

# Curriculum Overview 2025 - 2026

## Subject Long-Term Plans



### Class structure 2025 – 2026

<b>Class Name:</b>	<b>Year groups:</b>
<b>Robins</b>	Reception & Year 1
<b>Sparrows</b>	Year 1 & Year 2
<b>Goldfinches</b>	Year 3 & Year 4
<b>Hummingbirds</b>	Year 5 & Year 6

## Mathematics

Rationale – a well-structured, progressive approach that systematically develops fluency, reasoning, and problem-solving across all year groups

	Autumn	Spring	Summer
YR	Settling in time & Baseline Match, Sort & compare Talk about measurement & patterns It's me 1, 2, 3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass & Capacity 6, 7, 8 Length, height & time Building 9 & 10 Explore 3-D shapes	To 20 and beyond How many now? Manipulate, compose & decompose Sharing & grouping Visualise, build & map Make connections Consolidation
Y1	Place Value Addition & Subtraction Shape	Place Value Addition & Subtraction Multiplication & Division Position & Direction	Fractions Length & Height Mass & Volume Place Value Time Money
Y2	Place Value Addition & Subtraction Shape	Multiplication & Division Fractions Length & Height	Mass, Capacity & Temperature Position & Direction Statistics Time Money
Y3	Place Value Addition & Subtraction Multiplication & Division	Multiplication & Division Length & Perimeter Fractions	Mass & Capacity Statistics Time Money Shape Position & Direction
Y4	Place Value Addition & Subtraction Multiplication & Division	Multiplication & Division Length & Perimeter Fractions Position & Direction	Decimals Time Money Shape Position & Direction
Y5	Place Value Addition & Subtraction Multiplication & Division Fractions	Fractions Decimals Percentages Area & Perimeter	Shape Multiplication & Division Position & Direction Themed Projects/Consolidation

		Volume Statistics Converting Units	
Y6	Place Value Addition & Subtraction Multiplication & Division Fractions	Position & Direction Fractions Decimals Percentages Area & Perimeter Volume Statistics Converting Units	Shape Problem solving Themed Projects/Consolidation

## English: Writing

**Rationale** - to ensure children develop a consistent understanding of how grammar and punctuation function as essential building blocks for clear and effective writing followed by a carefully sequenced, research-informed approach that develops pupils' vocabulary, grammar, and composition skills through high-quality texts, ensuring consistency, progression, and a love of writing across all year groups. Alongside the writing units, Reception & KS1 will follow Rocket Phonics scheme of work and KS2 will follow a spelling program.

	Autumn		Spring		Summer			
Robins	Lists, Captions & Labels – transcription (Reception)		<b>The Something</b> – Losing narrative / Information Sentences	<b>Old Bear</b> – Finding narrative / A message	<b>Rapunzel</b> - Traditional tale / Instructions	<b>The Storm Whale</b> – Seaside Narrative / Sea Creature Poems	<b>The Last Wolf</b> - Hunting narrative / Recipe	
Sparrows	Dragons don't share (Y1)	"The Place Value of Punctuation & Grammar"  Non-Chronological – Marvellous Minibeasts(Y2)	<b>Old Bear</b> – Finding narrative / A message	<b>Rapunzel</b> - Traditional tale / Instructions	<b>The Night Gardener</b> - Setting narrative / Diary	<b>The last wolf</b> - Hunting narrative / Recipe	<b>Grandad's Island</b> - Return narrative / Information text	
Goldfinches	"The Place Value of Punctuation & Grammar"  Non-Chronological writing – pre-historic creatures		<b>The Iron Man</b> –Trap explanation	<b>A midsummer night's dream</b> - Potion recipe	<b>Fox</b> - Fable narrative / Information report	<b>Arthur and the golden rope</b> - Myth narrative / Information guide	<b>Man fish</b> - Invention narrative / Biography	<b>The Lost Happy Endings</b> - Twisted narrative / Persuasive letter
Hummingbirds	"The Place Value of Punctuation & Grammar" Non-Chronological writing – Earth & Space		<b>The Promise</b> – Bargaining Letter	<b>Romeo and Juliet</b> – Diary entry	<b>A story like the wind</b> - Flashback narrative / News report	<b>Hound of the Baskervilles</b> – Cliff hanger narrative / Formal report	<b>King Kong</b> - Dilemma narrative / Balanced Argument	<b>Paradise Sands</b> - Narrative / letter

## English: Reading

**Rationale** - chosen using a combination of recommended age-appropriate reading lists, established reading spines, and aspirational selections designed to inspire and challenge our pupils while cultivating a life-long love of reading. This list is not exhaustive; it may evolve to reflect new and exciting titles, authors, and pupil interests. Alongside these core texts, children will be explicitly taught key reading skills through discrete reading lessons each week, as well as enjoying regular opportunities to listen to these books being read aloud. Pupils will also have access to well-resourced class reading areas, time for independent choice, and the chance to enjoy social reading with friends. In this way, we aim to nurture confident, enthusiastic readers who read for both purpose and pleasure.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer				
<i>For Robins, the list below includes a selection of books that will be read and chosen by the teacher as they have many links to related topics and themes. This is not a complete list of all the books that will be read, as the length of each book and the frequency of daily reading mean many more titles will be covered throughout the year. This applies to Sparrows until Spring 2, too.</i>									
Robins	<b>Pippin Paints a Portrait</b> Charlotte Mei	<b>Elmer</b> David McKee	<b>Zim Zam Zoom!</b> James Carter	<b>Goodbye Autumn, Hello Winter</b> Kenard Pak	<b>Chocolate cake</b> Michael Rosen	<b>Owl Babies</b> Martin Waddell/Patrick Benson	<b>Paddington</b> Michael Bond	<b>The Enormous Crocodile</b> Roald Dahl	
	<b>The Colour Monster</b> Anna Llenas	<b>That Rabbit Belongs to Emily Brown</b> Cressida Cowell & Neal Layton	<b>Ava and the Acorn</b> Lu Fraser	<b>Little Robin Red Yest</b> Jan Fearnley		<b>The King's Pants</b> Nicholas Allan	<b>The Queen's Knickers</b> Nicholas Allan		
Sparrows	<b>The Colour Monster</b> Anna Llenas	<b>Chocolate cake</b> Michael Rosen	<b>Zim Zam Zoom!</b> James Carter	<b>Paddington</b> Michael Bond	<b>Handa's Surprise</b> Eileen Brown	<b>The Little Gardener</b>	<b>Bloom</b> Anne Booth &	<b>The Enormous Crocodile</b> Roald Dahl	<b>The Giraffe and the Pelly and Me</b> Roald Dahl

	<b>That Rabbit Belongs to Emily Brown</b> Cressida Cowell & Neal Layton		<b>Ava and the Acorn</b> Lu Fraser			Emily Hughes	Robyn Own Wilson		
Goldfinches	<b>The Diary of a Killer Cat</b> Anne Fine	<b>This Bee is not Afraid of me</b> Fran Long/Isabel Galleymore	<b>The Butterfly Lion</b> Michael Morpurgo	<b>How to Train Your Dragon</b> Cressida Cowell	<b>Charlotte's Web</b> E.B. White	<b>The Firework-Maker's Daughter</b> Phillip Pullman			
Hummingbirds	<b>Song of the River</b> Gill Lewis	<b>Cloud Soup</b> Kate Wakeling	<b>Escape Room</b> Christophe Edge	<b>The Boy at the Back of the Class</b> Onjali Rauf	<b>The Railway Children</b> E. Nesbit	<b>The Final Year</b> Matt Goodfellow & Joe Todd-Stanton			

## Religious Education

Rationale – to align with the locally agreed syllabus, offering a thoughtful and balanced approach that encourages enquiry, reflection, and respect for diverse beliefs and practices.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
YR	I am special: Why are we all different and special?	Christmas: How do Christians Celebrate Jesus' birthday?	Special people: Why do Christians believe Jesus is special?	Easter: Why do Christians believe that Easter is all about love?	Stories Jesus told: Which stories did Jesus hear when he was a child?	Special places: What makes a place Holy?
Y1/2	Creation: What do people of faith believe about God as creator?	Christmas: Why was the birth of Jesus such good news?	The Bible: Why is the Bible such a special book?	Easter: What do you think is the most important part of the Easter story?	Ascension & Pentecost: What happened at the Ascension and Pentecost?	Islam: Who and why are Allah & Muhammad important to Muslims?
Y3/4	Harvest: How do people of faith say thank you to God for the harvest?	Christmas: Why is Jesus described as the light of the world?	Jesus: How did/does Jesus change lives?	Easter: A story of betrayal or trust?	Rules for living: Which rules should we follow?	Hinduism: How do Hindu's view God and celebrate Diwali? How do Hindu's worship in their daily lives?
Y5/6	Life as a Journey: Is every person's journey the same?	Advent: How do Christians prepare for Christmas?	The Eucharist: Why do Christians celebrate the Eucharist?	Loss, Death and Christian Hope: Is death an ending or a beginning?	People of Faith: How does having faith affect people's lives?	Sikhism: How do Sikh's worship?

## Science

Rationale – to develop pupils' understanding of the world, nurture their curiosity and teach essential skills, including enquiry, observation, prediction, analysis, reasoning and explanation through engaging, hands-on investigations.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
YR	Forest School (Plants, Seasonal Changes, Living things & their habitats, Materials, Animals Inc. humans)					
Y1/2	Living things & their habitats		Use of everyday materials		Animals Inc. humans	Plants
Y3/4	States of Matter	Sound		Plants		Light & Forces
Y5/6	Earth & Space	States of matter	Animals inc. humans		Plants & Evolution	Electricity

## Geography

Rationale – driving the curriculum, with an enquiry-based approach, through a local and UK focus to deepen understanding of physical geography, linking it to the wider world.

	Unit 1	Unit 2	Unit 3
Y1/2	What is our world made of? Focus: Continents and Oceans	How different would my life be if I lived in Kenya?	Why do we like to be beside the seaside?
Y3/4	What are the unique features of the UK?	How do we energise our homes and countries?	How are mountains formed/earthquakes caused?
Y5/6	Why is climate change such an important topic?	What do we know about Italy?	How did Blackpool become one of the UKs favourites?

## History

Rationale – driving the curriculum, with an enquiry-based approach, exploring significant events and individuals while progressively building a strong sense of chronology and historical understanding over time.

	Unit 1	Unit 2	Unit 3
Y1/2	What was my grandparent's childhood like?	Who are Britain's Monarchs?	What lessons have we learned from the Great Fire of London?
Y3/4	How did Britain change between the end of the Iron age and the end of Roman Occupation?	How have homes changed over time?	What did the Ancient Greeks bring to world?
Y5/6	When and why did we create the British Empire?	What are the main events that happened between 1066 and the present day?	Who were the Maya and what have we learnt from them?

## Art

Rationale- To develop and build their knowledge and understanding of materials and techniques, developing their experience of how they can make a creative response to a variety of stimulus. Where possible starting points have been made with other subjects to create meaningful learning experiences rooted in real-world contexts.

	Unit 1	Unit 2	Unit 3
Y1/2	<p><b>Drawing – ‘Close observation’</b></p> <p>Artist: Alice Tangerini</p> <p>Technique: Using a viewfinder and lens</p> <p>Outcome: Close observation of a plant</p>	<p><b>Sculpture – ‘Clay’</b></p> <p>Artist: Several</p> <p>Technique: Pinch pots and marking</p> <p>Outcome: Clay Pot</p>	<p><b>Painting – ‘Paint Mixing’</b></p> <p>Artist: Piet Mondrain</p> <p>Technique: mixing</p> <p>Outcome: Mondrian-style painting</p>
Y3/4	<p><b>Drawing – ‘Charcoal’</b></p> <p>Artist: Dennis Creffield</p> <p>Technique: Create tone and shade with charcoal</p> <p>Outcome: Create own sketch using charcoal and chalk</p>	<p><b>Painting – ‘Landscapes’</b></p> <p>Artist: John Constable</p> <p>Technique: Apply wash/Overpaint brush technique</p> <p>Outcome: Create own landscape painting</p>	<p><b>Sculpture – ‘Clay (spiral)’</b></p> <p>Artist: Several</p> <p>Technique: Clay techniques</p> <p>Outcome: Making a clay pot using the coiled process</p>
Y5/6	<p><b>Drawing – ‘Pencils’</b></p> <p>Artist: Georgia O’Keefe</p> <p>Technique: Dark &amp; Light pencils</p> <p>Outcome: Self-portrait</p>	<p><b>Painting – ‘Oil or Acrylic’</b></p> <p>Artist: Leonardo Da Vinci</p> <p>Technique: Texture and applying paint with a spatula</p> <p>Outcome: Final oil or acrylic painting</p>	<p><b>Sculpture – ‘Clay’</b></p> <p>Artist: Johnson Tsang</p> <p>Technique: Pinching and manipulating</p> <p>Outcome: Ceramic mask or head</p>

**DT**

Rationale – to give children the opportunity to solve real and relevant problems in our rapidly changing world. To provide our children with the knowledge, skills and understanding to create products or prototypes for someone for some purpose. Where possible starting points have been made with other subjects to create meaningful learning experiences rooted in real-world contexts.

	Unit 1	Unit 2	Unit 3
Y1/2	Mechanisms: How can we create a simple pop-up toy similar to those children may have played with in the past?	Food: How can we create a pizza with a range of ingredients?	Textiles: How can we use textiles to make a logo related to our locality or school?
Y3/4	Mechanisms: How can we create a Roman weapon operated by a level system to propel a marble one meter?	Food: How can we make scones or cupcakes?	Textiles: How can we create an A4 personal flag for the Ancient Greek Olympics opening ceremony, incorporating a running or blanket stitch?
Y5/6	Mechanisms: How can we create a structure out of recycled materials which could become a landmark reflecting an aspect of European life?	Food: How can we source ingredients for and make a fruit crumble?	Textiles: How can we create a textile product which tells a story and incorporates fabric sewn onto fabric (applique)?

**Modern Foreign Languages – Spanish**

Rationale – To ensure comprehensive coverage of basic Spanish language features.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Y3/4	Colours & Numbers	Greetings	I know how...	Seasons	Vegetables	Me in the World
Y5/6	Ice cream	Presenting myself	Do you have a pet?	My Family	At the café	Planets

## Computing

Rationale – to ensure the three specific areas of Computer Science, Digital Literacy and Information technology are covered each year through a clear, age-appropriate progression of digital skills and online safety, with engaging, practical activities that build pupils' confidence and competence in computing.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
YR	My Online Life	Shape Hunt	Robots	Technology & Me	Animal Safari	Nursery Rhyme Coding
Y1/2	My Online Life	Mini-Beasts	What is a computer?	Online Buddies	Story Land	Code a Story
Y3/4	My Online Life	Presentations & typing	Making Games	Fake or Real?	Dinosaurs	Hour of Code
Y5/6	My Online Life (5)	Making AR Games	Girls V Boys: STEAM Challenges	My Online Life (6)	Quiz Show Host	Coding Playground

## Music

Rationale – to ensure a variety of musical performance, using vocals and instrumentation as well as a variety of listening experience and to incorporate different opportunities for composition.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
YR	Chant to the Animals	Nativity – Christmas Songs (performance)	Lilting Lullaby	Number Time	Wellbeing Matters	Rhythm Adventure
Y1/2	My Musical Heartbeat	Nativity – Christmas Songs (performance)	Playing in an Orchestra	Exploring Sounds	Recognising Different Sounds	Our Big Concert
Y3/4	Writing Music Down	Djembe (instrument)	Exploring Feelings When You Play	Compose Using Your Imagination	Feelings Through Music	KS2 Production (performance)
Y5/6	Melody and Harmony in Music	Developing Ensemble Skills	Ukulele course (instrument)		Composing and Chords	KS2 Production (performance)

## Physical Education

Rationale – to give all children a wide variety of skills that can be applied to a range of games and sports as well as developing creativity and gaining an understanding of the health benefits of physical exercise.

	Autumn			Spring		Summer		
YR	Dough Disco / movement	Gymnastics			Fundamental Skills		Athletics	Dance
Y1/2	Circuit Training	Games	Gymnastics	Games	Gymnastics	Athletics	Dance	
Y3/4	Circuit Training	Football Tag Ruby Hockey	Gymnastics	Outdoor Adventure Activities	Basketball Netball	Tennis	Y4: swimming Y3: Athletics	Dance
							Rounders	
Y5/6	Circuit Training	Football Tag Ruby Hockey	Gymnastics	Basketball Netball	Outdoor Adventure Activities	Tennis	Athletics Rounders	Dance

\*The children take part in additional outdoor adventure activities during their residential visits

\*Y6 top-up swimming lessons take place Summer 2 for children who require them

**PSHE**

Rationale – to nurture emotionally intelligent, resilient, and inclusive pupils who are equipped to build healthy relationships and respect diversity in modern society.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
YR	Get Heart Smart	Don't Forget to let Love in!	Too Much Selfie isn't healthy!	Don't hold onto what's wrong!	Fake is a Mistake!	No Way Through Isn't True!
No Outsiders	You Choose – Nick Sharratt: To choose what I like.	Red Rockets and Rainbow Jelly – Sue Heap: It's OK to like different things.	Hello, Hello – Brendan Wenzel: To say 'hello'.	The Family Book– Todd Parr: All families are different.	Mommy, Mama and Me – Lesley Newman: To celebrate my family.	Blue Chameleon – Emily Gravett: To make a new friend.
Y1/2	Get Heart Smart	Don't Forget to let Love in!	Too Much Selfie isn't healthy!	Don't hold onto what's wrong!	Fake is a Mistake!	No Way Through Isn't True!
No Outsiders	Elmer – David McKee: I like the way I am.	Going To The Volcano– Andy Stanton: To join in.	Want To Play Trucks? – Ann Stott and Bob Graham: To find ways to play together.	Hair, It's A Family Affair – Mylo Freeman: Proud to be me.	My World, Your World – Melanie Walsh: I share the world with many people.	Errol's Garden – Gillian Hibbs: To work together.
Y3/4	Get Heart Smart	Don't Forget to let Love in!	Too Much Selfie isn't healthy!	Don't hold onto what's wrong!	Fake is a Mistake!	No Way Through Isn't True!
No Outsiders	This Is Our House – Michael Rosen: Understand what discrimination means.	We're All Wonders – RJ Palacio: Understand what a by-stander is.	Beegu – Alexis Deacon: To be welcoming.	The Truth About Old People – Elina Ellis: To recognise a stereotype	The Hueys In The New Jumper – Oliver Jeffers: To recognise and help an outsider.	Planet Omar: Accidental Trouble Magnet – Zanib Mian: To consider living in Britain today.
Y5/6	Get Heart Smart	Don't Forget to let Love in!	Too Much Selfie isn't healthy!	Don't hold onto what's wrong!	Fake is a Mistake!	No Way Through Isn't True!
No Outsiders	The Only Way Is Badger – Stella J Jones: Consider language & freedom of speech	The Girls – Lauren Lee and Jenny Lovlie: To explore friendship.	And Tango Makes Three – Justin Richardson: Express an opinion	Introducing Teddy – Jessica Walton: To show acceptance.	A Day In The Life Of Marlon Bundo – Marlon Bundo and Jill Twiss: To consider democracy.	Love You Forever – Robert Munsch: Consider how life changes as you grow up.