:</p> <p>Week 1: /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p> <p>Week 2: /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he</p> <p>Week 3: /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute</p> <p>Week 4: /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Week 5: Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p>	<p>Phase 5 graphemes:</p> <p>Week 1: Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p> <p>Week 2: /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone</p> <p>Week 3: /l/ le al apple metal /s/ c ice /v/ ve give</p> <p>Week 4: /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p> <p>Week 5: /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p>	<p>Phase 5 graphemes:</p> <p>Week 1: /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk</p> <p>Week 2: /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*</p> <p>Week 3: /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there</p> <p>Week 4: /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor</p> <p>Week 5: /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p>	<p>Phase 5 graphemes:</p> <p>Week 1: ay play a-e shake ea each e he</p> <p>Week 2: ie pie i-e time o go o-e home</p> <p>Week 3: ue blue rescue ew chew new u-e rude cute aw claw</p> <p>Week 4: ea head ir bird ou cloud oy toy</p> <p>Week 5: ea head ir bird ou cloud oy toy</p> <p>Week 6: ph phone wh wheel ie shield g giant</p>	<p>Phase 5 graphemes:</p> <p>Week 1: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer</p> <p>Week 2: /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large</p> <p>Week 3: /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large</p> <p>Week 4: /or/ augh our oar ore daughter pour oar more review</p> <p>Week 5: review</p>

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<p>NC Spelling words</p>	<p>Year 1: Word list 1 Pre-fix un Multi syllable words</p> <p>Year 2: Word list 7 J spelled g ge and dge S spelled c N spelled kn and gn /or/ door floor poor water /o/ because /oa/ most only both Old gold cold hold told /ie/ find kind mind behind child wild climb eye</p>	<p>Year 1: Word list 2 Er est suffixes</p> <p>Year 2: Word list 8 Long I spelled y Vowel suffixes: Ed ing er est and y to words There, their, they're /ar/ half after fast last past father class grass pass plant path bath /ee/ even people money /s/ Christmas</p>	<p>Year 1: Word list 3 Ing ed er suffixes to verbs</p> <p>Year 2: Word list 9 Wr Le el il and al at end of words Or spelled a before l and ll "u" sound spelled O Consonant Suffixes ~ment, ~ness, ~ful, ~less ~ly contractions ay/ great steak break /oo/ move prove improve beautiful who /oul/ could should would /er/ every everybody</p>	<p>Year 1: Word list 4 S and es plurals</p> <p>Year 2: Word list 10 Long I spelled ey "o" spelled a after w and qu "or" spelled a after w "zj" spelled s Possessive apostrophe for singular nouns e/ Children again any many /i/ pretty beautiful busy /h/ who whole</p>	<p>Year 1: Word list 5 Ch or tch at end of words</p> <p>Year 2: Word list 11 Tion suffixes Homophones Here, hear, One, won to, too, two, see, sea ow/ hour /z/ busy clothes /sh/ sugar sure /air/ parents /th/ clothes</p>	<p>Year 1: Word list 6 Revise and consolidate learning this term to prepare children for Y2</p> <p>Year 2: Word list 12 Homophones: bare, bear sun, son be, bee blue, blew night, knight quite, quiet</p> <p>Revise and consolidate learning this term to prepare children for KS2</p>
<p>Grammar & Punctuation</p>	<p>Year 1: Use of pronouns 'I'. Use finger spaces between words. Use a capital letter for the start of the sentence.</p> <p>Year 2: Use words that are thoughtful and ambitious with specific technical vocabulary used in non-narrative writing. Use capital letters and full stops mostly correctly. Mostly use exclamation marks and question marks accurately to demarcate sentences.</p>		<p>Year 1: Use the conjunction 'and' to join ideas in a sentence. Use a full stop accurately. Begin to use punctuation such as exclamation marks and question marks. Sequencing sentences to form short narratives.</p> <p>Year 2: Use expanded noun phrases to describe, expand and specify. Use subordinating conjunctions: when, if, that or because. Use capital letters for personal pronouns.</p>		<p>Year 1: Introduce and may attempt to use other conjunctions such as 'but' and 'or'. Make sure that word choices are relevant to context using word mats to support this. Use adjectives to add detail to sentences.</p> <p>Year 2: Use sentences with different forms: statements, exclamations, questions and commands. Use coordinating conjunctions: or and but. Use present and past tenses correctly and consistently including progressive forms. Use adjectives, adverbs and expanded noun phrases to add detail and specify. Begin to use commas to separate things in a list. Sometimes use apostrophes for singular possession.</p>	

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Maths	<p style="text-align: center;">Year 1:</p> <p style="text-align: center;">Number: Place Value (within 10) Number bonds to 10 Number: Addition and Subtraction (within 10) Geometry: 2D & 3D Shape Number: Place Value (within 20) Problem Solving Data sorting</p> <p style="text-align: center;">Year 2:</p> <p style="text-align: center;">Number: Place Value 1-100 Number bonds to 20 Compare and order numbers 1-100 Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division</p>		<p style="text-align: center;">Year 1:</p> <p style="text-align: center;">Number: Addition and subtraction (within 20) Number bonds to 20 Number: Place Value (within 50) Measurement: Length and Height Measurement: Mass and Volume</p> <p style="text-align: center;">Year 2:</p> <p style="text-align: center;">Number: Multiplication and Division Statistics: interpret and construct simple graphs and charts Measurement: Standards units; Length & height Measurement: Standard units; Mass and Volume Temperature Geometry: Property of Shapes Number: Fractions</p>		<p style="text-align: center;">Year 1:</p> <p style="text-align: center;">Number: Multiplication and Division 2,5 & 10 times tables Number: Fractions Geometry: Position and Direction Measurement: Money Number: Place Value (within 100) Measurement: Time</p> <p style="text-align: center;">Year 2:</p> <p style="text-align: center;">Measurement: Length and Height Geometry: Position and Direction Measurement: Time Measurement: Mass, Capacity and Temperature Consolidation and Problem solving</p>	
	Science	Cycle A	Cycle B	Cycle A	Cycle A	Cycle A
	Animals including humans: Life cycles & health	Materials: everyday materials	Plants: Introduction to plants	Living things and their habitats	Plants: Plant growth	Making Connections
Religious Education	Reality & Truth (Christian Worldviews) How do Christians decide what is right?	Community & Identity (Christian Worldviews) What do most Christians celebrate together?	Beliefs & Questions (Worldviews) What does Torah mean for Jewish people?	Community & Identity (World Views) In what ways is the synagogue important to Jews? Easter Week Salvation (UC) Why does Easter matter to Christians? Emotions, Meanings and symbols	Beliefs & Questions (Christian World views) Why do most Christians call God 'creator'?	Reality & Truth (World Views) How do people know how to behave?
History	How am I making History including significant people	The Great Fire of London.	What is a Monarch? Castles Tower of London, Kings & Queens Queen Elizabeth I & Queen Elizabeth II	Homes and Houses comparison between now and then. Great Horwood Fire- Local History.		How were schools different in the past?

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			King Henry VIII King Charles III			
Geography	Where am I?	Let's explore London Maps of London Old/new Underground Map the route of the fire	Castles Locate on a map castles in the UK.	What is it like here? Map skills of the local area	What is the weather like in the UK?	
Place study	England - London		England/Scotland - UK		Ireland/Wales - UK	
Sustainability	Being kind to you and me	Thanks for everything	Climate change (seasonal changes)	Where is water? World Wildlife Day 3 rd March	Why is nature special? Deforestation (Text: The Great Paper Caper)	Pupil-initiated
Computing	Computing systems & networks Improving mouse skills	Programming Algorithms unplugged	Computing systems & networks Word Processing	Programming Scratch Junior	Data handling International space station	Creating media Digital Imagery
Online Safety	E- Safety: Using the Internet Safely	E- Safety: Dealing with Emotions	E- Safety: Internet Safety Week Safer Internet Centre	E- Safety: Being kind and considerate when online	E- Safety: Sharing online	E- Safety: Revisit online safety Safer Internet centre
Art and Design	Artist Focus: Andy Warhol. Portraiture The Human Form: Exploring how bodies and faces are portrayed in Art. Creating self- portraits using different media.	Art and Design Skills: Printing 2D shapes Create an observational drawing.	Artist focus: Brendan Jamison. Clay towers, turrets and castles. Building shapes to represent castles Artist: Matisse.	Artist Focus: William Morris. Craft and design: Woven wonders Art	Sculptures and Collages. Theme: Living things - Spiders Nature Sculpture- Andy Goldworthy.	

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Design and Technology	Food: Fruit and Vegetables Making Smoothies	Design and build houses from 'The Great Fire of London'. Cooking and Nutrition- Making bakery products.	Textiles: Designing and making pouches Cooking and Nutrition Tudor Banquet.	Structures: Constructing a windmill.	Mechanisms: Making a moving story book	
Music	Keeping the Pulse My Favourite Things	Super Heroes Pitch	Fairytales – Sound Patterns	On this Island Singing	Myths and Legends - Structure	Snail & Mouse - Tempo
Music Suggested Listening	Unique Legends! Choose form the model music curriculum	Holst - St Paul's Suite Last Night of the Proms National Anthem – God Save the Queen	Edinburgh Tattoo Festival Traditional Scottish Music – Bag Pipes Handel - Arrival of the Queen of Sheba/Zadok the priest Walton: A Queens Fanfare/Crown Imperial	Dvorak: My Home John Denver: Take me Home Country Roads Ed Sheran: Lego House Simon and Garfunkel: Homeward Bound Madness: Our House	Delibes: Flower Duet from Lakmé Rimsky-Korsakov Flight of the Bumblebee E MacDowell: To a Wild Rose V Williams - The Wasps Louis Armstrong: What a Wonderful World Debbie Wiseman: The Glorious Garden	Welsh Male Voice choirs Traditional Musicians Tom Jones/Katherine Jenkins Ireland – Riverdance/Enya/Bill Whelan P Grainger: Londonderry Air (Danny Boy)
Physical Education	ABC skills - Throwing & Catching Skip2Bfit Quidditch	Dance: Step to the beat (Kapow) Ball skills Bench ball	Gymnastics Basketball	Invasion Games Orienteering	Cricket Striking & Fielding	Mini Athletics Pupil Choice
PSHE/RSE Kapow Mixed 1&2	Family & Relationships (A)	Citizenship (A)	Economic wellbeing (A)	Safety & the changing body (A)	Health & Wellbeing (A)	Transition RSE week Christopher Winters Project
Diversity & Inclusion (work in progress – to be updated later)	See super 6 texts for this term	See super 6 texts for this term	See super 6 texts for this term	See super 6 texts for this term	See super 6 texts for this term	
Pupil safety & Safeguarding	School safety Playground equipment safety Forest School safety Fire Safety		Pet & animal safety Internet safety Week		Sun safety, applying cream/hats/skin cancer Water Safety & Drowning Prevention Railway Safety	

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Character Education & British Values	Caring Helpfulness Cooperation BV: Individual Liberty	Courage Kindness BV: Rule of Law	Cleanliness Fairness Friendliness BV: Democracy	Service Project Patience Respect BV: Mutual Respect	Courtesy Forgiveness Determination BV: Tolerance	Self-Discipline Gratitude Honesty BV: All 5
Wellbeing	Wellbeing Wednesday Discover: Making Mistakes	Take notice: Sound	Wellbeing Wednesday Connect: Understanding Others	Give: Sharing	Wellbeing Wednesday Move: Gardening	Wellbeing Week Sports Day Healthy Eating
End of Topic Piece		Nativity Performance.	Tudor Dance and Banquet.	Experience Easter	Art Exhibition Showcasing Andy Goldsworthy art work.	
Outside the classroom; Suggested visits or visitors	Forest School	Forest School	Forest School Waddesdon Manor Stowe House Hughenden Manor	Forest School	Forest School	Forest School

Year 1 and 2 Cycle B Curriculum Map 2024-2025

	Autumn		Spring		Summer	
Cross Curricular Topic Theme 2024-2025	Marvellous Transport!	Terrific Toys!	Going on a Journey (Together we travel)	To the Moon and the Stars!	Oh, we do like to be beside the seaside! (Assessments)	Pupil initiated: (July)

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<p align="center">Writing Texts</p>	<p>The Naughty Bus by Jan Oke</p> <p>Rosie Revere Engineer by Andrea Beaty</p>	<p>Traction Man by Mini Grey</p> <p>Lost in the Toy Museum: David Lucas:</p> <p>The Velveteen Rabbit by Margery Williams</p>	<p>The Journey Home by Frann Preston-Gannon</p> <p>Poetry: Goodbye winter, Hello Spring</p> <p>Masai and I by Virginia Kroll Handa's surprise We all went on Safari</p>	<p>Astro Girl by Ken Wilson-Max</p> <p>Space Tortoise by Ross Montgomery</p> <p>The Marvellous Moon Map by Teresa Heapy</p> <p>The Hundred Decker Rocket</p>	<p>Ocean meets Sky by Eric Fan and Fan Terry</p> <p>The Rhythm of the Rain – Graham Baker-Smith (Water cycle)</p> <p>The Vanishing Lake by Paddy Donnelly</p>	
<p align="center">Writing opportunities</p>	<p>Non-Chronological Report, Letter, Setting Description, Narrative. Explanation Text.</p>	<p>Character Description, Setting Description, Instructions, Recount (diary), Narrative, Letter.</p>	<p>Poster, Fact file, Letter (Postcard), Non-Chronological Report, Setting Description, Narrative.</p>	<p>Non-Chronological Report, Recount (diary), Instructions, Poetry.</p>	<p>Setting Description, Instructions, Recount (postcard), Character Description, Narrative, Poetry.</p>	
<p align="center">Super Six: Reading texts</p> <p>Topic Diversity Inclusion Non-fiction PSHE/SMSC Classic</p>	<p>The Little Engine That Could by Watty Piper</p> <p>The Velveteen Rabbit by Margery Williams</p> <p>Last Stop on Market Street by Matt De La Pena</p> <p>All Aboard The Discovery Express by Emily Hawkins and Tom Adams</p> <p>The Railway Children by E. Nesbit</p>	<p>Corduroy by Don Freeman</p> <p>Toys Galore by Peter Stein and Bob Staake</p> <p>The Katha Chest by Radhiah Chowdhury & Lavanya Naidu</p> <p>Ruby's Worry by Tom Percival</p> <p>Pinocchio by Carlo Collodi</p> <p>Toys and Games by Sally Hewitt</p>	<p>The Wind in the Willows by Kenneth Grahame</p> <p>We're Going on a Bear Hunt by Michael Rosen</p> <p>Ossiri and the Bala Mengro by Richard O'Neill</p> <p>The Journey by Francesca Sanna</p> <p>The Gingerbread Man</p> <p>Me on the Map by Joan Sweeney</p>	<p>The Little Prince by Antoine de Saint-Exupery</p> <p>There Was an Old Martian Who Swallowed the Moon by Jennifer Ward and Steve Gray</p> <p>Mae Among Stars by Roda Ahmed</p> <p>How to Catch a Star by Oliver Jeffers</p> <p>How the Moon Regained Her Shape by Janet Heller</p> <p>The Mysteries of the Universe: Discover the</p>	<p>The Lighthouse Keeper's Lunch by Ronda Armitage</p> <p>Commotion in the Ocean by Giles Andreae</p> <p>Katie Morag and the Two Grandmothers by Mairi Hedderwick</p> <p>Don't Worry, Little Crab by Chris Haughton</p> <p>Flooded by Mariajo Ilustrajo</p> <p>The Little Mermaid by Hans Christian Anderson</p>	

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	Transportation: How People Get Around by Gail Gibbons			best-kept secrets of space	National Trust: Look What I Found at the Seaside	
Phonics (Year 1)	<p>Review Phase 3 GPCs: ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s –es words with two or more digraphs e.g. queen thicker</p> <p>Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</p> <p>Phase 5: /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p>	<p>Phase 5 graphemes:</p> <p>Week 1: /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p> <p>Week 2: /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he</p> <p>Week 3: /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute</p> <p>Week 4: /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Week 5: Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p>	<p>Phase 5 graphemes:</p> <p>Week 1: Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p> <p>Week 2: /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone</p> <p>Week 3: /l/ le al apple metal /s/ c ice /v/ ve give</p> <p>Week 4: /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p> <p>Week 5: /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p>	<p>Phase 5 graphemes:</p> <p>Week 1: /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk</p> <p>Week 2: /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*</p> <p>Week 3: /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there</p> <p>Week 4: /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor</p> <p>Week 5: /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p>	<p>Phase 5 graphemes:</p> <p>Week 1: ay play a-e shake ea each e he</p> <p>Week 2: ie pie i-e time o go o-e home</p> <p>Week 3: ue blue rescue ew chew new u-e rude cute aw claw</p> <p>Week 4: ea head ir bird ou cloud oy toy</p> <p>Week 5: ea head ir bird ou cloud oy toy</p> <p>Week 6: ph phone wh wheel ie shield g giant</p>	<p>Phase 5 graphemes:</p> <p>Week 1: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer</p> <p>Week 2: /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large</p> <p>Week 3: /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large</p> <p>Week 4: /or/ augh our oar ore daughter pour oar more review</p> <p>Week 5: review</p>
	NC Spellings (InnovatEducation)	Year 1: Word list 1 Pre-fix un Multi syllable words	Year 1: Word list 2 Er est suffixes	Year 1: Word list 3 Ing ed er suffixes to verbs	Year 1: Word list 4 S and es plurals	Year 1: Word list 5 Ch or tch at end of words

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	<p>Year 2: Word list 7 J spelled g ge and dge S spelled c N spelled kn and gn /or/ door floor poor water /o/ because /oa/ most only both Old gold cold hold told /ie/ find kind mind behind child wild climb eye</p>	<p>Year 2: Word list 8 Long I spelled y Vowel suffixes: Ed ing er est and y to words There, their, they're /ar/ half after fast last past father class grass pass plant path bath /ee/ even people money /s/ Christmas</p>	<p>Year 2: Word list 9 Wr Le el il and al at end of words Or spelled a before l and ll "u" sound spelled O Consonant Suffixes ~ment, ~ness, ~ful, ~less ~ly contractions ay/ great steak break /oo/ move prove improve beautiful who /oul/ could should would /er/ every everybody</p>	<p>Year 2: Word list 10 Long I spelled ey "o" spelled a after w and qu "or" spelled a after w "zj" spelled s Possessive apostrophe for singular nouns e/ Children again any many /i/ pretty beautiful busy /h/ who whole</p>	<p>Year 2: Word list 11 Tion suffixes Homophones Here, hear, One, won to, too, two, see, sea ow/ hour /z/ busy clothes /sh/ sugar sure /air/ parents /th/ clothes</p>	<p>Revise and consolidate learning this term to prepare children for Y2</p> <p>Year 2: Word list 12 Homophones: bare, bear sun, son be, bee blue, blew night, knight quite, quiet</p> <p>Revise and consolidate learning this term to prepare children for KS2</p>
<p>Grammar & Punctuation (InnovatEducat ion)</p>	<p>Year 1: Use of pronouns 'I'. Use finger spaces between words. Use a capital letter for the start of the sentence.</p> <p>Year 2: Use words that are thoughtful and ambitious with specific technical vocabulary used in non-narrative writing. Use capital letters and full stops mostly correctly. Mostly use exclamation marks and question marks accurately to demarcate sentences.</p>	<p>Year 1: Use the conjunction 'and' to join ideas in a sentence. Use a full stop accurately. Begin to use punctuation such as exclamation marks and question marks. Sequencing sentences to form short narratives.</p> <p>Year 2: Use expanded noun phrases to describe, expand and specify. Use subordinating conjunctions: when, if, that or because. Use capital letters for personal pronouns.</p>	<p>Year 1: Introduce and may attempt to use other conjunctions such as 'but' and 'or'. Make sure that word choices are relevant to context using word mats to support this. Use adjectives to add detail to sentences.</p> <p>Year 2: Use sentences with different forms: statements, exclamations, questions and commands. Use coordinating conjunctions: or and but. Use present and past tenses correctly and consistently including progressive forms. Use adjectives, adverbs and expanded noun phrases to add detail and specify. Begin to use commas to separate things in a list. Sometimes use apostrophes for singular possession.</p>			
<p>Maths</p>	<p>Year 1: Number: Place Value (within 10) Number bonds to 10 Number: Addition and Subtraction (within 10) Geometry: 2D & 3D Shape Number: Place Value (within 20) Problem Solving</p>	<p>Year 1: Number: Addition and subtraction (within 20) Number bonds to 20 Number: Place Value (within 50) Measurement: Length and Height Measurement: Mass and Volume</p> <p>Year 2:</p>	<p>Year 1: Number: Multiplication and Division 2,5 & 10 times tables Number: Fractions Geometry: Position and Direction Measurement: Money Number: Place Value (within 100)</p>			

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	<p align="center">Data sorting Year 2: Number: Place Value 1-100 Number bonds to 20 Compare and order numbers 1-100 Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division</p>		<p align="center">Number: Multiplication and Division Statistics: interpret and construct simple graphs and charts Measurement: Standards units; Length & height Measurement: Standard units; Mass and Volume Temperature Geometry: Property of Shapes Number: Fractions</p>		<p align="center">Measurement: Time Year 2: Measurement: Length and Height Geometry: Position and Direction Measurement: Time Measurement: Mass, Capacity and Temperature Consolidation and Problem solving</p>	
Science	<p>Use of Everyday Materials (B)</p> <p>Identify and name a range of materials including wood, metal, plastic, glass, brick, rock, paper and cardboard. Know why a material might or might not be used for a specific job. Know how materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Animals: sensitive bodies (B) Seasonal Changes (ongoing) Autumn & Winter</p>	<p>Animals including humans: Comparing Animals (B)</p>	<p>Forces, Earth & Space: Seasonal changes (A) Seasonal Changes (ongoing) Spring</p>	<p>Living things and their habitats: Microhabitats (B)</p>	<p>Making connections (B) Seasonal Changes (ongoing) Summer Growing plants Review lessons on plants from Cycle A</p>
Religious Education	<p>Beliefs & Questions (Worldviews) What do different Jewish people believe about God?</p> <p>Belonging and believing My Jewish family</p>	<p>Beliefs & Questions (Christian Worldviews) How do Christians find out what God is like?</p> <p>Belonging and believing My Christian family</p>	<p>Reality and Truth (Worldviews) What are the best reasons for following a leader? Belonging and believing series e.g. My Baha family My Sikh family My Buddhist family</p>	<p>Community & identity (Christian Worldviews) Why do many Christians meet together regularly and what do they do? Belonging and believing My Christian family</p>	<p>Community & Identity (Worldviews) How and why is Shabbat important to some Jewish people in Britain?</p> <p>Belonging and believing My Jewish family</p>	<p>Reality & Truth (Christian Worldviews) What questions do stories in the Bible make us want to ask?</p>
History	<p>How did we learn how to fly? How transport has evolved through History.</p>	<p>How have toys changed? Then and now toys.</p>		<p>Significant individuals Neil Armstrong; Events beyond living memory, moon landing.</p>	<p>What is History? Rise of the seaside holiday Compare Victorian and today</p>	

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Geography	What is it like to live in Shanghai? Map skills to identify countries, continents and capital cities. Plan a journey using transport to get to them using directional vocabulary.		Would you prefer to live in a hot or cold place? Map skills to identify where different animals live, including outside Europe thinking about features of places and weather.		What can you see at the coast? Map skills to identify countries, continents, oceans, seas and capital cities. Map railway/road routes to the seaside	
Place Study	China		Tanzania/Kenya		UK- England.	
Sustainability	Our changing world!	Where does this come from?	Linking local wildlife The Journey Home by Frann Preston-Gannon Climate change/ice/environmental issues	Reusable rockets Electric vehicles World Wildlife Day 3 rd March	Clean oceans Plastics in the water system Mans impact on SeaLife	Pupil-initiated
Computing	Computing systems & networks What is a computer?	Programming Beebots	Creating media Stop motion	Skills showcase Rocket to the moon	Programming Algorithms & debugging	Data Handling Introduction to data
Online Safety	E-Safety: What happens when I post online?	E-Safety: How do I keep my details safe online?	E-Safety Internet Safety Week Safer Internet Centre	E-Safety: Is it my choice?	E-Safety: Is it all true?	E-Safety: Who should I ask?
Art and Design	Artist Focus: Map it out! Using techniques to work creatively with materials.	Artist Focus: Tell a Toy story! Toy story! Observational drawings of toys.	Formal elements of Art: Pattern, Texture and Tone Artist: Giuseppe Arcimboldo- animal portraits.	Artist Focus: Van Gogh A Starry Night Sculpture and 3D: Paper play Creating 3D shapes and structures using familiar materials	Landscapes using different media Theme: The Seaside	
Design and Technology	Mechanisms: Wheels and axles, Design a moving toy/vehicle.	Textiles: Designing and making puppets	Structures: Design and make a chair for Baby Bear	Mechanism: Making a moving alien monster Design and sew a rocket.	Food: a balanced diet. Design and make a picnic for a beach visit	
Music	Instruments – Musical storytelling	Musical Me - Pitch The Nutcracker	Call and response Theme: animals	Space – contrasting dynamics	Under the sea Musical Symbols	Seaside - Dynamics

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Music Listening	Vivaldi - Four Seasons Autumn Sherman: Chitty Chitty Bang Bang Beatles: Yellow submarine	The Nutcracker Tchaikovsky Faure - Berceuse from Dolly Suite Vivaldi - Four Seasons Winter	Coleridge-Taylor - Symphonic Variations on an African Air 1906 Colonel Hathi Elephant March from The Jungle Book John Barrie - Born Free /Out of Africa Zimmer: The Lion King	Holst – The Planets – Mars John Williams – ET theme Vivaldi - Four Seasons Spring Beethoven; Moonlight Sonata Debussy: Clair de Lune	Vaughan Williams - Fantasia on Sea songs Ethel Smyth - Overture from The Boatswain’s Mate Handel: Hornpipe Water Music	Vivaldi - Four Seasons Summer England – Folk songs – Greensleeves Brass Bands H Parry: Jerusalem
Physical Education	ABC skills Throwing & Catching Skip2Bfit Quidditch	Dance (Kapow) Ball skills Dodgeball	Gymnastics Basketball	Football Box2B fit	Mini Athletics Striking & Fielding	Multi-sports Pupil choice
PSHE/RSE Kapow Mixed 1 & 2 Cycle B	Family & relationships (Cycle B)	Citizenship (Cycle B)	Safety & the changing body (Cycle B)	Economic Wellbeing (cycle B)	Health & Wellbeing (cycle B)	Transition RSE week Christopher Winters Project
Diversity & Inclusion	See super 6 texts	See super 6 texts	See super 6 texts	See super 6 texts	See super 6 texts	See super 6 texts
Pupil Safety & Safeguarding	School safety Playground equipment safety Forest School safety Fire Safety		Pet & Animal safety Internet safety Week		Sun safety, applying cream/hats/skin cancer Water Safety & drowning Prevention Railway Safety	
Character Education & British Values	Caring Helpfulness Cooperation BV: Individual Liberty	Courage Kindness BV: Rule of Law	Cleanliness Fairness Friendliness BV: Democracy	Service Project Patience Respect BV: Mutual Respect	Courtesy Forgiveness Determination BV: Tolerance	Self-Discipline Gratitude Honesty BV: All 5
Wellbeing	Wellbeing Wednesday Discover: Perseverance	Take notice: Colour Expression	Wellbeing Wednesday Connect: Compliments	Give: Generosity	Wellbeing Wednesday Move: Nature Walk	Wellbeing Week Sports Day Healthy Eating
End of Topic Piece		Open classroom to show work around transport and toys.		Perform space music performance.		
Beyond the classroom; Suggested visits or visitors	Transport Museum. Place of worship	Visit to the Toy Museum	Zoo/ Eco Dragon farm.	Space Museum Planetarium	Beach Day!	Trip or visit related to pupil-initiated topic

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