



SUNNYSIDE ACADEMY

KS1 Curriculum Overview

2026-2027 | Year 1 and Year 2 curriculum maps

This KS1 overview brings together the Year 1 and Year 2 curriculum. Each unit identifies the central knowledge pupils will learn and the subject-specific ways in which they will explore, practise, communicate and apply it. Art and Design alternates with Design Technology; Geography alternates with History.

How to read this overview

UNIT

The topic, enquiry or body of content pupils will study.

KNOWLEDGE

The central substantive knowledge pupils will build and remember.

DISCIPLINARY FOCUS

How pupils learn to think and work within that subject.

Curriculum design at Sunnyside

Coherent and sequenced: Knowledge is built progressively and revisited through retrieval.

Responsive to context: Our local area, heritage and community enrich pupils' learning.

Broad and balanced: Every subject makes a distinctive contribution to the whole child.

Inclusive and ambitious: Adaptive teaching removes barriers while maintaining high expectations.

Year 1: Creative and technological subjects

Art and Design and Design Technology are taught in alternating half-term blocks.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and Design	Rebecca Williams: Photography Knowledge: How photography communicates ideas through subject, viewpoint and composition. Disciplinary focus: Explore, select, create and evaluate photographic images.	-	Claes Oldenburg and Coosje van Bruggen: 3D Art Knowledge: How artists transform everyday objects through scale, form and materials. Disciplinary focus: Experiment with construction techniques and refine a three-dimensional response.	-	Giuseppe Arcimboldo: Collage Knowledge: How images can be constructed from arranged natural and everyday forms. Disciplinary focus: Select, arrange, combine and evaluate materials to communicate an idea.	-
Computing	What Is a Computer? Knowledge: Computers contain connected parts that receive, process and present information. Disciplinary focus: Identify hardware and explain simple input-process-output relationships.	My Online Life Knowledge: Personal information, respectful behaviour and safe choices matter online. Disciplinary focus: Recognise risks, make safe decisions and seek help from a trusted adult.	My Friend the Robot Knowledge: Programs are ordered instructions that control a device. Disciplinary focus: Create, test and debug simple sequences and algorithms.	Mini-Beasts Knowledge: Digital tools can collect, organise and present information. Disciplinary focus: Gather, classify and represent simple data using technology.	Modern Tales Knowledge: Digital media can be combined to communicate a story. Disciplinary focus: Create, edit and review digital content for a chosen purpose.	News Presenter Knowledge: Audio, images and video can communicate information to an audience. Disciplinary focus: Capture, edit, sequence and present digital media.
Ongoing online safety: Relevant elements of My Online Life are revisited at the beginning of every computing unit throughout the year, reinforcing age-appropriate online-safety knowledge and responsible digital behaviour.						
Design and Technology	-	Spinning Tops: Mechanisms Knowledge: Mechanisms enable products to move; materials and shape affect performance. Disciplinary focus: Investigate, design, make, test and evaluate a functioning product.	-	Animal Enclosures: Structures Knowledge: Stable structures need appropriate materials, joins and support. Disciplinary focus: Design to a purpose, construct safely, test stability and improve the outcome.	-	Savoury Dips: Food and Nutrition Knowledge: Ingredients have different properties and a balanced diet includes varied foods. Disciplinary focus: Prepare ingredients hygienically, follow a process and evaluate taste and texture.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Hey You! Knowledge: Pulse, rhythm and pitch are fundamental musical elements. Disciplinary focus: Listen, copy, sing and perform in time with others.	Rhythm in the Way We Walk / Banana Rap Knowledge: Rhythm can be spoken, sung and moved to over a steady pulse. Disciplinary focus: Imitate and perform rhythmic patterns through voice and movement.	In the Groove Knowledge: Musical styles use contrasting sounds, rhythms and expressive features. Disciplinary focus: Listen closely, compare styles and perform with an appropriate feel.	Round and Round Knowledge: Pulse, rhythm and pitch operate across different musical styles. Disciplinary focus: Listen, sing, play and respond accurately within an ensemble.	Your Imagination Knowledge: Music can be created and organised to communicate an idea. Disciplinary focus: Improvise, compose and perform short musical ideas.	Reflect, Rewind and Replay Knowledge: Previously learned songs and musical concepts can be revisited and connected. Disciplinary focus: Recall, compare, perform and evaluate across the year's learning.

Year 1: Humanities, beliefs and physical development

Geography and History are shown as alternating half-term blocks; PE and RE are taught throughout the year.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	Where We Live: Coulby Newham Knowledge: The local area contains recognisable human and physical features. Disciplinary focus: Use fieldwork, observation, photographs and simple maps to investigate place.	–	Where We Live: Middlesbrough Knowledge: Middlesbrough has distinctive human and physical features and landmarks. Disciplinary focus: Locate, observe, describe and compare features using geographical vocabulary.	–	The United Kingdom and Its Surrounding Seas Knowledge: The four countries, capital cities and surrounding seas of the UK. Disciplinary focus: Use maps, atlases and directional language to locate and communicate place knowledge.	–
History	–	Toys and Inventions Knowledge: Toys and everyday technologies have changed within living memory. Disciplinary focus: Sequence events and use evidence to identify change and continuity.	–	Middlesbrough: Remember When? Knowledge: The local area has changed over time and evidence helps us reconstruct its past. Disciplinary focus: Ask historical questions and interpret photographs, objects and accounts.	–	The Royal Family Knowledge: Queen Elizabeth II and King Charles III are significant within recent British history. Disciplinary focus: Explain significance and place people and changes in chronological context.
Physical Education	Fundamentals Knowledge: Core travelling and ball-control movements, including throwing, catching, kicking and striking. Disciplinary focus: Practise, combine and apply movements with increasing control.	Gymnastics Knowledge: Travelling, rolling, jumping and balancing require control, agility and coordination. Disciplinary focus: Create, perform and refine simple movement sequences.	Dance Knowledge: Movement can respond to rhythm, music, ideas and stimuli. Disciplinary focus: Create, remember and perform a short dance sequence.	Fundamentals Knowledge: Core movement and ball skills can be improved through purposeful practice. Disciplinary focus: Select and apply movements while controlling direction, speed and space.	Team Games Knowledge: Simple games involve rules, cooperation, sending, receiving and competition. Disciplinary focus: Apply skills, work with others and make simple decisions in games.	Athletics Knowledge: Running, jumping and throwing use different techniques. Disciplinary focus: Practise, perform and improve personal performance safely.
Religious Education	Who Do Christians Say Made the World? Knowledge: Christian beliefs about God as creator and the importance of creation. Disciplinary focus: Explore a creation account and explain how beliefs influence responses to the world.	Why Does Christmas Matter to Christians? Knowledge: Christians understand Christmas through the idea of incarnation. Disciplinary focus: Connect religious stories, symbols and celebrations with Christian belief.	What Do Christians Believe God Is Like? Knowledge: Christians describe God as loving and forgiving. Disciplinary focus: Interpret stories and identify what they communicate about belief.	Who Is Jewish and How Do They Live? Knowledge: Jewish belief is expressed through worship, objects, celebrations and daily practice. Disciplinary focus: Recognise and explain connections between belief and lived practice.	What Does It Mean to Belong to a Faith Community? Knowledge: Faith communities shape identity, belonging and shared practice. Disciplinary focus: Compare examples of belonging respectfully and identify similarities and differences.	How Should We Care for Others and the World? Knowledge: Religious and non-religious worldviews can encourage care, stewardship and responsibility. Disciplinary focus: Consider different responses and give a reasoned personal view.

Year 1: Science

Seasonal Changes and Weather is revisited throughout the year through regular observation and comparison.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Everyday Materials Knowledge: Objects are made from identifiable materials, including wood, plastic, glass, metal, water and rock. Disciplinary focus: Observe, identify, name and classify objects and materials.	Everyday Materials Knowledge: Materials have observable physical properties that make them similar or different. Disciplinary focus: Compare, group and carry out simple tests using observations as evidence.	Animals, Including Humans Knowledge: Common animals can be identified and grouped; humans have recognisable body parts. Disciplinary focus: Observe, identify, classify and compare using agreed characteristics.	Animals, Including Humans Knowledge: Animal structures differ and human body parts are associated with the senses. Disciplinary focus: Ask questions, observe closely and use simple evidence to suggest answers.	Plants Knowledge: Common wild and garden plants include deciduous and evergreen trees. Disciplinary focus: Observe, identify and classify plants using visible features.	Plants Knowledge: Flowering plants and trees have basic structures associated with growth. Disciplinary focus: Observe change over time, label structures and record simple findings.

Ongoing scientific study

Seasonal Changes and Weather	Knowledge: The four seasons bring observable changes in weather, living things and day length. Disciplinary focus: Make repeated observations, gather simple information and compare change over time.
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Working scientifically in Year 1

Ask simple questions	Observe closely using simple equipment	Perform simple tests
Identify and classify	Use observations to suggest answers	Gather and record simple data

Year 2: Creative and technological subjects

Art and Design and Design Technology continue in alternating half-term blocks.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and Design	Claire Willberg: Printing Knowledge: Printed images can be refined through control of paint, pressure, motif and repeated pattern. Disciplinary focus: Experiment with printing processes, overprint colour and evaluate and refine the result.	–	Jeff Hanson: Painting Knowledge: Primary colours can be mixed to create secondary colours, shades, tones and textured paint. Disciplinary focus: Select and combine tools, brush sizes, colour and layering techniques to develop an idea.	–	Viktor Bevanda: Drawing Knowledge: Drawing can communicate ideas through line, shape, tone, detail and light and dark. Disciplinary focus: Observe closely, use a viewfinder and experiment with pencil grades and simple shading.	–
Computing	Presentations and Typing Knowledge: Text and images can be entered, organised and formatted to communicate information. Disciplinary focus: Use keyboard skills and presentation tools to create, edit, save and review digital content.	My Online Life Knowledge: Online activity leaves information about us and safe, respectful choices protect ourselves and others. Disciplinary focus: Recognise risk, protect personal information, communicate respectfully and report concerns.	Making Games Knowledge: Computer games are controlled by ordered algorithms, events and instructions. Disciplinary focus: Design, sequence, test and debug a simple program to achieve an intended outcome.	Story Land Knowledge: Digital media can combine text, images and sound to tell a story. Disciplinary focus: Select, create, edit and sequence media for a particular audience and purpose.	Online Buddies Knowledge: Online communication requires kindness, consent, privacy and an understanding of trusted contacts. Disciplinary focus: Evaluate online interactions, make safe choices and explain how to seek help.	Code a Story Knowledge: Programs use sequences and events to control characters and actions. Disciplinary focus: Plan, create, run and debug code, then explain how the algorithm works.
Ongoing online safety: Relevant elements of My Online Life are revisited at the beginning of every computing unit throughout the year, reinforcing age-appropriate online-safety knowledge and responsible digital behaviour.						
Design and Technology	–	Freestanding Structures Knowledge: Structures can be made stronger, stiffer and more stable through material choice and construction. Disciplinary focus: Investigate products, develop a labelled design, construct safely, test and improve it.	–	Food: Preparing a Healthy Dish Knowledge: A varied diet contains foods from different sources and ingredients have different properties. Disciplinary focus: Design for a user, cut and chop hygienically, follow a process and evaluate the finished dish.	–	Mechanisms: Sliders and Levers Knowledge: Levers and sliders create controlled movement within a product. Disciplinary focus: Explore mechanisms, make a functional product and evaluate it against design criteria.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Hands, Feet, Heart Knowledge: South African music uses a steady pulse, rhythm, pitch and distinctive stylistic features. Disciplinary focus: Listen, move, sing and perform from memory while maintaining the pulse.	Ho, Ho, Ho Knowledge: Festive music can combine singing, rapping and improvisation. Disciplinary focus: Copy and create rhythms, sing or rap confidently and improvise short responses.	I Wanna Play in a Band Knowledge: Rock music uses strong pulse, repeated rhythmic patterns and ensemble playing. Disciplinary focus: Listen, sing and play a part in time while following a musical leader.	Zootime Knowledge: Reggae has recognisable rhythmic and stylistic features and can communicate an idea. Disciplinary focus: Compare style, perform accurately and improvise using one or two notes.	Friendship Song Knowledge: Pop songs use musical structure, pulse, rhythm and pitch to communicate a theme. Disciplinary focus: Sing, play, improvise and help compose a simple melody.	Reflect, Rewind and Replay Knowledge: Musical learning can be revisited through songs and music from different periods and styles. Disciplinary focus: Recall, compare, perform, record and evaluate learning across the year.

Year 2: Humanities, beliefs and physical development

Geography is taught in the first half and History in the second half of the relevant terms.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	-	-	Continents and Oceans Knowledge: The Earth has seven continents and five oceans that can be represented on maps, atlases and globes. Disciplinary focus: Use a globe and infant atlas to locate, name and label continents and oceans.	-	England and Africa Knowledge: Places in England and Africa have similarities and differences in location, climate and human and physical features. Disciplinary focus: Use maps, images and geographical vocabulary to locate, compare and communicate place knowledge.	-
History	-	The Great Fire of London Knowledge: The fire began in Pudding Lane in 1666 and caused significant damage to London. Disciplinary focus: Sequence events and investigate accounts, pictures and objects as historical evidence.	-	Activists: Guy Fawkes and Louis Braille Knowledge: Significant individuals acted in different historical contexts and their actions had consequences. Disciplinary focus: Compare lives, sequence events and ask questions using a range of simple sources.	-	Exploration: Captain Cook and Neil Armstrong Knowledge: Cook and Armstrong explored in different periods, for different purposes and with different consequences. Disciplinary focus: Compare significant individuals, establish chronology and use evidence to explain significance.
Physical Education	Fundamentals Knowledge: Movement and ball skills include passing, catching, striking, gathering and travelling with control. Disciplinary focus: Select, combine and apply skills with awareness of space, partners and changing situations.	Gymnastics Knowledge: Actions, balances and movement through, under and over apparatus require increasing control. Disciplinary focus: Create, perform and refine linked actions with balance, agility and coordination.	Dance Knowledge: Dance phrases can respond to stimuli and be repeated and combined into a sequence. Disciplinary focus: Create, remember, perform and discuss a simple sequence with others.	Fundamentals Knowledge: Fundamental movement and object-control skills can be transferred between activities. Disciplinary focus: Choose and apply appropriate skills with increasing accuracy and control.	Team Games Development Knowledge: Games involve rules, teamwork and simple attacking and defending tactics. Disciplinary focus: Choose tactics, cooperate and adapt decisions in competitive situations.	Athletics Knowledge: Running, jumping and throwing techniques can be combined and improved. Disciplinary focus: Vary speed and direction, use an overarm throw and compare personal performance.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education	What Can We Learn from Sacred Books? Part 1 Knowledge: Sacred texts contain stories and teachings that guide Christian and other faith communities. Disciplinary focus: Explore a sacred text and explain what it communicates to believers.	What Can We Learn from Sacred Books? Part 2 Knowledge: Sacred stories are interpreted and used during worship, celebration and everyday life. Disciplinary focus: Compare teachings and make connections between texts, beliefs and actions.	What Makes Some Places Sacred? Knowledge: Places of worship contain features and objects that express belief and community. Disciplinary focus: Observe, identify and compare how sacred spaces are used by believers.	Why Do We Celebrate Special and Sacred Times? Knowledge: Easter and other festivals express important religious beliefs through stories and practices. Disciplinary focus: Connect celebration, symbol and practice with underlying belief.	Who Is a Muslim and How Do They Live? Part 1 Knowledge: Muslims believe in one God, Allah, and express faith through worship and daily practice. Disciplinary focus: Identify connections between Muslim belief, objects, words and actions.	Who Is a Muslim and How Do They Live? Part 2 Knowledge: Muslim community, prayer and festivals shape belonging and lived faith. Disciplinary focus: Explain examples of lived religion and respond respectfully to similarities and differences.

Year 2: Science

Pupils build on Year 1 by explaining relationships, observing change and using evidence with greater independence.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Living Things and Their Habitats Knowledge: Things can be living, dead or never alive and can be grouped using observable characteristics. Disciplinary focus: Observe, compare and classify, giving reasons for groupings.	Living Things and Their Habitats Knowledge: Habitats and microhabitats meet the needs of plants and animals; living things depend on one another. Disciplinary focus: Explore habitats, identify organisms and construct simple food chains from evidence.	Animals, Including Humans Knowledge: Animals have offspring that grow into adults and need food, water and air to survive. Disciplinary focus: Observe and describe life-cycle changes and use evidence to explain basic needs.	Uses of Everyday Materials Knowledge: Materials suit different purposes and some solid objects change shape when squashed, bent, twisted or stretched. Disciplinary focus: Compare suitability and conduct simple comparative tests, recording findings.	Plants Knowledge: Seeds and bulbs grow into mature plants through observable stages. Disciplinary focus: Observe change over time, measure or record growth and communicate findings.	Plants and Wildlife Knowledge: Plants require water, light and a suitable temperature to grow and remain healthy. Disciplinary focus: Plan simple comparisons, make predictions and use results to suggest answers.

Working scientifically in Year 2

Ask simple questions	Observe closely and use simple equipment	Perform simple and comparative tests
Identify and classify	Use observations and ideas to suggest answers	Gather and record data

This overview sets out our planned curriculum for 2026–2027. Teachers may adapt the timing of individual units in response to pupils’ needs, enrichment opportunities and the school calendar.