



Curriculum Overview
Willow Class
Year 2025/2026

English	Traditional Tale - Little Red Riding Hood Information text: Seasons	Poetry-Firework night Narrative – The Way Back Home	Narrative – The Train Ride Poetry- When I Am By myself	Non-chronological report – First Book of Birds	Travel journal - On Safari Myth - Song of The Sea	Instructions – How to Grow a Unicorn
Maths	Number and place value – numbers to 10 Number and place value – part-whole within 10 Number – addition and subtraction within 10 Geometry – properties of shape Number and place value – numbers to 20		Number – addition and subtraction within 20 Number and place value – to 50 Measurement – length and height Measurement – weight and volume		Number – multiplication and division Number – fractions – halves and quarters Geometry – position and direction Number and place value – to 100 Measurement – time Measurement – money	
History	<u>Great Fire of London</u> Was the Great Fire of London a blessing or a curse?		<u>Significant individual- George Stephenson</u> Was George Stephenson all that significant?		<u>Victorian seaside (Local study)</u> Has Fleetwood always been a fishing port?	
Geography	<u>Local Area Study</u> (Integrates fieldwork)		<u>United Kingdom</u> (Fieldwork opportunity)		<u>Weather and Climate</u> (Fieldwork opportunity)	
Science	<u>Changing Seasons</u> <i>(Introduction as this will continue throughout the year in Forest School sessions)</i> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 	<u>Identifying Materials</u> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 	<u>Comparing Materials</u> <ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<u>Types of Animals</u> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores. 	<u>Parts of Animals</u> <ul style="list-style-type: none"> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<u>Plants</u> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.

Art	Skill: Painting Concept: Colour		Skill: Sculpture Concept: Shape		Skill: Drawing Concept: Pattern	
DT	<u>2D Structure & Mechanism</u> <u>Wheels and Axels</u> Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Children will create a pull along toy.		<u>Textiles</u> <u>Puppets</u> Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairy tale. Children work to develop their technical skills of cutting, gluing, stapling and pinning.		<u>Cooking and Nutrition</u> <u>Fruit and Vegetables</u> Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for.	
Computing	<u>Online Safety</u> Self-Image and Identity: I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. Project Evolve <u>Mouse/trackpad skills</u> (Lesson 1-3 only) Kapow	<u>Online Safety</u> Online Relationships: I can give examples of when I should ask permission to do something online and explain why this is important. Project Evolve	<u>Online Safety</u> Online reputation: I can recognise what information should not be put online without asking a trusted adult. Project Evolve <u>Algorithms Unplugged</u> (Lesson 1,2,4 & 5 only) Kapow	<u>Online Safety</u> Online Bullying: I can describe how to behave online in ways that do not upset others and can give examples. Project Evolve	<u>Online Safety</u> Privacy and Security: I can explain how passwords are used to protect information, accounts and devices. Project Evolve <u>Programming Bee-Bots</u> (Lesson 1,3,4 & 5 only) Kapow	<u>Online Safety</u> Health, Well Being and Lifestyle: I can explain rules to keep myself safe when using technology both in and beyond the home. Project Evolve <u>Digital Imagery (Lesson 1-3 only)</u> Kapow
PE	Baseline Unit Lost and Found Bouncing a ball Catching a ball Core task – Rolling equipment	FMS – underarm throw To develop an underarm throw with accuracy and develop simple tactics.	Gymnastics – core activities 1 To develop rolls, jumps and travels and combine these to perform a sequence.	FMS – Rolling a ball To roll different equipment with increasing accuracy and to develop simple tactics in games.	Games -striking & fielding To develop an overarm throw, striking a ball, catching and using simple tactics.	Athletics – To develop throwing, jumping and running skills.

PSHE	Core Value Lesson: Love Me and My Relationships	Core Value Lesson: Respect Valuing Difference	Core Value Lesson: Ambition Keeping Myself Safe	Core Value Lesson: Love Rights and Responsibilities	Core Value Lesson: Respect Being My Best	Core Value Lesson: Ambition Growing and Changing Road Safety
	Pol-Ed units: Why have different rules in different places?	Pol-Ed units: What is bullying?	Pol-Ed units: Who are my trusted adults?	Pol-Ed units: What is money? Harold's money		

	<p>Why we have classroom rules Link: Subjects Pol-Ed - A positive force in education How can I make friends? What if my friends are making me feel sad? Good friends Link: Subjects Pol-Ed - A positive force in education</p>	<p>Why is name calling unkind? Unkind, tease or bully? Link: Subjects Pol-Ed - A positive force in education</p>	<p>Who can help? Link: Subjects Pol-Ed - A positive force in education What is private information? Sharing pictures Link: Subjects Pol-Ed - A positive force in education</p>	<p>How should we look after money? Link: Subjects Pol-Ed - A positive force in education</p>		
Music	<p><u>Pulse and Rhythm</u> (My Favourite Things) Children explore keeping the pulse together through music and movement, by exploring their favourite things.</p>	<p>CHRISTMAS PRODUCTION</p>	<p><u>Tempo</u> (Snail and Mouse) Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</p>	<p><u>Dynamics</u> (Seaside) Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p>	<p><u>Sound Patterns</u> (Fairytales) Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</p>	<p><u>Pitch</u> (Superheroes) Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p>
French	<p><u>Back to Basics</u> <u>Speaking focus</u> *Greetings *Colours *Numbers</p>	<p><u>Transport</u> (Starting off) *I can name all seven places from the town in French with their correct article/determiner from memory.</p>	<p><u>Back to Basics</u> <u>Speaking focus</u> *Greetings *Colours *Numbers</p>	<p><u>Seasons</u> (KS1 Moving on) *I can name all four seasons in French from memory, with the correct article/determiner. *I can say a short phrase on each season from memory.</p>	<p><u>Back to Basics</u> <u>Speaking focus</u> *Greetings *Colours *Numbers</p>	<p><u>Shapes</u> (KS1 Moving up) *I can name and recognise all ten shapes presented from memory.</p>
Forest School	<p>Opportunities provided to:</p> <ul style="list-style-type: none"> • Observe seasonal changes in the weather. • Observe animals in their habitats over different seasons. • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees. 					

RE	<u>Islam</u> How might beliefs about creation affect the way people treat the world?	<u>Christianity-Jesus</u> Why is Jesus special to Christians?	<u>Hindu Dharma</u> What do Hindu's believe about God?	<u>Christianity-Church</u> How might some people show that they 'belong' to God?	<u>Judaism</u> Why might some people put their trust in God?	<u>Christianity-God</u> Why do Christians say that God is a 'father'?
PossibleTrips/ Experiences	Local area walk	Pantomime	Train station	Church	Fleetwood	Zoo or Farm