

Banks Road Infant and Nursery School
Key Stage 1 Cycle 1 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Time Travellers. What can I learn from the past? London		We need a Hero	Rumble in the Jungle		Change and Transition
English	<i>Narrative</i>	<i>Instructions Information</i>	<i>Adventure Persuasion</i>	<i>Information Poetry</i>	<i>Narrative</i>	<i>Poetry Narrative</i>
Reading	Tom Percival	Julia Donaldson	Nathan Bryon	Frances Stickley	Roald Dahl	Joseph Coelho
Maths	Place Value Addition & Subtraction	Addition & Subtraction Shape	Money Multiplication and Division	Length and Height Mass, Capacity & Temperature	Fractions Time	Statistics Position & Direction
Science Weather chart everyday	Materials		Humans	Plants Animals & Living things and their habitats		
Geography	Changes to our environment			Contrasting Locality Our wider world		Our Local Area
History	Chronology; Historical knowledge; Historical enquiry		Historical knowledge; Historical enquiry			Chronology; Historical knowledge
Art	Drawing	3D sculpture	Printing	Drawing	Painting 3D	Collage
Design & Technology		Textiles Woodwork	Cooking and Nutrition Mechanisms		Textiles	Structures
Music	Hey You!	Christmas		Rhythm in the Way/Banana Rap		I Wanna Play in a Band
Computing	IT around us		Programming A		Creating Media	Programming B
P.E.	Games	Movement	Gymnastics	Net and Wall	Athletics	Games
R.E.		Belonging	Stories	Leaders		Believing
PSHE						
Curriculum Enhancements Community, parents	Values week	Music: Mr Parr teaches Ukulele lessons from Inspire D&T Curriculum Day Christmas experience at St Peter's church Christmas show	Superhero day History Curriculum Day	World Book Day Science Week – Biscuit challenge	Global Week	Year 2 Residential Camo Day Leavers Show Career day – What do you want to be?

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Science	Materials Y1 - Know there is a difference between an object and the material it is made from; identify and name everyday materials; describe materials using their properties; explain why a material might be useful for a specific job; Classify materials into groups by given criteria; perform simple tests; observe closely things that are similar and different between materials Y2 - Know that some materials are more suitable for a task than others; describe the simple physical properties of a variety of materials; describe the properties of materials; say which materials are natural and which are manmade; compare and group materials based on their properties; say why they have sorted them; find out how shapes of solid objects can be changed; find out about people who developed new materials Investigation – How germs spread		Humans Y1 - Know that there are basic parts of the human body; name basic parts of the human body they can see and link them to the sense; draw and label parts of the human body Y2 - Know that animals including humans have offspring that turn into adults; know that exercise is important for humans; know that hygiene is important for humans; know that eating the right amounts of foods is important; describe why exercise, balanced diet and hygiene are important Investigation – which exercise will make my heart beat the fastest?	Plants Y1 - Know that plants can grow in different places; know there are deciduous and evergreen trees; know that flowering plants and trees have a basic structure and name parts; identify and name a range of common plants and trees; recognise deciduous and evergreen trees; name the trunk, branches and roots of a tree; describe the parts of a plant; observe plants closely; identify different plants and trees; use simple equipment; perform a simple test Y2 - Know that plants grow from seeds and bulbs; know that plants grow and mature; know that seeds need suitable water, light and temperature to grow and stay healthy; perform simple test to find out what plants need to grow, mature and stay healthy; observe plants closely using simple equipment Animals & Living things and their habitats Y1 – Know that there are a variety of common animals and there are differences between them; know that there are differences between carnivores, omnivores and herbivores; identify and name a variety of common animals; name parts of an animals structure; classify animals by what they eat; compare the body structure of different animals Y2 – know that animals have offspring which grow into adults; know that animals have basic needs for survival; describe what animals need to survive; explain that animals grow and reproduce; describe the life cycle of some living things; explain the basic needs for survival; explain that animals reproduce in different ways Know that something that is living, dead or never alive has different characteristics; know that different habitats provide for different needs, including microhabitats, describe a range of different habitats; know that animals and plants depend on each other; know that animals obtain their food from plants; know and describe some life processes common to animals; name some characteristics of an animal that helps it to live in a particular habitat; describe what animals need to survive and link this to their habitat; match certain living things to their habitat; identify that something is living, dead or never alive Science Week – Which biscuit is the best for dunking? Mature plant investigation – removing different factors		

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Geography	Changes to our environment Y1 Seasons <i>Know how the seasons affect the weather. Know the names and order of the seasons</i> Y2 The UK and its capital cities <i>Know some of the features of a country in the UK; Know some physical and human features of a capital city in the UK; Locate the capital cities on a map</i>		Contrasting Locality Y1 Local to Global <i>Know places have features that can be named or described; Know places can be located using maps, globes or atlas'; Make connections about what a place is like and the activities that are possible there; Use labels or captions to shared opinions of a place; Know about the effects of climate change in the countries studied</i> Y2 What is it like to live in...? <i>Know some features of a country that is different to England; Know where these places are on a globe/map/atlas</i> Our wider world Y1 Continents & Oceans <i>Know what a continent is; Know the names of the 7 continents; Identify a continent by it shape and size; Locate at least 3 continents on a map of the world.</i> Y2 Hot & cold places <i>Know what the oceans and continents of the world are; Know some features of different continents (equator); Locate the oceans and continents of the world</i> Global week – 1st week cold country, 2nd week begin our new location		Our Local Area Bispham field Y1 <i>Know the features around us and which are human and which are physical; Know that aerial photos and maps show us the features of the school and local area; Plot the human and physical features we see around us on a map.</i> Y2 <i>Describe the human and physical features in the local area and jobs people do there; Describe where a place is and how to get there using the address, maps and geographical vocabulary; Know how to draw symbols in an aerial view; Make a map of the local area using a key; Create an aerial view of the playground using symbols and a key</i>
History	Events beyond living memory The Great Fire of London Y1 - <i>Know that a specific time has key characteristics and to understand what it would have would have been like to live then; Can put three objects/events in chronological order; Can record events on a timeline; Know that there are some significant local and national events and individuals beyond living memory; Can talk about an important national/international historical event; Know that artefacts/sources can be matched to people of different ages; Know that a range of sources can be used to ask and answer questions about the past; Can answer questions using an artefact/photograph; Can find out more about a famous person/event in history and can carry out some research.</i> Y2 - <i>Know that events and objects can be sequenced in chronological order and give reasons for their order; Know that periods in time have similarities and differences to the present time and make connections with the past; Can put a set of events (at least 5) in chronological order; Can explain the order; Can sequence events within a historical event; Know that they can use evidence to recognise why people did things, why events happened and what happened as a result; Know that there are some significant local and international events and people beyond living</i>	Significant people Mary Seacole, Florence Nightingale, Edith Cavill Y1 - <i>Know that there are some significant local and national events and individuals beyond living memory; Can talk about a significant person in history; Can find out more about a famous person/event in history and can carry out some research.</i> Y2 - <i>Can sequence events about the life of a famous person; Can explain why someone in the past acted the way they did; Know that they can use evidence to recognise why people did things, why events happened and what happened as a result; Know that there are some significant local and international events and people beyond living memory; Can recount some</i>			Changes Y1 - <i>Know that there are differences between the past and present in their own and others' lives; Can explain why certain objects/things were different in the past; Can explain differences between past and present in their life and other children from a different point in history; Know that events or objects in life can be sequenced on simple time line; Can sequence event about their own life;</i> Y2 - <i>Can give examples of things that are different in their childhood different from that of their parents; Can give examples of things that are different in their life from that in a specific period in history.</i> Local history

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	<i>memory; Can recount some interesting facts about a historical event.</i> Victorian Christmas – School trip		<i>interesting facts about a significant person in history</i>			Y2 – Can explain how their local area was different in the past; Can explain their locality is associated with a special event/person.
Art Artist within each unit Y1 <i>Know what an artist is; know that they can form an opinion about an artists work; look at a range of artists work and discuss it</i> Y2 <i>Know that artists can influence and inspire us to replicate a piece of work; know how to reflect upon their work and review art by famous artists; explore the work of famous, notable artists and designers</i>	Drawing Cityscapes of London <i>Stephen Wiltshire</i> Y1 – know that different types of lines can be drawn; know what observational drawing is and draw; draw using a variety of tools; experiment with lines and use 2D shapes to draw; use charcoal and chalk to draw from observation Y2 – know how to create different effects by drawing; know how to draw landscape art with foreground, middle ground, background; know pattern and texture can be used to create drawing; know that shading creates tone; show texture and patterns in drawing using hatch, cross hatch, stippling, scribbling; draw for a sustained period from figure and real objects; create different tones using light and dark affects; experiment with line, shape, pattern and colour	3D sculpture Remembrance Wire poppies - <i>Alexander Calder</i> Y1 – know that sculptures can be made from different materials; know that sculptures are 3D; know that modelling materials can be shaped with their hands and different tools to create different outcomes; use construction methods to build such as cut, bend, fold, stick materials; use a range of junk modelling to create a 3D sculpture Y2 – know that sculpting involves modelling; be able to select materials based on their properties; use wire to create a specific sculpture	Printing Pop Art prints Roy <i>Lichtenstein</i> Y1 Know that you can combine different printing artistic techniques to create a piece of art; know that patterns have a specific placement for a desired affect; print from a range of objects by applying paint carefully and using appropriate pressure; use firm pressure when printing with objects and remove them gently to avoid smudges; create a repeating pattern Y2 – know how to make a polystyrene relief print; know how to create repeated patterns; know what relief print means; create a print using pressing, rolling, rubbing and stamping; create a print like a designer – design patterns of increasing complexity and repetition	Drawing Habitat drawing with hatching, cross- hatching, stippling etc	Painting Henri Rousseau landscape art (layering) Y1 – know the names of the primary and secondary colours on the colour wheel; know how to make secondary colours from primary colours; mix and choose colours for effect; to understand how to use medias appropriately; understand how to use tools appropriately Y2 – Identify shades of primary and secondary colours; know how to make tones and tints with black and white; know that the properties of paint you use will affect your mark making; know complementary colours; mix their own brown; make tints by adding white; make tones by adding black; use watercolours and layer; paint in the style of an artist 3D Clay relief tiles Henri Rousseau Y1 – know that sculptures can be made from different materials; know that sculptures are 3D; know that modelling materials can be shaped with their hands and different tools to create different outcomes; Know that pieces of clay can attach; experiment with rolling, kneading, shaping and printing into clay Y2 – know techniques to attach clay; know where clay comes from; manipulate clay for a variety of purposes; explore slips, scores and blends with clay	Collage Photo montaging with Hannah Hoch Y1 know what a collage is; know that mixed media including fabrics can be used to create artwork; know that you can combine different artistic techniques to create a piece of art; explore ways of manipulating media such as scrunching, ripping, tearing, cutting; use a range of media such as fabric, plastic, papers Y2 – know that collage is a specific placemen of materials with precision and accuracy; know what a montage is; know what a photomontage is; create textured collages from a variety of media; practice collage techniques; create a photomontage Printing Y2 – Know what tie dying is; know the history of tie-dying; experiment with different inks and layering colours; take inspiration from the historical art of tie-dying to create their own pattern

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Design & Technology		Woodwork Tree decoration	Cooking and Nutrition Wonder Woman wraps <i>Y1 – Know the differences between fruits and vegetables and that some foods typically know as vegetables are actually fruits; know that a fruit has a seed and a vegetable doesn't; know that fruits grow on trees or vines; know that vegetables grow either above or below ground and vegetables can come from different parts of plants; know that food comes from animals or plants; know that food can be cut, peeled and grated; taste and compare fruit and vegetables; wash, chop and peel with support</i> <i>Y2 – know that diet means the food a person usually eats; know what makes a balanced diet; know the five main food groups; know where to find nutritional information on packaging; know that nutrients are substances in food that all living things need to make energy, grow and develop; know that I should only have a maximum of 5 teaspoons of sugar to stay healthy; know that many foods contain 'hidden sugar'; know that food has to be armed, caught or grown; know that with safety and good hygiene, food can be cut, peeled and grated.</i> Mechanisms Superhero Vehicles <i>Y1 Know that a mechanism is the parts of an object that move together; know that a slider mechanism moves an object from side to side and has slots, guides and an object; know that bridge and guides are pieces of card that purposefully restrict the movement of the slider; know that axles are used in structures and mechanisms to make parts turn in a circle; explore making mechanisms; design a moving picture with a slider and/or lever; construct a moving picture; evaluate their finished product</i> <i>Y2 Know that mechanisms are a collection of moving parts that work together to produce movement; know that a lever is something on a pivot; know that a linkage mechanism is made of a series of levers; to describe how something moves; to join materials together as part of a moving product; to explore different design options</i>		Textiles Teddy bear capes <i>Y1 Know that there are different textiles and know which textiles are more suited to different projects; Know that textiles can be cut and joined to make a product; describe how textiles feel; measure, cut and join textiles to make a product with support</i> <i>Y2 – Know that textiles can be joined to make a product; know that sewing is a method of joining fabric; know that different stitches can be used when sewing; know the importance of tying a knot after sewing the final stitch; know that a thimble can be used to protect our fingers when sewing</i>	Structures Worry boxes with joining techniques <i>Y1 – know that a structure is something that has been made & put together; know that different structures are used for different purposes; know that the shape of materials can be changed to improve the strength and stiffness of structures; know that tools/equipment can be used to cut, shape, join and finish; think of ideas, explain what they want to do and plan; make a stable structure by exploring how it can be made stiffer, stronger and more stable; assemble the components of a structure by using joining techniques such as a flange; evaluate their project and adapt their design</i> <i>Y2 Know characteristics of materials and know which are suited to building different structures; know how to use different tools; know how to make a product stronger; know that products serve a purpose; know that there are strengths and weaknesses of products made; know that materials can be measured; think of ideas, choosing the best materials and tools giving reasons; measure materials to use in a model or structure; describe some different characteristics of materials; join materials and components in different ways; use joining, folding or rolling to make a structure stronger; use own ideas to make a structure stronger</i>
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Music Guitar/yukele?	Hey You! Old School Hip Hop	Christmas		Rhythm in the Way/Banana Rap	In the Groove	
Computing	Computing systems and networks – IT around us Y1 – To identify technology; to identify a computer and its main parts; to use a mouse in different ways; to use a keyboard to type on a computer; to use the keyboard to edit text; to create rules for using technology responsibly Y2 – to recognise the uses and features of information technology; to identify the uses of information technology in school; to identify the uses of information technology beyond school; to explain how information technology helps us; to explain how to use information technology safely; to recognise that choices are made when using information technology		Programming A Moving a robot/Robot algorithms Y1 – To explain what a given command will do; to act out a given word; to combine forwards and backwards commands to make a sequence; to combine four directions to make a sequence; to plan a simple program; to find more than one solution to a problem Y2 – To describe a series of instructions as a sequence; to explain what happens when we change the order of instructions; to use logical reasoning to predict the outcome of a program; to explain that programming projects can have code and artwork; to design an algorithm; to create and debug a program I have written		Creating Media – Digital painting/Digital photography Y1 – describe what different freehand tools do; use the shape tool and the line tool; to make careful choices when painting a digital picture; to explain why I chose the tools I used; to use a computer to paint my own picture; to compare painting on a computer to paper Y2 – to use a digital device to take a photograph; to make choices when taking a photograph; to describe what makes a good photograph; to decide how photographs can be improved; to use tools to change an image; to recognise that photos can be changed	Programming B Programming Animations Y1 – to choose a command for a given purpose; to show that a series of commands can be joined together; to identify the effect of changing a value; to explain that each sprite has its own instructions; to design the parts of a project; to use my algorithm to create a program Y2 – to explain that a sequence of commands has a start; to explain that sequence of commands has an outcome; to create a program using a given design; to create a program using my own design; to decide how my project can be improved
P.E.	Games Participate in team games (rounders) Simple tactics for attacking and defending	Movement Basic dance movements Sequence of movements Perform movements Evaluate movements of self and others	Gymnastics Develop balance, agility and co-ordination Floor work, box, balance bench Create a sequence of ‘unlike’ movements (eg. A roll, a jump and a shape)	Net and Wall Returning and serving a ball over a net. Using forehand and backhand when aiming over a wall/ over a net	Athletics Securing skills in: Running Jumping Throwing Catching Javelin Take part in challenges and competitions	Games Participate in team games (hockey) Simple tactics for attacking and defending
R.E.		Belonging What does it mean to belong? What is it like to belong to the Christian religion? <i>Learn about belonging in a family, to a school and in the</i>	Stories How and why are some stories important in religions? <i>Learn Jewish and Christian stories about for example, Noah, Abraham and Sarah, Jacob, Joseph, King</i>	Leaders What makes some people inspiring to others? <i>Learn some stories of Moses; find out about Moses as a great leader for Jewish people; Learn</i>		Believing What do Jewish people believe about God, creation, humanity, and the natural world?

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		<i>community; gain knowledge about ways of belonging in Christianity e.g. Christenings and Baptisms; Jesus' Baptism; The Golden Rule and belonging to humanity; Use factual knowledge to suggest what it means to belong in various ways</i>	<i>David, Queen Esther, Jonah, Daniel; gain knowledge about the Jewish Bible and the importance of the Torah; Use their factual knowledge to suggest what makes ancient stories valuable to some people today</i>	<i>some stories about Jesus and Saint Peter; find out about Saint Peter as a Christian leader; consider what makes a leader;</i>		<i>Learn some Jewish people's about God and the story of Creation; find out the importance of Shabbat, including the link between Shabbat and Creation; learn about some ways a Rabbi teaches the community about God; Use factual knowledge to suggest meanings in Jewish practice</i>
PSHE						Keeping myself self PANTS rule