



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



	Week 1 3.11.25	Week 2 10.11.25	Week 3 17.11.25	Week 4 24.11.25	Week 5 1.12.25	Week 6 8.12.25	Week 7 15.12.25	
<b>Curriculum Focus Area</b>	<b>Shaping the World: Places, People, and Power.</b>							Christmas RE Focus
<b>School Events</b>	Bonfire Night	Children in Need Remembrance						
<b>PSHE - Jigsaw</b> Celebrating Difference <b>Year 1</b>	Discussion and understanding of identity, who am I?  To know that identify means 'me'	LO: to Know that people have differences and similarities	LO: to understand that they are different from each other.	LO: to understand that they are different from each other.	LO: to know who to tell if someone is being bullied or is unhappy.	LO: to know how to make friends.	LO: to know that it is ok to be different (unique)	
<b>Year 2</b>	To know and celebrate what makes me 'me'  To know and understand what makes me different  To know and understand what makes me and my family heritage great  To be aware of differences between mixed race families  Understanding emotions: anger	LO: to understand and accept that everyone is Different - Boys and Girls.  Understanding emotions: calm	LO: to understand that sometimes people make assumptions about boys and girls  Understanding emotions: fear	LO: to understand that bullying can happen because of differences.  Understanding emotions: confusion	LO: to understand what to do to solve problems and look after myself and others  Understanding emotions: focus	LO: to understand that it is OK to be different.  Understanding emotions: happiness	To know how to give and receive compliments-	
<b>Value -</b>								
<b>R.E. Yr1</b> 1.2 Why does Christmas matter to Christians & how do people celebrate it?	LO: to understand what a parable is and give an example	LO : to understand how Christians can show their beliefs	LO : to be able to give an example of Christian beliefs.	LO: to understand that they are different from each other.	LO : to explain that everyone can learn from the parables	LO : to explain that everyone can learn from the parables		
<b>Yr2</b> What is it like to be brought up in a Jewish home in the UK today?	LO: What might we find out about living in a Jewish home from looking at photos?	LO: How might Jewish people mark a day of rest?	LO : What might happen in a Jewish home on Shabbat?	LO: What can we find out from pictures and interviews about how many Jewish people show care for others?	LO : What is the story of Chanukah and what can we find out about how Jewish people remember it?	LO: What might be an important message from the Chanukah story for many Jewish people?		
<b>Literacy Yr1</b>	Non-fiction- instructions- The Disgusting Sandwich (2 weeks)		Poetry- List (2 weeks)		Narrative- Stick man (3 weeks)			
<b>VGP</b>	Separation of words with spaces.		Beginning to punctuate sentences with a capital	Sequencing sentences to form short narratives.				



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		letter (handwriting – formation focus)					
<b>Literacy Yr2</b>	Instructions: How to make Banana cookies  (2 weeks)	Character description: The Twits  (3 weeks)		Poetry: Christmas acrostic poems  (2 weeks)			
<b>VGP</b>	How grammar indicates a statement, question or command	Formation of adjectives using suffixes –ful, -less	Subordination and co-ordination Understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.				
<b>Maths Yr 1</b>	<b>Addition and Subtraction</b> Part-whole model Write number sentences Fact families – addition facts Number bonds within 10 Addition – add together Addition – add more Addition problems	<b>Addition and Subtraction</b> Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away/cross out Subtraction – take away Subtraction on a number line Add or subtract 1 or 2		1: Consolidation- Place value up to 20  Count within 20: Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20		Christmas Activities	
<b>Yr 2</b>	<b>Measure Length</b> Measure in cms Measure in ms Compare length and height Order length and height	<b>Multiplication and Division</b>  Equal and unequal groups Introducing the multiplication symbol Arrays Grouping Sharing 2 times tables and dividing by 2 5 times tables and dividing by 5 2 times tables and dividing by 10 Doubling and halving		Consolidation			
<b>PE</b>	Teamwork						
	Introducing team work: Inclusion	Develop teamwork	Building trust and developing communication	Cooperation and communication	Explore simple strategies	Consolidation	
<b>Music</b> Pathway 1: Listening & Responding (through art and musical analysis)		Recognise that the speed of a beat can change and be able to describe tempo as fast or slow.	Describe the dynamics as loud or quiet and identify crescendos/diminuendos.	Perform short copycat rhythm patterns accurately led by the teacher and other students.	Perform short copycat rhythm patterns accurately led by the teacher and other students.	Begin to recognise some instruments they can hear such as drums, piano, strings and brass.	Draw and imagine pictures when listening to more complex music, responding to how it makes them feel.
<b>Geography</b>		To recognise and name the continents  To recognise and name the-oceans of the world	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Find out about the climate in Jamaica – how does the climate affect life there? Link to UK weather observations.	Key human and physical features of Jamaica – use aerial photographs and satellite images	Kingston – Human features – compare to the human features of the settlement I live in.	Plan a holiday to Jamaica – what would you pack? What would you like to do there?



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			Locate the Caribbean and Jamaica				
<b>History</b>	The Gunpowder Plot To be able to retell the story of the Gun Powder Plot and understand why we celebrate Bonfire Night.					To understand who Emily Davison was and why she is a significant individual.	
<b>Computing E-safety</b>	<b>Online Reputation</b>	<b>Online Reputation</b>	<b>Self Image and identity</b>	<b>Self Image and Identity</b>	<b>Online bullying</b>	<b>Online Relationships</b>	