

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

KS1	YEAR 1			YEAR 2		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
READING	<p>*Plenty of Love to Go Around by Emma Chichester Clark Writing labels.</p> <p>* Coming to England by Floella Benjamin.</p> <p>* Tinga Tinga tales (Black history week)</p> <p>*Farmer Duck by Martin Waddell</p> <p>*Where's my teddy? by Jez Alborough</p> <p>*The Jolly Christmas Postman by Allan and Janet Ahlberg</p> <p>Reinforcing phase 3 and learning phase 5 phonics.</p>	<p>*Stanley's Stick by John Hegley</p> <p>*Mr Big by Ed Vere</p> <p>*Here Comes Mr Postmouse by Marianne Dubuc</p> <p>*The Last Noo-Noo by Jill Murphy</p> <p>* Owl Babies by Martin Waddell</p> <p>* Embarked (lit shed plus)- link to geography towns and countryside</p> <p>* The Wishgranter (lit shed plus)</p> <p>Reinforcing phase 3 and learning phase 5 phonics.</p>	<p>Traditional stories from around the world.</p> <p>* Gruffalo crumble and other recipes by Julia Donaldson</p> <p>'Purple is...' free verse colour poem.</p> <p>* Tinga Tinga Tales</p> <p>* Anansi the Spider by Gerald McDermott</p> <p>*The Old Woman and the Red Pumpkin (A Bengali Folk Tale)- similar to little red riding hood.</p> <p>* Rainbow Bird (An aboriginal folk tale) by Eric Maddern- moral tale</p> <p>* Bats by Megan Cullis</p> <p>Reinforcing phase 3 and phase 5 phonics.</p>	<p>Fiction:</p> <ul style="list-style-type: none"> - The Three Little Wolves and the Big Bad Pig by Eugene Trivizas - The Twits by Roald Dahl - The Giraffe and the Pelly and me by Roald Dahl - Grandad Mandela by the Mandela family - Dogs don't do ballet by Anna Kemp <p>Non – fiction:</p> <ul style="list-style-type: none"> - World War One Facts - information text - The Armistice - information text - Poppies - information text <p>Poetry:</p> <ul style="list-style-type: none"> - Great Grandad – poem - Roar 	<p>Fiction</p> <p>Be more Bernard</p> <p>Katie Morag and the two GrandMothers</p> <p>Little Red</p> <p>A squash and a squeeze</p> <p>Non fiction</p> <p>Sharks</p> <p>Castles Elephants</p> <p>Carnivals</p> <p>Poetry:</p> <p>A Hero Called Bob</p> <p>Stomp</p>	<p>Fiction:</p> <p>Gizmo girl</p> <p>Bog baby</p> <p>Little cousin Claire</p> <p>A new home</p> <p>Cottonwool Colin</p> <p>Stick man</p> <p>Beegu</p> <p>Dora the storer</p> <p>Non-fiction</p> <p>Liam the park keeper</p> <p>Swimming</p> <p>Lunchbox</p> <p>World of water</p> <p>Poetry:</p> <p>Cobweb morning</p> <p>Summer Sunflowers</p> <p>Barn owls</p>
	Tinga Tinga tales (Black history week)		Traditional stories from around the world.	Eugene Trivizas – Greek Author Grandad Mandela – Book about Nelson Mandela – (south African)	Poetry based in Africa	Jon Roberts – link to Autism Camille Andros – Link to Immigration
WRITING	<p>Whole School Explore and Engage Unit x2 weeks</p> <p>Tuesday: by David Wiesner Write their own narrative based on own written plans</p> <p>Labels, Lists and Captions x2 weeks Non-Fiction Writing to Inform Core text: Jasper's Beanstalk by Mick Inkpen and Nick Butterworth</p> <p>Narrative 2x weeks Peter Puffin – childrne write their own narrative based on the story</p> <p>Narrative (Traditional Tales): X4 Weeks Three Billy Goats Gruff (by Alison Edgson), The Princess And The Pea (by Rachel Isadora), Stop! That's Not My Story (by Smriti Halls and Erikan Meza), Professor Goose Debunks Goldilocks And The Three Bears (by Paulette Bourgeois and Alex G Griffiths)</p> <p>Recipes: x2 weeks Gruffalo Crumble (by Julia Donaldson</p> <p>Poetry x1 week</p>	<p>Narrative: x2 week Stanley's Stick (by John Hegley)</p> <p>Rules & Recount: 2x week Big Bright Feelings series (by Tom Percival) – Ravi's Roar & Meesha Makes Friends</p> <p>Poetry: x1 week range of nursery rhymes Oi Frog (by Kes Gray & Jim Field)</p> <p>Short narrative x3 weeks (based on real experiences): Madlenka (by Peter Sis)</p> <p>Poetry: x2 weeks Take One Poet Julia Donaldson Poems To Perform (edited by Julia Donaldson)</p>	<p>Letters: 2x weeks Here Comes Mr Postmouse (by Marianne Dubuc)</p> <p>Poetry: 2x weeks A First Book Of Poems (Shirley Hughes) 'Out and About'</p> <p>Narrative: x3 weeks Little Red and the Very Hungry Lion (by Alex T. Smith)</p> <p>Explanation: x2 weeks The Big Book of Bugs (by Yuval Zommer); The Amazing Life Cycle of Butterflies (by Kay Barnham); Tad (by Benji Davies)</p> <p>Short narrative: x2 weeks We're Going to Find The Monster! (by Malorie Blackman; illus. by Dapo Adeola)</p> <p>Whole School 'Explore and Engage Unit' x2 weeks Journey by Aaron Becker</p>	<p>Whole School Explore and Engage Unit 2x weeks</p> <p>Tuesday: by David Wiesner Write their own narrative based on own written plans</p> <p>Narrative: 2x weeks Frog and the Stranger By Max Velthuijs</p> <p>Write their own narrative based on own written plans</p> <p>Instructions unit: 2x weeks How to Make Friends with a Ghost: By Rebecca Green Writing to inform: instructional writing</p> <p>Narrative: 3x weeks Last Stop on Market Street (by Matt De La Pena)</p> <p>Letters, postcards, emails: x2 weeks Dragon Post (by Emma Yarlett), Yours Sincerely, Giraffe (by Megumi Iwasa and Jun Takabatake)</p> <p>Poetry: x1 week List poems The Puffin Book of Fantastic First Poems</p>	<p>Narrative: x3 weeks Rapunzel (by Bethan Woollvin)</p> <p>Non-Chronological Report: Nature Storybooks – x2 weeks Say Hi to Hedgehogs (by Jane McGuinness), Big Blue Whale (by Nicola Davies)</p> <p>Narrative x3 weeks (based on real experiences): Julian is a Mermaid (by Jessica Love) (supplementary text: Manolo and the Unicorn by Jackie Azua Kramer)</p> <p>Poetry: 2x weeks The Puffin Book of Fantastic First Poems</p>	<p>Narrative: x3 weeks The Lost Homework (by Richard O'Neill)</p> <p>Instructions: X2 weeks A Beginner's Guide to Bear Spotting & How to Wash a Woolly Mammoth (both written by Michelle Robinson)</p> <p>Recount x2 weeks (of real events): Here I Am (by Patti Kim, illus. by Sonia Sanchez)</p> <p>Narrative: x3 weeks Super Joe Does not do Cuddles (by Michael Catchpool)</p> <p>Poetry x2 weeks Take One Poet Mandy Coe Belonging Street</p> <p>Whole School 'Explore and Engage Unit' x2 weeks Journey by Aaron Becker</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	List Poems					
		Stories from other cultures	Stories from other cultures	Stories from other cultures	Blue Balloons and Rabbit Ears by Hilda Offen (English)	Traditional tales from around the world
MATHS	<ul style="list-style-type: none"> * positional language including ordinal numbers. • Find patterns in numbers, count and compare using more and less. • Estimate and order • Part Whole addition and subtraction • Making 10 and some more • Doubling and halving • Odd and Even numbers • 2-D and 3-D shapes. * using tens frames * part whole models 	<ul style="list-style-type: none"> * Measures – The Language of Comparing Length, Height, Mass and Speed Sequencing Events – Days of the Week and Months of the Year * Numbers to Twenty – Adding using ‘Think 10’ Numbers to Twenty – Subtraction using ‘Think 10’ * Numbers to Twenty – Equality and Balance Numbers to Twenty * Numbers to Twenty – Language and Problem Solving Numbers to Twenty – Comparison (difference, more, less, fewer) including Statistics * Measures – Coins and Combinations to 20p, Ordering and Comparing * Counting in 2s, 5s 10s. * Measures – Non-standard Measures and Introducing Simple Standard Measures 	<ul style="list-style-type: none"> * consolidate learning over the year * secure number fluency and use numbers to solve number problems – basic number sentences and missing number sentences. * telling the time to o’clock and half paston analogue and digital, and be confident drawing hands on a clock face. *identifying and constructing arrays. *fractions *money *weight * capacity * length *ways of recording measurements. * reinforcing counting in 2s, 5s and 10s and counting to 100. 	<ul style="list-style-type: none"> - Initial assessment and reactivation - Counting - Number and place value - Equal and unequal - Comparison and measures - Mental calculation - Time 	<ul style="list-style-type: none"> - Statistics - Part, whole understanding - Addition and subtraction including problem solving - Geometry – shape - Multiplication (Including doubling and halving) 	<ul style="list-style-type: none"> - Division - Fractions - Geometry – position and direction - Durations of time - Calculation review / problem solving – all four operations including fractions and measures
					Maths Day - Piet Mondrian – (Dutch)	
SCIENCE	<p>Everyday Materials</p> <ul style="list-style-type: none"> *distinguish between an object and the material from which it is made *identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock *describe the simple physical properties of a variety of everyday materials * experiment to test which material is most suitable to make an umbrella/raincoat for teddy. 	<p>Plants</p> <ul style="list-style-type: none"> * The children will identify and describe the basic structure of a variety of common flowering plants, including trees * identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. * The children will also grow, care for and measure their own sunflowers. * continue our learning about seasons and observe changes across the 4 seasons. * observe and describe weather associated with seasons and how day length varies. 	<p>Animals incl. Humans</p> <ul style="list-style-type: none"> * the differences between carnivores, herbivores and omnivores. * classifying and comparing various animal groups. * labelling the parts of the human body * learning about and exploring the five senses. Conducting experiments using our senses- especially scents experiment- link to female scientist Linda Brown Buck. * continuing our knowledge of seasonal change and looking closely at spring and summer while comparing it to the other seasons. 	<p>Living Things and their Habitats: Pupils should be taught to:</p> <ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including microhabitats - describe how animals obtain their food from plants and other 	<p>Animals incl. Humans Pupils should be taught to:</p> <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Plants: Pupils should be taught to:</p> <ul style="list-style-type: none"> - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

				<p>animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Everyday Materials:</p> <ul style="list-style-type: none"> - To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 		
		<p>Rainforests- plants around the world. Those indigenous to warmer climates that are not found wild in UK.</p>	<p>Diets from around the world linked to carnivore, herbivore and omnivore diets. Linda Brown Buck- female biologist that first discovered odorant receptors in the nose.</p>	<p>John McAdam (Scottish) Charles Macintosh (Scottish)</p>	<p>Steve Irwin – (Australian) Louis Pasteur – (French) Animals from around the world Elizabeth Garrett Anderson (British)</p>	<p>Rachel Carson – (American)</p>
HISTORY	<p>Making History</p> <ul style="list-style-type: none"> - Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. - They begin to look at a simple timeline extending back to before they were born. 	<p>Toys</p> <ul style="list-style-type: none"> - Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. - They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future 	<p>Significant explorers</p> <ul style="list-style-type: none"> - Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. - They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered. 	<p>Schools from the past</p> <ul style="list-style-type: none"> - Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present. 	<p>UP UP & AWAY</p> <ul style="list-style-type: none"> - Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. - Learning about the individuals who contributed to the history of flight. 	<p>Yes Your Majesty <i>Children should be taught about:</i></p> <ul style="list-style-type: none"> - Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. - Pupils investigate how William the Conqueror became King and learn how he used castles to rule. - They study different types of castles and consider how these evolved over time in their own locality.
	<p>Family tree Families from around the world Special events</p>	<p>Traditional toys from other countries Toys</p>	<p>Ibn Battuta (Moroccan) Neil Armstrong (American) Matthew Henson (African American) Felicity Aston (British)</p>	<p>Women's experience of school BAME experiences of schools in the UK and from the past Floella Benjamin</p>	<p>Amy Johnson (English) Wright Brothers (English) Vikings (Scandinavian)</p>	<p>King and queens from around the world William the Conqueror</p>
GEOGRAPHY	<p>My Local Area</p> <ul style="list-style-type: none"> - Locating where they live on an aerial photograph, recognising features within a local context. - Creating maps using classroom objects before drawing simple maps of the school grounds. - Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved. 	<p>UK Weather</p> <ul style="list-style-type: none"> - Looking at the countries and cities that make up the UK, - keeping a daily weather record and finding out more about hot and cold places in the UK. 	<p>Shanghai</p> <ul style="list-style-type: none"> - Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. - Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. - They compare the human and physical features of Shanghai to features in the local area and make a simple map using 	<p>Hot and Cold places</p> <ul style="list-style-type: none"> - Name and locate the seven continents on a world map. - Locate the North and the South Poles on a world map. - Locate the Equator on a world map. - Describe some similarities and differences between the UK and Kenya. - Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. - Recognise the features of hot and cold places. 	<p>Our Wonderful World</p> <ul style="list-style-type: none"> - Identify and locate characteristics of the UK on a map. - Identify human and physical features. - Locate human and physical features on a world map. - Explain the difference between oceans and seas. - Name and locate the five oceans on a world map. - Use an aerial photograph to draw a simple sketch map. - Collect data by sketching findings on a map and completing a tally chart. 	<p>Beside the seaside:</p> <ul style="list-style-type: none"> - Name and locate the seas and oceans surrounding the UK in an atlas. - Label these on a map of the UK. - Describe the location of the seas and oceans surrounding the UK using compass points. - Define what the coast is. - Locate coasts in the UK. - Name some of the physical features of coasts. - Explain the location of UK coasts using the four compass directions. - Name features of coasts and label these on a photograph. - Identify human features in a coastal town.

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

			data collected through fieldwork.	Locate some countries with hot or cold climates on a world map.	- Present their findings in a bar chart.	- Describe how people use the coast. - Follow a prepared route on a map. - Identify human features on the local coast. - Record data using a tally chart. - Represent data in a pictogram. - Describe how the local coast has been used.
	Culture and diverse within our community Steel pans by the market Ranges of food available to us at the market Shops and restaurants Variety of people in our community	Looking at the different languages and cultures that make up the UK. Ireland – Gaelic Welsh and Scottish language	Comparing Chinese traditional food with our traditional food that we eat during celebrations		Looking at the seven continents and five oceans. Putting children's nationalities onto a map- celebrating the diverse backgrounds of the children and staff in the classroom. Children celebrating their nationalities-flags, traditional dress, etc.	
RE	<p>Creation and Covenant By the end of this unit of study, pupils will</p> <ul style="list-style-type: none"> • The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world. • The opening of the Nicene Creed 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible'. • An introduction to the ideas presented in Laudato Si' 13. • That all that is comes from God. • God is our Father. • God's love and care for humanity is experienced through the beauty and order of Creation. • Prayer is a way we draw closer to God. • That praying is a way people draw close to God. • That, as a community, the Church prays the Creed and the Our Father to pray to God and worship him. • God wants us to love and care for the world because the world is God's gift to us. • Caring for the world is one of the ways we love and care for each other. <p>By the end of this unit of study, pupils will explore:</p> <ul style="list-style-type: none"> • How a community in another part of the world cares for Creation. <p>Prophecy and Promise</p> <ul style="list-style-type: none"> • The Annunciation (Lk 1: 26-38, focusing on 1:26-32, 38) • The Visitation (Lk 1:39-45) 	<p>Galilee to Jerusalem By the end of this unit of study, pupils will have studied the following key texts:</p> <ul style="list-style-type: none"> • The Presentation (Lk 2:22-38) • Finding in the temple and the hidden life (Lk 2:41-52) • Jesus announces his mission (Lk 4:16-22) • The call of the disciples (Lk 5:1-11) • Little children (Lk 18:15-17) • Zacchaeus (Lk 19:1-9) • Jesus grows up and reveals the love of the Father to us. • Some people that encounter Jesus recognise that he is the Son of God who has come to save all. • Jesus is the 'light to all nations'. • The Feast of the Presentation of Jesus is celebrated by Christians around the world and is known as Candlemas in Britain. • All Christians are called to follow Jesus and share the Good News with others. • Christians are <p>Desert to Garden</p> <ul style="list-style-type: none"> • Jesus enters Jerusalem (Lk 19:28-38) • Jesus teaches in the temple (Lk 19:47-48) • The widow's mite (Lk 21:1-6) • The last supper (Lk 22:7-23) • The Crucifixion and death of Jesus (Lk 23:33-46) • The angel's message (Lk 24:1-8) For Lent: • Jesus is tempted in the desert for 40 days (Lk 4:1-13) • That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do. 	<p>To the ends of the Earth:</p> <ul style="list-style-type: none"> • The road to Emmaus (Lk 24:13-35) • Promise of the Spirit and the Ascension (Acts 1:1-11) • Pentecost (Acts 2:1-4) • When people open their hearts to the Holy Spirit they are changed, as the apostles are changed. • The mission of the Church begins at Pentecost. • That the Church celebrates the Ascension and Pentecost on special days of celebration (holydays of obligation). • The words of the 'Glory Be' prayer. • An age-appropriate hymn referencing the Holy Spirit. • How Pentecost is celebrated in another part of the world. • How artists and musicians <p>Dialogue and Encounter</p> <ul style="list-style-type: none"> • The Church is the community of all those who belong to Christ. • The cross is a symbol of Christianity. • The shortest summary of the Catholic faith is the sign of the cross. <p>By the end of this unit of study, pupils will know about Christianity locally through:</p> <ul style="list-style-type: none"> • Learning about their local parish community. • Learning about their local parish church. 	<p>Creation and Covenant Hear By the end of this unit of study, pupils will have encountered the following key texts:</p> <ul style="list-style-type: none"> • The story of Noah, focusing on God's covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17).145 • LS 71 'Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one good person to restore hope!' • Psalm 139146 in praise of God's Creation of each of us and his love for us. • God makes a covenant (promise) with Noah to save all living things. • That people in the story of Noah turned away from God and chose to act badly; this is behaviour called sin. • The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God. • That the Christian Bible is split into two parts, the Old Testament, and the • Psalms are prayers to praise God. • Sacraments are living signs of Jesus' love for all people. • Baptism is the first sacrament which welcomes people into the Christian family. • Ways in which we can show care for God's world (stewardship) as part of our care for each other. • How a baby is baptised in the Catholic Church. 	<p>Galilee to Jerusalem</p> <ul style="list-style-type: none"> • The preaching of John the Baptist (Lk 3:2-6, 10-17) • Jesus is baptised (Lk 3:21-22) • The Temptation in the wilderness & Jesus begins to preach (Lk 4: 1-15) • Cure of a paralytic (Lk 5:17-26) • The choice of the twelve (Lk 6:12-16) • The calming of the storm (Lk 8:22-25) • Parable of the lost sheep (Lk 15:4-7) <p>For the Feast of the Epiphany</p> <ul style="list-style-type: none"> • Matt 2:1-12: The visit of the Magi • John the Baptist is a prophet who calls people back to God by encouraging them to say sorry. Baptism is a sign of forgiveness. • That when people make bad choices (sin), they turn away from God. Jesus teaches that God loves and forgives and that being sorry helps us to change and become better people. • Jesus' miracles are signs that show he is the promised one (Messiah). • Jesus' parables are simple comparisons that invite people to know more about God. • Jesus brings healing in different ways. • How water is used as a symbol of a new start in the Sacrament of Baptism. • How Catholics say sorry to God in prayers: • Act of Sorrow (Contrition) • Asking for forgiveness in the 'Our Father' 	<p>To the ends of the Earth</p> <ul style="list-style-type: none"> • Jesus appears to the apostles and the Ascension (Lk 24:36-53) • Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13) • Conversion of Saul (Acts 9:1-19) • Fruits of the Holy Spirit (Gal 5:22-23) • God is love. Love is God's first gift poured into our hearts by the Holy Spirit. • The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit. • The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control. • In all prayers, Christians welcome the Holy Spirit and open their hearts to God. • Christians pray to the Holy Spirit for help ('Come Holy Spirit'). • That there are different symbols of the Holy Spirit in art: wind, fire, and dove, e.g., Taizé, Marlene Scholz's 'Blessed Trinity'. • The example of a saint who showed examples of peacebuilding in their lives, e.g., St Catherine of Siena, St Bernardine of Siena (IHS), St Rita of Cascia, St John Henry Newman, Pope St Pius X, St Francis of Assisi. Some examples of saints and holy people <p>Dialogue and Encounter</p> <ul style="list-style-type: none"> • The parable of the Good Samaritan (Lk 10:25-37) <p>By the end of this unit of study, pupils</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

<ul style="list-style-type: none"> • The Birth of Jesus (Lk 2:4-8) • The Visit of the Shepherds (Lk 2:8-20) • Because God loves us, he gave us his only Son, Jesus. • God called Mary to be the mother of his Son, Jesus. • Mary said 'Yes' to God's call. • Angels bring God's message and are a sign that Jesus is the Son of God. • The stories about Jesus are in a special book called the Bible. • We ask Mary to pray with us and for us and to comfort us in times of need, especially using the prayer Hail Mary. <p>By the end of this unit of study pupils will:</p> <ul style="list-style-type: none"> • Hear and begin to join in with the words of the Hail Mary. • Hear or sing the first phrase of the Gloria, recognising it as the angels' song of praise to God. • How Catholics around the world show honour to Mary, including diverse representations in art, sculpture, and music. • How Christians in their local community celebrate the birth of Jesus. 	<ul style="list-style-type: none"> • Jesus died and rose again. • Some simple words, actions, and symbols from the Ash Wednesday liturgy and the Palm Sunday liturgy. • Lent is when Christians prepare for Easter by thinking about how they could be closer to God by praying, giving up things that are not needed (fasting), and giving to those in need. • Experience music or art that reflects how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life. • Fasting in Lent is a way of giving things up to help others and for Catholics, CAFOD Family Fast Day is a way of responding to this call. • Fasting, praying, and giving to others are ways of following Jesus' example. 	<ul style="list-style-type: none"> • Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish. • Aspects of modern Jewish life in Britain, including specific vocabulary about the Jewish belief in one God and the Torah as a special text 	<p>Prophecy and Promise:</p> <ul style="list-style-type: none"> • The Annunciation of John the Baptist (Lk 1:5-20) • The Annunciation of Jesus (Lk 1:26-38) • The Visitation (Lk 1:39-50, 53) • The birth of John the Baptist (Lk 1:57-58) • Zechariah's voice is restored (The circumcision of John the Baptist) (Lk 1:59-66, 67,76) • The Birth of Jesus (Lk 2:1-8) <p>Including, for the season of Advent:</p> <ul style="list-style-type: none"> • Is 7:14, 9:1-2, 5-7 (Extracts from the book of Immanuel) • That prophets and prophetesses communicate God's message inspired by the Holy Spirit. <p>John the Baptist is born to be a prophet.</p> <ul style="list-style-type: none"> • Christians believe that the person Isaiah spoke of was Jesus. In Isaiah's words, Christians recognise Jesus as a light in the darkness and Immanuel, 'God-with-us'. • Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas. • That Mary is the mother of God and our mother who is trusted with all our prayers. • Some words of Mary's prayer, the Magnificat (Lk 1:46-50, 53) in which she gives thanks to God and prays for his just world to come. • Advent is a time Christian preparation for Jesus' coming. • That the Advent wreath is a symbol of the coming of the light. • How the Christmas story is celebrated in song: carol services. • About some daily/weekly commitments that enable Christians to live in a way that prepares them for Jesus' coming. • Advent preparations in different cultures. • The meaning and interpretations of the candles/wreath in different cultural contexts. • How Catholic Social Teaching (CST) can help to guide Christians to 'share the light' with others. 	<ul style="list-style-type: none"> • The importance of saying sorry to God and to others. • The importance of showing you are sorry, for example, through practical Acts of Penance.148 <p>Desert to Garden</p> <ul style="list-style-type: none"> • Jesus enters Jerusalem (Lk 19:28-38*) • The last supper (Lk 22:7-23*, 28-34) • The Crucifixion and death of Jesus (Lk 23:33-46*) • The angel's message (Lk 24:1-8*) • Peter at the tomb (Lk 24:9-12) <p>*Texts studied in Year One</p> <ul style="list-style-type: none"> • That Jesus gave us the Sacrament of Reconciliation to heal and restore our friendship with God and through this ourselves. • That Lent is a time of preparing our hearts and minds for Easter through reconciliation and forgiveness. • The Easter Vigil Mass is the high point of the year and is rich in symbols of light and darkness. • Some prayers and actions that are ways in which Catholics turn back to God, in the Sacrament of Reconciliation, for example, a simple Examen or an act of sorrow and in the Penitential rite, for example, the Kyrie Eleison (Lord have Mercy). • Some simple words, actions, and symbols of the Easter Vigil, focusing on light and water. • The importance of saying sorry to God and to others. • That prayer can help people say sorry for their sins. • That making bad choices damages relationships and damages them. 	<p>will know that the Church teaches:</p> <ul style="list-style-type: none"> • Christians should collaborate in service of humanity. <p>By the end of this unit of study, pupils will know about Christianity locally through:</p> <ul style="list-style-type: none"> • Learning about their local Christian community. • Learning about ways Christians where they live come together to support the local community. • Recognise links and simple connections between some Jewish religious laws, beliefs, worship, and life. (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes). • Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts). • Listen to the religious experiences of others from different communities in the class and the local area.
<p>Images Paintings</p>	<p>Luna new year Diwali Images Paintings</p>	<p>Judaism Eid May – rosary Images</p>	<p>Images Paintings</p>	<p>Luna new year Diwali Images Paintings</p>	<p>Judaism Eid May – rosary Images</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	October: the month of the rosary; look at rosary traditions from around the world		Paintings	October: the month of the rosary; look at rosary traditions from around the world		Paintings
PSHE	<p>Being in my World *feeling special & safe-discussing what makes me unique. *Understanding that I am part of my class. *Rights & Responsibilities in class and in wider community. *Rewards & feeling proud *Consequences *Owning our Learning Charter</p> <p>Celebrating Difference * encouraging children to identify their talents. *Being special. * looking at Families. *Where we live. *Making friends and what it means to be a good friend. *Standing up for yourself.</p>	<p>Dreams and goals: * helping children think about their hopes and dreams, their steps to achieving their goals, how they can achieve together as a class, stretch their learning, overcome obstacles and celebrate their successes. We will also look at the 'treasure chest of success'.</p> <p>Healthy Me: During this topic the children will learn about being healthy and making healthy choice. They will learn about medicine safety and road safety. We will also develop their understanding of being a happy, healthy individual.</p>	<p>Relationships * looking at different families and talking about the importance of our own family relationships. Children will understand that families are founded on belonging, love and care. We will be learning ways to make friends and what make a good friend. Children will also learn about the different people in the school community and how they help us.</p> <p>Changing me During this topic children will learn that animals including humans have a life cycle. They will learn about that changes happen when we grow up. They will learn that people grow up at different rates and that is normal. Children will learn who to ask for help if they are worried or frightened.</p> <p>RSE: Through the Ten Ten programme and, where appropriate, Jigsaw, children will learn about:</p> <ul style="list-style-type: none"> • Let the children come • God loves you • Special people • Treat others well and say sorry • Good and bad secrets • Physical contact • Harmful substances • Can you help me? • Three in one • Who is my neighbour? • The communities we live in 	<p>My World – - Welcoming each other into Year 2. Understanding the rights and responsibilities for being a member of Year 2 and creating our Learning Charter.</p> <p>Celebrating Difference - Identify some ways in which my friend is different from me - To explain why I value this difference</p>	<p>Dreams and Goals – - This aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks.</p> <p>Healthy Me – - This covers two main areas of health: Emotional health (relaxation, being safe, friendships, well-being, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean) in order for children to learn that health is a very broad topic.</p>	<p>Relationships – - Relationships have a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. We also learn how to deal with conflict, our own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes.</p> <p>RSE: Through the Ten Ten programme and, where appropriate, Jigsaw, children will learn about:</p> <ul style="list-style-type: none"> • I am unique • Boys and girls • Clean and healthy • Likes and dislikes • Super Susie gets angry • The cycle of life • Beginnings and endings • Real life online • Rules to help us • Can you help me? • Three in one • Who is my neighbour? • The communities we live in
	<p>Looking at different families Looking at how we are different- disabilities, nationalities, etc</p> <p>Whoever you are by Mem Fox- celebrating children from around the world and that we all may look different but we are the same inside.</p>	<p>Aspirations-what they want to be when they grow up- look at inspirational people from different backgrounds. Healthy food from different countries.(Link DT fresh foods:fruit and vegetables topic here Learn to distinguish between fruit and vegetables and where they grow(can look at fruit and veg around the world i.e. that grow in hotter climates). Design a fruit and vegetable smoothie and accompanying packaging</p>		<p>Celebrating the uniqueness of each child Celebration of an Inclusive community</p>	<p>Different aspirations around the world Healthy cultural plates</p>	<p>Different families around the world</p>
COMPUTING	<p>Unit 1.1 Online safety * To learn how to log in safely with their own log ins. To locate saved</p>	<p>Unit 1.3 Pictograms *children will learn that data can be represented in picture format. They will contribute to a class pictogram and use</p>	<p>Unit 1.6 Animated Story Books *children will be introduced to e-books and the 2Create a Story tool.</p>	<p>Coding – - Understand what algorithms are; how they are implemented as</p>	<p>Questioning – We will use questioning to construct a binary tree using 2Quesiton and</p>	<p>Creating Pictures – Here we will be exploring the 2Paint. Children will learn from a variety of</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	<p>work. To learn the importance of logging out safely.</p> <p>Unit 1.2 Sorting. * Sorting objects in real life and online.</p> <p>Exploring purple mash * To learn what resources are available in topics. To learn how to add pictures and text to work. To explore the games section</p>	<p>a pictogram to record the results of an experiment.</p> <p>Unit 1.4 Lego Builders * Children will compare the effects of adhering strictly to instructions to completing tasks without complete instructions. They will follow and create simple instructions on the computer and will consider how the order of instructions affects the result.</p> <p>Unit 1.5 Maze Explorers * Children will learn how to use the direction keys. They will understand how to create and debug a set of instructions (algorithm). Children will then use the additional direction keys as part of an algorithm. The children will understand how to change and extend the algorithm list. The children will create a longer algorithm for an activity and learn how to set challenges for peers. They will also learn how to access challenges set by the</p>	<p>They will learn how to add animation and add sound to a story, including voice recording and music the children have composed. Children will also work on a more complex story, including adding backgrounds and copying and pasting pages. We will also share e-books on a class display board.</p> <p>Unit 1.7 Coding Children will be coding using the 2Code tool. Children will learn to drag and drop to move code blocks around. Children will have the opportunity to explore program design and put computational thinking into practice. Children will learn to design and plan a program before coding in some lessons. During the design process, children will be encouraged to clarify the characters (objects), what they will do (actions and events) and what order things will happen (the algorithm).</p> <p>Unit 1.8 Spreadsheets. Children will learn how to use 2Calculate to make simple spreadsheets. Children will understand what a spreadsheet looks like. They will learn how to navigate around a spread sheet and enter data.</p>	<p>programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Spreadsheets –</p> <ul style="list-style-type: none"> - Children will be exploring spreadsheets, learning how to: cut and paste, understand what columns and rows are and open, save and edit. Children will also be using spreadsheets to add amounts and present data in a table to solve mathematical problems. <p>Online Safety –</p> <ul style="list-style-type: none"> - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>understanding that these questions are limited to ‘yes’ and ‘no’ answers. Children will also use: a database to answer more complex search questions and use the search tool to find information.</p> <p>Effective Searching – We will look at the Internet, web, browsers and search engines. After becoming acquainted with the basics of the Internet and how it works, we will then be ready to dive into searching with Google. We will also learn where to type in a query and how to understand the pages of result.</p>	<p>artists from around the world and have ago at recreating these on the computer in their particular style.</p> <p>Making Music - This will provide the children with the knowledge and understanding to create simple and more complex animations using 2Sequence. The children can use 2Sequence to explore harmony and build up musical scores</p> <p>Presenting Ideas – We will explore how a story can be presented in different ways. We will then extract information from a 2Connect file to make a publisher fact file on a non-fiction topic related to our Topic theme. Using a variety of software, children will then present their findings to the class.</p>
PE	<p>Fundamentals: Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take-off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p> <p>Ball skills: Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet.</p> <p>Dance:</p>	<p>Sending and receiving: Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique and catching.</p> <p>Invasion games: Sending and receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.</p> <p>Gymnastics: Shapes: explore basic shapes: straight, star, tuck, straddle and pike. Balances: perform balances making my body tense, stretched and curled.</p>	<p>Striking and fielding: Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination, technique and catching.</p> <p>Target games: Throwing: overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target.</p> <p>Athletics: Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy.</p>	<p>Fundamentals: Running: demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements. Jumping: demonstrate jumping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions, Skipping: explore single and double bounce when jumping in a rope.</p> <p>Ball skills: Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move.</p>	<p>Sending and receiving: Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: explore techniques when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.</p> <p>Invasion games: Sending and receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.</p> <p>Gymnastics:</p>	<p>Striking and fielding: Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: explore techniques when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.</p> <p>Target games: Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target, Striking: develop striking a ball with equipment with some consistency.</p> <p>Athletics: Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	<p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p> <p>Dynamics: explore varying speeds to represent an idea</p> <p>Space: explore pathways within my performance.</p> <p>Relationships: begin to explore actions and pathways with a partner.</p> <p>Performance: perform on my own and with others to an audience.</p> <p>Yoga:</p> <p>Balance: perform balances and poses making my body tense, stretched and curled.</p> <p>Flexibility: explore poses and movements that challenge my flexibility.</p> <p>Strength: explore strength whilst transitioning from one pose to another.</p> <p>Mindfulness: recognise my own feelings in response to a task or activity.</p>	<p>Rolls: explore barrel, straight and forward roll progressions.</p> <p>Begin British Gymnastics Core Proficiency Awards: level 8.</p> <p>Fitness:</p> <p>Agility: change direction whilst running.</p> <p>Balance: explore balancing in more challenging activities with some success.</p> <p>Co-ordination: explore co-ordination when using equipment.</p> <p>Speed: explore running at different speeds.</p> <p>Strength: explore exercises using my own body weight.</p> <p>Stamina: explore moving for longer periods of time and identify how it makes me feel.</p>	<p>Net and wall:</p> <p>Hitting: explore hitting a dropped ball with a racket.</p> <p>Feeding: throw a ball over a net to land in the court area.</p> <p>Rallying: explore sending a ball with hands and a racket.</p> <p>Footwork: use the ready position to move towards a ball.</p>	<p>Dance:</p> <p>Actions: accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics: develop an understanding of dynamics.</p> <p>Space: develop the use of pathways and travelling actions to include levels.</p> <p>Relationships: explore working with a partner using unison, matching and mirroring.</p> <p>Performance: develop the use of facial expressions in my performance.</p> <p>Yoga:</p> <p>Balance: remember, copy and repeat sequences of linked poses.</p> <p>Flexibility: show increased awareness of extension in poses.</p> <p>Strength: demonstrate increased control in performing poses.</p> <p>Mindfulness: explore controlling my focus and sense of calm.</p>	<p>Shapes: explore using shapes in different gymnastic balances.</p> <p>Balances: remember, repeat and link combinations of gymnastic balances.</p> <p>Rolls: explore barrel, straight and forward roll and put into sequence work.</p> <p>Jumps: explore shape jumps and take-off combinations.</p> <p>Continue Begin British Gymnastics Core Proficiency Awards level 8 and begin some elements of level 7.</p> <p>Fitness:</p> <p>Agility: demonstrate improved technique when changing direction on the move.</p> <p>Balance: demonstrate increased balance whilst travelling along and over equipment.</p> <p>Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment.</p> <p>Speed: demonstrate running at different speeds.</p> <p>Strength: demonstrate increased control in body weight exercises.</p> <p>Stamina: show an ability to work for longer periods of time.</p>	<p>Throwing: develop overarm throwing for distance.</p> <p>Net and wall:</p> <p>Hitting: develop hitting a dropped ball over a net.</p> <p>Feeding: accurate underarm throw over a net to a partner.</p> <p>Rallying: explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork: consistently use the ready position to move towards a ball.</p>
	Italian-inspired dance routine to “Tarantella Napoletana.”	Beth Tweddle (Gymnast: British) First female GB gymnast to win a medal at European and World Championships and Olympic Games. Max Whitlock (Gymnast: British) Gold medallist at Tokyo Olympics.	Emma Raducanu (Tennis: British: parents: Romanian father; Chinese mother) US Open Winner 2021.	Tchaikovsky's “Russian Dance” from “The Nutcracker.” “Baby Elephant Walk” by Henry Mancini: Elephant Dance.	Roger Bannister (English: first athlete who ran a sub-4-minute mile.)	Mo Farrah (Athletics: UK) Usain Bolt (Athletics: Jamaica)
ART	<p>Drawing – make your mark</p> <p>Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p>	<p>Painting and mixed media – make a splash</p> <p>Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns</p>	<p>Sculpture and 3D – paper play</p> <p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures</p>	<p>Drawing – tell a story</p> <p>Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings</p>	<p>Painting and mixed media – beside the seaside</p> <p>Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein.</p>	<p>Sculpture and 3D – clay houses</p> <p>Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response</p>
	Bridget Rikey – exploring lines Zaria Forman – making waves Kadinsky – abstract art	Jasper Johns – number artist Clarice Cliff – plates artist	Louise Bourgeois ‘Maman’ spider culture	Stories from around the world linked to different images of characters – tell a story unit	African Art (African) Roy Lichtenstein (American)	Rachel Whiteread – sculpture
MUSIC	<p>Keep a steady pulse through musical games, action songs and other musical activities.</p> <p>Use voice in different ways and begin to “find” their singing voice.</p> <p>Experience tempo and dynamics through movement and other games which require children to use listening and responding.</p> <p>Follow musical instructions.</p>	<p>Sing songs and perform other vocal sounds with their class.</p> <p>Begin using voices to create sounds effects and to make sounds in response to written symbols.</p> <p>Begin to recognise well-defined changes in tempo/dynamics, and begin to use musical terms for changes.</p> <p>Begin to play simple “copycat” games, which include recalling and repeating short melodic and rhythmic patterns.</p>	<p>Begin learning about sol-fa.</p> <p>Use musical vocabulary for tempo/dynamics with greater confidence and familiarity.</p> <p>Recognise well-defined changes in tempo/dynamics and describe using musical terminology.</p> <p>Play un-tuned percussion instruments with greater control and precision.</p>	<p>Sing and use sol-fa with greater confidence.</p> <p>Improve awareness of pulse and other musical elements. Use musical vocabulary more confidently.</p> <p>Recognise sudden and gradual changes in tempo/dynamics.</p> <p>Begin to make a connection between pitch and the shape of musical notation.</p>	<p>Echo and repeat short rhythmic and melodic phrases with greater accuracy.</p> <p>Sing appropriate songs from the war era and listen to performances of patriotic and other relevant songs.</p> <p>Make and change vocal and percussion sounds to represent an idea or environment.</p> <p>Develop music vocabulary.</p>	<p>Improve quality of singing and pitch-matching. Continue improving understanding of sol-fa.</p> <p>Begin exploring rounds and ensemble performances.</p> <p>Play “Don’t clap this one back” and other musical games.</p> <p>Begin to improvise short rhythmic patterns.</p> <p>Perform simple melodies on Chime bars with greater accuracy and</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	Become familiar with some musical vocabulary for tempo/dynamics. Listen to music and say whether they like or dislike it.	Learn names and playing techniques for un-tuned percussion instruments. Begin connecting sounds with written symbols. Compose body percussion or percussion soundscapes. Explore musical ICT as a class.	Recognise the sounds made by, and name a variety of percussion instruments. Begin creating animal sound effects using instruments. Follow simple sequences of symbols to perform patterns and accompaniments. Begin to play tuned percussion instruments such as chime bars. Compose a short pentatonic phrase for Chime bars and notate it using colour on templates. Begin to create rhythm beats using musical ICT.	Respond creatively to a short sequence of symbols using voices or percussion instruments. Perform from and compose "spot grids". Play the "rain game:" use dynamics, tempo and texture for drizzle, heavy rain etc. Improvise sound effects for different types of weather. Begin learning about traditional musical symbols for notations: crotchets, quavers and minims. Learn and repeat short rhythmic patterns. Begin exploring music by the "Great" composers and many others in addition.	Compose an animal rhythm and notate with support. Compose a short melody for Chime bars, using a limited note range. Improve understanding of traditional musical notations for rhythms. Begin to look at staff notation for simple melodies and notice the connection between the melody shape and the written notation. Listen to music and comment on significant features. Begin to create a listening log. Use musical ICT to compose a rhythm and experiment with different tempi.	fluency and with some understanding of different note values. Compose a short pentatonic melody for Chime bars and notate using colour on a template. Develop understanding of rhythms and notation. Continue developing awareness of staff notation. May begin playing the Ukulele: open string melodies using 2-3 notes. Use musical ICT to create a digital soundscape.
		Listening to music composed by: <ul style="list-style-type: none"> Dvorak: Czech Ferdinand Herold: French Manuel de Falla: Spanish Grieg: Norwegian Igor Stravinsky: Russian Tchaikovsky: Russian Copland: American Brahms: German 	Listening to music: <ul style="list-style-type: none"> from China John Williams: American Gershwin: American Charles Williams: English Ronald Binge: British Florence Price: African American Fela Sowande: Nigerian Katy Adelson: Irish 	Listening to music: <ul style="list-style-type: none"> African drumming Taiko drumming: Japan Samba: Brazil Bhangra: India South Africa Graham Fitkin: British Franz Schubert: Austrian Haydn: German Mozart: Austrian John Williams: American Rossini: Italian Rimsky-Korsikov: Russian Songs: <ul style="list-style-type: none"> Funmje Alafia: Nigeria Tue Tue Kye Kye Kule Kelele Jambo Bwana: Kenya 	Listening to music from: <ul style="list-style-type: none"> Chris Roe: British Bach: German John Williams: American Handel: German The lion sleeps tonight. Jambo Bwana: Kenya Kenyan boy's choir Asia. Farmer Nappy: Trinidadian William Grant-Still: African-American Louis Armstrong: African-American Strauss: Austrian 	Listening to music from: <ul style="list-style-type: none"> Britten: British Binge: British Reem Kalani: Pakistani-British Alexander Mackenzie: Scottish-Canadian Joby Talbot: British Saint-Saens: French
DT	Mechanisms: Wheels and axles Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle.	Textiles- Puppets. Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating. Example theme: Storybook character.	Food technology. Describe fruits and vegetables and explain why they are a fruit or vegetable. Prepare fruits and vegetables to make a smoothie.	Pouches – Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.	Food Technology – Wraps – Children will learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.	Mechanics – Ferris Wheel <ul style="list-style-type: none"> - Design and label a wheel. - Consider the designs of others and make comments about their practicality or appeal. - Consider the materials, shape, construction and mechanisms of their wheel. - Label their designs. - Build a stable structure with a rotating wheel. - Test and adapt their designs as necessary. - Follow a design plan to make a completed model of the wheel.
		Puppets from around the world- marionettes- focus on marionettes (Italy), shadow puppets (China) and sock puppets Look at windmills in Holland.	Healthy vegetables from around the world	Puppets from around the world	Healthy vegetables from around the world	

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

Cultural Capital opportunities	AUTUMN TERM Black History Mary – Rosary Judaism Week STEM day Remembrance Service Diwali Celebrations Action Aid events Anti-Bullying week Class Charity events Christmas Nativity Celebrations	SPRING TERM Maths day Mary – Rosary Cafod Week Class Charity World Book week Chinese New year Onesie upon a time day Science Week	SUMMER TERM International Week British Hero's French Day Class Enterprise week Healthy Eating week Buddhism Week Aspirations Celebrations Music Evening Celebration Sports day events Class Charity events Windrush Events	AUTUMN TERM Black History Mary – Rosary Judaism Week STEM day Remembrance Service Diwali Celebrations Action Aid events Anti-Bullying week Class Charity events Christmas Nativity Celebrations	SPRING TERM Maths day Mary – Rosary Cafod Week Class Charity World Book week Chinese New year Onesie upon a time day Science Week	SUMMER TERM International Week British Hero's French Day Class Enterprise week Healthy Eating week Buddhism Week Aspirations Celebrations Music Evening Celebration Sports day events Class Charity events Windrush Events
Trips/experiences	Visit to the local library – Waltham cross, Our local area visit Christmas Pantomine		Visit the local market to see the fruit stalls and choose fruit for smoothie Paradise Wildlife park Zoo – links to Science Summer Unit Guest speaker in – (parent) 'bringing China into the classroom'	Christmas Pantomine	Transport Museum – Up, Up and Away topic	Buckingham Palace trip
LKS2	YEAR 3			YEAR 4		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
READING	How to wash a woolly mammoth Ug Stig of the dump Oi Caveboy Non-fiction linked to volcanoes and science Potery and songs- various Wild way home	Finger eater Firework makers daughter Roald Dahl- author study Amazing Grace- diversity link Selection of non-fiction books linked to history, geography and science Potery and songs- various Nothing to see here hotel	Coming to England- link to Windrush Egyptian Cinderella Potery and songs- various The Creakers	Fiction: - Eye of the Wolf Non – Fiction: - Digestive System - Poetry: - The lost words	Fiction: Clean up! By Nathan Bryon Cloud of Tea Monkeys by Mal Peet Non – Fiction: - How 'great' was Alfred? - The Unearthing of Sutton Hoo Poetry: How to catch newts – John Walsh	Fiction: Flotsam – David Weiner Non – Fiction: Extracts: Take snippets of a variety of text focusing on different VIPER skills ready for Y5.
		Finger eater – Swedish	Coming to England- link to Windrush		Anglo-Saxon links	
WRITING	Whole School Explore and Engage Unit x2 weeks Tuesday: by David Wiesner Write their own narrative based on own written plans Narrative: 2x weeks The Paper Bag Princess by Robert Munsch Writing their own narrative based on the story Narrative: 2x weeks	Narrative: x3 weeks Alice in Wonderland (by Lewis Carroll, illus. by Helen Oxenbury) or any other version Persuasive speech: x2 weeks Stella and the Seagull (by Georgina Stevens, illus. by Izzy Burton) Personal narrative: x3 weeks The Proudest Blue (by Ibtihaj Muhammad & S.K Ali), Jabari Jumps	Persuasive Letters: x3 weeks Speak Up! Clean Up! Look Up! (all written by Nathan Bryon and illustrated by Dapo Adeola) Instructions: x2 weeks Instructions (by Neil Gaiman) & Wolf in the Snow (by Matthew Cordell) Non-Chronological Report: x2 weeks	Whole School Explore and Engage Unit x2 weeks Tuesday: by David Wiesner Write their own narrative based on own written plans Narrative: 2x weeks Aurther and the Golden Rope Writing their own narrative based on the story Narrative: 2x weeks	Newspaper reports: x3 weeks Real-Life Mysteries (by Susan Martineau; illus. by Vicky Barker) Travel Leaflets: x2 weeks Take A Bite (by Aleksandra Mizielinkska & Daniel Mizielinski), Africa, Amazing Africa (by Atinuke), The Big Book of the UK (by Imogen Russell Williams) & India, Incredible India (by Jasbinder Bilan)	Persuasive Speeches: x3 weeks Malala's Magic Pencil (by Malala Yousafzai) & Greta and the Giants (by Zoe Tucker) Non-Chronological Report: x3 weeks Amazon River (Earth's Incredible Places (by Sangma Francis) Poetry: X1 week Stars With Flaming Tails (Valerie Bloom)

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	<p>Mini Rabbit Not Lost By John Bond Writing their own narrative based on the story Fables: x3 weeks The Koala Who Could, The Squirrels that Squabbled and the Lion Inside (all by Rachel Bright & Jim Field) Non-Chronological Report: x2 weeks Atlas of Adventures (by Lucy Letherland) Poetry: x1 week Free verse poems. Resource included: The Magic Box (by Kit Wright)</p>	<p>(by Gaia Cornwall) & Ralph Tells a Story (by Abby Hanlon) Poetry: x2 weeks Love That Dog (Sharon Creech)</p>	<p>Amazing Animal Journeys (by Chris Packham, illus. Jason Cockroft) Narrative: x3 weeks The Iron Man (by Ted Hughes) Poetry: x1 weeks Take One Poet Joseph Coelho Poems Aloud/Smile Out Loud Whole School 'Explore and Engage Unit' x2 weeks Journey by Aaron Becker</p>	<p>The King who banned the dark Writing their own narrative based on the story Explanation: x3 weeks Until I met Dudley (by Roger McGough and Chris Riddell); Rosie Revere, Engineer (by Andrea Beaty and David Roberts); This Book Thinks You're an Inventor (by Georgia Amson-Bradshaw and Harriet Russell; and How Everything Works (by Clive Gifford and James Gulliver Hancock) Narrative: x2 weeks Starbird (by Angela McAllister and Grahame BakerSmith); Zeraffa Giraffa (by Dianne Hofmeyr and Jane Ray) Poetry: x1 weeks Free verse poems. Resource included: A Small Dragon (by Brian Patten)</p>	<p>Narrative: x3 weeks Leon and the Place Between (by Angela McAllister and Grahame Baker-Smith) Poetry: x2 weeks Haiku Moon Juice (be Kate Wakeling)</p>	<p>Narrative: x3 weeks The Girl Who Stole an Elephant (by Nizrana Farook) Poetry: x 1 weeks Take One Poet Michael Rosen Quick Let's Get Out of Here Whole School 'Explore and Engage Unit' x2 weeks Journey by Aaron Becker</p>
	<p>Princess and the pea Ghanaian goldilocks</p>	<p>Finger eater- Swedish traditional tale</p>	<p>Coming to England- Adventure story Egyptian Cinderella</p>	<p>Ancient Roman culture (myths) Amazon River – Sangma Francis and Romolo D'Hipolito</p>	<p>People Equal by James Berry – Free verse poem One Plastic Bag by Miranda Paul – Persuasive writing about recycling</p>	<p>Fly, Eagle, Fly by Christopher Gregorowski – African folk tales</p>
MATHS	<p>Place value and regrouping Counting on and back Estimation Measure Mental fluency Written addition Written subtraction Problem solving Statistics Angles 2D shape Perimeter</p>	<p>Multiplication - 3,4 &8 Division – 1,2,3,4,5 and 8 times tables Statistics - Pictograms and Scaled Bar Charts Multiplication and division- Worded Problems Fractions - Finding Fractions of Discrete and Continuous Quantities Ordering and comparing fractions Adding and subtraction fractions Multiplication- Formal Written Multiplication</p>	<p>Fractions Ordering and comparing fractions Adding and subtraction fractions Multiplication Place value Decimals Measures 3D shapes</p>	<p>Place value Rounding, estimation and magnitude Addition and subtraction (including formal methods) Mutiples Factor pairs Problem solving Multiplication and division Measures Discrete and continuous data Perimeter</p>	<p>Estimate, compare and calculate different measures. Interpret and present discrete and continuous data Perimeter Properties of shape. Symmetry. Decimal numbers Money Money word problems Fractions Formal written multiplication Formal written division</p>	<p>Time Problem Solving Discrete Data Continuous data Pictograms, graphs, charts Roman Numerals Negative numbers Angles Properties of triangles Rectilinear shapes</p>
SCIENCE	<p>Rocks, Fossils and Soil: VOLCANO LINK compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter Light- They will learn about different sources of light, and that we need</p>	<p>Forces and Magnets Compare how things move on different surfaces Notice surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance _Observe how magnets attract or repel each other and attract some materials and not others _Compare and group together a variety of everyday materials on the basis of</p>	<p>Animals including humans- This unit teaches the importance of the right type and amount of nutrition as well as the functions of skeletons and muscles. Plants Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to</p>	<p>Animals including humans Children will learn to describe the simple functions of the basic parts of the digestive system in humans. They will identify the different types of teeth in humans and their simple functions. They will construct and interpret a variety of food chains, identifying producers, predators and prey Sound Children will identify how sounds are made, associating some of them with something vibrating. They will recognise that vibrations from sounds</p>	<p>States of Matter Sort materials into solids, liquids and gases. Explain that heating causes melting, and cooling causes freezing. Identify the melting and freezing point of water. Describe evaporation and condensation using practical examples. Describe the effect of temperature on evaporation referring to their investigation.</p>	<p>Living Things and their Habitats Children will sort living things into groups and generate questions about animals. We will see similarities and differences between vertebrates, identify vertebrate groups, identify the characteristics of living things. We will suggest how to have a positive effect on the local environment. Electricity Children will learn to identify electrical and nonelectrical appliances. They will be able to explain, with support, how a circuit works. Children will be able</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	light to see. The children will work scientifically and collaboratively to investigate reflective materials, in the context of designing a new book bag. They will work in a hands on way to play a range of mirror games, finding out more about reflective surfaces. Furthermore, they will learn that the sun's light can be dangerous, and will create an advert for a pair of sunglasses or a sun hat that they have designed. The children will have chance to test which objects are opaque in an exciting investigation to design the most effective curtains, and will find out how shadows change when the distance between the object and light source changes. They will develop their scientific enquiry skills, making observations, predictions and conclusions.	whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles _Predict whether two magnets will attract or repel each other, depending on which poles are facing Science week/ Animals including Humans	grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	travel through a medium to the ear. They will find patterns between the pitch of a sound and features of the object that produced it. Focus on finding patterns between the volume of a sound and the strength of the vibrations that produced it. Children will recognise that sounds get fainter as the distance from the sound source increases.	Identify the stages of the water cycle. Predict what will happen in an investigation. Make observations.	to name at least two electrical conductors and insulators. They will be able to create a simple series circuit both with and without a switch. They will be able to accurately record their findings in a table.
	Andre-Marie Ampere -magnetic	Mary anning- English Scientist	Wilhelm Rontgeo – Animals incl humnas	Alexander Bell – Scottish Aristotle (Brief) – Greek Washington Sheffield - American	Gerald Durrell – British Thomas Edison – British Lewis Howard Latimer – African American	Antoine Lavoisier – French Joseph Priestley – English
HISTORY	PREHISTORY Would you prefer to live in the Stone Age, Iron Age or Bronze Age? Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from Stone to Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.	ROMANS Why did the Romans settle in Britain? Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.	ANCIENT EGYPT What did the ancient Egyptians believe? Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.	Changes... Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.	The ruin of Britain Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.	Magnificent Maya How did the Maya civilisation compare to the Anglo-Saxons? Extending their knowledge of civilisations, the children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.
	Compare modern britian with aboriginal tribe.	Explore black Roman's- book black and British		Lord Shaftesbury	Anglo-Saxons Spread of chrstianity	
GEOGRAPHY	Why do people live near volcanoes? Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the	Who lives in Antartica? Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account	.Local area / Are settlements all the same? Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and	Tree top explorers: Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest,	Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte	Raging Rivers Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes	that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far	physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.	considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.	d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.	studying a local river to spot these features.
	Compare different Italian town and volcanoes		Culture and diverse within our community	Amazon Rainforest Congo Rainforest Tribes	Different aspects of around the world. Cultral food Fair trade	Rivers around the world

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

RE	<p>Creation and Covenant</p> <ul style="list-style-type: none"> • That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world. • That in the first account of the Creation one day is 'made holy' (Gen 2:3). • That the Church teaches that 'Creation is the common work of the Holy Trinity'. <p>By the end of this unit of study pupils will have encountered the following key texts:</p> <ul style="list-style-type: none"> • The first account of the Creation, Genesis 1:1-2:4. • Extracts from either Psalm 8 or 19 in praise of Creation. • In an age-appropriate way, LS 66 and 88. • God is the Creator of the Universe who made everything out of 'free and unselfish love' • That all human beings are made in God's image and all people have dignity and are created equal. • A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God's love. • The dignity of all human beings is one of the principles of Catholic Social Teaching. • Extracts from a psalm of Creation. • How the praise of Creation is expressed in the prayer and Liturgy of the Church (e.g., St Francis's Canticle of the Creatures; the Offertory prayers; a Prayer for our Earth in Laudato Si'). • Ways in which we can show care for God's world (stewardship) as part of our care for each other. <p>Prophecy and Promise</p> <ul style="list-style-type: none"> • Why Christians go to Mass on Sunday. • How Catholics celebrate Mass. For Advent: • Messiah would be born of a virgin and would be called Immanuel (Is 7:14). • The Annunciation to Joseph (Matt 1:18-25). • Revisit Lk 1:26-38. 	<p>Galilee to Jerusalem</p> <p>Miracles, either:</p> <ul style="list-style-type: none"> • Cure of the centurion's servant (Matt 8:5-13) or • Cure of a paralytic (Matt 9:1-8) <p>Parables, either:</p> <ul style="list-style-type: none"> • Parable of the Sower (Matt 13:4-9) • Parable of the Sower explained (Matt 13:10-17) or • Parable of the yeast (Matt 13:33) or • Parable of the treasure and of the pearl (Matt 13:44-46) <p>For Epiphany:</p> <ul style="list-style-type: none"> • The visit of the Magi (Matt 2:1-12) • The Adoration of the Magi shows that all people are seeking Jesus and he comes for the whole world. • The kingdom of God begins in all those who open their hearts to God's love. • The miracles that Jesus worked expressed his love for all people and were signs that the kingdom of God was beginning. • Jesus' parables to show the choices people must make to accept his invitation to the kingdom. <p>Celebrate</p> <ul style="list-style-type: none"> • Praying the 'Our Father' helps Christians to continue to build the kingdom begun with Jesus. • About the life of a saint who worked to build the kingdom of God. 151 <p>Desert to Garden</p> <ul style="list-style-type: none"> • The miracle of the loaves (Matt 14: 13-21). • The last supper (The institution of the Eucharist) (Matt 26: 26-29). • Extracts from a Eucharistic Prayer. • At the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles priests of his promise when he told them to 'Do this in remembrance of me' (1 Cor 11:23-25, Eucharistic prayer). • Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). <p>By the end of this unit of study, pupils will know that the Church teaches that:</p>	<p>To the ends of the Earth</p> <ul style="list-style-type: none"> • Road to Emmaus (Lk 24:13-35) • The mission to the world (Matt 28:16-20) • The group of apostles (Mary) (Acts 1:12-14) • Early Church (Acts 2:42-47) • Paul's Letter to the Corinthians (1 Cor 11:23-27) • The disciples recognised Jesus when he breaks the bread. At Mass, what we eat looks like bread, but it is Jesus who comes, the living God. The bread is the Body of Christ. • There is only one God, who is three Persons. God is a community within himself: an eternal exchange of love between Father, Son, and Holy Spirit. We call this mystery the Trinity. • Through Mary, the Holy Spirit guided the first disciples. She continues to guide our prayers. • Mass was celebrated in the early Church. • That the sign of the cross is the shortest summary of the Christian faith. • That some prayers that reference the Trinity and the work of the Holy Spirit. • That the celebration of Mass <p>Dialogue and Encounter</p> <ul style="list-style-type: none"> • Exodus 12:1-8, 15-20, 13:3 • Lk 22:14-23 <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • For Christians, the Eucharist is linked with the Jewish celebration of Passover. <p>Encounter</p> <p>By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> • Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today. <p>By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> • Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.). • Recognise the importance 	<p>Creation and Covenant</p> <ul style="list-style-type: none"> • The story of Abraham, focusing on the following key texts: • The call of Abram (Gen 12:1-5) • The Abrahamic covenant (Gen 15:1-6) • Abraham and Sarah (Gen 18:1-15) • Abraham and Isaac (Gen 22:1-18) • (Optional) The story of Joseph, focusing on the following key texts: 153 <p>By the end of this unit of study, pupils will know some facts about:</p> <ul style="list-style-type: none"> • The historical, cultural, and religious context out of which Abraham was called. • God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity • Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life. • Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity. • Abraham is a model of how to pray. • Age-appropriate extracts from prayers of faith in God from the Catholic tradition. (For example, Ps 40:1, the St Therese prayer, 'May today there be peace within', St John Henry Newman's 'Mission of my Life', Bl Charles de Foucauld's 'Prayer of Abandonment'.) • The virtues of faith, hope, and love. • The life and work of a person who was an example of faith made active in love, e.g., the intervention of Cardinal Manning in the London dockworker's strike. <p>Prophecy and Promise</p> <ul style="list-style-type: none"> • The miracle of the flour and the oil (1 Kings 17:7-14) • Elijah's encounter with God: the journey 1 Kings 19:4-8, The meeting: 1 Kings 19:9-15 	<p>Galilee to Jerusalem</p> <ul style="list-style-type: none"> • Peter's mother-in-law and casting out devils (Matt 8:14-17) • Cure of the woman with a haemorrhage. The official's daughter raised to life (Matt 9:18-26) or Cure of two blind men and cure of a demoniac (Matt 9:27-34) • The Baptist's question (Matt 11:1-15) • Jesus walks on the water and, with him, Peter (Matt 14:22-33) • Peter's profession of faith (Matt 16:13-26) • The importance of understanding historical context and cultural values at the time of the gospels. • Jesus is the Messiah/Christ but in a way that subverted the expectations of those of his own day: Jesus comes as a suffering servant, not a triumphant king. • Jesus is fully God and fully human. We call this belief the incarnation. • Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society. • Jesus showed compassionate healing in mind and body through his ministry and continues to do so through His Body, the Church, especially in the sacraments, such as the Sacrament of Reconciliation and the Anointing of the Sick. • Why Catholics pray the Creed at Mass. • How Catholics experience God's forgiveness in the Sacrament of Reconciliation and through it are reconciled with their community and how the Anointing of the Sick brings God's strength to help those who are sick. • How the work of a person or organisation who has been inspired by Jesus, work with those marginalised by societal attitudes to illness <p>Desert to Garden</p> <ul style="list-style-type: none"> • The lost son (the prodigal) and the dutiful son (Lk 15:11-32) • The Judgement of the Nations (sheep and goats) (Matt 25:31-46) • The events of Holy Week from the gospel of Matthew <p>God loves everyone. He can and wants to forgive people's sins.</p>	<p>To the ends of the Earth</p> <ul style="list-style-type: none"> • The empty tomb (Jn 20:1-10) • The appearance on the shore of Tiberius (Jn 21:1-19) • The Apostles' Creed • The Pope is the successor to Peter. • The Church is the People of God. • The Church is apostolic. • The work of the Church is to continue the ministry of Jesus and build the Kingdom of God. • Mary is the Mother of the Church and Queen of Heaven. • That the Apostles' Creed summarises Christian beliefs. • That May is the special month of Mary. • Some Marian prayers or hymns, e.g., Hail Mary, the Angelus, the Rosary, the Magnificat, Ave Maria. • Some artistic depictions of the Blessed Virgin Mary as Mother of the Church or as Queen of Heaven from different times and places. • Some ways in which the Church today (locally or globally) continues the work of Jesus. <p>Dialogue and Encounter</p> <p>By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> • The road to Damascus (Acts 9:3-9, 17-19) • The first letter to the Corinthians (1 Cor 13:1-7, 13) <p>Teachers should choose additional texts about the mission of St Paul, for example,:</p> <ul style="list-style-type: none"> • Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) • Galatians 1:11-24 • 2 Cor 11:22-23 • Galatians 3:27-28 <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • There are different traditions in the Liturgy of the Church* • Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible. <p>By the end of this unit of study, pupils will know some ways in which Christians work together for the common good.</p>
----	---	---	---	--	--	--

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

<ul style="list-style-type: none"> • Sunday is the day of the Resurrection of Jesus. Therefore, Christians gather on Sunday. • Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). • The Liturgy of the Word includes readings from the Old Testament and the New Testament. • That Jesus birth was foretold by the prophets. • That Joseph listened to the angel and opened his heart to the Holy • How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc. • Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word. • How Advent hymns celebrate Jesus as the coming Messiah (e.g., O Little town of Bethlehem; Long ago prophets knew; O come, divine Messiah; O come, O come Emmanuel). • Some ways that Christians prepare for the coming of Christ during Advent. • Representations in art around the world, connecting to the prophecies of Christ's coming. 	<ul style="list-style-type: none"> • A sacrament is a meeting point where people are blessed by God and become closer to the community of the Church. • The Eucharist is a sacrament in which Jesus offers his life for the salvation of the world. He is present in Holy Communion to be received by those who believe. • That at the Last Supper Jesus instituted the Eucharist. • People give themselves to Jesus when they receive the Eucharist (Holy Communion). • Some prayers and responses Catholics say during Mass. • Some prayers and responses Catholics sing during the Eucharistic Prayer. • Some ways people celebrate their first Eucharist (First Holy Communion). • The ways in which Catholics are called to live Eucharist by following the example of Jesus. • Some different cultural practices 			<ul style="list-style-type: none"> • The preaching of John the Baptist (Matt 3:1-12 and Mk 1:1-8) • Isaiah 40:3 (contained within the gospel accounts) • The ancestry of Jesus (Matt 1:1-17) <p>By the end of this unit of study, pupils will know some facts about:</p> <ul style="list-style-type: none"> • The importance of understanding historical context to appreciate the literal sense of biblical stories. • What is meant by 'prophecy'. • For Christians, the prophets awaken an expectation of the coming of the Messiah in people's hearts. • John the Baptist is sent to prepare the way for Jesus. • In the Advent liturgies, Christians pray for the second coming of Jesus alongside preparing for Christmas. • Advent is a time of preparation for Jesus' incarnation at Christmas and for the second coming as King of the Universe. • The Feast of Christ the King. • The Jesse tree. • 'He will come again in glory' from the Nicene Creed. • How Christians prepare for the coming of Christ during Advent. • How Christians use the Jesse tree during Advent, identifying its meaning and representation in art around the world, connecting to God's plan for salvation. 	<ul style="list-style-type: none"> • When people love God, they want to help others as the virtues of faith, hope, and love have their foundations in God who is love. • Lent is a time for Christians to make a new start by loving God with their whole heart and expressing this love through good works. • The works of mercy show Christians how to treat other people. • That Lent is a time to live out the works of mercy (for example, by praying for someone who is sad, practising patience, fasting, or giving time or money to those in need). • Holy Week begins on Palm Sunday and marks the annual celebration of Jesus' passion, death, and resurrection. • The corporal and spiritual acts of mercy. • How the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty (e.g., St Damien of Molokai, Ruth Pfau, National Justice and Peace Network, CAFOD). 	<p>Encounter</p> <ul style="list-style-type: none"> • Know some facts about the five pillars of Islam. • Understand some ways Muslims in Britain today live out their beliefs.
--	---	--	--	--	--	--

	<p>Images Paintings October: the month of the rosary; look at rosary traditions from around the world</p>	<p>Luna new year Diwali Images Paintings</p>	<p>Judaism Eid May – rosary Images Paintings</p>	<p>Images Paintings October: the month of the rosary; look at rosary traditions from around the world</p>	<p>Luna new year Diwali Images Paintings</p>	<p>Judaism Eid May – rosary Images Paintings</p>
<p>PSHE</p>	<p>My World Helping others to feel welcome, try to make our school community a better place. Think about everyone's right to learn, care about other peoples feelings and work well with others.</p> <p>Celebrating Difference Accept that everyone is different, include others when working and playing, know how to help if someone is being bullied try to solve problems.</p>	<p>Dreams and Goals Stay motivated when we are doing something challenging, keep trying even if it is difficult, work well with a partner or group and help others to achieve their goals.</p> <p>Healthy Me Making a healthy choice, eat a healthy and well balanced diet, stay physically active and know how to be a good friend.</p> <ul style="list-style-type: none"> • 	<p>Relationships To know how to make friends, try to solve friendship problems when they occur, show respect to others, know how to help themselves and others when they feel upset or hurt.</p> <p>Changing Me To understand that everyone is unique and special, express how they feel when change happens, understand and respect that changes they see in themselves.</p> <p>RSE:</p>	<p>Being in my world: Welcoming others and being part of a school community, a wider community, and a global community, rights and responsibilities understanding what and how democracy works as well as pupil voice</p> <p>Celebrating Difference: similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference'.</p>	<p>Dreams and Goals Hopes and dreams, overcoming disappointment, creating new and realistic dreams, achieving goals, working in a group, celebrating contributions, resilience and positive attitudes.</p> <p>Healthy me Healthier friendships, group dynamics, smoking, alcohol, assertiveness, peer pressure and celebrating inner strength.</p>	<p>Relationships Identify the web of relationships that we are part of, starting with those closest to me. Identify a loved one and express why they are special to us. Remember people that we no longer see. Express opinions and feelings. Understand how people feel when they love a special pet. Show love and appreciation to people who are special to me.</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

			<p>Through the Ten Ten programme and, where appropriate, Jigsaw, children will learn about:</p> <ul style="list-style-type: none"> • Get up! • The sacraments • Jesus, my friend • When things feel bad • Sharing online • Catting online • Safe in my body • Drugs, alcohol and tobacco • First aid heroes • A community of love • What is the church? • How do I love others? 		•	<p>Changing Me Looking ahead and identifying what we are looking forward to as we move into year 5.</p> <p>RSE: Through the Ten Ten programme and, where appropriate, Jigsaw, children will learn about:</p> <ul style="list-style-type: none"> • Get up! • We don't have to be the same • Respecting our bodies • What is puberty? • Changing bodies • What am I feeling? • What am I looking at? • I am thankful • Life cycles • A time for everything • A community of love • What is the church? • How do I love others?
	Celebrating different cultures within the class.	Food plates from other cultures	Delroy Logan- First black met superintendent – building relationships	Celebrating different cultures within the class.	Kadeena Cox - Resilience	
COMPUTING	<p>Coding Using Flowcharts, Using Timers, Using Repeat, Code, Test and Debug, Design and Make an Interactive Scene</p> <p>Spreadsheets Creating Pie Charts and Bar Graphs, Using more than and Spin Button Tools, Advanced Mode and Cell Addresses</p> <p>Online Safety Safety in Numbers, Fact or Fiction?, Appropriate Content & Ratings</p>	<p>Touch Typing Home, Top and Bottom Row Keys, left keys, right keys.</p> <p>Email Communication, Composing Emails, Using Email Safely: Part 1&2, Attachments, Email Simulations</p>	<p>Branching Database Introducing Databases, Branching Databases, Creating a branching database on the computer</p> <p>Simulations What Are Simulations?, Exploring a Simulation, Analysing and Evaluating a Simulation</p> <p>Graphing Introducing 2Graph, Using 2Graph to Solve an Investigation</p>	<p>Unit 4.1 : Coding Use design to create program, use if/else statements, use variables, use timers, explore 2Code</p> <p>Unit 4.2 :Online safety How to keep safe online, risks and benefits of apps and installing software, plagiarism, appropriate behaviours</p> <p>Unit 4.3: Spreadsheets Timer and spin button, line graphs, formatting cells for budgeting, explore formula wizard</p>	<p>Unit 4.4 – Writing for different audiences</p> <ul style="list-style-type: none"> • Explore how font size and style can affect the impact of a text. • Use a simulated scenario to produce a news report. • Use a simulated scenario to write for a community campaign. <p>Unit 4.5 - Logo</p> <ul style="list-style-type: none"> • Learn the language of Logo. • Input simple instructions on Logo. • Use Logo to create letters. • Use the Repeat function in Logo to create shapes. <p>Use the Build feature in Logo.</p>	<p>Unit 4.6 - Animation To discuss what makes a good animated film or cartoon and what their favourites are. To learn how animations are created by hand. To find out how 2Animate can be created in a similar way using the computer. To learn about onion skinning in animation. To add backgrounds and sounds to animations</p> <p>Unit 4.7 - Effective Hardware To locate information on the search results page. To use search effectively to find out information.</p> <p>Unit 4.8 - Hardware investigators To understand the different parts that make up a computer. To recall the different parts that make up a computer.</p> <p>Unit 4.9 - Making Music To identify and discuss the main elements of music –To understand and experiment with rhythm and tempo. To create a melodic phrase. To compose a piece of music.</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

PE	<p>Ball skills: Sending: send a ball with accuracy and increasing consistency to a target. Catching: catch a range of objects with increasing consistency. Tracking: track a ball not sent directly. Dribbling: dribble a ball with hands and feet with control.</p> <p>Fitness: Agility: show balance when changing direction. Balance: explore more complex activities which challenge balance. Co-ordination: co-ordinate my body with increased consistency in a variety of activities. Speed: explore sprinting technique. Strength: explore building strength in different muscle groups. Stamina: explore using my breath to increase my ability to work for longer periods of time.</p> <p>Gymnastics: Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them, Rolls: develop the straight, barrel and forward roll. Jumps: develop shape jumps and take-off combinations. British Gymnastics Core Proficiency Awards: complete level 7 and begin working towards level 6, if able.</p>	<p>Tennis: Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots.</p> <p>Dodgeball: Throwing: explore throwing at a moving target. Catching (dodgeball): begin to catch whilst on the move. Striking: begin to strike a ball with accuracy and balance.</p> <p>Hockey: Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.</p> <p>Cricket: Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations.</p>	<p>Swimming: Strokes: explore technique for specific strokes to include head-above-water breaststroke, backstroke and front crawl. Breathing: begin to explore front crawl breathing technique. Water safety: explore techniques for personal survival to include survival strokes such as sculling and treading water.</p> <p>Dance: Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing.</p> <p>Yoga: Balance: demonstrate increased control when in poses. Flexibility: explore poses and movement in relation to my breathing. Strength: explore arm balances with some control. Mindfulness: develop my ability to stay still and keep my focus.</p> <p>Swimming: Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: begin to explore front crawl breathing technique. Water safety: explore techniques for personal survival to include survival strokes such as sculling and treading water.</p>	<p>Tennis: Shots: demonstrate technique when using shots, playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court.</p> <p>Netball: Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link dribbling theball with other actions and change direction whilst dribbling with some control. Space: develop moving in to space to help my team. Attacking: change direction to lose an opponent with some success. Defencing: develop defending one-on-one and begin to intercept.</p> <p>Tennis: Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court.</p> <p>Gymnastics: Shapes: develop to range of shapes. Use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. Jumps: develop control in performing and landing rotation jumps. British Gymnastics Core Proficiency Awards: complete level 6 and begin working on elements of level 5, if able.</p>	<p>Swimming: Strokes: develop technique for specific strokes to include head-above-water breaststroke, backstroke and front crawl. Breathing: demonstrate improved breathing technique in front crawl. Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p> <p>Dodgeball: Throwing: throw with increasing accuracy at a target. Catching: begin to catch whilst on the move. Striking: begin to strike the ball with accuracy and balance.</p> <p>Basketball: Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link dribbling theball with other actions and change direction whilst dribbling with some control. Space: develop moving in to space to help my team. Attacking: change direction to lost an opponent with some success. Defencing: develop defending one-on-one and begin to intercept.</p>	<p>Dance: Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p> <p>Yoga: Balance: explore using my breath to maintain balance within a pose. Flexibility: demonstrate increased control and strength when in a pose. Mindfulness: engage with mindfulness activities with increased focus.</p> <p>Athletics: Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p> <p>Rounders: Striking: develop batting technique with a range of equipment. Fielding: develop bowling with some consistency, abiding by the rules of the game. Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations.</p>
	<p>Greek-inspired dance to Zorba the Greek. American-style dance to Cotton Eyed Joe. Dance routine to "Stone Age Stomp" (Singsongalong.com)</p>	<p>Football heroes- Cristiano Ronaldo Marcus Rashford</p>	<p>Look at Olympic medal winners for different countries and their backgrounds. The legend of Marathon: Greece.</p>	<p>Serena and Venus Williams. (Tennis: USA.) Gabby Douglas (USA Gymnastics gold medal winning team at 2012 and 2016 Olympics.)</p>		<p>Look at famous athletes from around the world: Nadia Comaneci: Romania. First gymnast to score a perfect 10. Jessica Ennis / Katerina Johnson-Thompson (Heptathlon: UK)</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

				Introduction to Bhangra or Bollywood dance styles.		Linford Christie (Sprinter: UK)
ART	<p>Painting and Mixed media Pre Historic Art: HISTORY LINK</p> <p>Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.</p>	<p>Sculpture and 3D Art: Egyptian Scrolls</p> <p>HISTORY LINK – ready for next term</p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.</p>	<p>Drawing: growing artists</p> <p>Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form</p>	<p>Craft and design: Fabric of Nature</p> <p>Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.</p>	<p>Drawing Skills: power prints</p> <p>Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p>	<p>Painting and Mixed media: light and dark</p> <p>Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p>
	Tribal cave paintings- children to research tribal cave paintings and create their own.	Max Ernst Maud Purdy Georgia O'Keefe	Stencil patterns from around the world and greeks	Ruth Daniels – American Senaka Senanauake – Sri Lankan William Morris Megan Carter	Ed Ruscha Georges Seurat Alberto Giacometti Fernando Botero	Paul Cezanne Clara Peeters Audrey Flack
MUSIC	<p>Sing "in-tune." Compose and perform actions for songs. Explore rounds and develop greater independence in performance. Play un-tuned and tuned percussion instruments with control and precision, following a variety of notations. Begin writing staff notation. Recognise and identify rhythmic phrases. Compose a "Story in sound" inspired by an earthquake. Use body percussion or percussion instruments. Remix "Shake, shake, shake the earthquake song." Begin playing the Recorder: basics and notes B and A. Begin playing melodies on the chime bars using staff notation. Learn about drones and ostinato patterns. Compose a 4-bar rhythm. Compose new lyrics for a known melody. Ukulele: perform melodies on open strings and may begin to use some "fingered" notes. Listen to music with attention to detail, noting down thoughts and observations.</p>	<p>Improve singing technique. Compose a pentatonic Haiku melody. Improve Recorder technique: play in-time with backing tracks and learn notes C and possibly G. Compose a short melody for Recorder and notate. Aurally recognise and identify rhythm patterns and begin to analyse melodic phrases. Write rhythmic notation clearly and improve accuracy of writing staff notation. Compose a vocal and body percussion soundscape about Antarctica, inspired by Kerry Andrew's "No Place Like..." Ukulele: perform melodies which require "fingered" notes. Understand how shortening strings affects the pitch of the notes produced. Read from staff notation with colour-coded support. Begin the C major chord and basic strumming patterns. Begin learning about how Roman numerals are used in music. Begin learning about standard orchestral instruments and families. Listen to music and watch performances, noticing significant features and instruments. Use musical ICT with a partner to compose.</p>	<p>Sing in-tune with expression. Develop vocal technique: sing songs in unison and two-parts. Use body-percussion and begin "beat-boxing." Use different layers of sound in composition. Participate in class performances. Extend understanding of rhythms and notations. Recognise aurally and identify rhythm patterns. Compose rhythm patterns and perform in the class ensemble. Work out how to play a known 2-note melody by ear. Improve understanding of rhythm- and staff-notation and musical vocabulary. Compose and notate a simple melody for chime bars. Play melodies with improving accuracy. Begin exploring harmony. Ukulele: improve strumming technique; revise C major chord and begin playing F major chord. Analyse music and comment on musical elements, structure (such as verse and chorus) and instrumentation. Explore a piano on musical ICT and learn where different notes. May improvise a pentatonic melody using the black keys.</p>	<p>Sing in-tune with expression: more demanding pitch range. Revise Sol-fa hand signs. Play melodic copycat and improvisation games. Begin rhythmic dictation games. Compose Rainforest animal rhythms and develop them into short songs. Begin learning Italian musical terms for tempo. Learn how Roman numerals relate to music and learn some "technical" names for degrees of the scale. Perform melodies on Chime bars, using staff notation for support. Compose a melody for Chime bars, utilising major or minor note combinations. Compose a rhythm piece using different layers of sound. Ukulele: perform melodies, using open strings and some notes which require fingers. Refresh chords of C and F major and learn G major play along with 3-chord songs. Improve simple strumming patterns. Listen for specific musical features and comment.</p>	<p>Compose and notate a melodic phrase. Use ostinato patterns with more confidence. Conduct the class ensemble. Learn "The Shark" and retell a similar story with different words. Recognise use of "call & response" and other features in musical structures. Learn additional Italian musical terms to use in the "Cast a spell" tempo / dynamics game. Play chime bars with musical notation to support. Work out how to play a 3-note melody by ear. Ukulele: refresh C, F and G major chords. Learn melodies using "fingered" notes and more challenging rhythms. Continue developing "active" listening skills, including traditional Irish music and Anglo-Saxon melodies. Watch, discuss and analyse music which contains changes in tempo and dynamics. Explore orchestral instruments and families. Use musical ICT to play melodies on the piano app.</p>	<p>Orchestral families Aurally identify rhythmic patterns and notate. Recognise the use of ostinati patterns. Compose and perform in rhythmic ensembles. Improvise music for different ideas and explore harmony on chime bars. Explore how music can be used to create and enhance the idea of different emotions. Play melodies on chime bars with a greater note range with greater accuracy. Explore harmony on chime bars. Improvise music on chime bars and ukulele. Ukulele: improve strumming skills; revise C, F and G major chords. Learn more challenging melodies. Listen and discuss the use of musical elements, orchestral instruments and other significant features and their effect of the listeners. Explore musical ICT and use songmaker app to compose a soundscape.</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	<p>Listening to music from:</p> <ul style="list-style-type: none"> • Mozart: Austrian • Leroy Anderson: American • Bizet: French • Karl Jenkins: British • Carl Orff: German • Brandon Fiechter. • African Drumming • Stone age stomp: Singsongalong.com • Dave Brubeck: American • Henry Mancini: American <p>Traditional songs from different countries of the UK.</p>	<p>Haiku poem (Japanese) structure 5-7-5 syllables – use 5-7-5 notes for composition.</p> <p>Listening to music from:</p> <ul style="list-style-type: none"> • Hans Zimmer: German: • Singsongalong: Roman Numerals. • SignUp: “Like a Roman.” • Alex Wurman: American • John Williams: American • Shackleton. Howard Goodall: English • Kerry Adams: American 	<p>Listening to music from;</p> <ul style="list-style-type: none"> • Amazing Egyptians: Suzie Davies • The Bangles: American • Philip Glass: American • Prokofiev: Russian • Monteverdi: Italian • Rodrigo: Spanish • Ella Fitzgerald: African-American • Mason Bates: “A Bao A Qu.” • Nina Simone: American 	<p>Listening to music from:</p> <ul style="list-style-type: none"> • Rutter: British • David Williams: American • Hans Zimmer: German • Stevie Wonder: American-Ghanaian • Alberto Giurilo: Italian • Allegri: Italian • Saint-Saens: French • James Brown: African-American • Whitney Houston: African-American 	<p>Listening to music from:</p> <ul style="list-style-type: none"> • Anglo-Saxon folk music: • Britten British • Elvis Presley: American <p>African-style call & response games and activities.</p>	<p>Listening to music from:</p> <ul style="list-style-type: none"> • Paul Dukas: French • Scott Joplin: African-American • John Williams: American • Mussorgsky: Russian • Orff: German • Strauss: Austrian • Britten: British • Grieg: Norwegian • Florence Price: African-American
DT	<p>Mechanical systems: Pneumatic toys Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams.</p>	<p>Textiles- Cushions Children will learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion.</p>	<p>Food technology- Eating seasonally Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.</p>	<p>Textiles Pouches Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve.</p>	<p>Food technology Adapting a recipe Work in groups to adapt an existing biscuit recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget.</p>	<p>Electrical systems: Torches Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.</p>
		Research pattersens from traditional tribes	Fruits and vegetables form around the world	Look at Christmas traditions from around the world	Link to topic and look at recipes around the world	
SPANISH	<p>Aprendo espanol (I am learning Spanish) In this unit the children will learn how to: introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken. (KS2 Early language)</p> <p>Los animales (Animals) In this unit pupils will learn how to: recognise, recall, remember and spell up to ten animals with their indefinite article and be introduced to the 1st person singular high frequency verb ‘I am’ in Spanish. (KS2 Early language)</p> <ul style="list-style-type: none"> • 	<p>Los insrumentos (Instruments) In this unit pupils will learn how to: recognise, recall, remember and spell up to 10 instruments with their definite article and will be introduced to the 1st person singular high frequency verb ‘I play’ in Spanish. (KS2 Early language)</p> <p>Se (I know how) In this unit, pupils will learn about: 10 familiar activities that they know how or do not know how to do in Spanish. (KS2 Early language)</p>	<p>La fruta (Fruits) In this unit, pupils will learn about: 10 fruits and be introduced to the simple opinions ‘I like’ and ‘I do not like’. (KS2 Early language)</p> <p>Los helados (Ice creams) In this unit the pupils will learn: ten flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. (KS2 Early language)</p> <ul style="list-style-type: none"> • 	<p>Se (I know how) In this unit, pupils will learn about: 10 familiar activities that they know how or do not know how to do in Spanish. (KS2 Early language)</p> <p>La fruta (Fruits) In this unit, pupils will learn about: 10 common instruments and be able to recognise, recall, and spell up to 10 instruments with their definite articles/determiners. (KS2 Early language)</p> <ul style="list-style-type: none"> • 	<p>Las verduras (Vegetables) In this unit pupils will learn: 10 common vegetables in their plural form with their definite articles in Spanish. They will learn the basic transactional language required to take part in a role-play activity based on buying different quantities of vegetables from a market stall. (KS2 Early language)</p> <p>Me presento (Presenting myself) In this unit, pupils will learn how to: present themselves both orally and in written form in Spanish and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. (KS2 Early language)</p> <ul style="list-style-type: none"> • 	<p>Mi familia (My family) In this unit pupils will learn how to: make a presentation about their own/a fictitious family in both spoken and written form in Spanish. (KS2 Early language)</p> <p>La clase (The classroom) In this unit, pupils will learn how to: present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. (KS2 Early language)</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	AUTUMN TERM	SPRING TERM	SUMMER TERM	AUTUMN TERM	SPRING TERM	SUMMER TERM
Cultural Capital opportunities Event/Celbrations throughout the year	Black History Mary – Rosary Judaism Week STEM day Remembrance Service Diwali Celebrations Action Aid events Anti-Bullying week Class Charity events Christmas Nativity Celebrations	Maths day Mary – Rosary Cafod Week Class Charity World Book week Chinese New year Onesie upon a time day Science Week	International Week British Hero's French Day Class Enterpirse week Healthy Eating week Buddhism Week Aspirations Celebrations Music Evening Celebration Sports day events Class Charity events Windrush Events	Black History Mary – Rosary Judaism Week STEM day Remembrance Service Diwali Celebrations Action Aid events Anti-Bullying week Class Charity events Christmas Nativity Celebrations	Maths day Mary – Rosary Cafod Week Class Charity World Book week Chinese New year Onesie upon a time day Science Week	International Week British Hero's French Day Class Enterpirse week Healthy Eating week Buddhism Week Aspirations Celebrations Music Evening Celebration Sports day events Class Charity events Windrush Events
Trips/experience		Verilanium?	Waltham cross local area visit –study		Year 3 / 4 Easter Service	Sleepover Local area – field trip Lea valley Cedars park Kidzania – Aspirations week
UKS2	YEAR 5			YEAR 6		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
	See Guided reading top sheet planning. Texts as below.			See Guided reading top sheet planning. Texts as below.		
READING	I Cosmo – Carlie Sorosiak The Time Travelling Cat and the Egyptian Goddess - Julia Jarman Selection of non-fiction linked to Science and History topics	There's a Boy in the Girls' Bathroom - Louis Sachar Boy in the Tower (Part 1) - Polly Ho-Yen	Boy in the Tower (Part 2) - Polly Ho-Yen Windrush Child Benjamin Zephaniah Selection of non-fiction linked to Geography topic	Goodnight Mr Tom Anne Frank's Diary I Am David The Lion and The Unicorn Mohinder's War An Unlikely Spy Tuesday Night of the Gargoyles The Planetarium	The Unforgotten Coat	SATs revision Hermelin Various non-fiction texts to support learning/ understanding
				I Am David – the experiences of a young Polish boy escaping from a concentration camp and trying to find his family Anne Frank – a Jewish girl hiding in WW2 Mohinder's War – an Indian RAF pilot crash lands near an occupied village in France	The Unforgotten Coat – the story of friendship between refugees and local children	
WRITING (HfL)	Whole School Explore and Engage Unit x2 weeks Tuesday: by David Wiesner Write their own narrative based on own written plans	Biography: x2 weeks Fantastically Great Women Who Changed the World (by Kate Pankhurst); Little Leaders: Bold Women in Black History (by Vashti Harrison); Stone Girl Bone Girl (by	Explanation: x2 weeks The Lost Book of Adventure (by Teddy Keen) Advertising campaign: x3 weeks Range of real-life examples	Narrative: 2x weeks Night of the Gargoyles Writing their own narrative based on the story Report Writing: 3x weeks	Non-Chronological Report: x3 weeks Arthur Spiderwick's Field Guide to the Fantastic World Around You (by Holly Black, illus. by Tony DiTerlizzi)	Advertising campaign: x3 weeks Range of real-life examples Narrative: x3 weeks Skellig (by David Almond)

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	<p>Report Writing: 3x weeks Monsters</p> <p>Narrative: 2x weeks Cloud Tea Monkeys Writing their own narrative based on the story</p> <p>Non-Chronological Report: x3 weeks The Street Beneath Our Feet & other Yuval Zommer texts</p> <p>Narrative: x3 weeks The Promise (by Nicola Davies)</p> <p>Poetry: x1 weeks Cinquains. Resource included: Where the Poppies Now Grow (by Hilary Robinson and Martin Impey)</p>	<p>Laurence Anholt); Groundbreaking Scientists (by J.P. Miller.</p> <p>Persuasive letters: x2 weeks The Misadventures of Frederick (by Ben Manley, illus. by Emma Chichester Clark)</p> <p>Poetry: x2 weeks Narrative Poems Online resource: The Listeners (by Walter de la Mare</p> <p>Description: x2 weeks The Watertower (by Gary Crew)</p> <p>Creating Mystery & Suspense: x3 weeks various texts, inc. Boy in the Tower (by Polly Ho-Yen), Varjak Paw (by SF Said), Read, Scream & Repeat (ed. by Jennifer Killick)</p> <p>Poetry: x1 weeks Take One Poet (Karl Nova) Rhythm and Poetry</p>	<p>Poetry: x2 weeks Cloud Busting (Malorie Blackman)</p> <p>Balanced arguments x2 weeks</p> <p>Description: x3 weeks Birdsong (by Katya Balen)</p> <p>Whole School 'Explore and Engage Unit' x2 weeks Journey by Aaron Becker</p>	<p>Planetarium</p> <p>Narrative: x2 weeks Wisp (by Zana Fraillon)</p> <p>Persuasive Speeches: x3 weeks Talking History (by Joan Haig & Joan Lennon)</p> <p>Performance Poetry. X1 weeks Online resource: Maya Angelou</p>	<p>Developing Dialogue: x2 weeks resources included. Range of extracts (The Hobbit, A Christmas Carol, The Wolves of Willoughby Chase, Wonder)</p> <p>Balanced argument x1 week</p> <p>Narrative: x3 weeks Blackberry Blue and other fairy tales (by Jamila Gavin)</p> <p>Biography: x2 weeks Survivors (by David Long)</p> <p>Poetry: x1 week Be The Change (Liz Brownlee et al)</p>	<p>Poetry: x1 week Final Year (Matt Goodfellow)</p> <p>Blogs x1 weeks</p> <p>Narrative: Macbeth x4 weeks</p> <p>Whole School 'Explore and Engage Unit' x2 weeks Journey by Aaron Becker</p>
	<p>Landscape poetry from art WW1 poetry Wolf in the Walls – Neil Gaiman How to be a World Explorer The Monsterology Handbook</p>	<p>Boy in the Tower (Part 1) – Polly Ho-Yen</p>	<p>Paintings from Rubens & Rousseau The Promise – Nicola Davies Macbeth – William Shakespeare</p>	<p>Pig Heart Boy – disability, arguments for and against heart transplant Newspaper Reports – the treatment of American GIs in the UK (see history)</p>	<p>Our different inheritance and cultures – where have we all come from?</p>	<p>Investigate a range of scientists eg. Tesla, Volta, Parpart, Latimer, Van Brittan Brown</p>
MATHS (HfL)	<p>Place Value and Rounding Multiplying and dividing by 10, 100 and 1000 Properties of number Mental strategies for multiplication and division Interpreting negative numbers Addition and subtraction using a range of strategies including formal written methods Formal written multiplication and area</p>	<p>Problem Solving (four operations) Multiplying fractions Fraction problem solving Measure Area Volume and capacity Percentages Problem solving (percentages) 3D shape Reflection/translation Perimeter Angles</p>	<p>Perimeter Angles Formal multiplication/division Multiplication/division strategies Scaling Imperial/metric conversion Fractions/decimals/ percentages problem solving Timetables Problem solving Polygons Rectangles Statistics Roman numerals</p>	<ul style="list-style-type: none"> Place value Multiplying and dividing by 10, 100 and 1000 Mental strategies Problem solving using four operations Factors and multiples Fractions Multiplication and division Area of parallelograms and triangles Properties of shapes 	<ul style="list-style-type: none"> Order of operations and algebra Formal written method for short division (continued from Autumn) Formal written method for long division Exploring relationships between perimeter and area Recognising and finding angles Reflection and translation Multiplying and dividing fractions; problem solving using fractions Ratio and proportion Volume; measures Statistics – interpreting line graphs and pie charts Algebra and sequences 	<p>Revision topics taught this term will include:</p> <ul style="list-style-type: none"> Statistics – calculating and interpreting the mean as an average Application of previous years' learning Application of known facts – solving problems using all four operations <p>Further learning will include:</p> <ul style="list-style-type: none"> Pie charts – how to construct and interpret them Statistical representations Further algebra <p>Maths preparation for Key Stage 3</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

					There will also be opportunities to revise skills from the Autumn Term and practise arithmetic	
				Bletchley Park – Alan Turing, female mathematicians		
SCIENCE	<p>Properties and Changes of Materials:</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <p>Forces:</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 	<p>Earth and Space:</p> <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Animals, including humans:</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. 	<p>Living Things and their Habitats:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 	<p>Animals including Humans</p> <ul style="list-style-type: none"> Describe the impact of diet and exercise on human health Evaluate healthy eating Identify criteria to judge whether a drink or snack is healthy identify the impact exercise has on the way the body functions Describe how the human circulatory system works Investigate and describe the main functions of the heart Identify the contents of blood and describe their function Explain how water helps humans' and other animals' bodies to function. Describe the ways in which nutrients and water are transported within animals including humans 	<p>Evolution and Inheritance</p> <p>During this unit, children will learn to recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents. They will identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution. They will recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.</p>	<p>Light</p> <p>Within this unit, children will revise and consolidate work covered in Year 4, then compare and give reasons for variations in how components function. They will build working circuits, explain how components work and learn how to draw circuits accurately.</p> <p>Electricity</p> <p>During this unit, children will learn that light travels in straight lines and use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. They will find out that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	<ul style="list-style-type: none"> Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 					
	Earth & Space - Female/Black scientists/astronauts at NASA e.g. Katherine Johnson (mathematician) & Mae Jemison (astronaut) (Comprehensions/Fact Files) Forces - Archimedes		(Varied habitats according to cohort in class/young environmentalists inc BAME) Animals incl. Humans (Illustrations to show diversity)	Scientists who have contributed to our understanding of the human body	Inherited characteristics; how people from different climates have adapted	Investigate a range of scientists eg. Tesla, Volta, Parpart, Latimer, Van Brittan Brown
HISTORY	<p>BH4: Were the Vikings raiders, traders or something else?</p> <p>Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p>	<p>BH5 Terrible Tudors:</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p>	<p>It's all Greek to me!</p> <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p>	<p>Local History</p> <p>What does the census tell us about our local area? Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.</p>	<p>World War II</p> <p>What was the impact of WW2 on the people of Great Britain? Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources</p>	<p>Unheard Histories: Who should be on the banknote?</p> <p>Investigating why historical figures are on banknotes, learning about the criteria for historical significance, participating in a tennis rally debate, creating a video to explain why their historical figure was significant and selecting a historical figure for the £10.00</p>
		Comparing the rich and the poor Population diversity	Comparing cities and consider the legacy of the ancient greeks.	Different communities within our local area and our parish	The involvement of the Commonwealth (BBC) Experiences of a black serviceman (BBC) Unsung heroes (Hackney curriculum) Bletchley Park – Alan Turing, female mathematicians The Battle of Bamber Bridge – black American GIs shot by their own US white military police; locals backed the GIs, not the white police	
GEOGRAPHY	<p>Adventuring the Alps</p> <p>Discovering the climate of mountain ranges and</p>	<p>A pollution solution</p> <p>Exploring the significance of our oceans, children learn how humans use and impact</p>	<p>Dusty Deserts:</p> <p>Recapping biomes with focus on hot desert biomes and their various</p>	<p>Why does population change?</p> <p>Investigating why certain parts of the world are more populated than others;</p>	<p>Where does our energy come from?</p> <p>Learning about renewable and non-renewable energy sources, where</p>	<p>Local geography</p> <p>Can I carry out an independent fieldwork enquiry?</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings	them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.	characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.	exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.	they come from and their impact on society, the economy and the environment.	Observing, measuring, recording and presenting their own fieldwork study of the local area.
	Investigate tourism in the local area, mapping recreational land use.	Use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.	Assess the impact of human use on deserts and the environmental threats that can occur in this landscape.	Changes in cities – boundaries, population, migration	How erosion and weathering are affecting other countries and places	Different cities in the UK and their population/mix of cultures

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

RE	<p>Creation and Covenant</p> <ul style="list-style-type: none"> • The Burning Bush (Ex 3:1-15) • The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17) • Jesus' summary of the law (Matt 22:36-40) • A covenant is a binding agreement between God and human beings, which makes them his people. • God made several covenants throughout history – with Noah, Abraham, Moses, and David. • God gives the Ten Commandments to help human beings live good and happy lives. • That Jesus teaches that the most important commandments are to love God and to love other people. • Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation: 'We profoundly belong together and are fundamentally dependent on one another'. (YC 321) • That sin is the deliberate spoiling of our friendship with God and each other. • We can develop habits that will help us accomplish what is good. • Virtues are practical wisdom (prudence), justice, fortitude, and temperance (also known as the cardinal virtues). Through God's grace we can enjoy the theological virtues of faith, hope, and love. • Examples of acting with great love (e.g., Little Way week shows the importance of doing small things with great love). • What growing in virtue could mean in their school. <p>Prophecy and Promise</p> <ul style="list-style-type: none"> • Scripture passages that speak of David's life and importance: • 1 Samuel 16:1-13: anointing of David (a great king) • 1 Samuel 17:1-11, 32-54: David and Goliath • 2 Samuel 5:1-5: David becomes king • 2 Samuel 7: 8-15 God's covenant with David 	<p>Galilee to Jerusalem:</p> <ul style="list-style-type: none"> • The Beatitudes from the Sermon on the Mount (Matt 5:1-12) • Jesus summarises the law (the great commandment) (Matt 22:36-40, Lk 10:27) • A parable about living out Jesus' law (e.g., The Good Samaritan (Lk 10:25-37)) • The Transfiguration (Matt 17:1-13) • Our Father prayer (Matt 6:7-13) • The Beatitudes show the loving face of Christ. • The Beatitudes describe how faithful Christians should aim to live their lives. • Christian hope and charity unfold from the Beatitudes as they show the path to a life in Christ. • The Our Father is the perfect prayer given to us by Jesus himself. It is composed of seven petitions. • At the Transfiguration Jesus revealed his divine glory. • A petition is a form of prayer. • The Our Father is the perfect prayer given to us by Jesus. • The theological virtues help Christians follow Jesus' great commandment. • That the virtues of faith, hope and love help Christians to live out <p>Desert to Garden</p> <ul style="list-style-type: none"> • A selection of Ash Wednesday readings e.g., Joel 2:12-18, Psalm 50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18 • Temptation in the Wilderness (Matt 4:1-11) • The Resurrection of the Dead Paul (1 Corinthians 15:1-8, 20-25, 54-57) • Ash Wednesday marks the beginning of the season of Lent and is the first of the forty days of Lent leading up to Easter. The forty days refer to the time Jesus spent in the desert during which he was tempted. • A sin is a word, deed, or intention by which a person deliberately chooses to turn away from God. • Sin separates people from love and from good. All sins are damaging but some are so deadly they break our friendship with God. • Conscience is an 'inner voice' that guides the choices people make. God speaks to people through their conscience. • The Last Things are death, judgement, heaven, purgatory, and hell. • Prayer is turning the heart towards God. • What the ashes on Ash Wednesday symbolise. • A simple examen and/or act of contrition. 	<p>To the ends of the Earth</p> <ul style="list-style-type: none"> • Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk 4:16, Mt 3:13-17) • Pentecost (Acts 2:1-8, 14-18) • The gifts of the Spirit Paul (1 Cor 12:4-11) • Baptism in the Spirit (Acts 8:14-16) • 'Without the Holy Spirit, we cannot understand Jesus'. (YC 114) • The Sacrament of Confirmation completes baptismal grace, enriches those receiving the sacrament with the strength of the Holy Spirit who helps them be true witnesses of Christ in word and deed. • The effects of confirmation are an increase in the gifts of the Holy Spirit, a closer bond with Jesus and the Church and a desire to spread the Gospel. These are experienced as the gifts and fruits of the Holy Spirit. • Mary is an example of discipleship. • The Holy Spirit appears under different names and signs through Scripture. • The actions, signs, prayers, and symbols of the Catholic rite of Confirmation. • The Rosary is a prayerful reflection on the life of Christ and the glorious mysteries • remember what followed the Resurrection. • 'Come Holy Spirit, fill the hearts of your faithful' prayer. • Some examples of artistic symbolic representation of the Holy Spirit. • An example of a saint whose life was transformed <p>Dialogue and Encounter</p> <ul style="list-style-type: none"> • The many different writers of the Bible were inspired by the Holy Spirit. • What Christians call the Old Testament originates in Hebrew scriptures. • The Old Testament is important for Christians because it speaks of God's covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. • The Bible was originally written in Hebrew, Aramaic, and Greek which were the languages of the writers. • God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. • That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature 	<p>Creation and Covenant</p> <ul style="list-style-type: none"> • The literary forms employed in the Genesis account. • The Genesis account of Creation and Fall is not a literal scientific description, but expresses beliefs about God, the world, and human beings • The world is in disarray because humans choose to do evil again and again. This is called original sin; the story of Adam and Eve explains why the world is no longer as good as it was in the beginning. • In Jesus, God restored humanity's relationship with him. • Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit. • Belief in God as sustainer and source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution. • The symbols in the Sacrament of Baptism that point to a Christian's new life in Christ • The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith. • Many scientists are Christians and they do not see any conflict between their faith and science. • The work of Catholic scientists in contributing to the scientific account of the beginnings of the universe (e.g., the work of Mendel and Lemaître). The ways in which some sin is social and embedded in social structures (cf. CCC 1868-69). <p>Prophecy and Promise</p> <ul style="list-style-type: none"> • Old Testament passages that show the importance of women in salvation history • Lk 1: 26-56: Mary as the fulfilment of Old Testament promises • The difference between the Lucan and Matthean infancy narratives, emphasising their respective intentions, narrative approach, and Luke's emphasis on the role of women in the story of salvation. • The women of the Old Testament are true protagonists of salvation history (see Pope John Paul II's address, General Audience, 27 March 1996). 	<p>Galilee to Jerusalem:</p> <ul style="list-style-type: none"> • The Wedding at Cana (Jn 2:1-12) • Healing the official's son (Jn 4:46-54) • Healing the man at Bethesda (Jn 5:1-47) • Feeding the 5000 (Jn 6:1-4) • Walking on water (Jn 6:15-21) • Healing the Blind Man (Jn 9:1-41) • Raising of Lazarus (Jn 11:1-57) • 'I am the bread of life' (Jn 6:35) or 'I am the Resurrection and the life' (Jn 11:25) • God inspired the authors of Sacred Scripture. • Scripture is understood literally and spiritually. • Mary prays and asks Jesus for help at Cana. • The Church has seven sacraments. The sacraments of initiation are baptism, confirmation, and Eucharist. The sacraments of healing are penance and anointing of the sick. The sacraments in service to Holy Communion are marriage and Holy Orders. • The purpose of sacraments is to help people grow more like Jesus, and through him become children of God. • The sacraments engage all the senses, not just intellect and are earthly signs of the presence of God, especially in the Eucharist. • The sacraments are meeting points with God that bring people into a closer relationship with God and the community of the Church. They are holy, visible signs of God's presence and action in the life of a Catholic. Through they Catholics experience the 'healing, forgiving, nourishing, strengthening, presence of God that enables them to love in turn' • Different representations in art or music of one of the signs from St John's gospel or one of the 'I am' statements studied. • How sacraments are celebrated in their local parish community and how these form part of the life of the local Church. • How their local parish community (Parish priest and laity) hand on the teaching of Jesus. 	<p>To the ends of the Earth</p> <ul style="list-style-type: none"> • The empty tomb and the appearance to Mary Magdala (Jn 20:1-18) • Appearances to the disciples Jn 20:19-31 • Conclusion (Jn 20: 30-31) • Christians believe in the Resurrection (1 Cor 15:14) • Jesus as the last Adam (1 Cor 15:45-49) • The story of Stephen (Acts 6:8-15, 7:51-60) • Christians believe Jesus rose from the dead. (See Article 5, the Apostles' Creed.) • The disciples believed that Jesus rose from the dead because they saw him, spoke with him, and experienced him in a different way as being alive. • The Resurrection is the work of the Holy Trinity. • All Christians are called to witness to the Resurrection by the example of their new life in baptism, strengthened by the Holy Spirit in confirmation. • Some Christians die for their faith, this is called martyrdom. • How Christians today meet Christ in the Eucharist, in the scriptures, in prayer and in love for all people. • Some age-appropriate examples of the Act of Faith, Hope and Love prayers. • Some examples of saints, considering how they bore witness to Christ in their lives • The work of Christian charitable organisations that help people facing injustice and persecution because of their beliefs <p>Dialogue and Encounter</p> <ul style="list-style-type: none"> • That Catholics should work to promote 'unity and love' (Nostra Aetate 1) among all people. • That the Church is called to 'enter dialogue with the world in which it lives. It has something to say, a message to give' (Ecclesiam Suam 65). • That Christians are responsible for promoting the common good. By the end of this unit of study, pupils will know:
----	--	--	---	---	--	---

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

<ul style="list-style-type: none"> • 1 Kings 2:1-4, 10-12: David's death • Psalm 21:1-7, Psalm 23 <p>Scripture passages that speak of Jesus' as the fulfilment of the promise to David (e.g., Matt 1:1-17; Lk 1:32-33).</p> <ul style="list-style-type: none"> • There were great kings anointed and chosen in the Old Testament. • God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king. • David became a great king and united his people who loved him (see Psalm 21:1-7). • For Christians, Jesus fulfils the promises made to David. • Psalms are part of the Church's treasury of prayers. In praying psalms David is a model of prayer. • Some words of Psalm 23 to speak or sing. • The links between the O antiphons and the Evening Prayer of the Church (Vespers) for 17-23 December. • The verses of the hymn 'O Come, O Come Emmanuel' as expressions of beliefs about who Jesus is. • The joyful mysteries of the Rosary: the Annunciation, the Visitation, the Nativity of our Lord, the Presentation of the Child Jesus in the Temple, and the Finding of the Child Jesus in the Temple. • Psalms are an ancient way of prayer that are still prayed every day. • How the O Antiphons are expressed in art from around the world (e.g., illuminated manuscripts, sung versions of the O Antiphons). 	<ul style="list-style-type: none"> • The Sorrowful Mysteries of the Rosary. • Prayer is a way of sharing with God everything that is in a person's heart, what makes them happy and what is troubling them. • What Christians express by prayer postures e.g., kneeling, standing, sitting, joined hands. 	<ul style="list-style-type: none"> • That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and its Creator. • Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer ('Hear Oh Israel – the Lord our God, the Lord is One'). • A mezuzah as it contains the Shema prayer and on the box is the letter 'Shin' or sometimes the whole word 	<ul style="list-style-type: none"> • Mary is the fulfilment of the Old Testament promises and became the 'Mother of God' by her 'Yes' to God's plan. • The Magnificat is the song of the Mother of God and the song of the Church. • The Church prays the Magnificat each day at Vespers (evening prayer). • Some sung settings of the Magnificat. • Examples of women today who are responding to God's call in their life. For example, the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order (e.g., Sisters of Mercy, Ursulines, Sisters of Loreto, Daughters of St Paul, Little sisters of the Poor). 	<p>Desert to Garden</p> <ul style="list-style-type: none"> • The anointing at Bethany • Jesus washes his disciples' feet • First farewell discourse (Jn 13:33-38) • The arrest of Jesus (Jn 18:1:11) • Jesus before Pilate (Jn 18:28-40, 19:4-6) • The Crucifixion (Jn 19:17-22) • Jesus and his mother (Jn 19:25-27) • The death of Jesus (Jn 19:28-37) • At the Last Supper Jesus showed his love by washing his disciples' feet. • Jesus showed his love by dying on the cross. On the cross he took on the guilt and pain of the whole world to bring the world back home to God's perfect love. (See Article 4 Apostles' Creed.) • Mary is the mother of all Christians. • That Mass on Holy Thursday recalls Jesus' actions at the Last Supper, including washing the feet of the apostles. • The Stations of the Cross are a prayerful reflection on Christ's journey to the cross. • The Stations of the Cross are prayed by Christians around the world and model the Via Dolorosa in Jerusalem. • Explore different representations of the Stations of the Cross or prayers of the stations in different places in the world, e.g., Via Crucis in Rome, the high stations in Lourdes. • Encounter some artistic representations of the Holy Week as depicted in the gospel of John, for example, 	<ul style="list-style-type: none"> • Some practical ways in which people can work together towards common goals. • The term 'worldview' and its meaning. • Recognise links and simple connections between some Dharmic beliefs, practices, and way of life (e.g., Hinduism or Sikhism or Buddhism or Jainism).
<p>Images Paintings October: the month of the rosary; look at rosary traditions from around the world</p>	<p>Luna new year Diwali Images Paintings</p>	<p>Judaism Eid May – rosary Images Paintings</p>	<p>Images Paintings October: the month of the rosary; look at rosary traditions from around the world</p>	<p>Luna new year Diwali Images Paintings</p>	<p>Judaism Hinduism Sikhism Buddhism Eid May – rosary Images Paintings</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

<p>PSHE (Jigsaw/10:10)</p>	<p>Being Me in My World: To think about the new year ahead & responsibilities & choices.</p> <p>Celebrating Difference: To explain the differences between direct and indirect types of bullying and encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p>	<p>Dreams and Goals: To describe the dreams and goals of a young person in a different culture & reflect on how these relate to pupil's own.</p> <p>Healthy Me: To describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p>	<p>Relationships Through this topic, children will I can explain how to stay safe when using technology to communicate with my friends. They will also explore pressures to use technology in ways that may be risky or cause harm to myself or others</p> <p>Changing me: Identify what we are looking forwards to about becoming a teenage and understand that this bring responsibilities and what we are looking forwards to when you are in Year 6.</p> <p>RSE: Through the Ten Ten programme and, where appropriate, Jigsaw, children will learn about:</p> <ul style="list-style-type: none"> • Calming the storm • God is calling you • Uner pressure • Do you want a piece of cakes? • Self talk • Sharing isn't always caring • Cyberbullying • Types of abuse • Impacted lifestyles • Making good choices • Giving assistance • The Holy Trinity • Catholic Social Teaching • Reaching out 	<p>Being me in my world Being confident in ourselves</p> <p>Celebrating difference</p> <ul style="list-style-type: none"> • Celebrating differences <p>What can be learnt from people who aren't like ourselves</p>	<p>Dreams and Goals Through this topic, children will learn to:</p> <ul style="list-style-type: none"> • know their own learning strengths and can set challenging but realistic goals for themselves • work out their own learning steps to reach a goal • identify problems in the world that concern them and discuss these • work with others to describe ways to make the world a better place • recognise their own achievements and accept praise <p>Healthy Me Children will learn:</p> <ul style="list-style-type: none"> • to understand the impact of food on the body and how to make healthy choices • the uses of different drugs and their effects on the body • to evaluate when alcohol is being used responsibly, anti-socially or being mis-used • basic emergency procedures such as the recovery position and how to get help • to explore attitudes to mental health • to recognise when they feel stressed and understand the triggers that cause this 	<p>Relationships Through this topic, children will learn to:</p> <ul style="list-style-type: none"> • identify the most significant people in their lives to date • know some of the feelings that can be had when someone dies or leaves • understand that there are different stages of grief and that there are different types of loss • recognise when people are trying to gain power or control • understand how technology can be used to gain power or control and use strategies to prevent this happening <p>Changing Me In conjunction with the Ten Ten programme for RSE, children will learn to:</p> <ul style="list-style-type: none"> • be aware of self image • explain changes to boys' and girls' bodies during puberty • the importance of caring for themselves physically and mentally • ask questions about changes in puberty • describe how a baby develops <p>RSE: Through the Ten Ten programme and, where appropriate, Jigsaw, children will learn about:</p> <ul style="list-style-type: none"> • Calming the storm • Gifts and talents • Girls bodies • Boys bodies • Spots and sleep • Body image • Peculiar feelings • Emotional changes • Seeing stuff online • Making babies • Menstruation • Hope beyond death • Build others up • The Holy Trinity • Catholic Social Teaching • Reaching out
<p>COMPUTING (Purple Mash)</p>	<p>Coding: To master coding skills by exploring coding design through the use of storyboards in order to plan a program</p>	<p>Databases: To research databases and then create a class database.</p> <p>Game Creator:</p>	<p>3D Modelling; To understand the program 2Design and then to design & create a 3D model.</p> <p>Concept Maps:</p>	<p>Online safety</p> <ul style="list-style-type: none"> • The safety aspects of blogging <p>Coding</p> <ul style="list-style-type: none"> • Design and write a more complex program 	<p>Unit 6.4 Blogging Weeks – 5 Programs – 2Blog</p> <p>Text adventures</p>	<p>Quizzing Children will consider the aim of a quiz and how to target the audience. They will explore quizzes and learn how to use the question types</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	<p>Spreadsheets: Use formulae to create spreadsheets for a range of uses.</p> <p>Online Safety: To understand responsibilities when on line and how to get support. To understand how to protect privacy and to know that some sources may not be reliable.</p>	<p>To plan a game by designing its environment and quest. To share & play the game with others and evaluate yours and others games.</p>	<p>To understand the role of concept maps to retell stories & information. To create a collaborative concept map.</p>	<ul style="list-style-type: none"> • Use functions. • Use buttons to showcase. • Use 2Code to make a text-based adventure <p>Spreadsheets</p> <ul style="list-style-type: none"> • Explore probability • Creating a computational model • Using a spreadsheet to plan spending 	<p>Children will plan and create their own story-based text adventure. They will then create, test and debug it using their plan. Following this, they will explore map-based text adventures and use previous coding knowledge to create their own, debugging any errors.</p>	<p>within 2Quiz. They will create picture quizzes and a quiz that requires the player to search a database.</p> <p>Networks Children will learn about what the Internet consists of, finding out what a LAN and a WAN are and how the internet is accessed in school. They will research and find out about the age of the Internet and consider what the future might hold.</p>
				<p>The women of Bletchley Park Alan Turing</p>	<p>Influential and interesting bloggers</p>	
<p>PE</p>	<p>Netball: Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one or two hands.</p> <p>Dodgeball: Throwing: demonstrate clear technique and accuracy when throwing at a target. Catching: demonstrate good technique and consistency in catching skills. Striking: develop a wider range of striking techniques and begin to use them under pressure.</p> <p>Swimming: Strokes: demonstrate increased technique in a range of strokes, swimming over a distance of 25m.</p>	<p>Tennis: Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court.</p> <p>Basketball /Tag rugby: Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one or two hands.</p> <p>Gymnastics: Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel and a headstand. Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll. Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>	<p>Cricket: Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p> <p>Athletics: Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the vent. Jumping: explore technique and rhythm in the triple jump. Throwing: develop technique and power in javelin and shot put.</p> <p>Dance: Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea.</p>	<p>Basketball / Tag rugby: Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent. Defending: use a variety of defending skills (tracking, interception) in game situations.</p> <p>Swimming: Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m. Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. Water safety: perform a variety of survival techniques.</p> <p>Volleyball: Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p>	<p>Tennis: Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p> <p>Cricket: Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure.</p> <p>Gymnastics: Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel and a headstand. Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll.</p>	<p>Rounders: Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure.</p> <p>Athletics: Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and technique when throwing discus and shot put.</p> <p>Dance: Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p> <p>Yoga:</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	<p>Breathing: explore underwater breaststroke breathing technique over a distance of 25m.</p> <p>Water safety: explore safety techniques to include the H.E.L.P. and huddle positions.</p> <p>Football:</p> <p>Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p>	<p>British Gymnastics Core Proficiency Awards: complete level 5 and begin working on elements of level 4, if able.</p>	<p>Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p> <p>Yoga:</p> <p>Balance: use my breath to maintain balance within an individual and partner pose.</p> <p>Flexibility: develop flexibility by connecting movement with breath.</p> <p>Strength: demonstrate increased control and strength when in and transitioning between poses.</p> <p>Mindfulness: explore methods I can use to control how I feel.</p>		<p>Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p> <p>British Gymnastics Core Proficiency Awards: complete level 5 and begin working on elements of level 4, if able.</p> <p>Acrobatic gymnastics:</p> <p>Learn basic counter-balance techniques.</p> <p>Build trust in a partner and look after each other's safety.</p> <p>Begin learning basic supported jumping techniques.</p> <p>May create and perform a simple routine using individual gymnastic elements and some acrobatic / partner elements.</p>	<p>Balance: link combination of poses for balance with increased control in transition.</p> <p>Flexibility: confidently transition from one pose to another, showing extension and connected to breath.</p> <p>Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses.</p> <p>Mindfulness: explore methods to control how I feel with some success.</p>
	<p>Research different athletes from around the world.</p>	<p>Michael Jordan (Basketball: USA) Jonah Lomu (Rugby Union: New Zealand)</p>	<p>Diversity (Dance group) Rafael Nadal (Tennis: Spanish) and Roger Federer (Tennis: Swiss) American Line Dances, various.</p>	<p>Research inspirational footballers.</p>	<p>Simone Biles (Gymnastics). Ian Botham (Cricket: England) Shane Warne (Cricket: Australia)</p>	<p>Muhammad Ali (Boxing: American) Traditional English Barn Dancing.</p>
ART	<p>Drawing: I need space</p> <p>Drawing from observation, creating prints, drawing from different perspectives and learning about the role of an architect.</p>	<p>Paint and mixed Media: portraits</p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>	<p>Craft and design: Architecture</p> <p>Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.</p>	<p>Paint and mixed media – Artist Study</p> <p>Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p>	<p>Drawing Make my voice heard</p> <p>Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message</p>	<p>Craft and design: Photography</p> <p>Developing photography skills and techniques to design a range of creative photographic outcomes.</p>
	<p>Chila Kumari Singh Burman Vincent Van Gogh</p>	<p>Architect: David Adjaye (Ghanaian/British)</p>	<p>Zaha Hadid</p>	<p>David Hockney Paula Rego John Singer Sergent Fiona Rae Lubaina Himid</p>	<p>Pablo Picasso Käthe Kollwitz</p>	<p>Hannah Hoch Chris Plowman Graham Holland</p>
MUSIC	<p>Sing in-tune with expression and greater awareness of diction, breathing etc.</p> <p>Use musical vocabulary more confidently (including some Italian terms for tempo etc) when speaking and writing about music.</p> <p>Learn about semiquavers.</p> <p>Revise dotted rhythms.</p> <p>Explore how motifs can be used for different characters within a story and how they can be transformed by manipulating the musical elements.</p> <p>Compose a body percussion "Mayan Sacrifice" performance,</p>	<p>Sing duets, rounds and part-songs with increasing confidence and independence.</p> <p>Rhythmic dictation games, including some semiquavers or dotted notes.</p> <p>Compose character music, utilising tempo/dynamics to produce a certain effect.</p> <p>Learn about compound time.</p> <p>Compose a call & response song about the oceans.</p> <p>Ukulele: Begin exploring chord sequences.</p> <p>Perform accompaniments for songs, reading staff notation with chords indicated. Begin composing for Ukulele open strings.</p> <p>Listen to music from Tudor times and compose a melody using tudor rhythms.</p>	<p>Sing songs and rounds.</p> <p>Interpret poems about springtime and create a song or rap.</p> <p>Perform a rap with a backing beat.</p> <p>Improve knowledge of Orchestral instruments and begin to recognise them aurally.</p> <p>Improvise rhythmic patterns with a specific number of beats.</p> <p>Compose a motif or short melodic phrase for Chime bars or Ukulele. Explore how repetition and variation can be used within music.</p> <p>Learn about syncopation in music.</p> <p>Compose music inspired by Greek myths and legends.</p>	<p>Sing with good technique and awareness of own and others' role in songs, rounds and part-songs.</p> <p>Interpret lyrics and create a performance. Create a call & response performance from a poem.</p> <p>Improve understanding of staff notation and how to write it legibly.</p> <p>Learn about the origins of Blues and Jazz music and how they evolved from work songs and spirituals.</p> <p>Ukulele: learn standard 12-bar Blues chord sequence.</p> <p>Compose a Blues-style song and perform with accompaniment.</p> <p>Study the Operettas of Gilbert & Sullivan and their legacy.</p>	<p>Sing songs and round with improving technique and quality.</p> <p>Study wartime songs and discuss.</p> <p>Perform a call & response "echo rap" about World War II.</p> <p>Compose a rhythm round and perform rhythmically.</p> <p>Ukulele: perform a simple chord sequence for a song.</p> <p>Listen to soundtracks from BBC Planet Earth II series and analyse.</p> <p>Listen to Steve Reich: Different trains and other minimalist music.</p> <p>Use musical ICT to create a minimalist piece.</p>	<p>Musical world map – study a variety of world music and compare similarities and differences (sound / scales / instrumentation).</p> <p>Compose a musical affirmation to help prepare mentally for SATs exams etc.</p> <p>Develop an awareness of film music and how it enhances the on-screen action. Analyse what makes an effective soundtrack.</p> <p>Compose a new soundtrack for a short film clip of a butterfly and bee.</p> <p>Compose a "Moving on" song using a simple 4-chord sequence.</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	<p>inspired by Anna Meredith's "Connect it." (BBC Ten Pieces.) Sing and perform a melody for Kukulcan (Mayan god) on the Chime bars, using staff notation to support.</p> <p>Compose a 4-part performance for the 4 parts of the Mayan god.</p> <p>Ukulele: revise C, F and G major chords. Understand how and where chords are indicated on musical notation. Begin A minor chord. Play melodies with a wider pitch range and improve confidence in using "fingered" notes.</p>	<p>Listen to Holst's "Planets Suite" and music from "South Pacific."</p>	<p>Ukulele: begin learning to sing and play simultaneously. Play melodies with fingered notes with better accuracy and fluency.</p>	<p>Learn about the piano keyboard and play a melody on a piano app.</p>		
	<p>Research different musicians from around the world.</p> <p>African-style djembe drumming activities and call & response / improvisation activities.</p>	<p>Stevie Wonder: blind pianist and musician.</p> <p>Frederic Chopin (Polish).</p> <p>Zoltan Kodaly (Hungarian).</p> <p>Listen to music from other Eastern European Countries.</p>	<p>Scott Joplin (American): Ragtime</p>	<p>African American Spirituals and Slaver "Hollers" and how they developed into many musical genres today.</p> <p>12-bar Blues: chords and listen to "great" jazz musicians including, but not limited to: Billie Holliday; Ella Fitzgerald; Louis Armstrong; Duke Ellington and many others</p>	<p>Evelyn Glennie: Deaf percussionist</p>	<p>African drumming</p> <p>Indian Raga</p> <p>Chinese New Year</p> <p>Samba</p> <p>Salsa</p>
DT	<p>Mechanical systems: Pop-up book</p> <p>Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.</p>	<p>Electrical systems: Doodlers</p> <p>Our new Doodlers unit explores series circuits further and introduces motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p>	<p>Food: What could be healthier?</p> <p>Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe.</p>	<p>Textiles: Waistcoats</p> <p>Consider a range of factors in their design criteria and use this to create a waistcoat design. Use a template to mark and cut out a design then use a running stitch to join fabric to make a functional waistcoat. Attach a secure fastening, as well as decorative objects.</p>	<p>Mechanical systems: Automata toys</p> <p>Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements</p>	<p>Food: Come dine with me</p> <p>Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.</p>
			<p>Research traditional recipes</p>	<p>Research traditional recipes</p>	<p>Toys from different countries/cultures</p>	
SPANISH	<p>Las estaciones (Seasons) In this unit the children will learn about: the four seasons of the year along with a key feature for each season in Spanish. (KS2 Early Language)</p> <p>La clase (The classroom) In this unit, pupils will learn how to: present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. (KS2 Early language)</p>	<p>Me presento (Presenting myself) In this unit pupils will learn how to: present themselves both orally and in written form in Spanish and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. (KS2 Intermediate Language)</p> <p>Mi familia (My family) In this unit, pupils will learn how to: make a presentation about their own/a fictitious family in both spoken and written form in Spanish. (KS2 Intermediate Language)</p>	<p>En la cafeteria (At the cafe) In this unit, pupils will learn: the knowledge and skills necessary to perform a short role-play in a Spanish cafeteria., they will say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language. (KS2 Intermediate Language)</p> <p>Mi casa (My home) In this unit, pupils will learn: the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish.</p>	<p>La fecha (The date) In this unit pupils will learn and consolidate: the days of the week, months of the year and numbers 1-31, say the date and when their birthday is in Spanish. (KS2 Intermediate Language)</p> <p>Que tempo hace? (What is the weather?) In this unit, pupils will learn how to: describe the weather and present a weather forecast in the foreign language. This will link the weather vocabulary with map work, compass points and general geography.</p>	<p>La ropa (Clothes) In this unit, pupils will learn how to: describe what they are wearing in Spanish, say and write what they are packing in their suitcase for a holiday. (KS2 Intermediate Language)</p> <p>Tienes una mascota? (Do I have a pet?) In this unit, pupils will learn: both orally and in written form the pets they have and/or do not have in Spanish. (KS2 Intermediate Language)</p>	<p>En el colegio (At school) In this unit, pupils will learn: the nouns and definite articles/determiners for 10 school subjects in the foreign language. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. (KS2 Progressive Language)</p> <p>El fin de semana (At the weekend) In this unit, pupils will learn how to: say 10 phrases for activities they may do at the weekend in the</p>

WHOLE SCHOOL CURRICULUM MAP: 2025 - 2026

	•	•	(KS2 Intermediate Language)	(KS2 Intermediate Language)		foreign language. They will also be presented with further extension on telling the time and opinions/justifications. (KS2 Progressive Language)
Cultural Capital opportunities Event/Celbrations throughout the year	AUTUMN TERM Black History Mary – Rosary Judaism Week STEM day Remembrance Service Diwali Celebrations Action Aid events Anti-Bullying week Class Charity events Christmas Nativity Celebrations	SPRING TERM Maths day Mary – Rosary Cafod Week Class Charity World Book week Chinese New year Onesie upon a time day Science Week	SUMMER TERM International Week British Hero's French Day Class Enterpirse week Healthy Eating week Buddhism Week Aspirations Celebrations Music Evening Celebration Sports day events Class Charity events Windrush Events	AUTUMN TERM Black History Mary – Rosary Judaism Week STEM day Remembrance Service Diwali Celebrations Action Aid events Anti-Bullying week Class Charity events Christmas Nativity Celebrations	SPRING TERM Maths day Mary – Rosary Cafod Week Class Charity World Book week Chinese New year Onesie upon a time day Science Week	SUMMER TERM International Week British Hero's French Day Class Enterpirse week Healthy Eating week Buddhism Week Aspirations Celebrations Music Evening Celebration Sports day events Class Charity events Windrush Events
Trips/Experiences	Hatfield House – Tudors Waltham Cross Town Center	BEACH OR RIVER LEA?	Retreat afternoon	Team building day World war museum		Residential Retreat afternoon Visit local areas – photographic