



Bishop Rawle C.E. Primary School Class Wider Curriculum Overviews

25.26

Bishop Rawle CE Primary School

Red Class Whole Year Overview (Reception)

Expressive Arts and design- Art/ DT

| 2025/26 | Autumn Term | Spring Term | Summer Term |
|----------------|---|---|--|
| EYFS | Portraits Key Concepts: Photography, Painting, Drawing 3D work | Great Explorers -Landscapes/Seascapes Key Concepts: Collage, Painting, Drawing, 3D work plus Easter art | Great Inventions - Transport Key Concepts: Painting and Drawing, Printing |

Ict Computing

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------|--|---------------------------------------|--|-------------------------------------|-------------------------------------|
| | Networks and Systems 1: Using a Computer | Programming 1: All about Instructions | Computing Systems and Networks 2: Exploring Hardware | Programming 2: Programming Bee-Bots | Data Handling: Introduction to Data |

Understanding the World- Geography

| | Autumn | Spring | Summer |
|------|-----------------------------|------------------------|-----------------|
| EYFS | Understanding where we live | People and communities | Home and abroad |

Understanding the World- History

| | Autumn | Spring | Summer |
|------|-----------------------------|------------------------|---------------|
| EYFS | Understanding where we live | People and communities | |

PSED- PSHE/ RSE

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|--------------------|-----------------|--------------------|-----------------|----------------------|
| Me and My Relationships | Valuing Difference | Keeping Safe | Rights and Respect | Being My Best | Growing and Changing |

RE

| | Autumn | | Spring | | Summer | |
|---|--|---|---|---|---|--|
| | First half | Second half | First half | Second half | First half | Second half |
| Festivals and dates of religious significance | Please see the two assembly and key dates planers attached to the email. You are free to choose to include any of these events into your RE lessons, were suitable. | | | | | |
| EYFS - Reception | Topic: Creation – F1 Why is the word 'God' so important to Christians? (R) Key Concepts: Creation | Topic: Incarnation F2 Why do Christians perform nativity plays at Christmas? (R) Key Concepts: Incarnation | Topic: LDBE What Do Hindu's Believe? Key Concepts: Hinduism | Topic: Salvation – F3 Why do Christians put a cross in an Easter garden? (R) Key Concepts: Salvation | Topic: Islam Key Concepts: Judaism | Topic: LDBE What makes every person special, unique and important?(R) Key Concepts: Links to People of God |

Understanding the World- Science

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|--------------------------|-------------|----------|------------------|---------------|----------------------|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Save the gingerbread man | Light magic | Frozen | The potting shed | Pets and vets | Whatever the weather |

PD- PE

| | Autumn | | Spring | | Summer | |
|-----------|---|--|---|--|---|---|
| | First half | Second half | First half | Second half | First half | Second half |
| Reception | Topic: Fundamental movement techniques Key Concepts: • running, stopping, chasing, changing direction and negotiating space. | Topic: Dance/ Yoga Key Concepts: • Experiment with different ways of moving, including the use of equipment to move over, under and around. | Topic: Gymnastics Key Concepts: • Focus on dance moves to develop gross motor skills | Topic: Manipulation skills Key Concepts: • Focus on improving children's key manipulation skills; throwing, rolling, bouncing and catching. | Topic: Games Key Concepts: • Focus on skill development in playing with different equipment and different game based activities. | Topic: Games Key Concepts: • Continue with focusing on skills development in different games and include more cooperative and group based exercises. |

Bishop Rawle CE Primary School

Orange Class Whole Year Overview (Year 1)

| | Autumn | Spring | Summer |
|------------------|--|---|--|
| Science | Who am I? (Animals including humans) Celebrations (Materials) | Animals: Sensitive Bodies Plants: Introduction to Plants | Forced and Space: Seasonal Changes Making Connections: investigating Science through stories. |
| History | Toys (How have children's toys changed since our older relatives were little?) | Famous Explorers (where have humans explored?) | Kings, Queens and Castles (Where did Kings and Queens live through time?) |
| Geography | The World and My School (Where in the world do I live?) | Our School Grounds (Do our school grounds support plant life?) | Our Local Park (What is our local park? How do people get there?) |
| Computing | Computing systems and networks 1: Improving mouse skills Programming 1: Algorithms unplugged | Skills showcase: rocket to the moon Programming2: Beebots | Creating media: Digital imagery Data handling: Introduction to data |
| DT | Textiles – bag designers | Food and nutrition – dips and dippers | Structures – packed lunch problems |
| Art | Toys (collage, photography, painting and drawing) | The Great Explorers (Collage, painting, drawing, 3D work) | Kings,. Queens and Castles (painting, drawing and printing) |
| PE | Games – basic skills and team building Gymnastic/Yoga | Dance Games -invasion games | Athletics Games: striking and fielding Net and wall |
| PSHE | Me and My Relationship Rights and Respect | Valuing Difference Being my Best | Keeping Safe Growing and Changing |
| RE | Creation: Who made the world? Incarnation: Why does Christmas matter to Christians? | What do Sikhs believe? Salvation: Why does Easter matter to Christians | What do Muslims believe? How can I make a difference to the world? |
| Music | Beat and Tempo Duration | Pitch Texture/timbre | Dynamics Structure, performance/exploring sounds/music from other cultures |
| Languages | Nursery Rhymes | Colours and Numbers | Fruits |

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| | Las Saludos (greetings) and Christmas | Musical Instruments | Ice-cream |
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Bishop Rawle CE Primary School

Yellow Class Whole Year Overview (Year 2)

| | Autumn | Spring | Summer |
|------------------|--|---|---|
| Science | Healthy Me (animals including humans) Little Masterchefs (animals including humans) | Materials: use of everyday materials Living Things: habitats | Living things: microhabitats Plants: plant growth |
| History | Technology: How has technology changed our lives over the past 60 years? (Changes in living memory) | Hospitals and health care: how did Florence Nightingale and Edith Cavell help us to improve hospitals. (significant individuals) | The Great Fire of London: How did the Great Fire of London change London? (Changes beyond living memory) |
| Geography | Investigating climate and weather (how can we record and measure weather phenomena?) | My Local Area and Tulum, Mexico (What are the similarities and differences between my local area and Tulum, Mexico?) | Beside the Seaside (Human and physical features of a seaside location) |
| Computing | E-safety Computing and Networks 1: What is a computer? Programming 1: Algorithms and debugging | Computers and Networks 2: Word processing Programming 2: Coding (Discovery Coding) | Creating Media: Digital Imagery Data Handling: Introduction to data |
| DT | Mechanical systems: moving pictures exhibition | Textiles: juggling balls | Food and nutrition: an edible garden |
| Art | Technology (painting, drawing and printing) | Hospitals and health care (collage, painting, drawing and 3D work) | The Great Fire of London (Collage, painting, drawing and textiles) |
| PE | Games Gymnastics/yoga | Dance Invasion Games | Athletics Striking and fielding |
| PSHE | Me and My Relationships Keeping Safe | Rights and Respect Valuing Difference | Being My Best Growing and Changing |
| RE | God: What do Christians believe that God is like? Incarnation: What is the Trinity? | What do Hindu's believe? What is the Good News that Jesus brings? | What can we learn from the synagogue? Life is like journey |
| Music | Beat and Tempo | Pitch | Dynamics |

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| | Duration | Texture and timbre | Structure, performance/exploring sounds/music from other cultures |
| Languages | Core Vocabulary Recap Fonetica (phonics) | The seasons Fruit | Vegetables Shapes |

Bishop Rawle CE Primary School

Green Class Whole Year Overview (Year 3)

| | Autumn | Spring | Summer |
|------------------|--|---|--|
| Science | Rocks, soils and fossils Food and our bodies | Energy: Light and shadow Plants: Plant reproduction | Forces and Space: forces and magnets Making connections: Does hand span affect grip strength? |
| History | Stone Age to Iron Age (How did daily life change from the Stone Age to the Iron Age?) | Ancient Egyptians (What were the greatest achievements of Ancient Egypt?) | Local Study |
| Geography | Land use, economic and travel (What facilities are in my local area and how do people travel there?) | United Kingdom (what are the key features of the UK and my region) | Bee Conservation (How can we make our school environment more bee friendly?) |
| Computing | Computing Systems and Networks 1: Networks Programming 1: Coding | Computer systems and Networks 2: Microsoft Office 365/Google Computing Systems and Networks: Journey inside a Computer | Creating Media: Video trailers Data Handling: Comparison cards databases |
| DT | Kites (structures) | Night Lights (Electrical systems) | Moving animals – pneumatics (Mechanical systems) |
| Art | Stone Age to Iron Age (collage, painting, printing, drawing, 3D work) | Ancient Egyptians (drawing, painting, photography, collage) | Local Study (drawing and 3D work) |
| PE | Football Invasion Games Netball Gymnastics/yoga | Rugby Invasion games Cricket Dance | Rounders Athletics Alternative sport Striking and fielding |
| PSHE | Me and my relationships Valuing Difference | Being my Best Keeping Safe | Rights and Respect Growing and Changing |
| RE | Creation: What do Christians learn from the Creation story? People of God: What is it like to follow God? | Sikhism: What can we learn from a Gurdwara? Salvation: Why do Christians call the day that Jesus died 'Good Friday'? | Kingdom of God: When Jesus left, what was the impact of Pentecost? Gospel: What kind of world did Jesus want? |
| Music | Instrument Tuition (basic notation) | Exploring rhythmic patterns | Pentatonic scales |

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| | | Exploring arrangements and accompaniments | Sound sources |
| Languages | | | |

Bishop Rawle CE Primary School

Indigo Class Whole Year Overview (Year 4/5)

| | Autumn | Spring | Summer |
|------------------|---|--|---|
| Science | Out of this world (Space) Material World (Materials) | Living things: life cycles and reproduction Forces and space: unbalanced forces | Materials – mixtures and separation/properties and change Animals – human timeline Making connections – Does the size of an asteroid affect the diameter of its crater? |
| History | Anglo Saxons and Vikings (How did England change during the settlement of Anglo-Saxons and the Vikings?) | Ancient Mayans (What are the similarities and differences between the Maya civilisation and England from 8 th to 10 th century?) | The Vikings (Would the Vikings do anything for money?) |
| Geography | The United States (What are the similarities and differences between my region and the Western United States) | Rivers (What are the features of my local river?) | Biome and ecosystems (What trees, plants and animals are in the local ecosystem?) |
| DT | Plant protectors (Structures/Electrical systems) | Moving Animals (mechanical systems – cams) | Super seasonal (food and nutrition) |
| Art | Anglo-Saxons and Vikings (drawing, 3D work) | Ancient Mayans (3D work, collage, printing and painting) | The Vikings (collage, painting, printing, drawing and 3D work) |
| Computing | Computer systems and Networks: collaborative learning Programming 1: Computational thinking | Data Handling: Investigating weather Creating Media: Stop motion animation | Programming 2: Coding Skills Showcase: HTML |
| PE | Football and Invasion Games Netball and Gymnastics | Rugby and Dance Cricket and Net and Wall | Rounders and Athletics Alternative Sport and Striking and Fielding |
| PSHE | Rights and Respect Being My Best | Me and My Relationships Valuing Difference | Keeping Safe Growing and Changing |
| RE | God: What does it mean if God is Holy and loving? Kingdom of God: What kind of King is Jesus? | Sikhism: What does it mean to be a Sikh today? Salvation: What did Jesus do to save human beings? | Judaism: What does it mean to be a Jew? Gospel: What would Jesus do? |
| Music | Exploring rhythmic patterns | Instrument tuition, basic notation | Pentatonic scales Sound sources |

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|------------------|---|--|--|
| | Exploring arrangements and accompaniments | | |
| Languages | | | |

Bishop Rawle CE Primary School

Violet Class Whole Year Overview (Year 5/6)

| | Autumn | Spring | Summer |
|------------------|--|---|--|
| Science | Classifying and Living Things Healthy Bodies | Living Things: evolution and inheritance Energy: light and reflection | Energy: circuits, batteries and switches Making connections: Are some sunglasses safer than others? |
| History | The Shang Dynasty | The Shang Dynasty Ancient Sumer | Ancient Sumer |
| Geography | South America – the Amazon | Global Warming and Climate Change | Our World in the Future |
| DT | Pop up café (food and nutrition) | Felt Phone Cases (textiles) | Marbulous Structures (Structures) |
| Art | The Shang Dynasty (drawing and painting) | Chromatic Art | Local Study (drawing, 3D work) |
| Computing | Programming 1: Music Computing Systems and Networks: Search Engines | Data Handling: big data 1 Data Handling: big data 2 | Programming 2: Introduction to Python Skills Showcase: Inventing a Product |
| PE | Football and invasion games Netball and gymnastics and yoga | Rugby and dance Cricket and Net and wall | Rounders and athletics Alternative sport and striking and fielding |
| PSHE | Rights and Respect Valuing Difference | Being my Best Keeping Safe | Me and My Relationships Growing and Changing |
| RE | | | |
| Music | Ostinato Patterns Duration, metre and motifs | Graphical scores and electronic soundscapes Song structures, lyrics and melody | Instrument tuition, basic notation |
| Languages | | | |

