Five Acres Wider Curriculum Long Term Overview – Year 1/2

At Five Acres Primary School, we have a number of pupils who experience high mobility and who are developing proficiency in English as an additional language. Therefore, in all areas of our curriculum, we support children to access and thrive through consistent, high-quality universal adaptations that strengthen language, secure prior knowledge, and reduce barriers to learning. This includes explicit vocabulary instruction, structured talk, visual and practical scaffolds, clear modelling, retrieval-rich routines, and carefully sequenced learning that enables every pupil to participate, progress, and achieve.

CYCLE A

Thematic Drivers	**Responsibility and Risk**		**Perspective and Empathy**		**Celebration and Change**	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography	Local Area Ambrosden **Enquiry Question:** *How do the choices people make keep our local area safe and enjoyable for everyone?* **Composite outcome:** A simple map with annotations explaining responsible behaviours (crossing points, green spaces, litter, traffic).		London **Enquiry Question:** *What important places are in London?* **Composite Outcome:** A fact file identifying London's key human and physical features, with a short explanation of how these features shape daily life.		London compared to Ambrosden **Enquiry Question:** *How is London different from Ambrosden?* **Composite Outcome:** A comparison chart showing similarities and differences in human and physical features, with a concluding sentence celebrating	

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					something unique about each place.	
History		Changes in Living Memory **Enquiry Question:** *How have children's toys and homes changed, and what does this tell us about keeping safe and living well?* **Composite outcome:** A comparison booklet showing past vs present with a short written explanation of risks/responsibilities then and now.		Great Fire of London **Enquiry Question:** *What happened during the Great Fire of London?* **Composite Outcome:** A sequenced storyboard showing the main events of the fire, with captions describing how people responded and helped others.		Significant Individuals (Mary Seacole and Florence Nightingale) **Enquiry Question:** *How did Mary Seacole and Florence Nightingale help people?* **Composite Outcome:** A biography page summarising each woman's contribution, with a final statement explaining why their work is still celebrated today.
Science [Plymouth Science]	**Material World** **Enquiry Question:** What materials are best for different jobs? **Composite Outcome:** A simple designed object with written justification of material choices based on properties (waterproof, strong, flexible). Y1 -Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials incl wood, plastic, glass, metal, water and rock. -Describe the simple physical properties of a variety of materials. -Compare and group together a variety of everyday materials on the basis of their simple properties.		**Looking After Plants** **Enquiry Question:** What do plants need to grow? **Composite Outcome:** A plant growth journal including labelled diagrams and a final explanation of what plants need to grow well. Y1 -Identify and describe the basic structure of a variety of common flowering plants, including trees. -Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies Y2 -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy		**Humans and Stay Healthy** **Enquiry Question:** How do animals, including humans, grow, survive and stay healthy? **Composite Outcome:** Create a "Stay Healthy Animal Guide" that explains how different animals are classified (mammals, birds, fish, amphibians and reptiles), what they eat (carnivore, herbivore or omnivore), how they grow and change, and what humans need to stay healthy through diet, exercise and hygiene. Y1 -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	

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	Y2 -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, rock, brick, paper and cardboard for particular uses. .				- Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Y2 -Notice that animals, including humans, have offspring which grow into adults. -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. -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.	
Art and Design	Observational Drawing (Local Area) **Enquiry Question:** *How can careful looking help us draw our local environment accurately and responsibly?* **Composite outcome:** Observational drawing with a short oral explanation of chosen features and why they matter to the community.	Drawing – Portraits **Enquiry Question:** *What features do I need to draw to show who a person is?* **Composite Outcome:** A portrait showing accurate placement of facial features, with annotations explaining how these choices help identify the person respectfully.	Painting – Colour Mixing **Enquiry Question:** *What new colours can I make by mixing paint?* **Composite Outcome:** A colour mixing chart showing primary → secondary colours, plus a small artwork demonstrating deliberate colour choices.		Paint – Use of Colour **Enquiry Question:** *How can colour show change?* **Composite Outcome:** An artwork showing a clear change (season, growth, mood), using colour deliberately to represent that change.	
Design Technology				Mechanisms – Wheels and Axles		Cooking

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				Enquiry Question: *How can wheels and axles help a vehicle move?* **Composite Outcome:** A simple moving vehicle (e.g., a fire engine linked to the Great Fire of London) using a working wheel-and-axle mechanism, with labels explaining how the mechanism helps it move.		**Enquiry Question:** *What steps help us make food safely?* **Composite Outcome:** A recipe card including step-by-step instructions and safety reminders (cleaning, hygiene, heat safety).
Music [Sing Up!]	**The Menu Song**	**Colonel Hathi's March** **Magical Music Aquarium**	**Football**	**Who Stole my Chicken & my Hen?**	**Dancing & drawing to Nautilus** **Cat & Mouse**	**Come Dance with me**
PSHE [Jigsaw]	**Being Me in My World** *"Who am I and how do I fit into my class family?"*	**Celebrating Difference** "How can we be different but equal friends?"	**Dreams & Goals** *"How do we stay strong when things get tricky?"*	**Healthy Me** *"How do I keep my amazing body and mind happy?"*	**Relationships** *"What makes a family safe, loving, and kind?"*	**Changing Me** *"How do things grow, change, and stay special?"*
Religious Education [jigsaw World view:	**What do Christians** believe about God? Creation, God the Father as an	**What gifts might Christians in my town have given Jesus if he had been born here rather**	**Who is God to Muslims?** The meanings of and the attributes shown by the 99 names of Allah	**Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?**	**How important is the prophet Muhammad to Muslims?**	**How important is the Qur'an to Muslims?** How Muhammad received the Qur'an in

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Christianity & Islam]	introduction to the Trinity.	**than in Bethlehem?** Incarnation, God the Son – continuation of introduction of the Trinity	and how a Muslim may want to show respect to these	Salvation, God the Son – continuation of introduction to the Trinity.	Events in the life of the prophet Muhammad and their impact on and importance to Muslims today (discusses the Qur'an and the Hadith)	the Night of Power, how a Muslim would treat the Qur'an with respect and the importance of its teachings to Muslims today.
Computing [Teach Computing]	Data and Information Y1 unit 4 Grouping Data	Creating Media Y1 unit 5 Digital Writing	Programming B Y1 unit 6 Programming animations	Data and Information Y2 unit 4 Pictograms	Creating Media Y2 unit 5 Digital Music	Programming B Y2 unit 6 Programming quizzes
	Education for a Connected World					
		Privacy and Security		Self-image and Identify Health, Wellbeing and Lifestyle	Copyright and Ownership	
Physical Education [Get Set 4 PE]	Fundamentals Year 1 & Dance – Get Set 4 PE Year 1	Fundamentals Year 1 & Dance – Get Set 4 PE Year 2	Fundamentals Year 1 & Athletics Get Set 4 PE Year 1	Fundamentals Year 2 & Athletics Get Set 4 PE Year 2	Fundamentals Year 2 & Striking and Fielding Get Set 4 PE Year 1	Fundamentals Year 2 & Striking and Fielding Get Set 4 PE Year 2

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CYCLE B

	Impact and Power		**Culture and Diversity**		**Reflection and Legacy**	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography	World Continent and Oceans **Enquiry Question:** *How do continents and oceans shape life on Earth?* **Composite Outcome:** A labelled world map with a sentence explaining one way continents or oceans shape life (weather, habitats, travel).		Human and Physical Features of Oxfordshire **Enquiry Question:** *What places in Oxfordshire show what it is like to live here?* **Composite Outcome:** A labelled map showing key human and physical features, with a sentence explaining how one feature shows something about local life or community.		Oxfordshire compared to the Galapagos **Enquiry Question:** *What can we learn from how Oxfordshire and the Galapagos are different?* **Composite Outcome:** A comparison poster showing differences in animals, climate, and landscape, with a final statement explaining why the Galapagos needs protection for the future.	
History		WW1 - Remembrance **Enquiry Question:** *How did the actions of WW1 soldiers help others?* **Composite**		Castles and Monarchs **Enquiry Question:** *What can castles tell us about how people lived in the past?*		Significant individuals – explorers **Enquiry Question:** *What did explorers find, and why do we*

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		Outcome: A remembrance page including a poppy symbol and a simple explanation of how soldiers' actions helped and protected people.		**Composite Outcome:** A labelled castle drawing showing key features, with a short explanation of how one feature shows something about life or culture long ago.		*remember them?* **Composite Outcome:** A simple explorer fact card showing what they discovered and one sentence explaining why they are remembered.
Science [Plymouth Science]	**Animal Safari** **Enquiry Question:** Could Our School Be an Animal Safari? **Composite Outcome:** Investigate animals and habitats found around the world and within the local environment. Produce a safari exhibition, field guide or habitat display that identifies animal groups, food types, life cycles and habitats, explaining how animals are adapted to meet their basic needs. -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. **Repeat objective for consolidation.** -Identify and name a variety of common animals that are carnivores, herbivores and omnivores . **Repeat objective for consolidation.** -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Y2 -Explore and compare the differences between things that are living, dead, and things that have never been alive. -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, -Identify and name a variety of plants and animals in their habitats, including microhabitats -Notice that animals, including humans, have offspring which grow into adults. **Repeat objective for consolidation.**		**Changing Materials** **Enquiry Question:** *How Can We Change Materials?* **Composite Outcome:** *Design, make and evaluate a useful object or sculpture using a range of materials, explaining the materials chosen, their properties and how they were changed to create the final product.* Y1 -Distinguish between an object and the material from which it is made. **Repeated from cycle 1 for consolidation.** -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. -Describe the simple physical properties of a variety of everyday materials. Y2 -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		**How Does Your Garden Grow** **Enquiry Question:** How Does Your Garden Grow? **Composite Outcome:** Create and maintain a school garden, using scientific observations to explain how seeds and bulbs grow into mature plants and identifying the features of common plants and trees found within it. Y1 -Name common plants and describe the basic structure of flowering plants, including deciduous and evergreen. -Identify and describe the basic structure of a variety of common flowering plants, including trees. **Revisit of objective to consolidate.** Y2 -Observe and describe how seeds and bulbs grow into mature plants	
Art and Design	Printing Patterns		Drawing – Landscape and Perspective		Drawing – Use of Shade	

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	Enquiry Question: *How can repeating shapes make a pattern stand out?* **Composite Outcome:** A printed repeating pattern showing bold repetition, with a short annotation explaining how the shapes make the pattern stand out.		**Enquiry Question:** *How can shade help us show different kinds of landscapes?* **Composite Outcome:** A shaded landscape drawing showing contrast between landforms, with a short annotation explaining how shading shows landscape differences.		**Enquiry Question:** *How can shade help us show important details in a picture?* **Composite Outcome:** A shaded drawing that highlights an important person, object, or place, with a short explanation of how shade helps draw attention to what matters.	
Design Technology		Structures (Houses) **Enquiry Question:** *What features help a house stay strong?* **Composite Outcome:** A simple model house demonstrating strong structural features (base, walls, roof), with labels explaining how each feature helps the house stay strong.		Cooking and Healthy Eating **Enquiry Question:** *How can foods from different places help us stay healthy?* **Composite Outcome:** A healthy meal plan showing foods from different cultures, with a sentence explaining why the meal is healthy.		Textiles – Offer improved Solution) **Enquiry Question:** *How can we improve a textile item so it works better for someone?* **Composite Outcome:** A textile item showing one clear improvement (stronger stitching, added fastening), with a label explaining why the improvement helps the user.
Music [Sing Up!]	**Tony Chestnut**	**Carnival of Animals**	**Grandma rap**	**Swing-a-long with Shostakovich**	**The rockpool rock**	**Tanczmylabada**

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		Musical Conversations		**Charlie Chaplin**		

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PSHE [Jigsaw]	**Being Me in My World** *"How do our choices shape a happy, safe classroom?"*	**Celebrating Difference** *"How do we stand up against bullying and cheer for differences?"*	**Dreams & Goals** *"How do our small successes build big dreams?"*	**Healthy Me** *"How do we make safe choices everyday?"*	**Relationships** *"How do we heal arguments and build great friendships?"*	**Changing Me** *"How do I welcome growing up and looking forward to next year?"*
Religious Education [Jigsaw World View: Christianity & Santana Dharma (Hinduism)]	**Is it possible to be kind to everyone all of the time?** Jesus's example as the Son of God.	**Why do Christians believe God gave Jesus to the world?** Christmas - Jesus as a gift from God (incarnation)	**Who is God to Sanatanis?** Brahman as one supreme being in everything and everywhere. The Trimurti and what each aspect of Brahman represents. The Sanatani belief that there is one God in many different forms and how these deities are present in Sanatani beliefs and worship	**How important is it to Christians that Jesus came back to life after his crucifixion?** Salvation - Resurrection of Jesus at Easter.	**What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali?** The story of Rama and Sita, what a Sanatani might learn from it and how it informs some elements of Sanatani practice	**Why do Sanatanis use symbols?** Symbols in Sanatana Dharma starting with the Sanatani creation story and focussing on the Aum (Om) and the lotus. Looking at how these symbols are used today.
Computing [Teach Computing]	Computing Systems and networks Y1 unit 1 Technology around us	Creating Media Y1 unit 2 Digital Painting	Programming A Y1 unit 3 Moving a Robot	Computing Systems and networks Y2 unit 1 Information technology around us	Creating Media Y2 unit 2 Digital photography	Programming A Y2 unit 3 Robot Algorithms.

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		Education for a Connected World				
	Health, Wellbeing and Lifestyle Copyright and Ownership			Health, Wellbeing and Lifestyle.	Self-image and Identity	
Physical Education [Get Set 4 PE]	Dance & Invasion – Get Set for PE Year 1	Fundamentals Year 1 & Invasion - Get Set for PE Year 2	Dance & Gymnastics - Get Set for PE Year 1	Fundamentals Year 1/ 2 & Gymnastics - Get Set for PE Year 2	Dance & Invasion – Get Set Net and Wall – Get Set for PE Year 1	Fundamentals Year 2 & Net and Wall - Get Set for PE Year 2