

Autumn 1 Geography Focus

Whole School Long Term Curriculum Plan

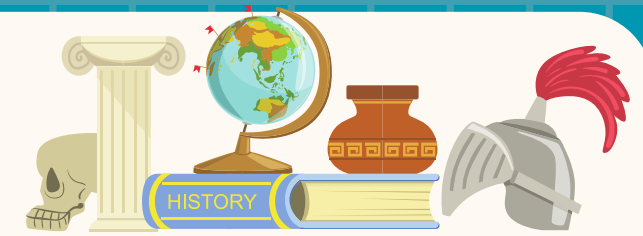


	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Texts	The Lighthouse Keepers Lunch	Where the Wild Things Are	Shackletons Journey	The Kapok Tree	London Eye Mystery	Ghost
Week 1	Expectations, Values, PSHE	Expectations, Values, PSHE	Expectations, Values, PSHE	Expectations, Values, PSHE	Expectations, Values, PSHE	Expectations, Values, PSHE
Week 2	What is it like here? (Kapow scheme of work)	Would you prefer to live in a hot or cold place? (Kapow scheme of work)	Who lives in Antarctica? (Kapow scheme of work)	Why are rainforests so important? (Kapow scheme of work)	Can I carry out an indepth field work enquiry? (Kapow scheme of work)	What is life like in the Alps? (Kapow scheme of work)
Week 3						
Week 4						
Week 5 (Science)	Materials: Everyday Materials	Materials: Uses of Everyday Materials	Forces and Space: Forces and Magnets	Energy: Electricity and Circuits	Forces and Space: Unbalanced Forces	Energy: Circuits, Batteries and Switches
Week 6 (Science)	Materials: Everyday Materials	Materials: Uses of Everyday Materials	Forces and Space: Forces and Magnets	Energy: Electricity and Circuits	Forces and Space: Unbalanced Forces	Energy: Circuits, Batteries and Switches

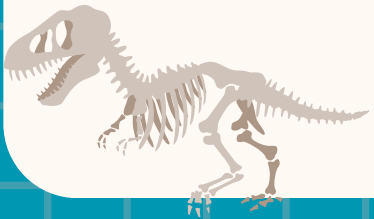


Autumn 2 - History Focus

Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Texts	Vlad and the Great Fire	The Owl who was Afraid of the Dark	Stone Age Boy	Captive Celt	Way of the Waves	Goodnight Mr Tom
Week 1	How am I making History? Kapow scheme of work (Autumn)	How was school different in the past?	British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	Were the Vikings raiders, traders or something else?	British history 6: What was the impact of World War II on the people of Britain?
Week 2		Kapow scheme of work (Autumn)	Kapow scheme of work (Autumn)	Kapow scheme of work (Yr 3 Spring)	Kapow scheme of work (Autumn)	Kapow scheme of work (Spring)
Week 3						
Week 4	Animals: Comparing Animals	Living Things: Habitats	Materials: Rocks and Soil	Energy: Sound and Vibrations	Forces and Space: Earth and Space	Energy: Light and Reflection
Week 5	Animals: Comparing Animals	Living Things: Habitats	Materials: Rocks and Soil	Energy: Sound and Vibrations	Forces and Space: Earth and Space	Energy: Light and Reflection
Week 6 Christmas Week						



Spring 1 Geography Focus

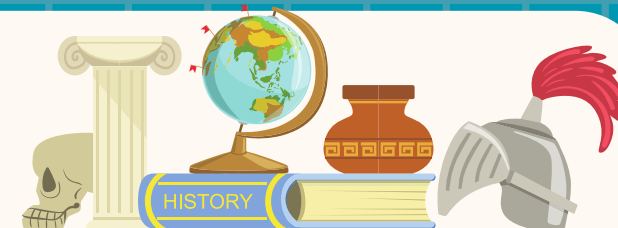
Whole School Long Term Curriculum Plan | Extra dance sessions am through SSN



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Texts	A Tiny Seed	Katie Morag	Mousehole Cat	The Firework Makers Daughter	Floodlands	A Long Way to Water
Week 1	What is weather like in the UK? (Kapow scheme of work)	Why is our world wonderful? (Kapow scheme of work)	Why do people live near Volcanoes? (Kapow scheme of work)	Where does our food come from? (Kapow scheme of work)	Would you like to live in the desert? (Kapow scheme of work)	Would you like to live in the desert? (Kapow scheme of work)
Week 2						
Week 3						
Week 4 (Science)	Forces and Space: Seasonal Changes	Living Things: Micro-Habitats	Energy: Light and Shadows	Living Things: Classification and Changing Habitats	Living Things: Life Cycles and Reproduction	Living Things: Classifying Big and Small
Week 5 (Science)	Forces and Space: Seasonal Changes	Living Things: Micro-Habitats	Energy: Light and Shadows	Living Things: Classification and Changing Habitats	Living Things: Life Cycles and Reproduction	Living Things: Classifying Big and Small
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Spring 2 - History Focus

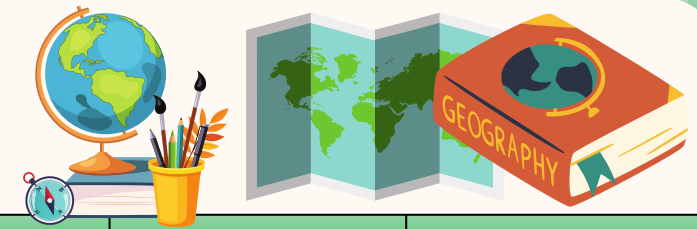
Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Texts	Julia Donaldson's Poems to Perform	This Rabbit Belongs to Emily	Flat Stanley and the Great Egyptian Grave Robbery	The Golden Horseman of Baghdad	The Golden Horseman of Baghdad 26/27 - Who Let the Gods Out	Macbeth
Week 1	How have Toys changed?	How did we learn to fly?	What was important to Ancient Egyptians	Early Islamic Civilisations Timeline - overview of where and when	Early Islamic Civilisations Timeline - overview of where and when 26/27- Ancient Greece Timeline - overview of where and when	What can the census tell us about local areas?
Week 2						
Week 3						
Week 4	Animals: Sensitive Bodies	Animals Including Humans: Life Cycles and Health	Animals: Movement and Nutrition	Animals including Humans: Digestion and Food	Materials: Mixtures and Separation	Animals Including Humans: Circulation and Health
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Week 6	Animals: Sensitive Bodies	Animals Including Humans: Life Cycles and Health	Animals: Movement and Nutrition	Animals including Humans: Digestion and Food	Materials: Mixtures and Separation	Animals Including Humans: Circulation and Health

Summer 1 Geography Focus

Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Texts	Katie & The Bathers	Meerkat Mail	The Worst Witch	Deadman's Cove	Kensuke's Kingdom	Holes
Week 1	What is it like to live in Shanghai? (Kapow scheme of work)	What is it like to live by the coast? (from 2026) (Kapow scheme of work)	Are all settlements the same? (Kapow scheme of work)	What are rivers and how are they used? (Kapow scheme of work)	Why do oceans matter? (Kapow scheme of work)	Why does population change? (Kapow scheme of work)
Week 2						
Week 3						
Week 4 (Science)	Plants: Introduction to Plants	Plants: Plant Growth	Plants: Plant Reproduction	Materials: States of Matter	Materials: Properties and Changes	Living Things: Evolution and Inheritance
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Week 6 (Science)	Plants: Introduction to Plants	Plants: Plant Growth	Plants: Plant Reproduction	Materials: States of Matter	Materials: Properties and Changes	Living Things: Evolution and Inheritance



Summer 2 - History Focus

Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Texts	Look Up!	Caribbean Dozen	Big Book of Bad Things	Werewolf Club Rules	The Rainmaker Danced	The Final Year
Week 1	How have Explorers changed the World?	What is a monarch?	How have children's lives changed?	How hard was it to invade and settle in Britain?	What was life like in Tudor England?	Transition unit The Sikh Empire
Week 2						
Week 3						
Week 4	Making Connections: Investigating Science through Stories	Makng Connections: Plant Based Materials	Making Connections: Does hand span affect grip strength?	Making Connections: How does the flow of liquids compare?	Animals: Human Timeline - extra unit (3 lessons) Making Connections: Does the size of an asteroid affect the diametre of its impact crater? (3 lessons)	Making Connections: Are some sunglasses safer than others?
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Autumn 1 - Art Focus

Whole School Long Term Curriculum Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<u>Drawing: Marvellous marks</u> Kapow Unit Wax crayons, chalk, felt tips	<u>Drawing: Exploring Line and Shape</u> Kapow Unit Artists: Bridget Riley, add in Bharti Kerr Pencil, wax crayon, felt tips	<u>Drawing: Tell a Story</u> Kapow Unit Artist: Quentin Blake and add in Christian Robinson Charcoal	<u>Drawing: Growing Artists</u> Kapow Unit Artist: Georgia O'Keefe, add in Idris Khan Pencil Pastels	<u>Drawing: Power Printing</u> Artist: Henri Matisse Pencil drawing & monoprint	<u>Drawing: Depth and Movement</u> Artist: Teis Albers Pastels, Printing	<u>Drawing: Make my voice heard</u> Artist: Banksy, Leonard Da Vinci, Diego Rivera Charcoal, Pastels





Spring 1 - Art Focus

Whole School Long Term Curriculum Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting & Mixed Media	Painting & Mixed Media: <u>Paint my World</u> Kapow Unit	Painting & Mixed Media: <u>Colour Splash</u> Artists: Jasper Johns, Final Plate drawing <u>Ella Bulley</u> Poster paints, printing Kapow Unit	Painting & Mixed Media: <u>Life in colour</u> Artist: Romare Bearden, add in <u>Howardena Pindell</u> Collage, watercolour Kapow Unit	Painting & Mixed Media: <u>Prehistoric Painting</u> Poster Paints Kapow Unit	Painting & Mixed Media: <u>Light & Dark</u> Artists: Clara Peeters, Paul Cezanne Watercolour Digital Art	Painting & Mixed Media: <u>Portraits</u> Artists: Frida Kahlo, Vincent Van Gogh Collage, Acrylic Kapow Unit	Painting & Mixed Media: <u>Artist Study</u> Artists: Frank Bowling (Option 2 Lesson 4), Labaina Hamid Lesson 5 Acrylic, Collage There is no need to cover all the artists, make sure lesson 6 & 7 are completed. Kapow Unit





Summer 1 - Art Focus

Whole School Long Term Curriculum Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Craft & Design or Sculpture and 3D	Craft and Design: <u>Let's get crafty</u> Sculpture with everyday materials.	Sculpture and 3D: <u>Paper Play</u> Artists: Add In <u>Anish Kapoor</u> , Louise Bourgeois Sculpture with everyday materials.	Craft and Design: <u>Map it out</u> Artist: Susan Stockwell, Josef Albers Monoprint.	Sculpture and 3D: <u>Abstract Shape</u> Artists: Anthony Caro, Ruth Asawa. Sculpture with every day materials.	Sculpture - <u>Mega Materials</u> Artist: Magdelene Odundo, Barbara Hepworth Wire modelling Sculpture with everyday materials.	Sculpture and 3D: <u>Interactive Installation</u> Artists: Cai Quo-Qiang Digital Art Sculpture with everyday materials.	Craft and Design: <u>Photo Opportunity</u> Artists: Hannah Hoch, Derrick O'Boateng Digital Art Poster Paints.



Jigsaw PSHE

Whole School Long Term Curriculum Plan



	Ages 3-5	Ages 5-6	Ages 6-7	Ages 7-8	Ages 8-9	Ages 9-10	Ages 10-11
Being Me In My World	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling
Celebrating Difference	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy



Jigsaw PSHE

Whole School Long Term Curriculum Plan



	Ages 3-5	Ages 5-6	Ages 6-7	Ages 7-8	Ages 8-9	Ages 9-10	Ages 10-11
Dreams and Goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
Healthy Me	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress



Jigsaw PSHE

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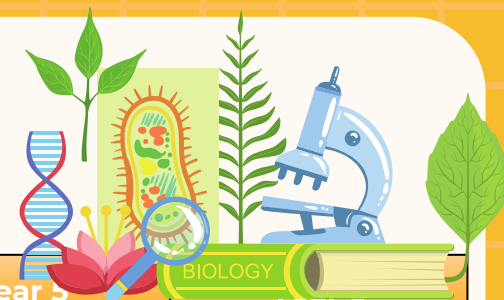


	Ages 3-5	Ages 5-6	Ages 6-7	Ages 7-8	Ages 8-9	Ages 9-10	Ages 10-11
Relationships	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use
Changing Me	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition



Science Focus

Whole School Long Term Curriculum Plan



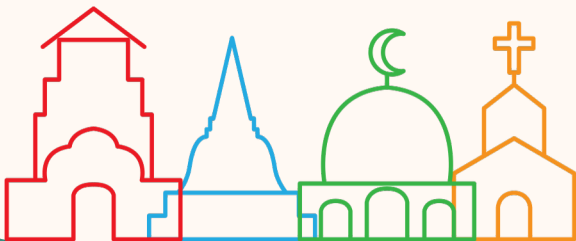
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Autumn 2	Animals: Comparing Animals	Living Things: Habitats	Materials: Rocks and Soil	Energy: Sound and Vibrations	Forces and Space: Earth and Space	Energy: Light and Reflection
Spring 1	Forces and Space: Seasonal Changes	Living Things: Micro-Habitats	Energy: Light and Shadows	Living Things: Classification and Changing Habitats	Living Things: Life Cycles and Reproduction	Living Things: Classifying Big and Small
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Autumn 1 - Religion and Worldviews

Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion & Worldviews	How did the world begin? Christian, Jewish, Hindu	Why do we need to give thanks? Hindu, Christian, Humanist	What makes us human? Hindu, Christian, Buddhist, Humanist	Are all religions equal? Bahá'í, Sikh, Hindu	Why do people have to stand up for what they believe in? Christian, Muslim, Sikh	Why does religion look different around the world? (Part 1) Jewish, Muslim, Christian

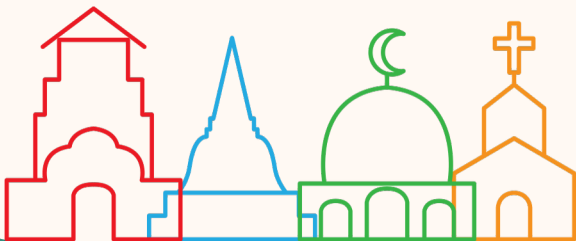


Autumn 2 - Religion and Worldviews

Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion & Worldviews	What do some people believe God looks like? Christian, Hindu, Muslim	What do candles mean to people? Christian, Hindu, Jewish	Where do our morals come from? Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	What makes some texts sacred? Sikh, Hindu, Buddhist	Why doesn't Christianity always look the same? Christian	Why does religion look different around the world? (Part 2) Hindu, Sikh, Buddhist, Jain

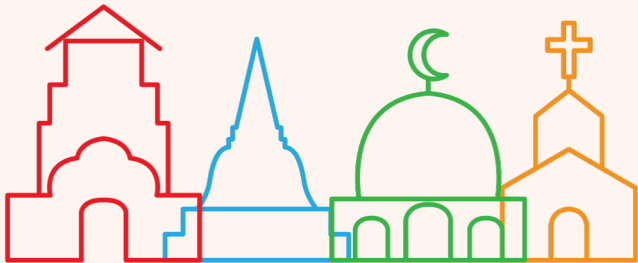


Spring 1 - Religion and Worldviews

Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion & Worldviews	What is God's job? Jewish, Zoroastrianist, Muslim, Hindu, Christian	How do we know some people have a special connection to God? Sikh, Muslim, Christian, Jewish, Hindu	Is scripture central to religion? Jewish, Muslim, Christian,	Just how important are our beliefs? Sikh, Muslim, Jewish, Hindu, Christian	What happens when we die? (Part 1) Jewish, Christian, Muslim Humanist	Why is it better to be there in person? Muslim, Jewish, Christian, Humanist

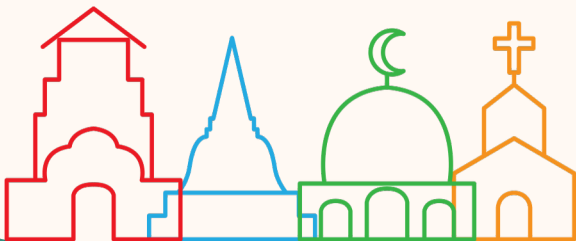


Spring 2 - Religion and Worldviews

Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion & Worldviews	Why should we care for the world? Jewish, Muslim, Hindu, Jain, Humanist	What is a Prophet? Christian, Muslim, Jewish, Sikh	What happens if we do wrong? Hindu, Muslim, Humanist, Christian, Jewish	Who was Jesus really? Christian, Jewish, Muslim	What happens when we die? (Part 2) Hindu, Buddhist, Sikh	Why is there suffering? (Part 1) Jewish, Christian, Zoroastrianist, Buddhist

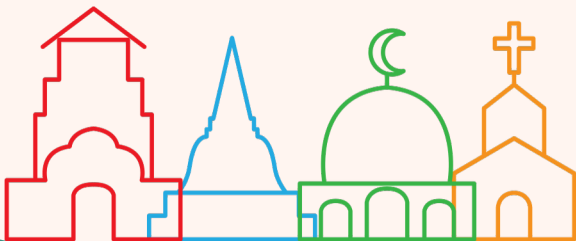


Summer 1 - Religion and Worldviews

Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion & Worldviews	How do we know that new babies are special? Muslim, Hindu, Christian, Humanist	How do some people talk to God? Muslim, Jewish, Hindu	Why is water symbolic? Christian, Sikh, Muslim, Shinto	Why is the Bible the best-selling book of all time? Christian	to be in charge? Muslim, Sikh, Christian	Why is there suffering? (Part 2) Shinto, Buddhist, Sikh, Humanist

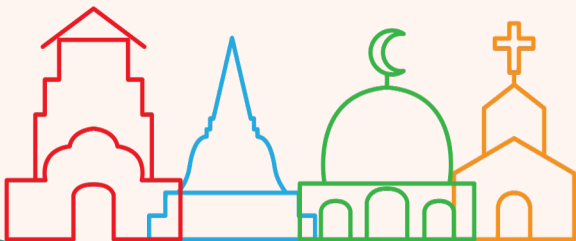


Summer 2 - Religion and Worldviews

Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion & Worldviews	Why should we care for others? Sikh, Christian, Jewish, Muslim, Humanist	Where do some people talk to God? Hindu, Alevi, Muslim, Sikh	Why is fire used ceremonially? Hindu/Sikh, Zoroastrianist	Does the language of scripture matter? Christian, Muslim, Jewish	Why are some places in the world significant to believers? Christian, Jewish, Buddhist, Muslim, Sikh and Hindu	What place does religion have in our world today? Multiple worldviews

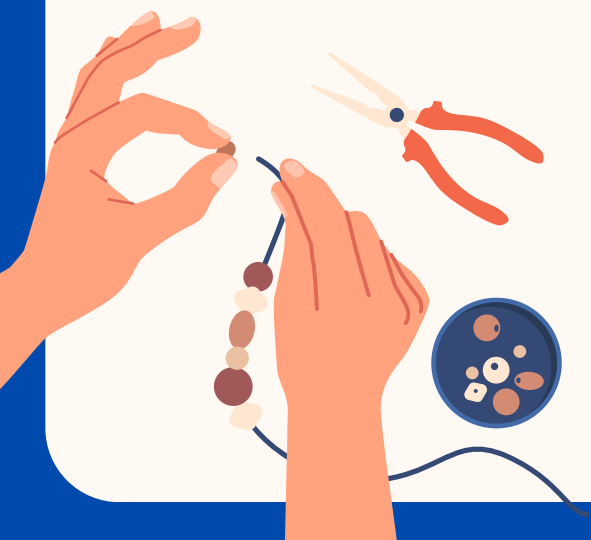


Autumn 2 - Design & Technology Focus

Whole School Long Term Curriculum Plan



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design & Technology	Structures: <u>Junk Modelling</u> Kapow Unit	Structures: <u>Making a windmill</u> Kapow Unit	Structures: <u>Making a Baby</u> bear chair Kapow Unit	Cooking and nutrition: <u>Eating Seasonally</u> Kapow Unit	Textiles: <u>Applique & Cross-stitch</u> (can change to a different focus- not Egyptians)	Mechanical Systems: <u>Pop-Up Book</u> Kapow Unit	Structure: <u>Playgrounds</u> Kapow Unit

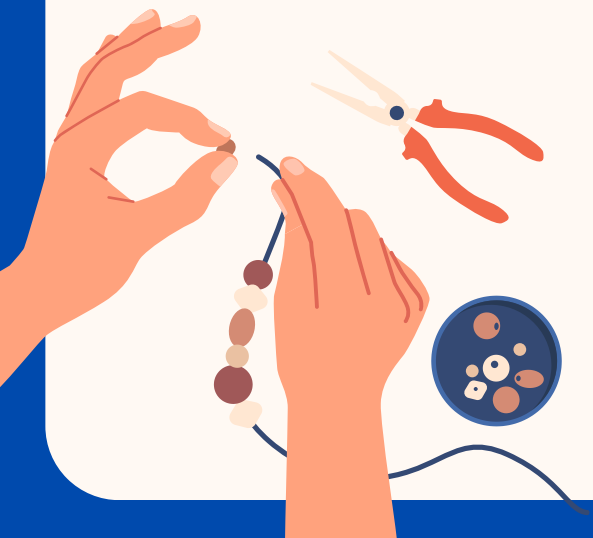


Spring 2 - Design & Technology Focus

Whole School Long Term Curriculum Plan



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design & Technology	Textiles: Bookmarks	Mechanisms: Wheels and Axels Kapow Unit	Diet: <u>Balanced Diet</u> Kapow Unit	Structures: <u>Constructing a castle</u> Kapow Unit	Electrical Systems: Torches Kapow Unit	Textiles: <u>Stuffed Toy</u> Kapow Unit	Digital World: <u>Navigating the Digital World</u> Kapow Unit



Summer 2 - Design & Technology Focus

Whole School Long Term Curriculum Plan



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design & Technology	Cooking and Nutrition: <u>Soup</u>	Textiles: <u>Puppets</u>	Mechanisms <u>Fairground wheel</u>	Digital World: <u>Wearable Technology.</u>	Mechanical Systems: <u>Making a slingshot car</u>	Cooking and Nutrition: <u>Developing a Recipe</u>	Electrical Systems: <u>Steady Hand Game</u>

