



Curriculum Overview

2025-26

SCIENCE KAPOW	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	<p>Describe what they see, hear and feel whilst outside – seasons focussing on Autumn.</p> <p>Understand the effect of changing seasons on the natural world around them – Autumn focus.</p> <p>Sing songs and join in with rhymes about the natural world.</p>	<p>Describe what they see, hear and feel whilst outside – seasons focussing on Winter.</p> <p>Understand the effect of changing seasons on the natural world around them – Winter focus.</p> <p>Sing songs and join in with rhymes about the natural world.</p>	<p>Recognise some environments that are different from the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries – focus on the polar regions.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Observe and interact with natural processes e.g. melting, freezing, floating.</p> <p>Sing songs and join in with rhymes about the natural world.</p>	<p>Beginning to think about changes in living things – planting a seed and observing changes over time.</p> <p>Observations and drawing of changes to plants over time.</p> <p>Understand the key features of the life cycle of a plant.</p> <p>Sing songs and join in with rhymes about the natural world.</p>	<p>Describe what they see, hear and feel whilst outside – seasons focussing on Spring.</p> <p>Understand the effect of changing seasons on the natural world around them – Spring focus.</p> <p>Continue to explore the need to respect and care for the natural environment and all living things.</p> <p>Use vocabulary to name specific features of the world, both natural and man-made.</p> <p>To explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Sing songs and join in with rhymes about the natural world.</p>	<p>Describe what they see, hear and feel whilst outside – seasons focussing on Summer.</p> <p>Understand the effect of changing seasons on the natural world around them – Summer focus.</p> <p>Understand the key features of the life cycle of an animal.</p> <p>Sing songs and join in with rhymes about the natural world.</p>
Year 1	Forces and Space Seasonal Changes	Materials: Everyday Materials	Animals: sensitive bodies	Animals: comparing animals	Plants: introduction to plants	Making Connections
Year 2	Living Things: Habitats	Living Things: Microhabitats	Animals: Life Cycles and Health	Animals: Life Cycles and Health	Plants Growth	Making Connections
Year 3	Animals: Movement and Nutrition	Forces and Space: Forces and Magnets	Materials: Rocks and Soil	Energy: Light and Shadows	Plants: Plant Reproductions	Making Connections
Year 4	Animals: Digestion and Food	Energy: Electricity and Circuits	Materials: States of Matter	Energy: Sounds and Vibrations	Living Things: Classification and changing habitats	Making Connections

Year 5	Materials: mixture and separation	Materials: Properties and changes	Forces and Space: Earth and space	Living Things: Life Cycles and Reproduction	Forces and Space: Imbalanced forces	Animals: Human Timeline Making Connections
Year 6	Living Things: Classifying big and small	Energy: Light and reflection	Living Things: Evolution and Inheritance	Energy: Circuits, batteries and switches	Animals: Circulation and Exercise	Making Connections

Art and Design Technology Kapow	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>Art and DT are constantly happening within the Early Years environment. The children have free access to mark making resources and equipment. During the Early Years Foundation Stage, pupils explore and use a variety of media and materials through a combination of child initiated and adult led activities. Adults plan learning linked to each topic, as highlighted below. Child interests are also explored when they arise and are supported through next step planning. Children have the opportunity to support their child-initiated play through the continuous provision which provides them with access to a variety of art and DT resources at all times. For example: pastel paints, watercolours, oil pastels, soft pastels, chalk, glue sticks, PVA glue, colouring pencils, crayons, scissors, masking tape, cello tape, pencils, playdough, sculpting tools, junk modelling, stencils, a variety of paper and card, string, beads, feathers, pipe cleaners etc.</p>					
	<p><u>Drawing:</u> Teaching children how to use a range of tools such as pencils, chalk, crayons with care.</p> <p><u>Painting and Mixed Media:</u> Painting and printing with different tools e.g. using fingers, body parts, stamps, cotton buds, potatoes. Naming primary colours and naming and mixing secondary colours. Outdoor painting e.g. using nature paint brushes.</p>	<p><u>Drawing:</u> Teaching children how to use a range of tools such as pencils, chalk, crayons with care.</p> <p><u>Painting and Mixed Media:</u> Painting and printing with different tools e.g. using fingers, body parts, stamps, cotton buds, potatoes. Naming primary colours and naming and mixing secondary colours. Outdoor painting e.g. using nature paint brushes.</p>	<p><u>Drawing:</u> Teaching children how to use a range of tools such as pencils, chalk, crayons with care.</p> <p><u>Painting and Mixed Media:</u> Painting and printing with different tools e.g. using fingers, body parts, stamps, cotton buds, potatoes. Naming primary colours and naming and mixing secondary colours. Outdoor painting e.g. using nature paint brushes.</p>	<p><u>Drawing:</u> Teaching children how to use a range of tools such as pencils, chalk, crayons with care.</p> <p><u>Painting and Mixed Media:</u> Painting and printing with different tools e.g. using fingers, body parts, stamps, cotton buds, potatoes. Naming primary colours and naming and mixing secondary colours. Outdoor painting e.g. using nature paint brushes.</p>	<p><u>Drawing:</u> Teaching children how to use a range of tools such as pencils, chalk, crayons with care.</p> <p><u>Painting and Mixed Media:</u> Painting and printing with different tools e.g. using fingers, body parts, stamps, cotton buds, potatoes. Naming primary colours and naming and mixing secondary colours. Outdoor painting e.g. using nature paint brushes.</p>	<p><u>Drawing:</u> Teaching children how to use a range of tools such as pencils, chalk, crayons with care.</p> <p><u>Painting and Mixed Media:</u> Painting and printing with different tools e.g. using fingers, body parts, stamps, cotton buds, potatoes. Naming primary colours and naming and mixing secondary colours. Outdoor painting e.g. using nature paint brushes.</p>

Year 1	Design and Technology	Art and Design	Design and Technology	Art and Design	Design and Technology	Art and Design
	Structures: Stable Structures (4 lessons)	Drawing: Exploring Line and Shape (5 lessons)	Textiles: Puppets (4 lessons)	Sculpture and 3D: Paper Play (5 lessons)	Cooking and Nutrition: Smoothies (5 lessons)	Painting and Mixed Media: Colour splash (5 lessons)
Year 2	Art and Design	Design and Technology	Art and Design	Design and Technology	Art and Design	Design and Technology
	Craft and Design: Map It Out (4 lesson)	Structures: Baby Bear's Chair (4 lessons)	Painting and Mixed Media: Life in Colour (5 lessons)	Mechanisms: Fairground Wheel (4 lessons)	Sculptures and 3D Clay Houses (5 lessons)	Mechanisms: Making a Moving Monster (4 lessons)
Year 3	Art and Design	Design and Technology	Design and Technology	Art and Design	Art and Design	Design and Technology
	Drawing: Growing Artists (5 lessons)	Cooking and Nutrition: Eating Seasonally (4 lessons)	Digital World: Electronic Charm (4 lessons)	Craft and Design: Ancient Egyptian Scrolls (5 lessons)	Sculpture and 3D: Abstract Shape and Space (5 lessons)	Structures: Constructing a Castle (4 lessons)
Year 4	Art and Design	Design and Technology	Art and Design	Design and Technology	Design and Technology	Art and Design
	Drawing: Exploring Tone, Texture and Proportion. (5 lessons)	Electrical Systems: Torches (4 lessons)	Painting and Mixed Media: Light and Dark (5 lessons)	Structures: Pavilions (4 lessons)	Mechanical Systems Making a Slingshot Car (4 lessons)	Craft and Design: Fabric of Nature (5 lessons)
Year 5	Design and Technology	Art and Design	Design and Technology	Art and Design	Design and Technology	Art and Design
	Structure: Bridges (4 lessons)	Sculpture and 3D: Interactive Installation (5 lessons)	Mechanical Systems: Making a Pop-Up Book (4 lessons)	Drawing: Depth, Emotion and Movement (5 lessons)	Cooking and Nutrition: Developing a recipe (4 lessons)	Painting and Mixed Media: Portraits (5 lessons)
Year 6	Art and Design	Design and Technology	Art and Design	Design and Technology	Art and Design	Design and Technology
	Craft and Design: Photo Opportunity (5 lessons)	Textiles: Waistcoats (4 lessons)	Drawing: Expressing Ideas (5 lessons)	Structure: Playgrounds (4 lessons)	Sculpture and 3D: Making Memories (5 lessons)	Digital World: Navigating the World (4 lessons)

History & Geography	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6						
EYFS	Compare and contrast characters from stories including figures from the past.											
	Geog	History	Geog	History	Geog	History	Geog	History	Geog	History	Geog	History
	<p>Explore the natural world around them and effect of changing seasons – autumn focus.</p> <p>Describe what they see, hear and feel whilst outside – autumn focus.</p> <p>Understand that some places are special to members of their community – e.g. Christianity - church.</p>	<p>Talk about members of my immediate family.</p>	<p>Explore the natural world around them and effect of changing seasons – winter focus.</p> <p>Describe what they see, hear and feel whilst outside – winter focus.</p> <p>Name and describe people who are familiar to them – roles in the community.</p> <p>Draw information from a simple map – local maps.</p>	<p>Talk about members of my community.</p> <p>Comment on images of familiar situations from the past - Mary Seacole and hospitals, toys.</p> <p>Know some similarities and differences between things in the past and now – transport.</p>	<p>Recognise some environments that are different from the one in which they live – polar regions focus.</p> <p>Draw information from a simple map – focus on seas and polar regions.</p> <p>To explain some similarities and differences between life in this country and life in other countries – polar regions focus.</p>	<p>To recognise some interests and achievements from their own lives, family and friends and people from the past.</p>	<p>Draw information from a simple map – story maps and make our own.</p>	<p>Comment on images of familiar situations from the past – castles.</p> <p>Place events in order to show change over time – plant life cycles.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling – focus on traditional tales.</p> <p>Placing events in chronological order e.g. story mapping traditional tales.</p>	<p>Explore the natural world around them and effect of changing seasons – spring focus.</p> <p>Describe what they see, hear and feel whilst outside –spring focus.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map – focus on land.</p> <p>Understand that some places are special to members of their community – other religions.</p> <p>To explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>To explain some similarities and differences between life in this country and life in other countries – polar regions focus.</p>	<p>Seasonal changes over the year ‘now and then’</p> <p>Describe what they see, hear and feel whilst outside – winter focus.</p> <p>Understand that some places are special to members of their community – other religions continued.</p>	<p>Explore the natural world around them and effect of changing seasons – summer focus.</p> <p>Describe what they see, hear and feel whilst outside – winter focus.</p> <p>Understand that some places are special to members of their community – other religions continued.</p>	<p>Know some similarities and differences between things in the past and now – drawing on how they have changed, what they can do now that they couldn’t in the past.</p> <p>Place events in order to show change over time – animal life cycles</p>

Year 1	History	Geography	History	Geography	History	Geography
	How am I making History?	What is it like here?	How have toys changed?	What is the weather like in the UK?	How have explorers changed History?	What is it like to live in Shanghai?
Year 2	Geography	History	Geography	History	Geography	History
	Would you prefer to live in a hot or cold place?	How was school different in the past?	Why is our world wonderful?	What is a monarch?	What is it like to live by the coast?	How did we learn to fly?
Year 3	Geography	History	Geography	History	Geography	History
	Why do people live near volcanoes?	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age	Who lives in Antarctica?	What did the ancient Egyptians believe?	Are all settlements the same?	British history 2: Why did the Romans settle in Britain?
Year 4	History	Geography	History	History	Geography	Geography
	How have children's lives changed? British history	Why are rainforests important to us?	British history 3: How hard was it to invade and settle in Britain?	British history 4: How did the achievements of the Ancient Maya impact their society and beyond?	Where does our food come from?	What are rivers and how are they used?
Year 5	Geography	History	Geography	History	Geography	History
	What is life like in the Alps?	Were the Vikings raiders, traders or something else?	Why do oceans matter?	British history 5: What was life like in Tudor England?	Would you like to live in the desert?	What is the legacy of the ancient Greek civilisation?
Year 6	History	Geography	History	Geography	History	Geography
	British history 5: What was life like in Tudor England?	Why does population change?	What does the Census tell us about our local area?	Where does our energy come from?	Unheard histories: Who should go on the banknote?	Can I carry out an independent fieldwork enquiry?

PSHE KAPOW	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	Building Relationships Special Relationships / Self-Regulation My Feelings	Building Relationships Special Relationships / Self-Regulation My Feelings	Managing Self Taking on Challenges	Self-Regulation Listening and Following Instructions	Building Relationships My Family and Friends	Managing Self My Wellbeing
Year 1	Introductory Lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship Economic Wellbeing	Economic Wellbeing Transition lesson
Year 2	Introductory Lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship	Economic Wellbeing Transition lesson
Year 3	Introductory Lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship	Economic Wellbeing Transition lesson
Year 4	Introductory Lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body	Citizenship	Citizenship Economic Wellbeing Transition lesson
Year 5	Introductory Lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship Economic Wellbeing	Economic Wellbeing Transition lesson Roles and Responsibilities
Year 6	Introductory Lesson Family and Relationships	Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship Economic Wellbeing	Economic Wellbeing Identity Transition lesson Dealing with Change

Computing Teach Computing	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	Our Computing curriculum for the EYFS is centred around play-based, and often unplugged activities that focus on building children’s listening skills, curiosity and creativity and problem solving. This may involve: taking a photograph with a camera or tablet; searching for information on the internet; playing games on the interactive whiteboard; exploring an old typewriter or other mechanical toys; using a Beebot; watching a video clip; listening to music					
Year 1	Technology around us	Creating Media – Digital Painting	Programming A – Moving A Robot	Grouping Data	Creating Media	Programming B – programming animations
Year 2	Information Technology Around Us	Digital Photography	Programming A – Robot Algorithms	Data and Information - Pictograms	Making Music	Programming B – Programming Quizzes
Year 3	Connecting Computers	Stop-frame Animation	Programming A - Sequencing Sounds	Data and Information – Branching Databases	Creating Media – Desktop Publishing	Programming B – Events and Actions in Programs
Year 4	Computing Systems and Networks – the Internet	Creating Media – Audio Production	Programming A – Repetition In Shapes	Data and Information – Data Logging	Creating Media – Photo Editing	Programming B – Repetition in Games
Year 5	Computing Systems and Networks – Systems and Searching	Creating Media – Video Production	Programming A – Selection in Physical Computing	Data and Information – Flat File Databases	Vector Drawing	Programming B – Selection In Quizzes
Year 6	Computing Systems and Networks – Communication and Collaboration	Creating Media – Webpage Creation	Programming A – Variables in Games	Data and Information – Introduction to Spreadsheets	Creating Media – 3D Modelling	Programming B – Sensing Movement

Music Sing Up	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	I've got a grumpy face The sorcerer's apprentice	Witch witch Row, row, row your boat	Bird-spotting: Cuckoo polka Shake my sillies out	Up and down Five fine bumble bees	Down there under the sea It's oh so quiet	Slap clap clap Bow, bow, bow Belinda
Year 1	Menu Song	Nativity songs and performance	Football	Dawn from Sea interludes Musical Conversations	Dancing and drawing to Nautilus Cat & Mouse	Come dance with me
Year 2	Tony Chestnut	Carnival of the animals Composing music inspired by birdsong	Grandma rap	Orawa Trains	Swing a-along with Shostakovich Charlie Chaplin	Tanczomy labada
Year 3 Trumpet lessons	Trumpet I've been to Harlem	Trumpet Nao Chariya de/ Mingulay Boat Song Sound symmetry	Trumpet Latin Dance (classroom percussion)	Trumpet 'March' from the Nutcracker From a railway carriage	Trumpet Just three notes Samba with Sergio	Trumpet Fly with the stars (Classroom percussion)
Year 4	This little light of mine	The pink panther theme Composing with colour	English National Opera – Finish this... Composition Project	English National Opera – Finish this... Composition Project The doot doot song	Global Pentatonics The horse in motion	Favourite Song
Year 5	What shall we do with the drunken sailor?	Why we sing Introduction to song writing	Madina tun nabi	Building a groove Epoca	Balinese gamelan Composing in tenary form	Kisne banaaya
Year 6	Hey Mr Miller!	Shadows Composing for Protest	Dona nobis pacem	You to me are everything Twinkle variation	Ame sau vala tara bal	Y6 Leavers play and performance songs

RE <i>Kent Scheme</i>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	CREATION Why is the word 'God' so important to Christians?	OLD TESTAMENT STORIES Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas?	NEW TESTAMENT STORIES Which stories are special and why?	SALVATION Why do Christians put a cross in an Easter garden?	WORLD FAITH STORIES Which stories are special and why?	WORLD FAITH STORIES Which stories are special and why?
Year 1	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? <i>CORE/ DIGGING DEEPER</i>	GOSPEL What is the good news that Jesus brings? <i>CORE & DIGGING DEEPER</i>	SALVATION Why does Easter matter to Christians? <i>CORE LEARNING</i>	JUDAISM Who is Jewish and what do they believe? (Part 1)	ISLAM Who is a Muslim and what do they believe? (Part 1)
Year 2	CREATION Who made the world?	UNIVERSAL How should we care for others and the world and why does it matter?	HUMANISM What is Humanism?	SALVATION Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	JUDAISM Who is Jewish and what do they believe? (Part 2)	ISLAM Who is a Muslim and what do they believe? (Part 2)
Year 3	PEOPLE OF GOD What is it like to follow God?	INCARNATION What is the Trinity? <i>CORE LEARNING</i>	SIKHI What is important for Sikh people?	SIKHI How do Sikh people worship and celebrate?	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	HUMANISM What is Humanism?
Year 4	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity? <i>DIGGING DEEPER</i>	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>CORE & DIGGING DEEPER</i>	HINDU DHARMA Why do some people think that life is a journey?	HINDU DHARMA What does it mean to be a Hindu in Britain today? (no planning – extend Term 5 planning, plus Golden Threads doc)
Year 5	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah? <i>CORE LEARNING</i>	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	ISLAM What does it mean to be a Muslim in Britain today? (Part 1)	ISLAM What does it mean to be a Muslim in Britain today? (Part 2) (No planning – use Guidance doc to split Part 1 over 2 terms)
Year 6	CREATION Creation and science: conflicting or complementary?	GOSPEL What would Jesus do?	HUMANISM What is Humanism?	JUDAISM What does it mean to be Jewish in Britain today?	UNIVERSAL What can be done to reduce racism? Can religion help?	KINGDOM OF GOD What kind of king is Jesus?

PE <i>Get Set 4 PE</i>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	Introduction to PE 2 BEAM	Fundamentals 2 BEAM	Dance	Gymnastics 2	Games 2	Ball skills 2
Year 1	Fundamentals Dance	Ball Skills	Gymnastics Team building	Sending and Receiving Skateboarding	Dance Target Games	Athletics Fitness
Year 2	Fundamentals Dance	Yoga Ball Skills	Invasion Games	Net and Wall games Dance Skateboarding	Fitness Gymnastics	Athletics Striking and Fielding
Year 3	Football Skateboarding	Gymnastics Dance	Ball skills Dodgeball	Basketball	Rounders	Athletics Dance
Year 4	Swimming Skateboarding	Fitness Dance	Gymnastics	Tennis	Cricket Dance	Athletics
Year 5	Fitness Skateboarding	Gymnastics Yoga	Football Dance	Volleyball Dance	Athletics	Rounders Cricket
Year 6	Hockey Skateboarding	Gymnastics Yoga	Dodgeball	Tag Rugby	OAA (residential) Tennis	Athletics Dance

MFL <i>Language Angels</i>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Phonics 1 (X) I am learning French (E)	Ice Creams (E)	Animals (E)	Musical Instruments (E)	Frutis (E)	Ancient Britain (E)
Year 4	Phonics 2 (X) I can (E)	Vegetables (E)	Presenting myself (I)	Classroom (I)	House (I)	At the tearoom (I)
Year 5	Phonics 3 (X) The date (I)	Family (I)	Romans (I)	Clothes (I)	Do you have a pet (I)	What is the weather?(I)
Year 6	Phonics 4 (X) Planets (P)	School (P)	Regular Verbs or Vikings (P)	The Weekend (P)	World War 2 (P)	Me in the world. (P)