



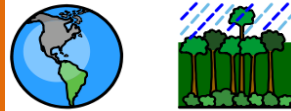

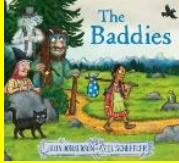
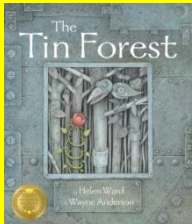
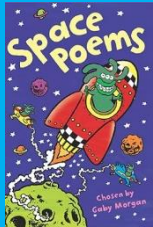
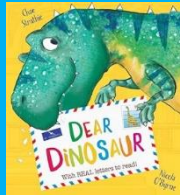










Curriculum Map – 2025-2026

	Autumn 1 Myths & Legends 	Autumn 2 Land of Kings & Queens 	Spring 1 Earth & Beyond 	Spring 2 Dinosaurs & Fossils 	Summer 1 South America 	Summer 2 Investigating Coasts 
<div style="font-size: 2em; font-weight: bold;">(ABC)</div> English Possible texts	Phonics and Reading Daily morning activities personalised to children's level. Currently Phase 1 -5. Weekly sessions to develop and consolidate phase level. Reading daily 1:1 matched to phonics level. Daily whole class story time. Weekly Bug club and laptop phonic session.					
	Myths and Legends linked in topic lessons also. 	Fables 	Poems on a theme 	Non-chronological report 	Calligrams. 	Recounts: Dairy 
<div style="font-size: 1.5em; font-weight: bold;">(2+3=5)</div>  Maths	Additional topics if appropriate and accessible to pupils: Multiplication and Division					
	Review ILP targets and assess pupils. Length Weight/Mass Addition	Subtraction Money Statistics Capacity/Volume	Review ILP targets and assess pupils. Shape (2D/3D) Fractions Time	Length Weight/Mass Addition/Subtraction Position/Direction	Review ILP targets and assess pupils. Position/Direction Capacity/Volume Fractions	Time Shape (2D/3D) Statistics Money
 Science  DT	Electricity	Animals including humans	Light	Evolution and inheritance	Living things and their habitats	Science of sport



 ICT	<p>ICT is taught holistically across all areas of the curriculum with a balance between “computing for education” and “education about computing”. The key areas are: Self-image and Identity Health, Wellbeing & Lifestyle, Relationships and Behaviours, Communication and Devices, The World Web Privacy, Security & Ownership.</p>					
 PSHE	<p>Self-Awareness British Values Relationships Education Things we are good at</p> <p>Kind and unkind behaviours</p> <p>Playing and working together</p> <p>People who are special to us</p> <p>Getting on with others</p>	<p>Self-Care, Support and Safety Prevent</p> <p>Taking care of ourselves</p> <p>Keeping safe</p> <p>Trust</p> <p>Keeping safe online</p> <p>Public and Private</p>	<p>Managing Feelings</p> <p>Identifying and expressing feelings</p> <p>Managing strong feelings</p>	<p>Changing and Growing Prevent Relationships Education Baby to adult</p> <p>Changes at puberty</p> <p>Dealing with touch</p> <p>Different types of relationships</p>	<p>Healthy Lifestyles Health Education Healthy Eating</p> <p>Taking care of physical health</p> <p>Keeping well</p>	<p>The World I Live In Prevent British Values</p> <p>Respecting differences between people</p> <p>Jobs people do</p> <p>Rules and laws</p> <p>Taking care of the environment</p> <p>Belonging to a community</p> <p>Money</p>
 RE	<p>Christianity(God) How do Christians mark the turning points on the journey of life?</p>	<p>Hinduism Dharma, is there one journey or many?</p>	<p>Islam What is Hajj and why is it important to Muslims?</p>	<p>Christianity (Jesus) Why do Christians believe Good Friday is 'good'?</p>	<p>Buddhism What do we mean by a 'good life'?</p>	<p>Christianity (Church) If life is like a journey, what is the destination?</p>
<p>Termly Prevalent observances</p>						
<p>Harvest (05.10.25) Rosh Hashana (23.09.25)</p>	<p>Remembrance Sunday (08.11.25) St Andrew's Day (30.11.25) Diwali (08.11.25) Advent Christmas (25.12.25) Hanukah</p>	<p>New Year's Day (01.01.26) Chinese New Year (17.02.26) Shrove Tuesday Lent</p>	<p>St David's Day (01.03.26) Mother's Day Mother's Day (15.03.26) St. Patrick's Day (17.03.26) Eid al Fitr (20.03.26) Holi (04.03.26)</p>	<p>St George's Day (23.04.26) Vaisakhi (14.04.26) Wesak (Buddhism) Passover Shauvot (22.05.26)</p>	<p>Eid al Adha (27.05.26) Pentecost (24.05.26) Father's Day (21.06.26) Ramadan</p>	



				Maundy Thursday (06.04.26) Good Friday (03.04.26) Easter (05.04.26)		
 History Geography	History focus - Myths and Legends	History focus - Land of Kings and Queens (Tudor/Elizabethan)	Geography focus - Earth and Beyond	History focus - Dinosaurs and fossils	Geography focus - South America (Amazon/Biomes/Rainforest/Brazil)	Geography focus - Investigating Coasts
 Spanish	Spanish culture will be looked at throughout the year, children will explore food and music and learn about geography, landmarks and cities.					
	Greetings Days of the week Months Today's date		Greetings Animals/Pets Food		Greetings At school Classroom objects Revision and Consolidation	
 Music	Charanga music SEND scheme Skills covered in all music units: Sing and copy back. Improvise, Play and copy, Play and improvise, Listen and appraise, Perform. Music also used and explored through Topic sessions and external services visiting school. Children supported to attend school choir.					
	Unit 19 Playing quietly	Unit 20 Using flash cards	Unit 21 Composition	Unit 22 Patterns	Unit 23 Pulse	Unit 24 Pitch
 PE	Bike Skills to be focused on throughout the school year and will be assessed via Bike ability in Spring/Summer term. Class Swimming will be every other half term-weekly. ASD swim and Hydrotherapy swimming for identified children- alternating weeks throughout the year.					
	Fundamental Movement Skills Assess: emerging, developing, secure on each locomotor, non-locomotor and object control skills.	Gymnastics To develop balance and co-ordination. To perform using simple movement patterns	Dance To develop balance and co-ordination. To perform dances using movement patterns	Games To participate in team/competitive games. To apply and develop simple principles & tactics for attacking and defending (modified where appropriate).	Games To participate in team/competitive games. To apply and develop simple principles & tactics for attacking and defending (modified where appropriate).	Athletics To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
 Art	Painting Artist study: Yayoi Kusama	Collage Artist study: Grayson Perry	Digital Media Artist study: Twombly	Printing Artist study: Robert Rauschenberg	Textiles Artist study: Judith Scott	Sculpture Artist study: Antony Gormley



Outdoor
learning

Woodland challenge:

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. EG obstacles courses, egg rockets, circle games. 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 like leaves, bark, twigs, sand or rocks. 9. I can make something to help animals in the wild. It could be a bird box, hedgehog house or a bug hotel.

The World Around Me:

1. I can take part in a litter picking activity (with or without support). 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. EG preparing foods/ smelling/ tasting foods/ learning the language. 7. I can identify/ meet someone who serves the community. EG police officer, a coastguard, fire fighter or a nurse. 8. I am aware of different religious festivals and have taken part in celebrations within school.

Children will be taking part in these challenges throughout the school year in order to achieve the badge award