



Dilhorne Endowed C.E. Primary School Wider Curriculum

Statement of Intent

Curriculum Vision/Intent

'Love one another, Love the world'

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 Dilhorne Endowed 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 creates 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 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception, Years 1&2 (Class 1) Rotation A 2026-2027	Plants	Materials	Animals including Humans	Scientists and Inventors	Seasonal Changes	Living Things and their Habitats
Reception, Years 1&2 (Class 1) Rotation B 2025-2026	Plants	Seasonal Changes Autumn and Winter	Animals including Humans	Materials	Biodiversity Minibeasts	Scientists and Inventors
Years 3&4 (Class 2) Rotation A 2026-2027	Animals including humans (Y3)	Forces and magnets (Y3)	Light (Y3)	Plants (Y3)	Rocks (Y3)	The Big Build (RS – Y4)
Years 3&4 (Class 2) Rotation B 2025-2026	Animals including humans (Y4)	Changing states (Y4)	Electricity (Y4)	Living things and their habitats (Y4)	Sound (Y4)	The Nappy Challenge (RS – Y3)
Years 5&6 (Class 3) Rotation A 2026-2027	Forces (Y5)	Materials (Y5)	Animals including humans (Y5)	Living things and their habitats (Y5)	Evolution (Y6)	The Titanic (RS – Y6)
Years 5&6 (Class 3) Rotation B 2025-2026	Animals including humans (Y6)	Electricity (Y6)	Light (Y6)	Living things and their habitats (Y6)	Earth and space (Y5)	Amazing Changes (RS – Y5)



Geography & History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception, Years 1&2 (Class 1) Rotation A	The World + My School	Toys	My local area Tromso	Famous Explorers	Investigating Weather and Climate	Technology
Reception, Years 1&2 (Class 1) Rotation B	Our Local Park Our School Grounds	The Great Fire of London	Our Country	Kings & Queens	Seaside	Hospitals and Healthcare
Years 3&4 (Class 2) Rotation A	Stone Age & Iron Age (11)	Land use, economic activity and travel (4)	Conservation of Bees (5) Coastal Erosion (4)	Ancient Egypt (10)	Ancient Egypt Romans	Romans (9)
Years 3&4 (Class 2) Rotation B	My Region Campania (14)	My Region Campania (14)	Ancient Greece (9)	Ancient Greece United Kingdom (10)	United Kingdom	Weather & Climate (5) Locality Unit Stoke (4)
Years 5&6 (Class 3) Rotation A	Anglo Saxons & Vikings (9)	Sustainability (4)	WW2 (9)	WW2 Rivers (4)	UK Depth Study (9)	UK Depth Study (Finish Unit)
Years 5&6 (Class 3) Rotation B	Ancient Maya (9)	Biomes & Ecosystems (5)	My Region Brazil / USA (11)	My Region Brazil / USA	Crime and Punishment (9)	Crime and Punishment



Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception, Years 1&2 (Class 1) Rotation A	Online Safety	Computer Skills	Programming Toys	Digital Painting Extend second year with Digital Artists (Y2)	Programming with Scratch Jr	Word Processing Skills
Reception, Years 1&2 (Class 1) Rotation B	Online Safety	Tech Around Us	Preparing for Logo	Presentation Skills	Programming Logo & Scratch	Coding Unit (Discovery Education)
Years 3&4 (Class 2) Rotation A	Online Safety	Coding Unit (Discovery Education)	Word Processing	Online Searchers	Coding Scratch	Microbit
Years 3&4 (Class 2) Rotation B	Online Safety	Coding Unit (Discovery Education)	Drawing & Desktop Publishing	Presentation Skills	Communication and Collaboration	Coding Scratch
Years 5&6 (Class 3) Rotation A	Online Safety	Coding Unit (Discovery Education)	Strategic Searching online	Scratch Coding	Radio Station	Microbit
Years 5&6 (Class 3) Rotation B	Online Safety	Coding Unit (Discovery Education)	3D Modelling	Know Your Network	Spreadsheets	Scratch





Dilhorne Physical Education Overview 2025-26



The Key we use is below – these units link with our PEDPASS Scheme of Work as seen on www.asmroyalblue.co.uk

KEY	WHO
Fundamentals	EYFS
Games	Y1 Y2
Gymnastics	Y1 Y2 Y3 Y4 Y5 Y6
Invasion	Y3 Y4 Y5 Y6
Striking & Fielding	Y3 Y4 Y5 Y6
Net-Wall	Y3 Y4 Y5 Y6
Athletics	Y3 Y4 Y5 Y6
Dance	Y1 Y2 Y3 Y4 Y5 Y6
O&A	Y3 Y4 Y5 Y6
Alternative	Y3 Y4 Y5 Y6
Other	Y1 Y2 Y3 Y4 Y5 Y6
Classroom	Y1 Y2 Y3 Y4 Y5 Y6

PE PROVISION - AUT

INSET DAYS? 1st & 2nd September

Term (1 or 2 or both)	Day / am or pm / time	Year group	Sport/Activity	Date start	Date end
Autumn 1	Monday 1.15pm – 2.15pm	Yr 3 & 4	Ball Skills – catching & throwing	8/9/25	20/10/25
Autumn 1	Monday 2.15pm – 3.15pm	R, Yr1 & Yr2	Gross Motor	8/9/25	20/10/25
Autumn 1	Wednesday 1.15pm – 2.15pm	R, Yr 1 & Yr2	Playground Games	3/9/25	22/10.25
Autumn 1	Wednesday 2.15pm – 3.15pm	Yr 5 & 6	Football	3/9/25	22/10/25
Autumn 1	Thursday 1.15pm – 2.15pm	Yr 3 & 4	Fitness	4/9/25	23/10.25
Autumn 1	Thursday 2.15pm – 3.15pm	Yr 5 & 6	Fitness (emphasis on running & stamina)	**4/9/25	**23/10/25
Autumn 2	Monday 1.15pm – 2.15pm	Yr 3 & 4	Netball	3/11/25	15/12/25
Autumn 2	Monday 2.15pm – 3.15pm	R, Yr1 & Yr2	Hand Eye Co-Ord	3/11/25	15/12/25
Autumn 2	Wednesday 1.15 pm – 2.15pm	R, Yr1 & Yr2	Wall & Net (intro)	5/11/25	17/12/25
Autumn 2	Wednesday 1.15pm – 2.15pm	Yr 5 & 6	Netball	5/11/25	17/12/25
Autumn 2	Thursday 1.15pm – 2.15 pm	Yr 3 & 4	Gymnastics Floor	6/11/25	18/12/25
Autumn 2	Thursday 2.15 pm – 3.15pm	Yr 5 & 6	Gymnastics Floor & Strength	**6/11/25	**18/12/25

PE PROVISION - SPRING					
INSET DAYS? <i>5th January</i>					
Term (1 or 2 or both)	Day / am or pm / time	Year group	Sport/Activity	Date start	Date end
Spring 1	Monday 1.15 pm – 2.15pm	Yr 3 & 4	Football	12/1/26	9/2/26
Spring 1	Monday 2.15 pm – 3.15pm	R, Yr1 & Yr2	Manipulation of Objects	12/1/26	9/2/26
Spring 1	Wednesday 1.15 – 2.15 pm	R, Yr1 & Yr2	Footall (Intro)	7/1/26	11/2/26
Spring 1	Wednesday 2.15 – 3.15 pm	Yr 5 & 6	Gymnastics - equipment	7/1/26	11/2/26
Spring 1	Thursday 1.15pm – 2.15pm	Yr 5 & 6	Tag Rugby	8/1/26	12/2/26
Spring 1	Thursday 2.15pm – 3.15pm	Yr 3 & 4	Boxercise	**8/1/26	**12/2/26
Spring 2	Monday 1.15pm – 2.15pm	Yr 3 & 4	Tag Rugby	23/2/26	23/3/26
Spring 2	Monday 2.15pm – 3.15pm	R, Yr1 & Yr2	Balance & Co-Ord	23/2/26	23/3/26
Spring 2	Wednesday 1.15pm – 2.15pm	R, Yr1 & Yr2	Gymnastics (intro)	25/2/26	25/3/26
Spring 2	Wednesday 2.15pm – 3.15pm	Yr 5 & 6	Tri-Golf	25/2/26	25/3/26
Spring 2	Thursday pm	Yr 5 & 6	Boxercise	26/2/26	26/3/26
Spring 2	Thursday pm	Yr 3 & 4	Rounders	**26/2/26	**26/3/26

PE PROVISION - SUMMER

INSET DAYS? 1st June & 20th July

Term (1 or 2 or both)	Day / am or pm / time	Year group	Sport/Activity	Date start	Date end
Summer 1	Monday 1.15 pm – 2.15pm	Yr 3 & 4	Cricket	13/4/26	18/5/26
Summer 1	Monday 2.15pm – 3.15pm	R, Yr1 & Yr2	Sports Day	13/4/26	18/5/26
Summer 1	Wednesday 1.15pm – 2.15pm	Yr 3 & 4	Athletics	15/4/26	20/5/26
Summer 1	Wednesday 2.15pm – 3.15pm	Yr 5 & 6	Cricket & Rounders	15/4/26	20/5/26
Summer 1	Thursday 1.15 pm – 2.15pm	Yr 5 & 6	Athletics	16/4/25	21/5/26
Summer 1	Thursday 2.15pm – 3.15pm	R, Yr1 & Yr2	Athletics (intro)	**16/4/25	**21/5/26
Summer 2	Monday 1.15pm – 2.15pm	Yr 3 & 4	Dance - trampolines	8/6/26	13/7/26
Summer 2	Monday 2.15pm – 3.15pm	R, Yr1 & Yr2	Dance	8/6/26	13/7/26
Summer 2	Wednesday 1.15pm – 2.15pm	Yr 5 & 6	Dance - trampolines	3/6/26	15/7/26
Summer 2	Wednesday 2.15pm – 3.15pm	Yr 3 & 4	Tri-Golf	3/6/26	15/7/26
Summer 2	Thursday 1.15pm – 2.15pm	Yr 5 & 6	Tennis	4/6/26	16/7/26
Summer 2	Thursday 2.15pm – 3.15pm	R, Yr1 & Yr2	Games	**4/6/26	**16/7/26



Religious Education

	Autumn		Spring		Summer	
R / Y1/Y2 (Class 1) Rotation A	What makes every person special, unique and important?	What are festivals and why do we have them?	Why are some stories special?	What does Easter mean to Christians?	Creation – Who made the world?	What is faith and what difference does it make?
Y3 / Y4 (Class 2) Rotation A	Creation / Fall – What can Christians learn from the Creation story?	Incarnation/God – What is the Trinity? (Core)	What can we learn from a synagogue?	Salvation – How do Christians remember Jesus' last supper?	Kingdom of God – What is Pentecost?	Gospel – What kind of world did Jesus want?
Y5 /Y6 (Class 3) Rotation A	Creation: Creation and Science – conflicting or complimentary?	Incarnation Was Jesus the Messiah?	The five pillars of Islam	Salvation –What did Jesus do to save human beings?	Gospel – What would Jesus do?	People of God – How can following God bring Freedom and Justice?
R / Y1/Y2 (Class 1) Rotation B	Why is the word God important to Christians?	Incarnation – Why does Christmas matter to Christians?	God - What do Christians believe God is like?	Salvation – Why does Easter matter to Christians?	What do Muslims believe?	What happens in our church and other special places?
Y3 / Y4 (Class 2) Rotation B	What is it like to follow God? Humanism (2 lessons)	Incarnation (Digging Deeper) – What is the Trinity?	What can we learn from a mosque?	Salvation: Why do Christians call the day Jesus dies 'Good Friday'?	Is life like a journey?	What are festivals of Light?
Y5 /Y6 (Class 3) Rotation B	Kingdom of God – What kind of king is Jesus?	People of God - What does it mean if God is holy and loving?	What does it mean to live as a Sikh today?	Salvation – What difference does the resurrection make for Christians?	How do people express their faith through the arts?	What is the worldwide church?



Art / D&T

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception, Years 1&2 (Class 1) Rotation A	Colour Chaos (Art)	Faces (D&T)	Nature Sculptures (Art)	Packed Lunch Problems (D&T)	Joan Miro (Art)	Dips (D&T)
Reception, Years 1&2 (Class 1) Rotation B	Portraits (Art)	Bunting (D&T)	LS Lowry (Art)	Moving Pictures (D&T)	Fabricate (Art)	Salads (D&T)
Years 3&4 (Class 2) Rotation A	Bodies (Art Y3/4)	Great British Bake Off (D&T Y3/4)	Insects (Art Y3/4)	Let's Go Fly a Kite (D&T Y3/4)	British Art (Art Y3/4)	Juggling Balls (D&T Y3/4)
Years 3&4 (Class 2) Rotation B	Autumn (Art Y3/4)	Battery Operated Lights (D&T Y3/4)	Fruit and Vegetables (Art Y3/4)	Mechanical Posters (D&T Y3/4)	European Art and Artists (Art Y3/4)	Edible Garden (D&T Y3/4)
Years 5&6 (Class 3) Rotation A	South and Central America (Art Y5/6)	Felt Phone Case (D&T Y5/6)	North Americas (Art Y5/6)	Automatic Animals (D&T Y5/6)	The Seaside (Art Y5/6)	Super Seasonal Cooking (D&T Y5/6)
Years 5&6 (Class 3) Rotation B	Wildlife (Art Y5/6)	Global Food (D&T Y5/6)	Ancient Egypt (Art Y5/6)	Marbulous Structures (D&T Y5/6)	Plants and Flowers (Art Y5/6)	Proramming Adventures (D&T Y5/6)



MUSIC



TMPPF Dilhorne Music Overview 2025-26 (1st Cycle)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception, Years 1&2 Class 1	Fast and slow	Exploring short and long sounds.	Exploring high and low sounds.	Exploring the range of sounds that can be made (timbre)	Loud and quiet.	Exploring senses through Music.
Years 3 & 4 Class 2	Exploring rhythmic patterns	Exploring arrangements and accompaniments	Instrument tuition (recorder), basic notation		Pentatonic scales	Music for an audience, World music
Years 5 & 6 Class 3	Singing techniques and Ostinato patterns	Duration, metre, motifs	Instrument tuition (recorder), basic notation		Graphical scores and electronic soundscapes	Song structure, lyrics and melody



Modern Foreign Languages

Class	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Class 1	Colours and numbers	In the Jungle	Superheroes	My Dream house	Minibeasts
Class 2	I am learning Spanish	Instruments	Fruits	Vegetables	Shapes
Class 3	The Date	My Home	Traditions and celebrations	WW2	Me in the World

	Starting Off (KS1)
	Moving on (KS1)
	Early Language (KS2)
	Intermediate Teaching (KS2)
	Progressive Teaching (KS2)



PSHE & RHE

LTP Dilhorne PSHE & RHE (updated 2025/2026)

Reception/ Year 1 / 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A 2026-2027	VIPs	Digital Wellbeing	Safety First	One World	Growing Up	Think Positive
Year B 2025-2026	Team	Money Matters	Be Yourself	It's my body	Britain	Aiming High

Year 3/ 4/ Year 5/ 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3&4 Year A 2026-2027	VIPs	Digital Wellbeing	Safety First	One World	Growing Up	Think Positive
Year 3&4 Year B 2025-2026	Team	Money Matters	Be Yourself	It's my body	Britain	Aiming High
Year 5&6 Year A 2026-2027	Team	Money Matters	Be Yourself	It's my body	Britain	Aiming High
Year 5&6 Year B 2025-2026	VIPs	Digital Wellbeing	Safety First	One World	Growing Up	Think Positive

Green = KS1 units Blue = LKS2 units Red = UKS2 units