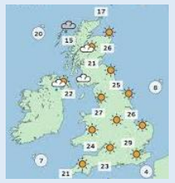
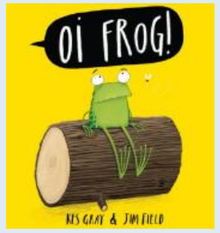
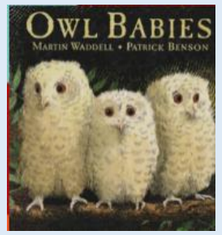
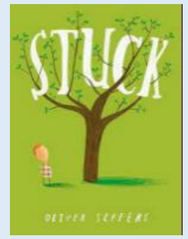
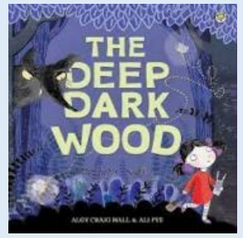
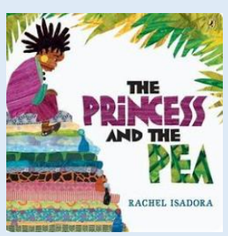
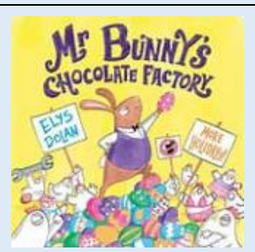
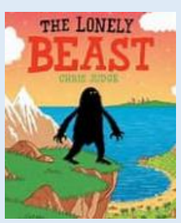
Old Bank Academy Curriculum Long Term Plan
Year 1 / 2 Cycle A
2026/27

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Geography / History unit focus						
Enquiry Question	What is it like to live in Mirfield?	Are toys from the past same or different?	How is the Great Fire of London remembered today?	What should I pack for my day out?	How have castles changed over time?	Why go on holiday in the UK?
Golden Thread	Locational knowledge Mapping Physical and human geography			Physical geography Fieldwork – describe features		Locational knowledge Mapping Physical and human geography
		Society and community Trade and industry	Key historical event Conflict and disaster		Invasion and Defence	
ROAP Outcome	Video clip on mapping using Chromebooks to share with parents	Presentation and explanation of the games	Simulation of London burning using models made in DT	Present a weather forecast	Non-chronological report	Design a postcard and send it back from the seaside

Book Led Literacy						
Year 1 & 2 *(Year 1 – purple)* Grammar	Use a capital letter for "I" Start sentences with a capital letter Separate words with spaces Finish the sentence with a full stop To orally use simple co-ordinating conjunctions: And Write a compound sentence using the coordinating conjunction "and" Use of full stops. Use of capital letters, question marks and exclamation marks. Form simple past tense by adding "-ed": Prefix Un Expanded noun phrases	Teach imperative verbs first, next, then Capital letters and full stops to mark sentences Teach what is a noun and verb to use in simple sentences Use capital letters for days of the week Using commas to separate lists. Suffixes –formation of adjectives by adding "-ful": Suffixes –forming comparative and superlative adjectives by doubling the final letter and adding "-er" and "-est" Coordinating conjunctions to create a compound sentence: *or,and,but*	Begin to use comparative adjectives Conjunctions: and, because Plurals - Regular plurals where you only add an "-s" or "-es" Use capital letters for proper nouns (people and places) Write a sentence that includes an adjective Adding "-ly" to an adjective to make an adverb Suffixes –formation of adjectives by adding "-less" Suffixes –adding "-ness" and "-er" to form a noun Subordinate conjunctions to create a complex sentence: *when, if, that, because*	Past and present tense verbs- Suffixes of verbs, adding "-ed" or "-ing" Use the prefix of "un-" Use question marks in sentences Use determiners: the, a, an, my your, his, her Apostrophes for contractions add "s" to the third person Use present continuous tense Use past continuous tens	Orally devise alliteration: a cool cat a sneaky snake Similes: as big as an elephant Continue with past and present tense verbs Conjunctions: and, but, so, because, when Comparative and superlative adjectives, adding, "-er" and "-est" to regular adjectives: Use first, second and third person with subject-verb agreement Onomatopoeia Alliteration Use simple present tense, showing subject-verb agreement	Use noun phrases: adjective + noun Use exclamation marks Introduce adverbs Prepositions: *up, down, in, into, out, to, onto, under, inside, outside, above* Similes using "like" Use the prepositional phrases Using determiners/generaliser
Whole Class Reading						

Understanding the world	Geography	Is able to say their address Identify less familiar features of the local area Begin to use basic geographical vocabulary to refer to key physical features Begin to use basic geographical vocabulary to refer to key human features Respond to teacher-led, simple closed questions and investigate surroundings **<u>Mapping</u>** Understand directions and where things are using prepositional language Recognise that a map represents a place Use aerial photographs to recognise landmarks and basic human and physical features Draw picture maps Make a map of a short, familiar route Use own symbols Use relative vocabulary (i.e. bigger/smaller/near/far)			Identify seasonal and daily weather patterns in the United Kingdom Identify and order the seasons and associated weather Respond to teacher-led, simple closed questions and investigate surroundings Describe features of the immediate local area during field work Use relative vocabulary (i.e., bigger/smaller/near/far)		Can write their address Name, locate and identify the 4 countries of the United Kingdom Use 2 different types of maps to identify the UK and its countries Begin to use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Begin to use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, and shop Understand directions and where things are using prepositional language Recognise that a map represents a place Use aerial photographs to recognise landmarks and basic human and physical features Draw picture maps

<table>
<tr><td rowspan="4"></td><td>History</td><td></td><td><u>Toys – A Journey through time</u>
The sub lenses for this unit are trade, industry and civilisation. It will cover changes in toys over the past 60 years. This builds on from EYFS Understanding the World.

How can we find out about toys in the past?
What are toys like now?
What was my favourite toy when I was a baby?
What were our family members toys like as a baby and how do we know?
What were our older relatives' toys like and how do we know?
How have toys changed since our older relatives' were little?</td><td><u>The Great Fire of London</u>
The sub lenses for this unit are monarchy and civilisation..This unit will cover what London was like in 1666 using simple comparisons between then and the present day. It will explore what happened on the night of 2nd September 1666 when the Great Fire of London started, why the fire spread quickly and how it was tackled. It will introduce key historical individuals, such as Thomas Farriner, Samuel Pepys, King Charles II and Christopher Wren. This builds on from work around sources and lines of enquiry.

What was London like in 1666?
What happened on 2nd September 1666?
How did the fire spread and how do we know?
How was London rebuilt?
How did the fire impact the future?</td><td></td><td><u>Towers & Turrets</u>
The sub lenses for this unit are empire and monarchy
This unit will cover significant buildings throughout history building on from the year 1 topic of majestic monarchs. It will look at the changes in castles over time and compare different types of castles and the reasons for the changes. It will look at the key features of a castle and their relevance to it's purpose.

Why did monarch build castles?
Where did Kings and Queens live through time?
What are the key features of a castle?
How have castles changed over time?</td><td></td></tr>
<tr><td>RE</td><td colspan="2">C1.3 How can we make good choices? (Pathway 3)</td><td colspan="2">C1.4 How and why do some people pray? (Pathway 4)</td><td>C1.1 What does it mean to belong a community of belief? (Pathway 1)</td><td>F1.12 How and why do we care for others? (Pathway 3)</td></tr>
<tr><td>MFL</td><td colspan="6">Spanish- Language Angels</td></tr>
<tr><td rowspan="2">Expressive arts and design</td><td>Art</td><td>Drawing
Pablo Picasso
Spanish – Cubism

Self Portraits</td><td>Painting
Alexander Calder
American – Abstract
</td><td>Printmaking
Paul Klee
Swiss – Expressionism
</td><td>Collage/ Textiles
Wassily Kandinsky
Russian - Abstract Art
</td><td>Sculpture
Alexander Calder
American – Abstract art
Kinetic / paper</td><td>
</td></tr>
<tr><td>DT</td><td colspan="2">Primary Knowledge Curriculum
→</td><td></td><td></td><td></td><td></td></tr>
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	Music	←					→
STEM	Science	Year 1- Animals, including humans 1 - All about me	Year 1 - Everyday materials - Exploring everyday materials	Year 2 - Living things and their habitats	Year 2 – Plants	Year 2 - Animals, including humans 1 - Growth	Year 2 – Living Things and their habitats – Habitats from around the world
	Computing	Wk 1 Y1 Lesson 1 Online Safety Computing Systems & Networks - Improving mouse skills (K)	Wk 1 Y1 Lesson 2 Online Safety Algorithms Unplugged (K)	Wk 1 Y1 Lesson 3 Online Safety What is a computer? (K)	Wk 1 Y1 Lesson 4 Online Safety Algorithms & Debugging (K)	Wk 1 Y1 Lesson 5 Online Safety Word Processing (K)	Wk 1 thinkukonw.co.uk - Online Safety Rocket to the Moon (K)
Physical Development	PE	Look run avoid	Hands, feet equipment	Jump shape create	Duel win lose	React roll receive	Send receive return
		Agility balance coordination	Throw, prepare, catch	Fair share dare	Inspire create perform	Run jump throw	Target control combine
Whistles/Personal Development	PSHE/ SCARF	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
	Enrichment/ Trips &Experien	Field work	Toy Museum	GFOL day	Field work	Castle Hill	Sea side
	iChallenge	Building confidence, building relationships, building teamwork					
			A Star is Born	Parachute/build a tower – ichallenge launch Pond dipping	Tree and plant identification Growing and gardening	Communicate – sign language	Bird and mammal identification IChallenge Day

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