



Bishop Rawle C.E. Primary School

Wider Curriculum 2025-26

Statement of Intent

Curriculum Vision/Intent

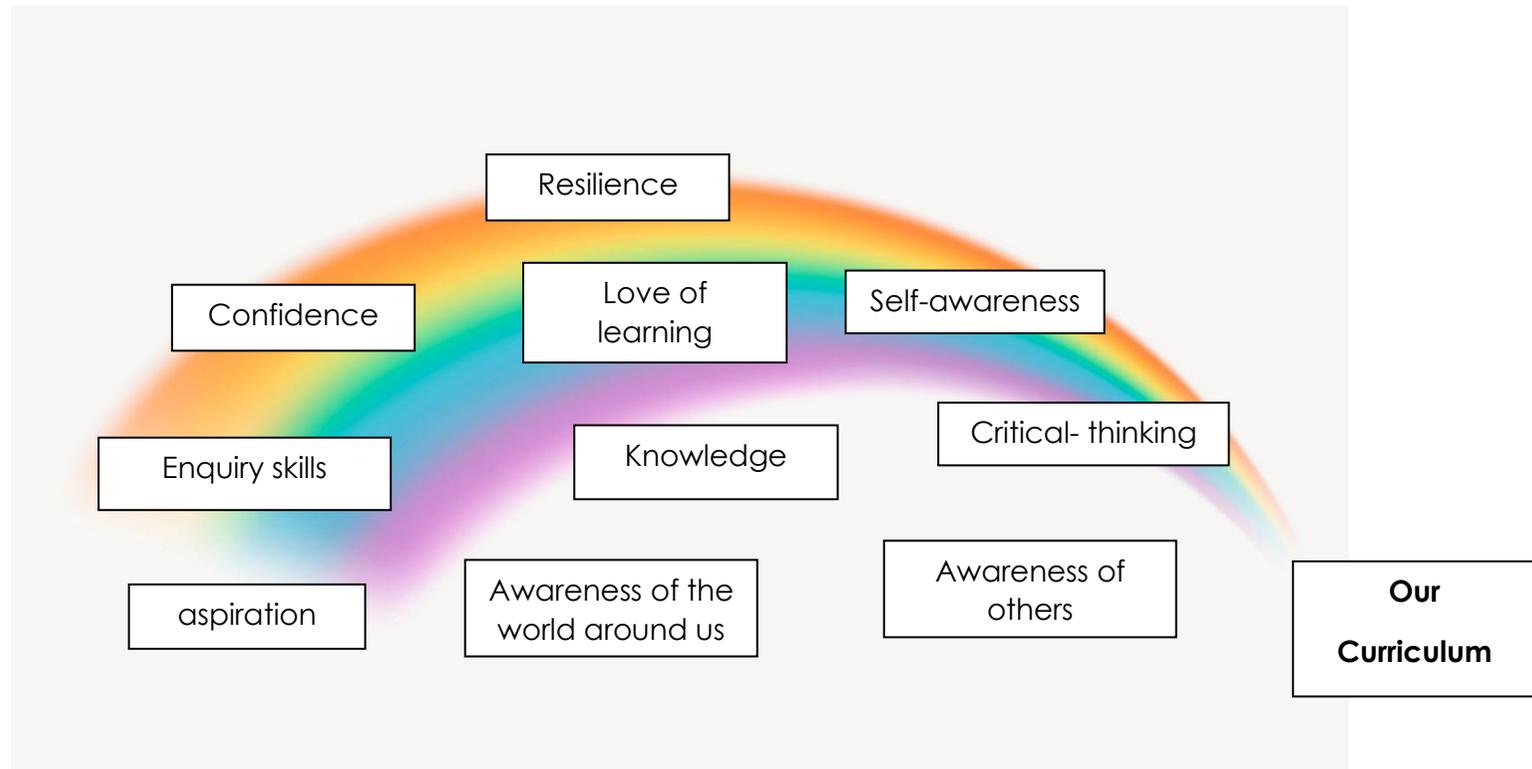
'Going for Gold with God'

Trust, Mindful, Peace, Friendship

Our curriculum is the basis from which our children grow in order to flourish and achieve.

'I can do all things through Christ because he gives me strength'

(Philippians 4:13)



At Bishop Rawle C.E Primary School, we are committed to providing a varied and rich curriculum that:

- Is knowledge rich and clearly sequenced;
- Builds on prior learning;
- Engages and enthuses pupils;
- Recognises all pupils as unique individuals;
- Fosters a love of learning and create enquiring minds which are keen to question;
- Prepares pupils for future stages of learning and life;
- Provides first-hand learning skills and enrichment activities;
- Is language rich;

- Allows children to build the learning behaviours/skills necessary to become independent and confident learners;
- Celebrates diversity, recognise individual needs, provide fair opportunities for all and promotes Fundamental British Values.

- Promotes the well-being and supports them in knowing how to keep themselves safe;
- Provides a Christian, caring community for all, where there are respectful relationships based on friendship and our school values of Trust, Mindful, Peace and Friendship;

- Ensures RE and Worship is central to the life of the school, to support the spiritual development of all children and adults.

We recognise all children as unique individuals made in God's likeness and welcome and celebrate differences. The curriculum is designed to recognise prior learning and to build on previous learning as well as teaching and developing the key skills of independent learners including resilience, determination and critical thinking skills. We provide enrichment opportunities to engage learners which include: outside visitors, educational visits and celebration and theme days. Also, through celebrating learning and promoting life-long learning we aim to promote aspirations and ensure that the children recognise their place in their local community and Parish, the wider community and also as global citizens. We strive to create a safe and caring community where learners feel confident to explore and questions.

We aim to work in collaboration with parents; learners; the Parish and wider community; the church; educational partners and other professionals to ensure all children receive the very best start to their learning journey.

We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Implementation:

Our curriculum will be implemented using the following principles:

- Recognising and building on children's prior learning;
- Differentiation and adaptation to ensure all pupils have access to the curriculum and appropriate challenge;
- Delivery of a sequence of lessons that build on skills and learning;
- Discrete teaching of subjects (this may be around a theme);
- Use of Assessment for Learning;
- Promotion of children's involvement in their own learning where the children are aware of the purpose of what they are learning and why they are learning it;
- Quality questioning, both teacher and pupil led;
- Opportunities for research and the promotion of enquiry skills and critical thinking skills;
- Recognising the importance of progress both within lessons and across a sequence of lessons;
- Use of a range of techniques to match all learning preferences and allow all children to access lessons;
- Use of high-quality materials and resources;
- Engaging learning experiences which enthuse the children; the 'Wow Factor' in which pupils develop their memory making moments.

Impact

The impact of our curriculum will be continually reviewed and evaluated through:

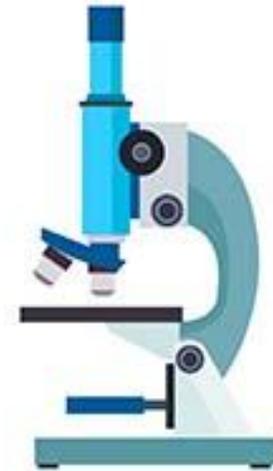
- Learning walks;
- Book and planning scrutinies;
- Pupil voice;
- Staff feedback and discussion;
- Assessment information.
- Parental questionnaire

When assessing our curriculum, we will be evaluating:

- Have the children acquired the skills and the knowledge laid out in the curriculum and taught them?
- Is our implementation of the curriculum effective, diverse and does it reflect the agreed principles?
- Are the children acquiring and progressing in the skills that will enable them to be independent learners?
- Is our curriculum engaging and does it enthuse the pupils to raise their aspirations?
- Have we provided the children with memorable learning experiences?
- Are our pupils ready for the next stage in their education (i.e., year group or key stage)?



Science



2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Red Class	Save the gingerbread man	Light magic	Frozen	The potting shed	Pets and vets	Whatever the weather
Year 1 Orange Class	Who am I?	Celebrations	Polar places	Plants and animals where we live	On safari	Holiday
Year 2 Yellow Class	Healthy me	Little Master chefs	Material Monsters	Our local Environment	Young Gardeners	Squash, bend, Twist and Stretch
Year 3 Green Class	Rocks, soils and fossils	Food and our bodies	Light and shadows	How does your garden grow	Forces and magnets	The Nappy Challenge
Year 4 and 5 Indigo Class	Out of this world (Sace)	Material world (Materials)	Circle of Life (Living T	Let's get moving	Growing up and growing old	Amazing changes
Year 5 and 6 Violet Class For subjects already covered pls use Grammarsaurus Twinkl As well as Rising Stars	Classifying and living things	Healthy bodies	Evolution and inheritance	Light	Electricity	The Titanic



Geography



Geography 2025 / 2026 (proposed)			
	Autumn	Spring	Summer
EYFS	Where I live (Our local area) (UW- TNW)	People and communities (UW- TNW)	Animals and habitats (UW- TNW)
Year 1	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?
Year 2	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 Y2 Twinkl
Year 3	Land use, economic and travel What facilities are in my local area and how do people travel there?	United Kingdom What are the key geographical features of the UK and my region?	Bee Conservation How can we make our school environment more bee friendly?
Year 4 & 5	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?
Year 5 & 6	South America – The Amazon (RS) *8 points of a compass and 6 figure grid references	Global Warming and Climate Change (RS)	Our World in the Future (RS)



History



History 2025 / 2026 Grammarsaurus

	Autumn	Spring	Summer
EYFS	My personal history/ my family (UW- PCC)	Great explorers (UW- PCC)	Great inventions-transport (UW- PCC)
Year 1	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?
Year 2	Technology How has technology changed our lives over the past 60 years?	Hospitals and health care How did Florence Nightingale and Edith Cavell help to improve hospitals?	The Great Fire of London How did the Great Fire change London?
Year 3	Stone Age to Iron Age How did daily life change from the Stone Age to the Iron Age?	History: Ancient Egyptians What were the greatest achievements of Ancient Egypt?	Local Study (Rising Stars) Why should we preserve our locality?
Year 4/5	Anglo Saxons and Vikings How did England during the settlement of the Anglo-Saxons and Vikings?	Ancient Mayas What similarities and differences are there between the Maya civilisation and England from the 8 th to the 10 th century?	The Vikings (Rising Stars) Would the Vikings do anything for money?
Year 5/6	The Shang Dynasty (Twinkl)		Ancient Sumer (Twinkl)



Computing



Bishop Rawle Computing LTP 2025-2026

	First 3 weeks Online Safety Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red (EYFS)	<p>Please see separate document below - breakdown of Online safety objectives to be covered in each year group.</p> <p>To be covered in the first three weeks of Autumn term and an additional online safety day in February 2025</p>		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
Orange (Year 1)		Computing Systems and Networks 1: Improving mouse skills	Programming 1: Algorithms unplugged	Skills Showcase: Rocket to the Moon	Programming 2/ BeeBots (Option 1 or Option 2 - Virtual)	Creating Media: Digital Imagery	Data Handling: Introduction to Data
Yellow (Year 2)		Computing Systems and Networks 1: What is a computer?	Programming 1: Algorithms and debugging	Computing Systems and Networks 2: Word Processing	Programming 2: Scratch Jr or Coding	Creating Media: Stop motion Laptops/Tablets	Data Handling: International Space Station
Green (Year 3)		Computing Systems and Networks 1: Networks	Programming 1: Scratch or Espresso Coding	Computing Systems and Networks 2: Microsoft Office 365/Google	Computing Systems and Networks : Journey inside a Computer	Creating Media: Video Trailers – Option 2: Using I pads	Data Handling: Comparison Cards Databases
Indigo (Year 4/5)		Computing Systems and Networks: Collaborative learning (Y4)	Programming 1: Computational thinking (Y4)	Data Handling: Investigating Weather (Y4)	Creating Media: Stop Motion Animation (Y5)	Programming 2: Coding - Micro: Bit (Y5)	Skills Showcase: HTML (Y4)
Violet (Year 5/6)		Programming 1: Music (Y5)	Computing Systems and Networks: Search Engines (Y5)	Data Handling: Big Data 1 (Y6)	Data Handling: Big Data 2 (Y6)	Programming 2: Introduction to Python (Y6)	Skills Showcase: Inventing a Product*
Cycle B							



P.E



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Reception	<p>Topic: Fundamental movement techniques</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> running, stopping, chasing, changing direction and negotiating space. 	<p>Topic: Dance/ Yoga</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Experiment with different ways of moving, including the use of equipment to move over, under and around. 	<p>Topic: Gymnastics</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Focus on dance moves to develop gross motor skills 	<p>Topic: Manipulation skills</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Focus on improving children's key manipulation skills; throwing, rolling, bouncing and catching. 	<p>Topic: Games</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Focus on skill development in playing with different equipment and different game based activities. 	<p>ASM – Alternative sport</p> <p>Topic: Games</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Continue with focusing on skills development in different games and include more cooperative and group based exercises.
	<p>Key vocabulary:</p> <p>Games- run, stop, jog, fast, slow, direction, space, chase.</p>		<p>Key vocabulary:</p> <p>Dance- Movements, elegance, point, stretch, sequence.</p> <p>Manipulation skills: throwing, catching, rolling, bouncing, catching.</p>		<p>Key vocabulary:</p> <p>Games- run, stop, jog, fast, slow, direction, space, chase, equipment, aim, catch, hit.</p>	

	Gymnastics/Yoga- Equipment, movement, stretch, point, elegance, over, under, around, balance.					
Year 1	<p>Topic:</p> <p>Games</p> <p>(basic skills/team building)</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Use basic throwing, hitting, rolling, catching kicking skills. • Make decisions on positions, interceptions and retrieving. • Discuss how their body feels during a game. 	<p>Topic:</p> <p>Gymnastics/ yoga</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Show basic control and coordination. • Link actions together. • Remember and repeat actions. • Use key vocabulary and describe movements. 	<p>Topic:</p> <p>Dance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Use different parts of the body to perform movements. • Use dynamic, expressive and rhythmic qualities. • Remember and repeat short dance phrases • Describe how their heart and lungs work when dancing 	<p>Topic:</p> <p>Games</p> <p>(Invasion games)</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Make decisions on positions, interceptions and retrieving. • Choose different ways of hitting, throwing, striking or kicking the ball • Decide where to stand to make it difficult for the opponent • Describe what they and others are doing. 	<p>Topic:</p> <p>Athletics</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Demonstrate basic control when using running, jumping and throwing skills. • Discuss how their body is feeling. 	<p>ASM – Alternative sport</p> <p>Topic:</p> <p>Games</p> <p>Striking and Fielding/Net and Wall</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Develop skills to stop, hit and catch a ball. • Improve aiming and receiving.

	<p>Key vocabulary:</p> <p>Games- run, stop, jog, fast, slow, direction, space, chase, intercept, receive.</p> <p>Gymnastics/Yoga- Equipment, movement, stretch, point, elegance, over, under, around, balance, link, repeat.</p>		<p>Key vocabulary:</p> <p>Dance- Movements, elegance, point, stretch, sequence, dynamic, expressive, rhythmic, repeat.</p> <p>Invasion Games: movement, space, receive, defend, intercept. Hitting, throwing, striking, opponent.</p>		<p>Key vocabulary:</p> <p>Athletics- running, jumping, throwing, endurance.</p> <p>Striking and Fielding/Net and Wall-</p> <p>Stop, hit, catch, fielding, opponent, receiving, aiming.</p>	
Year 2	<p>Topic:</p> <p>Games</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Show awareness of opponents and team-mates when playing games Perform basic skills of rolling, striking and kicking with more confidence 	<p>Topic: Gymnastics/ yoga</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Plan and repeat simple sequences of actions Show contrasts in shape Perform the basic gymnastic actions with coordination, control and variety 	<p>Topic:</p> <p>Dance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Perform body actions with control and coordination Choose movements with different dynamic qualities Link actions 	<p>Topic:</p> <p>Games (Invasion games)</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Make decisions on positions, interceptions and retrieving. Choose different ways of hitting, throwing, striking or 	<p>Topic:</p> <p>Athletics</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Demonstrate running, jumping and throwing skills in simple challenges Show some control when using a small range of basic running, jumping and 	<p>ASM – Alternative sport</p> <p>Topic:</p> <p>Striking and Fielding</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Use a few skills with control Hit a stationary ball and retrieve and throw it when fielding. Use bigger target areas to aim for

	<ul style="list-style-type: none"> Apply these skills in a variety simple games Make choices about appropriate targets, space and equipment 	<ul style="list-style-type: none"> Recognise and describe how they feel after exercise 	<ul style="list-style-type: none"> Remember and repeat dance phrases Perform short dances, showing an understanding of expressive qualities Describe the mood, feelings and expressive qualities of dance 	<ul style="list-style-type: none"> kicking the ball Decide where to stand to make it difficult for the opponent Show awareness of opponents and team-mates when playing games 	<ul style="list-style-type: none"> throwing actions Cooperate when working in small groups to meet challenges 	
	<p>Key vocabulary:</p> <p>Games- run, stop, jog, fast, slow, direction, space, chase, intercept, receive.</p> <p>Gymnastics/Yoga- Equipment, movement, stretch, point, elegance, over, under, around, balance, link, repeat.</p>		<p>Key vocabulary:</p> <p>Dance- Movements, elegance, point, stretch, sequence, dynamic, expressive, rhythmic, repeat.</p> <p>Invasion Games: movement, space, receive, defend, intercept. Hitting, throwing, striking, opponent.</p>		<p>Key vocabulary:</p> <p>Athletics- running, jumping, throwing, endurance.</p> <p>Striking and Fielding/Net and Wall-</p> <p>Stop, hit, catch, fielding, opponent, receiving, aiming.</p>	
Year 3	<p>ASM - Football</p> <p>Topic:</p> <p>Invasion games</p>	<p>ASM - Netball</p> <p>Topic: Gymnastics/ yoga</p>	<p>ASM - Rugbyl</p> <p>Topic:</p> <p>Invasion games</p>	<p>ASM – cricket</p> <p>Topic:</p> <p>Dance</p>	<p>ASM Rounders</p> <p>Topic:</p> <p>Athletics</p>	<p>ASM – Alternative sport</p> <p>Topic:</p> <p>Striking and Fielding</p> <p>Key Concepts:</p>

	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Show awareness of opponents and team-mates when playing games • Perform basic skills of rolling, striking and kicking with more confidence • Apply these skills in a variety simple games • Make choices about appropriate targets, space and equipment 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Plan and repeat simple sequences of actions • Show contrasts in shape • Perform the basic gymnastic actions with coordination, control and variety • Recognise and describe how they feel after exercise • 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Make decisions on positions, interceptions and retrieving. • Choose different ways of hitting, throwing, striking or kicking the ball • Decide where to stand to make it difficult for the opponent • Show awareness of opponents and team-mates when playing games 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Perform body actions with control and coordination • Choose movements with different dynamic qualities • Link actions • Remember and repeat dance phrases • Perform short dances, showing an understanding of expressive qualities • Describe the mood, feelings and expressive qualities of dance 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Demonstrate running, jumping and throwing skills in simple challenges • Show some control when using a small range of basic running, jumping and throwing actions • Cooperate when working in small groups to meet challenges 	<ul style="list-style-type: none"> • Use a few skills with control • Hit a stationary ball and retrieve and throw it when fielding. • Use bigger target areas to aim for
	<p>Key vocabulary:</p>		<p>Key vocabulary:</p>		<p>Key vocabulary:</p>	

	<p>Games- run, stop, jog, fast, slow, direction, space, chase, intercept, receive.</p> <p>Gymnastics/Yoga- Equipment, movement, stretch, point, elegance, over, under, around, balance, link, repeat.</p>		<p>Dance- Movements, elegance, point, stretch, sequence, dynamic, expressive, rhythmic, repeat.</p> <p>Invasion Games: movement, space, receive, defend, intercept. Hitting, throwing, striking, opponent.</p>		<p>Athletics- running, jumping, throwing, endurance.</p> <p>Striking and Fielding/Net and Wall-</p> <p>Stop, hit, catch, fielding, opponent, receiving, aiming.</p>	
Year 4/5	<p>ASM - Football</p> <p>Topic:</p> <p>Invasion Games</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Use different techniques for passing, controlling, dribbling and shooting the ball in games • Apply basic principles of team play to keep possession of the ball • Use marking, tackling and /or interception to 	<p>ASM - Netball</p> <p>Topic:</p> <p>Gymnastics</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Make up longer, more complex sequences, including changes of direction, level and speed • Develop their own solutions to a task by choosing and applying a range of compositional principles • Combine and perform 	<p>ASM - Rugbyl</p> <p>Topic:</p> <p>Dance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Work creatively and imaginatively on their own, with a partner and in a group to compose, motifs and structure simple dances • Perform to an accompaniment expressively and sensitively • Perform dances fluently and with control 	<p>ASM – cricket</p> <p>Topic:</p> <p>Net and Wall</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Use forehead, backhand and overhead shots increasingly well in the games they play • Use the volley in games where it is important • Use the skills they prefer with competence and consistency 	<p>ASM - Rounders</p> <p>Topic:</p> <p>Athletics</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Choose the best pace for a running event, so that they can sustain their running and improve on a personal target. • Show control at take-off in jumping activities • Show accuracy and good technique 	<p>ASM – Alternative sport</p> <p>Topic:</p> <p>Striking and Fielding</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Strike a bowled ball • Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency • Work collaboratively in pairs, group activities and small-sided games

	<p>improve their defence.</p> <ul style="list-style-type: none"> • Play effectively as part of a team • Know what position they are playing in and how to contribute when attacking and defending. 	<p>gymnastic actions, shapes and balances</p> <ul style="list-style-type: none"> • Show clarity, fluency, accuracy and consistency in their movements • In small groups prepare a sequence to be performed to an audience. 	<ul style="list-style-type: none"> • Warm-up and cool-down independently 	<ul style="list-style-type: none"> • Understand the need for tactics • Start to choose and use some tactics effectively • Play cooperatively with a partner • Apply rules consistently and fairly 	<p>when throwing for distance.</p> <ul style="list-style-type: none"> • Understand how stamina and power help people to perform well in different athletic activities. 	<ul style="list-style-type: none"> • Use and apply the basic rules consistently and fairly • Understand and implement a range of tactics in games
	<p>Key vocabulary:</p> <p>Invasion Games- run, stop, jog, fast, slow, direction, space, chase, intercept, receive, opponent, defend, attack.</p> <p>Gymnastics/Yoga- Equipment, movement, stretch, point, elegance, over, under, around, balance, link, repeat, sequence.</p>		<p>Key vocabulary:</p> <p>Dance- Movements, elegance, point, stretch, sequence, dynamic, expressive, rhythmic, repeat, stimuli.</p> <p>Net and Wall- hit, catch, opponent, receive, aim, hand-eye coordination, movement.</p>		<p>Key vocabulary:</p> <p>Athletics- running, jumping, throwing, endurance, strength, stretch.</p> <p>Striking and Fielding.</p> <p>Stop, hit, catch, fielding, opponent, receive, aim.</p>	
Year 5/6	ASM - Football	ASM - Netball	ASM - Rugby	ASM - Cricket	ASM -Rounders	ASM – Alternative sport
	Topic:	Topic:	Topic:	Topic:	Topic:	Topic:

	Invasion Games	Gymnastics/ Yoga	Dance	Net and Wall	Athletics	Striking and Fielding
	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Use different techniques for passing, controlling, dribbling and shooting the ball in games • Apply basic principles of team play to keep possession of the ball • Use marking, tackling and /or interception to improve their defence. • Play effectively as part of a team • Know what position they are playing in and how to 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Make up longer, more complex sequences, including changes of direction, level and speed • Develop their own solutions to a task by choosing and applying a range of compositional principles • Combine and perform gymnastic actions, shapes and balances • Show clarity, fluency, accuracy and consistency in 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Work creatively and imaginatively on their own, with a partner and in a group to compose, motifs and structure simple dances • Perform to an accompaniment expressively and sensitively • Perform dances fluently and with control • Warm-up and cool-down independently 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Use forehead, backhand and overhead shots increasingly well in the games they play • Use the volley in games where it is important • Use the skills they prefer with competence and consistency • Understand the need for tactics • Start to choose and use some tactics effectively 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Choose the best pace for a running event, so that they can sustain their running and improve on a personal target. • Show control at take-off in jumping activities • Show accuracy and good technique when throwing for distance. • Understand how stamina 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Strike a bowled ball • Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency • Work collaboratively in pairs, group activities and small-sided games • Use and apply the basic rules consistently and fairly • Understand and implement a range of tactics in games

	contribute when attacking and defending.	their movements <ul style="list-style-type: none">• In small groups prepare a sequence to be performed to an audience.		<ul style="list-style-type: none">• Play cooperatively with a partner• Apply rules consistently and fairly	and power help people to perform well in different athletic activities.	
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Religious Education

	Autumn		Spring		Summer	
	First half	Second half	First half	Second half	First half	Second half
Liturgical colours	Green	Green Advent- purple Christmas- White & Gold	Epiphany-Green Lent-purple	Lent- purple Easter- White	Easter- white Pentecost- red Then green	Green
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: Hindu Key Concepts: Hinduism	Topic: Salvation – F3 Why do Christians put a cross in an Easter garden? (R) Key Concepts: Salvation	Topic: Judaism Key Concepts: Judaism	Topic: LDBE What makes every person special, unique and important?(R) Key Concepts: Links to People of God
	Further religious links; Visit to church Harvest worship	Further religious links; Church service	Further religious links;	Further religious links;	Further religious links; Easter Service	Further religious links;
Year 1	Topic: Creation: 1.2 Who made the world	Topic: Incarnation – 1.3 Why does Christmas matter to Christians?	Topic: LDBE What do Sikhs believe? Key Concepts: Sikhism	Topic: Salvation: 1.5 Why does Easter matter to Christians?	Topic: LDBE What do Muslim's believe?	Topic: LDBE How can I make a difference in the world? (Y1)

	Key Concepts: Creation	Key Concepts: Incarnation		Key Concepts: Salvation	Key Concepts: Islam	Key Concepts: Links to People of God
	Further religious links;	Further religious links;	Further religious links;	Further religious links;	Further religious links;	Further religious links;
Year 2	Topic: God 1.1 What do Christians believe God is like? Key Concepts: God	Topic: Incarnation: 2a.3 What is Trinity? Key Concepts: Incarnation	Topic: LDBE What do Hindu's believe? Key Concepts: Hinduism	Topic: Gospel 1.4 What is the good news Jesus brings? Key Concepts: Gospel	Topic: LDBE What can we learn from a synagogue? Key Concepts: Judaism	Topic: LDBE Life is like a journey y3 Key Concepts: Links to People of God
	Further religious links;	Further religious links;	Further religious links;	Further religious links;	Further religious links;	Further religious links;
Year 3	Topic: Creation: 2a.1 What do Christians learn from the story of Creation? Key Concepts: Creation	Topic: People of God 2a.2 What is it like to follow God? Key Concepts: People of God	Topic: LDBE What can we learn from a Gurdwara? Key Concepts:	Topic: Salvation 2a.5 Why do Christians call the day Jesus dies 'Good Friday' ? Key Concepts: Salvation	Topic: Kingdom of God 2a.6 When Jesus left, what was the impact of Pentecost? Key Concepts: Kingdom of God	Topic: Gospel 2a.4 What kind of world did Jesus want? Key Concepts: Gospel
	Further religious links;	Further religious links;	Further religious links;	Further religious links;	Further religious links;	Further religious links;
Year 4/5	Topic: God: 2b.1 What does it mean if God is holy and loving?	Topic: Kingdom of God 2b. 8 What kind of King is Jesus?	Topic: LDBE What does it mean to be a Sikh today?	Topic: Salvation: 2b.6 What did Jesus do to save human beings?	Topic: LDBE What does it mean to be a Jew?	Topic: Gospel 2b.5 What would Jesus do?

	Key Concepts: God	Key Concepts: Kingdom of God	Key Concepts: Sikhism	Key Concepts: Salvation	Key Concepts: Judaism	Key Concepts: Gospel
	Further religious links;	Further religious links;	Further religious links;	Further religious links;	Further religious links;	Further religious links;



Art



2025/26	Autumn Term	Spring Term	Summer Term
EYFS	Portraits Key Concepts: Photography, Painting, Drawing 3D work	Great Explorers - Landscapes/Seascapes Key Concepts: Key Concepts: Collage, Painting, Drawing, 3D work plus Easter art	Great Inventions - Transport Key Concepts: Painting and Drawing, Printing
Year 1	Toys Key Concepts: Collage, Photography, Painting, Drawing	The Greatest Explorers Key Concepts: Collage, Painting, Drawing, 3D work	Kings, Queens and Castles Key Concepts: Painting and Drawing, Printing
Year 2	Technology – Key Concepts: Painting and Drawing, Printing	Hospitals and health care – Key Concepts: Collage, Painting, Drawing, 3D work	The Great Fire of London - Seasons, weather, Fire of London. Collage, Painting, Drawing, Textiles,
Year 3	Stone Age to Iron Age Key Concepts: Collage, Painting, Printing, Drawing 3D Work	Ancient Egyptians Key Concepts: Drawing, Painting, Photography, Collage	Local study Key Concepts: Drawing, 3D Work
Year 4/5	Anglo-Saxons and Vikings Key Concepts: Drawing, 3D Work	Ancient Mayas Key Concepts: 3D Work, Collage, Printing, Painting	The Vikings Key Concepts: Collage, Painting, Printing, Drawing 3D Work
Year 5/6	The Shang Dynasty Key Concepts: Drawing, Painting	Chromatic Art lessons (Yr5) (Grammarsaurus)	Ancient Sumer Key Concepts: 3D Work, Mouldable Materials, Drawing, Painting



Design and Technology

2025/26	Autumn Term	Spring Term	Summer Term
EYFS	Structures Playground Equipment	Textiles Fabric Faces/Sock Puppets	Food and Nutrition Drink Designers (RS)
Year 1	Textiles Bag Designers (RS)	Food and Nutrition Dips and Dippers	Structures Packed Lunch Problems
Year 2	Mechanical Systems Moving Pictures Exhibition (RS)	Textiles Juggling Balls	Food and Nutrition An Edible Garden
Year 3	Structures Kites	Electrical Systems Night Light Creators (RS)	Mechanical Systems Moving Animals (Pneumatics)
Year 4/5	Structures/Electrical Systems Plant Protectors (RS)	Mechanical Systems Moving Animals (Cams)	Food and Nutrition Super Seasonal
Year 5/6	Food and Nutrition Pop-up Café (RS)	Textiles Felt Phone Case	Structures Marbulous Structures (Twinkl)

<https://www.risingstars-uk.com/my-rising-stars/series/switched-on-design-and-technology/resources/switched-on-design-technology>



Music



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Fast and slow Using body movement to explore changes in the speed of the music	Exploring short and long sounds.	Exploring high and low sounds.	Exploring the range of sounds that can be made	Loud and quiet.	Exploring senses through Music.
KS1	Beat and tempo Listening carefully to identify changes in the tempo. Controlling an instrument by playing fast and slow.	Duration	Pitch	Texture/ timbre Layering sounds. Graphical scores	Dynamics	Structure, performance/ exploring sounds/ Music from other cultures
Green	Instrument tuition, basic notation		Exploring rhythmic patterns Understanding the different between beat and rhythm and creating interesting rhythmic patterns.	Exploring arrangements and accompaniments	Pentatonic scales	Sound sources
Indigo	Exploring rhythmic patterns Understanding the different between beat and rhythm and creating interesting rhythmic patterns.	Exploring arrangements and accompaniments	Instrument tuition, basic notation		Pentatonic scales	Sound sources
Violet	Ostinato patterns And Young Voices	Duration, metre, motifs	Graphical scores and electronic soundscapes	Song structure, lyrics and melody	Instrument tuition, basic notation	



Modern Foreign Languages



Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1	Nursery Rhymes	Los Saludos (Greetings) + Christmas	Colours and numbers	Musical Instruments	Fruits	Ice Creams
Y1/2	Core Vocabulary Recap	Fonetica (Phonics)	The Seasons	Fruits	Vegetables	Shapes
Y3/4	Core Vocabulary Recap	¿Qué Fecha es hoy? (What is the date?)	Mi Clase	The Weather	At the Café	Do you have a pet?
Y4/5	Me Presento	Grammar Focus	En mi Colegio	Habitats	Healthy Lifestyle	The Romans
Y6	Yo en el mundo (Me in the world)	Grammar Focus	Los Planetas	The Second World War	The Olympics	At the Weekend



PSHE

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception (Red)	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
Year 1 (Orange)	Me and My Relationships	Rights and Respect	Valuing Difference	Being my Best	Keeping Safe	Growing and Changing
Year 2 (Yellow)	Me and My Relationships	Keeping Safe	Rights and Respect	Valuing Difference	Being My Best	Growing and Changing
Year 3 (Green)	Me and My Relationships	Valuing Difference	Being my Best	Keeping Safe	Rights and Respect	Growing and Changing
Year 4/5 (Indigo)	Rights and Respect (5)	Being My Best (4)	Me and My Relationships (4)	Valuing Difference (4)	Keeping Safe (5)	Growing and Changing (Y4/5)
Year 5/6 (Violet)	Rights and Respect (6)	Valuing Difference (5)	Being My Best (5)	Keeping Safe (5/6)	Me and My Relationships (5/6)	Growing and Changing (Y5/6)

