

# Year 1/2 - Summer Term 2026

## Science

**Plants: How do seeds and bulbs grow into healthy plants?**

Children will learn about different seeds and bulbs. They will learn about plants we can eat and begin to gather seeds. They will also look at what plants need to grow and what they need to continue to grow and stay healthy.

**Living things & their environments: How do we know something is alive?**

Children will learn about living things and their habitats. They will start by examining whether things are living, dead, or have never been alive. They will then examine microhabitats and larger habitats to identify some animals that may live there. Children will investigate to see which conditions woodlice prefer in their habitat. After that, they will examine how living things adapt to their environment. Finally, they will examine food chains within habitats.

## Geography

**What are the similarities and differences between my local area and Tromsø, Norway**

Children will use atlases and globes to discover the world, including the seven continents and five oceans, the countries, capital cities and surrounding seas of the UK and the equator and poles. Children will develop fieldwork and map skills, creating maps of the school and local area. Children will learn the geographical human and physical features of Tromsø in Norway and compare them to the geographical features of their own local area.

## Art

**Chromatic: How can artists use colour?**

In this painting unit, children will develop their knowledge of colour theory and create landscapes using complementary colours. They will continue to develop some skills with paint that will continue their primary school journey to becoming proficient as a painter. They will know about the work of an artist who designs prints and become more skilled at talking about their own art process.

## DT

**Making a book with moving parts**

Children will investigate how to make different types of mechanisms, such as levers, wheels and sliders. They will develop their own ideas through making and testing prototypes. They will sketch a design based on their ideas and then create their own book with several different mechanisms. Children will evaluate their finished product.

## English

**Fiction: Jack and the Beanstalk**  
To write a new version of a well-known tale

**Non-fiction: Seed to Sunflower**  
To write a booklet about the life cycle of another plant or animal

**Non-fiction: Look inside a pond**  
To write a book on a minibeast habitat using features of non-fiction text and layout

**Poetry: Mini beast Poems**  
To write a poem to describe animals' movement and appearance

## PSHE

**Keeping safe and managing risk: Indoors and outdoors**

**Drug, alcohol, and tobacco education: Medicines and me**

**RE** Why does Easter matter to Christians?  
What makes some places sacred to believers?

## Computing

**Data and Information – Pictograms**  
**Creating media – Digital photography**  
**Online safety: When In Doubt, Discuss**

## Music

Based on the story 'Going on a Bear Hunt' the children will use the illustrations as a basis to create a class performance of the book

## PE

**Athletics**  
**Striking and fielding**  
**Fitness**  
**Team Building**

## Maths

**Year 1**

**Number: Place value (within 100)**

Children will continue build on previous learning of place value as they explore numbers to 100. Comparing values of numbers and demonstrate understanding of the value of the digit depending on the position in the number line as well as comparing amounts and explain how they know.

**Measurement: Money**

Children will have further opportunity to develop knowledge of counting in 10s and 2s and addition and subtraction as they learning about totalling amounts and recognising coins. Multiplication and Division

Children will begin to develop their understanding of multiplying and dividing through counting in 2,5,10s. They will look at different representations of these including arrays and finding simple fractions of numbers through doubling and halving.

**Number: Fractions**

Children will build their knowledge and use of language to discuss and describe a variety of representations of half and quarters of objects, shapes and quantities.

**Measurement: Time**

Children will build on their experience of time considering the language we use to describe time through days of the week, months weeks into hours minutes and seconds. They will begin to understand how we tell the time using the hands on the clock.

**Number:**

**Geometry: position and direction**

Children will learn about how we can describe position and directions through the language we use. Through practical application children will learn to give directions to, turn and move

**Year 2**

**Fractions**

Children begin their journey in fraction through learning that they are parts of a whole though exploring fractions in a variety of representation children will be able to recognise half, quarters and thirds. Representation will include number line and bar model.

**Time-** Children will have opportunity to explore time regular before this unit of learning. They will learn about the position of the hands for o'clock, half past, quarter past and quarter to. During this unit children will further secure their knowledge of 5 minute intervals and solved problems with time.

**Data**

Children will explore a variety of way data can be represented, they will be give practice experience of collecting data and representing in in tables and charts, graphs. They will learn to ask and answer questions include identifying the difference.

**Position and Directions**

Children will learn the language of position and describe movements and turns

## History

**How has technology changed our lives over the last 60 years?**

This unit looks at the changes in technology over the past 60 years. The children will begin by thinking about the term 'technology' and what that means. They will consider the technology that they use in their everyday lives, then look back at technology of the past, spanning 60 years. Children will make comparisons between technology of the past and the modern day, thinking about how our lives have changed with the advances in technology. Children will learn about historical figures in the history of technology, e.g. Tim Berners-Lee and the impact his inventions have had. Throughout all of these lessons, children will discuss what things we do to help us find out about the past. They will learn about being a history detective and will be encouraged to ask questions, make comparisons and use evidence to help them come to conclusions.