

# BURTON MANOR PRIMARY SCHOOL CURRICULUM PLANNER

Year 1 & 2

2026-2027

| Subject | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Autumn 2 | Spring 1                                                                                                                                                                                                                                                                                     | Spring 2 | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 2 |
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| History | <b>Our Local Area</b><br><br>significant historical events, people and places in their own locality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          | <b>Transport</b><br><br>events beyond living memory that are significant nationally or globally<br><br>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods |          | <b>Beside the Seaside</b><br><br>events beyond living memory that are significant nationally or globally], the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods                                                                                                                                                                                                                                                                                                                                                                                                   |          |
|         | <b>Our Local Area</b><br><br>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas<br><br>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage<br><br>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.<br><br>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key |          | <b>Transport</b><br><br>Name and locate the some of world's seven continents and five oceans                                                                                                                                                                                                 |          | <b>Beside the Seaside</b><br><br>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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop<br><br>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.<br><br>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key |          |

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| Science | Yr1 | <b>Everyday Materials</b> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> | <b>Identifying animals</b> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul> | <b>Identifying Plants</b> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> | <b>Seasonal Changes</b> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>My Body</b> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> |
|         | Yr2 | <b>Exploring Everyday Materials</b> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>                                                                          | <b>Growth and Survival</b> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>                         | <b>Growing Plants</b> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>                                      | <b>Living Habitats</b> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul> |                                                                                                                                                                                                |

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| Computing<br>(J2E) | Yr<br>1 | <b>Just Paint and Write – Part 1 – All About Me</b><br><br><u>Information Technology</u><br>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.<br>Digital Literacy<br>✓ Use technology safely and respectfully<br>✓ Keeping personal information private                                                                                                                                              | <b>Collect Photographs and Paint Pictures</b><br><br><u>Information Technology</u><br>✓ use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>✓ recognise common uses of information technology beyond school<br>Digital Literacy/Online-Safety<br>✓ Use technology safely and respectfully<br>✓ Keeping personal information private                                                       | <b>Gathering Data and Creating Charts</b><br><br><u>Information Technology</u><br>✓ Use technology to organise and present my ideas in different ways.<br>✓ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.<br>✓ Recognise common uses of information technology beyond school.<br>Digital Literacy<br>✓ Use technology safely and respectfully<br>✓ Keeping personal information private<br>✓ Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | <b>Simple Algorithms and Programs Part1</b><br><br><u>Programming and Computer Science</u><br>✓ understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions<br>✓ create and debug simple programs<br>✓ use logical reasoning to predict the behaviour of simple programs      | <b>Create Simple Programs</b><br><br><u>Programming and Computer Science</u><br>✓ understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions<br>✓ create and debug simple programs<br>✓ use logical reasoning to predict the behaviour of simple programs                                                                                                                                               |  |
|                    | Yr<br>2 | <b>Ways to Present Information</b><br><br><u>Information Technology</u><br>✓ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.<br>Digital Literacy/Online-Safety<br>✓ Use technology safely and respectfully<br>✓ Keeping personal information private<br>✓ Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | <b>Art of Animation</b><br><br><u>Information Technology</u><br>✓ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.<br>Digital Literacy/Online-Safety<br>✓ Use technology safely and respectfully<br>✓ Keeping personal information private<br>✓ Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | <b>Create A Topic-Based eBook</b><br><br><u>Information Technology</u><br>✓ use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>✓ recognise common uses of information technology beyond school<br>Digital Literacy/Online-Safety<br>✓ Use technology safely and respectfully<br>✓ Keeping personal information private<br>✓ Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.                                                                     | <b>Sequencing Simple Algorithms and Programs</b><br><br><u>Programming and Computer Science</u><br>✓ understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions<br>✓ create and debug simple programs<br>✓ use logical reasoning to predict the behaviour of simple programs | <b>Collecting, Organising and Presenting Data</b><br><br><u>Information Technology</u><br>✓ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.<br>✓ recognise common uses of information technology beyond school<br>✓ Digital Literacy<br>✓ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |  |

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| DT<br>(Kapow)       |     | Mechanisms: Making a moving story book                                                                                                                           | Structures: Constructing a windmill                                                                                                        | Textiles; Puppets                                                                                                                                      | Mechanisms: Wheels and axles                                                                                                                                | Smoothies                                                                                                                                                     |                                                                                                                                      |
| Art (Kapow)         |     |                                                                                                                                                                  |                                                                                                                                            |                                                                                                                                                        |                                                                                                                                                             |                                                                                                                                                               |                                                                                                                                      |
| Music<br>(Charanga) | Yr1 | Hey You!                                                                                                                                                         | Rhythm in the way we walk and banana rap                                                                                                   | In the groove                                                                                                                                          | Round and round                                                                                                                                             | Your imagination                                                                                                                                              | Reflect rewind and replay                                                                                                            |
|                     | Yr2 | Hands, Feet, Heart                                                                                                                                               | Ho Ho Ho                                                                                                                                   | I wanna play in a band                                                                                                                                 | Zoo time                                                                                                                                                    | Friendships song                                                                                                                                              | Reflect rewind and replay                                                                                                            |
| PE/Games            |     | Gymnastic Activities                                                                                                                                             | Gymnastic Activities                                                                                                                       | Dance Activities                                                                                                                                       | Dance Activities                                                                                                                                            | Games Activities                                                                                                                                              | Games Activities                                                                                                                     |
| PSHE                |     | PSHE (Being Me in my World)                                                                                                                                      | PSHE (Celebrating Difference)                                                                                                              | PSHE (Dreams and Goals)                                                                                                                                | PSHE (Healthy Me)                                                                                                                                           | PSHE - (Relationships)                                                                                                                                        | PSHE (Changing Me)                                                                                                                   |
| RE                  |     | Yr1 - Caring<br><br>Listen to examples of care and concern shown by communities including religious communities and <b>explore</b> the reasons for these actions | Yr1 - Belonging<br><br>Find out about ceremonies in which special moments in the life cycle are marked                                     | Yr1 - Celebrations<br><br>Explore the preparations for and find out about the celebration of festivals                                                 | Yr1 - Families<br><br>Listen to and ask questions about stories of individuals, special people and those of have a relationship with God                    | Yr1 - Answers<br><br>Engage with stories and extracts from religious literature and talk about their meanings                                                 | Yr1 - Worship<br><br>Find out about how and when people worship and ask questions about why this is important to believers           |
|                     |     | Yr2 - Caring for the natural world<br><br>Explore stories from religious traditions and find out about attitudes to the natural world                            | Yr2 - Valuing new life<br><br>Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression | Yr2 - Worship and ceremonies<br><br>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies | Yr2 - Belonging to a group<br><br>Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives | Yr2 - Storytelling through sacred writings<br><br>Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers | Yr2 - Showing kindness and goodness<br><br>Listen and respond to stories highlighting the morals and values of believers in practice |