Reaching our Potential Together in Christ

LONG TERM CURRICULUM PLAN 2026 – 2027

OUR CURRICULUM INTENT AND CHRISTIAN VISION

By embedding our Christian Vision We believe that through the teaching of God's word at St Mary Magdalen's Church of England Primary School, we prepare our children for all challenges that lie before them, enabling all our school family to, 'live and live splendidly' John 10:10 'By reaching our potential together in Christ.' Through exploring creating, and thinking critically we intend to build on prior learning and enable them to link the past, the present and the future in a range of local and global contexts. This is to deepen their understanding and enhance their skills in all curriculum areas. By providing a rich soil, enabling our children to flourish socially, morally, and spiritually in a safe environment. We do this by being prayerful and accepting of God's word, following our Christian values where love is central to all we do Galatians 5:22-23 It is our vision to inspire our children by creating a love of learning throughout our unique curriculum by implementing relevant and meaningful experiences to make learning engaging and exciting.

We worship by celebrating our uniqueness in the acceptance and respect all our differences whilst remembering our faith's diversities and spirituality. John 13:34. Therefore providing teaching and learning opportunities that will be pertinent to our children in order to facilitate their social mobility and equip them to be responsible, respectful, active citizens, who contribute positively to society.

HOW WE WILL CONTINUE TO DEVELOP OUR CURRICULUM

- Ensure we continue to develop a curriculum that offers flexibility through a broad range of subjects at all key stages.
- Link all our policies and action plans to our developing curriculum.
- Create a clear curriculum plan that outlines the aims of the curriculum and its links to the SDP and the school's overall curriculum intent.
- Maintain a thorough and up-to-date knowledge of the national curriculum and ensure any developments are reflected in the school's policies.
- All work to embed the school's curriculum intent and implementation methods securely and consistently across the school.
- Ensure work given to pupils matches the aims of the curriculum and is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Plan curriculum content that successfully builds on the knowledge and skills taught at each key stage.
- Ensure the curriculum contains content that has been identified as the most useful and that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills.
- Work as a team with the guidance of the SLT to promote the use of a broad range of appropriate teaching and learning strategies.
- Continue to construct a curriculum that is ambitious and designed to provide all pupils with the knowledge and cultural capital they need to succeed in later life.

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- Ensure the curriculum offers academic/vocational/technical ambition for all pupils, and is not narrowed for disadvantaged pupils or those with SEND.
- Adapt the curriculum, where necessary, to ensure it meets the needs of all pupils and develops their knowledge, skills and abilities, including pupils with SEND.
- Ensure the school's local context is reflected in the curriculum.
- Take account of staff workload when planning the curriculum, schemes of work, marking and feedback and communication policies.
- Develop a positive attitude that motivates and inspires all members of staff, enabling them to carry out their duties to the highest standards.
- Ensure all subject leaders are aware of any developments in the curriculum and monitor changes as they are implemented.
- Ensure parents understand the curriculum development.
- Organise relevant PD to support staff
- Ensure new subject leaders are supported and appropriately trained..
- Continue to monitor the impact of the curriculum, plan and identify areas for improvement.

LIFE EXPERIENCES

By the End of Oak Class – Year 6 Children will have encountered most of these life experiences

- Been on a picnic
- Visited a theatre
- Experienced different places of worship
- Visited a farm and a zoo
- Been to a museum / art gallery
- Experienced a national or large scale sporting event
- Opportunity to represent school
- Visited a city
- Visited a municipal building
- Paddled in the sea and built a sandcastle
- Pay in a shop with real money
- Celebrated diversity

Eaten in a café or restaurant
Visited a church and a cathedral
Ride a horse or a pony
Be able to play at least two board games
Learn by making mistakes
Visited and joined a library
Planned and been out on a bus or train trip
Visited an airport
Visit a castle/stately home/ mill
Play in a park
Opportunity to go on a residential
Baked a cake

- Experienced an outdoor adventure, (build a fire, toast marshmallows, canoeing, rock climbing and climb a hill , erect a tent, build a den).

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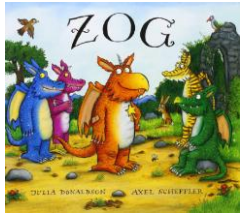
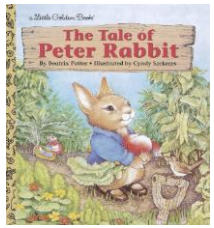
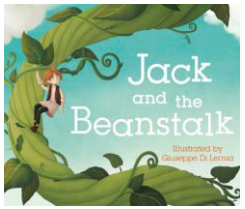
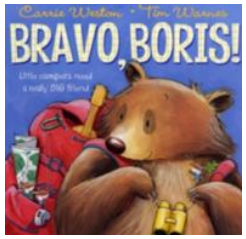
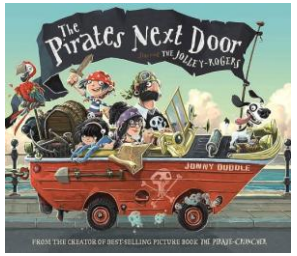
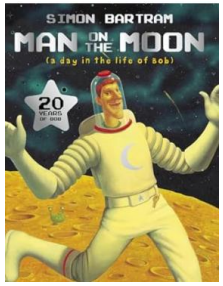
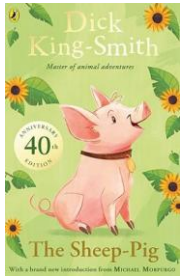
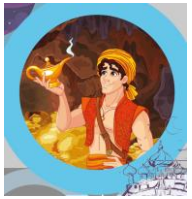
ENGLISH 2026 -2027						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1	**Lost and Found By: Oliver Jeffers** **Stories by the same author (3wks)** **Non-Chronological Reports (2wks)** **Poems on a Theme (1wk)**	**Zog By: Julia Donaldson**  **Stories with Repetitive Patterns (4wks)** **Poems on a Theme (1wk)** **Range of non-fiction Texts (2wks)**	**The Tale of Peter Rabbit By: Beatrix Potter**  **Classic Stories (3wks)** **Instructions (3wks)**	**Jack and the Beanstalk By: DK and Giuseppe Di Lernia**  **Traditional Tales (3wks)** **Recounts (2wks)**	**Boris Goes Camping By: Carrie Weston**  **Stories with Familiar Settings(3wks)** **Non-fiction Texts: Information Booklets (3wks)** **Traditional Rhymes (1wk)**	**NO-BOT by: Sue Hendra** **Stories with Fantasy Settings (4wks)** **Recounts (2wks)** **Poems for Learning by Heart (1wk)**
Year 2	**The Pirates Next Door by: Jonny Duddle**  **Stories with familiar settings (3wks)**	**Prince Cinders by: Babette Cole** **Traditional tales with a Twist (4wks)**	**The Man on the Moon by: Simon Bartram**  	**The Sheep-Pig by: Dick king-Smith**  	**The Owl who was Afraid of the Dark by: Jill Tomlinson** 	**Aladdin**  **Story as a theme – short writing opportunities** **Persuasion**

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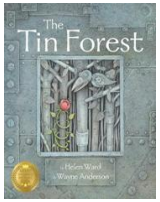
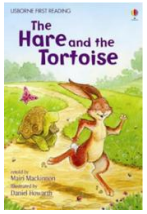
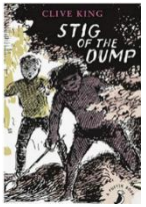
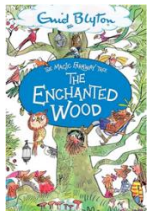
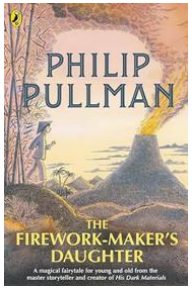
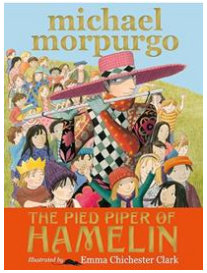
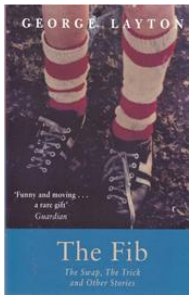
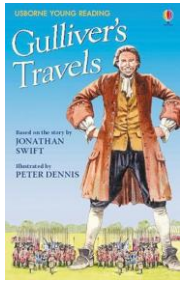
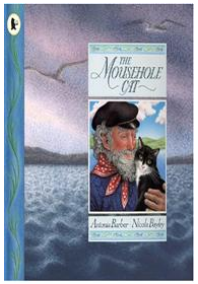
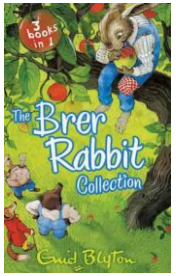
	Non-chronological reports (2wks) Poems on a theme (1wk)	Instructions (3wks)	Stories by the same author (4wks) Non-chronological reports (2wks)	Stories with familiar settings (3wks) Riddles (2wks)	Animal adventure stories (4wks) Recount: letters (3wks) Classic poems (1wk)	Poems on a theme
Year 3	The Tin Forest by: Helen Ward  Folk Tales (4 wks) Recount: biographies (2 wks)	The Hare and The Tortoise  Fables (3 wks) Poems with a structure (1 wk) Persuasion: letters (3 wks)	Stig of the Dump by: Clive King.  Story as a theme (3 wks) Poems on a theme (1 wk) Discussion (2 wks)	Iron Man by: Ted Hughes Novel as a theme (3 wks) Recount: diaries (2 wks)	Romans on the rampage by: Jeremy Strong Play scripts (4 wks) Non-chronological reports (3 wks)	The Enchanted Wood by: Enid Blyton  Classic poetry (1 wk) Mystery / Adventure / Fantasy stories (4 wks) Explanations (2 wks)
Year 4	The Firework Maker's Daughter By: Phillip Pullman  Explanations (2wks)	The Pied Piper of Hamelin By: Michael Morpurgo  Fairy Tale (4wks)	The Balaclava Story in The Fib by George Layton.  	Gulliver's Travels By: Miss Marie Crook  Novel as a Theme (3wks)	The Mousehole Cat By: Antonia Barber  Stories with a Theme (4wks)	Brer Rabbit By: Enid Blyton  Nancy the Spider Folk Tales (3 wks)

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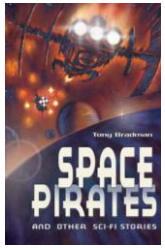
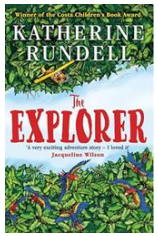
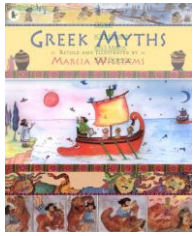
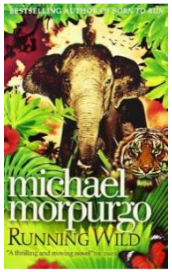
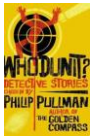
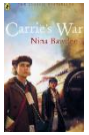
	Fantasy (3 wks) Play script (1wk reading and analysing)	Classic Narrative Poetry (1wk) Recount: Newspapers (2wks)	Stories with Issues and Dilemmas (3-4wks) Persuasion (2-3wks)	Non-chronological Reports (2wks)	Poems with a structure (1wk) Information Booklet (2wks)	Debate (3 wks) Poems on a theme (1 wk)
Year 5	Various legend stories George and the Dragon, Finn McCool and the Giants Causeway. Loch Ness Monster, The Fairy Flag of MacLeod. Legends (4 wks) Persuasion (2-wks)	Christmas Carol By: Charles Dickens Stories with historical settings (4 wks) Film and play scripts (3 wks)	Various Science fiction stories  Science fiction stories (3 wks) Information booklets (2 wks) Poems with a structure (1 wk)	The Invention of Hugo Cabret By: Brian Selznick Novel as a theme (5wks)	The Explorer by: Katherine Rundell  Stories from other cultures (4wks) Debate (3 wks)	Various Greek Myths  Myths (4 wks) Reports (2 wks) Poems with figurative Language (1 wk)
Year 6	Running Wild by: Michael Morpurgo 	The Wizard of OZ by: Frank L. Baum Classic fiction (4 wks)	Macbeth by: William Shakespeare Older Literature (3 wks) Marcia Willaims	A range of detective stories  	Various texts focusing on flashbacks  	The Lion and Albert Novel as a theme (5 wks) Poems on a theme (2 wks)

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	Novel as a theme (4wks) (Read up to chapter 4) **Biography (2wks)**	**Poetry – Songs and Lyrics (1 wk)** **Persuasion: A Formal Review (2 wks)**	**Non-fiction hybrid (2 wks)** **Poems with imagery (1 wk)**	**Detective / crime fiction (3 wks)** **Explanations (2 wks)**	**Short stories with flashbacks (4 wks)** **Discussion and debate (3 wks)**	

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EYFS

Autumn	Spring	Summer	Key Progression
Counting, subitising, numbers to 5, sorting, patterns	Numbers to 10, bonds, measures, 3D shape	Numbers beyond 10, sharing, time, money	Number to 10, subitising, composition, numerical patterns, shape, space and measure, Mastering Number.

Year 1

Autumn	Spring	Summer	Key Progression
PLACE VALUE, Add/Sub, Shape	PLACE VALUE to 20, Add/Sub, Measure	Mult/Div, Fractions, Money, Time	Place value within 100, addition and subtraction, shape, multiplication and division, fractions, money, time, position and direction.

Year 2

Autumn	Spring	Summer	Key Progression
PLACE VALUE, Add/Sub, Shape	Money, Mult/Div, Measure	Fractions, Time, Statistics	Place value, addition and subtraction, money, multiplication and division, fractions, measurement, time, statistics and geometry.

Year 3

Autumn	Spring	Summer	Key Progression
PLACE VALUE, Add/Sub, Mult/Div, Perimeter	Mult/Div, Fractions, Mass/Capacity	Money, Time, Shape, Statistics	Place value to 1,000, addition and subtraction, multiplication and division, fractions, money, time, shape, statistics and perimeter.

Year 4

Autumn	Spring	Summer	Key Progression

PLACE VALUE, Add/Sub, Area, Mult/Div	Mult/Div, Fractions, Perimeter	Decimals, Money, Time, Shape, Statistics	Place value, four operations, multiplication tables, fractions, decimals, area, perimeter, money, time, shape and statistics.

Year 5

Autumn	Spring	Summer	Key Progression
PLACE VALUE, Add/Sub, Mult/Div, Fractions	Fractions, Decimals, Percentages, Area	Statistics, Shape, Coordinates, Volume	Place value to 1,000,000, four operations, fractions, decimals, percentages, perimeter, area, statistics, shape, coordinates and volume.

Year 6

Autumn	Spring	Summer	Key Progression
PLACE VALUE, Four Ops, Fractions, Units	Ratio, Algebra, Decimals, Area/Volume	Statistics, Shape, Position, Consolidation	Place value to 10,000,000, four operations, fractions, ratio, algebra, decimals, percentages, geometry, statistics and secondary readiness.

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Religious Education							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Autumn 1	**I am Special**	**1.1: How and Why Do People of Faith Celebrate and Give Thanks For The Harvest?.**	**2.1: Why Are Sacred Texts/Holy Books So Important To People of Faith?**	**3.6 – Harvest**	**4.1 - Considered To Be Important by People of Faith?**	**5.1 - Why Are Sacred Texts/Holy Books So Important to People of Faith?**	**6.1 - Life as a journey**
Key enquiry	**Why are we all different and special?**	**How can we help those who do not have a good harvest?**	**Why is it such a special book?**	**How do people of faith say thank you to God for the harvest?**	**What values do you consider to be important**	**How and why do Christians read the Bible?**	**Is every person's journey the same?**
Key questions	What are my favourite things? Why are names important? Why do Christians believe that all people are special in the eyes of God? Why do Christians believe that God is their heavenly father? How do we know that we are special in the eyes of God?	Why do we celebrate Harvest Festival? Where does our food come from? Which foods do you enjoy the most? How can we help those who do not have a good harvest? Why should we help those who do not have a good harvest?	Why is the Bible such a special book? Why do Christians believe that the Bible is a holy book? Who uses the Bible? Why? The Bible is in two parts which are different. Why/how are they different? Which Bible stories do you think are the most important? Why? Why are Holy Books so important to people of faith? In what ways are Holy Books treated differently to all other books? What makes a Holy Book different from all other books?	Why do communities celebrate the harvest? Why do Christians celebrate Harvest Festival? What exactly is being celebrated at harvest? Who celebrates the harvest? How do communities around the world celebrate harvest? Why is the harvest celebrated by people with faith and those of no faith? What does the Harvest Festival, and being thankful mean to you?	What are values? Who decides the values we live by? How do we know which values to live by? Which values do you consider to be the most important? Is there a difference between human values and faith values? Who inspires you?	How and why is the Bible read and used by Christians? Do you need a Bible to be a Christian? Why do Christians believe that the Bible is holy? Why is the Bible a best seller? Why are there so many versions of the Bible? Which books of the Bible do you think are the most important? Why? Why are sacred texts so important to people of faith? In what ways do the contents of the sacred texts impact upon the lives of the believers? What is the connection between the ways in which the Holy Book is	Life is a journey. Do you agree? Why? In what ways can life be compared to a journey? In what ways does having faith give meaning and purpose to the journey of life? Is choosing to journey through life as a Christian an easy option? Why? Why not? Is every person's journey the same? Why not? Why do people go on a pilgrimage? Does a pilgrimage have to be to a place of worship?

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						treated and how the believer regards the contents of the book?	
AUTUMN 2	**Christmas**	**1.3: Why Do Many People Give and Receive Gifts at Christmas?**	**2.2 - Why Do Christians Believe The Birth of Jesus Was Such Good News?**	**3.2 – Why Do Christians Believe Jesus Was 'God With Us'?**	**Unit 4.2: Why Is Light An Important Symbol In World Faiths?**	**5.2 - How Does The Birth of Jesus Fit Into God's Big Story?**	**6.2 – Advent**
Key enquiry	**How do Christians celebrate Jesus' birthday?**	**Why do we give and receive gifts?**	**Why was the birth of Jesus such good news?**	**How does the presence of Jesus impact on people's lives?**	**Why is Jesus described as the light of the world?**	**How do our celebrations reflect the true meaning of Christmas?**	**How do Christians prepare for Christmas?**
Key questions	What is a birthday? When is your birthday? In what ways do you celebrate your birthday? How do Christians celebrate Jesus' birthday? Why was Jesus a special baby?	Why do people give and receive gifts at Christmas? Why is Jesus described as a gift? How does it feel when you give and receive gifts? What is the best gift you have ever received?	How is good news delivered? Who passes on good news? Why was the birth of Jesus good news? Why is this news so important? What difference did it make to the world? How did the good news spread further? How is this good news told today? How is this good news celebrated today? The news is very old, how can it still be good news? What do angels do? What do angels look like?	In what ways do Christians believe that God is with us? How does it feel to be in the presence of God? How did/does the presence of Jesus have an impact on people's lives? In what ways do Christians believe that they are the presence of Jesus in the world today?	Why is Jesus described as the Light of the World? What does the light do to the dark? Why is light such a powerful symbol? Is light a good metaphor for Jesus? The sun already lights the world so how can Jesus be the light? In what ways do the actions of Christians show the light of Jesus in the world today? Why do people of faith light candles?	Where in the Bible is the Christmas story? How does the nativity story/birth of Jesus fit into God's Big Story? Why are the stories in Matthew and Luke similar/different? How do our celebrations reflect the true meaning of Christmas? Where do the ideas of including a donkey and a stable in the story come from?	What is Advent? When is Advent? Why is Advent a time of preparation? What is being prepared for during Advent? What has this unit taught you about what it means to be a Christian? What has this unit taught you about Christian beliefs? Have you learnt anything about yourself from this unit?
SPRING 1	**Special Places**	**1.8 – Joseph.**	**2.3 - Why Did Jesus Welcome Everyone?**	**3.3 - Jesus**	**4.3 - Jesus**	**5.6 - Loss Death and Christian hope**	**6.3: The Eucharist**

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Key enquiry	What makes a place holy?	Why is Joseph a Bible hero?	Why did Jesus welcome everyone?	How did/does Jesus change lives?	Why do Christians believe Jesus is the Son of God?	Is death an ending or a beginning?	How and why do Christians celebrate the Eucharist?
Key questions	Where is your special place? Why is it special? Why is the church a special place for Christians? Why is the Mosque a special place for Muslims? When do you visit your special place? Who goes with you to your special place? What makes a place a holy place? Why do some people of faith remove their shoes before entering their place of worship?	How do we know God was with Joseph? I wonder how Joseph was feeling? I wonder why Joseph is a Bible hero? What we can learn from this story?	What is a miracle? Why are these stories important? Why did Jesus welcome everyone? I wonder how it felt to meet Jesus? What did Jesus want us to learn from his behaviour? What do these stories reveal about Jesus?	What does 'change' mean? How can our lives be changed? Is it easy to change? How did Jesus change lives? When did/does Jesus change lives? What happens when Jesus changes a person's life?	How do we know Jesus had power and authority? Where did Jesus' power and authority come from? How do the actions of Jesus show that he is the Son of God? How do the actions of Jesus show his divine nature? How do these stories reveal Jesus to be the Son of God? What do Christians believe about Jesus and God because of these events?	What is death? What does it mean when something or someone dies? Is death an ending or a beginning? What happens when we die? Where do we go? Where is heaven? What is heaven like?	Why do Christians celebrate the Eucharist? What is the reason for celebrating the Eucharist? The Eucharist service has several names. Why is this time of worship called the Eucharist/Holy Communion/Mass/The Lord's Supper? What questions would you like to ask about the Eucharist/Holy Communion Service?
SPRING 2	**Easter**	**1.5: Why Do Christians Believe Easter is a New Beginning?**	**2.4 - How Do Symbols Help People To Understand The Easter Story?**	**3.4 Easter**	**4.4 - Easter**	**5.4 – Easter**	**6.4 - Easter.**
Key enquiry	**Why do Christians believe that Easter is all about love?**	**Celebrating new life and new beginnings**	**How do Symbols help us understand the story?**	**Is the cross a symbol of sadness or joy?**	**A story of betrayal or trust?**	**Why do Christians believe that Easter is a celebration of victory?**	**Who was Jesus? who is Jesus**
Key questions	What is love? Where is love? Who do you love? Who loves you? How do you/they show that love?	What do you think is the most important part of the Easter Story? In what way is the Easter Story about new life?	How do symbols help us to understand the meaning of the Easter story? How does the meaning of (name a particular	Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not?	What is trust? How do we show trust? Who do we trust? Why? Why is trust important? Why did Judas betray Jesus?	Why do Christians believe that Easter is a celebration of victory? In what ways is Christ's death and resurrection a victory?	Who was Jesus? Who is Jesus? Who did Jesus say he was? Was Jesus the Messiah?

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	How did Jesus show that he loved us?	How do you think people feel when someone they love has died? How does the life cycle of a butterfly reflect the events of Easter? Why do Christians believe Easter is a new beginning?	symbol) help us to understand the Easter story? Why is Easter the most important festival in the Christian calendar? What has saving people and rescue got to do with Jesus and Easter?	Is the cross a symbol of sadness or joy? How do the services held in churches during Holy Week and Easter reflect the sadness and joy? Is Good Friday the beginning or the end? Is Easter Sunday the end or the beginning?	What does it mean to betray someone? How does it feel to be betrayed? What is forgiveness? Have you ever forgiven someone? Have you experienced being forgiven?	What is Jesus victorious over and why? How does his victory affect the lives of Christians today? How do the events and services that take place in churches during Holy Week and Easter reflect Christian belief that Jesus' death and resurrection was a victory? What did Jesus do to save human beings?	Why do Christians believe that Jesus was the Messiah? Who do Muslims say Jesus was? Who do Jews/Hindus/Buddhists say Jesus was? (See Teachers' Resources)
SUMMER 1	**Prayer**	**1.7: How Do People of World Faiths Welcome New Babies?**	**2.6 - What Do Christians Believe Happened at Ascension and Pentecost?**	**3.1: What Is The Role of a Faith Leader Who Has Been Called By God?**	**4.5: Why Are Holy Buildings and Places Important to People of Faith?**	**5.9 - St Paul**	**6.3A – The Exodus**
Key enquiry	**What is prayer**	**Why is baptism special?**	**What happened at the Ascension and Pentecost?**	**What does it mean to be called by God?**	**Are all Churches the same?**	**How did the news of Jesus resurrection spread around the world?**	**Why is the Exodus such a significant event in Jewish and Christian history?**
Key questions	What is a prayer? How do we pray? Where do people pray? When you talk to God what do you say? How does God listen to and answer our prayers? Can you think of different ways to pray? When do people pray? Can you think of some reasons why people pray?	What does it mean to 'belong?' What is baptism? Why are some people baptised? Why is baptism special? What is a promise? Where is it kept? How is it kept? What makes a person feel they are part of God's family? How do people of faith welcome new babies?	Why is Ascension a special celebration in the church year? What happened at Pentecost? Why is Pentecost often called the Birthday of the Church? How does it feel when we say goodbye?	What does it mean to be called by God? In what ways does God call people? How does God speak to people? What sort of tasks does God call people to do? Who has been/or could be called by God? What is the role of a faith leader who has been called by God? What are the similarities and differences between the	What does 'church' mean? Are all churches the same? Why? Why not? What does it mean to belong to a church? What have you learned about the church that you didn't know before? Where do people of World faiths worship? Are they all the same? Are there any similarities between places of worship?	What happened next after Pentecost? How did the news of Jesus' resurrection spread around the world? What is a mission? If Paul wrote a letter to the church today, what would he say? What motivates you to keep going when things are difficult?	Why did God choose Moses? Why is the Exodus such a significant event in Jewish and Christian history? What is freedom? Why is freedom important? What does it mean to be free? Why is it important to remember?

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		How do people of faith welcome new members? Why are names important?		role and daily lives of faith leaders?	What are the key differences?		
SUMMER 2	**Special People**	**1.2: What Do People of Faith Believe About God as Creator?**	**2.5 – Why Are Holy Buildings and Places Important To People of Faith?**	**Unit 3.5: Is The 'Golden Rule' Agreed by Everyone?**	**4.6 – Prayer**	**5.5 - Old Testament Women**	**6.6 – God**
Key questions	**Why do Christians believe Jesus is special**	**What are your favourite things in creation?**	**Why is the church a special place for Christians?**	**Which rules should we follow?**	**What is prayer?**	**Did she make the right choice?**	**What is the nature and character of God?**
Key questions	Who is special? What makes someone special? Is being important the same as being special? How do we decide who is special? What do special people do? Why do Christians believe that Jesus is special? Who is special to me?	What do people of faith believe about God as creator of the world? I wonder how God felt when he had made the world? How have the actions of people spoilt the world? What do you feel about the wonder of creation? What are your favourite things that God created?	What makes a place special? Where is your special place? What makes a place holy/sacred? What do you think makes a Church a special place? Why is the church a holy place for Christians? Why/when do people go to Church? What happens in the Church? Why do people of faith have special buildings where they gather to worship?	What are rules? Why do we have rules? Who makes the rules? Who keeps the rules? Is there a difference between rules and laws? Who makes the law? What would happen if there were no rules/laws? Are the ten commandments still as relevant today? Why? Why not? Why did Jesus bring a new commandment? Why do religions have rules?	What is prayer? How do people pray? When do people pray? Why do people pray? Where do people pray?	What can I learn from this story? Why is this a significant moment? Why is this woman important? In which values and beliefs are the actions of the women rooted? Did she make the right choice? Where does this story fit into God's big story?	What words would you use to describe God? What images do you have of God? What do Christians/Muslims/Hindus believe is the nature and character of God? How are Christian/Muslim/Hindu beliefs about the nature and characteristics of God reflected in their worship? How is it possible for God to be visible and yet invisible? Where is God? What is God's name? Does God really know everything?

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SCIENCE 2026 - 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	How does my body help me explore the world around me?	How does the world change as the seasons move into winter?	What happens when materials and environments change?	What helps plants, animals and minibeasts grow and survive?	How do living things depend on the places they live?	Why do animals and plants live in different places?
	Use senses to explore. Observe closely. Identify body parts. Talk about what they notice and ask simple questions.	Observe seasonal change. Compare weather. Notice changes in plants and trees. Record observations through talk and drawings.	Explore materials. Observe changes. Predict what might happen. Test ideas and discuss findings.	Observe growth. Compare living things. Investigate habitats. Ask questions and record observations.	Explore habitats. Compare environments. Identify living things. Explain needs for survival. Classify simple groups.	Identify and compare habitats. Match animals to habitats. Research living things. Record and explain findings.

Year 1	Autumn 1		Autumn 2	
	(5 Weeks) Animals, including humans	(1 Week) Seasonal changes	(5 Weeks) Everyday materials	(1 Week) Seasonal changes
	The Human Body **Biology** Key Enquiry Question - What are the main parts of our body, and how do they help us use our senses?	Seasonal Changes **Biology** Key Enquiry Question - How do the season change, and what happens in each season?	Materials **Chemistry** Key Enquiry Question - What are things made from, and how are materials different?	Seasonal Changes **Biology** Key Enquiry Question - How do the season change, and what happens in each season?
NC LINK	- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	- Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies.	- Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties	- Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies.

	Spring 1		Spring 2		
	(1 Week) Plants	(6 Weeks) Animals, including humans	(1 Week) Sustainability	(1 Week) Seasonal changes	(2 Weeks) Plants
	Planting - A **Biology** Key Enquiry Question - How do the things I plant change over time?	Animals **Biology** Key Enquiry Question - Are all animals the same and different?	Caring For The Planet **Sustainability** Key Enquiry Question - How can we care for our planet?	Seasonal Changes **Biology** Key Enquiry Question - How do the season change, and what happens in each season?	Planting B **Biology** Key Enquiry Question - How do the things I plant change over time?

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NC LINK	- Identify and describe the basic structure of a variety of common flowering plants, including trees. (Planting lettuce or spinach indoors.)	- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)		- Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies.	- Identify and describe the basic structure of a variety of common flowering plants, including trees. (Planting Carrots or Radish, Radish grow easier)
	Summer 1		**Summer 2**		
	(5 Weeks) Plants	(2 Weeks) Plants	(2 Weeks) Sustainability	(3 Weeks) Seasonal changes	
	Plants **Biology** Key Enquiry Question - How can we sort plants into different groups?	Planting - C **Biology** Key Enquiry Question - How do the things I plant change over time?	Cooking and Cooking **Sustainability** Key Enquiry Question - Where does my food come from?	Seasonal Changes **Biology** Key Enquiry Question - How do the season change, and what happens in each season?	
NC LINK	- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	- Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies.	
	Working scientifically				
	- Asking simple questions and recognising that they can be answered in different ways - Observing closely, using simple equipment - Performing simple tests - Identifying and classifying - Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions.				
Year 2	**Autumn 1**		**Autumn 2**		
	(4 Weeks) Animals Including Humans	(3 Weeks) Animals Including Humans	(6 Weeks) Uses of everyday materials	(1 Week) Plants	
	Animals' Needs for Survival **Biology** Key Enquiry Question - What do animals need to survive and how do their habitats help them?	Humans **Biology** Key Enquiry Question - What do we need to stay healthy, and why is it important?	Materials **Chemistry** Key Enquiry Question - How can we choose the best material for a job?	Plants **Biology** Key Enquiry Question - How do bulbs grow into plants?.	
NC LINK	- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	- Identify and compare the suitability of a variety of everyday materials, including	- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	

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			wood, metal, plastic, brick, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		
	Spring 1		**Spring 2**		
	(4 Weeks) Plants (continue from Autumn 2)	(6 Week) Living Things and Their Habitats			(1 Weeks) Plants
	Plants **Biology** Key Enquiry Question - How do bulbs grow into plants?	Living Things and Their Habitats **Biology** Key Enquiry Question - How do habitats help living things survive?			Plants **Biology** Key Enquiry Question - What do plants need to grow and stay healthy?
NC LINK	- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	- Explore and compare the differences between things that are living, dead, and things that have never been alive. - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - Identify and name a variety of plants and animals in their habitats and animals in their habitats, including micro-habitats.			- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
	Summer 1		**Summer 2**		
	(3 Weeks) Plants	(5 Weeks) Animals, including humans	(1 Week) Plants	(2 Weeks) Animals, including humans	(2 Weeks)
	Plants **Biology** Key Enquiry Question - How do seeds grow into plants?	Growing up **Biology** Key Enquiry Question - How do animals, including humans, grow and change?	Bulbs and Seeds **Biology** Key Enquiry Question - How do seeds and bulbs grow into plants?	Growing up **Biology** Key Enquiry Question - Are there patterns between the life cycles of different animals?	Wildlife **Biology** Key Enquiry Question - Why is it important to care for wildlife?
NC LINK	- Observe and describe how seeds and blubs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	- Notice that animals, including humans, have offspring which grow into adults.	- Observe and describe how seeds and bulbs grow into mature plants.	- Notice that animals, including humans, have offspring which grow into adults.	
	Working scientifically				

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	- Asking simple questions and recognising that they can be answered in different ways - Observing closely, using simple equipment - Performing simple tests - Identifying and classifying - Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions.			
Year 3	**Autumn 1**		**Autumn 2**	
	(4 Weeks) Animals Including Humans	(1 Week) Animals Including Humans	(5 Weeks) Animals Including Humans	(4 Weeks) Rocks
	Skeletons **Biology** Key Enquiry Question - How do humans and animals grow, stay healthy, and move?	Movement **Biology** Key Enquiry Question - How do our bones and muscles help us move?	Nutrition and Diet **Biology** Key Enquiry Question - Why do humans and animals need the right nutrition to stay healthy?	Rocks **Chemistry** Key Enquiry Question - How can we compare and group different types of rocks?
NC LINK	- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food - they get nutrition from what they eat.	- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food - they get nutrition from what they eat.	- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
	Spring 1		**Spring 2**	
	(2 Weeks) Rocks	(4 Weeks) Rocks	(5 Weeks) Light	
	Fossils **Chemistry** Key Enquiry Question - How are fossils formed over time?	Soils **Chemistry** Key Enquiry Question - What is soil made from, and why is it important?	Light **Physics** Key Enquiry Question - How does light help us see and create shadows?	
NC LINK	- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	- Recognise that soils are made from rocks and organic matter.	- Find patterns in the way that the size of shadows change. - Recognise that shadows are formed when light from a light source is blocked by an opaque object. - Notice that light is reflected from surfaces. - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. - Recognise that they need light in order to see things, and that dark is the absence of light.	
	Summer 1		**Summer 2**	

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	(7 Weeks) Plants	(2 Weeks) Forces and Magnets	(3 Weeks) Forces and Magnets	(2 Weeks) Plants
	Plants A **Biology** Key Enquiry Question - How do the different parts of a plant help it grow and survive?	Forces **Physics** Key Enquiry Question - How do forces make things move and slow down?	Magnets **Physics** Key Enquiry Question - What materials are magnetic, and how do magnets work?	Plants B **Biology** Key Enquiry Question - How do plants grow and reproduce?
NC LINK	- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - Investigate the way in which water is transported within plants. - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	- Compare how things move on different surfaces	- Describe magnets as having 2 poles. - Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. - Observe how magnets attract or repel each other and attract some materials and not others. - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. - Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
	Working scientifically			
	- Asking relevant questions and using different types of scientific enquiries to answer them. - Setting up simple practical enquiries, comparative and fair tests . - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. - Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes.			

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	- Using straightforward scientific evidence to answer questions or to support their findings.			
Year 4	**Autumn 1**			**Autumn 2**
	(3 Weeks) Living things and their habitats	(1 Week) Living things and their habitats	(10 Weeks) States of Matter	
	Group and Classify **Biology** Key Enquiry Question - How can living things be grouped and classified?	Data collection A **Biology** Key Enquiry Question - How do living things in our local area change throughout the year?	States of Matter **Chemistry** Key Enquiry Question - How do materials change between solids, liquids, and gases?	
NC LINK	- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. - Recognise that living things can be grouped in a variety of ways.	- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	- Compare and group materials together, according to whether they are solids, liquids or gases. - Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (^{O}c) - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	
	Spring 1			**Spring 2**
	(5 Weeks) Sound	(1 Week) Living things and their habitats		(5 Weeks) Electricity
	Sound **Physics** Key Enquiry Question - How are sounds made, and how do they travel to our ears?	Data Collection B **Biology** Key Enquiry Question - How do living things in our local area change throughout the year?		Electricity **Physics** Key Enquiry Question - How does electricity flow in a circuit, and which materials help it.
NC LINK	- Identify how sounds are made, associating some of them with something vibrating. - Recognise that vibrations from sounds travel through a medium to the ear. - Find patterns between the volume of a sound and the strength of the vibrations that produced it. - Find patterns between the pitch of a sound and features of the object that produced it.	- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.		- Identify common appliances that run on electricity. - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. - Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - Recognise some common conductors and insulators, and associate metals with being good conductors.

	- Recognise that sounds get fainter as the distance from the sound source increases.				
	Summer 1			**Summer 2**	
	(3 Weeks) Living things and their habitats	(3 Weeks) Living things and their habitats	(1 Weeks) Living things and their habitats	(5 Weeks) Animals including humans	(2 Weeks) Animals including humans
	Data collection C **Biology** Key Enquiry Question - How do living things in our local area change throughout the year?	Habitats **Biology** Key Enquiry Question - How do humans affect habitats, and what can we do to protect them?	Deforestation **Sustainability** Key Enquiry Question - What are the impacts of deforestation in the UK and around the world?	The Digestive System **Biology** Key Enquiry Question - How does the digestive system break down food, and what role do teeth play?	Food Chains **Biology** Key Enquiry Question - How do food chains show how living things depend on each other?
NC LINK	- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	- Recognise that living things can be grouped in a variety of ways. - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.		- Identify the different types of teeth in humans and their simple functions. - Describe the simple functions of the basic parts of the digestive system in humans.	- Construct and interpret a variety of food chains, identifying producers, predators and prey.
	Working Scientifically				
	- Asking relevant questions and using different types of scientific enquiries to answer them - Setting up simple practical enquiries, comparative and fair tests - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. - Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Identifying differences, similarities or changes related to simple scientific ideas and processes. - Using straightforward scientific evidence to answer questions or to support their findings.				
Year 5	**Autumn 1**			**Autumn 2**	
	(7 Weeks) Forces			(7 Weeks) Earth and Space	
	Forces **Physics** Key Enquiry Question - How do different forces affect how objects move?			Space **Physics** Key Enquiry Question - How do the Earth, Moon, and planets move in our solar system?	

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NC LINK	- Identify the effects of air resistance, water resistance and friction that act between moving surfaces. - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.		- Describe the Sun, Earth and Moon as approximately spherical bodies. - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky - Describe the movement of the Moon relative to the Earth.
	Spring 1		**Spring 2**
	(4 Weeks) Properties and changes of materials	(5 Weeks) Animals including humans	(3 Weeks) Living things and their habitats
	Properties of Materials **Biology** Key Enquiry Question - How can we test and compare materials to find out their properties and uses?	Animals Including humans **Biology** Key Enquiry Question - How do humans and other animals grow and change over their lifetime?	Life cycles of different animal groups **Biology** Key Enquiry Question - How do life cycles differ between different types of living things?
NC LINK	- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	- Describe the changes as humans develop to old age.	- Describe the differences in the life cycle of a mammal, and amphibian, an insect and a bird.
	Summer 1		**Summer 2**
	(3 Weeks) Living things and their habitats	(9 Weeks) Properties and change of materials	(2 Weeks) Living things and their habitats
	Reproduction A **Biology** Key Enquiry Question - How do plants and mammals reproduce?	Reversible and Irreversible Changes **Chemistry** Key Enquiry Question - What is the difference between reversible and irreversible changes?	**Reproduction B** **Biology** Key Enquiry Question - How can we explain and compare reproduction in plants and animals?
NC LINK	- Describe the life process of reproduction in some plants and animals.	- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. - Demonstrate that dissolving, mixing and changes of state are reversible changes. - Explain that some changes result in the formation of new materials, and	- Describe the life process of reproduction in some plants and animals.

		that this kind of change is not usually reversible, including changes associated with burning, and the action of acid on bicarbonate of soda.	
	Working Scientifically		
	- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. - Using test results to make predictions to set up further comparative and fair tests. - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. - Identifying scientific evidence that has been used to support or refute ideas or arguments.		
Year 6	**Autumn 1**	**Autumn 2**	
	(7 Weeks) Living things and their habitats	(7 Weeks) Electricity	
	Living things and their habitats **Biology** Key Enquiry Question - How can living things be classified based on their characteristics?	Electricity **Physics** Key Enquiry Question - How does voltage affect how electrical circuits work?	
NC LINK	National Curriculum: - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. - Give reasons for classifying plants and animals based on specific characteristics.	National Curriculum: - Use recognised symbols when representing a simple circuit in a diagram. - Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	
	Spring 1	**Spring 2**	
	(6 Weeks) Light	(3 Weeks) Animals Including Humans	(2 Weeks) Animals Including Humans
	Light **Physics** Key Enquiry Question - How does light travel, and how does this help us see?	The circulatory system **Biology** Key Enquiry Question - How does the circulator system work to keep our bodies alive?	Diet, drugs and lifestyle **Biology** Key Enquiry Question - What effect do diet, exercise, and drugs have on the body?
NC LINK	- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. - Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. - Recognise that light appears to travel in straight lines.	- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. - Describe the ways in which nutrients and water are transported within animals, including humans.	- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

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	Summer 1		Summer 2	
	(2 Weeks) Evolution and inheritance	(4 Weeks) Evolution and inheritance	(2 Weeks) Evolution and inheritance	(5 Weeks) Material properties and changes
	Variation **Biology** Key Enquiry Question - Why are offspring similar to their parents but not identical?	Adaptations **Biology** Key Enquiry Question - How do adaptations help living things survive and lead to evolution?.	Fossils **Biology** Key Enquiry Question - What can we learn about how living things have changed over time from fossils, including the discoveries of Mary Anning?	Themed Projects Revisiting Year 4 Key Learning **Chemistry** Key Enquiry Question - How do melting points and the thermal insulation affect how materials are used?
NC LINK	- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	(Year 4) - Compare and group materials together, according to whether they are solids, liquids or gases. - Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (^{o}c) - Compare and group materials together, according to whether they are solids, liquids or gases.
	Working Scientifically			
	- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. - Using test results to make predictions to set up further comparative and fair tests. - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. - Identifying scientific evidence that has been used to support or refute ideas or arguments.			

HISTORY 2026 - 2027						
EYFS	How has my life changed from the past to now?	How can we remember and talk about special moments?	How do we know that things have changed over time?	How do living things change as they grow?	How do people help our community now and in the past?	How have I changed and what might happen next?

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Key Enquiry Question						
Past & Present	Talk about themselves and their families. Recall personal experiences. Identify changes from babyhood to now. Begin using simple past language.	Recall significant events and celebrations. Talk about memories. Compare celebrations experienced by different people. Use vocabulary linked to the past.	Observe changes in seasons, weather, and everyday life. Compare before and now. Use simple chronological language.	Sequence events. Discuss growth and change. Use first, next, then and finally. Compare past and present.	Reflect on achievements. Recall learning experiences. Discuss future events. Use past, present, and future language.	Recall significant Reception memories. Reflect on achievements. Sequence events from their Reception journey. Discuss transition to Year 1.
Key knowledge children will know	I was a baby before I started Reception. I have changed as I have grown. Photographs can show things that happened in the past.	Special events, such as birthdays and celebrations, can become memories. Photographs can help us remember events from the past. Events can be put in order using first, next, and then.	Things can change over time. Some changes happen quickly and some happen slowly. We can compare what something was like before and after it changed.	Living things grow and change over time. A life cycle shows stages of growth and change. Events can be put in order using first, next, then, and finally.	People have jobs and roles that help other people. People in the past and people now both help their communities.	The past has already happened. The present is happening now. The future will happen next. I have changed since I started Reception. Photographs, drawings, and memories can help us remember the past.
ELG	Past and Present ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.					
Year 1	Autumn Changes within Living Memory Key Enquiry Question - How has life changed since our grandparents were young?		Spring Florence Nightingale Key Enquiry Question - Why is Florence Nightingale remembered today?		Summer The Great Fire of London Key Enquiry Question - Why did the Great Fire of London spread so quickly?	
NC LINK	- Changes within living memory, where appropriate these should be used to reveal aspects of change in national life. - Develop an awareness of the past, using common words and phrases relating to the passing of time. - Ask and answer questions, choosing and using stories and other sources to show understanding of key historical features. - Understand some of the ways we find out about the past and identify different ways it is represented.		- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. - Develop an awareness of the past, using common words and phrases relating to the passing of time. - Ask and answer questions, choosing and using stories and other sources to show understanding of key historical features.		- Events beyond living memory that are significant nationally or globally. - Develop an awareness of the past, using common words and phrases relating to the passing of time. - Ask and answer questions, choosing and using stories and other sources to show understanding of key historical features. - Understand some of the ways we find out about the past and identify different ways it is represented.	

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		- Understand some of the ways we find out about the past and identify different ways it is represented.	
Year 2	Autumn Explorers Key Enquiry Question - Why do we remember explorers?	Spring Transport Through Time - Lancashire Key Enquiry Question - How has transport changed through Lancashire?	Summer Local History - Accrington Mills Key Enquiry Question - Why were the mills important in Accrington?
NC LINK	- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. - Develop an awareness of the past, using common words and phrases relating to the passing of time. - Ask and answer questions, choosing and using stories and other sources to show understanding of key historical features. - Understand some of the ways we find out about the past and identify different ways it is represented.	- Changes within living memory, where appropriate these should be used to reveal aspects of change in national life. - Significant historical events, people and places in their own locality. - Develop an awareness of the past, using common words and phrases relating to the passing of time. - Ask and answer questions, choosing and using stories and other sources to show understanding of key historical features. - Understand some of the ways we find out about the past and identify different ways it is represented.	- Significant historical events, people and places in their own locality. - Develop an awareness of the past, using common words and phrases relating to the passing of time. - Ask and answer questions, choosing and using stories and other sources to show understanding of key historical features. - Understand some of the ways we find out about the past and identify different ways it is represented.
Year 3	Autumn Stone Age to Iron Age Key Enquiry Question - How did life in Britain change from the Stone Age to the Iron Age?	Spring UK Regional Study – Romans in Britain and Lancashire Key Enquiry Question - How did the Romans change Britain and Lancashire?	Summer Ancient Egypt Key Enquiry Question - How did the earliest civilisations begin and why was Ancient Egypt so important?
NC LINK	- Changes in Britain from the Stone Age to the Iron Age. - Develop a chronologically secure knowledge and understanding of British history. - Address historically valid questions about change, cause, similarity, difference and significance. - Construct informed responses using relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources.	- The Roman Empire and its impact on Britain. - Develop a chronologically secure knowledge and understanding of British, local and world history. - Address historically valid questions about change, cause, similarity, difference and significance. - Construct informed responses using relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources.	- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. - Develop a chronologically secure knowledge and understanding of world history. - Address historically valid questions about change, cause, similarity, difference and significance. - Construct informed responses using relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources.

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Year 4	Autumn Anglo-Saxons and Scots Key Enquiry Question - How did the Anglo- Saxons and Scota change Britain after the Romans?	Spring Vikings Key Enquiry Question - Why did the Vikings raid and settle in Britain?	Summer The Industrial Revolution and Accrington. Key Enquiry Question - How did the Industrial Revolution transform Accrington?
NC LINK	Britain's settlement by Anglo-Saxons and Scots. - Develop a chronologically secure knowledge and understanding of British history. - Address historically valid questions about change, cause, similarity, difference and significance. - Construct informed responses using relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources.	- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. - Develop a chronologically secure knowledge and understanding of British history. - Address historically valid questions about change, cause, similarity, difference and significance. - Construct informed responses using relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources.	- A local history study. - Develop a chronologically secure knowledge and understanding of British, local and world history. - Address historically valid questions about change, cause, similarity, difference and significance. - Construct informed responses using relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources.
Year 5	Autumn Ancient Greece Key Enquiry Question - How did Ancient Greece influence the modern world?	Spring Early Islamic Civilisation Key Enquiry Question - Why was the Early Islamic Civilisation so advanced?	Summer Maya Civilisation Key Enquiry Question - What can we learn from Maya Civilisation?
NC LINK	- A study of Greek life and achievements and their influence on the western world. - Develop a chronologically secure knowledge and understanding of world history. - Address historically valid questions about change, cause, similarity, difference and significance. - Construct informed responses using relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources.	- A non-European society that provides contrasts with British history – Early Islamic Civilisation, including a study of Baghdad c. AD 900. - Develop a chronologically secure knowledge and understanding of world history. - Address historically valid questions about change, cause, similarity, difference and significance. - Construct informed responses using relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources.	- A non-European society that provides contrasts with British history – Maya civilisation c. AD 900. - Develop a chronologically secure knowledge and understanding of world history. - Address historically valid questions about change, cause, similarity, difference and significance. - Construct informed responses using relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources.
Year 6	Autumn The Norman Conquest Key Enquiry Question - How did the Norman Conquest change England after 1066?	Spring World War Two - Lancashire Linke Key Enquiry Question - How did World War Two change Britain and Lancashire?	Summer Lancashire in the 20th Century Key Enquiry Question - How has Lancashire changed in living memory and beyond?
NC LINK	- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - Develop a chronologically secure knowledge and understanding of British history. - Address historically valid questions about change, cause,	- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - Develop a chronologically secure knowledge and understanding of British, local and world history. - Address historically valid questions about change, cause,	- A local history study. - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - Develop a chronologically secure knowledge and understanding of British, local and world history.

	similarity, difference and significance. - Construct informed responses using relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources.	similarity, difference and significance. - Construct informed responses using relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources.	- Address historically valid questions about change, cause, similarity, difference and significance. - Construct informed responses using relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources.

GEOGRAPHY 2026 - 2027						
EYFS	Where do I belong, and who is part of my world?	How and why do people celebrate in different ways?	How do places change and why do people adapt?	How do people care for living things?	What makes our community special and how is it similar to other places?	What makes our community special and how is it similar to other places?
People, Culture and Communities	Talk about home, school and familiar places. Observe features of the immediate environment. Describe where they belong. Begin using geographical vocabulary.	Explore places that are important to them. Describe features of special places. Compare familiar places. Discuss why places are important.	Observe seasonal and weather changes. Compare environments over time. Notice changes in familiar places. Use geographical vocabulary.	Explore habitats and environments. Compare places where animals and plants live. Ask questions and describe habitat features.	Explore the local area. Compare places. Use simple maps. Identify similarities and differences between places.	Compare countries and communities. Use maps and globes. Follow simple routes. Create simple maps and ask questions about places.
Key knowledge children will know	I belong to my family, class, and school. My school is part of my local community. Different people have jobs that help people in the community.	People celebrate special events in different ways. Some celebrations happen in homes, schools, churches, or other special places. Places can look different in the day and at night.	Weather can change from day to day. Homes and shelters protect people and animals from the weather. Different places can have different weather.	A habitat is a place where an animal or plant lives. Different habitats provide different things for living things. People have a responsibility to care for living things and habitats.	A community is a group of people who live, work, or learn in the same place. A map is a drawing that shows a place from above. Symbols show features on a map, and a key explains symbols. Places have human and physical features.	A journey is travelling from one place to another. Different transport travels on land, water or in the air. A route shows the way from one place to another. A map can show a route and help us find places.
ELG	People, Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.					

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Year 1	Autumn Our School and Accrington Key Enquiry Question - What makes Accrington our Place?	Spring The UK Key Enquiry Question - Where is Accrington in the UK?	Summer Blackpool Comparison Key Enquiry Question - How is Blackpool different from Accrington?
NC LINK	- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. - Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. - Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and season and weather. - Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Year 2	Autumn Continents and Oceans Key Enquiry Question - Where is Lancashire in the world?	Spring Hot and Cold places Key Enquiry Question - Why is Accrington colder than Kenya?	Summer Weather Study (Accrington Focus) Key Enquiry Question - What is Accrington's climate like?
NC LINK	- Name and locate the world's seven continents and five oceans. - Use world maps, atlases and globes. - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	- Identify hot and cold areas of the world in relation to the Equator and Poles. Understand geographical similarities and differences through studying a small area in a contrasting non-European country.	- Identify seasonal and daily weather patterns in the UK. - Use simple fieldwork and observational skills.
Year 3	Autumn Locational Geography and Settlement Key Enquiry Question - Why do people choose to settle in different places?	Spring UK Regional Study – The Lake District Key Enquiry Question - Why is the Lake District a special region of United Kingdom?	Summer Land Use Key Enquiry Question - How is land used differently across the UK and why does it change?

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NC LINK	- Name and locate counties and cities of the United Kingdom. - Locate the world's countries using maps, atlases and globes. - Understand geographical similarities and differences through studying human and physical geography. - Describe and understand key aspects of human geography, including types of settlement and land use. - Use maps, atlases, globes and digital mapping	- Name and locate counties and regions of the UK; understand geographical similarities and differences through a regional study. - Describe physical geography; use maps, atlases and digital mapping; use compass directions and grid references. - Collect and communicate geographical information.	- Describe and understand human geography including types of settlement and land use. - Use maps, atlases, globes and digital mapping. - Use fieldwork to observe, measure, record and present human and physical features. - Interpret aerial photographs and plan perspectives.
Year 4	Autumn Europe and the Regional European Study Key Enquiry Question - How are places in Europe similar to and different from where we live?	Spring Rivers, Water and The Water Cycle Key Enquiry Question - How does water shape our world and why are rivers so important?	Summer Biomes, Vegetation Belts and Climate Zones Key Enquiry Question - How does climate influence where different plants, animals and people live around the world?
NC LINK	- Locate the world's countries, using maps to focus on Europe (including Russia), concentrating on environmental regions, key physical and human characteristics, countries and major cities. - Understand geographical similarities and differences through the study of a region in a European country and a region within the United Kingdom. - Describe physical geography including climate zones, mountains, rivers and vegetation. - Describe human geography including settlement, land use, economic activity and tourism. - Use atlases, globes and digital mapping. - Interpret maps and geographical information. - Use the eight points of a compass and four-figure grid references where appropriate.	- Describe and understand key aspects of physical geography including rivers and the water cycle. - Use maps, atlases, globes and digital mapping to locate rivers. - Use compass directions, grid references, symbols and keys. - Use fieldwork to observe, measure, record and present geographical features.	- Locate the world's countries using maps, focusing on environmental regions and key physical and human characteristics. - Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. - Use maps, atlases, globes and digital mapping to locate countries and describe features studied.
Year 5	Autumn South America and The Amazon Key Enquiry Question - How does the Amazon Rainforest shape life in South America, and why is it important to the world?	Spring Trade, Economics and Climate Change. Key Enquiry Question - How does global trade affect people, places and the future of our planet?	Summer North America, Time Zones and Minerals Key Enquiry Question - How does North America's Geography influence the way people live, work and use its natural resources?
NC LINK	- Locate the world's countries, focusing on South America, its environmental regions, physical and human characteristics. - Identify the significance of latitude, longitude, the Equator and Tropic of Capricorn.	- Locate the world's countries using maps focusing on Europe, North and South America. - Understand geographical similarities and differences through the study of human and physical geography. - Describe and understand human geography including	- Locate the world's countries, using maps to focus on North America. - Identify key physical and human characteristics, major cities and environmental regions. - Understand geographical similarities and differences

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	- Understand geographical similarities and differences through a regional study within South America. - Describe physical geography including climate zones, biomes, vegetation belts, rivers and the water cycle. - Describe human geography including land use, economic activity and natural resources. - Use maps, atlases, globes, digital mapping, compass points and grid references.	trade links, economic activity and the distribution of natural resources. - Use maps, atlases, globes and digital mapping. - Use the eight points of a compass, four and six-figure grid references, symbols and keys.	through the study of a region within North America and comparison with the UK. - Understand similarities and differences between a region of North America and the UK. - Describe and understand climate zones, mountains, rivers, natural resources, economic activity, settlement and land use. - Use maps, atlases, globes, digital mapping, grid references and thematic maps.
Year 6	Autumn Volcanoes, Earthquakes and Mountains Key Enquiry Question - How do Earth's powerful physical processes shape our planet and influence the lives of people around the world?	Spring UK Locational Study and Fieldwork Key Enquiry Question - How can geographical fieldwork help us understand and improve our local area?	Summer Sustainability, Energy and Geographical Skills Key Enquiry Question - How can people create a more sustainable future for their local area and the wider world?
NC LINK	-Locate the world's countries using maps, focusing on Europe (including Russia) and North and South America. - Identify latitude, longitude, hemispheres, tropics, Arctic/Antarctic Circles, Prime Meridian and time zones. - Understand geographical similarities and differences through studying a region within North or South America and comparing it with the UK. - Describe and understand mountains, volcanoes, earthquakes and the processes that create them. -Use maps, atlases, globes, digital mapping, six-figure grid references, symbols, keys and thematic maps.	- Locate the world's countries using maps, atlases, globes and digital mapping. - Name and locate counties and cities of the United Kingdom. - Describe and understand aspects of human and physical geography. - Use fieldwork to observe, measure, record and present human and physical features using sketch maps, plans, graphs and digital technologies.	- Locate the world's countries using maps to focus on Europe and North and South America, concentrating on environmental regions and key physical and human characteristics. - Describe and understand key aspects of human geography, including land use, economic activity, natural resources (including energy), and the distribution of these resources. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and keys (including Ordnance Survey maps). - Use fieldwork to observe, measure, record and present human and physical features using a range of methods.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	FUNDAMENTAL MOVEMENT SKILLS	**TRANSPORT**	**ROSIES WALK**	**JACK AND THE BEANSTALK**	**MINI BEASTS**	**RUMBLE IN THE JUNGLE**
	Jumping for distance Running fast Underarm throw/ Overarm throw Hopping Catching Travel on hands and feet Climbing Balancing on small and large body parts Balancing on one leg	Jumping for distance Running fast Underarm throw/ Overarm throw Hopping Catching Travel on hands and feet Climbing Balancing on small and large body parts Balancing on one leg	To experiment with different ways of moving. To use increasing control over an object by touching, pushing, patting, throwing, or catching. To move with control and co-ordination To use a range of small and large equipment	To experiment with different ways of moving. To use increasing control over an object by touching, pushing, patting, throwing, or catching. To move with control and co-ordination To use a range of small and large equipment	To perform the basic skill of jumping To travel over, under and throw climbing equipment	Jumping for distance Running fast Underarm throw/ Overarm throw Hopping Catching Travel on hands Travel on feet Climbing Balancing on small and large body parts Jumps
EYFS	**ELG: Listening, Attention and Understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **ELG: Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. **ELG: Self-Regulation** Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG: Building Relationships **ELG: Building Relationships**					

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	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. **ELG: Gross Motor Skills** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **ELG: Fine Motor Skills** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. begin to show accuracy and care when drawing.					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Autumn 1	**BASELINE UNIT LOST AND FOUND**	**GAMES - NET AND WALL**	**INVASION GAMES- NETBALL**	**ATHLETICS**	**INVASION GAMES – HOCKEY**	**INVASION GAMES - FOOTBALL**
Key enquiry	To demonstrate the FMS of running and jumping.	To demonstrate a simple tactic in a net/wall game to outwit an opponent.	To perform a pass in an invasion game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender.	To perform pull, push and sling throw. To perform a combination of 5 jumps.	To apply attacking and defending principles to maintain possession and create scoring opportunities in hockey.	To develop travelling with a ball To develop shooting skills To develop tactics in a modified invasion game To evaluate success
National Curriculum links	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	participate in team games, developing simple tactics for attacking and defending	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate

				improvement to achieve their personal best.	Compare their performances with previous ones and demonstrate improvement.	improvement to achieve their personal best.
Autumn 2	**CATCHING AND BOUNCING A BALL**	**GAMES - PIGGY IN THE MIDDLE**	**DANCE - IRONMAN**	**NET AND WALL – UNIT CORE TASK 2**	**GYMNASTICS CORE TASK 1**	**DANCE - ROBIN HOOD**
Key enquiry	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They will play games based on net games and striking and fielding games.	To use a simple tactic in a game.	Pupils will perform a well-structured duet which expresses character and explores patterning and timing.	To develop control and accuracy when striking and throwing to outwit an opponent.	To create a gymnastic sequence with counter balances and counter tension with a partner.	To create sequence using props showing a conflict between contrasting characters.
National Curriculum links	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	participate in team games, developing simple tactics for attacking and defending	perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with ones and demonstrate improvement to achieve their personal best.	develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.	perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best

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Spring 1	DANCE -FIRE OF LONDON	DANCE-MOVING ALONG	SWIMMIMG – PHASE 3	GYMNASTICSCORE TASK 2	DANCE - HIGHWAY MAN	GYMNASTIC CORE TASK 1
Key enquiry	To understand what makes a good performance To give useful feedback to our partner To improve our own performance based on feedback	To link two sequences to create a dance.	Developing confidence and control in the water while learning basic swimming skills	To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus.	To retell the poem through movement linking travel, jump, turn, gesture and stillness.	To create a sequence of gymnastic actions, paired and group balances.
National Curriculum links	perform dances using simple movement patterns.	perform dances using simple movement patterns.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best	perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.	develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best
Spring 2	**GYMNASTICS CORE TASK 2**	**GAMES – STRIKING AND FIELDING**	**NET AND WALL UNIT CORE TASK 1**	**SWIMMING – PHASE 4**	**NET AND WALL - TENNIS**	**STRIKING AND FIELDING CRICKET**
Key enquiry	To show the skills of combining travelling, rolling, balancing and jumping into a sequence using apparatus.	To use striking and fielding skills to score points and win a game.	To devise their own game. Consolidate striking and ball control skills.	Develop stroke technique and control to swim confidently over increasing distances.	To play the game for the core task and incorporate tactics to score points.	To demonstrate bowling a ball underarm. To strike a ball from a bowler, tee or drop feed. To apply simple tactics in a modified competitive game.

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National Curriculum links	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
Summer 1	**ATHLETICS**	**ATHLETICS**	**YEAR 3 GYMNASTICS CORE TASK 1**	**YEAR 3/ 4 CREATIVE GAMES - TAG AND TARGET**	**TEAMWORK AND PROBLEM SOLVING 1**	**YEAR 5/ 6 ATHLETICS**
Key enquiry	To demonstrate the skills of running and changing direction.	To throw underarm for accuracy. To throw overarm for distance.	To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts.	To send an object in a target game with accuracy.	To develop teamwork and problem-solving skills to complete challenges successfully.	To take off and land using a hop, step and jump. To perform a heave throw. To develop running techniques. To take part in an athletics event and record times and distances.
National Curriculum links	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-	develop flexibility, strength, technique, control and balance compare their performances with previous ones and	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where	Take part in outdoor adventurous activity challenges both individually and within a team.	use running, jumping, throwing and catching in isolation and in combination take part in outdoor and adventurous activity

	ordination, and begin to apply these in a range of activities	ordination, and begin to apply these in a range of activities	demonstrate improvement to achieve their personal best	appropriate, and apply basic principles suitable for attacking and defending. Develop flexibility, strength technique, control and balance.	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	challenges both individually and within a team
Summer 2	**UNDERARM THROW**	**FMS END OF KS1ASSESSMENT**	**YEAR 3/ 4 OAA TEAMWORK & PROBLEM SOLVING**	**YEAR 3/ 4 INVASION GAMES - ON THE ATTACK**	**YEAR 5/ 6 ATHLETICS**	**NET AND WALL – BADMINTON**
Key enquiry	To show two simple tactics in a game.	To throw underarm for accuracy. To throw overarm for distance.	To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles.	To use tactics to outwit an opponent. To evaluate what worked well in a team.	To take off and land using a hop, step and jump. To perform a heave throw. To develop running techniques. To take part in an athletics event and record times and distances.	To develop control, consistency and tactical awareness to sustain rallies and score points in net and wall games.
National Curriculum links	participate in team games, developing simple tactics for attacking and defending	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	use running, jumping, throwing and catching in isolation and in combination	Develop flexibility, strength, technique, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate

						improvement to achieve their personal best.

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ART 2026 - 2027						
EYFS- Key Enquiry Question	How can I use marks, materials, music and role play to show who I am?	How can we create, sing, make, and perform special moments?	How can we show change through colour, sound, movement and materials?	How can we show growth and change through art, music, movement, and making?	How can we use art, music, making and imagination to show places and people in the world?	How can I create, improve, and perform my own ideas?
Art	Explore drawing, painting and collage. Make marks with increasing control. Explore colour, line, and shape.	Use colour and pattern purposefully. Explore printing and decorative techniques.	Draw from observation. Explore colour mixing. Create artwork inspired by seasonal change.	Create nature-inspired artwork. Explore collage and simple sculpture. Observe and represent living things.	Create artwork inspired by people, places, and communities. Use digital photography. Begin evaluating artwork.	Independently select and combine drawing, painting, collage, sculpture, textiles and digital media. Evaluate and improve creations.
Key knowledge children will know	A drawing can show a person, object, place, or experience. Lines, dots, circles, and zigzags make different marks. Colours can be chosen to show what we see. Artists use different tools, such as pencils, crayons, paintbrushes and chalks, to make marks.	Colour and patterns can be used to make decorations. Printing can make repeated marks and patterns. Different tools can make different patterns and textures. Artwork can represent a celebration or special event.	Artists can draw things they observe. Primary colours can be mixed to make new colours. Different colours can show different weather, seasons, or feelings. Lines and marks can show movement, for example wind, rain or falling leaves.	Natural materials, such as leaves, petals, twigs, and seeds, can be used to create artwork. A sculpture is a piece of art that is three-dimensional. Texture describes how something feels or looks, for example smooth, rough, bumpy, or soft. Artwork can show plants, animals, and changes in nature.	Foreground is the part of a picture that looks closest. Background is the part of a picture that looks furthest away. Colours, lines and shapes can show features of a place. Art can show what is important about a community or place.	Artists can use drawing, painting, collage, sculpture, and digital media to create artwork. Different materials and tools create different effects. Materials and techniques can be chosen to match an idea. A creation can be improved by adding, removing or changing parts.
ELG	Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.					
Year 1	Autumn Drawing: Our Place Key Enquiry Question- How can I use drawing to show what I see in my local area? Artist - L.S. Lowry Focus: Simple shapes, buildings, observation.		Spring Painting: Colour and Flowers Key Enquiry Question- How can I use colour to paint something I have seen? Artist - Georgia O'Keeffe Focus: Colour, close observation, nature		Summer Sculpture: Shape and Form Key Enquiry Question- How can I turn a flat idea into a 3D sculpture? Artist - Barbara Hepworth Focus: Simple forms, holes, shapes.	

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NC LINK	To use drawing to develop and share ideas, experiences and imagination. - To develop a wide range of art and design techniques in using line, shape and form. - To learn about the work of artists, describing similarities and differences	- Use a range of materials creatively to design and make products. - Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.	- Use a range of materials creatively to design and make products. - Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Learn about the work of a range of artists, craft makers and designers, describing similarities and differences between different practices and disciplines.
Year 2	Autumn Drawing: Portraits and Expression Key Enquiry Question- How can I use drawing to show a person clearly? Artist - Frida Kahlo Focus: Features, expression	Spring Print: Pattern Key Enquiry Question- How can create a repeated pattern? Artist - William Morris Focus: Repeating patterns	Summer Sculpture: Clay Key Enquiry Question- How can I shape clay into a form with texture? Artist - Grayson Perry Focus: Pottery, pattern, texture & decoration.
NC LINK	- Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. - Develop a wide range of art and design techniques in using line, shape, form and space. - Use a range of materials creatively to design and make products. - Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.	- Use a range of materials creatively to design and make products. - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Learn about the work of artists, craft makers and designers.	- Use a range of materials creatively to design and make products. - Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. - Develop a wide range of art and design techniques in using shape, form and texture. - Learn about the work of artists, craft makers and designers.
Year 3	Autumn Drawing: Tone and Lancashire Landscapes Key Enquiry Question- How can I use tone to show a landscape? Artist - John Virtue Focus: Tone, mood, local landscape	Spring Painting: Watercolour and Nature Key Enquiry Question- How can I use watercolour to show colour, shape and mood? Artist - Monet Focus: Washes, light, atmosphere	Summer Sculpture: Clay Forms Key Enquiry Question- How can I use clay to make a sculpture with structure and texture? Artist - Antony Gormley Focus: Joining, structure & human form.
NC LINK	- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. - Create sketch books to record their observations and use them to review and revisit ideas. - Learn about great artists, architects and designers in history.	- Using watercolour washes and layering → improving mastery of painting techniques - Observing and painting nature → recording observations - Studying Claude Monet → learning about great artists	- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. - Create sketch books to record their observations and use them to review and revisit ideas. - Learn about great artists, architects and designers in history.
Year 4	Autumn Drawing: Movement and Industrial Life	Spring Print, Pattern and Textile Design	Summer Painting: Imagined Environments

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	Key Enquiry Question- How can I use drawing to show movement and life in a place? Artist - Edgar Degas Focus: Movement, figures	Key Enquiry Question- How can artists and designers use pattern to transform fabric and surfaces? Artist - Bridget Riley Focus: Complex pattern & design Designer- William Morris Focus: Repeating motifs, natural forms and textile/wallpaper pattern	Key Enquiry Question- How can colour create atmosphere in paintings? Artist - J. M. W. Turner- Lancashire Coastal Artist Focus: Atmosphere, light & colour.
NC LINK	- Improve their mastery of art and design techniques, including drawing with a range of materials. - Create sketch books to record their observations and use them to review and revisit ideas. - Learn about great artists, architects and designers in history.	- Improve their mastery of art and design techniques, including drawing, painting and printmaking with a range of materials. - Create sketchbooks to record observations and develop ideas. - Learn about great artists, architects and designers in history.	- Improve their mastery of art and design techniques, including painting with a range of materials. - Create sketchbooks to record observations and review ideas. - Learn about great artists, architects and designers in history.
Year 5	Autumn Drawing: Perspective, Space and Architecture Key Enquiry Question- How do artists and architects use perspective to show space in buildings and places? Artist - Canaletto Focus: Perspective & depth	Spring Sculpture: Abstract Form Key Enquiry Question- How can sculpture explore form and space? Artist - Henry Moore Focus: Space, balance	Summer Mixed Media: Abstract Art Key Enquiry Question- How can real objects become abstract art? Artist - Wassily Kandinsky Focus: Shapes, colour & abstraction.
NC LINK	- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. - Create sketch books to record their observations and use them to review and revisit ideas. - Learn about great artists, architects and designers in history.	- Improve their mastery of art and design techniques, including sculpture with a range of materials. - Create sketchbooks to record observations and develop ideas. - Learn about great artists, architects and designers in history.	- Improve their mastery of art and design techniques, including drawing, painting and mixed media with a range of materials. - Create sketchbooks to record observations and develop ideas. - Learn about great artists, architects and designers in history.
Year 6	Autumn Drawing: Realism and Identity Key Enquiry Question- How can I use drawing to show identify and detail? Artist - Leonardo da Vinci Focus: Realism & identity	Spring Contemporary Art Key Enquiry Question- How can art communicate powerful ideas? Artist - Banksy Focus: Message, expression	Summer Independent Project Key Enquiry Question- How can I create an artwork inspired by artists? Artist - Frida Kahlo Focus: Identity, style & influence.
NC LINK	- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. - Create sketch books to record their observations and use them to review and revisit ideas.	- Improve their mastery of art and design techniques, including drawing, painting and mixed media with a range of materials. - Create sketchbooks to record observations and develop ideas.	- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. - Create sketchbooks to record observations and use them to review and revisit ideas.

	- Learn about great artists, architects and designers in history.	- Learn about great artists, architects and designers in history.	- Learn about great artists, architects and designers in history.

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DT 2026 - 2027						
EYFS Key Enquiry Question	How can I use marks, materials, music and role play to show who I am?	How can we create, sing, make and perform special moments?	How can we show change through colour, sound, movement and materials?	How can we show growth and change through art, music, movement and making?	How can we use art, music, making and imagination to show places and people in the world?	How can I create, improve and perform my own ideas?
DT	Explore construction materials. Build simple models. Investigate joining. Use tools safely.	Design simple creations. Select materials purposefully. Make decorations and props.	Design and build homes, shelters and structure. Explore strength and stability.	Design habitats and environments. Adapt and improve models.	Design and make models linked to communities and environments. Select materials independently.	Independently design, make and evaluate models and props. Combine construction techniques.
Key knowledge children will know	Paper, card, fabric and wood are different materials. Materials can be joined using glue, tape, tabs or string. Some materials are stronger or more suitable for a job than others. A model can represent something real, such as a house, person or vehicle.	A design begins with an idea. Materials can be chosen for a purpose. Decorations and props can be made for a celebration or story. A finished creation can be talked about and shared with others.	A structure is something that has been built. A structure needs a strong base to stand up. Materials can be chosen because they are strong, flexible or waterproof. A model can be improved if it does not work properly.	A habitat model needs features that help an animal live there. A shelter can protect an animal from weather or danger. Materials can be chosen because of their properties, for example sticks for strength or leaves for cover. A model can be improved by adding, removing or changing materials.	A model can represent a building, vehicle or place. A design needs a purpose, for example making a model of a shop, house, school or park. Materials can be selected because they are strong, flexible, smooth or waterproof. A model can be made stronger by changing its shape, base or joins.	A design starts with an idea or purpose. A model can be planned before it is made. Materials and joining methods can be chosen for a purpose. A model can be tested and improved by changing materials, joins, shape or structure.
ELG	Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.					
Year 1	Autumn Structures: Freestanding Structures Key Enquiry Question- How can I make a stable structure for our local area?		Spring Mechanisms: Sliders and Levers Key Enquiry Question- How can I make a picture move?		Summer Cooking and Nutrition: Healthy Snacks Key Enquiry Question- How can I make a healthy snack for a Lancashire picnic?	
NC LINK	- Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. - Select from and use a range of tools and materials to perform practical tasks.		- Design purposeful, functional, appealing products. - Generate, develop, model and communicate ideas. - Select from and use a range of tools and materials. - Explore and use mechanisms such as levers, sliders, wheels and axles. - Evaluate ideas and products against design criteria.		- Use the basic principles of a healthy and varied diet to prepare dishes. - Understand where food comes from.	

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	- Build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria.		
Year 2	Autumn Textiles: Pouches Key Enquiry Question- How can I make a pouch for a purpose?	Spring Mechanisms: Wheels and Axles Key Enquiry Question- How can I make a vehicle for a Lancashire job?	Summer Cooking and Nutrition: Healthy Wraps Key Enquiry Question- How can I make a healthy lunch for a day out in Lancashire?
NC LINK	- Design purposeful, functional, appealing products. - Select from and use a range of tools and materials, including textiles. - Explore and use techniques such as cutting, joining and finishing. - Evaluate products against design criteria.	-Explore and use mechanisms such as wheels and axles. - Design purposeful, functional, appealing products. - Evaluate ideas and products against design criteria.	- Use the basic principles of a healthy and varied diet to prepare dishes. - Understand where food comes from.
Year 3	Autumn Structures: Shell Structures / Packaging Key Enquiry Question- How can I design packaging for a Lancashire product?	Spring Mechanical Systems: Pneumatic Toys Key Enquiry Question- How can air make a toy move?	Summer Cooking and Nutrition: Healthy Savoury Dishes Key Enquiry Question- How can I make a healthy savoury dish?
NC LINK	- Use research and develop design criteria. - Generate, develop, model and communicate ideas through annotated sketches. - Select from and use a wider range of tools and materials. - Investigate and analyse a range of existing products. - Apply understanding of how to strengthen, stiffen and reinforce structures. - Evaluate products against own design criteria.	- Understand and use mechanical systems in products. - Generate, develop and communicate ideas through labelled sketches. - Select from and use a wider range of tools and materials. - Evaluate products against criteria.	- Understand and apply principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Year 4	Autumn Electrical Systems: Torches Key Enquiry Question- How can I design a torch for someone exploring Lancashire?	Spring Mechanical Systems: Pop-Up Books Key Enquiry Question- How can paper mechanisms make a book interactive?	Summer Cooking and Nutrition: Seasonal Savoury Dishes Key Enquiry Question- How can I cook a savoury dish using seasonal ingredients?
NC LINK	- Understand and use electrical systems in products. - Apply technical knowledge to make products more useful. - Investigate and analyse existing products. - Evaluate products against criteria.	- Understand and use mechanical systems in products. - Generate and communicate ideas through annotated sketches - Select from and use a wider range of materials and components. - Evaluate products against criteria.	- Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes. - Understand seasonality and know where food comes from.

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Year 5	Autumn Mechanical Systems: Gears and Pulleys Key Enquiry Question- How can mechanisms help solve a problem inspired by Lancashire industry?	Spring Textiles: Lancashire-Inspired Textile Products Key Enquiry Question- How can I create a textile product inspired by Lancashire's textile heritage?	Summer Cooking and Nutrition: Seasonal Lancashire Dishes Key Enquiry Question- How can I create a healthy savoury dish using seasonal ingredients?
NC LINK	- Understand and use mechanical systems in products. - Apply understanding of how to strengthen, stiffen and reinforce more complex structures. - Generate, develop and communicate ideas through annotated sketches and prototypes. - Evaluate products against criteria.	- Select from and use a wider range of tools and materials, including textiles. - Understand and use strengthening, stiffening and reinforcing. - Use a range of stitches. - Investigate and analyse existing products. - Evaluate products against criteria.	- Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of techniques. - Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
Year 6	Autumn Structures: Sustainable Shelters Key Enquiry Question- How can I design a strong shelter for a Lancashire outdoor setting?	Spring Electrical Systems: Monitoring and Control Key Enquiry Question- How can an electrical system solve a real problem?	Summer Cooking and Nutrition: Celebrating Local Produce Key Enquiry Question- How can I create a healthy savoury dish using local and seasonal ingredients?
NC LINK	- Use research and develop design criteria to inform the design of innovative, functional products. - Generate, develop, model and communicate ideas. - Select from and use a wider range of tools and materials with accuracy. - Apply understanding of how to strengthen, stiffen and reinforce more complex structures. - Evaluate products against criteria and consider the views of others.	- Understand and use electrical systems in products. - Apply computing to program, monitor and control products. - Use research and develop design criteria. - Evaluate products against criteria.	- Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of techniques. - Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

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	PSHE - SAPLING					
Autumn	myHappymind Meet your Brain	myHappymind Celebrate				
Spring	myHappymind Appreciate	myHappymind Relate				
Summer	myHappymind Engage	myHappy body	myHappy Relationships	myHappy World	Buffer	

	PSHE - ELM					
Autumn	myHappymind Meet your Brain	MyHappymind places	Showing Respect and Managing Hurtful Behaviour	Buffer		
Spring	myHappymind Appreciate	Healthy Lifestyles	Buffer	myHappymind Relate	Families and Close Positive Relationships	Buffer
Summer	myHappymind Engage	Shared Responsibilities	Communities	Ourselves, Growing and Changing	Ourselves, Growing and Changing TRANSISTION	Buffer

myHappymind

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	PSHE - ASH					
Autumn	myHappymind Meet your Brain	MyHappymind places	myHappymind Celebrate	Buffer		
Spring	myHappymind Appreciate	Keeping Safe	Media Literacy And Digital Resilience	myHappymind Relate	Friendships	Buffer
Summer	myHappymind Engage	Safe Relationships	Economic Wellbeing	Ourselves, Growing and Changing TRANSISTION	Buffer	

	PSHE - CHESTNUT						
Autumn	myHappymind Meet your Brain	MyHappymind places	myHappymind Celebrate	Buffer			
Spring	myHappymind Appreciate	Healthy Lifestyles	myHappymind Relate	Friendships	Families and Close Positive Relationships		
Summer	myHappymind Engage	Buffer	Communities	Economic Wellbeing	Ourselves, Growing and Changing GRIEF	Ourselves, Growing and Changing TRANSISTION	Buffer

myHappymind

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	PSHE - SYCAMORE					
Autumn	myHappymind Meet your Brain		MyHappymind places	Showing Respect and Managing Hurtful Behaviour	myHappymind Celebrate	
Spring	myHappymind Appreciate	First Aid	Media Literacy And Digital Resilience	Safe Relationships	Buffer	
Summer	myHappymind Engage	Keeping Safe	Buffer	Economic Wellbeing	Ourselves, Growing and Changing TRANSISTION	Buffer

	PSHE - BEECH					
Autumn	myHappymind Meet your Brain		myHappymind places		myHappymind Celebrate	
Spring	myHappymind Appreciate	Healthy Lifestyles	myHappymind Relate	Friendships	Families and Close Positive Relationships	Buffer
Summer	myHappymind Engage	Buffer	Economic Wellbeing	Ourselves, Growing and Changing GRIEF	Ourselves, Growing and Changing TRANSISTION	Buffer

myHappymind

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	PSHE - OAK						
Autumn	myhappymind Meet your Brain	myHappymind Places	Shared Responsibilities	Showing respect and managing harmful behaviour	myHappymind Celebrate	Communities	Buffer
Spring	myHappymind Appreciate	First Aid	Drugs Alcohol & Tobacco	Media Literacy And Digital Resilience	myHappymind Relate	Safe Relationships	Buffer
Summer	myHappymind Engage	myHappymind Be Your Best	Buffer	myHappymind TRANSISTION			

myHappymind

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Computer Science LTP 2026 -2027						
	Awesome Autumn	**Winter Warmers**	**Busy Bodies**	**Springtime**	**Summer Fun**	**Boats Ahoy**
	Creating, Pattern, Logic, Algorithms, Decomposition and Collaborating	Algorithms, Creating, Collaboration, Decomposition, Tinkering, Persevering	Algorithms, Decomposition, Debugging, Logic, Patterns, Abstraction	Abstraction, Tinkering, Creating, Collaborating, Algorithms, Persevering, Decomposition	Tinkering, Persevering, Debugging, Collaborating, Algorithms	Algorithms, Decompositions, Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating
EYFS	**Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; **Fine Motor Skills** Use a range of small tools, including scissors, paint brushes and cutlery; **Mathematics** Continue, copy and create repeating patterns. Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern. **Understanding the world** Explore the natural world around them.	**Building Relationships** Work and play cooperatively and take turns with others; **Fine Motor Skills** Use a range of small tools, including scissors, paint brushes and cutlery; **The Natural World** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. **Understanding the world** Understand the effect of changing seasons on the natural world around them.	Children safely use and explore a variety of materials, tools and techniques. They share their creations, explaining the process they have used. **Expressive Arts and Design** Return to and build on their previous learning, refining ideas and developing their ability to represent them.	**Building Relationships** Work and play cooperatively and take turns with others; **The Natural World** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. **Understanding the world** Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. **Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; **Expressive arts and design** Create collaboratively, sharing ideas, resources and skills.	**Mathematics** Count objects, actions and sounds. Compare numbers. **Communication and Language** Describe events in some detail. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. **Expressive Arts and Design** Provide opportunities to work together to develop and realise creative ideas.	**Communication and Language** Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. **Understanding the World**. Comment on images of familiar situations in the past

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Year 1	Autumn 1 Computing systems and networks - Technology around us Key Enquiry Question - How does technology help us in our everyday lives?	Autumn 2 Digital painting Key Enquiry Question - How can we use digital tools to create and improve artwork? National Curriculum Link:	Spring 1 Digital Literacy - Message Makers Key Enquiry Question - How can we use different ways of communicating to share messages safely and effectively?	Spring 2 Data and Information - Grouping data Key Enquiry Question - How can we group and organise information to help us answer questions?	Summer 1 Digital writing Key Enquiry Question - How can we use a computer to create and improve our writing?	Summer 2 Creating animations in programs Key Enquiry Question - How can we create an animation using a computer program?
NC LINK	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Recognise common uses of information technology beyond school. - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Recognise common uses of information technology beyond school. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact online.	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Year 2	Autumn 1 Information technology in the world beyond school Key Enquiry Question - How does information technology help people at home, at school and at work?	Autumn 2 Creating media - Digital photography Key Enquiry Question - How can we use digital photography to capture and share ideas?	Spring 1 Using IT to organise and present data Key Enquiry Question - How can we use information technology to organise and present data clearly?	Spring 2 Building sequences in programs Key Enquiry Question - How can we create a sequence of instructions to make a program work?	Summer 1 Creating media - Digital music Key Enquiry Question - How can we use technology to create and change music?	Summer 2 Perfect Pets Key Enquiry Question - How can we use information we find online to make sensible choices?
NC LINK	- Recognise common uses of information technology beyond school. - Use technology purposefully to create,	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school. - Use technology purposefully to create,

	organise, store, manipulate and retrieve digital content.			by following precise and unambiguous instructions. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs.		organise, store, manipulate and retrieve digital content. - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact online.
Year 3	Autumn 1 Computer networks Key Enquiry Question - How do digital devices work together to share information through computer networks?	Autumn 2 Stop-frame animation Key Enquiry Question - How can we use digital technology to create an effective stop-frame animation?:	Spring 1 Programming sequence using sound Key Enquiry Question - How can we use sequences and sounds to create and improve a computer program?	Spring 2 Organising data using databases Key Enquiry Question - How can databases help us organise, search and use information efficiently?	Summer 1 Desktop publishing Key Enquiry Question - How can we use desktop publishing software to communicate information clearly and effectively?	Summer 2 Events and actions in programs Key Enquiry Question - How do events and actions make computer programs interactive?
NC LINK	- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

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Year 4	Autumn 1 The internet Key Enquiry Question - How does the internet help people communicate, share information and access services around the world?	Autumn 2 . Audio production Key Enquiry Question - How can we create and edit digital audio to communicate ideas effectively?	Spring 1 Repetition in programs Key Enquiry Question - How can repetition make computer programs simpler and more efficient?	Spring 2 Data logging Key Enquiry Question - How can data loggers help us collect, analyse and use information? .	Summer 1 Photo editing Key Enquiry Question - How can we edit digital photographs to improve and communicate ideas effectively?	Summer 2 . Using repetition in programming to create a game Key Enquiry Question - How can repetition be used to create an interactive computer game?
NC LINK	- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Year 5	Autumn 1 Introduction to computer systems Key Enquiry Question - How do computer systems work together to help us use technology effectively?	Autumn 2 Video production Key Enquiry Question - How can we plan, create and edit videos to communicate a clear message?	Spring 1 Exploring selection in physical computing Key Enquiry Question - How can selection help physical computing devices make decisions?	Spring 2 Flat-file databases Key Enquiry Question - How can flat-file databases help us organise, search and analyse information?	Summer 1 Introduction to vector graphics Key Enquiry Question - How can vector graphics be created and edited to produce effective digital designs?	Summer 2 Using selection in programming to develop a quiz Key Enquiry Question - How can selection be used to create an interactive quiz?
NC LINK	- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities	- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing	- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems	- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing

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	they offer for communication and collaboration. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.	and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Year 6	Autumn 1 Communication and the internet Key Enquiry Question - How does the internet enable people around the world to communicate and share information?	Autumn 2 Web page creation Key Enquiry Question - How can we design and create an effective web page for a specific audience?	Spring 1 Using variables in programming to develop a game Key Enquiry Question - How can variables be used to create an interactive computer game?	Spring 2 Introduction to spreadsheets Key Enquiry Question - How can spreadsheets help us organise, calculate and present information?	Summer 1 3D modelling Key Enquiry Question - How can we use 3D modelling software to design and create digital objects? :	Summer 2 Sensing movement with physical computing Key Enquiry Question - How can physical computing use sensors to detect movement and respond automatically?
NC LINK	- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

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MFL (SPANISH) 2026 – 2027			
Year 3	**Autumn** **Me and others: 'estar' for location and state**	**Spring** **Me and others: 'ser' for traits**	**Summer** **What I and others do: singular regular verbs in the present tense**
NC Link:	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing. • Describe people and places orally and in writing. • Understand basic grammar appropriate to Spanish, including key verb forms and adjective agreement.	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing. • Describe people, places, things and actions orally and in writing. • Understand basic grammar appropriate to Spanish, including verb forms and adjective agreement.	National Curriculum Link: • Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic grammar appropriate to Spanish, including regular verb forms and definite articles.
		What I and others have: 'tener' and singular nouns	**How many: 'hay', numbers, plural nouns**
NC Link:		• Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing.	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing.

		• Understand basic grammar appropriate to Spanish, including gender, articles, verb forms and adjective agreement	• Understand basic grammar appropriate to Spanish, including plural nouns and verb forms.
Year 4	**Autumn** **In class: infinitive verbs, estar + location/state**	**Spring** **Describe things and people: singular adjective agreement, to be being**	**Summer** **Likes and dislikes: singular opinion verbs**
NC Link:	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic Spanish grammar, including verb forms and adjective agreement.	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing. • Broaden vocabulary and use dictionaries/reference resources. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic Spanish grammar, including gender, adjective agreement, possessives, pronouns and high-frequency verbs.	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions; express opinions and respond to those of others. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic Spanish grammar, including verb conjugation, definite articles and subject pronouns.
	Ask how many: 'tener', 'hay', numbers, information questions with 'cuántos/as'	**What I and others do: singular regular verbs in the present**	**What I and others do: -AR and -ER singular verbs**
NC Link:	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing.	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing.	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing.

	• Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic grammar appropriate to Spanish, including gender, plural nouns, articles, verb forms and question words.	• Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic Spanish grammar, including regular verb conjugation and key irregular verb forms.	• Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic Spanish grammar, including singular verb conjugation and how verb endings indicate person.
Year 5	**Autumn** **Me and others: singular 'estar' (for states) and 'ser' (for traits)**	**Spring** **Me and others: plural 'estar' (for states) and 'ser' (for traits)**	**Summer** **What I and others do: AR and -ER singular and plural verbs**
NC Link:	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions; express ideas and respond to others. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic Spanish grammar, including forms of ser and estar and adjective agreement.	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and events orally and in writing. • Understand basic Spanish grammar, including plural verb forms and adjective agreement.	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic Spanish grammar, including regular -ar/-er verb conjugation, plural verb forms and the negative.
	Describe things and events: 'es'		
NC Link:	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing.		

	• Broaden vocabulary and understand new words introduced into familiar written material. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and events orally and in writing. • Understand basic Spanish grammar and key language structures.		
	Christmas traditions in the Spanish-speaking world.	**What I and others have: singular and plural 'tener'**	
NC Link:	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing. • Broaden vocabulary and develop the ability to understand new words in familiar written material. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic Spanish grammar, including familiar forms of the irregular verb 'tener' and adjective agreement	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation. • Read carefully and show understanding of words, phrases and simple writing. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic Spanish grammar, including singular/plural verb forms, articles and adjective agreement.	
Year 6	**<u>Autumn</u> Cities and festivals: to go, to have, present tense**	**<u>Spring</u> What I and others do: the verb 'hacer'**	**<u>Summer</u> Festivals and places: plural -ar/-er verbs, 'hay', 'muchos/muchas'**
NC Link:	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation.	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language and link spelling, sound and meaning. • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation.	• Listen attentively to spoken Spanish and show understanding by joining in and responding. • Explore patterns and sounds through songs, rhymes and sound–spelling links, linking spelling, sound and meaning. • Engage in conversations; ask and answer questions; express opinions and respond to others. • Speak in sentences using familiar vocabulary, phrases and basic language structures.

	• Read carefully and show understanding of words, phrases and simple writing. • Broaden vocabulary and understand new words introduced into familiar written material. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic Spanish grammar, including high-frequency present-tense verbs, possessives, articles and prepositions.	• Read carefully and show understanding of words, phrases and simple writing. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic Spanish grammar, including familiar irregular present-tense verbs and negative structures.	• Develop accurate pronunciation and intonation so others understand when pupils read aloud or use familiar words and phrases. • Read carefully and show understanding of words, phrases and simple writing. • Broaden vocabulary and develop the ability to understand new words in familiar written material. • Write phrases from memory and adapt these to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic grammar: verb inflection, gender and number agreement, plural forms and key language patterns.
			What we like to do: -er and -ar verbs in the 'we' form; 2-verb phrases
NC Link:			• Listen attentively to spoken Spanish and show understanding by joining in and responding. • Explore language patterns and sounds, linking spelling, sound and meaning. • Engage in conversations; ask and answer questions; express opinions and respond to others. • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation when reading aloud and speaking. • Present ideas and information orally to a range of audiences. • Read carefully and show understanding of words, phrases and simple writing. • Broaden vocabulary and use a dictionary to understand and produce new language. • Write phrases from memory and adapt them to create new sentences. • Describe people, places, things and actions orally and in writing. • Understand basic grammar, including verb inflection, infinitives, gender and number agreement and key sentence patterns.

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MUSIC LTP 2026 - 2027						
EYFS **Key Enquiry Question**	**How can I use marks, materials, music and role play to show who I am?**	**How can we create, sing, make and perform special moments?**	**How can we show change through colour, sound, movement and materials?**	**How can we show growth and change through art, music, movement and making?**	**How can we use art, music, making and imagination to show places and people in the world?**	**How can I create, improve and perform my own ideas?**
Music	Sing familiar songs. Explore voice sounds. Respond through movement. Listen carefully.	Perform songs linked to celebrations. Develop confidence singing with others.	Explore instruments. Create sounds for weather, stories and experiences.	Explore rhythm, pulse and tempo. Respond through movement and music.	Explore music from different communities. Perform collaboratively.	Create music for stories, characters and journeys. Adapt familiar songs. Perform confidently.
Key knowledge children will know	Songs have words and tunes. Music can be loud or quiet. Music can be fast or slow. Voices can make high and low sounds. Being Imaginative and Expressive	Music and songs can be used in celebrations. A performance can include singing, instruments, actions and movement. Singing together means listening to others and joining in at the right time. Practising helps a performance improve.	Instruments can make different sounds. Sounds can represent weather, animals, places and events. Music can be loud, quiet, fast or slow. A group can make music together by listening and taking turns.	A pulse is the steady beat in music. Rhythm is a pattern of sounds. Tempo means how fast or slow music is. Instruments and voices can make sounds for a story.	Different communities may have different music, songs and instruments. Music can be used in celebrations and special events. People can sing, play instruments or move together in a performance. A group performance needs people to listen to each other and keep together.	Music can help tell a story about a character, place or journey. Instruments and voices can represent movement, weather, animals or events. A familiar song can be changed by changing words, sounds or actions. A performance needs people to listen, practise and work together.
Being Imaginative	Explore pretend play. Take on familiar roles. Represent experiences through play.	Retell stories and celebrations through role play and performance.	Use movement, drama and role play to respond to stories and experiences.	Adapt stories. Create new characters and story events. Music	Develop storylines. Collaborate in role play. Create performances linked to experiences.	Invent original characters. Create stories. Rehearse and perform confidently.
Key Knowledge children will know	Role play means pretending to be someone or something else. Props can help us act out real experiences and stories. Actions, voices and movement can help show a character. People can play alongside	Stories can be acted out. Characters can be shown through actions, voices and movement. A beginning, middle and end can be shown through role play. People can work together to retell a story or celebration.	Drama can help us explore experiences and changes. Movement can show how something changes, such as a seed growing or weather changing. A story can be developed through role play. People can work together to create a simple storyline.	A familiar story can be changed by adding a new character, setting or event. Actions, movement and voices can show how an animal moves. Role play can help us act out a life cycle or story. People can work together to create and tell a story.	Role play can help us explore different jobs and community roles. Props and costumes can help show a job or role. A storyline has characters, a setting and events. People can work together to develop a role-play story.	A character, setting and events can be invented for a new story. Props, costumes, actions and voices can help bring a story to life. Rehearsing means practising before a performance. A performance can be shared with an audience.

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	each other to create an idea or story.					
ELG	Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
Year 1	Autumn Hey You! Style: Old-School Hip Hop	Autumn Rhythm In The Way We Walk and Banana Rap Style: Reggae and Hip Hop style	Spring In The Groove Style: Blues, Latin, Folk, Funk, Baroque, Bhangra	Spring Round And Round Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	Summer Your Imagination Style: Pop	Summer Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 1
NC LINK	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music.					
Year 2	Autumn Hands, Feet, Heart Style: South African styles	Autumn Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Son	Spring I Wanna Play In A Band Style: Rock	Spring Zoo time Style: Reggae	Summer Friendship Song Style: Coming soon!	Summer Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 2
NC LINK	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music.					
Year 3	Autumn CHOIR CHURCH Glockenspiel Stage 1 Style: Learning basic instrumental skills by playing tunes in varying styles		Spring CHOIR CHURCH The Dragon Song Style: Folk / World Music		Summer CHOIR CHURCH Bringing Us Together Style: Disco	

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NC LINK	• Improvise and compose music for a range of purposes using the interrelated dimensions of music. • Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music. • Develop an understanding of how musical elements can be combined and manipulated to communicate mood, atmosphere and narrative.		
Year 4	Autumn CHOIR CHURCH Glockenspiel Stage 2 Style: Learning basic instrumental skills by playing tunes in varying styles	Spring CHOIR CHURCH Mamma Mia Style: 1970s Pop	Summer CHOIR CHURCH Lean On Me Style: Gospel
NC LINK	• Improvise and compose music for a range of purposes using the interrelated dimensions of music. • Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music. • Develop an understanding of how musical elements can be combined and manipulated to communicate mood, atmosphere and narrative.		
Year 5	Autumn CHOIR CHURCH Livin' On A Prayer Style: Rock	Spring CHOIR CHURCH Sounds dramatic Style: Digital Composition / Music Technology	Summer CHOIR CHURCH Dancing In The Street Style: Motown
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Year 6	Autumn CHOIR CHURCH Happy Style: Pop/Motown	Spring CHOIR CHURCH Jazz 2 Style: Jazz / Blues	Summer CHOIR CHURCH Music and Me Style: Contemporary, music and identity

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