



LONG TERM CURRICULUM PLAN 2025 – 2026

Reaching our Potential Together in Christ

English						
	ELM	ASH	CHESTNUT	SYCAMORE	BEECH	OAK
AUT	Stories by the same author Non-chronological reports Poems on a theme	Stories with familiar settings Non-chronological reports Poems on a theme	Folk Tales Recount: biographies	Stories with fantasy settings Explanations Film and playscripts	Legends Persuasion	Novel as a theme Biography
AUT 2	Repetitive patterned stories Poems on a theme Range of non-fiction texts	Traditional tales with a twist Instructions	Fables Poems with a structure Persuasion: letters	Fairy tales Classic poetry Recount: newspapers	Stories with historical settings Film and play scripts Classic narrative poetry	Classic fiction Poetry – Songs and Lyrics Persuasion: A Formal Review
SPR 1	Classic stories or stories on a theme Instructions Traditional rhymes	Stories by the same author Non-chronological reports	Story as a theme Poems on a theme Discussion	Stories with issues and dilemmas Persuasion	Science fiction stories Information booklets Poems with a structure	Older literature Information text hybrid Poems with imagery
SPR 2	Traditional tales Recounts	Stories with familiar settings Persuasion Riddles	Novel as a theme Recount: diaries	Novel as a theme Non-chronological reports	Novel as a theme Magazine: information text hybrid	Detective / crime fiction Explanations
SUM 1	Stories with familiar settings Non-fiction texts: booklets Traditional rhymes	Animal adventure stories Recount: letters Classic poems	Playscripts Non-chronological reports	Stories with a theme Poems with a structure Information booklets	Stories from other cultures Debate	Short stories with flashbacks Discussion and debate Classic narrative poetry
SUM 2	Stories with fantasy settings Poems to learn by heart Recounts	Story as a theme Explanations Poems on a theme	Classic poetry Mystery / Adventure / Fantasy stories Explanations	Folk tales Debate Poems on a theme	Myths Reports Poems with figurative language	Novel as a theme Recount: autobiography Poems on a theme



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Maths						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SAPLING	Match, Sort and Compare Talk About Measure and Patterns It's Me 1, 2, 3	Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 Sides	Alive in 5 Mass and Capacity Growing 6, 7, 8	Length, Height and Time Building 9 and 10 Explore 3-D Shapes	To 20 and Beyond How Many Now? Manipulate, Compose and Decompose	Sharing and Grouping Visualise, Build and Map Make Connections
ELM	Place Value (within 20) Addition and Subtraction	Addition and Subtraction cont. Shape	Place Value (within 20) Addition and Subtraction	Place Value (within 50) Length and Height Measurement	Multiplication and Division Fractions Position and Direction	Place Value (within 100) Money Time
ASH	Place Value Addition and Subtraction	Addition and Subtraction cont. Shape	Money Multiplication and Division	Length and Height Mass, Capacity and Temperature	Fractions Time	Statistics Position and Direction
CHESTNUT	Place Value Addition and Subtraction	Addition and subtraction cont. Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions A Mass and Capacity	Fractions B Money Time	Time cont. Shape Statistics
SYCAMORE	Place Value Addition and Subtraction	Area Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions Decimals A	Decimals B Money Time	Shape Statistics Position and Direction
BEECH	Place Value Addition and Subtraction	Multiplication and Division A Fractions A	Multiplication and Division B Fractions B	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Negative Numbers Converting Units Volume



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OAK	Place value Addition, Subtraction, Multiplication and Division	Fractions A Fractions B Converting Units	Ratio Algebra Decimals	Area, Perimeter and Volume Statistics	Shape Position and Direction	Themed Projects, Consolidation and Problem Solving
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Religious Education						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SAPLING	I am Special Why are we all different and special?	Christmas How do Christians celebrate Jesus' birthday?	Special Places What makes a place holy?	Easter Why do Christians believe that Easter is all about love?	Prayer What is prayer?	Special People Why do Christians believe Jesus is special?
ELM	1.1: How and Why Do People of Faith Celebrate and Give Thanks For The Harvest?. How can we help those who do not have a good harvest?	1.3: Why Do Many People Give and Receive Gifts at Christmas? Why do we give and receive gifts?	1.8 – Joseph. Why is Joseph a Bible hero?	1.5: Why Do Christians Believe Easter is a New Beginning? Celebrating new life and new beginnings	1.7: How Do People of World Faiths Welcome New Babies? Why is baptism special?	1.2: What Do People of Faith Believe About God as Creator? What are your favourite things in creation?
ASH	2.1: Why Are Sacred Texts/Holy Books So Important To People of Faith? Why is it such a special book?	2.2 - Why Do Christians Believe The Birth of Jesus Was Such Good News? Why was the birth of Jesus such good news?	2.3 - Why Did Jesus Welcome Everyone? Why did Jesus welcome everyone?	2.4 - How Do Symbols Help People To Understand The Easter Story? How do Symbols help us understand the story?	2.6 - What Do Christians Believe Happened at Ascension and Pentecost? What happened at the Ascension and Pentecost?	2.5 – Why Are Holy Buildings and Places Important To People of Faith? Why is the church a special place for Christians?
CHESTNUT	3.6 – Harvest How do people of faith say thank you to God for the harvest?	3.2 – Why Do Christians Believe Jesus Was 'God With Us'? How does the presence of Jesus impact on people's lives?	3.3 - Jesus How did/does Jesus change lives?	3.4 Easter Is the cross a symbol of sadness or joy?	3.1: What Is The Role of a Faith Leader Who Has Been Called By God? What does it mean to be called by God?	Unit 3.5: Is The 'Golden Rule' Agreed by Everyone? Which rules should we follow?
SYCAMORE	4.1 - Considered To Be Important by People of Faith? What values do you consider to be important?	Unit 4.2: Why Is Light An Important Symbol In World Faiths? Why is Jesus described as the light of the world?	4.3 - Jesus Why do Christians believe Jesus is the Son of God?	4.4 - Easter A story of betrayal or trust?	4.5: Why Are Holy Buildings and Places Important to People of Faith? Are all Churches the same?	4.6 – Prayer What is prayer?
BEECH	5.1 - Why Are Sacred Texts/Holy Books So Important to People of Faith? How and why do Christians read the Bible?	5.2 - How Does The Birth of Jesus Fit Into God's Big Story? How do our celebrations reflect the true meaning of Christmas?	5.6 - Loss Death and Christian hope Is death an ending or a beginning?	5.4 – Easter Why do Christians believe that Easter is a celebration of victory?	5.9 - St Paul How did the news of Jesus resurrection spread around the world?	5.5 - Old Testament Women Did she make the right choice?



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OAK	6.1 - Life as a journey Is every person's journey the same?	6.2 – Advent How do Christians prepare for Christmas?	6.3: The Eucharist Why do Christians celebrate the Eucharist?	6.3A – The Exodus Why is the Exodus such a significant event in Jewish and Christian history?	6.4 - Easter. Who was Jesus? who is Jesus	6.6 – God What is the nature and character of God?
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Science						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ELM	Forces, Earth and space – Seasonal changes.	Materials – Everyday materials.	Animals, including humans – Sensitive bodies.	Animals, including humans – Comparing animals.	Plants – Introduction to plants.	Making connections – Investigating science through stories.
ASH	Living things and their habitats – Habitats	Living things and their habitats – Microhabitats.	Materials – Uses of everyday materials.	Animals, including humans – Life cycles and health.	Plants – Plant growth.	Making connections – Plant based materials.
CHESTNUT	Animals, including humans – Movement and nutrition.	Forces, Earth and space – Forces and magnets.	Materials – Rocks and soil	Energy – Light and shadows.	Plants – Plant reproduction.	Making connections – Does hand span affect grip strength?
SYCAMORE	Animals, including humans – Digestion and food.	Energy – Electricity and circuits.	Materials – States of matter.	Energy – Sound and vibrations.	Living things and their habitats – Classification and changing habitats.	Making connections – How does the flow of liquid compare?
BEECH	Materials – Mixtures and separation.	Materials – Properties and changes.	Forces, Earth and space – Earth and space.	Living things and their habitats – Life cycle and reproduction.	Forces, Earth and space – Unbalanced forces.	Animals, including humans – Human timeline.
						Making connections – Does the size of an asteroid affect the size of its impact crater?
OAK	Living things and their habitats – Classifying big and small.	Energy – Light and reflection.	Living things and their habitats – Evolution and inheritance.	Energy – Circuits, batteries and switches.	Animals, including humans – Circulation and health.	Making connections – Are some sunglasses safer than others?



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Topic – History/Geography						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ELM	How am I making history? Looking at personal chronology and finding out about the past within living memory	What is it like here? Locating where they live on an aerial photograph and recognising features within a local context.	How have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions.	What is the weather like in the UK? Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK	How have explorers changed the world? Finding out about events and people beyond living memory,	What is it like to live in Shanghai? Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China.
ASH	How was school different in the past? Understanding that although schools have been in the local area for a long time, they have not always been the same.	Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally.	How did we learn to fly? Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline.	Why is our world wonderful? Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area	What is a monarch? Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past.	What is it like to live by the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas.
CHESTNUT	British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Looking at the chronology of mankind, children are introduced to Britain's story.	Why do people live near volcanoes? Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates.	British history 2: Why did the Romans invade and settle in Britain? Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.	Who lives in Antarctica? Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.	What was important to ancient Egyptians? How historians learn about the past using mummies, the Book of the Dead and pyramids. Learn about the importance of religion in the ancient Egyptians' lives and how this is evident in pyramids, worship and mummification.	Are all settlements the same? Exploring different types of settlements, land use, and the difference between urban and rural.
SYCAMORE	How have children's lives changed? Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed.	Why are rainforests important to us? Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers.	British history 3: How hard was it to invade and settle in Britain? Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.	Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world.	How did the achievements of the Maya civilisation influence their society and beyond? Investigating historical and archaeological evidence. Explore the achievements of ancient peoples like the Maya.	What are rivers and how are they used? Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.
BEECH	British history 4: Were the Vikings raiders, traders or something else? Investigating what the Vikings were really like.	What is life like in the Alps? Considering the climate of mountain ranges and why people choose to visit the Alps.	British history 5: What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy.	Why do oceans matter? Exploring the importance of our oceans and how they have changed over time.	What did the Greeks ever do for us? Investigating the city-states of Athens and Sparta to identify similarities and differences between them.	Would you like to live in the desert? Exploring hot desert biomes and learning about the physical features of a desert.
OAK	What does the census tell us about our local area? Investigating local history during the Victorian period.	Why does population change? Investigating why certain parts of the world are more populated than others.	What was the impact of World War 2 on the people of Britain? Investigating the causes of WW2.	Where does our energy come from? Learning about renewable and non-renewable energy sources.	Unheard histories: Who should go on the £10 banknote? Investigating why historical figures are on banknotes.	Can I carry out an independent fieldwork enquiry? Observing, measuring, recording and presenting their own fieldwork study of the local area.



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PE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SAPLING	Fundamental Movement Skills	FMS Transport	FMS Rosies Walk	FMS Jack and the Beanstalk	FMS Mini Beasts	FMS Rumble in the Jungle A visit to the Zoo
ELM	Baseline Unit Lost and Found	FMS - Rolling a Ball Catching and Bouncing Ball	Dance Cheer Dance	Gymnastics Core Tasks1 and 2	Athletics	Underarm and Overarm Throw
ASH	Net and Wall Games	Core Task Piggy in the Middle Bounce Ball	Dance Cheer Dance FMS - Kicking	Gymnastics FMS - Kicking	Swimming Striking and Fielding Games	Athletics End of KS assessment
CHESTNUT	Invasion Games Netball	Dance Disco	Gymnastics Core Tasks 1 and 2	Net Wall – Core Task 1 Swimming	Athletics	Net and wall Core Task 2
SYCAMORE	Invasion Games Netball	Gymnastics Core Task 1 and 2	Dance Hip Hop Swimming	Net and Wall Core Task 1 and 2	Striking and Fielding Cricket	OAA Trust and Trails
BEECH	Invasion Games Netball Swimming	Gymnastics Core Task Swimming	Dance Urban Freestyle	Net and Wall Tennis	Striking and Fielding Cricket	Athletics OAA Problem Solving
OAK	Invasion Games Football	Dance Freestyle	Gymnastics Core Task 1 and 2	Striking and Fielding Cricket OAA Problem Solving	Athletics	Swimming Netball Tennis



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Art/DT						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
ELM	DT Structures – Stable structures	Art Drawing – Make your mark.	DT Textiles – Puppets.	Art Sculpture and 3D – Paper play.	DT Smoothies.	Art Painting and mixed media – Colour splash.
ASH	Art Craft and design – Map it out.	DT Structures – Baby bear’s chair.	Art Painting and mixed media – Life in colour.	DT Mechanisms – Fairground wheel.	Art Sculpture and 3D – Clay houses.	DT Mechanisms – Making a moving monster.
CHESTNUT	DT Cooking and nutrition – Eating seasonally.	Art Drawing – Growing artists.	DT Digital world – Wearable technology	Art Craft and design – Ancient Egyptian.	DT Structures – Constructing a castle.	Art Sculpture and 3D – Abstract shape and space.
SYCAMORE	Art Drawing – Power prints.	DT Structure – Pavilions.	Art Painting and mixed media – Light and dark.	DT Mechanical systems – Mechanical cars	Art Craft and design – Fabric of nature.	DT Electrical systems – Torches.
BEECH	DT Electrical systems – Doodlers	Art Sculpture and 3D – Interactive installation.	DT Mechanical systems – Gears and pulleys	Art Drawing – I need space.	DT Cooking and nutrition - Developing a recipe	Art Painting and mixed media – Portraits.
OAK	Art Craft and design – Photo opportunity.	DT Textiles – Bags.	Art Drawing – Make my voice heard.	DT Structure – Playgrounds.	Art Sculpture and 3D – Making memories.	DT Digital world – Navigating the world.



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PSHE - SAPLING CLASS - EYFS

Autumn	myHappymind - Meet Your Brain 	myHappymind Places 	myHappymind - Celebrate 		
Spring	myHappymind - Appreciate 	myHappymind - Relate 			Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.
Summer	myHappymind - Engage 	myHappy body 	myHappy relationships 	myHappy world 	



PSHE - ELM CLASS– YEAR 1

Autumn	myHappymind - <u>Meet Your Brain</u>		myHappymind Places		Showing respect and managing hurtful behaviour	myHappymind - <u>Celebrate</u>	
Spring	myHappymind - <u>Appreciate</u>	Healthy Lifestyles	Buffer	myHappymind - <u>Relate</u>	Families and positive close relationships	Buffer	Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.
Summer	myHappymind - <u>Engage</u>		Shared responsibilities	Communities	Ourselves Growing and Changing	Ourselves, Growing and Changing:- Transition	
						Buffer	

PSHE - ASH CLASS – YEAR 2

Autumn	<u>myHappymind - Meet Your Brain</u>		<u>myHappymind Places</u>	<u>myHappymind - Celebrate</u>	Buffer	
Spring	<u>myHappymind - Appreciate</u>	<u>Keeping Safe</u>	<u>Media Literacy and Digital Resilience</u>	<u>myHappymind - Relate</u>	<u>Friendships</u>	Buffer
Summer	<u>myHappymind - Engage</u>	<u>Safe relationships</u>	<u>Economic Wellbeing</u>	<u>Ourselves, Growing and Changing- Transition</u>	Buffer	Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.

PSHE - CHESNUT CLASS – YEAR 3

Autumn	myHappymind - Meet Your Brain	myHappymind Places	myHappymind - Celebrate	Buffer			
Spring	myHappymind - Appreciate	Healthy Lifestyles	myHappymind - Relate	Friendships	Families and close positive relationships	Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.	
Summer	myHappymind - Engage	Buffer	Communities	Shared responsibilities	Ourselves, Growing and Changing- Grief		Ourselves, Growing and Changing- Transition



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Autumn	<u>myHappymind - Meet Your Brain</u>		<u>myHappymind Places</u>	Showing respect and managing hurtful behaviour	<u>myHappymind - Celebrate</u>	
Spring	<u>myHappymind - Appreciate</u>	First Aid	Media Literacy and Digital Resilience	<u>myHappymind - Relate</u>	Safe Relationships	Buffer
Summer	<u>myHappymind - Engage</u>	Keeping Safe	Buffer	Economic Wellbeing	Ourselves, Growing and Changing- Transition	Buffer

Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.

PSHE - SYCAMORE CLASS – YEAR 4



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Autumn	<u>myHappymind - Meet Your Brain</u>	<u>myHappymind Places</u>	<u>myHappymind - Celebrate</u>	
Spring	<u>myHappymind - Appreciate</u>	<u>Healthy Lifestyles</u>	<u>myHappymind - Relate</u>	<u>Friendships</u> <u>Families and Close Positive Relationships</u>
Summer	<u>myHappymind - Engage</u>	Buffer	<u>Economic Wellbeing</u>	<u>Ourselves, Growing and Changing- Grief</u> <u>Ourselves, Growing and Changing- Transition</u> Buffer
Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.				

PSHE - BEECH CLASS – YEAR 5



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Autumn	myHappymind - <u>Meet Your Brain</u>	myHappy mind Places	Shared responsibilities	Showing respect and managing hurtful behaviour	myHappymind - <u>Celebrate</u>	Communities	Buffer	
Spring	myHappymind - <u>Appreciate</u>	First Aid	Drugs, Alcohol & Tobacco	Media Literacy and Digital Resilience	myHappymind - <u>Relate</u>	Safe Relationships	Buffer	Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.
Summer	myHappymind - <u>Engage</u>	myHappymind - <u>Be Your Best</u>	Buffer	myHappymind - <u>Transition Programme</u> (2 sessions a week)				

PSHE - OAK CLASS – YEAR 6



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Computer Science						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SAPLING	Computing systems and networks 1: Using a computer	Programming 1: instructions	Computing systems and networks 2: Exploring hardware	Programming 2: Programming Codapillars	Data handling: Introduction to data	
ELM	Computing systems and networks: Improving mouse skills	Programming 1: Algorithms	Skills showcase: Rocket to the moon Developing keyboard and mouse skills.	Programming 2: Codapillars Developing early programming skills	Creating media: Digital imagery	Data handling: Introduction to data Learning what data
	Online safety: Year 1 Learning about online safety, including using useful tips to stay safe when online; how to manage feelings and emotions when someone or something has upset us online; learning about the responsibility we have as online users; exploring the idea of a 'digital footprint'.					
ASH	Computing systems and networks 1: What is a computer?	Programming 1: Algorithms and debugging	Computing systems and networks 2: Word processing	Programming 2: MakeCode	Creating media: Stop motion	Data handling: International Space Station
	Online safety: Year 2 Learning about online safety, including: what happens to information posted online; how to keep things private online; who we should ask before sharing online; describing different ways to ask for, give, or deny permission online.					
CHESTNUT	Computing systems and networks 1: Networks	Programming: Scratch	Computing systems and networks 3: Journey inside a computer	Creating media: Video trailers	Data handling: Comparison cards databases	Computing systems and networks 2: Emailing
	Online safety: Year 3 Learning about online safety: 'fake news', privacy settings, ways to deal with upsetting online content, protecting our personal information on social media.					
SYCAMORE	Computing systems and networks: Collaborative learning	Programming 1: Further coding with Scratch	Creating media: Website design	Skills showcase: HTML	Programming 2: Computational thinking	Data handling: Investigating weather
	Online safety: Year 4 Learning how to navigate the internet in an informed, safe and respectful way.					
BEECH	Computing systems and networks: Search engines	Programming 1: Music	Data handling: Mars Rover 1	Programming 2: Micro:bit	Creating media: Stop motion animation	Skills showcase: Mars Rover 2
	Online safety: Year 5 Learning about potential online dangers and safety.					
OAK	Computing systems and networks: Bletchley Park and the history of computers	Programming: Intro to Python	Data handling 1: Big Data 1	Computing systems and networks: Exploring AI	Data handling 2: Big Data 2	Skills showcase: Inventing a product



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Online safety: Year 6

Learning how to navigate the internet in an informed, safe and respectful way.

SPANISH						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CHESTNUT	Spanish greetings with puppets Using puppets to practise a variety of greetings, children learn how to introduce themselves and perform a finger rhyme based on a Spanish puppet festival tradition.	Spanish numbers and ages Through playing traditional Spanish counting games, children learn the numbers from one to twelve. They discover how to say their age in Spanish and ask others how old they are.	Shapes and colours in Spanish Describing different shapes using colour adjectives in Spanish.	Classroom objects in Spanish Following classroom instructions, naming classroom objects and exploring grammar rules such as masculine and feminine nouns, plurals, and forming a negative construction.	Where do you live in Spain? Looking at a map, children identify different cities in Spain and learn to correctly pronounce their names in Spanish. They use a bilingual dictionary to find out the names for different types of homes and learn to ask and respond to questions about where they live.	Journey around Latin America Exploring Spanish-speaking Latin American countries and learning the days of the week and modes of transport in Spanish.
SYCAMORE	Dates in Spanish Mastering numbers to 31 and months of the year, children learn to say the date and find out about some Mexican birthday traditions.	Pets in Spanish Listening to a song about pets, children learn the names of different animals. Developing their knowledge of adjectives, children describe the characteristics of different animals when writing a fun story about a visit to a pet shop.	In a Spanish café Reading and creating menus in Spanish to role-play conversations in a Spanish café.	Spanish celebrations Learning about how some festivals are celebrated in Spain; expressing likes and dislikes about different celebrations	Weather in Spain Naming types of weather in Spanish, asking and answering questions about what the weather is like today and writing and performing a weather forecast in Spanish.	The Amazon rainforest Describing the animals that live in different parts of the Amazon rainforest.
BEECH	Describing family and friends in Spanish Looking at a family tree, children find out the vocabulary for family members, and use different verbs to write a description of them.	Spanish portraits Deducing the vocabulary for describing facial features; applying their knowledge of noun-adjective agreement to plural nouns; creating portraits in the cubist style and describing the faces in their portraits.	Sports in Spanish Reading and following instructions, children play the Maya ball game; inventing an original ball game, they use the imperative form of some regular verbs to write a set of instructions.	Spanish food and drink Expressing likes and dislikes about food; developing questioning skills to find out about food preferences.	A trip across Spain Finding out about different Spanish cities; discussing future travel plans to key tourist attractions.	Saving South America Creating campaign adverts to raise awareness of environmental problems in South America and how to solve them.



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OAK	Shopping in Spain Visiting a Spanish market, children describe the name and location of the different market stalls. They play a fun board game to practise their transactional language and apply their knowledge of larger numbers and handling money.	Clothes in Spanish Experimenting with adjectives and agreement, children design and describe a selection of different outfits and styles.	School life in Spanish Learning the names of school subjects in Spanish; giving opinions about school subjects using Spanish adjectives; constructing their ideal school day timetable and writing a letter to their teacher using the key vocabulary they have learned within the unit.	Household tasks in Spanish Learning verbs and understanding how to provide instructions, children describe household uses for robots; inventing an original robot, they describe how everyday household tasks can be performed.	Free time in Spain Exploring verb conjugation in the present tense, children create a shared travel blog to describe activities that take place in different parts of Spain during each season. They compare travel plans and explain their preferences.	Maya city treasure hunt Using descriptive and directional language to navigate and describe key landmarks within an Ancient Maya city.
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Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ELM	Hey You! Style: Old-School Hip Hop	Rhythm In The Way We Walk and Banana Rap Style: Reggae and Hip Hop style	In The Groove Style: Blues, Latin, Folk, Funk, Baroque, Bhangra	Round And Round Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	Your Imagination Style: Pop	Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 1
ASH	Hands, Feet, Heart Style: South African styles	Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Son	I Wanna Play In A Band Style: Rock	Zootime Style: Reggae	Friendship Song Style: Coming soon!	Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 2
CHESTNUT	Let Your Spirit Fly Style: R&B, Western Classical, Musicals, Motown, Soul	Glockenspiel Stage 1 Style: Learning basic instrumental skills by playing tunes in varying styles	Three Little Birds Style: Reggae	The Dragon Song Style: A little bit funky and music from around the world.	Bringing Us Together Style: Disco	Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 3
SYCAMORE	Mamma Mia Style: ABBA	Glockenspiel Stage 2 Style: Learning basic instrumental skills by playing tunes in varying styles	Stop! Style: Grime, Classical, Bhangra, Tango, Latin Fusion	Lean On Me Style: Gospel	Blackbird Style: Coming soon!	Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 4
BEECH	Livin' On A Prayer Style: Rock	Classroom Jazz 1 Style: Jazz	Make You Feel My Love Style: Pop Ballads	Fresh Prince Of Bel-Air Style: Hip Hop	Dancing In The Street Style: Motown	Reflect, Rewind and Replay Style: Western Classical music and your choice from Year 5
OAK	Happy Style: Pop/Motown	Classroom Jazz 2 Style: Jazz, Latin, Blues	Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.	You've Got A Friend Style: The Music of Carole King	Music and Me Style: Contemporary, music and identity	Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 6



Reaching our Potential Together in Christ

LONG TERM CURRICULUM PLAN 2025 – 2026