

Curriculum Overview

Everything each class studies across the two-year rolling cycle. One sheet per subject, with Cycle A and Cycle B set out together.

CYCLE A

2025–26

CYCLE B

2026–27

HOW TO READ THIS MAP

Two cycles, three classes, one curriculum

MIXED-AGE CLASSES

Children are taught in three mixed-age classes: Years 1 and 2, Years 3 and 4, and Years 5 and 6. Each column of this map belongs to one of those classes.

A TWO-YEAR ROLLING CYCLE

Because two year groups share a class, the curriculum runs on a two-year cycle. Cycle A is taught in 2025–26 and Cycle B in 2026–27, so every child meets the full programme of study once, without repetition.

RECEPTION

Our Reception year follows the EYFS framework and has its own overview, organised around six 'I wonder' questions.

THE SCHEMES WE FOLLOW

Mathematics	White Rose (Cycle A) · Red Rose (Cycle B)
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Music	Charanga
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PE	Lancs PE Passport
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Languages	Language Angels
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PSHE & economic education	SCARF
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Religious education	Questful RE
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Mathematics is planned separately for each year group — please see the year group overviews. Languages are taught in Years 3 to 6.

English

Two texts per term, each with its writing outcomes

	AUTUMN	SPRING	SUMMER
Y1/2	Hermelin Narrative: A Detective Story Recount: Letters	Old Bear Narrative: Retelling A Story Recount: Messages	The Night Gardener Narrative: Setting Description Recount: Diary Entry
	Where the Wild Things Are Narrative: A Portal Information Text: Wild Things	The Bog Baby Narrative: Finding Narrative Instructions: How to build a habitat	A River Narrative: Circular Narrative Recount: Letter Writing
Y3/4	The Iron Man Narrative: Approach Threat Narrative Explanation: Trap Explanation	Into The Forest Narrative: Lost Narrative Recount: Newspaper Report	The Leaf Narrative: Outsider Narrative Information: Information Report
	Fox Narrative: Fable Narrative Information: Foxes	The Whale Narrative: Setting Narrative Recount: Newspaper Report	The Journey Narrative: Refugee Narrative Recount: Diary Entry
Y5/6	Rose Blanche Recount: Diary Entry Recount: Bravery Speech Award	Wonder Narrative: Dialogue, Diary, Biography Recount: Letter to Problem Page	The Promise Narrative: Character Description Persuasion: Bargain Letter
	A Story Like the Wind Narrative: Flashback Narrative Recount: Newspaper Report	King Kong Narrative: Dilemma Narrative Discussion: Balanced Argument	Lost Book of Adventure Narrative: Survival Narrative Explanation: Survival Guide

English

Two texts per term, each with its writing outcomes

	AUTUMN	SPRING	SUMMER
Y1/2	The Secret of Black Rock Narrative: A Return Story Recount: Postcards	The Last Wolf Narrative: A Hunting Story Instructions: Recipes	The King who Banned the Dark Narrative: Banning Narrative Non-fiction: Persuasive Letter
	Rapunzel Narrative: A Traditional Tale Instructions: How to catch a witch	Grandad's Island Narrative: Return Narrative Information Text: Jungle Animals	Rosie Revere Narrative: Invention Narrative Explanation: How a machine works
Y3/4	Rhythm of the Rain Narrative: Setting Narrative Recount: River Information Booklet	Egyptology Narrative: Egyptian Mystery Narrative Information: Secret Diary	Arthur and the Golden Rope Narrative: Myth Narrative Information: Defeating a Viking Monster
	Jemmy Button Narrative: Return Narrative Information: Letters	Manfish Narrative: Invention Narrative Recount: Jacques Cousteau Biography	The Lost Happy Endings Narrative: Twisted Narrative Persuasion: Letter
Y5/6	FARther Narrative: Setting Description Recount: Letters	1000 Year Old Boy Narrative: Alternative Ending Persuasion: Persuasive Advert	When We Walked on The Moon Narrative: Exploration Narrative Recount: Formal Mission Log
	Shackleton's Journey Narrative: Endurance Narrative Recount: Biography	Hansel and Gretel Narrative: Dual Narrative Persuasion: Letter	Hound of the Baskervilles Narrative: Cliff Hanger Narrative Recount: Formal Report

WHOLE SCHOOL Science

CYCLE A • 2025–26

	AUTUMN	SPRING	SUMMER
Y1/2	Forces and space: Seasonal changes Materials: Everyday materials	Animals: Sensitive bodies Making connections: Learning through stories	Plants: Introduction to plants
Y3/4	Materials: Rocks and soil Forces and space: Forces and magnets	Plants: Plant reproduction Energy: Light and shadows	Making connections: Does hand span affect grip strength
Y5/6	Materials: Mixtures and separation	Animals, including humans: Human timeline Living things: Life cycles and reproduction	Forces and space: Unbalanced forces

CYCLE B • 2026–27

	AUTUMN	SPRING	SUMMER
Y1/2	Living things and their habitats: Habitats Animals, including humans: Life cycles and health	Materials: Uses of everyday materials Animals: Comparing animals	Plants: Plant growth
Y3/4	Energy: Electricity and circuits Animals: Digestion and food	Energy: Sound and vibrations Materials: States of matter	Living things: Classification and changing habitats
Y5/6	Energy: Circuits, batteries and switches	Living things and their habitats: Evolution and inheritance Living things and their habitats	Animals, including humans: Circulation and health

History

CYCLE A • 2025–26

	AUTUMN	SPRING	SUMMER
Y1/2	How am I making history?	How did we learn to fly?	What is a monarch?
Y3/4	Stone, Bronze or Iron Age?	How hard was it to invade and settle in Britain?	How have children's lives changed?
Y5/6	What did the Greeks ever do for us?	What was life like in Tudor England?	What does the census tell us?

CYCLE B • 2026–27

	AUTUMN	SPRING	SUMMER
Y1/2	How was school different in the past?	How have toys changed?	What is history?
Y3/4	Why did the Romans invade and settle in Britain?	What did the Ancient Egyptians believe?	How have children's lives changed?
Y5/6	What was the impact of World War 2 on the people of Britain?	Were the Vikings raiders, traders or something else?	The Sikh Empire

Geography

CYCLE A • 2025–26

	AUTUMN	SPRING	SUMMER
Y1/2	What is it like here?	Would you prefer to live in a hot or cold place?	What is the weather like here?
Y3/4	Why are rainforests important to us?	Are all settlements the same?	What are rivers and how are they used?
Y5/6	Where does our energy come from?	Would you like to live in the desert?	Why does population change?

CYCLE B • 2026–27

	AUTUMN	SPRING	SUMMER
Y1/2	What is it like to live in Shanghai?	Where am I?	What can you see at the coast?
Y3/4	Why do people live near volcanoes?	Where does our food come from?	Who lives in Antarctica?
Y5/6	What is life like in the Alps?	Why do oceans matter?	Independent fieldwork enquiry

WHOLE SCHOOL

Art

CYCLE A • 2025–26

	AUTUMN	SPRING	SUMMER
Y1/2	Drawing: Make your mark	Painting and mixed media: Colour splash	Sculpture and 3D: Clay houses
Y3/4	Drawing: Growing artists	Painting and mixed media: Light and dark	Sculpture and 3D: Abstract shape and space
Y5/6	Drawing: I need space	Painting and mixed media: Artist study	Photo opportunity

CYCLE B • 2026–27

	AUTUMN	SPRING	SUMMER
Y1/2	Drawing: Tell a story	Painting and mixed media: Life in colour	Sculpture and 3D: Paper play
Y3/4	Painting and mixed media: Light and dark	Painting and mixed media: Prehistoric painting	Sculpture and 3D: Mega materials
Y5/6	Sculpture and 3D: Interactive installation	Craft and design: Architecture	Sculpture and 3D: Making memories

Design & Technology

CYCLE A • 2025–26

	AUTUMN	SPRING	SUMMER
Y1/2	Structures: Baby Bear's chair	Textiles: Puppets	Cooking and nutrition: Balanced diet
Y3/4	Structures: Pavilions	Textiles: Fastenings	Cooking and nutrition: Adapting a recipe – cupcakes
Y5/6	Mechanical systems: Automata toys	Textiles: Stuffed toys	Cooking and nutrition: Developing a recipe

CYCLE B • 2026–27

	AUTUMN	SPRING	SUMMER
Y1/2	Mechanisms: Fairground wheel	Textiles: Pouches	Making a smoothie
Y3/4	Structures: Constructing a castle	Textiles: Cross-stitch and appliqué	Cooking and nutrition: Eating seasonally – afternoon tea
Y5/6	Structures: Bridges	Textiles: Waistcoats	Come Dine With Me – Sunday lunch

Computing

CYCLE A • 2025–26

	AUTUMN	SPRING	SUMMER
Y1/2	Computing systems and networks 1: What is a computer? Online safety	Programming 2: Bee-Bot Programming 1: Algorithms and debugging	Creating media: Digital imagery
Y3/4	Online safety: Year 3 Programming: Scratch	Creating media: Video trailers	Computing systems and networks 3: Journey inside a computer
Y5/6	Online safety: Year 5 Programming 1: Music	Creating media: Stop motion animation	Data handling: Mars Rover 1

CYCLE B • 2026–27

	AUTUMN	SPRING	SUMMER
Y1/2	Online safety: Year 2	Data handling: International Space Station	Creating media: Stop motion
Y3/4	Online safety: Year 4 Data handling: Investigating weather	Computing systems and networks 2: Emailing	Creating media: Website design
Y5/6	Online safety: Year 6 Computing systems and networks: Exploring AI	Computing systems and networks: Bletchley Park and the history of computers	Skills showcase: Inventing a product

CYCLE A • 2025–26

	AUTUMN	SPRING	SUMMER
Y1/2	My Musical Heartbeat Dance, Sing and Play	Exploring Sounds Learning to Listen	Having fun with Improvisation Let's Perform Together
Y3/4	Writing Music Down Playing in a Band	Compose Using Imagination More Musical Styles	Enjoying Improvisation Opening Night
Y5/6	Melody and Harmony in Music Sing and Play in Different Styles	Composing and Chords Enjoying Musical Styles	Freedom to Improvise Battle of the Bands

CYCLE B • 2026–27

	AUTUMN	SPRING	SUMMER
Y1/2	Pulse, Rhythm and Pitch Playing in an Orchestra	Inventing a Musical Story Recognising Different Sounds	Exploring Improvisation Our Big Concert
Y3/4	Musical Structures Exploring Feelings When You Play	Compose with your Friends Feelings Through Music	Expression and Improvisation The Show Must Go On
Y5/6	Music and Technology Developing Ensemble Skills	Creative Composition Musical Styles Connect Us	Improvising with Confidence Farewell Tour

CYCLE A • 2025–26

	AUTUMN	SPRING	SUMMER
Y1/2	KS1 FMS Kicking KS1 Gymnastics 1 KS1 Gymnastics 2	KS1 Dance: Fire Fire KS1 Games: Net and Wall	KS1 FMS Overarm Throw KS1 FMS Rolling a Ball FMS Assessment
Y3/4	Swimming 3/4 Gymnastics 1 3/4 Gymnastics 2	3/4 Dance: Sparks Might Fly 3/4 Dance: Iron Man	3/4 Net and Wall Core Unit 1 & 2 3/4 Athletics
Y5/6	5/6 Gymnastics 1 5/6 Gymnastics 2	5/6 Dance: Heroes and Villains 5/6 Invasion Games: Netball 5/6 Invasion Games: Football	5/6 Orienteering 5/6 Net and Wall: Badminton

CYCLE B • 2026–27

	AUTUMN	SPRING	SUMMER
Y1/2	KS1 FMS Kicking Unit KS1 Gymnastics 1	Dance: Seaside KS1 FMS Playground Games in the 20th Century	KS1 Games FMS KS1 Assessment
Y3/4	3/4 Gymnastics Swimming	3/4 Invasion Games: Rugby 3/4 Creative Games: Tag and Target	3/4 Striking and Fielding: Cricket Striking and Fielding: Rounders
Y5/6	5/6 Gymnastics Swimming	5/6 Invasion Games: Rugby 5/6 Invasion Games: Hockey	5/6 Striking and Fielding: Cricket Striking and Fielding: Rounders

Modern Foreign Languages

Language Angels · Taught in Years 3–6.

CYCLE A · 2025–26

	AUTUMN	SPRING	SUMMER
Y1/2	—	—	—
Y3/4	Phonics 1 & 2 (X) Instruments (E) Seasons (E)	Vegetables (E) Ice-Creams (E)	My Family In the Classroom (I)
Y5/6	Phonics 3 & 4 (X) The Date (I) Do You Have a Pet? (I)	What is the Weather? (I) My Home (I)	At School (P) Me in the World (P)

CYCLE B · 2026–27

	AUTUMN	SPRING	SUMMER
Y1/2	—	—	—
Y3/4	Phonics 1 & 2 (X) I Am Learning Fr/Sp/It (E) Animals (E)	Fruits (E) I Am Able ... (Fr) (E)	Presenting Myself (I) Romans (I)
Y5/6	Phonics 3 & 4 (X) Presenting Myself (I) Family (I)	At the Tea Room (Fr) (I) Olympics (I)	The Weekend (P) WW2 (P)

Mathematics • PSHE & economic education

MATHEMATICS

CYCLE A • 2025–26

White Rose Mastery Maths Scheme

CYCLE B • 2026–27

Red Rose Mastery Maths Scheme

Mathematics is planned by year group rather than by class — please see the year group specific overviews.

PSHE & ECONOMIC EDUCATION — SCARF

AUTUMN

1 Me and my Relationships

2 Valuing Difference

SPRING

3 Keeping Safe

4 Rights and Respect

SUMMER

5 Being my Best

6 Growing and Changing

The same six units run across the whole school in both cycles.

Religious education

Questful RE · world faiths studied are named after each question

	AUTUMN	SPRING	SUMMER
Y1/2	EYFS 2 Harvest: Why do people of faith say thank you to God at Harvest time? S5 Christian Art: How do Christians express their faith through art? How do people of faith express their beliefs through art? — Hinduism, Islam, Judaism 2.2 Christmas: Why was the birth of Jesus such good news?	2.3 Jesus: Why did Jesus welcome everyone? EYFS 7 Easter: Why do Christians believe that Easter is all about love?	2.1 The Bible: Why is the Bible such a special book? Do people of all world faiths have holy books? — Islam, Judaism, Sikhism 1.9 My world, Jesus' world: How is the place where Jesus lived different from how we live now? — Judaism
Y3/4	3.6 Harvest: How do people of faith say thank you to God for the harvest? — Judaism, Hinduism 3.1 Called by God: What does it mean to be called by God? Local faith leaders: who are they and what do they do? — Hinduism, Islam, Judaism, Sikhism 4.2 Christmas: Why is Jesus described as the light of the world? Why is light an important symbol in world faiths? — Judaism	4.3 Jesus: Why do Christians believe Jesus is the Son of God? Why do Jewish people believe that the Sabbath/Shabbat is so important? — Judaism 3.4 Easter: Is the cross a symbol of sadness or joy?	3.5 Rules for living: Which rules should we follow? Does everybody follow the same rules? Why? Why not? — Buddhism, Islam, Sikhism 4.6 Prayer: What is prayer? How do people of world faiths pray? — Buddhism, Hinduism, Islam, Judaism
Y5/6	5.1 The Bible: How and why do Christians read the Bible? Why are sacred texts so important to people of faith? — Hinduism, Islam, Judaism, Sikhism 6.2 Advent: How do Christians prepare for Christmas?	5.3 Jesus: Why do Christians believe Jesus was a great teacher? 6.4 Jesus (Easter): Who was Jesus? Who is Jesus? — Buddhism, Hinduism, Islam, Judaism, Sikhism	6.6 God: What is the nature and character of God? Have you discovered any beliefs about God in common across different faiths? — Hinduism, Islam 5.5 Old Testament women: Did she make the right choice? — Judaism

Religious education

Questful RE · world faiths studied are named after each question

	AUTUMN	SPRING	SUMMER
Y1/2	1.2 Creation: What are your favourite things that God created? What do people of Muslim and Hindu faith believe about how God made the world? — Hinduism, Islam S3 Old Testament: What does this story teach us about God? What do you think is the most important part of this story? — Hinduism, Islam, Judaism, Sikhism 1.3 Christmas: Why do we give and receive gifts? — Hinduism, Islam	EYFS 5 Stories Jesus Heard: Which stories did Jesus hear when he was a child? EYFS 6 Stories Jesus Told: Why did Jesus tell stories?	2.5 The Church: Why is church a special place for Christians? Why are holy buildings important to people of faith? — Hinduism, Islam, Judaism 2.6 Ascension and Pentecost: What happened at the Ascension and Pentecost?
Y3/4	4.1 David and the Psalms: What values do you consider to be important? 3.2 Christmas: How does the presence of Jesus impact on people's lives?	3.3 Jesus: How does / did Jesus change lives? 4.4 Easter: A story of betrayal or trust?	4.5 The Church: Are all churches the same? Are all places of worship the same? Do people worship God in the same way? — Hinduism, Islam, Judaism, Sikhism
Y5/6	6.1 Life as a journey: Is every person's journey the same? Why do people of faith make pilgrimages? — Hinduism, Islam, Judaism, Sikhism 5.2 Christmas: How do our celebrations reflect the true meaning of Christmas?	6.3A The Exodus: Why is the Exodus such a significant event in Jewish and Christian history? — Judaism 6.3 The Eucharist: Why do Christians celebrate the Eucharist? 5.4 Easter: Why do Christians believe that Easter is a celebration of victory?	5.9 Paul: How did the news of Jesus' resurrection spread around the world? 6.7 People of faith: How does having faith affect people's lives? — Buddhism, Hinduism, Islam