Curriculum 26/27

N/R Cycle B

	Term 1		Term 2		Term 3		
Main project	 Let's Explore Children explore the local environment, including home, school and places in the local community.	 Marvellous Machines Teaches children about the technology that is part of their daily lives and how machines help us. Children create marvellous machines.	 Long Ago Teaches children about how they have grown and changed since they were babies and how life in the past was different to today.	 Ready Steady Grow Teaches children about food and farming, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.	 Animal Safari Teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.	 On the Beach Teaches children about the plants and animals that live at the seaside. Also explores holidays in the past and the importance of keeping safe in the sun.	
Mini project	Build It Up Teaches children about structures and materials and gives children opportunities to work in groups to create collaborative structures.	Puppets and Pop Ups Explore puppets and pop up books. Make puppets and use them to tell stories	Stories and Rhymes Teaches children about traditional stories and rhymes.	Signs of Spring Teaches the children about the changes that happen during the Spring, including weather and festivals.	Creep, Crawl and Wriggle Teaches children about invertebrates that live in their gardens and local environments.	Move It Teaches children about the importance of exercise, sleep and a balanced diet.	Moving On Celebrates the children's successes throughout their Reception year.

Y1/2 Cycle B

	Term 1				Term 2				Term 3			
Main project	 Movers and Shakers History				 Coastline Geography				 Magnificent Monarchs History			
English pack genres	Strong Foundations (2 Weeks) On Safari (NF Journal) (2 Weeks)	Wombat Goes Walkabout (Narrative) (3 Weeks)	Bold Women in Black History (biography) (NF) (4 Weeks)	My Christmas Star (2 Weeks) Christmas Write (Whole School) (1 Week)	Irish Myth – The Song of the Sea (Narrative) (3 Weeks)	Grandad's Island (Narrative) (3 Weeks)	Pirates (Non Chron) (3 Weeks)	Whole School Write (1 Week)	The Storm Whale (Narrative) (3 Weeks)	The Crow's Tale (Fable) (3 Weeks)	The Queen's Hat (Narrative) (3 Weeks)	How to Make a Bird Feeder (Instructions) (2 Weeks) Whole School Journey Write (1 Week)
Class Book	The Gorilla Anthony Browne The Climbers Ali Standish The Hedgehog Dick King Smith		The Owl Who Was Afraid of the Dark Jill Murphy Christmas Books of Choice		Little Leaders Bold Women in Black History Vashti Harrison Nen and the Lonely Fishermen Ian Egleton		A River Marc Martin The Boy Who Grew Dragons Andy Shepherd		Tyger Tyger Burning Bright Charlotte's Web EB White		George's Marvellous Medicine Roald Dahl Flat Stanley	
Science	Habitats This project teaches children about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.		Human Survival This project teaches children about the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. They learn how human offspring grow and change over time into adulthood.		Uses of Materials This project teaches children about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They begin to explore how materials can be changed.		Plant Survival This project teaches children about the growth of plants from seeds and bulbs. They observe the growth of plants firsthand, recording changes over time and identifying what plants need to grow and stay healthy.		Animal Survival This project teaches children about growth in animals by exploring the life cycles of some familiar animals. They build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air and shelter.			
A&D	Mix It (Y2) This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.		Still Life This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still lifes and learn about the use of colour and composition. They create still life arrangements and artwork.		Flower Head This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.				Portraits and Poses This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.			

updated 10/11/26 subject to further change

	Term 1	Term 2	Term 3	
D&T	Remarkable Recipes This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a new school meal that fulfils specific design criteria.	Beach Hut This project teaches children about making and strengthening structures, including different ways of joining materials.	Cut, Stitch and Join This project teaches children about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.	Push and Pull This project teaches children about three types of mechanism: sliders, levers and linkages. They make models of each mechanism before designing and making a greetings card with a moving part.
Geography	Let's Explore the World This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.	Coastline This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.	Geography revision and retrieval practice	
Maths	Autumn White Rose Maths	Spring White Rose Maths	Summer White Rose Maths	
History	Movers and Shakers This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.	History revision and retrieval practice	Magnificent Monarchs This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.	
Computing	Moving a robot	Robot algorithms		
Music	Hey, you! Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.	Rhythm In The Way We Walk and Banana Rap All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.	In The Groove In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove.	
PSHE	Being me in my world Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me	
RE	Who is God to Christians and Why Does He Matter to Them?	Who is Allah to Muslims and Why Does He Matter to Them?		

		Term 1				Term 2				Term 3			
Y3/4 Cycle B	Main project	 Invasion History				 Misty Mountain, Winding River Geography				 Ancient Civilisations History			
	English pack genres	Strong Foundations (2 Weeks) George's Marvellous Medicine (Narrative) (2 Weeks)	(Instructions – George's potion) (3 Weeks)	The Journey (Narrative) (3 Weeks) The Invisible (Narrative) (2 weeks)	Christmas Write (Whole School) (1 Week)	The Street Beneath My Feet (Explanations) (3 Weeks)	The River (Poetry) (2 Weeks)	Once Upon a Raindrop (Factual Tour) (3 Weeks)	Whole School Write (1 Week)	The Egyptian Cinderella (Narrative) (3 Weeks)	An Alternative to Plastic Straws (Persuasive Advert) (3 weeks)	The Iron Man (Narrative) (3 Weeks)	Non JC applications of skills (4 weeks) Whole School Journey Write (1 Week)
	Class Books	A Series of Unfortunate Events Lemony Snicket		How to Train Your Dragon		The Explorer Katherine Rundell		Varjak Paw S.F. Said		Secrets of the Sun King		The Wild Robot	
	Science	Digestive System This project teaches children about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy.		Sound This project teaches children about sound, how sound is made and how sound travels as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed.		States of Matter This project teaches children about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.		Grouping and Classifying This project teaches children about grouping living things, known as classification. They study the animal and plant kingdoms and use and create classification keys to identify living things.		Electrical Circuits and Conductors This project teaches children about electrical circuits, their components and how they function. They recognise how the voltage of cells affects the output of a circuit and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring. They combine their learning to design and make programmable home devices.			

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	Term 1		Term 2		Term 3	
A&D	**Contrast and Complement (Y4)** This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.	**Warp and Weft** This project teaches children about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.	**Vista** This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.	**Animal** This project teaches children about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling.	**Statues, Statuettes and Figurines** This project teaches children about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Sumer-style figurine.	**Islamic Art** This project teaches children about the features of Islamic art. They make geometric patterns and motifs on paper, with fabric and in clay. They use their learning to create a high relief clay tile, decorated with geometric patterns.
D&T	**Fresh Food, Good Food** This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.		**Functional and Fancy Fabrics** This project teaches children about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.		**Tomb Builders** This project teaches children about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.	
Geography	**Interconnected World** This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.		Geography covered in the main project		Geography revision and retrieval practice	
Maths	**Autumn White Rose Maths** place value and addition and subtraction, multiplication and division A and B, area.		**Spring White Rose Maths** Fractions, A and B, mass and capacity, length and perimeter.		**Summer White Rose Maths** time, decimals, money, shape, position and direction, statistics.	
History	**Invasion** This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.		Geography this term		This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.	
Music	Interesting time signatures, how does music bring us together/combining elements to make music – how does music connect us with our past.		**Developing pulse and groove through improvisation** how does music improve our world/creating simple melodies together – how does music improve our world?		Connecting notes and feelings, how does music shape our way of life/purpose identity and expression in music – how does music connect us to our environment.	
Computing	Programming A sequencing sounds using Scratch/Programming B, events and actions in programs.		Programming A, repetition in shapes/			
Spanish	Introduction to the country and the countries that speak it. How to introduce yourself, numbers 1-10, colours and animals.		To be able to say some verbs in Spanish and that you are able to do them/fruits, ask for them and say what you like and don't like.		In the classroom, name lots of classroom objects and say I have a ruler etc/ At the café, ordering food and drink saying I would like and please and thank you.	
PSHE	**Being me in my world** children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome. Celebrating Difference - children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements. They develop a deeper understanding of bullying, including the roles of bystanders and witnesses, and practice how to seek help and solve problems safely. Protected characteristics are introduced including age, disability, race and sex. Across the six Pieces, children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and empathy. They explore how opinions can change when people get to know one another.		**Dreams and Goals** children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward. Across the Pieces, children practise creating new plans, setting achievable goals and working collaboratively on group challenges. They reflect on the importance of perseverance, positive attitudes and self-belief whilst helping themselves and others to succeed. Healthy Me - children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways. Across the six Pieces, children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy friendship and how to resist unsafe situations.		**Relationships** children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change. Across the six lessons, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured. Changing Me - children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make.	
RE	What Is religion, what is spirituality? By the end of this unit, pupils should better understand the terms 'worldview', 'religion' and 'spirituality' and should feel more confident using questions and tools drawn from the human and social sciences. Are all homes spiritual places? In this unit, pupils will deepen their understanding of the ways in which humans express their spirituality. They will do this by exploring different ways in which religious people express their spirituality at home. Using questions and methods drawn from the human and social sciences, pupils will consider religious and non-religious perspectives on what it means to 'be spiritual' at home.		Can spirituality make things better? Drawing on previous learning about different spiritual capacities, pupils will explore a specific case study that explores how a person's beliefs and values can shape their response to environmental issues and how this, in turn, can impact on their spiritual growth. Spring 2 - Pupils continue to deepen their understanding of spirituality as a concept by looking at the ways in which spirituality can motivate and be affected by interfaith work; this unit will also provide opportunities for pupils to ask theological questions of religious sources of authority.		How do people express their spirituality together? Continuing to develop their understanding of the concept of spirituality, pupils engage with case studies relating to religious pilgrimage. Using tools drawn from social sciences, theology and philosophy, they interrogate the impact of pilgrimage on believers' spiritual growth. Final term - Continuing to develop their understanding of the concept of spirituality, pupils engage with a historical case study relating to Christian pilgrimage. Using tools drawn from social sciences, theology and philosophy, they interrogate the impact of pilgrimage on believers' spiritual growth.	

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Y5/6 Cycle B

	Term 1				Term 2				Term 3			
Main project	 Maafa History				 Frozen Kingdoms Geography				 Britain at War History			
English pack genres	Strong Foundations (1 Weeks) Factual Tour of the circulatory System (3 weeks)	The Arrival (Narrative) (3 weeks)	Letter to Scrooge (Persuasive) (4 weeks) Topic Writing Non JC applications of skills (2 weeks)	Christmas Write (Whole School) (1 Week)	Emperor Penguins (Non Chron) (3 Weeks)	Scott of the Antarctic (Diary) (3 weeks)	Titanic (Newspaper Report) (4 Weeks)	Whole School Write (1 Week)	Ten Things Found in a Soldiers Pocket (Poetry) (2/3 weeks)	Rose Blanche (Narrative) (4 Weeks)	The Blitz Non JC application of skills (Non Chron) (2 Weeks)	Dunkirk Non JC applications of skills (4 weeks) Whole School Journey Write (1 Week)
Class Books	October October		The Boy at The Back of the Class		The Nowhere Emporium		The Wolf Wilder		War Horse		When The Sky Falls	
Science	Circulatory System This project teaches children about the transport role of the human circulatory system, its main parts and primary functions. They learn about healthy lifestyle choices and the effects of harmful substances on the body.				Electrical Circuits and Components This project teaches children about electrical circuits, their components and how they function. They recognise how the voltage of cells affects the output of a circuit and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring. They combine their learning to design and make programmable home devices.				Light Theory This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.		Evolution and Inheritance This project teaches children how living things on Earth have changed over time and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to the evolution of a species.	
A&D	Colour Theory (Y6) This project revisits learning about colour theory, including primary, secondary, tertiary, complementary, analogous, warm and cool colours, hues, tints, shades and tones. They learn about the use of colour in four art movements before using this knowledge to create a painting with personal meaning.		Trailblazers, Barrier Breakers This project teaches children about significant black artists and their work and provides opportunities to analyse and create artwork inspired by them.		Inuit This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions.		Environmental Artists This project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.		Distortion and Abstraction This project teaches children about the concepts of abstraction and distortion. They study the visual characteristics of abstraction and create a musically inspired, abstract painting.		Bees, Beetles and Butterflies This project teaches children about sketchbooks, observational drawing, mixed media collage and Pop Art. They consolidate their learning to make a final piece of artwork inspired by bees, beetles or butterflies.	
D&T	Food for Life This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.				Engineer This project teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype.				Make Do and Mend This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.			
Geography	Our Changing World This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.				Frozen Kingdoms This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.				History Unit			
Maths	Autumn White Rose Maths				Spring White Rose Maths				Summer White Rose Maths			
History	Maafa This project teaches children about Africa past and present, with a particular focus on Benin. It traces the development of the slave trade and explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.				Geography Unit				Britain At War This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period			
Music												
Computing	Programming using S											
Spanish	Introduction to Spanish – Greetings, numbers and colours Ordering and discussing fruits				Ordering and discussing vegetables All about me				Dates At school and in my home			
PSHE	Being me in my world Celebrating Difference				Dreams and Goals Healthy Me				Relationships Changing Me			

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		Term 1		Term 2		Term 3	
	RE	Does Creativity Matter in Religious Worldviews (Music) In this unit, pupils will explore the relationship between being human and being creative. Through engaging with a range of religious traditions, practices and texts, pupils will explore the role of music in expressing identity, belief and belonging. Drawing on questions and methods from theology and the human / social sciences, pupils will ask whether creativity matters in religious worldviews.	Does Creativity Matter in Religious Worldviews (Art) In this unit, pupils will explore the relationship between being human and being creative. Through engaging with a range of religious traditions, practices and texts, pupils will explore the role of art in expressing identity, belief and belonging. Drawing on questions and methods from theology and the human / social sciences, pupils will ask whether creativity matters in religious and non-religious worldviews.	Do People Always Put Their Beliefs Into Action (Christian Worldview) Using the case study of the 16th Street Baptist Church in Birmingham, Alabama and its connection to the Welsh artist, John Petts, pupils ask philosophical questions about how beliefs can inspire action - both positively and negatively.	Do People Always Put Their Beliefs Into Action? Building on work from the previous term, pupils explore the work of the Muslim artist, Mohammed Ali. Through an exploration of his street art, they ask philosophical questions about what it means to be human and how this relates to the experiences of migrants and refugees around the world.	Are All People Equal Part 1 This unit introduces pupils to key philosophical questions about what it means to be human. Through the sequence of lessons, pupils will engage with the concepts of 'equality', 'Waheguru' and 'gurmukh'. They will explore what it means to be part of an organised worldview and they will learn more about how a person's context affects their way of experiencing that worldview. Using what they have learned, pupils will use critical thinking skills to help them understand the different ways in which people respond to the question 'are all people equal?'.	Are All People Equal Part 2 This unit introduces pupils to key philosophical questions about what it means to be human. Through the sequence of lessons, pupils will engage with the concepts of 'equality', 'justice' and 'freedom of religion and belief'. They will explore what it means to be part of an organised worldview and they will learn more about a person's context affects their way of experiencing that worldview. Using what they have learned, pupils will use critical thinking skills to help them understand the different ways in which people respond to the question 'are all people equal?'.

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