

Cirencester Primary School Curriculum Map – 2025-2026 – Year 1/2

Subject	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Class books linked to writing	Meercat Mail The Emperor's Egg The Ugly Five Monkey puzzle Journey Home Way home for Wolf	Rang-Tan in my bedroom Voices of the rainforest Where the forest meets the sea Dot in the snow The lights that dance in the night	The great fire of London Toby and the Great fire of London The hungry fire.	Frog Belly Rat Bone The tiny seed	Holi Hai The Jungle Bok	Captive Celt
Year group specific enhancement activities	Role play days - hot and cold Roaming reptiles 6 x 30 minute sessions		GFOL Production	Creating our own Frog belly rat bone	Walk around town Varanasi Enrichment Day	Roman Day Visit to Chedworth
English writing genres	Animal fact sheet Writing Postcard from hot and cold place - Meerkat Mail	Story writing Instructions (linked to DT)	Diary writing Fire of London Poetry	Book Review Descriptive writing	Descriptive writing? Non chronological report	Story writing Recount – shared write – Roman day. Independent write – school trip.
History coverage		<u>National Curriculum: changes within living memory.</u> Where appropriate, these should be used to reveal aspects of change in national life 1. Compare the present with the past 2. Compare daily life now and then 3. Learn about transport past and present 4. Learn about communication past and present 5. Learn about toys and books past and present 6. Learn about food past and present	<u>National Curriculum: events beyond living memory</u> that are significant nationally or globally for example, the Great Fire of London, (can refer to previous planning: see below) LP1: What was life like in London in the 1660s? LP2: How much of London burned when? (narrative)? LP3: Why did The Fire spread so quickly? LP4: What can diaries tell us about the Great Fire? LP5: What can paintings and objects tell us about the Great Fire? LP6: What mysteries about the Great Fire remain unsolved? LP7: How was London rebuilt?			<u>National Curriculum: significant historical events, people and places in their own locality.</u> (can refer to previous planning: see below) L1: What was life like in the Roman period? L2: What did Roman Cirencester look like? L3: What would have happened in the amphitheatre? L4: What would have happened at the baths? L5: What would children have done in Roman Cirencester?
Geography coverage	<u>National Curriculum : physical geography</u> 1.The equator and cold places 2.The equator and hot places 3. Living in a cold place 4.Living in a hot place (desert and rainforest)		<u>National Curriculum: Geographical Skills</u> (can refer to previous planning: see below) I1: How are objects and places represented on a map (linked to GFOL)		<u>National Curriculum:</u> Geography: Local Study: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (can refer to previous planning: see below)	

	use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		I2: How can we use a map or plan to give directions?		What can we find out about Cirencester? L1: What is the area around our school like? L2: What sort of homes are there in Cirencester today? L3: What buildings are there in the town centre today? L4: How do people use different areas of Cirencester today? Geography: Contrasting Local Study Comparing to Varanasi I1: Where is India and Varanasi? I2: How do people in Varanasi use their river? I3: What is transport like in Varanasi? I4: What foods do people eat in Varanasi? I5: What are houses like in Varanasi? I7: How are seasons different in Varanasi and Cirencester?	
Science coverage	Living things and their habitats (Y2)	Living things and their habitats – Habitats from around the world (Y2)	Seasonal changes (Y1)	Plants (Y1)	Animals including humans 2 – All about animals (Y1)	Uses of everyday materials (Y2)
	<ol style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify and name a variety of plants and animals in a microhabitat. Design a suitable microhabitat where living things could survive. Find out what animals eat to survive in their habitats. Understand a food chain. Understand the journey food makes from the farm to the supermarket 	<ol style="list-style-type: none"> Learn about habitats. Appreciate that environments are constantly changing. Explore the rainforest and its problems. Discover the Arctic and Antarctic habitat. Describe life in the ocean. Create a model of a habitat 	<p>L1 Understand there are four seasons.</p> <p>L2 Understand the changes that take place in autumn.</p> <p>L3 Understand the changes that take place in winter.</p> <p>L4 Understand the changes that take place in spring.</p> <p>L5 Understand the changes that take place in summer.</p> <p>L6 Investigate how you can measure rainfall.</p>	<ol style="list-style-type: none"> Understand that seeds grow into plants. Identify the basic parts of a plant and tree. Understand that different plants can grow in the same environment. Know the difference between deciduous and evergreen trees. Know that fruit, trees and vegetables are varieties of plants. Record the growth of a plant 	<p>Discover animal families.</p> <p>Learn about the differences between mammals and birds.</p> <p>Learn about the differences between amphibians, reptiles and fish.</p> <p>Discover the types of food living things eat.</p> <p>Explore the difference between wild animals and pets.</p> <p>Explain the characteristics of an animal.</p>	<p>Identify different materials and their uses.</p> <p>Understand how to select the right materials to build a bridge.</p> <p>Explore and test the stretchiness of materials.</p> <p>Understand that materials can change their shape by twisting, bending, squashing or stretching.</p> <p>Find out about Charles Macintosh and explore how different materials are suitable for different purposes.</p> <p>Discover which materials change shape when making a road with John McAdam.</p>
Computing coverage	<p>Project Evolve – Self image and identity Lesson</p> <p>Computing systems and networks</p> <p>L1: What is IT?</p> <p>L2: IT in school</p> <p>L3: IT in the world</p> <p>L4: The benefits of IT</p> <p>L5: Using IT safely</p>	<p>Programming A- Moving a robot</p> <p>L1: buttons</p> <p>L2: directions</p> <p>L3: forwards and backwards</p> <p>L4: four directions</p> <p>L5: getting there</p> <p>L6: routes</p>	<p>Project Evolve- I can explain rules to keep myself safe online? Health, wellbeing and lifestyle.</p> <p>Data and information – Pictograms</p> <p>L1: How do I create a tally chart?</p>	<p>Creating media – Photography - End Product- Take photos of different plants/flowers found around school- edit them.</p> <p>L1: How do I take a photograph?</p> <p>L2: What choices do I have when taking a photograph?</p> <p>L3: What makes a good photograph?</p>	<p>Project Evolve</p> <p>How should I not behave online?</p> <p>Online bullying</p> <p>Programming B- Programming animations</p> <p>L1: comparing tools</p> <p>L2: joining blocks</p> <p>L3: make a change</p> <p>L4: adding sprites</p>	<p>Creating media – Digital writing</p> <p>L1: What can I see on a keyboard?</p> <p>L2: How do I add and remove text?</p> <p>L3: What do the different tools do?</p> <p>L4: How do I make changes to what I have written?</p> <p>L5: Why have I made changes?</p>

	L6: Using IT in different ways		L2: What is a pictogram? L3: How do I create a pictogram? L4: What is an attribute? L5: How can I compare people? L6: How do we present information?	L4: How can I improve my photograph? L5: How can I edit a photography? L6: Is it real?	L5: project design L6: following my design	
Music coverage	Music theory: IRD's L1: What instruments do we know the name of ? L2: What is meant by the term dynamics? L3: What is the meaning of pitch? L4: What is meant by the terms pulse and tempo? (2 sessions?) L5: What is meant by the term rhythm? L6: What is meant by the musical term duration? L7: How can we play instruments and change pitch, dynamics, pulse, tempo? (this will be taught alongside each of the above)	Composition: Story telling L1: What sound effects can we use to accompany a story? L2: What influences our choice of instruments in storytelling?	Singing & performing L1: What sounds can we make with our voices? L2: How can we use our voices expressively and creatively? L3: What skills does a performer need? L4: What makes a good performance?	Composition: Feelings L1: What music makes me feel happy? L2: How does music create a calming effect on our feelings? L3: What 3 notes can we make a melody with? L4: How can we play instruments to a create calm or happy feeling? L5: How can we use symbols to record our musical ideas?	Composers L1: Who are famous local composers? L2: How do composers compare to composers and popular musicians today? L3: Who is Holst and what music has he composed? L4: What IRD's can we hear in compositions by Holst?	Live and Recorded Music L1: What is live music? L2: What is recorded music? L3: What similarities are there between live and recorded music? L4: What differences are there between live and recorded music?
Art coverage	National curriculum: to use a range of materials creatively to use drawing, to develop ideas. to develop a wide range of art and design techniques- line to learn about about the work of a range of artists. <u>Optional planning – (you do not have to follow this planning, please feel free to amend and adapt)</u> Explore what a line is and how many different types of lines we can draw. Explore artists work created using different types of line. Vincent Van Gogh, Bridget Riley, Piet Mondrian, Paul Klee	National curriculum: to use a range of materials creatively to develop a wide range of art and design techniques in using colour, pattern, shape, form and space to learn about the work of a range of artists, and designers, <u>Optional planning – (you do not have to follow this planning, please feel free to amend and adapt)</u> Use collage to explore shape, colour and composition. Explore collage artists work: Claire Harrup and Eric Carle	National curriculum: to use a range of materials creatively to use drawing to develop imagination to develop a wide range of art and design techniques in using colour, line, shape, form and space to learn about the work of a range of artists- the differences and similarities between different practices, and making links to their own work. <u>Optional planning – (you do not have to follow this planning, please feel free to amend and adapt)</u> 3 sessions: L1 Drawing spiral shapes L2 Drawing circle shapes L3 Create a spiral using different media (link to fire) Explore and contrast artists work Molly Haslund and Henri Matisse	National curriculum: to develop a wide range of art and design techniques in using colour. <u>Optional planning – (you do not have to follow this planning, please feel free to amend and adapt)</u> 1. Explore primary and secondary colours and colour mixing. 2. Target colour painting	National curriculum: to use a range of materials creatively to use painting to develop and share their ideas. to develop a wide range of art and design techniques in shape, form and space to learn about the work of a range of artists, and making links to their own work. <u>Optional planning – (you do not have to follow this planning, please feel free to amend and adapt)</u> Exploring still life. Creating a still life based on shapes. Explore artists work Georges Braque Guitar, jar and fruit. Observational drawing in paint or ink.	National curriculum: to use a range of materials creatively to design and make products to use sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques - form and space <u>Optional planning – (you do not have to follow this planning, please feel free to amend and adapt)</u> Clay Use slabbing to create a clay door.

	<p>Explore line making.</p> <p>Create observational drawings</p>		<p>Mark making exercises – spirals Drawing spirals <i>Create a spiral "Snail Drawing", using chalk and oil pastels</i></p>			
DT coverage	<p><u>National curriculum: Cooking and nutrition</u></p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>(can refer to previous planning: see below)</p> <p>What food do we eat which is healthy and what food do we eat which is unhealthy?</p> <p>What steps do we need to follow when preparing food? (food hygiene)</p> <p>How do we prepare a healthy fruit tart? (cutting, peeling, grating – no heat) making pastry, making the custard – either using eggs and cream or using birds custard. Using fruits from around the world</p> <p>What can we say about our finished product? (evaluating verbally and using simple sentences to convey their thoughts and making judgements - can be videoed)</p> <p>Fruit tasting</p>			<p>Textiles: Frog Belly Sock puppets</p> <p>L1: What is a product?</p> <p>L2: How does a (whatever you will be making) work as a product?</p> <p>L1 and L2 can be combined</p> <p>L3: What products do customers want today?</p> <p>L4: Where might we find the product and how is it sold?</p> <p>L5: How are products designed?</p> <p>L6: How do I feel about repurposing materials?</p> <p>Possibly combine L5 and L6</p> <p>L7: What materials and tools are needed for the product?</p> <p>L8: What is a running stitch and how does it join two pieces of material together</p> <p>L9: How can I join and assemble my product?</p> <p>L7-9 can all be competed together</p> <p>L10: What can we say about our finished product?</p>		<p><u>National curriculum: Technical knowledge</u></p> <p>(can refer to previous planning: see below)</p> <p>Axles and Wheels: Roman cart</p> <p>L1: How do objects with wheels move? (Research of current products)</p> <p>L2: What is an axel? (technical vocabulary)</p> <p>L3: How can ideas be expressed through drawing and simple annotations? (Communicating ideas)</p> <p>L4: What materials are needed for the product? (choosing suitable tools and materials)</p> <p>L5: Why are certain materials and tools needed? (choosing suitable tools and materials)</p> <p>L6: How can we use templates to develop ideas? (applying practical skills, using templates)</p> <p>L7: How can I measure mark and cut each part accurately and safely? (applying practical skills)</p> <p>L8: How can I join an axel to a wheel securely? (joining and assembly two parts)</p> <p>L9: How are products evaluated against the design ideas? (Referring to planning and evaluating)</p> <p>L10: How can designs be improved? (Referring to planning and evaluating)</p>

<p>World Views</p> <p>Units decided for each half term</p> <p>I will be amending these learning points/questions further to match new unit overviews for clarity, however, wanted to get in the information for you before your meeting</p>	<p>What do Christians believe God is like?</p> <ol style="list-style-type: none"> 1. What can we say many Christians believe about God? 2. What can we find out about the Christian story of the lost son? 3. What might the lost son show many Christians about God? 4. What might a different story show many Christians about God? 5. What might many Christians do because of their belief in God? 6. How might many Christians treat others because of what they believe God is like? 	<p>Why does Christmas matter to Christians?</p> <p><i>Review and Connect: Christians- belief in God</i> <i>What do Christians believe God is like? Creator, shows the way, love, forgiveness.</i> <i>Bible story- birth of Jesus</i> <i>Who else celebrates Christmas? Why might it be different for them? What message might religious/non-religious people take from Christmas? Togetherness</i></p> <ol style="list-style-type: none"> 1. What does the nativity story show Christians about Jesus? 2. How might Christians celebrate Christmas? 3. How might Christians in Gloucestershire celebrate Christmas? 4. How is Christmas celebrated around the World? 5. Is Christmas only for Christians or is it for everyone? 	<p>Who is Muslim and how might they live?</p> <p>Introduction to Islam</p> <p>L1 Who is a Muslim and what might they believe?</p> <p>L2 Who is Allah?</p> <p>L3 What is the Qur'an and why is it important to Muslims?</p> <p>L4 What types of stories can be found in the Qur'an?</p> <p>L5 What happens in a mosque?</p>	<p>1.5 What is it like to be brought up in a Hindu home in the UK today? A c e h</p> <p>L1: What might we find in a Hindu home?</p> <p>L2: What can we find out about puja in a Hindu home?</p> <p>L3: What are deities and why are they important for puja?</p> <p>L4: Which ceremonies about family might we see in Hindu homes? Baby ceremonies</p> <p>L5: Which family ceremonies might we see in Hindu homes? Sibling ceremonies</p> <p>L6: What have we found out about life in a Hindu home in the UK?</p>	<p>Who is Hindu and how might they live?</p> <p>Introduction to Hinduism:</p>	<p>Stories with a message (from different faiths)</p> <p>Beginning to understand stories with a meaning</p> <p>Introduction to simple stories from different faiths/worldviews</p>
<p>Life Skills.</p>	<p>Relationships 1</p> <p>Who is special to me? (Friends and family)</p> <p>How can we be the same and different?</p> <p>What makes a good friend? (how can we show we care-linked to what our families can show us/helping others who are hurt etc)</p> <p>What makes a great team? (working together, caring, polite listening and speaking-oracy skills, taking turns, sharing, showing respect in lessons and playground)</p> <p>Computing crossover: Project Evolve – Self-image and identity Lesson</p>	<p>Relationships 2</p> <ol style="list-style-type: none"> 1. How can we solve an argument? 2. Who can help me if I'm lonely or unhappy? 3. What is hurtful behaviour? (how can other people's behaviour make us feel?) 4. What is pressure? (from friends) 5. When are secrets ok and not ok? <p>Nspcc Pants rule</p>	<p>Living in the Wider World 1</p> <p>L1: What makes a community?</p> <p>L2: How can we work together to look after people in our school community? (jobs within our community, our responsibilities, helping people who are hurt...)</p> <p>L3: What rules do we follow in our community?</p> <p>L4: How can we get on the internet and why might we use it?</p> <p>L5: Is everything on the internet always true? Fact and fiction (basic introduction)</p> <p>Project Evolve- Can I explain rules to keep myself safe online? (confirming how much these overlap or if the PSHE leads into the computing as intended)</p>	<p>Living in the Wider World 2</p> <ol style="list-style-type: none"> 1. What is money? Start with PSHE Money play, identifying money, discuss what we might use money for (based on their experiences) 2. How can we keep money safe? 3. How do grown ups earn money? 4. What is the difference between a want and a need? 	<p>Health and Wellbeing</p> <p>What is physical health and what is mental health? Basic introduction-sorting activities that can help keep our bodies and minds healthy e.g. exercise, exercise through play, good sleep, reading a book...</p> <p>Why do we need sleep?</p> <p>What is medicine for?</p> <p>How can I look after my teeth?</p> <p>Routines</p> <p>What are feelings? What can I do if I'm feeling low?</p>	<p>SRE</p> <p>Year 1 only</p> <p>What makes me unique?</p> <p>Whilst</p> <p>Year 2 only</p> <p>How do we change as we grow?</p> <p>What are the correct names for my body parts?</p> <p>Year 1 and 2</p> <p>What rules should I follow to help me to stay safe out and about? (holding hands to cross the road, using crossings, sun safety, dressing for the weather)</p> <p>What rules should I follow to help me to stay safe in my home?</p> <p>How can I get help in an emergency?</p>
<p>PE coverage (discrete)</p>	<p>Gymnastics</p> <p>Piggy in the Middle</p>	<p>Gymnastics</p> <p>Honey Pot</p>	<p>Dance</p> <p>Wallgames</p>	<p>Dance</p> <p>Quicksticks</p>	<p>Athletics</p> <p>Striking and Fielding</p>	<p>Athletics</p> <p>Striking and Fielding</p>
<p>French</p>	<p>Activities</p>		<p>Instruments</p>		<p>Food and shopping</p>	

