

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 |
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| Week Beginning | 1/9/25 | 8/9/25 | 15/9/25 | 22/9/25 | 29/9/25 | 6/10/25 | 13/10/25 |
| Notable Dates/Trips | 1& 2- INSET 3- Enrichment Day | 11- Meet the Teacher | | 26- Harvest Service | | | 14 &15- Parents Evenings |
| English | How to Babysit Grandad by Jean Reagan and Lee Wildish Artwork Personal Reflections | How to Babysit Grandad by Jean Reagan and Lee Wildish Instructions | Fairy Tales- What is a fairy tale? Reading a range of traditional fairy tales. | Fairy Tales- Writing our own stories. | The Lone Wolf by Mini Grey Poetry | The Lone Wolf by Mini Grey Letter Writing | The Lone Wolf by Mini Grey Narrative Writing |
| Phonics (Y1) | Assessments | Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear | Phase 3 GPCs air er /z/ s –es Words with two or more digraphs. | Phase 4 recaps CVCC CCVC CCVCC CCCVC Phase 4 long vowels | Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each | Phase 5 review longer words | Phase 5 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn |
| Spellings (Y2) | Assessments | Words ending in 'ff' 'll' 'ss' 'zz' and 'ck | Words with the 'k' sound spelled 'k' and 'nk' spelling pattern | Words with the 'tch' trigraph | Adding '-s' or '-es' to make plurals | Adding suffixes 'ing' and '-ed' | Adding the prefix 'un-' and the suffixes '-er |
| Guided Reading | Assessments | Tri- weekly reading groups (Little Wandle) | Tri- weekly reading groups (Little Wandle) | Tri- weekly reading groups (Little Wandle) | Tri- weekly reading groups (Little Wandle) | Tri- weekly reading groups (Little Wandle) | Tri- weekly reading groups (Little Wandle) |
| Mathematics (WRM) | Assessments | Place Value within 20 | Place Value within 20 | Place Value within 20 | Addition and Subtraction within 20 | Addition and subtraction within 20 | Addition and subtraction within 20 |
| Maths Fluency | N/A | Subsiding | Focus on composition of 6, 7, 8 and 9. | Compare numbers within 10 | Focus on odd/even | Focus on the composition of 6. | Focus on the composition of 8. |
| Science | N/A | What plants do we know and where can we find them? | What part pf a plant is underground? | Can we use a flower to name a plant? | Are all tree trunks the same? | What are the leaves like on different trees? | Revisit and assess the substantive knowledge from previous sessions. |
| RE | N/A | Who do Christians say made the world? | What happens in Genesis? | Why do Christians look after the world? | What happens at Harvest and why? | How do artists show the Creation? | Who do Christians say made the world? |

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| History/ Geography | Immersion Activity- Building Castles/ roleplay/ Dress up as a fairy tale character | What makes a castle a castle? | Why did people build castles in the past? | What made castles so strong? | What were medieval castles like to live in and how can we possibly know when so many are now ruins? | How did castles change over time? | How are castles used today? |
| Art/ DT | Transition- handprint for display | What is a portrait? | How can we draw different facial expressions? What shapes do we need to use? | How can we draw a fairy tale villain? (Face) | How can we draw a fairy tale villain? (Clothing) | How can we draw a fairy tale villain? (Background) | Publishing and reviewing |
| Computing | Internet safety and using iPads in Bluebells classroom | What is IT? | How is IT used in school? | How is IT used in the world? | What are the benefits of IT? | How do we use IT safely? | How can we use IT in different ways? |
| PE | N/A | Show control and balance in basic movements. Create basic shapes with the body with some control. | Show confidence in ball handling skills. Be able to perform low level shapes with some precision- pike, tuck and straddle. | Control a moving ball in a variety of ways. To mode linking and mirroring of low-level shapes. | Show rolling and gathering skills with confidence and precision. Explore medium level shapes with linking, mirroring and balances. | Continue to perform rolling and gathering skills with control. Compare and contrast low and medium level shapes with confidence. | Show progression from rolling into catching and throwing. Jump and land safely using apparatus. |
| Music | N/A | Charanga- Hey You | Charanga- Hey You | Charanga- Hey You | Charanga- Hey You | Charanga- Hey You | Charanga- Hey You |
| RSHE | Transition to Y1 and Y2 | Self-regulation – my feelings To identify different feelings and emotions. | Self-regulation – my feelings To identify and express my feelings. | Self-regulation – my feelings To explore different coping strategies to help regulate our emotions. | Self-regulation – my feelings To explore the different adjectives that can be used to describe feelings. | Self-regulation – my feelings To explore different facial expressions and what they mean. | Self-regulation – my feelings To explore different facial expressions and what they mean |