

KS1 Two Year Cycle

2026 – 2027 Cycle A

Autumn 2026	Spring 2027	Summer 2027
Through a blend of RWI phonics / reading comprehension, alongside immersion in the 'Terrific Ten' listed below, children will gain the knowledge outlined here .		
KS1 Terrific Ten Set A: The Tunnel, Clean Up!, Everything Changes, The Big Book of Blue, Who's Afraid of the Light?, It's a No Money Day, Tango Makes Three, The Whisperer, Do you love bugs?, Salat in Secret, The Perfect Fit and The Boy Who Likes to Lick the Wind.		
<i>In writing sessions the children will gain the knowledge outlined here, whilst writing for these purposes...</i> - Write to entertain - Write to inform	- Write to entertain - Write to persuade	- Write to entertain - Write to recount
<i>In maths sessions the children will gain the knowledge outlined here, whilst studying...</i> - Place value - Addition and subtraction - Further place value	- Shape - Addition and subtraction - Multiplication and division - Length and height	- Statistics - Money - Fractions - Time - Mass, capacity and temperature - Position and direction
<i>In science sessions, pupils will gain the knowledge outlined here, through studying these topics...</i> - Living things and their habitats - Animals, including humans	- Uses of everyday materials - Revisit Living things and their habitats / materials	- Plants - Revisit living things and their habitats
<i>In art and design learning, children will gain the knowledge outlined here, whilst exploring...</i> Drawing Block A - Beth Krommes Painting Block B – Kandinsky / illustrations	Creative Response Block 2026 – Unity of light Printmaking Block C – William Morris	Textiles and collage Block D - Katie Vernon / Matisse 3D Block E - John Kindness / Aboriginal art
<i>In computing learning, pupils will gain this knowledge whilst studying...</i> - Online Safety - Mouse and Keyboard Skills - Digital Art	- Online Safety 3D Design - Music Creation	- Online Safety - Introduce Programming - Digital Literacy – research linked to history / geography
<i>In design and technology sessions the children will gain the knowledge outlined here, whilst studying.....</i> Textiles – repurpose clothing Food and Nutrition - What does healthy mean?	Mechanisms – Are bigger wheels always better? Materials – How can you waterproof a hat?	Food and Nutrition – How healthy is your food? Structures – How strong is a piece of paper?
<i>In geography sessions the children will gain the knowledge outlined here, whilst studying.....</i> - Strong start (Cycle 1) - Human and Physical features - Compare a small part of the UK to a non-European location – London and Nairobi	- Compare a small part of the UK to a non-European location – London and Nairobi - Fieldwork and map skills	- Fieldwork and map skills - Compare a different non-European location to our locality - Amazon Rainforest
<i>In history the children will gain the knowledge outlined here, whilst studying.....</i> - Strong Start Cycle 1 - Events beyond living memory – Great Fire of London	Events beyond living memory – Flight	- Significant historical events, people, places in our locality - Revisit – Events beyond living memory
<i>In music the children will gain the knowledge outlined here, whilst studying...</i> Charanga Creative Music Scheme - Rhyming In Time - Let's Start Singing	Charanga Creative Music Scheme - Music inspired by the world around us - Exploring rhythm patterns	Charanga Creative Music Scheme - Sound and pictures - High and Low
<i>In PE sessions the children will gain the knowledge outlined here, whilst studying.....</i> Fundamentals	Dance	Net and wall games

- Gymnastics - Invasion games - Team building	Striking and fielding	Athletics
<i>In PSHE sessions the children will gain the knowledge outlined here, whilst studying.....</i> - Being me in my world. - Celebrating Differences	- Dreams and Goals - Healthy Me	- Relationships - Changing me
<i>In RE sessions the children will gain the knowledge outlined here, whilst exploring the following questions.....</i> - Who is a Muslim and how do they live? - Why does Christmas matter to Christians?	- Why does Easter matter to Christians? - Who is a Muslim and how do they live?	- What is the good news that Christians say Jesus brings? - What makes some places sacred to believers?
Oracy (see here for more detail): Focus strands: <i>Physical</i>: use body language to show listening. Turn towards the person who is speaking. Speak clearly to be heard <i>Linguistic</i>: use conjunctions to organise speech <i>Cognitive</i>: to explain ideas in chronological order <i>Social and emotional</i>: Listen carefully to others. <i>Through these outcomes / purposes...</i> Subject: English Oracy outcome: Perform an Autumn poem. Purpose: to perform and entertain with expression Audience: peers Subject: History Oracy outcome: Great Fire of London showcase of learning. Purpose: to inform Audience: familiar adults and another class	Focus strands: <i>Physical</i>: speak confidently and clearly <i>Linguistic</i>: use new vocabulary in the right context <i>Cognitive</i>: ask a questions when they haven't understood. <i>Social and emotional</i>: Confidently deliver short pre- prepared material. <i>Through these outcomes / purposes...</i> Subject: science Oracy outcome: explanation video on the history of flight. Audience: familiar adults Subject: Writing Oracy outcome: Orally rehearse sentences – with a structure and organisation of talk focus. Perform their written piece. Audience: Peers.	Focus strands: <i>Physical</i>: adjust tone, volume and pace. <i>Linguistic</i>: To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to '). <i>Cognitive</i>: disagree with someone politely <i>Social and emotional</i>: engage in group discussions without the support of an adult. <i>Through these outcomes / purposes...</i> Subject: Geography Oracy outcome. Debate – would you rather live in the UK or Rainforest. Building on the views of others. Audience- peers Subject: Careers and Aspirations Local History – jobs in the past compared with today – ie. Needle makers. Oracy outcome: Assembly with some elements of narrative and role-play. Audience- Whole school.
Deeper Assessment Cycle (to compliment continuous AfL): <i>Reading</i>: Red to grey groups - Termly phonics / RWI assessments Rainbow – termly short independent quizzes <i>Maths</i>: Autumn term White Rose assessment papers <i>Writing</i>: Termly moderated independent piece (retelling of familiar story)	<i>Reading</i>: Red to grey groups - Termly phonics / RWI assessments Rainbow – termly short independent quizzes <i>Maths</i>: Spring term White Rose assessment papers <i>Writing</i>: Termly moderated independent piece (recount of a recent lived experience)	<i>Reading</i>: Red to grey groups - Termly phonics / RWI assessments Rainbow – termly short independent quizzes <i>Maths</i>: Summer term White Rose assessment papers <i>Writing</i>: Termly moderated independent piece (Letter to new teacher)

2027 -2028 Cycle B

Autumn 2027	Spring 2028	Summer 2028
Through a blend of RWI phonics / reading comprehension, alongside immersion in the ‘Terrific Ten’ listed below, children will gain the knowledge outlined here. KS1 Terrific Ten Set B: <i>Dogger</i> by Shirley Hughes <i>The Ugly Five</i> by Julia Donaldson <i>Ravi’s Roar</i> by Tom Percival <i>The Smile Shop</i> by Satoshi Kitamura <i>Astro Girl</i> by Ken Wilson-Max <i>Big</i> by Vashti Harrison <i>Colours, Colours Everywhere</i> by Julia Donaldson <i>Dear Earth</i> by Isabel Otter <i>The Sea Below My Toes</i> by Charlotte Guillain <i>Speak Up</i> by Nathan Bryon		
In writing sessions the children will gain the knowledge outlined here, whilst writing for these purposes... - Write to entertain - Write to inform	- Write to entertain - Write to persuade	- Write to entertain - Write to recount
In maths sessions the children will gain the knowledge outlined here, whilst studying... - Place value - Addition and subtraction - Further place value	- Shape - Addition and subtraction - Multiplication and division - Length and height	- Statistics - Money - Fractions - Time - Mass, capacity and temperature - Position and direction
In science sessions, pupils will gain the knowledge outlined here, through studying these topics... - Seasonal changes and daily weather - Introducing plants including trees - Animals, including humans	- Everyday materials - Revisit 1: Animals, including humans	- Plants - Revisit 2: Plants, animals including humans
In art and design learning, children will gain the knowledge outlined here, whilst exploring... Drawing Block A - Animals Painting Block B - Mondrian	- Creative Response Block 2027 (new) Printmaking Block C – Karen Lederer	Textiles Block D – Anne Kelly 3D Block E - Kenojuak Ashevak
In computing learning, pupils will gain this knowledge whilst studying... - Online safety - Recognise uses of technology - Mouse & keyboard skills - Digital art	- Online safety - Animation - Processing data - Publishing books	- Online safety - Programming - Digital literacy
In design and technology sessions the children will gain the knowledge outlined here, whilst studying..... Mechanisms Block A – Moving pictures <i>Instructional writing A</i> Structures Block B – Stopping towers from toppling over	Food and Nutrition Block C – food and senses <i>Animals including humans</i> Materials Block D – Can you build with bread?	Textiles Block E – keeping warm <i>Hot and cold places</i> Food and Nutrition Block F – Why vegetables? <i>Instructional writing B</i>
In geography sessions the children will gain the knowledge outlined here, whilst studying..... - Strong start (Cycle 2) - Continents - Oceans - Countries of UK	- Capital cities of UK - Seas around UK - Hot and cold locations	- Hot and cold places - Mapping and fieldwork
In history the children will gain the knowledge outlined here, whilst studying..... - Strong Start Cycle 2 - Changes within living memory: shops and toys	The lives of significant people (<i>Mary Anning and David Attenborough</i>)	- More lives of significant people (<i>Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.</i>) - Revisit changes within living memory
In music the children will gain the knowledge outlined here, whilst studying... Charanga Creative Music Scheme - Questions & answers - Let’s keep singing	Charanga Creative Music Scheme - Sound & Symbol 1 - Sound & Symbol 2	Charanga Creative Music Scheme - Around the World - The Power of communication
In PE sessions the children will gain the knowledge outlined here, whilst studying..... Fundamentals	Dance	Sending and receiving

- Gymnastics - Invasion games - Fitness	Ball skills	- Yoga - Athletics
In PSHE sessions the children will gain the knowledge outlined here, whilst studying..... - Being me in my world. - Celebrating Differences	- Dreams and Goals - Healthy Me	- Relationships - Changing me
In RE sessions the children will gain the knowledge outlined here, whilst exploring the following questions and aspects..... - What does it mean to belong to a faith community? - What do Christians believe God is like?	- Who is Jewish and how do they live? - Passover - Shabbat	- Mother Teresa - Christian creation - Good Samaritan
Oracy (see here for more detail): Focus strands: <i>Physical</i>: speak clearly and confidently. Speak clearly to be heard <i>Linguistic</i>: change how I speak depending on the context. <i>Cognitive</i>: change how I speak depending on the context. <i>Social and emotional</i>: Confident delivery of short pre- prepared material. <i>Through these outcomes / purposes...</i> Subject Link: English Oracy outcome: Perform a poem Purpose: to perform and entertain with expression Audience: peers Subject: History Oracy outcome: Toys showcase of learning. Purpose: to inform Audience: familiar adults and another class	Focus strands: <i>Physical</i>: speak confidently and clearly <i>Linguistic</i>: use new vocabulary in the right context <i>Cognitive</i>: ask a questions when they haven't understood. <i>Social and emotional</i>: Confidently deliver short pre- prepared material. <i>Through these outcomes / purposes...</i> Subject: History Oracy outcome: Create a short video about the life of David Attenborough Purpose: To inform Audience: adults and peers Subject: Science Oracy outcome: group discussion – why is paper a good material for kitchen roll? Purpose: to share ideas and persuade Audience: Peers.	Focus strands: <i>Physical</i>: adjust tone, volume and pace. <i>Linguistic</i>: To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to '). <i>Cognitive</i>: disagree with someone politely <i>Social and emotional</i>: engage in group discussions without the support of an adult. <i>Through these outcomes / purposes...</i> Subject: Geography Oracy outcome. Debate – would you rather live in a hot or a cold country? Building on the views of others. Audience- peers Subject: DT Oracy outcome: Group discussion: which material is the best to make a winter coat? Purpose: use new vocabulary, persuade Audience: Peers
Deeper Assessment Cycle (to compliment continuous AfL): <i>Reading</i>: Red to grey groups - Termly phonics / RWI assessments Rainbow – termly short independent quizzes <i>Maths</i>: Autumn term White Rose assessment papers <i>Writing</i>: Termly moderated independent piece (retelling of familiar story)	<i>Reading</i>: Red to grey groups - Termly phonics / RWI assessments Rainbow – termly short independent quizzes <i>Maths</i>: Spring term White Rose assessment papers <i>Writing</i>: Termly moderated independent piece (recount of a recent lived experience)	<i>Reading</i>: Red to grey groups - Termly phonics / RWI assessments Rainbow – termly short independent quizzes <i>Maths</i>: Summer term White Rose assessment papers <i>Writing</i>: Termly moderated independent piece (Letter to new teacher)