## CROCKHAM HILL PRIMARY SCHOOL CURRICULUM OVERVIEW TERM 1 (2025-26) Year Group:1/2

| Week                   | Week 1  | Week 2   | Week 3   | Week 4  | Week 5   | Week 6  | Week 7  | Week 8   |
|------------------------|---|--|--|---|--|---|---|--|
| Week<br>Beginning      | 27/10/25  | 3/11/25  | 10/11/25   | 17/11/25  | 24/11/25   | 1/12/25   | 8/12/27   | 15/12/25   |
| Notable<br>Dates/Trips | 27- Enrichment Day  |  | 14- Children in<br>Need  |   |  | 1- Christmas Tree<br>Dressing<br>5- Own clothes day   | 10- Nativity<br>Performance<br>11- Disco                                      | 18- Christmas Lunch<br>19- Church Service        |
| English                | Walter Tull and<br>the Missing<br>Football  | Bonfire Night<br>Poetry  | Orion and the<br>Dark  | Orion and the<br>Dark   | The Emperor's<br>Egg   | The Emperor's<br>Egg  | The Emperor's<br>Egg  | Christmas<br>Activities                          |
| Phonics<br>(Y1)        | /ur/ ir bird /igh/ ie<br>pie /oo/ /yoo/ ue<br>blue rescue /yoo/<br>u unicorn                        | /oa/ o go /igh/ i<br>tiger /ai/ a<br>paper /ee/ e he                                 | /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute | /ee/ e-e these<br>/oo/ /yoo/ ew<br>chew new /ee/<br>ie shield /or/ aw<br>claw | 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 | Consolidation   | Assessments   | Consolidation                                    |
| Spellings<br>(Y2)      | Phase 5 Review/<br>Bridge to Spelling   | Phase 5 Review/<br>Bridge to<br>Spelling   | Phase 5 Review/<br>Bridge to Spelling                                | Phase 5 Review/<br>Bridge to Spelling   | Phase 5 Review/<br>Bridge to Spelling  | Phase 5 Review/<br>Bridge to Spelling   | Phase 5 Review/<br>Bridge to Spelling   | Phase 5 Review/<br>Bridge to Spelling            |
| Guided<br>Reading      | Tri- weekly<br>reading groups<br>(Little Wandle)  | Tri- weekly reading groups (Little Wandle)   | Tri- weekly<br>reading groups<br>(Little Wandle)                     | Tri- weekly<br>reading groups<br>(Little Wandle)                              | Tri- weekly<br>reading groups<br>(Little Wandle)   | Tri- weekly reading groups (Little Wandle)  | Assessments   | Tri- weekly<br>reading groups<br>(Little Wandle) |
| Mathematics<br>(WRM)   | Addition and subtraction within 20  | Addition and subtraction within 20   | Place Value<br>within 100  | Place Value<br>within 100   | Place Value<br>within 100  | Place Value<br>within 100   | Place Value<br>within 100   | Shape  |
| Maths Fluency          | Composition   | Composition  | Counting,<br>ordinality and<br>cardinality                           | Number facts<br>and arithmetic  | Composition  | Number facts<br>and arithmetic  | Number facts<br>and arithmetic  | Consolidation                                    |
| Science                | Seasonal<br>Changes   | What plants do<br>we know and<br>where can we<br>find them?                          | What part pf a plant is underground?                                 | Can we use a flower to name a plant?  | Are all tree trunks<br>the same?   | What are the leaves like on different trees?  | Revisit and assess<br>the substantive<br>knowledge from<br>previous sessions. | Consolidation                                    |
| RE                     | What do Christian,<br>Jewish and non-<br>religious people<br>believe about<br>caring for<br>people? | What do Christian, Jewish and non- religious people believe about caring for people? | What do Jewish<br>people believe<br>about caring for<br>people?      | What do Jewish<br>people believe<br>about caring for<br>people?               | What do Christians and Jewish people believe about the beginning of the world and how do they      | What do Christians and Jewish people believe about the beginning of the world and how do they | Consolidation<br>lesson   | Christmas<br>Activities                          |

|                       |   |  |  |  | think people<br>should treat the<br>world?   | think people<br>should treat the<br>world?   |  |  |
|-----------------------|---|--|--|--|--|--|--|--|
| History/<br>Geography | N/A   | Where in the<br>world am I?  | What are the seven continents?   | What are the five oceans of the world?   | Where are the continents in relation to each other?  | What is a continent like?  | What have I<br>learned about<br>the world?   | Consolidation<br>lesson  |
| Art/ DT               | N/A   | Exploring cards with a moving part   | What is a lever?   | What is a slider?  | How can I use<br>these in my<br>Christmas card?  | Designing cards  | Making cards   | Evaluating Cards   |
| Computing             | What are the rules of taking a photograph?  | How do we take<br>a photograph?  | What is the difference between portrait and landscape?   | What takes a<br>good<br>photograph?  | What impact does lighting have on a photograph?  | What effects can<br>be put onto a<br>photograph?   | Are these photos<br>real or fake?<br>Why?  | Consolidation lesson   |
| PE                    | Kick with control and accuracy.  Create basic shapes with the body with some control. | Perform underarm and overarm throwing with control.  Perform low level shapes with some precision- pike, tuck, straddle. | Complete and perform net type activities with control.  Model linking and mirroring of low-level shapes. | Send and receive a ball using a tennis racket with control.  Explore medium level shapes with linking, mirroring and balances. | Demonstrate a range of striking and gathering skills.  Compare and contrast low and medium level shapes with confidence. | Put striking and gathering skills into small sided games.  Jump and land safely using apparatus. | Put striking and gathering skills into small sided games.  Create and perform a routine. | Put striking and gathering skills into small sided games.  Create and perform a routine. |
| Music                 | Charanga -<br>Rhythm in the<br>way we walk/<br>Banana Rap                             | Charanga -<br>Rhythm in the<br>way we walk/<br>Banana Rap  | Charanga -<br>Rhythm in the<br>way we walk/<br>Banana Rap  | Nativity Songs   | Nativity Songs   | Nativity Songs   | Nativity Songs   | Christmas<br>Activities  |
| RSHE                  | Transition<br>Activities  | Zones of<br>Regulation<br>Recap  | Health and<br>Wellbeing  | Health and<br>Wellbeing  | Health and<br>Wellbeing  | Health and<br>Wellbeing  | Health and<br>Wellbeing  | Health and<br>Wellbeing  |