



WHOLE SCHOOL CURRICULUM OVERVIEW

Knowledge, character and experiences that shape futures.

PERFORMANCE

SOCIAL

COMMUNITY

TEAM

COMMUNICATION



This document is a snapshot: what is taught, and when. It sits alongside a fuller set of documents that explain the detail behind it.

WHOLE-SCHOOL FOUNDATIONS



Curriculum Handbook

Sets out our curriculum intent, our principles for sequencing knowledge and how The Pathway and Bright Beginnings run through every subject.



Teaching and Learning Handbook

Defines how lessons are structured across school: our C.L.E.A.R. lesson sequence, modelling and the classroom protocols every subject uses.



Inclusion Handbook

Sets out our graduated approach to SEND, EAL and disadvantaged pupils and the adaptive teaching strategies used across every subject.



Assessment Handbook

Explains how progress and attainment are recorded and used school-wide, including Insight, moderation and pupil progress meetings.

SUBJECT-SPECIFIC DOCUMENTS (ONE SET PER SUBJECT)



Subject Handbook

The full operational detail for a subject: staffing, timetabling, teaching sequence, feedback, assessment, inclusion and monitoring.



Subject Progression Document

Shows how knowledge and skills build strand by strand, year on year, with the end points expected at each key stage.



Subject Overview

A summary version for governors and parents: intent, Pathway links, the curriculum journey by year group and how progress is checked.

Alongside these sit many other whole-school policies — safeguarding, behaviour, SEND, equality, health and safety and more — which govern how the school operates day to day.



As children travel through school, they follow The Pathway — our whole-school model for learning and personal growth. At its heart are five Development Trails, which run through everything we do.

PERFORMANCE



Developing confidence in front of an audience through performance, singing, dancing, drama and public speaking.

- Encouraging self-expression and creativity while overcoming nerves.
- Learning to engage and inspire others through performance.

SOCIAL



Learning how to build and maintain positive relationships.

- Developing kindness, empathy and respect for others.
- Understanding how to work with different personalities and navigate social situations.

COMMUNITY



Understanding what it means to contribute to school, local and global communities.

- Developing a sense of responsibility for others and the environment.
- Taking part in projects that benefit the wider world, fostering a sense of belonging.

TEAM



Learning how to work together towards a common goal.

- Developing leadership skills by taking on responsibilities within a group.
- Understanding different roles in a team and how to contribute effectively.

COMMUNICATION



Building confidence in expressing ideas clearly and effectively.

- Learning how to listen actively and respond thoughtfully.
- Developing skills in debating, presenting and storytelling.

Bright Beginnings turns each Trail into a hands-on experience every year group takes part in: see the next slide.

From Nursery to Year 6: The Pathway shapes not only what is taught but how children are expected to behave, contribute and grow: in lessons, at playtime and beyond the school day.



Hands-on experiences that build life skills and support personal development. Each activity links to one of the five Pathway Trails, and runs from Swans (Nursery) to Year 6.

Year Group	PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
Swans	Sing a song outside in nature	Make a cake with and for friends	Plant a seed and watch it grow	Work with a friend to build a sandcastle as part of a competition	Buddy hour with older buddies
Reception	Perform a nursery rhyme	Make a picnic and share with buddies	Hatch and care for spring chicks	Work together to build a bug hotel	Share a favourite outdoor adventure story
Year 1	Plan and play a simple beat on an outdoor drum or log	Make a nature crown for someone in another year group	Make a natural art sculpture	Build a habitat with friends for a chosen animal	Plan and present new ideas for OPAL play
Year 2	Perform a joke or riddle to the class	Learn how to play board games with friends	Plant and care for wildflowers in a chosen area	Help friends learn to tie a tie and shoe laces	Write and post a letter, with an addressed envelope, to Father Christmas
Year 3	Recreate rainforest sounds using instruments	Make a Christmas decoration using stitching for a friend	Grow edible plants from seeds and use in a meal	Work as a team to build a fort	Plan and present nature facts aloud to the class
Year 4	Create a rap song and video to share	Learn how to whittle a stick safely with a friend	Fundraise for a chosen charity	Create and follow a map to complete a treasure hunt	Explain and demonstrate how to build a den
Year 5	Learn and perform a dance routine	Plan and cook lunch for friends	Use a map app to navigate a local route	Work together to put up a tent	Learn and teach others a survival skill
Year 6	Put on a comedy sketch or short performance	Sew a button onto fabric to enable helping others	Sell something and make a small profit	Design and complete a teamwork challenge, e.g. a timed structure-building task	Create a website page to advertise a product



Cygnets and Swans, our two Nursery rooms, and Reception each build the foundations for the discrete curriculum that begins in Year 1. Full detail is set out in each room's own Learning Journey document.

Area of Learning	Cygnets	Swans	Reception
Communication and Language · Literacy	Moving from single words and gestures to short sentences by the summer. Songs, rhymes and repeated phrases from key texts such as Brown Bear, Brown Bear, Dear Zoo and Dinosaur Roar build early vocabulary, with mark-making every day.	Half-termly text themes (settling in and Bears, Autumn and Christmas, Winter and traditional tales, People Who Help Us, Minibeasts, then Staying Healthy, Starting School and Journeys) build a love of stories. Early letter formation follows Floppy's Phonics.	Drawing Club drives early writing, from giving meaning to marks and copying their name in the autumn to short sequences of sentences by the summer. Daily Floppy's Phonics runs from ORT Level 1+ to Level 3, consolidated in Summer 2.
Personal, Social and Emotional Development	Secure relationships with key adults come first. Children move from parallel play and showing feelings through actions to naming emotions, making simple choices and sustaining play with others, with support through transitions.	Weekly Jigsaw sessions and key worker circle times build self-awareness, turn-taking and talking about feelings. The half-termly focus moves from settling in to friendships, empathy and confidence ahead of starting Reception.	A half-termly PSED focus, from settling into routines and forming relationships, through managing strong emotions, to preparing for Year 1. The six Jigsaw Puzzles are taught alongside, one each half term.
Physical Development	Climbing, balancing and obstacle courses outdoors build coordination and stamina. Dough and malleable play build hand strength for tools such as spoons and brushes, early mark-making and growing independence in dressing and toileting.	Dough Disco and Squiggle Whilst You Wiggle build strength for early writing. A weekly PE Passport lesson follows themed story units, from A Day on the Farm and Under the Sea to An Adventure with the Emergency Services, then Fine Motor Skills.	A weekly PE Passport lesson, from Fine Motor Skills and Gymnastics in the autumn, through Fundamental Movement Skills and Object Control in the spring, to Athletics and Target Games in the summer. Outdoor provision is their other area of physical development.
Mathematics	Maths through play, routines and the outdoors: counting songs such as 5 Currant Buns and 5 Speckled Frogs, comparing size and amount, pouring and scooping, and repeating patterns, working towards counting a small group.	Master the Curriculum on three afternoons a week in groups of 15: colours, matching and sorting, numbers to 6 with subitising and composition, pattern, measures and shape, consolidated through challenges in the environment.	Mastering Number (NCETM) for number, secured week by week, alongside White Rose units from Match, sort and compare in the autumn to Sharing and grouping and Visualise, build and map in the summer.
Understanding the World	Seasonal change explored outdoors: autumn leaves and harvest, ice and frost, bird watching, farm animals, planting and caterpillars. Children join in with Diwali, Christmas, Easter, May Day and Sports Day.	Festivals across the year (Diwali, Hanukkah, Chinese New Year, Easter, Ramadan and more), visits from people who help us, a trip to Cheshire Farm, caterpillars and tadpoles, Knutsford May Day, and transport and journeys.	Six half-termly themes: We Belong Here, Into the Dark, Frozen Kingdom, Calling All Superheroes, Our Wonderful World, and Sandcastles and Seashells, building towards Year 1 History, Geography and Science.
Expressive Arts and Design	Open exploration of materials, sound and movement, growing into sustained imaginative play. Children perform Christmas songs to adults and end-of-year songs to their families.	Natural materials art, festival crafts, Matisse-inspired spirals, fruit printing and junk-modelled vehicles, with themed role play each half term. Children make lights for the Christmas Light Extravaganza and perform a Graduation song.	From self-portraits and Kandinsky circles to watercolour landscapes, Arcimboldo printing, minibeast observation and sea-life collage, with performances at Grandparents' Day, the Nativity and the class assembly.



Reading has two phases: learning to read (Nursery to Year 1) and reading to learn (Year 2 to Year 6), with a deliberately supported transition between them.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Language, listening and attention • Stories, rhymes and songs • Floppy's Phonics Level 1 from the summer term	• Daily Floppy's Phonics, ORT Levels 1+ to 3 • Decodable books matched to sounds taught • Daily reading practice and story time	• Daily phonics, Levels 4 and 5 • Guided reading; decodable then banded books • Phonics Screening Check	• Ready Steady Read Together begins • Guided reading continues • Phonics keep-up; Screening Check re-check	• Ready Steady Read Together • Guided reading where fluency is not yet secure • Word reading through root words and suffixes	• Ready Steady Read Together • Year 3/4 Word List automaticity • Skimming, scanning and text purpose	• Ready Steady Read Together • Morphology and etymology • Close reading and annotation	• Ready Steady Read Together • Year 5/6 Word List automaticity • Complex texts read independently
LEARNING TO READ			READING TO LEARN				



Reception secures the foundations of writing through Drawing Club, following our 'mastering the foundations' ethos as in maths. Ready Steady Write runs from Year 1 to Year 6, alongside daily sentence accuracy, spelling and handwriting.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Mark-making and early writing through play • Joining in with stories, rhymes and repeated phrases • Early letter formation in line with Floppy's Phonics	• Drawing Club: oral storytelling and imagination • Ready Steady Handwrite · letter formation • Spelling through Floppy's Phonics	• Old Bear · Rapunzel · Hermelin • Where the Wild Things Are · The Secret of Black Rock · The Last Wolf • Sentence accuracy begins	• A River · The Night Gardener · The Bog Baby • Grandad's Island · Jack and the Baked Bean Stalk · Rosie Revere, Engineer • Ready Steady Spell begins	• The Iron Man · Fox · Rhythm of the Rain · Wisp • A Midsummer Night's Dream · Marcy and the Riddle of the Sphinx • Into the Forest · The Secret Elephant	• The Whale · Leaf · Arthur and the Golden Rope • The Lost Happy Endings · The Journey · Manfish • Handwriting: fully joined style	• Curiosity · FArTHER · The Hound of the Baskervilles • The Promise · The Lost Book of Adventure · King Kong • Morphology and etymology in spelling	• Rose Blanche · The Lost Book of Undersea Adventure · Rescuing Titanic • On the Origin of Species · The Ways of the Wolf • Shackleton's Journey · Paradise Sands
MASTERING THE FOUNDATIONS		READY STEADY WRITE					



Swans (Nursery) follow Master the Curriculum; Cygnets explore early number through songs, routines and play. Reception follows Mastering Number (NCETM) for number, alongside White Rose units for shape, space, measure and pattern. Years 1 to 6 follow White Rose Maths, with Mastering Number taught as a separate short fluency session.

	Swans	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Colours · Matching · Sorting	Match, sort and compare · Talk about measure and patterns · It's Me 1,2,3	Place Value to 10 · Addition and Subtraction within 10	Place Value · Addition and Subtraction	Place Value · Addition and Subtraction	Place Value · Addition and Subtraction	Place Value · Addition and Subtraction · Multiplication and Division	Place Value · All four operations
	Numbers 1 and 2 · Subitising · Pattern · Consolidation	Circles and triangles · 1, 2, 3, 4, 5 · Shapes within 4 sides	Addition and Subtraction within 10 · Geometry · Revision	Addition and Subtraction cont. · Shape · Revision	Addition and Subtraction cont. · Multiplication and Division · Revision	Measurement · Multiplication and Division · Revision	Multiplication and Division · Fractions A · Revision	Fractions A and B · Measurement · Revision
	Number 3 (subitising) · Numbers 4 and 5 · Composition of 4 and 5	Alive in 5 · Mass and Capacity · Growing 6, 7, 8 · Length, height and time	Place Value within 20 · Addition and Subtraction within 20 · Place Value within 50	Money · Multiplication and Division	Multiplication and Division · Length and Perimeter	Multiplication and Division · Length and Perimeter · Fractions	Multiplication and Division · Fractions B · Decimals and Percentages	Ratio · Algebra · Decimals · Fractions, Decimals and %
	Number 6 · Height and length · Mass · Capacity	Building 9 and 10 · Explore 3-D shapes	Place Value cont. · Length and Weight · Mass and Volume	Length and Height · Mass, Capacity and Temperature	Fractions · Assessment · Mass and Capacity	Fractions · Decimals	Decimals and Percentages · Perimeter and Area · Statistics	Fractions, Decimals and % · Area, Perimeter and Volume · Statistics
	Sequencing · Positional language · More and fewer · 2-D and 3-D shape	To 20 and beyond · How many now? · Manipulate, compose and decompose · Sharing and grouping	Multiplication and Division · Fractions · Geometry	Statistics · Fractions · Assessment	Fractions · Money · Shape	Decimals · Money · Time	Shape · Position and Direction · Decimals	Shape · Geometry: Position and Direction · Revision
	Number composition · Before and after · Numbers to 5 · Consolidation	Visualise, build and map · Make connections · Consolidate	Place Value within 100 · Money · Time · Consolidation · Revision	Position and Direction · Problem Solving · Time	Time · Shape · Statistics · Revision	Shape · Statistics · Position and Direction · Revision	Negative Numbers · Converting Units · Volume · Revision	Themed Projects · Consolidation and Problem Solving



In Reception, science sits within Understanding the World, through outdoor learning and seasonal observation. The discrete science curriculum, following White Rose Science, begins in Year 1.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Autumn 1	Autumn changes · exploring the environment through the senses	The Human Body · Seasonal Changes	Animals' Needs for Survival · Humans	Skeletons and Movement · Nutrition and Diet	Group and Classify Living Things · Data Collection A	Forces	Living Things and Habitats
	Autumn 2	Nocturnal animals · Hibernation · Day and night · Sun, Earth and Moon	Seasonal Changes · Materials	Materials · Plastic	Nutrition and Diet · Food Waste · Rocks	States of Matter	Space · Global Warming	Electricity · Renewable Energy
	Spring 1	Polar regions · Arctic and Antarctic · Ice experiments	Planting · Animals	Plants: Light and Dark	Fossils · Soils	Sound · Data Collection B	Properties of Materials	Light · Light Pollution
	Spring 2	Spring changes · New growth in plants and animals	Caring for the Planet · Seasonal Changes · Planting	Living Things and Habitats · Light and Dark	Light	Electricity · Energy	Animals Including Humans · Life Cycles	The Circulatory System
	Summer 1	Life cycles: chicks and frogs · Planting seeds · Minibeasts and habitats	Plants · Planting	Plants: Bulbs and Seeds · Growing Up	Plants A	Data Collection C · Habitats · Deforestation	Reproduction A	Diet, Drugs and Lifestyle
	Summer 2	Ocean care and pollution · Marine habitats · Reflection and transition	Growing and Cooking · Seasonal Changes · Consolidation	Growing Up · Wildlife · Consolidation	Forces · Magnets · Plants B · Biodiversity	The Digestive System · Food Chains	Reversible and Irreversible Changes · Plastic Pollution · Reproduction B	Variation · Adaptations · Fossils



In Reception, history sits within Understanding the World, exploring past and present through stories and the children's own community. The discrete history curriculum begins in Year 1.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Growing and changing · dinosaurs and fossils · photographs from long ago	The Gunpowder Plot: key people, events and traditions	The Great Fire of London: when, how, why and legacy	Stone Age to Iron Age: how Britain changed	Anglo-Saxons: invasion, settlement, daily life and legacy	The Mayans: civilisation, way of life, beliefs and legacy	Victorians: industry, Empire and social reform
Spring	Explorers and what they discover · people who help us in our community	Changes Within Living Memory: grandparents' era	Famous Explorers: significant individuals and discoveries	Roman Impact on Britain: the Roman Empire	The Vikings: arrival, beliefs, rulers and struggle for England	Ancient Egyptians: achievements, daily life, evidence	Victorians conclude (Spring 1) · Ancient Greece: life, influence and legacy
Summer	Seaside holidays, past and present	Chester Zoo: George Mottershead and how the zoo has grown	Castles: what they are, why built, local castles	Cheshire Waterways: canals, industry, Anderton Boat Lift	World War II: impact on Britain, evacuation in Manchester	Crime and Punishment: UK history, Magna Carta, Knutsford Jail	Ancient Greece continues (Summer 1)



In Reception, geography sits within Understanding the World: early locational language and talk about the children's own environment. The discrete geography curriculum begins in Year 1.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Local environment · families and homes · the Knutsford community	Our School: how our school works, and how we look after it	The UK: the UK's four countries, capitals and seas	Settlements: Past and Present, explored through Skara Brae	Scandinavian Europe: climate and natural resources	Mexico: Mexico's geography and the growth of Mexico City	Trade and Vancouver: global trade and interdependence
Spring	Polar regions on a world map · Arctic and Antarctic · comparing climates	Our Town: locating Knutsford and its landmarks	Our World: continents, oceans and climates around the world	The UK and Italy: comparing coasts, Naples and Cornwall	Everest Expedition: life, tourism and sustainability on Everest	Rivers and Coasts: the Thames, Formby and Sefton coast	<i>No unit this term</i>
Summer	Minibeast habitats · sea habitats · caring for our oceans	Brilliant Beaches: beaches, seaside towns, protecting our coasts	Living in Tanzania: comparing life in Tanzania and the Lake District	Forests and Rainforests: climate, wildlife, protecting the Amazon	Settlement in York: York's story, from Jorvik to today	Natural Disasters: earthquakes, volcanoes, living safely with risk	Geographers' Challenge: planning and justifying a trip abroad



In Reception, art and design sits within Expressive Arts and Design, exploring mark-making, colour and mixed media. The discrete art and design curriculum begins in Year 1.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Self-portraits · mixed media exploration · mark-making	<i>No unit this half term</i>	Cityscapes: charcoal and chalk, inspired by Lowry	Stone Age Art: sketching, clay pots with pattern	Portraits: shading, light and shadow	Frida Kahlo: self-portrait, colour and mood	Zentangles: drawing for sustained periods, colour for atmosphere
Autumn 2	Diwali and Christmas art · Kandinsky-inspired circles	Self-Portraits: fine motor control, brush control and paint	3D Tudor Houses: replication, shapes and materials	Giacometti: 3D form and perspective, clay sculpting	Anglo-Saxon Crosses: sketching from reference, sculpture	Mayan Masks: life-like proportions, layers of colour	William Morris Block Prints: Victorian era, repeat printing
Spring	Winter scenes · watercolour polar landscapes · Arcimboldo vegetable printing · daffodil watercolours	My Dream Home: mixed media collage (Sp1) · Piet Mondrian: shape and colour (Sp2)	Matisse Printing: objects as print tools (Sp1)	Andy Warhol Volcanoes: secondary colours and line (Sp2)	Mountain Collage: texture and layers (Sp1) · Viking Longboat: weaving (Sp2)	Ancient Egypt: cross-hatching, stippling and pattern (Sp2)	Ancient Greek Pottery: pinching, coiling and slip (Sp2)
Summer	Minibeast observational painting · minibeast junk models · sea-life collage and puppets	Andy Goldsworthy: natural materials, line and tone (Su2)	Ink and Wax Self-Portraits: line and tone (Su2)	Jungle Printing: repeating patterns, printing block (Su2)	<i>No unit this term</i>	London Bridges Collages: symmetry, pattern and texture (Su1)	Liz Atkin: perspective (Su1) · Tatton Park landscapes, Hockney colour study (Su2)



In Reception, design and technology sits within Expressive Arts and Design, through purposeful construction and junk modelling. The discrete DT curriculum begins in Year 1.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Lanterns and shadow puppets for Diwali and Christmas	Making Smoothies: fruits and vegetables, where food comes from	Healthy Wrap: food groups, taste and texture	Making a Cushion: cross-stitch, appliqué and fabric template	Slingshot Car: chassis and air resistance, assembly and evaluation	Mexican Themed Cooking: nutritional qualities, teamwork	Come Dine With Me: writing and adapting recipes, hygiene and safety
Spring	Superhero props and Supertato models · designing and making a trap	Moving Story Book: sliders, moving pictures	Baby Bear's Chair: stable structures, supporting weight	Roman Fort: 3D geometric shapes, complex group structure	Adapting a Viking Recipe: following and adapting, budget	Electrical Doodler: circuit components, motor and series circuit	Steady Hand Game: form and function, working circuit in a case
Summer	Minibeast junk models and animal homes · paper-plate sea creature puppets	Making Puppets: joining fabrics, templates and decoration	Moving Monster: levers, linkages and pivots	British Seasonal Foods: seasonal produce, hygiene and recipe	Electric Torch: series circuits, switch design	Arch & Beam Bridges: stronger shapes, triangle truss bridge	Textiles Waistcoat: design criteria, running stitch and fastenings



Years 1 to 6 have two PE lessons a week, with the outdoor unit shown first in each cell and the indoor unit second. Swans have one PE Passport lesson a week. Reception have one PE Passport lesson a week, with outdoor provision as their other area of physical development. Swimming runs for Years 3 to 6 in the first weeks of the autumn term.

	Swans	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	A Day on the Farm	Outdoor provision Fine Motor Skills	Net and Wall 1 Gymnastics: Pathways, small and long	Net and Wall 2 Yoga	Hockey Gymnastics: Receiving body weight	Tag Rugby Gymnastics: Arching and bridges	Dodgeball Gymnastics: Under and over	Dodgeball Gymnastics Year 6
Autumn 2	A Visit to the Zoo	Outdoor provision Gymnastics	Fundamental Movement Skills 2 Gymnastics: Balancing and spinning	Target Games 3 Dance: Fire of London	Football Yoga	Personal Challenges Dodgeball	Lacrosse Health Related Fitness	Hockey Yoga
Spring 1	Under the Sea	Outdoor provision Fundamental Movement Skills 1	Invasion Game Skills 1 Yoga Storybook	Invasion Game Skills 2 Gymnastics: Pathways, straight, zigzag and curving	Basketball Dance: Romans	Football Dance: Vikings	Basketball Gymnastics: Matching and mirroring	Netball Gymnastics: Group sequencing
Spring 2	Fantasy Fairy Tale	Outdoor provision Object Control 1	Invasion Game Skills 2 Dance Unit KS1	Tri Golf Gymnastics: Stretching, curling and arching	Tag Rugby Health Related Fitness	Health Related Fitness Yoga	Tri Golf Dance: Through the Ages	Football Dance: The Victorians
Summer 1	An Adventure with the Emergency Services	Outdoor provision Athletics 1	Target Games 2 Object Control 2	Athletics 2 Personal Challenges	Athletics 3 Gymnastics: Symmetry and asymmetry	Athletics 4 Gymnastics: Pushing and pulling	Athletics 5 Yoga	Athletics 6 Team Building and Problem Solving
Summer 2	Fine Motor Skills	Outdoor provision Target Games 1	Striking and Fielding 1 OAA	Striking and Fielding 2 OAA	Cricket OAA	Rounders OAA	Tennis OAA	Cricket OAA



Music is taught through Charanga from Reception to Year 6. In Reception, the Charanga Early Years units sit alongside daily songs, rhymes and moving to music.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Me! · performance piece for Grandparents' Day	My Musical Heartbeat: hip hop, jazz, pop and soul (Prokofiev)	Pulse, Rhythm and Pitch: jazz, soul and pop	Writing Down Music: rhythm and pitch symbols, country and pop	Musical Structures: verses and choruses, soul and R&B	Melody and Harmony: gospel and orchestra	Music and Technology: DAW vs live instruments
	My Stories (Tchaikovsky, The Nutcracker) · Christmas songs and the Nativity	Dance, Sing and Play: rhythm and pitch, reggae	Playing in an Orchestra: jazz, pop and orchestral	Playing in a Band: time signatures and harmony, sea shanties	Exploring Feelings: electronic dance and folk	Sing and Play in Different Styles: world music and tempo	Developing Ensemble Skills: dynamics and expression
Spring 1	Everyone!	Exploring Sounds: long/short, high/low, reggae	Inventing a Musical Story: loud/soft, fast/slow	Glockenspiels 1: notes C D E F, playing and composing	Glockenspiels 2: notes C D E F G, rhythm and melody	Composing and Chords: three or more pitches	Creative Composition: chords in compositions
	Our World	Learning to Listen: jazz swing, pop and waltz	Recognising Different Sounds: harmony (Holst, The Planets)	More Musical Styles: dynamics, forte and piano	Expression and Improvisation: gospel and orchestral	Enjoying Musical Styles: texture in music	Musical Styles Connect Us: social themes in music
Summer 1	Big Bear Funk · minibeast music and movement · class assembly	Having Fun with Improvisation: pop and jazz swing	Exploring Improvisation: steady beat and five notes	Recorders: notes B A G C (Vivaldi, Four Seasons)	Violins: plucking and bow (Zimmer, Earth)	Ukuleles: C F G Am chords, ensemble playing	Improvising with Confidence: phrasing and dynamics
	Reflect, Rewind and Replay · puppet shows	Let's Perform Together: pop, reggae, gospel	Our Big Concert: calypso and reggae, performance skills	Recorders: ensemble and audience performance	Violins: full ensemble, performance to audience	Ukuleles: ensemble and performance to audience	Farewell Tour: performance (Anna Meredith, Connect It)
Summer 2							



Computing is not taught as a discrete subject in Reception, and any screen use follows the DfE's EYFS screen use guidance. The discrete computing curriculum, following Kapow, begins in Year 1. Internet Safety Day is taught in every year group, every year.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<i>Not taught as a discrete subject</i>	<i>No unit this half term</i>	What is a Computer? Peripherals and function	Networks and the Internet: network, server, router	Collaborative Learning: Microsoft Forms, data to spreadsheet	Mars Rover 1: data collection, binary numbers (8 bit)	Bletchley Park: codes, ciphers, secure passwords
Autumn 2	<i>Not taught as a discrete subject</i>	Improving Mouse Skills: mouse and keyboard, logging in and out	Word Processing: home row keys, copy and paste	Programming Scratch: loops and bugs, systematic debugging	Further Coding with Scratch: variables and decomposition	Search Engines: keywords, copyright, fair use	Introduction to Python: nested loops, iterating and testing
Spring 1	<i>Not taught as a discrete subject</i>	Internet Safety Day: what is safe to share	Internet Safety Day: safe information, strong passwords	Internet Safety: fact, opinion and belief	Internet Safety: persuasive online advertising	Internet Safety: passwords, cyberbullying	Internet Safety: sharing online, digital reputation and consent
Spring 2	<i>Not taught as a discrete subject</i>	Algorithms Unplugged: writing and following instructions	Algorithms and Debugging: decomposition	Journey Inside a Computer: inputs, outputs, algorithms	HTML: tags, colours and sizes, creating a news story	Programming Music: loops and structures	Big Data: QR codes, spreadsheet analysis, real-time data
Summer 1	<i>Not taught as a discrete subject</i>	Programming Bee-Bots: cause and effect, sequenced instructions	<i>No unit this half term</i>	Video Trailers: storyboard, camera angles, editing software	Computational Thinking: solving problems, Scratch programs	<i>No unit this half term</i>	<i>No unit this half term</i>
Summer 2	<i>Not taught as a discrete subject</i>	Introduction to Data: pictograms, tables and charts	International Space Station: digital drawing, sensor displays	<i>No unit this half term</i>	<i>No unit this half term</i>	Stop Motion Animation: movement, effects, titles	History of Computing: RAM, ROM, processors



French is taught from Year 3, following the National Curriculum requirement for Key Stage 2. It is not statutory in Reception, Year 1 or Year 2, so these year groups are greyed below.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Not taught in this year group	Not taught in this year group	Not taught in this year group	Phonetics · I'm Learning French: name, feelings, France on a map	Phonetics · Instruments: 10 nouns with definite article	Phonetics · Pets: counting to 20, name, age, feelings	Phonetics · Habitats: animals and plants in French habitats
Autumn 2	Not taught in this year group	Not taught in this year group	Not taught in this year group	I'm Learning French: colours (10), counting 1–10	Instruments: I play an instrument, counting to 20	Family: describing family, counting to 100	At School: school subjects, opinions and justifications
Spring 1	Not taught in this year group	Not taught in this year group	Not taught in this year group	Ice Creams: 10 flavours in French, je voudrais...	Presenting Myself: age, name, feelings, where I live	Weather: nine weather expressions, weather maps	The Weekend: telling the time, weekend activities
Spring 2	Not taught in this year group	Not taught in this year group	Not taught in this year group	Ice Creams continued: cone or pot, please and thank you	Presenting Myself continued: personal questions	At the Tea Room: French café foods and drinks	Planets: names and spelling, adjectival agreement
Summer 1	Not taught in this year group	Not taught in this year group	Not taught in this year group	Fruit: 10 nouns, correct articles	Classroom Objects: nouns, indefinite articles	My Home: house, rooms, extended spoken passage	Healthy Lifestyle: food, drink and activities
Summer 2	Not taught in this year group	Not taught in this year group	Not taught in this year group	Fruit: likes and dislikes in French	Classroom Objects continued: pencil case, commands	Clothes: 21 items of clothing, possessive adjectives	WWII: decoding unknown vocabulary, letter writing



PSHE is taught through the Jigsaw scheme. All six Jigsaw Puzzles are taught every year, in every year group, with content deepening progressively from Reception to Year 6. Swans (Nursery) also take part in weekly Jigsaw-based sessions.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World	Self-identity · understanding feelings · rights and responsibilities	Feeling special and safe · the learning charter	Worries and who can help · rights, responsibilities and choices	Positive self-identity · facing new challenges	Being part of a team · how attitudes and actions affect others	Challenges in the year ahead · democracy in school	Goals, fears and worries · rights of the child worldwide
Celebrating Difference	Identifying talents · families · making friends	Similarities and differences · understanding bullying	Gender stereotypes · bullying and where to get help	Difference · falling out and solving problems · hurtful words	Judging by appearance · first impressions · what is 'normal'	Culture and cultural difference · racism	Differences and similarities · bullying · attitudes to disability
Dreams and Goals	Challenges and perseverance · seeking help	Setting goals · tackling new challenges	Achieving realistic goals · group co-operation	People who overcame challenges · strategies for challenge	Overcoming disappointment · new goals · facing challenges together	Dreams and goals · jobs and careers	Personal strengths · goals · giving praise · global issues
Healthy Me	Exercising bodies · healthy food and sleep	Healthy and unhealthy choices · keeping clean · road safety	Healthy food choices · relaxed or stressed · using medicines safely	Exercise, heart and lungs · drugs that help and harm	Emotions in friendships · smoking and alcohol · peer pressure	Smoking and alcohol risks · recovery position · emergency services	Mental wellbeing · the grief cycle · positive communication online
Relationships	Family life and friendships · being a good friend	People in our community · kind and unkind touch	Family roles · trust · sharing worry secrets	Family roles and stereotypes · staying safe online	Jealousy, loss and bereavement · when relationships end	Self-esteem · screen time and mental health · staying safe online	Mental wellbeing · grief and loss · communicating safely online
Changing Me	Respecting my body · growing up · celebrations	Life cycles: animal and human · changes in me	Life cycles in nature and humans · body privacy and assertiveness	How babies grow · early puberty changes	Puberty and menstruation · how a baby is made	Self-esteem and body image · puberty · conception (including IVF)	Puberty · conception and childbirth · attraction and pressure



RE is taught through Jigsaw RE, following the Cheshire East Agreed Syllabus. Each enquiry is framed by a key question, and all six RE concepts are taught across the school. Reception follows the Jigsaw RE Early Years enquiries alongside festivals and celebrations.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	What makes people special?	What do Christians believe about God?	Is it possible to be kind to everyone all the time?	Judaism Enquiry 1: what is the best way for a Jew to lead a good life?	Islam Enquiry 1: does praying at regular intervals help Muslims?	Hindu Dharma Enquiry 1: the best way for a Sanatani to show commitment to God?	Islam Enquiry 1: the best way for a Muslim to show commitment to God?
Autumn 2	What is Christmas? · Diwali alongside Christmas	What gifts might Christians in my town have given Jesus?	Why do Christians believe God gave Jesus to the world?	Has Christmas lost its true meaning?	What is the most significant part of the nativity story for Christians?	Is the Christmas story true?	How significant is it that Mary was Jesus' mother?
Spring 1	Celebrations · Lunar New Year	Judaism Enquiry 1: who is God to the Jews?	Judaism Enquiry 3: does visiting the synagogue help Jewish children?	Could Jesus heal people? Did he perform miracles?	Islam Enquiry 2: does completing a pilgrimage make a better Muslim?	Hindu Dharma Enquiry 2: how can Brahman be everywhere and in everything?	Is anything ever eternal?
Spring 2	What is Easter? · Eid compared with Easter	Why was Jesus welcomed like a king on Palm Sunday?	How important is it to Christians that Jesus came back to life?	What is 'good' about Good Friday?	Is forgiveness always possible for Christians?	How significant is it for Christians that God intended Jesus to die?	Is Christianity still a strong religion 2000 years on?
Summer 1	What can we learn from stories?	Judaism Enquiry 2: is Shabbat important to Jewish children?	Humanism Enquiry	Judaism Enquiry 2: how do Jewish beliefs, teachings and stories impact on daily life?	Do people need to go to church to show they are Christians?	Hindu Dharma Enquiry 3: Karma, Samsara and Moksha · Humanism	Islam Enquiry 2: how is the Qur'an vital to Muslims today?
Summer 2	What makes places special?	Islam Enquiry 1: who is God to Muslims? (or free choice)	Hindu Dharma Enquiry 1: who is God to Sanatanis? (or free choice)	Judaism Enquiry 3: how does Shavuot help Jewish children feel closer to God?	Islam Enquiry 3: the best way to lead a good life · Humanism: what motivates Humanists?	What is the best way for a Christian to show commitment to God?	Islam Enquiry 3: Akhirah · Humanism: inspirational people