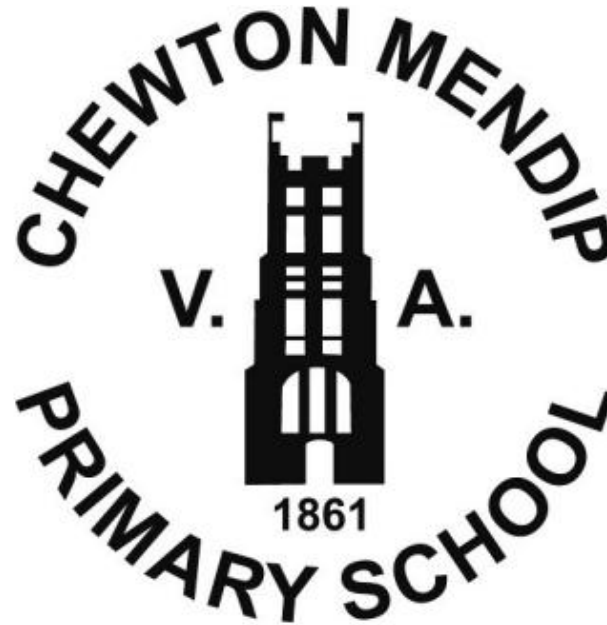




Curriculum Map 2025/2027

“The seed fell into good ground and grew up increasing and yielding thirty, sixty and a hundred times as much” Mark 4:8 (Parable of the Sower)

At Chewton Mendip Primary school we have 4 classes. These are mixed age group classes. In order to ensure all children, cover the objectives from the national curriculum we work on a 2-year cycle.

Curriculum Map Cycle A 2025/2026

Owl Class - Year 2 and Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	The Search for the Giant Arctic Jellyfish – Chloe Savage Rescue on Nims Island – Wendy Orr	Axel Schefflers Treasury of fairy tales- Inside the Villains- Clotilde Perrin	100 Facts Victorian Britain – Miles Kelly Max and Katie’s Victorian Adventure – Samantha Metcalf	You Wouldn’t Want to be a Victorian Child – John Malam Our Tower-Joseph Coelho	The Dragonsitter- Josh Lacey My Encyclopaedia of Very Important Myths and Legends	Tuesday- David Wiesner Weslandia- Paul Fleishman The Dark- Lemony Snicket
Writing outcomes	-Setting description -Labels -Lists -Captions -Poster -Character descriptions -Informal letters	-Instructions -Traditional tales -Letters -Poems -Class trip recount Character descriptions -Play scripts	-Non fiction -Diaries - Formal letters -Story writing -Play script	-Senses poems -Descriptive writing -Character description -Sending emails (formal/informal)	-Narrative (Perspective of the dark) -Fact files -Information page	-Descriptive writing - settings -Non-chronological reports -Poems
Year 2 Phonics and Spelling	Recap Phase 5 Phonics	Little Wandle Phonics - Bridge to Spelling -digraphs in words - Word endings -Using suffixes	Spelling -Silent letters in words -Suffixes -Alternative graphemes in words	Spelling -Silent letters in words -Suffixes -Alternative graphemes in words	Spelling -Alternative sounds in words -Suffixes -Spelling longer words	Spelling -Using an apostrophe
Year 2 SPAG	-Nouns -Vowels and consonants -Demarcating sentences -Forming nouns using ‘ness’ ‘Punctuating sentences	-Adjectives -Compound words -Adjectives with ‘er and ‘est’ -Subordination -Statements and exclamations	-Noun phrases -Homophones -Forming adjectives using ‘-ful’ and ‘-less’ -Questions and commands -Sentence writing	-Verbs -Singular and plural -Adverbs with ‘-ly’ -Commas in lists -Changing adjectives into adverbs	-Adverbs -Word classes -Coordination -Apostrophes for possession -Past and present tense	-Recapping pronouns -Forming nouns using ‘-er’ -Progressive tense -Apostrophes for contractions -Upleveling sentences
Year 3 SPAG	*Nouns and pronouns for clarity *Consonants and vowels *Suffixes: ly *Past tense *Subordinate clauses	*Adjectives *A’ or ‘An’? *Prefixes: super-, anti-, auto- *Present tense Apostrophes	*Verbs *Compound nouns *Prefixes: dis-, mis-, un *Subordinate conjunctions *Inverted commas	*Adverbs – Time, Place & Cause *Prefixes: in- *Suffixes: -action *Coordinating conjunctions *Organising devices	*Prepositions *Prefixes: re-, sub-, inter- *Suffixes beginning with vowels *Time conjunctions *Paragraphs	*Homophones *Suffixes: -ous *Word families *Place and cause conjunctions *Editing and evaluating
Maths	Year 2 Place Value *Numbers to 20 *Count objects to 100 by making 10s *Recognise tens and ones *Use a place value chart *Partition numbers to 100 *Write numbers to 100 in words *Flexibly partition numbers to 100 *Write numbers to 100 in expanded form *10s on the number line to 100	Addition and Subtraction *Subtract two 2-digit numbers (not across a 10) *Subtract two 2-digit numbers (across a 10) *Mixed addition and subtraction *Compare number problems Multiplication and Division *Recognise equal groups *Make equal groups *Add equal groups	Multiplication and Division *Divide by 2 *Doubling and halving *Odd and even numbers *The 10 times-table *Divide by 10 *The 5 times-table *Divide by 5 *The 5 and 10 times-table Shape *Recognise 2-D and 3-D shapes *Count sides on 2-D shapes *Count vertices on 2-D shapes	Money *Count money – pence *Count money – pounds (notes and coins) *Count notes and coins *Make same amounts of money *Calculate with money *Make a pound *Find change *Two-step problems Length and Height *Measure in centimetres *Measure in metres *Compare lengths and heights *Order lengths and heights	Fractions *Introduction to parts and whole *Equal and unequal parts *Recognise a half *Find a half *Recognise a quarter *Find a quarter *Recognise a third *Find a third *Find the whole *Unit fractions *Non-unit fractions *Recognise the equivalence of a half and two-quarters *Recognise three-quarters	Time *O’clock and half past *Quarter past and quarter to *Tell the time past the hour *Tell the time to the hour *Tell the time to 5 minutes *Minutes in an hour *Hours in a day Statistics *Make tally charts *Tables *Block diagrams *Draw pictograms 1-1 *Interpret pictograms 1-1 *Draw pictograms (2,5 and 10)

	*10s and 1s on the number line to 100 *Estimate numbers on a number line *Compare objects *Compare numbers *Order objects and numbers *Count in 2s, 5s and 10s *Count in 3s Addition and Subtraction *Add across a 10 *Subtract across a ten *Subtract from a ten *Subtract a 1-digit number from a 2-digit number (across a 10) *10 more, 10 less *Add and subtract 10s *Add two 2-digit numbers (not across a 10) *Add two 2-digit numbers (across a 10)	*Introduce the multiplication symbol *Multiplication sentences *Use arrays *Make equal groups-grouping *Make equal groups-sharing *The two times table	*Draw 2-D shapes *Lines of symmetry *Use lines of symmetry to complete shapes *Sort 2-D shapes *Count faces on 3-D shapes *Count edges on 3-D shapes *Count vertices on 3-D shapes *Sort 3-D shapes *Make patterns with 2-D and 3-D shapes	*Four operations with lengths and heights Position and Direction *Language of position *Describe movement *Describe turns *Describe movement and turns *Shape patterns with turns	*Find three-quarters *Count in fractions up to a whole	*Interpret pictograms (2,5 and 10)
Year 3	Place Value *Represent numbers to 100 *Partition numbers to 100 *Number line to 100 *Hundreds *Represent numbers to 1000 *Partition numbers to 1000 *Flexible partitioning of numbers to 1000 *Hundreds, tens and ones *Find 1, 10 or 100 more or less *Number line to 1000 *Estimate on a number line to 1000 *Compare numbers to 1000 *Order numbers to 1000 *Count in 50s Addition and Subtraction *Subtract 10s across a 100 *Make connections *Add two numbers (no exchange) *Subtract two numbers (no exchange) *Add two numbers (across a 10)	Addition and Subtraction *Subtract two 2-digit numbers (not across a 10) *Subtract two 2-digit numbers (across a 10) *Mixed addition and subtraction *Compare number problems Multiplication and Division *Recognise equal groups *Make equal groups *Add equal groups *Introduce the multiplication symbol *Multiplication sentences *Use arrays *Make equal groups-grouping *Make equal groups-sharing *The two times table *Divide by 2 *Doubling and halving *Odd and even numbers *The 10 times-table *Divide by 10 *The 5 times-table *Divide by 5	Multiplication and Division *Multiples of 10 *Related calculations *Reasoning about multiplication *Multiply a 2-digit number by a 1-digit number (no exchange) *Multiply a 2-digit number by a 1-digit number (with exchange) *Link multiplication and division *Divide a 2-digit number by a 1-digit number (no exchange) *Divide a 2-digit number by a 1-digit number (flexible partitioning) *Divide a 2-digit number by a 1 digit number (with remainders) *Scaling *How many ways? Shape *Turns and angles *Right angles *Compare angles	Money *Pounds and pence *Convert pounds and pence *Add money *Subtract money *Find change Length and Perimeter *Measure in metres and centimetres *Measure in millimetres *Measure in centimetres and millimetres *Metres, centimetres and millimetres *Equivalent lengths (metres and centimetres) *Equivalent lengths (centimetres and millimetres) *Compare lengths *Add lengths	Fractions *Understand the denominators of unit fractions *Compare and order unit fractions *Understand the numerators of non-unit fractions *Understand the whole *Compare and order non-unit fractions *Fractions and scales *Fractions on a number line *Count in fractions on a number line *Equivalent fractions on a number line *Equivalent fractions as bar models *Add fractions *Subtract fractions *Partition the whole *Unit fractions of a set of objects *Non-unit fractions of a set of objects *Reasoning with fractions of an amount	Time *Roman numerals to 12 *Tell the time to 5 minutes *Tell the time to the minute *Read time on a digital clock *Use am and pm *Years, months and days *Days and hours *Hours and minutes – use start and end times *Hours and minutes – use durations *Minutes and seconds *Units of time *Solve problems with time Statistics *Interpret pictograms *Draw pictograms *Interpret bar charts *Draw bar charts *Collect and represent data *Two-way tables

		*Add two numbers (across a 100)	*The 5 and 10 times-table Mass and Capacity *Use scales *Measure mass in grams *Measure mass in kilograms and grams *Equivalent masses (kilograms and grams) *Compare mass *Add and subtract mass *Measure capacity and volume in millilitres *Measure capacity and volume in millilitres *Measure capacity and volume in litres and millilitres *Equivalent capacities and volumes (Litres and millilitres) *Compare capacity and volume *Add and subtract capacity and volume	*Measure and draw accurately *Horizontal and vertical *Parallel and perpendicular *Recognise and describe 2-D shapes *Draw polygons *Recognise and describe 3-D shapes *Make 3-D shapes			
History/ Geography	Geography What is it like here? *Locate features on an aerial photograph of the school and name the villages, towns and cities near Chewton Mendip. *Make a map of the classroom. *Recognise features of the school on a map. *Design an improved playground by carrying out a survey and using the results to include people’s suggestions. *Know that a country is a land or nation with its own government. *Know that the UK	History How did we learn to fly? *Explore the story of the Wright brothers. *Develop an understanding of historical significance. *Investigate why Bessie Coleman is historically significant using photographs. *Develop an understanding of primary sources. *Investigate why the moon landing was a significant event in history. *Place significant flight events on a timeline.	Geography What is the weather like in the UK? *Name and locate the four countries on a map of the UK *Identify that we live in England, and in Chewton Mendip. *Identify the four seasons and describe some seasonal changes. Identify compass directions. *Identify that the arrow on a compass always shows north. *Use the compass directions to describe the location of features. *Observe daily weather patterns. *Suggest appropriate clothing and activities for each season.	History –The Victorians: The monarchy. *Explore the monarchy by finding out about King Charles III *Explore coronations by acting out a ceremony. *Discover Queen Victoria becoming Queen. *Explore how Queen Victoria ruled our country. *Discuss how the monarchy has changed.	History –The Victorians: How was school different in the past? *Find out how schools have changed since the Victorian times. *Investigate how school has changed within our living memory. *Investigate how schools were different in the 1900s. *Compare a modern classroom to one from Victorian times. *Compare schools from three different times, what is the same, similar and different. *Express a personal response to history.	Geography What can you see at the coast? *Locate the seas and oceans surrounding the UK. *Show on a map the oceans nearest to the continent they live in. *Confidently locate the capital cities of the four UK countries. *Describe the key physical features of a coast and how it changes over time using subject-specific knowledge. *Explain what a coast is. Describe the key human features of a coast and how it changes over time using subject-specific vocabulary. *Investigate how people use the local coast. *Present findings on how people use the local coast.	
Science	Year 2	Seasonal Changes *Identify how the weather changes across the four seasons.	Materials – Uses of everyday materials	Sensitive Bodies *Name the parts of a human body. *Sort body parts into groups.	Comparing Animals *Identify and group animals. *Describe a variety of animals.	Introduction to Plants *Identify plants in the school grounds. *Plan an investigation.	Microhabitats *Classify a variety of minibeasts.

	*Identify events and activities that take place in different seasons. *Recognise how trees change across the four seasons. *Recognise that daylight hours change across the four seasons. *Record data in a pictogram. *Observe changes across the four seasons. *Gather and record data about how seasons change over time. *Plan and carry out a weather report. (Whole key stage learning)	*Recognise that objects are made from materials that suit their uses. *Recognise that objects can be grouped. *Recognise that the shape of some solid objects can be changed. *Record data in a table. *Compare the suitability of materials for particular uses. *Gather data and use it to answer a question. *Recognise that the strength of some materials can be changed. *Record data in a block graph. *Compare the suitability of materials for particular uses. *Recognise that some materials are harmful to the environment.	*Name the parts of the body used for each sense. *Spot patterns in data. *Identify the body parts used for the sense of taste and touch. *Use the senses to make observations. *Identify the body parts used for the sense of smell and sight. *Recognise that scientists are always making new discoveries. *Identify the body part used for the sense of hearing. *Investigate how sound changes as you move further away. *Recognise the importance of the senses in certain jobs. (Whole key stage learning)	*Compare the features of animals. *Identify animals that are carnivores, herbivores and omnivores. *Research using non-fiction texts. *Recognise that animals make suitable pets. *Gather and record data to help in answering questions. *Describe and compare the structure of animals. *Know about famous scientists throughout history – Jane Goodhall. (Whole key stage learning)	*Identify parts of a flowering plant. *Draw and label a diagram. *Identify and name wild and garden plants. *Sort flowers into groups. *Identify and name deciduous and evergreen trees. *Measure and compare leaves. *Recognise that new plants come from seeds and bulbs. *Recognise that observations do not always match predictions. *Recognise the importance of a scientist's role. *Use observations to find answers to questions. (Whole key stage learning)	*Recognise how scientists answer questions. *Recognise that living things live in habitats to which they are suited. *Gather and record data to answer a question. *Ask questions and plan how to carry out an experiment. *Carry out an experiment and record data in a table. *Identify a variety of flowering plants. *Understand the role of a botanist.
Year 3	Forces and Space: Forces and Magnets *Describe the effects of contact forces. *Label a digraph using arrows and scientific vocabulary. *Recognise the effects and uses of forces. *Write a scientific conclusion identifying cause and effect. *Investigation friction, interpret how and why things move differently on different surfaces. *Plan an investigation using variables. *Describe the effects of magnets. *Write a method. *Compare the properties of different types of magnets. *Display data using a bar chart. *Explain the uses of magnets. *Research the uses of magnets.	Energy: Light and shadows *Explain the role of light sources. *Plan and draw a results table. *Compare light reflecting on different surfaces. *Recognise which materials cast a shadow. *Ask testable questions and plan how to answer them. *Summarise how shadows change throughout the day. *Evaluate a method. *Investigate how the distance of the light source affects the size of its shadow. *Find patterns in data and form conclusions. *Tell a story using shadow puppets. *Recall how different people work with light and shadows.	Energy: Sound and vibrations *Describe how sounds are made. *Observe closely how different instruments create a sound. *Describe how whales and dolphins communicate underwater. *Describe how sounds are heard through different mediums. *Describe the relationship between vibration and volume. *Present results using a bar chart. *Describe the relationship between volume and distance. *Suggest which variables to measure and for how long. *Describe pitch and how to change it. *Design simple results tables. *Explain how insulating materials can be used to muffle sound.	Animals including humans- Movement and nutrition *Explain the role of a skeleton. *Group animals based on their physical properties. *Recognise the main bones in the body. *Measure and sort data. *Explain how muscles are used for movement. *Explore scientific advances. *Eating for survival, explain how food is an essential energy source for animals. *Gather and compare data to answer questions. *Identify the main nutrient groups and their simple functions. *Record information using secondary sources. *Explain what makes a balanced diet. *Explore how knowledge has progressed over time and how different jobs use this information.	Animals including humans- digestion and food *Describe the function of the human digestive system. *Evaluate a model. *Recognise the different types of human teeth and their roles in eating. *Describe real observation methods and evidence collected. *Explain how to care for our teeth. *Plan an enquiry by considering which variables should be changed, measured and controlled. *Recognise that differences in teeth relate to an animal's diet. *Group animals based on their diet. *Recognise producers, predators and prey in food chains. *Analyse patterns and form conclusions using scientific knowledge.	Making connections: How does food affect muscle fatigue? *Investigating muscle fatigue - planning *Revise movement and nutrition, digestion and food, and rocks and soil. *Plan a comparative test. *Gather and record data. *Analyse, conclude and evaluate the investigation. *Pose and investigate new questions. *Present findings.

	*Paint a landscape using watercolour paint inspired by the images in Where the Poppies Now Grow. *Use different media in different ways for effect, e.g. tearing paper rather than cutting it to make it seem rough. *Add water to watercolour paint to make it less bright. *Looking at own work, make simple improvements or have another go to try and make it better. *Try different ways of creating art and choose which one I think is the best. *Use vocabulary, collage, landscape, materials, tone, texture, watercolour. Artistic enquiries: David Hockney, Claude Monet	*Make a structure according to design criteria. *Produce a finished structure and evaluate its strength, stiffness and stability.	*Make a moving monster.	*Cut and tear organic geometric shapes. *Collect, sort and arrange materials according to colour and texture. *Use sketchbooks to design collage creations. *Use vocabulary: collage, tissue, organic shapes, background, layer, geometric shapes, painting with paper technique. Artistic enquiries: Karla Reid, Kurt Schwitters Printing: Styrofoam printing *Explore positive and negative space. *Look at printmaking in the environment (E.g. wallpapers, fabrics etc.) *Examine how artists and designers used colours, shapes and lines to create prints. *Create press prints using inks. *Print onto different textures and colours of paper, board or fabric. *Use vocabulary: relief printing, positive space, negative space, pattern. Artistic enquiries: Teresa Newham	*Conduct a simple survey to gather opinions. *Finish and evaluate a structure with a rotating wheel.	*Explain that adding white to colours creates tints and then adding black to colours creates shades. *Name different types of paint and know their properties. *Use vocabulary, tint, shade, washes, blocking, application textures. Artistic enquiries: Claude Monet, Paul Klee
Music	Singing – Seasonal Harvest, Remembrance and Christmas. *Year 2 Nativity *Year 3 Carol Concert *Learn to project voices, speak clearly and develop singing, acting and public speaking skills. *Understand and enjoy music, singing, and playing instruments as part of a service or production. *Appreciate the value of music, singing and instrumental, within a service or performance. *Express creativity through singing and performing roles. *Gaining confidence during practice and performing in front of an audience	I’ve Been to Harlem Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. •Compose a pentatonic ostinato. •Sing a call-and-response song in groups, holding long notes confidently. •Play melodic and rhythmic accompaniments to a song. •Listen and identify where notes in the melody of the song go down and up.	Chilled Out Clap Rap Focus: Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest. *Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. •Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. •Rap accurately and rhythmically with dynamic contrasts.	Learn to play the Ocarina / Recorder *Learn to produce and control a good sound by maintaining correct posture and breathing techniques. *Develop proper finger placement and movement to play notes and phrases, progressing from basic notes to more complex melodies. *Gain experience performing as part of a class and smaller groups, learning to play with others and follow a conductor. *Learn to read various musical notations, including tablature and standard staff notation, to play pieces from written music. *Understand and apply musical concepts such as rhythm, melody, tempo, dynamics, and harmony. *Develop skills in composing simple musical ideas and improvising instrumental parts to accompany songs or narratives.		

	*Working together to communicate and produce a nativity play and Carol concert			•Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.	*Cultivate an appreciation for music as a whole, listening to and exploring high-quality music from different genres and cultures.	
Computing	Computer Systems and networks Technology around us *Identify technology. *Identify a computer and its main parts. *Use a mouse in different ways. *Use a keyboard to type on a computer. *Use the keyboard to edit text. *Create rules for using technology responsibly. Online Safety -ELIM: I am kind and responsible	Creating Media: Digital Writing *Use a computer *Add and remove text on a computer *Identify that the look of text can be changed on a computer. *Make careful choices when changing text. *Explain why I used the tools that I chose. *Compare typing on a computer to writing on paper. Online Safety -ELIM: I am kind and responsible	Programming A: Robot algorithms *Explain what a given command will do. *Act out a given word. *Combine four direction commands to make sequences. *Plan a simple program *Find more than one solution to a problem. Online Safety – ELIM: I am safe and secure	Creating Media: Digital Painting *Describe what different freehand tools do. *Use the shape tool and the line tools. *Make careful choices when painting a digital picture. *Explain why I chose the tools I used. *Use a computer on my own to paint a picture. *Compare painting a picture on a computer and on paper. Online Safety – ELIM: I am safe and secure	Data and Information: Pictograms *Recognise that we can count and compare objects using tally charts. *Recognise that objects can be represented as pictures. *Create a pictogram. *Select objects by attribute and make comparisons. *Recognise that people can be described by attributes. *Explain that we can present information using a computer.	Programming B: Programming quizzes *Explain that a sequence of commands has a start. *Explain that a sequence of commands has an outcome. *Create a program using a given design. *Change a given design. Create a program using my own design. *Decide how my project can be improved.
RE	<u>Who was Muhammad and what was important to him (God)?</u> Religion: Islam Concept: Origins and expression Discipline: Theology *I can name Muhammad and say he is important to Muslims. *I can talk about what Muslims believe God asked Muhammad to do. *I can retell parts of the story of the Qur'an. *I can identify ways Muslims show respect for God and Muhammad. *I can use key vocabulary correctly when talking about Islam. *I can talk about something important to	<u>Who is Jesus and why is he important to some people? (Jews, Christians, Muslims, non-religious)</u> Religion: Christianity, Judaism, Islam, non-religion Concept: Origins and expression Discipline: Theology *I can name Jesus and say he is important to many people. *I can talk about why Jesus is important to Christians. *I can say how Muslims understand Jesus. *I can say how Jewish people understand Jesus. *I can use key vocabulary correctly when talking about different beliefs.	<u>What good news did Jesus bring for Christians?</u> Religion: Christianity Concept: Origins and expression Discipline: Theology *I can say that Christians believe Jesus brought good news. *I can talk about how Jesus taught people to love and care for others. *I can describe how Jesus welcomed people who were left out. *I can talk about Jesus' teaching on forgiveness and kindness. *I can identify ways Christians try to follow Jesus' good news today. *I can talk about good news in my own life and how I can share it.	<u>What is it like to be a Jewish person in the UK and Somerset?</u> Religion: Judaism Concept: Place and time Discipline: Social sciences *I can say that Jewish people live in the UK and Somerset. (visitor) *I can talk about some Jewish traditions and celebrations. *I can identify places that are important to Jewish people. *I can describe how Jewish families practise their faith at home. *I can talk about what life is like for Jewish children in the UK and Somerset. *I can talk about similarities and differences	<u>What is prayer and why is it important to some people?</u> <u>Why do people travel to special places to pray?</u> Religion: Christianity, Islam, Judaism Concept: Origins and expression, Place and time Discipline: Theology, Philosophy and Social sciences *I can say that prayer is a way some people talk or listen to God. *I can talk about why prayer is important to Christians, Muslims and Jewish people. *I can describe different ways people pray. *I can name special places people travel to for prayer.	<u>Why is Glastonbury special to the Somer people?</u> <u>Does visiting sacred places make someone a better person?</u> Religion: Non-religion, Christianity Concept: Place and time, Ethics and values Discipline: Philosophy and Social sciences (Visit) *I can say why Glastonbury is special to some people in Somerset. *I can talk about stories and traditions linked to Glastonbury. *I can describe different reasons people visit Glastonbury. *I can name sacred places people visit and say why they matter.

	me and how I show respect for it.	*I can talk about someone who is important to me and why.		between my life and Jewish life.	*I can use key vocabulary correctly when talking about prayer and special places. *I can talk about a place that feels special to me and why.	*I can talk about whether visiting a special place might help someone be a better person. *I can talk about a place that feels special to me and why.
PSHE	Family and Relationships To begin to understand what PSHE education is and to understand the need for rules for PSHE lessons. Understanding that different people can be in a family and that families look after us. To begin to understand the importance and characteristics of positive friendships and who I can speak to if I am unhappy. To begin to understand the range of families they may encounter now and in the future. To recognise how others show feelings and how to respond to these To identify their special people and how they should care for one another. To begin to understand how courtesy and manners make us feel. To begin to understand that friendships can have problems but we can overcome these. To understand what is meant by a stereotype.	Health and Wellbeing To describe and understand their feelings. To develop simple strategies for managing these feelings. To know how to relax in different ways. To recognise and celebrate their strengths and set simple but challenging goals. To understand the benefits of physical activity and rest. To begin to understand how germs are spread and how we can stop them spreading. To begin to understand the risks associated with the sun. To begin to understand allergies. To understand that there are people in the local community who help to keep us healthy.	Safety and the Changing Body To know how to respond to adults politely and safely. To understand that there are people in the local community who help to keep us safe. To understand ways to keep safe on and near roads. To begin to understand what is safe to put into or onto our bodies. To know what an emergency is and how to make a phone call if needed. To begin to understand the difference between secrets and surprises. To begin to understand the difference between acceptable and unacceptable physical contact. To begin to understand the concept of privacy and the correct vocabulary for body parts. To know my body is important and belongs to me. <u>Y3 only:</u> To understand the role they can play in an emergency situation. To develop an understanding of safety on or near roads.	Citizenship Understand the rules in the classroom and school and the purpose of these rules. Understand some similarities and differences between themselves and their peers. Understand that we all belong to different groups and can identify some groups they belong to. Understand the roles people have in the local community. Understand what makes a good school environment and how everyone has a responsibility to maintain it. Understand some jobs people do to keep the local environment pleasant.	Economic Wellbeing Describe different ways we can keep money safe. Recognise that different skills are needed for different jobs. Explain how adults might get money. Recognise that saving may be necessary to buy the things we want. Consider different elements when choosing a bank account	Transition to Next Year Group Understand how skills and strengths have changed during the academic year. Be able to name some emotions associated with change.
French – Year 3 only	Greetings	Personal information	Numbers 1-20	Colours	Pets	Conversations
Enrichment Activities & Events		*Pantomime visit at theatre *Road safety week- 17 th November	*Arts week – visit to a gallery.			

Curriculum map- Cycle B 2026-2027

Owl Class Year 1 and 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	The Big Book of the UK- Imogen Russel Williams The Tiger who came to Tea	The Star whale-Poetry- Nicola Davies Beegu	We're Going on a Bear Hunt We're Going on a Lion Hunt A Dark, Dark Tale- Ruth Brown	Traction Man-Mini Grey The Adventures of Captain Underpants- Dav Pilkey Don't look in this book- Samuel Langley	Mr Wolf's Pancakes You choose- Nick Sharratt	Gorilla- Anthony Browne
	-Fact files -Labels -Lists -Captions -Poster -Character descriptions -Invitations -Fact pages -Postcards	-Character descriptions -Narrative -poetry	-Narrative recount -Fact files	-Narrative -Comic strips -Poetry	-Narrative -Instructions -Posters -Fact Files -Recounts	-Narrative -Postcards -Fact files
Phonics	Year 1 Review phase 3 GPCs ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear air, er /z/ s -es Words with two or more digraphs e.g. queen thicker Phase 4: CVCC CCVC CCVCC CCVC Phase 4 with long vowels Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Review longer words Review the tricky words Phases 2-4	Phase 5 graphemes /ur/ ir bird. /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go. /igh/ i tiger /ai/ a paper. /ee/ e he /ai/ a-e snake. /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ yoo/ ew chew new /ee/ ie shield . /or/ aw claw Grow the code: /igh/ ie e-e /ai/ay a a-e. /oa/ oa o o-e /ee/ e ie e-e ea. . /oo/ /yoo/ ew u-e u ue Tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want	Phase 5 graphemes /ee/ y funny. /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly. /oa ow snow /j/ g giant. /f/ ph phone /l/ le al apple metal /s/ c ice. /v/ ve give /u/ o-e o ou some mother young /z/ se cheese. /s/ se ce mouse fence. /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss. /z/ se s zz/ /oa/ ow oe ou o-e o oa Tricky words: any, many, again, who, whole, where, where, two, school, call, different, thought, through, friend, work	Phase 5 graphemes /ur/ or word. /oo/ u owl awful would /air/ are share /or au aur oor al author floor walk /ch/ tch match /ch/ al half. /ar/ a father /or/ a water Schwa in longer words: different /o/ a want /air ear ere bear there /ur/ ear learn. /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school. /sc/ ch chef /z/ /s/ ce se ze freeze Tricky words: once, laugh, because eye	Review Phase 5 GPCs ay play. a-e shake ea each. e he ie pie. i-e time o go. o-e home ue blue rescue ew chew new u-e rude cute aw claw. ea head ir bird. ou cloud oy toy. i tiger a paper. ow snow u unicorn. Ph phone wh wheel. ie shield g giant	Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi ci ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Review
	Year 2 Phonics and spelling Recap Phase 5 Phonics	Little Wandle Phonics - Bridge to Spelling -digraphs in words - Word endings -Using suffixes	Spelling -Silent letters in words -Suffixes -Alternative graphemes in words	Spelling -Silent letters in words -Suffixes -Alternative graphemes in words	Spelling -Alternative sounds in words -Suffixes -Spelling longer words	Spelling -Using an apostrophe

SPAG	Year 1	-Capital and lower-case letters -Verbs -Suffixes – ‘ing’ -Finger spaces -Writing sentences	-Personal pronouns – ‘I’ -Noun suffixes – ‘s’ -Prefixes – un - Capital letters and full stops -Writing sentences	-Singular nouns -Past and present verbs -Suffixes – ‘ed’ -Capital letters for days of the week -Writing sentences	-Plural nouns -Noun suffixes ‘es’ -Compound words -Question marks -Sequencing sentences	-Punctuating sentences -Nouns suffixes ‘es’ -Exclamation marks -Capital letters for names of people and places -Writing question sentences	-Joining clauses and clauses using ‘and’ -Suffixes ‘er’ -Punctuating sentences -Writing stories -Writing exclamation sentences
	Year 2	-Nouns -Vowels and consonants -Demarcating sentences -Forming nouns using ‘ness’ ‘Punctuating sentences	-Adjectives -Compound words -Adjectives with ‘er and ‘est’ -Subordination -Statements and exclamations	-Noun phrases -Homophones -Forming adjectives using ‘-ful’ and ‘-less’ -Questions and commands -Sentence writing	-Verbs -Singular and plural -Adverbs with ‘-ly’ -Commas in lists -Changing adjectives into adverbs	-Adverbs -Word classes -Coordination -Apostrophes for possession -Past and present tense	-Recapping pronouns -Forming nouns using ‘-er’ -Progressive tense -Apostrophes for contractions -Uplevelling sentences
Maths	Year 1	NCETM: *Subitise within 5 and recap composition of 5 *Develop understanding of the numbers 6 – 9 using the ‘5 and a bit’ structure *Compare numbers within 10 and use precise mathematical language *Re-cap order of numbers within 10 and connect this to 1 more and 1 less than a given number. White Rose Maths: -Place Value within 10 *Sort objects *Count objects *Count objects from a larger group *Represent objects *Recognise numbers as words *Count on from any number *1 more *Count backwards within 10 *1 less *Compare groups by matching *Fewer, more, same *Less than, greater than, equal to *Compare numbers *Order objects and numbers *The number line -Addition & Subtraction within 10. *Introduce parts and wholes *Part-whole model *Write number sentences	NCETM: *Explore structure of even numbers (including even numbers composed by doubling and counting in 2s) *Explore structure of odd numbers being composed of 2s and 1s *Explore composition of numbers 6, 8 and 10 *Explore number tracks and number lines and identify the differences between them White Rose Maths: -Addition & Subtraction within 10 *Fact families – addition facts *Number bonds within 10 *Systematic number bonds within 10 *Number bonds to 10 *Addition – add together *Addition – add more *Addition problems *Find a part *Subtraction – find a part *Fact families – the eight facts *Subtraction – take away/cross out (How many left?) *Subtraction – take away (How many left?) *Subtraction on a number line *Add or subtract 1 or 2 -Geometry: Shape *Recognise and name 3D shapes *Sort 3D shapes	NCETM: *Explore composition of numbers 7 and 8 *Explore composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts and odd is made of an even and an odd part *Identify numbers ‘two more’ and ‘two less’ than a given number White Rose Maths: -Place value within 20 *Count within 20 *Understand 10 *Understand 11, 12 and 13 *Understand 14, 15 and 16 - Understand 17, 18 and 19 *Understand 20 *1 more and 1 less *The number line to 20 *Use a number line to 20 *Estimate on a number line to 20 *Compare numbers to 20 *Order numbers to 20 -Addition & Subtraction within 20 *Add by counting on within 20 *Add using number bonds *Find and make number bonds to 20 *Doubles *Near doubles *Subtract ones using number bonds	NCETM: *Explore aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10, and connecting this to the whole – part-part diagram *Explore augmentation and reduction structures of addition using number stories, including first, then, now. White Rose Maths: -Place value within 50 *Count from 20 to 50 *20, 30, 40 and 50 *Count by making groups of tens *Groups of tens and ones *Partition into tens and ones *The number line to 50 *Estimate on a number line to 50 *1 more, 1 less -Length & Height *Compare lengths and height *Measure length using objects *Measure length in centimetres -Mass & Volume *Heavier and lighter *Measure mass *Compare mass *Full and empty *Compare volume *Measure capacity *Compare capacity	NCETM: *Explore composition of numbers 11 to 19 as ‘10 and a bit’ and compare numbers within 20 *Connect composition of numbers 11-19 to their position in the linear number system, identifying mid-points of 5, 10 and 15 *Compare numbers within 20 White Rose Maths: -Multiplication & Division *Count in 2s *Count in 10s *Count in 5s *Recognise equal groups *Add equal groups *Make arrays *Make doubles *Make equal groups – grouping *Make equal groups - sharing -Fractions *Recognise half of an object or a shape *Find a half of an object or shape *Recognise a half of a quantity *Recognise a quarter of an object or a shape *Recognise a quarter of a quantity *Find a quarter of a quantity	NCETM: *Understand addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation / partitioning / augmentation / reduction) *Practise retrieving previously taught facts and reason about these White Rose Maths: -Place value within 100 *Count from 50 to 100 *Tens to 100 *Partition into tens and ones *The number line to 100 *1 more, 1 less *Compare numbers with the same number of tens *Compare any two numbers -Measurement: Money *Unitising *Recognise coins *Recognise notes *Count in coins -Measurement: Time *Before and after *Days of the week *Months of the year *Hours, minutes and seconds *Tell the time to the hour *Tell the time to the half hour -Consolidation

		*Recognise and name 2D shapes *Sort 2D shapes *Patterns with 2D and 3D shapes -Consolidation	*Subtraction – counting back *Subtraction – finding the difference *Related facts *Missing number problems		-Geometry: Position & Direction *Describe turns *Describe position – left and right *Describe position – forwards and backwards *Describe position – above and below *Ordinal numbers	
Year 2	Place Value *Numbers to 20 *Count objects to 100 by making 10s *Recognise tens and ones *Use a place value chart *Partition numbers to 100 *Write numbers to 100 in words *Flexibly partition numbers to 100 *Write numbers to 100 in expanded form *10s on the number line to 100 *10s and 1s on the number line to 100 *Estimate numbers on a number line *Compare objects *Compare numbers *Order objects and numbers *Count in 2s, 5s and 10s *Count in 3s Addition and Subtraction *Add across a 10 *Subtract across a ten *Subtract from a ten *Subtract a 1-digit number from a 2-digit number (across a 10) *10 more, 10 less *Add and subtract 10s *Add two 2-digit numbers (not across a 10) *Add two 2-digit numbers (across a 10)	Addition and Subtraction *Subtract two 2-digit numbers (not across a 10) *Subtract two 2-digit numbers (across a 10) *Mixed addition and subtraction *Compare number problems Shape *Recognise 2-D and 3-D shapes *Count sides on 2-D shapes *Count vertices on 2-D shapes *Draw 2-D shapes *Lines of symmetry *Use lines of symmetry to complete shapes *Sort 2-D shapes *Count faces on 3-D shapes *Count edges on 3-D shapes *Count vertices on 3-D shapes *Sort 3-D shapes *Make patterns with 2-D and 3-D shapes	Money *Count money – pence *Count money – pounds (notes and coins) *Count notes and coins *Make same amounts of money *Calculate with money *Make a pound *Find change *Two-step problems Multiplication and Division *Recognise equal groups *Make equal groups *Add equal groups *Introduce the multiplication symbol *Multiplication sentences *Use arrays *Make equal groups-grouping *Make equal groups-sharing *The two times table *Divide by 2 *Doubling and halving *Odd and even numbers *The 10 times-table *Divide by 10 *The 5 times-table *Divide by 5 *The 5 and 10 times-table	Multiplication and Division *The 5 times-table *Divide by 5 *The 5 and 10 times-table Length and Height *Measure in centimetres *Measure in metres *Compare lengths and heights *Order lengths and heights *Four operations with lengths and heights	Fractions *Introduction to parts and whole *Equal and unequal parts *Recognise a half *Find a half *Recognise a quarter *Find a quarter *Recognise a third *Find a third *Find the whole *Unit fractions *Non-unit fractions *Recognise the equivalence of a half and two-quarters *Recognise three-quarters *Find three-quarters *Count in fractions up to a whole Time *O'clock and half past *Quarter past and quarter to *Tell the time past the hour *Tell the time to the hour *Tell the time to 5 minutes *Minutes in an hour *Hours in a day	Statistics *Make tally charts *Tables *Block diagrams *Draw pictograms 1-1 *Interpret pictograms 1-1 *Draw pictograms (2,5 and 10) *Interpret pictograms (2,5 and 10) Position and Direction *Language of position *Describe movement *Describe turns *Describe movement and turns *Shape patterns with turns
History/ Geography	Geography: Where am I? *Identify the countries within the UK.	History: What is History? *Recognise the order events happen.	Geography: What is it like to live in Shanghai?	History: How am I making history? *Develop and understanding of personal chronology.	Geography: Would you prefer to live in a hot or cold place? *Where are the continents?	History: How have toys changed? *Discuss a favourite toy. *Find out what toys our

	*Identify features in the school grounds. *Use directional language to describe the location of features. *Recognise features from an aerial perspective. *Recognise the purpose of symbols on a map. *Recognise how different places on the school grounds make me feel.	*Identify that people spend their holidays in different ways. *To compare photographs from the past. *To find out about the past from people who were there. *To compare holidays from the past and present. *What are my favourite holiday memories?	*Recognise physical and human features. *Draw a sketch map of our local area. *Where in the world is China? *Name and locate continents on a world map. *What can you see in China? Identify physical and human features of a non-European country. *What is Shanghai like? *Compare Shanghai to a small area of the UK.	*Learn more about my history. *Explore how we remember events. *Find out what childhood was like for our parents and grandparents. *Compare childhood now with childhood in the past. *Identify that some things change and some things stay the same. *Remembrance Day – explore why people wear poppies on Remembrance Day	Name and locate the seven continents. *Where are the coldest places on Earth? Locate the north and south poles. *Where is the equator? *What is life like in a hot place? Compare the UK and Kenya. *Do we live in a hot or cold place? Investigate local weather conditions. *Would you rather live in a hot or cold place? Identify key features of both.	parents and grandparents played with. *Investigate what toys were like 100 years ago. *Compare toys from the past with modern toys. *Investigate how teddy bears have changed over time. *Know how toys have changed over time.
Science Year 2	Sensitive Bodies *Name the parts of a human body. *Sort body parts into groups. *Name the parts of the body used for each sense. *Sport patterns in data. *Identify the body parts used for the sense of taste and touch. *Use the senses to make observations. *Identify the body parts used for the sense of smell and sight. *Recognise that scientists are always making new discoveries. *Identify the body part used for the sense of hearing. *Investigate how sound changes as you move further away. *Recognise the importance of the senses in certain jobs. (Whole key stage learning)	Materials- Uses of everyday materials (comparing and grouping) *Identify everyday materials. *Sort objects into groups based on the materials they are made from. *Recognise the difference between objects and materials. *Describe the properties of materials. *To group materials based on their properties (9absorbancy). Make observations and record data. *Group materials based on their properties (waterproofness). Plan a test and suggest what might happen. *Group materials based on their properties (toughness). Answer questions based on results.	Comparing Animals *Identify and group animals. *Describe a variety of animals. *Compare the features of animals. *Identify animals that are carnivores, herbivores and omnivores. *Research using non-fiction texts. *Recognise that animals make suitable pets. *Gather and record data to help in answering questions. *Describe and compare the structure of animals. *Know about famous scientists throughout history – Jane Goodhall. (Whole key stage learning)	Materials – Uses of everyday materials *Recognise that objects are made from materials that suit their uses. *Recognise that objects can be grouped. *Recognise that the shape of some solid objects can be changed. *Record data in a table. *Compare the suitability of materials for particular uses. *Gather data and use it to answer a question. *Recognise that the strength of some materials can be changed. *Record data in a block graph. *Compare the suitability of materials for particular uses. *Recognise that some materials are harmful to the environment.	Microhabitats *Classify a variety of minibeasts. *Recognise how scientists answer questions. *Recognise that living things live in habitats to which they are suited. *Gather and record data to answer a question. *Ask questions and plan how to carry out an experiment. *Carry out an experiment and record data in a table. *Identify a variety of flowering plants. *Understand the role of a botanist.	Making connections: Fairytale science *Compare and describe the different animal groups. Use time to measure and compare speed. *Describe the properties of a material. Order a simple method. *Describe the properties of everyday materials. Plan how to carry out a test. *Use the senses to observe and describe. Decide what observations to record. *Use touch to observe and describe. Show results in a block graph.
PE Sports coaches	Tag Rugby *Introduction *Passing development *Passing and simple tactics *Developing understanding *Simple games	Fitness *Speed and agility *Balance and coordination *Balance, control and coordination *Teamwork *Speed and stamina *Fitness relays Sports coach: Multi-skills	Dance *Introduction to dance *Moving to the beat *Developing the dance *Create your own phrase *Finishing the routine *Performance Sports coach: Gymnastics	Orienteering *Introduction to orienteering *Parachute games *Scavenger hunt *Compass and direction *Obstacle course *Picture orienteering Sports coach: Tennis	Cricket *Introduction *Fielding – Ball skills *Fielding -Throwing and catching *Batting *Simple games *Practise	Swimming Knowledge *Strokes: understand that moving my arms quickly will help me to pass through the water. *Breathing: know that when I swim, I inhale through my mouth when my face is above water and exhale through my

	Sports coach: Basketball/Netball *Introduction *Ball control *Aiming *Passing, throwing and catching *Simple games *Practise	*Introduction *Coordination and movement *Running *Jumping *Throwing	*Travelling *Shapes and balances *Rolls *Jumping *Leaps and hand apparatus *Apparatus routines	*Introduction *Ball and racket familiarisation *Sending skills *Receiving skills *Cooperative rallies *Simple games	Sports coach: Striking and fielding games *Introduction *Fielding – Ball skills *Fielding – throwing and catching *Batting *Simple games *Practise	mouth or nose when my face is underwater. *Water safety: understand that floating uses less energy than swimming. *Rules: know how to safely enter and exit the pool. Skills: Strokes: *Begin to use arms and legs together, more effectively across the water unaided. *Breathing: begin to explore breathing in sync with my kicking action. *Water safety: demonstrate an awareness of water safety and float on my front and on my back. Sports coach: Athletics *Introduction *Coordination and movement *Running – sprinting *Throwing *Running for distance
Art/ DT	Structures: Stable Structures *Explore stability by balancing. *To explore wide and narrow bases by building towers. *Test a structure's stability with weight added in different places. *Design a stable structure that meets the needs of a user. *To use a variety of cutting and joining techniques to make a stable product.	Drawing: Animals *Use sketchbooks to gather and develop ideas. *Observe carefully, then draw a face. *Use different lines, colours and patterns. *Draw a portrait of myself. *Use different shading techniques in my drawing. *Use a pencil, paint, crayons or other collage materials to add texture. *Look at the work of other artists to help create own artwork. *Be influenced by the work of a famous artist. *Change the colours used in drawings to create a different effect – Pop art. *Talk about how artwork was made and the materials used.	Textiles: Puppets *Join fabrics together using different methods. *Use a template to create the design. *Join two fabrics together accurately. *Embellish the design using joining methods.	Art: Printing: Styrofoam Printing *Explore positive and negative space. *Look at printmaking in the environment (E.g. wallpapers, fabric etc.) *Examine how artists and designers used colours, shapes and lines to create prints. *Create press prints using inks. *Print onto different textures and colours of paper, board and fabric. *Use vocabulary: Relief printing, positive space, negative space, pattern. Artistic enquiries: Teresa Newham	Cooking & Nutrition: Balanced diet *Recognise foods and their groups. *Identify the balance of food groups in a meal. *Identify an appropriate piece of equipment to prepare a given food. *Select balanced combinations of ingredients. *Design a recipe based on criteria. *Evaluate a dish based on design criteria.	Art: Painting: How Can Paint be Used to Create Different Effects? *Independently mix primary colours to make secondary colours. *Accurately mix colours using powder paint and watercolour. *Explain that adding white to colours creates tints and the adding of black to colours creates shades. *Name different types of paint and know their properties. *Explore texture in an artwork by using techniques such as layering, different brush strokes or varying equipment such as a sponge or spatula. *Explore paint effects and techniques used by famous artists (Monet and Klee)

		*Use vocabulary: collage, materials, observe, pattern, portrait, shading, texture Artistic enquiries: Andy Warhol		& Printing using natural and man-made tools. *Use natural printing tools - fruits and vegetables. *Use manmade printing tools – forks and Lego. *Create prints on a range of different materials and fabrics. *Overlap prints and create repeating patterns. Use vocabulary: Print ,printing tools, rubbings, pattern, textures. Artistic enquiry: Hannah Rampley		*Experiment with different paint effects such as washes, blocking, and thickened paint. *Explore creating shades in a variety of different colours. *Use vocabulary: tiny, shade, washes, blocking, application, textures. Artistic enquiries: Claude Monet, Paul Klee. & Printmaking: The language of art. *Experiment with oil pastels. *Experiment with line, shape, pattern and colour. *Compare design and print repeating patterns. *Compare similarities and differences of Andy Warhol's artwork and other artists. *Use vocabulary: experiment, expression, inspiration, media, pop-art, print, technique. Artistic enquiries: Andy Warhol
Music	Minibeasts Focus: Timbre, pitch (chord), internalising beat and phrase. Compose an accompaniment using tuned percussion, playing chords, and creating sound effects. •Sing clearly articulated words, smoothly, and together in time. •Match voices accurately in a singing game. •Listen to the music and create a minibeast-inspired dance.	Tony Chestnut Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1. *Improvise rhythms along to a backing track using the note C or G. •Compose call-and-response music. •Play the melody on a tuned percussion instrument. •Sing with good diction. •Recognise and play echoing phrases by ear. Composing Music Inspired by Birdsong. Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong,	Creepy Castle Focus: Timbre, tempo, dynamics, graphic score, minor key, intervals. *Improvise and compose a sequence of sounds in response to a given stimulus. Sing small intervals accurately and confidently and vary dynamic contrast. •Play a piece, following a graphic score. •Listen to and appraise music in a minor key, recognising small steps in the music.	Carnival of the Animals Focus: Timbre, tempo, dynamics, pitch, classical music. * Select instruments and compose music to reflect an animal's character. •Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. •Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. •Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth	Tańczymy labada Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3. *Demonstrate an internalised sense of pulse through singing games. •Sing confidently in Polish and play a cumulative game with spoken call-and-response sections. •Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. •Listen and match the beat of others and recorded music, adapting speed accordingly. •Listen to traditional and	The Rockpool Rock Focus: 2-part singing, rock 'n' roll, structure, timbre. *Learn an interlocking spoken part. •Sing a rock 'n' roll-style song confidently. •Play an introduction on tuned percussion. •Listen actively and learn about rock 'n' roll music.

		improvising and playing a solo on instruments. *Invent simple patterns using voices, body percussion, and then instruments. •Follow signals given by a conductor/leader. •Structure compositional ideas into a bigger piece. •Improvise solos using instruments.		(articulation), and pitch (high/low) using music vocabulary, and/ or movement.	composed music from Poland. Begin to understand how music helps people share tradition and culture.		
Computing	Computer Systems and networks IT Around Us *Recognise the uses and features of information technology. *Identify the uses and features of information technology. *Identify information technology beyond school. *Explain how information technology helps us. *Explain how to use information technology safely. *Recognise that choices are made when using information technology. Online Safety -ELIM: I am kind and responsible	Creating Media: Making Music *Identify that there are patterns in music. *Experiment with sound using a computer. *Use a computer to create a musical pattern. *Create music for a purpose. *Review and refine our computer work. Online Safety -ELIM: I am kind and responsible	Programming A: Moving a Robot *Describe a series of instructions as a sequence. *Explain what happens when we change the order of instructions. *Use logical reasoning to predict the outcome of a program. *Use logical reasoning to predict the outcome of a program. *Explain that programming projects can have code and artwork. *Design an algorithm. *Create and debug a program that I have written. Online Safety – ELIM: I am safe and secure	Creating Media: Digital Photography *Use a digital device to take a photograph. *Make choices when taking a photograph. *Describe what makes a good photograph. *Decide how photographs can be improved. *Use tools to change an image. *Recognise that photos can be changed. Online Safety – ELIM: I am safe and secure	Data and Information: Grouping data *Label objects *Identify that objects can be counted. *Describe objects in different ways. *Count objects with the same properties. *Compare groups of objects. *Answer questions about groups of objects. Online Safety: - ELIM: I am healthy	Programming B: Programming animations *Choose a command for a given purpose. *Show that a series of commands can be joined together. *Identify the effect of changing a value. *Explain that each sprite has its own instructions. *Design the parts of a project. *Use my algorithm to create a program. Online Safety: - ELIM: I am healthy	
RE	<u>Who was Moses and what was important to him (God)?</u> Religion: Judaism Concept: Origins and expression Discipline: Theology *I can say who Moses was. *I can describe why God was important to Moses. *I can retell part of the burning bush story. *I can explain how Moses helped the Israelites. *I can name a commandment and explain why rules matter. *I can explain why Moses is important in Judaism.		<u>What is the impact of Christmas celebrations on the environments, and does it matter?</u> Religion: Christianity Concept: Influence and power Discipline: Social sciences *I can explain why Christmas is important to Christians. *I can identify ways people celebrate Christmas. *I can describe environmental impacts of Christmas celebrations. *I can explain why Christians care for the environment. *I can identify different viewpoints about environmental responsibility. *I can explain whether the impact of Christmas celebrations matters and why.		<u>Who is Jesus and why is he important to some people?</u> (Jews, Christians, non-religion) Religion: Christianity, Judaism Concept: Origins and expression Discipline: Theology *I can say who Jesus was. *I can explain why Jesus is important to Christians.		<u>What do people think about how the world started?</u> Religion: Christianity, Islam focus Concept: Origins and expression Discipline: Theology *I can say that people have different ideas about how the world began. *I can explain Christian beliefs about creation.

					*I can explain that Jesus was Jewish. *I can identify differences between Christian and Jewish beliefs. *I can describe a non-religious view of Jesus. *I can explain a message from a Jesus story. I can explain why Jesus is important to some people.	*I can explain Muslim beliefs about creation. *I can describe a scientific idea about the world's beginning. *I can identify similarities and differences between beliefs. *I can explain how beliefs influence caring actions. *I can express my own ideas clearly.
PSHE	My healthy self: How can we look after our emotions? Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	Citizenship: How can I help others and the environment? Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.	Citizenship: How do people belong to a community and earn money? Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money comes from.	My healthy self: How can we look after our bodies? Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.	Growing up: How can we look after and respect our bodies as we grow? Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	Staying safe: How can I make safe choices in different places? Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.
Enrichment Activities & Events		Visit to theatre Pantomime				Longleat