

HOLMESDALE INFANT SCHOOL KS1

CURRICULUM OVERVIEW

2025-2026

Termly Topic	Autumn There's No Place Like Home		Spring If You Go Down to the Woods		Summer Land A'hoy	
Hook	Red feather: EYFS Tiger Who Came To Tea: dining room set up	Great Fire of London: Geography maps, (find the cheese) feathers & ink, Forest school: fires, Wattle & Daub houses	Go to the woods find different clues for different characters/animals	Sherwood forest Trip	Pirate day Treasure map, Message in a bottle, treasure, walk the plank	Water Adventure
The Big Question	Where do I live?	What are houses made of?	Who will you find in the woods?	What will you find in the woods?	Do pirates exist?	Is there water everywhere?
Trips Visitors Enrichments	Diwali 20 th October Harvest Assembly – Thursday Black History Day - 17 th October Graves Sports Visit – Year 2	Tiny town EYFS Magna: 5 th or 6 th November November-National Road Safety Week YR & Y1 @ Graves Sports Event St John's Christmas Tree Festival – 2 nd December - singing in church 10 th December – Pantomime KS1 Christmas Performance	Sports event YR @ Graves SEND Sporting Event Fire & rescue Talk Chicks arrive Sponsored Pancake Flip Visit to Sheffield Mosque 3 rd February Gardening day: plant bulbs and vegetables Computing: safer internet day	2 nd March Year 2 Dance Festival 5 th March World Book day 12th (Year 1) & 13th (Year 2) March Trip to Sherwood Forest.	24 th April Key Strings – Musical Enrichment-pirate themed Y2 Sporting Event @ Graves	Sports Day EYFS Seaside Day KS1 Adventure Day Water venture experience Leavers Concert Leavers Party

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		<p>EYFS Christmas Performance</p> <p>Christingle Service, St Philip's –12th December</p>				
Subject Focus	<p>Geography-Exploring and mapping our local area</p> <p>Black History Month: Focus on black artists – (October)</p> <p>D&T – skills: joins and mechanisms</p> <p>Speaking & Listening - Chat about me boxes.</p> <p>Science: The body & senses</p> <p>Computing: E-safety Trusted adults, Robot (TAG- tell a grown up) done in Assembly</p> <p>RE: Harvest, Rosh Hashana (Jewish New Year) & Diwali</p>	<p>History– Great fire of London/Guy Fawkes</p> <p>Geography- Capital cities and Landmarks</p> <p>Art- colour mixing, silhouettes (link with GFOL, bonfire night)</p> <p>D&T Day: to build houses applying houses (apply previous skills and mechanisms) Science: Materials</p> <p>RE: Christingle, Christmas</p>	<p>History –Robin Hood</p> <p>Computing –algorithms, Safer Internet Day</p> <p>Science- Animal Habitats/plants</p> <p>Art: using tools with clay EYFS: Clay leaf prints, minibeasts KS1: Clay animals</p> <p>Forest School: Bogarts</p>	<p>Geography –compare and contrast forests and rainforests (Sticky knowledge with Amazon)</p> <p>Science – Plants</p>	<p>History – Explorers Pirates, Christopher Columbus.</p> <p>Geography: Oceans & Continents Treasure maps.</p> <p>Art – Eco art collage Pam Longobardi</p> <p>Computing- Algorithms</p> <p>Science – Plants & animals</p>	<p>Geography – Oceans & Continents Focus on polar regions</p> <p>Seaside in the past human and physical features (History link)</p> <p>D&T: make a packed lunch/healthy smoothie</p> <p>Science – Plants & Human body</p>
Enterprise		Create calendars, sell at the Christmas fair.	Pancake flip		Sponsored scooter ride	

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Literacy Focus – Narrative & Key texts	English: Harvest Poems for performance		KS1: Diaries, Samuel Pepys Letter to Santa		KS1: Little Red Riding Hood		Non chronological reports/book				Pirate stories		KS1: T4W Lighthouse Keeper’s Lunch	
	EYFS: Little Red Hen		EYFS: Letter writing Father Christmas, Lists Three Little Pigs; houses		EYFS: Goldilocks and The Three Bears, We’re Going On a Bear Hunt, Gruffalo (to share).						Message in a bottle		EYFS: instructions how to make a fruit kebab	
	T4W: Tiger that came to tea										KS1: Instructions How to catch a pirate		Transitional letters to new teachers	
											EYFS: Ten little pirates Pirates love underpants			
Literacy Focus – Non-Fiction	Labels, lists and captions		Recount											
			Diaries											
			Letter											
Literacy Speaking & Listening	Harvest poetry		Christmas production				Easter performance Class assemblies				Class assemblies		Y2 leavers concert	
Literacy Focus – Poetry	Harvest Poetry; performance				Easter singing –reciting rhymes by heart									
	Place Value (within 10) 5 weeks	Addition and Subtraction (within 10) 5 weeks	Shape 1 week	Place Value (within 20) 3 weeks	Addition and Subtraction (within 20) 3 weeks	Place value to 50 2 weeks	Length and Height 2 weeks	Mass and volume 2weeks	Multiplication on 3 weeks	Fractions 2 weeks	Position and direction 1 week	Place value to 100 2 weeks	Money 1week	Time 2weeks

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		Staggered over half term												
Y2 Maths	Place value 4 weeks	Addition and Subtraction 5 weeks Stagger over half term	Shape 3 weeks	Money 2 weeks	Multiplication and Division 5 weeks	Length and Height 2 weeks	Mass, capacity and Temperature 2 weeks	Fraction 3 weeks	Time 3 weeks	Statistics 2 weeks	Position and Direction 2 weeks			
Science	Year 1 Planting to be a recurring theme through the year Seasons to be approached throughout the year (Year 1 focus) Year 2 notice humans, have offspring which grow into adults find out about and describe the basic needs of humans, for survival (water, food and air)	Materials Year 1 distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Year 2 identify and compare the suitability of a variety of everyday materials, including	Year 1 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Year 2	Plants-vegetable seedlings Year 1 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees Year 2 observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Animals & Plants Enrichment week-change & adapt Year 1 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and	Plants & Humans Year 1 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees ***say which part of the body is associated with each sense (Linked with being outside and plants) Year 2								

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<p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>observe and describe how seeds and bulbs grow into mature plants</p>	<p>wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>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</p>		<p>mammals including pets)</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Year 2</p> <p>notice that animals, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, for survival (water, food and air)</p> <p>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</p>	<p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>
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					plants, and how they depend on each other	
<p>Geography</p> <p>Weather observations made throughout the year within classes through school</p>	<p>Geographical Skills and Fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage</p> <p>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</p> <p>Dronfield-local area & mapping</p>	<p>Looking at the UK capital cities – LONDON – linking knowledge of London to story of Guy Fawkes in History.</p>		<p>Compare and contrast a forest in England to a jungle in the tropics- (sticky knowledge.)</p> <p>Use basic geographical vocabulary to refer to key physical features of places e.g. climate, weather, eco system, wildlife, landscape.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>Revision of continents and seas/oceans. To use maps to locate where Christopher set sail from and travelled to. What continents did he discover?</p>	<p>Study of Antarctica (frozen water)</p> <p>Naming, describing and comparing people and places (people, landmarks and features).</p> <p>Locating landmarks and features using paper or digital maps; globes and atlases.</p> <p>Drawing comparisons and similarities between places.</p>
<p>History</p> <p>Timelines to be in all classes and continually</p>	<p>Black History Month- Black Art & Artists</p> <p>Know where all people/events studied fit into a chronological framework.</p>	<p>The Story of Guy Fawkes.</p> <p>The Great Fire of London.</p>	<p>Discover – Who was Robin Hood?</p> <p>The lives of significant individuals in the past.</p>		<p>Discover – who was Christopher Columbus?</p> <p>Events beyond living memory that are</p>	

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<p>y added to during the year. Ensure prior knowledge in on for Y2</p>	<p>Ask and answer questions to find out more about an event. Understand some ways we find out about the past. Recognise why people did things, why events happened and what happened as a result.</p>	<p>Events beyond living memory that are significant nationally or globally</p> <p>To see how some change and some things stay the same</p> <p>To understand how we know that these events happened</p>	<p>Significant historical events, people and places in their own locality</p>		<p>significant nationally or globally.</p> <p>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.</p>	
<p>Art</p>	<p>Black History Month- Artists Studying black artists both contemporary and old</p>	<p>KS1- Identifies and mixes primary/secondary colours.</p> <p>-Explores tints and shades confidently.</p> <p>- Uses silhouettes to depict a narrative (e.g. GFOL).</p> <p>Reflects on own and others' art using simple vocabulary.</p> <p>Focus -Primary to Secondary Tints and Shades Introduction to Silhouettes Creating Final Piece – GFOL/Bonfire Scene Compose and create final piece using learned technique</p>			<p>KS1- Plans and creates collage using recycled materials.</p> <p>- Understands how artists like Longobardi use art to raise awareness.</p> <p>- Talks about choices in materials, layout, and the message behind their art.</p> <p>Focus - Eco Art and Collage – Inspired by Pam Longobardi Focus: Landfill, Ocean Pollution, Sustainability through Art Use ocean plastic and waste materials to create thought-provoking art Exploring Materials for</p>	<p>Eco Earth Collage Art gallery Demonstrating control with a variety of media Using hand tools, with confidence Developing observational skills</p>

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					Collage Reflecting on Message and Meaning	
D&T	Joining techniques and skills Mechanisms	DT Day- Make a house (Linked to London Burning)		Textiles- Pop up puppet		Healthy eating- making a healthy packed lunch
PE	Fundamental Movements – Agility, balance, coordination	Gymnastics	Dance	Invasion Games – Attacking vs Defending (Handball)	Invasion Games (Sport Specific) – Hockey	Athletics – Track and Field Events
Computing	E Safety		E Safety - Safer Internet Day		Algorithms	
RE Year 1	1.2 Who is a Muslim and what do they believe? Harvest assembly	1.1: Who is a Christian and what do they believe? Believing Xmas story/assembly	1.5: What makes some places sacred? Expressing sacred times? Eid day	1.6: How and why do we celebrate special and sacred times	1.7: What does it mean to belong to a faith community? Living	1.8: How should we care for others and the world, and why does it matter? Living
RE Year 2	1.2: Who is a Muslim and what do they believe? Recapping 1.1& 1.3 Who is a Christian/Jew and what do they believe? (comparison with Islamic beliefs) Harvest assembly	1.4: How can we learn from sacred books? Bible/Quran/Torah Believing Xmas story/Assembly	1.5: What makes some places sacred? Include comparisons from prior learning in y1 (synagogue) Expressing Visit to a mosque	1.6: How and why do we celebrate special and sacred times	1.7: What does it mean to belong to a faith community? Christianity/Islam/Judaism Living	1.8: How should we care for others and the world, and why does it matter? Living
PSHE RSE	PSHE Matters: ‘Exploring Emotions’ The children will explore a range of emotions and	PSHE Matters: ‘Being Responsible’ The children will explore rules and	PSHE Matters: ‘Relationships’ Children will look at friendships including what	PSHE Matters: ‘Difference & Diversity’ The children will explore how they are similar and different to others, why they are special	PSHE Matters: ‘Bullying Matters’ The children will be looking at what bullying	PSHE Matters: ‘Being Healthy’ Children will explore what 'being healthy' means and

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	<p>words to describe feelings, understand that all feelings are ok and how feelings can affect how our bodies feel and behave. The children will explore how to recognise how others might be feeling and that not everyone feels the same about the same things. They will explore ways to manage big and uncomfortable feelings and identify who and how they can ask for help.</p>	<p>responsibilities including what a rule is, that we follow rules to help each other and that rules need to be fair. They will explore ways to care for people, animals and other living things.</p>	<p>makes a good friend/friendship, making friends, resisting pressure, kind and unkind behaviour, resolving conflicts. The children will explore families and ways families are similar and different to others. They will identify what to do if they are worried about something in a relationship/family.</p>	<p>and that people can have similar and different opinions to themselves. They will look at kindness and the concept of fair and unfair.</p>	<p>is and what it is not, kind and unkind behaviour and understand that hurtful behaviour is not acceptable. The children will be supported to explore simple strategies to resolve arguments between friends. They will learn how to report bullying and who they can talk to.</p>	<p>why it is important. This will include food and food choices, physical activity, sleep and relaxation and healthy ways to feel good, calm down and change our mood. They will explore hygiene and health including dental care, hygiene routines and sun safety.</p>
<p>Music</p>	<p>My Musical Heartbeat Social question- How can we make friends when we sing? - Pulse, rhythm, how do they work together? Understanding music- finding and keeping a steady beat.</p>	<p>Playing In an Orchestra Social question – How does music teach us about the past? Find and try to keep a steady beat Very simple rhythm patterns using long and short Very simple melodic patterns using high and low.</p>	<p>Exploring Sounds. Social question – How does music make the world a better place?</p>	<p>Recognising different sounds- Social question - How Does Music Teach Us About Our Neighbourhood?</p>	<p>Having Fun with Provision – social question – having fun with improvisation. Walk, move or clap a steady beat with others. Move to different tempos.</p>	<p>Our Big Concert – Social question –How does music teach us about looking after our planet? - Play copycat rhythms.</p>