


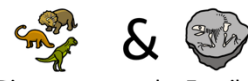





















## Owl Class

### Curriculum Map 2025-26

|  | <b>Autumn 1</b><br><br>Myths and Legends | <b>Autumn 2</b><br><br>Land of the Kings and Queens | <b>Spring 1</b><br><br>Earth and Beyond | <b>Spring 2</b><br><br>Dinosaurs and Fossils                | <b>Summer 1</b><br><br>South America                       | <b>Summer 2</b><br><br>Investigating Coasts |
|--|---|--|---|--|---|--|
| <br>English | <b>Fantasy</b><br>                       | <b>Historical Stories</b><br>                       | <b>Narrative Poetry</b><br>             | <b>Non-chronological reports</b><br>                        | <b>Travel Writing: Posters, leaflets and brochures</b><br> | <b>Poems on a theme</b><br>                 |
| <br>Maths  | <ul style="list-style-type: none"> <li>Length</li> <li>Weight/Mass</li> <li>Addition</li> </ul>                           | <ul style="list-style-type: none"> <li>Subtraction</li> <li>Money</li> <li>Statistics</li> <li>Capacity/ Volume</li> </ul>           | <ul style="list-style-type: none"> <li>Shape (2D/3D)</li> <li>Fractions</li> <li>Time</li> </ul>                          | <ul style="list-style-type: none"> <li>Length</li> <li>Weight/Mass</li> <li>Addition/ Subtraction</li> <li>Position &amp; Direction</li> </ul> | <ul style="list-style-type: none"> <li>Position &amp; Direction</li> <li>Capacity/ Volume</li> <li>Fractions</li> </ul>                       | <ul style="list-style-type: none"> <li>Time</li> <li>Shape (2D/3D)</li> <li>Statistics</li> <li>Money</li> </ul>               |

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|  <p>Science</p>  <p>DT</p> | <p><b>Light “Crime Lab Investigation”</b></p> <ul style="list-style-type: none"> <li>• Light specialists required</li> <li>• Light travels in straight lines</li> <li>• Up periscope</li> <li>• Shadow giants</li> <li>• It’s a rainbow world</li> <li>• A trick of the colourful light filters</li> </ul> <p><b>Structures and mechanisms</b></p> <ul style="list-style-type: none"> <li>• Periscope</li> <li>• Shadow</li> <li>• Wanted posters</li> </ul> | <p><b>Electricity “Electric celebrations”</b></p> <ul style="list-style-type: none"> <li>• Electrical festival challenge</li> <li>• Playing with electricity</li> <li>• Designs, ideas and circuit diagrams</li> <li>• Create a dimmer switch</li> <li>• Create festival lights prototype</li> </ul> <p><b>Structures and mechanisms</b></p> <ul style="list-style-type: none"> <li>• Blackpool illuminations</li> <li>• Festive lights and decorations brief</li> <li>• Lanterns and lamps</li> <li>• Robots/gameshows</li> <li>• Light up bridges/buildings</li> </ul> | <p><b>Living Things and Their Habitats “Classification Connoisseurs”</b></p> <ul style="list-style-type: none"> <li>• Odd one out</li> <li>• The sweetness of classification</li> <li>• Classification in your back yard</li> <li>• Quirky creatures</li> <li>• New creature feature</li> </ul> <p><b>Food tech</b></p> <ul style="list-style-type: none"> <li>• Know where ingredients come from/ is grown/reared: Meat, fish, dairy, veg, grain</li> <li>• Birds and bees: wings</li> <li>• Preparing food for someone else</li> <li>• Use electrical equipment</li> </ul> | <p><b>Evolution and Inheritance “The game of survival”</b></p> <ul style="list-style-type: none"> <li>• Mutations adaptations</li> <li>• Extreme survival- what do you wear in different</li> <li>• Meet the evolutionary pioneers</li> <li>• Rocks and soils</li> <li>• Fossils</li> <li>• Evolutionary trees fossils</li> <li>• The tale of the giraffe’s neck</li> </ul> <p><b>Textiles/ Materials</b></p> <ul style="list-style-type: none"> <li>• Adapting for survival (boats, clothing, shelters)</li> <li>• Designing a blanket/ sleeping bag</li> <li>• Bags</li> </ul> | <p><b>Animals including humans “The Art of Being Human”</b></p> <ul style="list-style-type: none"> <li>• Blood composition and function</li> <li>• The heart</li> <li>• Nutrient detective</li> <li>• The circulatory system</li> <li>• A healthy body: diet, exercise and lifestyle</li> <li>• A healthy body: drugs and alcohol</li> </ul> <p><b>Food tech</b></p> <ul style="list-style-type: none"> <li>• Healthy and unhealthy foods</li> <li>• <i>Be aware of health and hygiene when preparing foods (wash hands, clean surfaces)</i></li> </ul> | <p><b>Second Look Science “The Science of Sport”</b></p> <ul style="list-style-type: none"> <li>• Balls and rolling on different materials.</li> <li>• Sports kit and equipment enquiries</li> <li>• Harnessing sports forces</li> <li>• Sports - throwing different balls and how they feel</li> <li>• Healthy food for a sport - food for fuel</li> <li>• Lighting up sports stadiums</li> </ul> <p><b>Food tech</b></p> <ul style="list-style-type: none"> <li>• Weigh using standard measures</li> <li>• Food for fuel</li> <li>• <i>Cut, grate, peel, chop ingredients foods</i></li> </ul> |
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|  <p><b>PSHE</b></p>  | <p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>British Values</li> <li>Relationships Education</li> </ul> | <p><b>Self-Care, Support and Safety</b></p> <ul style="list-style-type: none"> <li>Prevent</li> </ul>        | <p><b>Managing Feelings</b></p>   | <p><b>Changing and Growing</b></p> <ul style="list-style-type: none"> <li>Prevent</li> <li>Relationships Education</li> </ul>   | <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>Health Education</li> </ul>                             | <p><b>The World I Live In</b></p> <ul style="list-style-type: none"> <li>Prevent</li> <li>British Values</li> </ul>  |
|  <p><b>Music</b></p>   | <p><b>UNIT 13</b><br/>Instrumental Skills</p>  | <p><b>UNIT 14</b><br/>Right Sound-Right Time</p>   | <p><b>UNIT 15</b><br/>Playing in a Group</p>  | <p><b>UNIT 16</b><br/>Directing</p>   | <p><b>UNIT 17</b><br/>Shake-Tap-Ring</p>  | <p><b>UNIT 18</b><br/>Shhhhhh</p>  |
|  <p>Geography</p>  <p>History</p> | <p><b>History Focus</b><br/>Myths and Legends</p>  | <p><b>History Focus</b><br/>Land of Kings and Queens<br/>Tudor/Elizabethan</p>                               | <p><b>Geography Focus</b><br/>Earth and Beyond</p>  | <p><b>History Focus</b><br/>Dinosaurs and Fossils</p>   | <p><b>Geography Focus</b><br/>South America<br/>Amazon/Biomes/<br/>Rainforest/Brazil</p>  | <p><b>Geography Focus</b><br/>Investigating Coasts</p>   |
|  <p><b>PE</b></p>   | <p><b>Fundamental Movement Skills</b><br/>Assessing skills</p>   | <p><b>Gymnastics</b><br/>Focus on locomotor and non-locomotor skills through gymnastic style activities.</p> | <p><b>Dance</b><br/>Focus on locomotor and non-locomotor skills through dance style activities.</p> | <p><b>Games</b><br/>Focus on locomotor, non-locomotor, and object control skills through a variety of games through sports.</p> | <p><b>Games</b><br/>Focus on locomotor, non-locomotor, and object control skills through a variety of games through sports.</p> | <p><b>Athletics</b><br/>Focus on locomotor, non-locomotor, and object control skills through a variety of games.</p> |

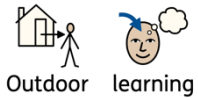


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|  <p>Art</p>       | <p><b>Drawing/Digital Media</b></p> <p><b>David Hockney</b></p> <ul style="list-style-type: none"> <li>Using artists work as a model. Consider perspective</li> <li>Present work using software.</li> <li>Draw from imagination and use to express emotions and promote wellbeing.</li> </ul> | <p><b>Painting</b></p> <p><b>Monet</b></p> <ul style="list-style-type: none"> <li>Explore complementary colours</li> <li>Mixing secondary colours</li> <li>Use colours to express emotions.</li> </ul> | <p><b>Printing</b></p> <p><b>Robert Rauschenberg</b></p> <ul style="list-style-type: none"> <li>Repeating patterning using 3+ colour layers/work into prints with media</li> </ul> | <p><b>Collage</b></p> <p><b>Peter Blake</b></p> <ul style="list-style-type: none"> <li>Add collage to a painted, printed or drawn using a range of media</li> </ul> | <p><b>Textiles</b></p> <p><b>Patchwork quilts</b></p> <ul style="list-style-type: none"> <li>Experiment with batik techniques</li> <li>Develop skills in cutting, stitching and joining</li> </ul> | <p><b>Sculpture</b></p> <p><b>Gormley</b></p> <ul style="list-style-type: none"> <li>Working with clay or wire/ pipe cleaners to create cultural object</li> </ul> |
|  <p>RE</p>       | <p><b>Christianity</b></p> <p>“Why is it sometimes difficult to do the right thing?”</p>  | <p><b>Islam</b></p> <p>“Why is the Qur’an so important to Muslims?”</p>  | <p><b>Hindu Dharma</b></p> <p>“What might Hindus learn from stories about Krishna?”</p>  | <p><b>Christianity</b></p> <p>“What do we mean by a miracle?”</p>   | <p><b>Christianity</b></p> <p>“How do people decide what to believe?”</p>  | <p><b>Judaism</b></p> <p>“Do people need laws to guide then?”</p>  |
|  <p>Spanish</p> | <p>Greetings<br/>Saying goodbye<br/>Asking people how they are<br/>What’s your name?<br/><b>Spanish Food</b></p>  |  | <p>Greetings (Recap)<br/>Numbers<br/>How old are you?<br/><b>Spanish Music</b></p>   |   | <p>Greetings (Recap)<br/>Alphabet<br/>Colours<br/>Revision and consolidation<br/><b>Spanish Geography (Landmarks &amp; cities)</b></p>   |  |



ICT

Digital Literacy, Computer Science and Information Technology taught through cross curricular activities.  
Children will have Online safety taught throughout the year, with expectations recapped at the start of each session.



Outdoor learning

**Woodland Challenges**

1. I can help put up a tent/experience going into a tent.
2. I can collect wood and help to build a fire/ smell a fire burning.
3. I can help cook/ smell something cooking on a fire.
4. I can sing/listen to songs around a fire.
5. I can play a team building game.
6. I can make a mud pie.
7. I can make a forest face on a tree.
8. I can create a natural piece of art using natural objects
9. I can make something to help animals in the wild. It could be a bird box, hedgehog house or a bug hotel.

**World Around Me Challenges**

1. I can take part in a litter picking activity
2. I can go on a mini-beast hunt.
3. I can grow / observe something growing from seed.
4. I can print with a leaf.
5. I can plant a tree or shrub.
6. I can take part in activities from another country
7. I can identify/ meet someone who serves the community
8. I am aware of different religious festivals and have taken part in celebrations within school.