



Curriculum Plan Eastgate (Year 1 and 2) Autumn 2025-2026



	Week 1 3.9.25	Week 2 8.9.25	Week 3 15.9.25	Week 4 22.9.25	Week 5 29.9.25	Week 6 6.10.25	Week 7 13.10.25	Week 8 20.10.25
Curriculum Focus Area	<i>A focus on Science, Design Technology, Geography and Computing</i> <i>Pupils will study the human body, learn about the importance of diet, exercise and nutrition, whilst exploring where their food comes from and the impact of food miles on the Earth.</i>							
Events	1-2.9.25 inset			Year 5/6 Residential		10.10.23 Mental Health Day	Recycle Week	INSET Day 24 th
				Black History Month				
Jigsaw Being Me, In My World Year 1		LO: To explain how I am safe and special in my class	LO: To understand the rights and responsibilities as a member of my class LO: to know that I belong to my class	LO: To understand the rights and responsibilities of being a member of my class LO to know how to make my class a safe place for everybody to learn	LO: To know my views are valued and can contribute to the Learning Charter LO: to recognise how it feels to be proud of an achievement	LO: To recognise the choices I make and understand the consequences LO: to recognise the range of feelings when I face certain consequences	LO: To understand my rights and responsibilities within our Learning Charter LO: to understand my choices in following the Learning Charter	Catch up
Year 2		LO: To identify some of my hopes and fears for this year LO: to recognise when I feel worried and know who to ask for help	LO: To understand the rights and responsibilities for being a member of my class and school LO: to recognise when I feel worried and know who to ask for help.	LO: To understand the rights and responsibilities for being a member of my class LO: to help to make my class a safe and fair place	LO: To listen to other people and contribute my own ideas about rewards and consequences LO: to help make my class a safe and fair place	LO: To understand how following the Learning Charter will help me and others learn LO: to be able to work cooperatively	LO: To understand how following the Learning Charter will help me and others learn LO: to choose to follow the Learning Charter	Catch up
Value	Generosity							
R.E. Yr1 1.10 What does it mean to belong to a faith community?		LO: To understand that it is important to care for others when we belong to a community.	LO: To explain how a Muslim baby is welcomed into the community	LO: To name important symbols in a Christian welcoming ceremony.	LO: To explain what Jesus taught about loving other people.	LO: To give examples of how people belong to communities.	Harvest	Harvest
Yr2 1.6 Who is a Muslim and how do they live?		LO: To recognise the word Shahadah	LO: To identify some of the key Muslim beliefs about God	LO: To give examples of how stories about the Prophet show what Muslims believe about Muhammad	LO: To give examples of how Muslims put their beliefs about prayer into action	LO: To make connections about what they have learnt and how it can help them	Harvest	Harvest
Literacy								
Year 1		Early Literacy skills- You Choose	Writing Narrative- Supertato		Narrative- We're Going on a Bear Hunt			
Year 2		Narrative – The Magic Porridge Pot		Fact File – Rosa Parks		Narrative – The Storm Whale		
Maths Yr 1		1: Numbers to 10 •Represent, compare and explore numbers within 10 •One more and one less •Doubling and halving		1: Addition and Subtraction within 10 •Represent and explain addition and subtraction •Commutativity •Addition and subtraction facts		1: Shape and Patterns •Identify, describe, sort and classify 2-D and 3-D shapes •Investigate repeating patterns •Use and follow instructional and positional language		
Yr 2		2: Numbers within 100 •Read, write, represent,		2: Addition and Subtraction of 2 digit numbers •Apply number bonds to		2: Addition and Subtraction problems •Introduction to bar		



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		partition, compare and order numbers to 100 •Explore patterns including, odds and evens, tens and ones		add and subtract •Represent and explain addition and subtraction of two 2-digit numbers. •Add three 1-digit numbers		models as a representation •Create, label and sketch bar models			
Continuous Provision		Shape, representing numbers, word problems, phonics, blending, HF and alien words.							
PE		Gymnastics	Gymnastics	Gymnastics	Dance	Dance	Dance		
Year 1		Explore movement and balance using 'big and small body parts'	Explore movements and balances on the floor and apparatus, using combinations of the following words: big and small, narrow and wide, curled	Create and adapt a mini sequence	Create a range of controlled movements that represent a superhero	Extend their creativity as superheroes and explore movements that represent a superhero rescuing/saving someone Explore movements to represent a villain	Respond and make movements that represent a real life hero.		
Year 2		Dance Respond to the stimulus using a range of different movements Gymnastics Linking movements	Dance Develop character work, adding movements, expression and emotion. Gymnastics Linking movements on apparatus	Dance Develop character work, adding movements, expression and emotion. Gymnastics Explore different ways to perform the sequence, jump, roll, balance	Dance To explore a variety of movements in a character with a partner. Gymnastics Explore different ways to perform the sequence, jump, roll, balance on apparatus	Dance Extending a sequences Gymnastics Create own sequence	Dance Performing a sequence Gymnastics Perform own sequence	Review	
Music Pathway 4: Performance (through contemporary song)	Perform in unison and have fun with a range of songs, rhymes and chants using their voice to speak, sing and chant.	Keep up with the pulse when performing songs with others following the melody.	Begin to increase and decrease tempo with their singing following a leader and keeping in time.	Experiment with real/created instruments, exploring a range and sequence of sounds produced.	Copy more complex copycat rhythms.	Conduct a group or class using hands and feet with basic actions, maintaining pulse.	Accompany song using tuned (C) and untuned percussion. Perform their compositions and song to others as a solo, in a duet or ensemble.	Talk about how it feels to perform music with an accompaniment and with others.	
Geography	To identify different types of weather.	L1:To know the different seasons and to understand why we have them.			Trade L1				



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		<p>L2: To understand how the weather affects us.</p> <p>L3; To use thermometers and rain gauges to measure and map the weather in the school grounds.</p>			<p>To begin to understand where my food comes from (i.e. food that comes from the land, from animals, from another country)</p> <p>L2 To know that food travels from different countries, and can be grown in the UK – discuss which is better for the environment</p> <p>Use food labels to identify where food comes from and find them on map</p>			
DT						<p>L1; To understand the difference between healthy and non-healthy foods.</p>	<p>L1: To use the Eat Well plate to understand healthy portion sizes.</p> <p>To begin to understand the role of food for growth and development.</p> <p>L2: To be introduced to different food groups for appearance, feel, smell and taste.</p> <p>L2: To understand basic kitchen and hand hygiene and know kitchen safety rules.</p> <p>To be introduced to basic kitchen skills under supervision: grating, mixing, crushing, spreading, chopping soft food into large dice and Batonnet</p>	



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Science			<p>L1: To understand that although humans all look different they have the same body parts.</p> <p>To understand that the nose, eyes, ears, mouth and skin are linked to the five senses <i>nose-smell, eyes-sight, hands-touch, ears-hearing, tongue-taste</i>)</p> <p>L2 To understand that the body changes as humans get older</p> <p>L3 To understand why humans have teeth - <i>To begin to understand the journey of food through the body (in mouth, chew, swallow, stomach/tummy, poo).</i></p>	<p>L4 To know how to keep teeth clean, including through experimenting what happens to teeth when they are not kept clean.</p>				
Programming (including algorithms)				<p>L1 To begin to explain what an algorithm can do and why they are used To understand that an algorithm is a sequence of commands To begin to describe an algorithm to complete a simple task</p> <p>L2 To begin to explore outcomes (what happens when...) when commands are</p>	<p>To understand what algorithms are, how they are implemented as programmes on digital devices and that programs execute by following precise and unambiguous instructions</p> <p>To combine 3 commands to follow a route, controlling a range of electronic toys i.e. electric cars, bee bots</p>	<p>To begin to write a 3 step algorithm to complete a simple task</p> <p>To begin to understand that correcting errors is called debugging a program</p> <p>To create and debug simple programs</p>		



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				given in different orders	To use a programme to solve a simple problem (use of bee-bots)			
History – Time Travellers								
Year 1								The Great Fire of London
Year 2								Titanic