

Curriculum 2025-2026

RE

	Robins	Doves	Owls	Swans
Autumn	<p>Celebrations: What do people celebrate including why do people celebrate Birthdays?</p> <p>Why is it important to recognise the birth of a baby? Nativity</p>	<p>How and why do people celebrate Birthdays? Why is it important to recognise the birth of a baby? Nativity</p>	<p>Who are the 'Saints of God' and why are they important? (Check)</p> <p>What are the special religious texts?</p>	<p>Christianity Who people say that I am? (Jesus explored through art)</p> <p>Creation – How was the world created? (new syllabus)</p>
Spring	<p>What things are important to us? including Why is the Bible important?</p> <p>Who are our important people? - including Jesus as Teacher & Leader</p>	<p>Why is the Bible important?</p> <p>Jesus as Teacher & Leader</p>	<p>"Where and how do people worship and what are the similarities and differences?"</p> <p>Is Easter a festival of new life or sacrifice?</p>	<p>Hinduism What can stories and images of deities tell us about Hindu beliefs?</p> <p>Cross Faith – words of wisdom and stories of faith</p>
Summer	<p>What are our special places? – including What makes a church a special place for Christian people?</p>	<p>What makes a church a special place for Christian people?</p> <p>What are the special places for Jewish and Hindu People?</p>	<p>What is important for Jews about being part of God's family?</p> <p>What do we mean by the bread of life?</p>	<p>How and why do 'religions' help the poor? Fundraising/aid etc</p> <p>Beliefs and actions in the world What key beliefs influence people's faith and how do people live out their lives?</p>

PSHE

	Robins - Reception	Doves – Yrs 1&2	Owls – Yrs 3&4	Swans – Yrs 5&6
Autumn 1	<p>Online Safety – Project Evolve EYFS 14 objectives</p> <p>Life Bus</p>	<p>Online Safety – Project Evolve Year One 20 objectives</p>	<p>Online Safety – Project Evolve Year Three 26 objectives</p> <p>Life Bus</p>	<p>Online Safety – Project Evolve Year Five 24 objectives</p> <p>Life Bus</p>

Curriculum 2025-2026

		Life Bus		
National Anti-Bullying Week Activities planned linked to PSHCE Scheme objectives				
Autumn 2	Continue Online Safety – Project Evolve EYFS 14 objectives	Continue Online Safety – Project Evolve Year One 20 objectives	Continue Online Safety – Project Evolve Year Three 26 objectives	Continue Online Safety – Project Evolve Year Five 24 objectives
Spring 1	Emotions 4 Learning	-Emotions 4 Learning	-Emotions 4 Learning Healthy and safer lifestyles – Drug Education	Emotions 4 Learning Healthy and safer lifestyles – Drug Education
Spring 2	Emotions 4 Learning	-Emotions 4 Learning	Emotions 4 Learning Healthy and safer lifestyles –Drug Education	Emotions 4 Learning Healthy and safer lifestyles – Drug Education
Summer 1	Emotions 4 Learning	Emotions 4 Learning	Emotions 4 Learning	Emotions 4 Learning

Curriculum 2025-2026

Summer 2	Emotions 4 Learning Healthy and safer lifestyles – Healthy lifestyles Focus on healthy eating	Emotions 4 Learning Healthy and safer lifestyles – relationships and sex education (RS1) - relationships and sex education (RS2)	Emotions 4 Learning Healthy and safer lifestyles – relationships and sex education (RS3) - relationships and sex education (RS4)	Emotions 4 Learning Healthy and safer lifestyles – relationships and sex education (RS5) Focus on puberty and the changing adolescent body. - relationships and sex education (RS6)
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Curriculum 2025-2026

Computing																		
Robins R	<p>Rather than a scheme with set lessons, the early years resources are designed to integrate into the day-to-day routine and set-up of an early years setting with opportunities for using Mini Mash or Purple Mash as part of the Early Years curriculum to support children in working towards early learning goals.</p> <p>In addition, there are units of suggested ideas that focus on computing skills specifically, that can also be provided as opportunities for learning as part of the topics in other areas to give children a sound basis to explore topics using technology and to be ready for progressing through the Computing curriculum. These are as follows and are designed to be integrated and linked to wider early years curriculum areas. These have been loosely classified into the three streams but there is overlap between all three streams.</p> <table border="1"> <tr> <td>Mouse and Trackpad Skills</td> <td>Keyboard Skills</td> <td>Drawing skills</td> <td>Robots</td> <td>Sounds</td> <td>Photography</td> </tr> <tr> <td>Technology Around Us</td> <td>Hardware</td> <td>Safety and Privacy</td> <td>Quizzes</td> <td>Using Purple Mash with an Individual Login</td> <td></td> </tr> </table>						Mouse and Trackpad Skills	Keyboard Skills	Drawing skills	Robots	Sounds	Photography	Technology Around Us	Hardware	Safety and Privacy	Quizzes	Using Purple Mash with an Individual Login	
Mouse and Trackpad Skills	Keyboard Skills	Drawing skills	Robots	Sounds	Photography													
Technology Around Us	Hardware	Safety and Privacy	Quizzes	Using Purple Mash with an Individual Login														
Doves Y1 and Y2	1.1 Online Safety and Exploring Purple Mash (4 lessons) 1.9 Technology Outside School (2 lessons)	1.7 Coding	2.4 Questioning	2.1 Coding	2.2 Online Safety (3 lessons) 1.4 Lego Builders (3 lessons)	2.3 Spreadsheets												
Owls Y3 and Y4	3.2 Online safety (3 lessons) 4.6 Animation (3 lessons)	Coding 3.1/4.1 (See Purple Mash coding cycle B below) Complete the crash course first if needed	3.3 Spreadsheets	3.5 Email	3.6 Branching Databases	3.9 Presenting												

Curriculum 2025-2026

Swans Y5 and Y6	5.2 Online safety	6.1/5.1 Coding (See Purple Mash coding cycle B below) Complete the crash course first if needed	5.4 Databases	5.5 Game Creator	5.3 Spreadsheets	5.7 Concept Maps
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YEAR 3 & 4 - CYCLE B				
Using Repeat Unit 3.1, Lesson 3	Repeat Until and 'if/else' Statements Unit 4.1, Lesson 4	Number Variables Unit 4.1, Lesson 5	Design and Make an Interactive scene Unit 3.1, Lesson 5-6	Making a Playable game – Unit 4.1, Lesson 6
YEAR 5 & 6 - CYCLE B				
Designing and writing a more complex program Unit 6.1, Lessons 1 & 2	Decomposition and Abstraction Unit 5.1, Lesson 3	Using Functions Unit 6.1, Lesson 3	Flowcharts and control simulations Unit 6.1, Lesson 4	Text Adventure Unit 6.1, Lesson 6

Curriculum 2025-2026

History				
	Robins & Y1 Y1s (Link to RE topics)	Doves	Owls	Swans
Autumn	Past and present: How have I changed? How have toys changed?	Changes within living memory – Toys	Introduce Roman Empire	Windrush Remembrance Day
Spring	Important people: Florence Nightingale	Significant Individuals – Florence Nightingale, Mary Anning	Anglo Saxons	Ancient Greece
Summer	Old and new: Homes	Great Fire of London	Ancient Egypt	Mayan civilization

Curriculum 2025-2026

Geography				
	Robins	Doves	Owls	Swans
Autumn	Where do we live? Where do other people live? (Continents and countries_ Describe immediate environment, similarities and differences between our country and other countries (Europe)	UK capital cities, Continents, oceans. Study of a small local area and non-European location	Fieldwork and map skills	Y5 Map skills
Spring	What are the similarities and differences between our country and other countries (Europe)	Hot and cold places/ Seasons/weather Comparisons for locations	Countries and regions of the United Kingdom	Settlements and trade links
Summer	Making maps	Physical and Human features Geography skills/fieldwork	Rivers and Water	Y5 Locate worlds, countries and biomes

Curriculum 2025-2026

Science				
	Robins & Yr1	Doves Y1&2	Owls Yr 3/4	Swans Yr 5/6
Autumn 1	Which animals live here? Which animals live in different countries?	Y1Revisit animals including humans	Rocks (revisit)	Forces
Autumn 2	Seasonal changes & weather	Seasonal changes & weather	Forces and magnets	Properties of materials
Spring 1	Seasonal changes & weather	Plants (Trees) Y1	Plants	Earth and space
Spring 2	Which trees plants and flowers grow here? Which grow in other countries?	Plants Y1	States of Matter	Y6 Animals including humans – water transportation
Summer 1	Seasonal changes & weather	Plants year 2	Animals including humans (revisit-Y3)	Y5 Animals including humans
Summer 2		Y2 living things and their habitats	Light	Y5 Living things and their habitats-life cycles

Curriculum 2025-2026

Music				
	Robins	Doves	Owls	Swans
Autumn	KS1 Nativity Songs Reception – Sing-up	Y1 Blocks A – Singing KS1 Nativity Songs	Y3 Blocks A - Singing Christmas Carols	Y5 Blocks A – untuned percussion & Christmas Carols
Spring	Reception – Sing-up	Y1 Blocks B – untuned percussion	Y3 Blocks B – untuned percussion	Y5 Blocks E - Performance focus: Composition 3 (range of instruments)
Summer	Reception – Sing-up	Y1 Blocks F – tuned percussion	Y3 Block D - Glockenspiel & Show songs	Y5 Blocks F - Tuned focus: Improvisation & Show songs







Art				
	Robins	Doves – Y1 Blocks	Owls – Y3 Blocks	Swans – Y5 Blocks
Autumn	Drawing & painting skills - linked to seasons	Term 2 Block A Drawing – Seasonal change & weather	Block A – Drawing & Painting (link to rocks & stone age)	Y5 Drawing Block A – Drawing & painting abstract art
Spring	Printing with different objects	Year 2 Block C - Printmaking	Block C - textiles	Y5 Bloc D 3D
Summer	3D model making – link to homes	Year 2 Block E 3D (link to places of worship)	Block D- 3D	Y5 Block E Painting

Curriculum 2025-2026

DT				
	Robins	Doves	Owls	Swans
Autumn	Mechanisms – making pictures move (Christmas cards) Food & Nutrition linked to Harvest, cutting, peeling & chopping	Y1 Mechanisms – making pictures move (Christmas cards)	Y3 Block C Mechanisms – levers & Linkages (Christmas cards?)	Y5 Block C Textiles
Spring	Naming materials - designing, making, changing, and modifying objects	Y1 D – Understanding materials	Y3 E Systems – How are things powered?	Y5 Block E Structures
Summer	Food & Nutrition, why are vegetables the best?	Y1 F - Food & Nutrition, why are vegetables the best?	Y3 F Structures – what makes bridges strong?	Y5 Block F -Mechanisms

French

Owls:

Cycle B	 <p>Family and Friends</p>	 <p>Our School</p>	 <p>Time</p>	 <p>All Around Town</p>	 <p>Going Shopping</p>	 <p>What's the Time?</p>
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Cycle B

Before Family and Friends, children will need an understanding of basic greetings in French. Resources to support the teaching of this can be found [here](#).

Autumn 1: Year 3: Unit 4 – Family and Friends

Autumn 2: Year 3: Unit 5 – Our School

Before Time, children will need an understanding of the numbers from 0-10. Resources to support the teaching of this can be found [here](#).

Spring 1: Year 3: Unit 6 – Time

Spring 2: Year 4: Unit 1 – All Around Town

Before Going Shopping, children will need an understanding of the words for colours. Resources to support the teaching of this can be found [here](#).

Summer 1: Year 4: Unit 3 – Going Shopping

Summer 2: Year 4: Unit 5 – What's the Time?

Swans:

Cycle B	 <p>All About Ourselves</p>	 <p>Family and Friends</p>	 <p>Time Travelling</p>	 <p>Let's Visit a French Town</p>	 <p>This is France</p>	 <p>More to Explore</p>
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Cycle B

Autumn 1: Year 5: Unit 2 – All About Ourselves

Autumn 2: Year 5: Unit 4 – Family and Friends

Spring 1: Year 5: Unit 6 – Time Travelling

Spring 2: Year 6: Unit 1 – Let's Visit a French Town

Summer 1: Year 6: Unit 3 – This is France!

Summer 2: Year 6: Unit 6 – More to Explore

Curriculum 2025-2026

PE/Games:

2025/2026 Edit 						
	TERM 1		TERM 2		TERM 3	
Reception	Introduction to PE : Unit 1 Introduction to PE : Unit 2	Fundamentals : Unit 1 Dance : Unit 1	Gymnastics : Unit 1 Fundamentals : Unit 2	Ball Skills : Unit 1 Dance : Unit 2	Gymnastics : Unit 2 Games : Unit 1	Games : Unit 2 Ball Skills : Unit 2
Year 1/2	Ball Skills Fundamentals	Sending and Receiving Dance	Gymnastics Target Games	Invasion Games Yoga	Athletics Team Building	Net and Wall Games Striking and Fielding Games
Year 3/4	Football Handball	Hockey Dance	Gymnastics Yoga	Dodgeball Netball	Athletics OAA	Tennis Rounders
Year 5/6	Football Swimming	Dance Basketball	Gymnastics Dodgeball	Yoga Hockey	Athletics Tennis	OAA Rounders