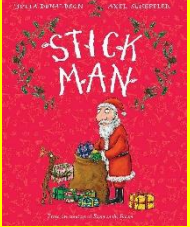




Eagle Class Curriculum Map September 2025-26

	Autumn 1 'Houses and Homes'	Autumn 2 'Celebrations'	Spring 1 'Space Explorers'	Spring 2 'Our Garden'	Summer 1 'Great Britain'	Summer 2 'Carnivals'
English	Unit – Traditional tales and Fables 'The Three Little Pigs' 	Unit – Stories from the same author 'Room on a Broom'  'The Stick man at Christmas'	Unit – Rhymes with pattern 'Aliens love Underpants' 	Unit – Stories with repetitive patterns or structures 'Were going on a Bear Hunt' 	Unit – Instructions -Making jam sandwiches -Making scones -Making cups of tea -Making cucumber sandwiches	Unit- Poems on a theme 'The Circus under the sea' 



						
Maths	Number, Length, Weight and Addition.	Subtraction, Money, Capacity and Shape.	Time, Sorting and Sequencing and Money.	Money, Length, Weight, Position and Direction.	Time, Subtraction, Addition.	Capacity, Position and Direction, Shape and Sorting and Sequencing.
Science/DT	Materials Matter -Mopping up -Are bricks absorbent? -Waterproofing materials -Printing -Resist the wax -Melting and moulding	Habitats -Dead or alive -Microhabitats -Go large -Food chains -Designing a bug hotel -Making a bug hotel	Healthy animals -Hatching eggs -Babies -Stranded -Healthy hearts -Deep inside my lunchbox -Pack a healthy lunchbox	Squash, bend, twist and stretch -Which ball is the bounciest? -Which fabric is the stretchiest? -Testing rigity -Tough and flexible -Which is the strongest paper? -Paper bridges	Ready, Steady, Grow! -Spreading the seeds -Hydroponics in the classroom -Growing cress -How has the bean grown? -Eating cress	Gardens and Allotments -Making a playground allotment -Making a microhabitat -Farming and food chains -Food chain game -Transfer of energy -Eating the spoils
Computing	Digital Literacy	Digital Literacy	Computer Science	Computer Science	Information Technology	Information Technology



PHSE	<p>Self-Awareness</p> <p>Links to British Values and Relationships education</p>	<p>Self-Care, Support and Safety</p> <p>Links to Prevent</p>	<p>Managing feelings</p>	<p>Changing and growing</p> <p>Links to Prevent and Relationships education</p>	<p>Healthy Lifestyles</p> <p>Links to Health education</p>	<p>The world I live in</p> <p>Links to Prevent and British Values</p>
RE	<p>Christianity- God</p> <p>-Why do Christians say that God is a 'father'?</p> <ul style="list-style-type: none"> • God the father • prayer 	<p>Christianity- Jesus</p> <p>-Why is Jesus special to Christians?</p> <ul style="list-style-type: none"> • The nativity story • Beliefs about Jesus as God incarnate • Christmas 	<p>Islam</p> <p>-How might beliefs about creation affect the way people treat the world?</p> <ul style="list-style-type: none"> • God as the creator • Care for the planet 	<p>Judaism</p> <p>-Why might some people put their trust in God?</p> <ul style="list-style-type: none"> • Gods promise • Noah • Abraham • Trusting in god 	<p>Hindu Dharma</p> <p>-What do Hindus believe about God?</p> <ul style="list-style-type: none"> • One God in many forms • God in all things • Expressing ideas about God 	<p>Christianity- Church</p> <p>-How might some people show that they 'belong' to God?</p> <ul style="list-style-type: none"> • Baptism • Belonging



History	<ul style="list-style-type: none"> -To know about different types of houses -To become familiar with homes over time e.g. looking at a cave then to castles and now. -To identify our own houses from an image 	<ul style="list-style-type: none"> - To know the reasons why/history behind celebrations beginning -To become familiar with the order of celebrations (Halloween, Bonfire night, Remembrance Sunday, Diwali, Christmas). 	<ul style="list-style-type: none"> -To explore items relating to Space -To become familiar with famous people e.g. Neil Armstrong -To identify items e.g. planets, stars, rockets etc. -To begin to label items from Space 	N/A- see Geography objectives below	<ul style="list-style-type: none"> -To know we live in Great Britain -To explore some basic history about our country e.g. what we might be famous for (tea, fish & chips, afternoon tea, picnics) -To explore some of our monarchs in creative ways 	<ul style="list-style-type: none"> -To learn about different kinds of carnivals around the world -To explore why people might celebrate them
Geography	<ul style="list-style-type: none"> -To go out and explore the different types of homes in my local area -To identify some types of homes using visual aids (terraced houses, flats, bungalows etc). 	<ul style="list-style-type: none"> -To find out about how celebrations are celebrated within my local area 	<ul style="list-style-type: none"> -To know Space is a long way away from us -To look at Space using Google maps 	<ul style="list-style-type: none"> -To begin to identify a garden -To explore what we might see in a garden -To look for different types of gardens in our local area -To label and identify grass, flowers, plants etc. 	<ul style="list-style-type: none"> -To explore and use a globe to find Great Britain -To label/match Great Britain on a map 	<ul style="list-style-type: none"> -To take part within role play to explore carnivals from around the world -To experience carnivals through textures, music, videos, food and artwork.
Music	Charanga- Beth to lead	Charanga- Beth to lead	Charanga- Beth to lead	Charanga- Beth to lead	Charanga- Beth to lead	Charanga- Beth to lead



PE	Fundamental Movement Skills Assess each skill. (Emerging, Developing, Secure)	Gymnastics Focus on locomotor and non-locomotor skills through gymnastic style activities.	Dance Focus on locomotor and non-locomotor skills through dance style activities.	Games Focus on locomotor and non-locomotor, and object control skills through a variety of games through sports.		Athletics Focus on locomotor and non-locomotor, and object control skills through a variety of games.
Art	Drawing/digital media (Klee, Seurat, O'Keefe, Dan Flavin, Ai Weiwei) -Experimenting with oil pastels, pastels, chalk and charcoal. -Introduce smudging and blending -Makes pictorial representation using lines using computer paint packages.	Painting (Chagall, Pollock, Picasso) -Mix primary colours -Use a range of brush sizes.	Printing (Wallpaper, Wrapping paper, Newspapers) -Mono and block printing -Roll printing ink over found objects e.g. mesh, stencils.	Collage (Braque, Magazines and storybooks) -Paper skills: curling, scrunching, twisting. -Arrange shapes on a surface.	Textiles (Clothing-jumpers/socks. Tartan) -Create fabrics by weaving materials e.g. scraps, grass, plastic bags onto mesh, fences and bike wheels.	Sculpture (Parcels, presents, Henry Moore, Paul Soldner) -Using and rearranging found objects. -Wrapping and covering junk materials using papier mache.



DT	See above. Taught alongside Science topics.	See above. Taught alongside Science topics.	See above. Taught alongside Science topics.	See above. Taught alongside Science topics.	See above. Taught alongside Science topics.	See above. Taught alongside Science topics.
Outdoor Learning	Den Building	Nature Walks Wildlife Action Award	Woodland activities	Gardening and Planting	Outdoor Art Wildlife Action Award	Campfire cookery