2026-27 Curriculum Overview

R	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Values Focus	**Motivation Integrity Nurture Diversity**	**Motivation**	**Integrity**	**Nurture**	**Diversity**	**Motivation Integrity Nurture Diversity**
Significant events and links		**Music Assembly Christmas performance**		**Music Concert Science week World Book Day School Visit Emergency Services**	**Trip to the farm**	**Music Festival Sports day**
Focus English Books	**We're Going on a Bear Hunt by Micheal Rosen**	**Tanka, Tanka Skunk by Steve Webb**	**The Gigantic Turnip by Niamh Sharkey**	**Astro Girl by Ken Wilson Max**	**Jack and the Jellybean Stalk by Rachael Mortimer**	**Handa's Surprise by Eileen Browne**
English Books/ Stimuli	**The Gruffalo by Julia Donaldson The Colour Monster by Anna Llenas Who Are You? by Simriti Halls and Ali Pye People Need People by Benjamin Zephaniah We're Going on a Leaf Hunt by Steve Metzger Leaf Man by Lois Ehlert**	**The Greatest Diwali by Sonali Shah Binny's Diwali by Thrity Umrigar You Must Bring a Hat by Simon Philip Scarecrow's Wedding by Julia Donaldson Can't You Sleep Little Bear? By Martin Waddell Rama and Sita**	**The Gingerbread Man The Three Little Pigs Jack and The Beanstalk The Enormous Turnip Little Red Riding Hood Anansi**	**All Through the Night: People Who Work While We Sleep by Polly Faber People Who Help Us by The Fairiest Fairy by Anne Booth Supertato Astro Girl Man on the Moon: a day in the life of Bob**	**The Growing Story by Ruth Krauss How to Grow a Dinosaur by Caryl Hart and Edward Eaves Jasper's Beanstalk by Nick Butterworth The Hungry Caterpillar by Eric Carle Jim and the beanstalk**	**What the Ladybird Heard by Julia Donaldson What the Ladybird Heard Next by Julia Donaldson How We Grow Handa's Surprise**
Writing Text Types	**Name writing Labels**	**Firework story Onomatopoeia Letter / invite lists**	**Captions Narrative (helicopter story writing) Letter**	**Fact sheet Lists of adjectives Letter**	**Lists Instructions Descriptive writing**	**Lists Fact sheet Letters**
PSHE	**Self-regulation: My feelings** To name some different feelings and emotions. To know that facial expressions can gives us clues as to how a person is feeling. To know some strategies to calm down. **EYFS Passport: What are emotions?**	**Building relationships: Special relationships** Families and special people care for us and support us. Friendships grow through kindness, sharing and cooperation. Positive relationships help people feel happy and safe. **EYFS Passport: What is empathy? What is respect?**	**Self regulation: Listening and following instructions** Instructions help us learn and stay safe. Listening carefully helps us make good choices. Rules protect ourselves and others. Water Safety **EYFS Passport: What is risk?**	**Strand Two: Safe and Unsafe Situations** Some situations feel safe and some feel unsafe. Trusted adults can help when we feel worried or unsafe. Our bodies and feelings can give us clues about whether a situation is safe.	**Managing self: My wellbeing** Healthy eating, sleep and exercise help our bodies stay healthy. Personal hygiene helps keep us clean and well. Looking after our wellbeing is important every day. **EYFS Passport: What is self-worth? What is resilience?**	**Transition** People grow and change over time. Changes and new experiences can bring different feelings. Preparing for change can help us feel confident and ready.
DT/Art	**Soup** I can design simple soup for a chosen purpose. I can use basic food preparation skills safely with support. I can talk about the appearance, smell and taste of food products. I understand that vegetables are grown and are an important part of a healthy diet.	**Marvellous Marks** Shape: Name simple shapes. Line: Describe lines, such as: wiggly, straight or round. Texture: Describe texture, such as 'bumpy'. Tone: Describe shades, such as light and dark.	**Bookmarks** I can develop and communicate simple designs using patterns and available materials. I can use weaving, threading and cutting techniques to create a product. I can select materials for a chosen purpose. I understand that designs help us plan before making.	**Paint my world** Create paintings using fingers and natural items as tools. Mix colours. Make collages and explore different techniques for creating.	**Junk Modelling** I can create a model from a range of reclaimed materials. I can select and use different joining techniques appropriately. I can evaluate my product and compare it to my original plan. I understand that different materials have different properties and purposes.	**Creation Station** Manipulate playdough or clay. Use language associated with forces. Create natural landscape pictures using items found outside.

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1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Values Focus	Motivation Integrity Nurture Diversity	Motivation	Integrity	Nurture	Diversity	Motivation Integrity Nurture Diversity
Significant events and links		Music Assembly Christmas performance Trip: Walk to Spinney Woods	Trip: Walk to Aylesham Heritage Museum or visitors to school	Music Concert Science week World Book Day Trip: Wingham Wildlife Park		Music Festival Sports day
Focus	History	Geography	History	Geography	History	Geography
Ropic Name	Looking Back to See Ahead	Where in the World Are We?	Our Village Through Time	Animal Safari	Explorers: Changing the World One Journey at a Time	Living by the Sea: What's It Like?
Enquiry question	How Have Toys Changed?	What is it like here? Begin using maps to navigate the school Aylesham as a village Some physical features of Aylesham. Fields Spinney Woods Some Human features of Aylesham; Houses, Parks, Roads, Aylesham Primary School **What is the weather like in the UK? (continue through the year)** Use compass points, North, South, East West, to navigate. Keep a weather diary. The name and where the 4 UK countries are and England's capital. How the weather changes with each season in the UK. That different parts of the UK often experience different weather.	Why does Aylesham exist? Tell the difference between past and present in your own and other people's lives. Ask why things happen and begin to explain why with support. To know that within living memory is 100 years. To know that the environment around us changes as time passes.	How are animals different? That different places around the world are home to different carnivore, herbivore, omnivore Common features and characteristics of animals; fin, heads, limbs, beak, wing, tail, horn, trunk, shell, paws Who Jane Goodall is and that she worked with gorillas and chimpanzees.	How have explorers changed the world? Asking questions about sources of evidence. (artefacts) Using sources of information, such as the internet, artifacts, and photos to answer questions. Discussing and writing about past events or stories in narratives. To know where a Period of time is on the timeline and key events. To know some achievements and discoveries of significant individuals To know how to use photographs to find out	What is it like to live by the coast? Investigate how people use the local coastline using a tally chart. The name and location of the 4 UK seas. Key physical features of the coast: beach, sea, cliff, cave, sand dunes. To begin to understand that the cost changes over time. The difference between village, town, and city. Key human features of the coast: harbor, pier, hotel, tourist information,
English books / stimuli	Rapunzel by Bethan Woolvin The Magic Callaloo by Trish Cooke Traction Man by Mini Grey	Into The Forest by Anthony Browne Skater Cielo by Rachel Katstaller Where The Poppies Now Grow by Hilary Robinson	Beegu by Alexis Deacon Polonuis the Pit Pony by Richard O'Neill The Tiger Who Came to Tea by Judith Kerr	One Day on Our Blue Planet (series) by Ella Bailey Meerkat Mail by Emily Gravett The Day The Crayons Quit by Drew Daywalt	The Explorer & The Lonely Beast by Chris Judge Hilda and the Troll by Luke Pearson Coming to England by Floella Benjamin	The Secret of Black Rock by Joe Todd-Stanton Leo and The Octopus by Isabelle Marinov A World Beneath The Waves SEA by Britta Teckentrup
Writing units	Sentences Instructions (DT)	Recount (woodland trip) Poetry (Cinquain)	Letter / Postcard Information text (Aylesham Coal Mine)	Recount (Diary Entry) Voiceover - description	Narrative News report (paragraph and verbal)	Narrative Poetry: Acrostic poems, shape poems and rhyming pairs.
Short burst writing / oracy	Lists Adjectives and verbs Oracy: Thought bubbles	Sentences Instructions (oracy and written) Lists	National Story Telling Week Description – setting Oracy –Story telling	Postcard Oracy - debate	Diary entry Character description Oracy – Newsreport	Letter Retelling story Oracy – poetry performance
Class Reader(s)	The Naughtiest Unicorn by Pip Bird Out and About Poems by Shirley Hughes	Grimwood by Nadia Shireen Our Tower by Joseph Coehlo Building a Home by Polly Faber	Paddington Bear by Micheal Bond Town Is by the Sea by Joanne Schwartz	Wild Magic: Legend of the Black Lion by Abiola Bello Lifesize by Sophy Henn	Nikhil and Jay Save The Day by Chitra Soundar Billy and The Beat by Nadia Shireen	The Hodgeheg by Dick King-Smith The Oak Tree by Juila Donaldson Invisible by Tom Percival
Science topic	Everyday Materials That that differences exist between materials; waterproof, keep things warm, strength, absorbent To know the definitions of; waterproof, keep things warm, strength, absorbent	Seasonal Changes 4 seasons and the associated weather Day light hours are different The effect on trees How we can adapt to different weathers This is looked at throughout the year.	Sensitive Bodies Basic parts of human body: arms legs, feet, hands, head, nose, eyes ears, mouth The know the 5 senses	Comparing Animals That different places around the world are home to different carnivore, herbivore, omnivore Common features and characteristics of animals; fin, heads, limbs, beak, wing, tail, horn, trunk, shell, paws Who Jane Goodall is and that she worked with gorillas and chimpanzees.	Introduction to Plants The name of plants withing the school grounds Deciduous, evergreen, sunflower, potato, tomato, Lavendar, grasses The name of parts of plants and flowers: root, stem, leaves, flower, petal. That plants need water to grow.	Science Through Stories
Art/DT	Cooking and Nutrition - Smoothies I can design and make a smoothie that meets simple design criteria. I can use basic food preparation techniques safely and hygienically. I can evaluate a product using taste, appearance and texture. I understand where fruits and vegetables come from and how they grow.	*Drawing: Exploring Line and Shape.* Explore line and shape through a range of stimuli. Experiment with mark making. Talk about an artist and their work.	Textiles - Puppets I can use basic sewing techniques to create a textile product. I can thread a needle and join materials using simple stitches. I can select and use appropriate tools and materials. I understand that textiles can be decorated and joined in different ways.	*Painting and Mixed Media: Colour Splash.* Explore paint, brush control and colour. Experiment with brush strokes and mixing colour. Create a painting with defined shapes.	Structures – Making a Windmill I can design a structure for a specific purpose. I can use suitable materials and joining techniques to create a stable structure. I can test and evaluate my structure against design criteria. I understand how shape, materials and construction affect strength and stability.	*Sculpture and 3D: Paper Play.* Manipulate materials by folding, rolling and scrunching. Explore ways to join and fix materials. Create simple 3D shapes and structures.
Music	Keeping the Pulse To know that pulse is the regular heartbeat within music. To explore how to change singing voice in different ways.	Tempo (Snail and Mouse) To understand that the pulse of the music can change. To know that sections of music can be described as fast or slow and the meaning of these terms. To Know that my body, voice and instruments can show fast and slow beats. To perform a wider range of songs to an audience.	Dynamics To know that dynamics can change how someone listening feels about music. To know and use the terms: loud, quiet or silent to describe sections of music. To begin to use instruments to follow a beat, teacher led. To understand that music can be represented by pictures	Sound Patterns To know that an instrument or rhythm pattern can represent a character in a story.	Pitch To begin to know that sounds within music can be described as high or low sounds To understand that music can be represented by pictures or symbols Experiment with creating different sounds using a single percussive instrument	Musical Symbols To know that sounds within music can be described as high or low sounds and the meaning of these terms. To know that notation is read from left to right. To play and combine sounds under the direction of a leader.
PSHE	**My healthy self: How can we look after our emotions?** Everyone experiences a range of emotions. Feelings can influence our behaviour and choices. There are ways to manage difficult emotions and seek support when needed.	**Connecting with others: How can I help myself and others feel happy and safe?** Kind and respectful behaviour helps people feel valued and safe. Friendships are strengthened through sharing, listening and cooperation. People should be treated fairly even when they have different needs, interests or beliefs	**The online world: How do we spend time online?** The internet can be used for learning, communication and entertainment. Personal information should be kept private online. Trusted adults can help if something online causes concern.	**Citizenship: How can I help others and the environment?** Everyone has responsibilities within their community. Small actions can help protect the environment. Helping others can make a positive difference to people's lives.	**Staying safe: How can I stay safe?** Safety rules help protect us at home, school and outside. Medicines and household substances should only be used with adult support. Trusted adults can help in unsafe situations.	**Connecting with others: How can I protect myself and others in daily life?** Our bodies belond to us and should be treated with respect. We can say "no" if something makes us feel uncomfortable or unsafe. People should seek help if they are worried about their own safety or someone else's.
Computing (inc Online Safety)	Computer systems and Networks: Improving mouse control I can log into a computer and access websites. I can use a mouse to navigate the screen and make edits. I can drag, drop, click and control a cursor using a mouse.	Programming: Commands Unplugged I know what a command is. I can create commands and follow others commands. I can spot errors in commands and fix (debug) the problems.	Skills Showcase Rocket to the moon	Programming: Bee-bots I can program Bee-bots using instructions. I know what each button on a Bee Bot does. Write, identify and debug instructions/algorithms.	Creating Media: digital imagery I can take clear photos using a device. I can search for images, import, and edit the photos. I can crop, resize and orientate phots.	Data Handling Introduction to data I can show data in different ways and answer questions using data collected. I can collect, record, and present data using technology. I can sort data using a branching database.
RE	**What does it mean to belong to a faith community?** Give an account happens at a traditional Christian infant baptism Talk about what is special and of value about belonging to a group that is important to them Recognize symbols of belonging forChristians Identify ways people show they belong to each other when they get married	**How and why do we celebrate special and sacred times? (Christmas)** Identify some ways Christians celebrate Christmas Retell stories connected with Christmas and say why these are important to Christians Identify a special time they celebrate and explain simply what celebration mean	**Who is a Christian and what do they believe?** Talk about simple ideas about Christian beliefs about God and Jesus Re-tell a story that shows what Christians might think about God: using words, drama, pictures. Talk about issues of good and bad, right and wrong from stories.	**How and why do we celebrate special and sacred times? (Easter)** Identify some ways Christians celebrate Easter Retell stories connected with Easter and say why these are important to Christians Suggest meanings for some symbols and actions used in religious celebrations	**What makes some places sacred?** Recognise that there are special places where people go to worship Why places of worship are important to the local community and give reasons why Talk about what happens at the Church	**What makes some places sacred?** Identify objects in a church and say how they are used and what they mean to believers. Church visit: ask good questions during a school visit about what happens in a church
PE	**Fundamentals** **Gymnastics**	**Dance** **Sending and Receiving**	**Balls Skills** **Dance**	**Gymnastics** **Invasion Games**	**Athletics** **Net and Wall games**	**Fitness** **Target Games**

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2	Motivation Integrity Nurture Diversity	Motivation	Integrity	Nurture	Diversity	Motivation Integrity Nurture Diversity
Values Focus	**Manston Air Museum**	**Music Assembly**		**Music Concert** **Science week** **World Book Day**		**Music Festival** **Sports day**
Significant events and links	**History**	**Geography**	**History**	**Geography**	**History**	**Geography**
Foundation Subject Focus	**Flying Through Time**	**Amazing Places Near and Far**	**Kings and Queens: What Do They Do**	**Around the World: Continents and Climates**	**It Couldn't Sink… But It Did!**	**Mapping Our World: From Aylesham to Shanghai**
Topic name	**How did we learn to fly?** Asking questions about why people did things, why events happened and what happened as a result. Using artefacts and photographs to ask and answers questions about the past. To know where a period of time is on the timeline and key events. To know the legacy and contribution of the inventions. To know that historians use evidence from sources to find out more about the past.	**Why is our world wonderful?** Use a tally chart to collect data on the local area. The location and name of the 5 oceans. The location of and name the capital cities of the UK and Aylesham on a map. Some key physical features of the UK; Snowdon, Ben Nevis, Windermere, Giant's Causeway Some key human features of the UK; Tower of London, Titanic Museum, Dover Castle Canterbury Cathedral	**What is a monarch?** Knowing where people/events studied fit into a chronological framework. Identifying a primary source. Drawing out information from sources. Using a source to answer questions about the past. To know where a Period of time is on the timeline and key events. To know that a monarch in the UK is a King or Queen To know the impact of historical event on society.	**Would you prefer to live in a hot or a cold place?** Measure rain levels using a rain gauge and a thermometer for temperature simple scales. The location and name of 7 continents. The location of the equator and the south and north poles. The location of hot and cold places on a map. Key similarities and differences between a hot climate place and a cold climate place and Aylesham and another place e.g. Kenya	**Why did an unsinkable ship sink?** DCa writing objectives Including: Invention of a liferaft by Mia Beesley	**What is it like to live in Shanghai?** Draw a map of the local area. The name and where 2 continents, Asia and Europe are and where 2 oceans Pacific and Atlantic are . Similarities and differences between Aylesham and Shanghai. What physical features mean. What human features mean.
English books / stimuli	**Look up! By Nathan Byron** **A First Book of Dinosaurs by Simon Mole**	**Bear and Rabbit by Julian Gough and Jim Field** **Snail and The Whale by Julia Donaldson**	**A Walk in London by Salvatore Rubbino** **Vlad and The Great Fire of London by Kate & Sam Cunningham**	**Lila and The Secret of Rain by David Conway and Jude Daly** **George's Marvellous Medicine by Roald Dahl**	**Lost and Found by Oliver Jeffers** **Where the Wild Things Are by Maurice Sendak**	**Claude in The City by Alex T. Smith** **Voices in The Park by Anthony Browne**
Writing units (10 days)	Narrative Non-Chronological Report	Letters (postcard) Instructions	Letter Recount (Diary)	Instructions Recount	Narrative (Character description) News Report	Performance Poetry Non-Chronological report
Short burst writing / oracy	Poetry Recount (diary) Descriptive writing Oracy: performance poetry	Poetry – Acrostic Narrative (description of arriving at new setting) Information paragraphs Oracy - Debate	National storytelling week Oracy – Freeze frame sharing thoughts or description of what can be seen (group)	Letters (postcard) Oracy – Performance poetry	Recount (diary) Letter Non-chronological report section Oracy - interview	Recount Descriptive writing Oracy - debate
Class Reader(s) and reading lessons	**Lights on Cotton Rock** NF- Fossils (Literacy Shed – Stage 2- information) Poem- A First Book of Dinosaurs by Simon Mole	**The Proudest Blue by Ibtihaj Muhammad** NF- Why Are Oceans Important? (Literacy Shed- Stage 2 – information) Poem- Animal Alliteration Poem (Twinkl)	**George's Marvellous Medicine** Fiction – Sword in The Stone (Literacy Shed – Stage 2) NF – Trooping The Colour (Lieracy Shed – Stage 2 – information) Poem- The Siege (Literacy Shed – Stage 2)	**George's Marvellous Medicine** NF- Antarctica Diary (Literacy Shed- Stage 2- Diary) Poem- From A Railway Carriage by Robert Louis Stevenson	**Marv and the Dino Attack by Alex Falase-Koya** NF- How To Grow A Sunflower (Literacy Shed- Stage 2 – Instructions) Poem- The Sound Collector by Roger McGough	**Claude in The City by Alex T. Smith** NF- European Cities (Literacy Shed – Stage 2) Poem- Poems Out Loud by Laurie Stansfield
Science	**Habitats** That things can be alive, once alive or never alive. The life processes of all living things, Move, breath, eat, reproduce, grow, make waste, sense. The difference between, desert, artic, and local habitats. The terms predator, pray and producer	**Micro-Habitats** What is a micro habitat How animals survive in their micro habitat	**Use of Everyday Materials** That stretching and bending affect the shape of an object The harmful effects of plastic, eg disposable cutlery.	**Life Cycles and Health** The life cycles of various animals, human, frogs, butterflies What animals need to survive at different points of their life cycle. Healthy choices - Diet and exercise	**Plant Growth** The different conditions needed for seed to germinate That plants need water, light and suitable temperature to grow and stay healthy. Plants life cycle; bean The Emma Williams PSST website and what a botanist is.	**Plant-Based Materials** Assessments activities related to prior learning
DT/ Art	**Cooking and Nutrition – A Balanced Diet** I can design and make a healthy wrap that meets a design brief. I can safely use food preparation techniques including chopping, grating and snipping. I can evaluate ingredients and final products using sensory language. I understand the principles of a healthy and balanced diet.	***Drawing: Understanding Tone and Texture.*** Experiment with a range of materials. Make marks that suggest texture, light and dark. Sketch basic shapes and add detail.	**Textiles pouches** I can design, cut and assemble a textile product accurately. I can join fabric using running stitch and appropriate finishing techniques. I can evaluate the quality and effectiveness of stitching. I understand that sewing techniques affect the function and appearance of a product.	***Painting and Mixed Media: Life in Colour.*** Explore colour theory. Develop confidence and control when using paint. Apply painting techniques to create a final piece.	**Mechanisms – Making a Monster Move** I can design a moving product for a specific audience and purpose. I can create movement using levers, pivots and linkages. I can assemble components accurately and effectively. I understand how simple mechanisms create movement in products.	***Sculpture and 3D: Clay Houses.*** Explore ways to shape and join clay. Use tools confidently. Create own clay house tile.
Music	**Call and Response** Begin to explain why the music has a certain effect on them. It could be related to the music or personal experience. Maintain a comfortable position when sitting or standing to sing and play instruments. Waiting appropriately when performing or waiting to performing	**Instruments (Storytelling)** Use musical language to describe tempo, dynamics and pitch. To develop an awareness of how dynamics are affected by the force with which an instrument is played. Work collaboratively to combine different sounds by either turn- taking or by playing different at the same time.	**Contrasting Dynamics** Identify some common instruments when listening to music. Piano, guitar, drum, To use informal notation (pictures/ symbols) to compose. Experimenting with adapting by changing dynamics, tempo or instrument.	**Singing** Use musical language to compare tempo dynamic and pitch to compare two pieces of music Sing part of a given song in their head using their thing voice Offer constructive feedback on others performances.	**Structure (Myths and Legends)** Use musical language to compare tempo dynamic and pitch to compare two pieces of music from a widening variety of cultures To know that pictorial representations of rhythm show sounds and rests. Selecting and creating short sequences of sounds with voices or instruments.	**Pitch (Musical Me)** To use instruments to follow and maintain a steady beat, teacher led. To know in all pictorial representations further up the page are higher sounds and those further down the page are lower sounds. Perform actively as a group, clearly keeping in time with the beat.
PSHE	**My healthy self: How can we look after our bodies?** Healthy eating, physical activity and sleep help our bodies work well. Good hygiene helps to prevent illness and keeps us healthy. Looking after our physical health can also support our mental wellbeing. **Y2 Passport:** **What is empathy?** **What is self-worth?**	**Connecting with others: How can I build safe, kind and caring relationships with others?** Healthy relationships are built on kindness, respect and trust. Different people may have different needs, feelings and opinions. Unkind behaviour can affect others and should be challenged appropriately **Y2 Passport:** **What is respect?**	**The online world: How are things shared online?** Information and images shared online can be seen by other people. Personal information should only be shared with permission from a trusted adult. Not everything online is suitable or intended for children. **Y2 Passport:** **What is fact finding?**	**Strand Three: Futures and Wellbeing** People have different jobs and responsibilities in society, Money is used to buy things that people need and want. Our choices can influence our wellbeing now and in the future. **Y2 Passport:** **What is future planning?**	**Staying safe: How can I make safe choices in different places?** Different environments can present different risks, Recognising hazards helps us make safer choices. Trusted adults and emergency services help keep people safe. Water Safety **Y2 Passport:** **What is informed decision making?** **What is risk?**	**Growing up: How can we look after and respect our bodies as we grow?** Our bodies are private and belong to us. Everyone has the right to feel safe and respected. People grow and change throughout childhood and beyond.
Computing (inc Online Safety)	**Computer systems and Networks: Using a computer** I can Identify and recognize parts of a computer (Keyboard, Mouse, Screen, Webcam. Visualiser, Interactive whiteboard) I can recognize technology and how to control technology. I know that technology follows instructions	**Programming: Algorithms and Debugging** I can decompose a game. I know what decompose means. I can create algorithms to solve problems. I can use loops in an algorithm.	**Computer systems and Networks: Word Processing** I can use the space bar correctly. And the shift key for capital letters I can add text and images to a word document. I can use copy and paste.	**Programming: Making Code** I can use decompositions to recognize and solve problems. I can apply decomposition when using a program. I can give instructions to a program to make it do what I want. I can evaluate the program.	**Creating Media: Stop Motion** I know what animation is. I can create short animation. I can create and plan a Stop Motion to plan animation. I can evaluate an animation.	**Data Handling: International Space Station** I can put data into a spreadsheet I can create a labeled digital drawing I can interpret data from a spreadsheet.
	Self-image and identity	Online Relationships Online Bullying	Managing Online Information	Privacy and Security Copyright and Ownership	Health, Wellbeing and Lifestyle	Online Reputation
RE	**How and why do we celebrate special and sacred times? (Harvest)** Identify some ways Christians celebrate Harvest Re-tell stories connected with Harvest and say why these are important to believers Talk about ways in which Jesus was a special person who Christians believe is the Son of God.	**How should we care for others and the world, and why does it matter?** Re-tell Bible stories about caring for others and the world, and talk about issues of good and bad, right and wrong arising from the stories Use creative ways to express their own ideas about the creation story and what it says about what God is like Identify ways that some people make a response to God by caring for others and the world – discuss the 'Golden Rule'	**Who is a Muslim and what do they believe?** Talk about simple ideas about Muslim beliefs about God, linking some of 99 names of Allah Re-tell a story about the life of the Prophet Muhammad Identify ways Muslims mark Ramadan and celebrate Eid-ul-Fitr	**Who is a Muslim and what do they believe?** Recognise some special places and objects used by Muslims and why they're important Mosque visit: ask good questions during a school visit about what happens in a Mosque	**What can we learn from sacred books?** Understand sacred texts contain stories and teachings which are special Re-tell stories from the Christian Bible; suggest the meaning of these stories Ask questions arising from stories Jesus told and suggest their own answers and ideas about stories Make links between the messages within Christian stories	**What can we learn from sacred books?** Re-tell stories from Qur'an; suggest the meaning of these stories Understand why and how sacred books should be treated respectfully Make links between the messages within Muslim stories and compare to Christian stories
PE	**Gymnastics** **Ball Skills**	**Dance** **Invasion Games**	**Dance** **Net and Wall games**	**Gymnastics** **Team Building**	**Athletics** **Striking and Feilding**	**Fitness** **Target Games**

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Values Focus	**Motivation Integrity Nurture Diversity**	**Motivation**	**Integrity**	**Nurture**	**Diversity**	**Motivation Integrity Nurture Diversity**
Significant events and links	**Kic Theatre**	**Music Assembly Walk around Aylesham.**	**Easter Assembly Trip To Canterbury Roman museum 'Bettshanger - Fossill activity**	**Music Concert Science week World Book day**	**Trip To Canterbury Beane for an Egyptian Day Trip to Thanet Earth**	**Music Festival Sports day**
Foundation Subject Focus	**History**	**Geography**	**History**	**Geography**	**History**	**Geography**
Topic name	**Digging Up the Past**	**Homes, Hills and High Streets!**	**Romans in Britain: What Did They Leave Behind?**	**The Good and the Bad: Living Near Volcanoes**	**Gods and Pharaohs: Secrets of Ancient Egypt**	**Life at the Bottom of the World**
Enquiry question	**Would you have preferred to live in the Stone Age, Iron Age or Bronze Age?** Placing the time studied on a timeline Asking questions about the main features of everyday life in periods studied, e.g. how did people live Identifying similarities and differences between periods of history. To know that the Stone Age, Bronze Age and Iron Age periods of are named after the materials that were commonly used to make tools. To know that prehistory is the period of time before written methods and and stretches until the Roman invasions AD43	**Are all settlements the same?** Mapping and discussing why physical and human features are in particular locations. 4 figure grid references. The location of cities in the UK, London, Canterbury, Liverpool, Newcastle Regions of the UK The location of rivers in the UK, Thames, Stour The different types of settlement, Urban, Rural and explain why different locations have different human features.	**Why did the Romans invade and settle in Britain?** Using a range of sources to find out about a period of time. Using a range of sources to construct knowledge of the past. Using a range of sources to find out about a period. To know where a Period of time is on the timeline and key events. To know how invaders and settlers influence the culture of the existing population. To know how to identify achievements and inventions that still our lives today from Roman times.	**Why do people live near volcanoes?** Record the locations on maps using symbols. The location of mountain ranges – Alps, Himalayas and the ring of fire. The negative effects of living near a volcano. How mountains, volcanoes are formed and why earthquakes occur.	**What did the Egyptian believe?** Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Identifying primary and secondary sources. To know where a period of time is on the timeline and key events. To know that education existed in some cultures, times and groups. To know that significant archaeological findings are those which change how we see the past. Analyse mummification's connection to Ancient Egyptian beliefs about the afterlife.	**Who lives in Antarctica?** To follow instructions involving compass points and map a simple route.. 8 point compass directions. The location of equator, the tropics, arctic circle and lines of longitude and latitude and know the significance of the Prime Meridian. The seasons are different in the hemispheres. Similarities and differences between two regions. To start to know climate zones.
English books / stimuli	**Stone Age Boy by Satoshi Kitamura The Iron Man by Ted Hughes**	**Leonora Bolt – Secret Inventor by Lucy Brandt Girl and Robot (Literacy Shed animation)**	**Pebble in My Pocket by Meredith Hooper How The Stars Came to Be by Poonam Mistry**	**Escape From Pompeii by Christina Balit Volcano by Claire Saxby**	**Great Women Who Changed the World by Kate Pankhurst Egyptian Cinderella by Shirley Kimo**	**Pugs Of The frozen North by Philip Reeve and Sarah McIntyre Hot Like Fire by Valarie Bloom**
Writing units	Narrative Non-Chronological Report	Instructions Persuasion	Explanation Narrative	News report Letters	Biography Recount/diary	Descriptive writing Poetry
Short burst & oracy	Character description Poetry Diary entry Oracy – interview	Narrative section Setting description (London) Information paragraph Oracy – Pitch of invention (group)				
Reading books / stimuli	**The Iron Man by Ted Hughes** NF-Brone Age Britain (Literacy Shed Stage 3) Poem- Wind On The Hill by A.A. Milne	**Leonora Bolt – Secret Inventor by Lucy Brandt** NF- Ancient Structures (Literacy Shed – Stage 3 – info) Poem- Firework Night by Enid Blyton	**Romans On The Rampage by Jeremy Strong** NF- Poem-	**The Firework Makers Daughter by Phillip Pullman** NF- Poem – My Shadow by R L Stevenson	**Ancient Egyptian Sleepover by Stephen Davies** NF- How To Mummify A Tomato (Literacy Shed – Stage 2 – instructions) Poem- The Crocolide by Lewis Carroll	**Pugs Of The frozen North by Philip Reeve and Sarah McIntyre** NF- Poem- Hot Like Fire by Valarie Bloom (book)
Science	**Movement and Nutrition** Humans have internal skeletons - vertebrates To identify, skulls, spine, ribs, pelvis That changing in muscles result in movement What a balanced diet is	**Forces and Magnets** What friction is The positives and negative of friction To know the properties of magnets; push and pull	**Rocks and Soils** How rocks are formed, igneous, metamorphic and sedimentary Who Marry Anning is and why she is famous How fossils are made The 4 main areas of soil, air, water, rocks, and dead material	**Light and Shadows** What a light source is Light is needed to see Darkness is the absence of light Shadows can change shape and size	**Plant Reproduction** How water is transported in a plant Root, stem leaves. How seeds are dispersed, water, air, animal. The functions of main parts: flowers root, stem, leaves, flower, petal.	**Does Hand Span Affect Grip Strength?** Assessments activities related to prior learning
Art/DT	**Cooking and Nutrition – Eating Seasonally** I can design a seasonal food product that meets a design brief. I can prepare and combine ingredients safely and hygienically. I can evaluate products considering appearance, texture, smell and taste. I understand how seasonality affects food availability and sustainability.	***Drawing: Developing Drawing Skills.*** Develop drawing skills through observation, shape and tone. Practise drawing objects using simple shapes. Add detail by observing pattern and texture.	**Textiles – Cushions** I can design and manufacture textile products using a template. I can join and decorate fabric using cross-stitch and appliqué techniques. I can evaluate my product against design criteria. I understand how seams, stitching and decoration contribute to product quality.	***Painting and Mixed Media: Prehistoric Painting.*** Explore how artists use colour, texture and collage to communicate ideas. Experiment with rubbings, painting and collage techniques. Evaluate and refine own artwork.	**Structures - Constructing a sarcophagus** I can design and communicate ideas using annotated drawings and labelled plans. I can construct 3D structures using nets and a range of materials. I can evaluate the effectiveness and appearance of a structure. I understand how shapes and materials contribute to structural strength.	***Sculpture and 3D: Abstract Shape and Space.*** Examine how shapes and negative space can be represented. Manipulate a range of materials. Join and create free-standing structures.
Music	**Samba** Move in time with the beat and each other whilst playing or singing in a 4/4 beat Explore using body percussion to practice and learn a rhythm Maintain a repeating rhythm as part of an ensemble with 3 or more parts. To understand how to read basic rhythmic notation: crotchets, quavers, semiquavers and rests with use of mnemonics to help remember To compose and notate a simple samba rhythm using the skills learnt within the unit.		**Gamelan** To recognise when the pitches within a melody is ascending or descending Play a pentatonic scale on a tuned percussion instrument. To understand that the musical notes go from A-G To perform a short repeating tune as part of an ensemble with 3 or more parts. To know how to read rhythm grid notation including letter names To improvise using the pentatonic scale		**Recorder Folk Music** Representing pitches in a tune by using movement/actions to identify relative pitch To know how to move up and down in pitch on a woodwind instrument by adding and taking away fingers To play a melody part on recorder with increasing accuracy and control To know that pitch can be represented as a shape ascending and descending- high notes high up and low notes low down To compose a simple 3 note tune using G,A,B and record using.	
PSHE	**My healthy self: How can I take care of my mind and body?** Emotions and feelings can affect our thoughts, decisions and behaviour. Recognising and talking about feelings can help us manage them effectively, Sleep, alongside other healthy habits, is important for physical and mental wellbeing.	**Connecting with others: What helps us feel safe and included?** Families and friendships can provide care, support and a sense of belonging. Healthy relationships are built on respect, trust and appropriate boundaries. Bullying, including online bullying, can have a negative effect on wellbeing.	**The online world: How should we communicate online?** The same respectful behaviour is expected online as offline. Information shared online can be difficult to control once it has been posted. Personal information should only be shared safely and appropriately online.	**Strand Three: Rules and Rights** Laws, rules and rights help people live safely and fairly together. Citizens have rights as well as responsibilities within a community. People can work together to protect and promote the rights of others.	**Strand Two: Risks and Emergencies** Risks can be identified and managed to help keep people safe. Emergency services provide support in dangerous or emergency situations. Concerns, worries or unsafe secrets should be shared with a trusted adult.	**Healthy protection: How can we prevent illness and injury and respond if they happen?** Illness and injury can sometimes be prevented through safe and healthy choices. Basic actions can be taken to help someone who is hurt or unwell. Knowing when and how to seek help is an important part of staying safe. Looking after our bodies helps us stay healthy and safe as we grow.
Computing	**Networks** I know the key components of a wired and a wireless network. I know that a router connects to the internet. Explore routers. I know that data is broken into packets	**Programming: Scratch** I can create a simple animation by combining motion, speech and wait blocks. I can alter and remix code to create a new version of an animation. I can make predictions and test and debug animations to fix problems and improve the code.	**Computer systems and Networks: Office 365** I can log in and out of an email account. I can send an email with an attachment. I can write emails in a positive language.	**Computer systems and Networks: Journey inside a computer** I know inputs and outputs and that the computer sends and receives information. To know what CPU, RAM and hard drive are and how they work together. I know what memory is for inside a computer	**Creating Media: Video trailers** I can import videos and photos into editing software. I can add text to a video. I can incorporate transitions	**Data Handling: Comparison cards databases** I know what is meant by field, record, and data. I can sort, filter, and interpret data. I can collect and represent data in different ways, including a graph.
RE	**What does it mean to be a Christian in Britain today?** Explain similarities and differences between at least two different ways of worshipping in two different Christian churches Who is a Christian? Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings	**What does it mean to be a Christian in Britain today?** Identify and name examples of what Christians have and do in their families and at church to show their faith Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others	**What do different people believe about God? Christians and Muslims** To know ways Christians and Muslims describe God To ask questions and suggest some of their own responses to ideas about God To retell and suggest the meanings of stories from sacred texts about people who encountered God To compare ideas about God in different religions; Christians, Muslims, (touch on humanism)	**How do people from religious and non-religious communities celebrate key festivals?** To identify similarities and differences in the way festivals are celebrated within and between Christianity and Islam (stories, symbols and beliefs) To retell some stories behind festivals (Easter, Ramadan & Eid) To explore roles of festivals and how non-religious communities celebrate them	**Why is the Bible so important for Christians today?**To understand the parts of the bible and give examples of how and why Christians use the Bible today To recall and name some Bible stories that inspire Christians. To discuss their own and others' ideas about why humans do bad things and how people try to put things right. To make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.	**Why do people pray?** Describe the practice of prayer and explain how they are similar/different Make connections between what people believe about prayer and what they do when they pray Describe ways in which prayer can comfort and challenge believers
French						
PE	**Ball Skills Fundamentals**	**Basketball Gymnastics**	**Tag Rugby Dance**	***Dance OAA***	**Gymnastics Athletics**	**Golf Tennis**

2026-27 Curriculum Overview

4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Values Focus	Motivation Integrity Nurture Diversity	Motivation	Integrity	Nurture	Diversity	Motivation Integrity Nurture Diversity
Significant events and links		Music Assembly		Music Concert Science week World Book day		Music Festival Sports day
Foundation Subject Focus	**History**	**Geography**	**History**	**Geography**	**History**	**Geography**
Topic name	**Chocolate, Calendars & Civilisation!**	**From Farm to Fork: A Global Journey**		**Tropical Treasures: Exploring the Rainforest**	**From Coal Mines to Classrooms**	**Go with the Flow: Discovering Rivers**
Enquiry question	**How did the achievements of Ancient Maya influence society and beyond?** Creating historically-valid questions across a range of time periods, cultures and groups of people Identifying the consequences of events and the actions of people. Using dates and terms related to the unit and passing of time, e.g. millennium, continuity and ancient. To know where a period of time is on the timeline and key events	**Where does our food come from?** Design and conduct an interview to gather data, audio recordings and present findings. The countries near the equator have less seasonal change than those near the poles. How climate impacts on trade, land use and settlements. What Fair Trade means. The UK grows food locally and imports food from other countries.	**How hard was it to invade and settle in Britain?** Communicating knowledge and understanding through discussion, debates, drama, art and writing. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Identifying who is important in historical sources and accounts. To know that some reasons why empires fall and collapse	**Why are rainforests important to us?** Use variety of data collection methods. Tally, questionnaires annotated sketches. The location of South America – Brazil – Amazon rainforest and river and the location of lines of latitude and longitude. Tropics. To start to know the Biomes – tropical rainforest. How people who live in a contrasting physical area may have different lives to people. To start to know the threat to the rainforest-deforestation.	**How have children's lives changed?** Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Asking questions about the bias of historical evidence. Describing past events orally or in writing, recognising similarities and differences with today. To know where a period of time is on the timeline and key events To know that the actions of people can be the cause of change (eg. Lord Shaftesbury) To know that the actions of people can be the cause of change (eg. Lord Shaftesbury)	**What are rivers and how are they used?** Identifying and locating human and physical features of a local river. The location of UK Rivers, Thames, Stour, Severn The location of world rivers, Amazon, Nile, Mississippi, Danube, Yangtze The water cycle is the process and stores water around the Earth. The courses and key features of a river.
English books / stimuli	**Charlie and The Chocolate Factory by Roald Dahl** **Rain Player by David Wisniewski**	**Quill Soup by Alan Durant** **The Land of Roar by Jenny McLachlan**	**Anglo-Saxon Boy by Tony Bradman** **And I Climbed, And I Climbed by Stephen Lightbrown**	**NF- What Its Like to Be a Bird? By Tim Birkhead** **Planet Earth - Rainforest** **The Explorer by Katherine Rundell (extracts)**	**The Miraculous Journey of Edward Tulane by Kate DiCamillo** **Apes to Zebras: An A to Z of shape poems**	**Rhythm of The Rain by Grahame Baker-Smith** **Anisha the Accidental Detective by Serena Patel**
Writing units (10 days)	Narrative Non-Chronological report	Dialogue & playscript Recount	Biography News report	Descriptive (setting) Persuasive speech	Letters Poetry	Explanation (water cycle) Balanced Arguemnt
Short burst writing / oracy	Letter News report Recount (diary) Oracy – Interview	Instructions Information text section Oracy - Debate	National Story Telling Week Poetry- Haiku Oracy – Performance poetry	Letter Oracy – Group presentation	Diary (recount) Narrative (prediction) News report Oracy – Persuasive speech	Descriptive writing Narrative Oracy - Debate
Reading books / stimuli	**Charlie and The Chocolate Factory by Roald Dahl** NF- A Letter From An Allergy Sufferer (Literacy Shed- Stage 5) Poem- Chocolate Cake by Micheal Rosen	**The Land of Roar by Jenny McLachlan** NF- Dragons In Warwickshire Town (Literacy Shed – Stage 4 – news) Poem- Excluded (Literacy Shed- Stage 4- Playscript – Bullying)	**Anglo-Saxon Boy by Tony Bradman** NF- Beowulf and Grendel (Literacy Shed- Stage 4) Poem- Where The Forest Once Stood by Julie Hare (book)	**The Emerald Forest by Chatherine Ward** NF-Rewilding Britain (Literacy Shed – Stage 4 – information) Poem- Where The Forest Once Stood by Julie Hare (book)	**The Miraculous Journey of Edward Tulane by Kate DiCamillo** NF- Martin Luther King Jr (Literacy Shed – stage 4 – biography) Poem- Apes to Zebras: An A to Z of Shape Poems (book)	**Anisha the Accidental Detective by Serena Patel** **Wild Is The Wind by Grahame Baker-SMith** NF- Parts of a River (Literacy Shed – Stage 4 – info) Poem- I Wandered Lonely as a Cloud by William Wordsworth
Science topic	**Digestion and Food** The function of key organs in the digestive system, teeth, stomach, bow. Different types of human teeth. Incisor, canine, premolar, molar and molar. The terms, predator, prey and where they sit within a food chain.	**Electricity and Circuits** How electricity is used in a classroom How to build a circuit The terms conductor and insulator and their meaning in electricity The risk and potential danger and how to keep safe when working with electricity	**States of Matter** That there are three states of matter Know the properties of solids liquids and gases. bnvbv Changes to water through the water cycle.	**Sounds and Vibration** Sounds are made by vibrations Sounds travel through objects That pitch and volume can be altered.	**Classification and Changing Habitats** How to use a classification key How habitats change over time To know how humans have both positive and negative effects on their surrounding To know about the work and life of David Attenborough	**How Does the Flow of Liquids Compare?** Assessments activities related to prior learning
Art/ DT	**Cooking and Nutrition – Adapting a Recipe** I can modify a recipe to meet the needs of a target audience. I can accurately measure, prepare and combine ingredients using a range of techniques. I can evaluate recipes and justify improvements using evidence from testing. I understand how budgeting, nutrition and consumer preferences influence food choices.	***Drawing: Exploring Tone, Texture and Proportion.*** Explore tone, texture and proportion. Develop skills in shading, mark-making and composition. Produce detailed drawings with a strong sense of form and proportion.	**Textiles – Fastenings** I can design and make a textile product incorporating an appropriate fastening. I can measure, mark and cut materials with increasing accuracy. I can evaluate the effectiveness of different fastening methods. I understand that different fastenings are selected for different functions and users.	***Painting and Mixed Media: Light and Dark.*** Investigate the use of tone through studying how artists use highlights, midtones and shadows. Practise colour mixing by creating tints and shades. Consider how light effects mood and appearance.	**Mechanisms - Making a Slingshot Car** I can design and construct a vehicle that meets performance criteria. I can select and use materials and components accurately. I can test, evaluate and refine a product to improve performance. I understand the impact of air resistance and shape on movement.	***Sculpture and 3D: Mega Materials.*** Explore how different materials can be shaped and joined to create a sculpture. Investigate a range of sculptural techniques. Design and create own three-dimensional artwork.
Music	**Introduction to Clarinet Term 1 and 2** To identify the sound of a flute/clarinet/recorder when played in isolation To understand the embouchure technique in order to produce a sound from the clarinet To play a simple tune on the clarinet and incorporate singing into the performance. To begin to read C-G formal staff notation, focusing on pitch Create a soundscape using sounds on the clarinet		**Developing Clarinet Skills Term 3 and 4** To start to build awareness of great composers from the past, through use of song To be more confident to produce an intended note on the clarinet using embouchure and finger technique To play a clarinet piece in 2 parts with increasing accuracy and developing instrumental technique To have a developing understanding of staff notation C-G and to read basic rhythmic notation with staff notation. (Including minims and semibreves) Composer and notate a 5 notes tune on the clarinet (C – G)		**Developing Clarinet Skills Term 5** To recognise and respond to changing dynamics in performance To perform syncopated rhythms using tone and bass on the djembe drum and an awareness of dynamics with some accuracy To sing and perform African Call and Response songs using voice and djembe To understand the direction of the note stems Improvise solo as part of an ensemble drumming performance	**Jazz Term 6** **Tuned Percussion** To recognise and perform swung rhythms/ quavers Begin to explore using sharps and flats when playing a tune on tuned percussion Sing from memory some well-known jazz standards To understand what a sharp and flat signs represent To improvise using the blues scale on tuned percussion
PSHE	**Strand Three: Emotional and Physical Wellbeing** Healthy habits, including nutrition, hygiene, physical activity and sleep, support wellbeing. Our bodies can give us signals about our physical and emotional health. Personal qualities and character can help us achieve goals and overcome challenges.	**Strand One: Diversity and Discrimination** Healthy friendships are built on trust, respect and positive influence. Diversity should be valued and protected within communities. Discrimination, including hate crime, is unfair and can harm individuals and communities.	**The online world: How can I evaluate what I see online?** Many aspects of daily life involve being online, even when it is not obvious. Some online information may be inaccurate, misleading or designed to influence people. Afe restrictions help to keep children safe online.	**Citizenship: How can I spend my money wisely?** Money can be earned, saved and spent in different ways. People make choices about spending based on needs and wants. Careful decisions can help people manage money more responsibly.	**Staying safe: What signs help me recognise what is safe or unsafe?** Our bodies belong to us and we have the right to feel safe. Risks can occur in different situations, including online, near roads, water and household products. Trusted adults and emergency service can help when someone is unsafe or needs support. Water Safety	**Growing up: How will my body and emotions change as I grow up?** Puberty causes physical and emotional changes as children grow into adults. These changes happen at different times and rates for different people. Bodies should be treated with respect, and the correct names for body parts should be used.
Computing (inc Online Safety)	**Computing systems and Networks : Networks** I can work responsibly online collaboratively as a team. I can create and sharing Microsoft forms. I can begin using conditional formatting, averages, sums and working with numbers on a spreadsheet.	**Further Coding with Scratch** I know how variables and if statements are used. I can create variables to keep and display scores. I can combine variables, sensors and if/else blocks	**Creating Media: website design** I know that a webpage is a collection of connected pages I can use Microsoft Sway to create a webpage with a title, image and first section.	**Skills Showcase: HTML**	**Computer systems and Network : Computational thinking** I know that decomposition, abstraction, algorithm design and pattern recognition as key computational thinking skills. I know that problems can be solved more easily using computational thinking. I can design clear algorithms and justify their choices.	**Data Handling: Investigating weather** I can design a an automated machine that uses selection to respond to data. I can search for and add weather forecast information to a spreadsheet. I can create a video that includes weather forecast information
RE	**What can we learn from religions about deciding what is right and wrong?** Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions Make connections between stories of temptation and why people can find it difficult to be good Give examples of ways in which some inspirational people have been guided by their religion Discuss their own and others' ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity	**Why do some people think that life is like a journey and what significant experiences mark this?**Suggest why some people see life as a journey and identify some of the key milestones on this journey Describe what happens in Christian and Hindu ceremonies of commitment (marriage) and say what these rituals mean Suggest reasons why marking the milestones of life are important to Christians and Hindus Explain similarities and differences between ceremonies of commitment	**Why are festivals important to religious communities?** Make connections between stories, symbols and beliefs with what happens in at least two festivals (Divali and Eid) Identify similarities and differences in the way festivals are celebrated within and between religions Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media	**Why is Jesus inspiring to some people?** Make connections between Jesus' teachings and the way they inspire Christians to live today Describe how and why Christians celebrate Holy Week and Easter Describe and illustrate key Christian terms referring to events from Holy Week and Easter	**What does it mean to be a Hindu in Britain today?** Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life Describe some ways in which Hindus express their faith through puja, aarti and bhajans Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught	**What does it mean to be a Hindu in Britain today?** Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others Describe how the life of Gandhi shows Hindu beliefs in action
French						
PE	**Swimming** **Gymnastics** **Ball Skills**	**Swimming** **Gymnastics** **Basketball**	**Tag Rugby** **Dance**	**Gymnastics** ***OAA***	**Dance** **Athletics**	**Golf** **Tennis**

2026-27 Curriculum Overview

5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Values Focus	**Motivation Integrity Nurture Diversity**	**Motivation**	**Integrity**	**Nurture**	**Diversity**	**Motivation Integrity Nurture Diversity**
Significant events and links	**Greek Day with food**	**Music Assembly**	**KIC theatre Space Dome**	**Music Concert Science week World Book day**	**Hever Castle**	**Music Festival Sports day**
Foundation Subject Focus	**History**	**Geography**	**History**	**Geography**	**History**	**Geography**
Topic name	**Great Greeks or Just Good Thinkers?**	**Living High: Exploring the Alps**	**Were the Vikings raiders or traders or something else?**	**Blue Planet: Why Oceans Matter**	**Tudor Tales: Fact or Fiction?**	**Baking Biomes: Exploring Earth's Deserts**
Enquiry question	**What did the Greeks ever do for us?** Evaluating the interpretations made by historians. Identifying how sources with different perspectives can be used in a historical enquiry. Asking questions about the interpretations, viewpoints and perspectives held by others. To know how to describe the links between different societies. To know that people in the past were as inventive and sophisticated in thinking as people today. To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source	**What is life like in the Alps?** Investigating the local area using data collection. Questionnaires , interviews and use the data to suggest improvements 6 figure grid references The location of the Alps and the counties in the alps. **France, Italy, Switzerland, Austria, Germany**, Lichtenstein, Monaco, Slovenia How climate impacts on trade, land use and settlements. How humans can impact on the environment both positive and negative.	**Were the Vikings raiders, traders or something else?**	**Why do oceans matter?** Present data using graphs/ charts being able to explain their findings. The location of Australia – Great Barrier Reef. Some of the causes of climate change. To know why our oceans are important. .	**What was life like in Tudor England?** Starting to analyse and explain the reasons for, and results of, historical events, situations and change. Using different sources to make and substantiate historical claims. Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. To know that the Tudor period is the name of period from 1485-1603 as this was when the Tudor family were the ruling family in England To understand how the monarchy exercised absolute power	**Would you like to live in the desert?** The name and location of the biomes of the world. Locate the Sahara, Antarctic, Patagonian, Gobi, Great Victoria, Chilhuahua, Oleshky deserts. Similarities and differences between two environment regions. How humans have used deserts. The key aspects of one of the six main biomes. Desert
English books / stimuli	**Who Let The Gods Out? By Maz Evans Let's Chase Stars Together by Matt Goodfellow**	**The Boy at The Back of The Class by Onjali Q Rauf The Black Hat (Literacy Shed animation)**	**How To Train Your Dragon by Cressida Cowell Arthur and The Golden Rope by Joe Todd-Stanton**	**Cosmic by Frank Cottrell-Boyce Micheal Morpurgo's Tales From Shakespeare**	**Treason by Berlie Doherty Micheal Morpurgo's Tales From Shakespeare**	**Secrets of a Sun King by Emma Carroll Wildlife in The Balance by Dr Sharon Wismer**
Writing units (10 days)	Narrative (myth) Poetry	Persuasive letter Non-Chronological report	Newspaper report Recount	Explanation Narrative	Biography Letters	Descriptive writing Balanced Argument
Short burst writing / oracy	Character description Diary / recount Postcard Oracy- Performance poetry	News report Poetry Information text section Oracy- persuasive speech	National Story Telling Week Instructions Oracy – Monologue – Group freeze frame with thoughts shared aloud	Diary Oracy- Interview	Narrative Poetry - Riddles Persuasive writing Oracy- Debate	Information text Poetry Oracy- Performance poetry
Reading books / stimuli	**Who Let The Gods Out? By Maz Evans** NF- Olympics (Literacy Shed- Stage 5 – information text) Poem-Being Me: Poems about Thoughts, Worries & Feelings (book)	**The Boy at The Back of The Class by Onjali Q Rauf** NF- An Interview With Shadi Ganjavian-Connor (Literacy Shed-Stage 5 – interview) Poem – If by Rudyard Kipling	**How To Train Your Dragon by Cressida Cowell** NF-Dragon Roars Into Space (Literacy Shed- Stage 5 – news report) Poem – The Tyger by William Blake	**Cosmic by Frank Cottrell-Boyce** NF- William Shakespeare (Literacy Shed- Stage 5 – biography) Poem - I Don't Like Poetry by Joshua Seigal	**Treason by Berlie Doherty** NF- The Globe Theatre (Literacy Shed- Stage 5- information text) Poem – Crest of White Horses (Literacy Shed- Stage 5)	**Secrets of a Sun King by Emma Carroll** NF- Dear Humans (Literacy Shed- Stage 5 – letter) Poem – The Plastic Bag (Literacy Shed poem)
Science topic	**Mixtures and Separations** What a mixture is. What it means to separate a mixture. And define, dissolve, solution, evaporate.	**Properties and Changes** Know and define the terms reversable and irreversible That materials have different properties. Hardness, transparency, Conductivity.	**Earth and Space** The order and names of the planets The relation with the Earth's rotation and daylight.	**Life Cycles and Reproduction** The significance of reproduction for survival And define the terms a sexual and sexual reproduction The life cycles of mammals, birds, amphibians and insects.	**Unbalanced Forces** To name and define gravity, air resistance and water resistance The effect of these forces when unbalanced To use of pulley systems to make work easier.	**Does the Size of the Asteroid Affect the Size of its Impact Crater?** The key stages of a human timeline How puberty affects girls and boys Gestation periods are different lengths for different mammals including humans
Art/DT	**Cooking and Nutrition – Develop a Recipe** I can adapt an existing recipe to improve its nutritional value or suitability for a user. I can apply safe and hygienic food preparation practices independently. I can analyse nutritional information and justify design decisions. I understand how food products move through the farm-to-fork process.	***Drawing : Depth, Emotion and Movement.*** Investigate how drawing can express emotion, movement and depth. Use expressive lines, shading and printmaking techniques. Develop compositions that convey feeling and energy.	**Textiles – Stuffed Toys** I can design a textile product using pattern pieces and templates. I can manufacture a 3D product using accurate measuring, cutting and sewing techniques. I can evaluate the quality, function and appearance of a finished product. I understand how construction techniques affect durability and presentation.	***Painting and mixed media: Portraits.*** Explore how artists use self-portraits to communicate identity. Experiment with words, symbolism, expressive painting and monoprinting. Combine techniques to develop a final mixed-media self-portrait.	**Structures –Bridges** I can design a structure capable of meeting a specific load-bearing brief. I can select suitable materials and construction methods to improve strength. I can test, evaluate and refine structural designs. I understand how reinforcement and triangulation improve stability.	***Sculpture and 3D: Interactive instillation.*** Explore historical monuments and modern installations. Research and draw a sculpture to fit a design brief. Investigate scale, display environment and possibilities for viewer interaction.
Music	**Blues UkuleleTerm 1** To know the names of the strings on the ukulele To know how to use frets to alter the pitch on the ukulele To perform a blues riff using frets and following simple TAB Begin to read TAB notation To improvise call and response musically responsding to come one else	**Calypso Ukulele Term 2** Understand that a chord is several notes played together To know how to strum C,F,G chords on ukulele To strum and sing at the same time. To confidently sing a two part round Reading chord symbols To compose and perform a chord progression	**Junk Drumming Term 3** Know the components of a drum kit (Bass, snare, high hat, toms) Begin to develop hand independence when drumming Eg. To play crochets in one hand and semibreves with the other) Introduce the quaver rest quaver rhythm. o explore storytelling though composition	**Intro to Melodica Term 4** Begin to explore rhythmic dictation through movement To know how piano players number their fingers to aid learning tunes To use 5 fingers to play a simple tune on the Melodica Introduce bar lines & timesignatures To compose a catchy pop riff	**Pop MelodicaT erm 5 + 6** To understand what an arpeggio is To know how to play simple 2 and 3 note chords on the melodica To play chords to accompany a melody To know what chords look like when noted on the staff. To compose a chord progression with major and minor chords and tempo to fit a brief. (E.g. Sad ballad)	
PSHE	**My healthy self: How can I support my mind and body as I grow?** Physical activity, nutrition and sleep all contribute to positive physical and mental wellbeing. Food choices can be influenced by information, advertising and other people. Support is available when people experience challenges with their mental health.	**Strand One: Managing influence, setting boundaries and staying safe** Healthy relationships are built on trust, respect and clear boundaries. Peer pressure and the influence of others can affect behaviour and decision-making. Trusted adults and support services can help when relationships fell safe or unhealthy.	**The online world: How am I influenced by what I see online?** Online content can be designed to influence people's choices, opinions and behaviour. Personal information should be protected when using online platforms. Reporting tools can be used when online content or behaviour causes concern.	**Citizenship: How can we be in control of our money?** Money can be earned, saved, spent and managed in different ways. Financial decisions can have short-term and long-term consequence. Making informed choices helps people manage money responsibly.	**Strand Two: Risky situations and substances** Some situations, activities and substances carry risks that can affect health and wellbeing. Information found online and through the media should be evaluated critically. Recognising risk can help people make safer choicea and seek support when needed.	**Growing up: How can I manage the changes to my body and emotions as I grow up?** Puberty brings physical, emotional and social changes for everyone. Reproductive organs have specific functions and scientific names. Hygiene, self-care and trusted support can help people manage the changes of puberty.
Computing (inc Online Safety)	**Search Engines** I know what a search engine is and how to use it. I know what the term Copyright means I know how search engines work understand what web crawlers are.	**Music** I can code a soundtrack using sound blocks, loops and nested loops I can use loops to simplify a program and understand that nested loops can repeat a rhythm or pattern. I can Identify errors in a program, debug them and evaluate the effectiveness of a program.	**Mars Rover 1** I know how data is collected in space and transferred. I know what binary means and this is how computers store data. I can start converting binary data to text.	**BBC Micro:bit** I can predict and describe how a code will work before running i. I can use Micro: bit to plan and create animation. I can create a program that responds to real-time sensor readings.	**Creating Media: Stop motion** I can create a smooth animation. I can add effects, credits and titles. I know what stop motion animation is and that it is only 1 type of animation.	**Skills Showcase: Mars Rover**
RE	**Who is Jewish and what do they believe?** Talk about the fact that Jewish people believe in God and recognise some ways that Jewish people remember God (mezuzah) Make links between some Jewish teachings and how Jewish people live Explore the importance of Shabbat and give some examples of what they might do to celebrate it Re-tell a story that shows what Jewish people at the festival of Chanukah might think God, suggesting what it means	**What does it mean to be a Muslim in Britain today?** Make links between Muslim practice of the five pillars and Muslim beliefs about God and the Prophet Muhammad Describe and reflect on how the Qur'an is significant to Muslims Identify and explain connections between the main functions of the Mosque and Muslim beliefs	**What would Jesus do? Can people live by the values of Jesus in the twenty-first century?** Outline Jesus' teaching on how his followers should live and make connections between them Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live Explain the impact Jesus' example and teachings might have on Christians today Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas	**What can be done to reduce racism? Can religion help?** Understand the challenges racism presents to human communities and consider different religious responses Choose some examples of the teaching of sacred texts about justice and say what they think about the meanings of these texts Describe examples of what is unjust about racism, describing what is unfair or unjust in each case and referring to teachings from different religions and worldviews Express reasoned ideas of their own about how prejudice and racism can be reduced, taking account of ideas from case studies and religion (e.g. in art)	**Why do some people believe God exists?** Outline clearly a Christian understanding of what God is like, using examples and evidence Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs	**If God is everywhere, why go to a place of worship?** Make connections between how believers feel about places of worship in different traditions Select and describe the most important functions of a place of worship for the community Give examples of how places of worship support believers in difficult times, explaining why this matters to believers Present ideas about the importance of people in a place of worship, rather than the place itself
French						
PE	**Dance Handball**	**Netball Gymnastics**	**Hockey Dance**	**Volleyball OAA**	**Cricket Athletics**	**Gymnastics Rounders**

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6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Values Focus	**Motivation Integrity Nurture Diversity**	**Motivation**	**Integrity**	**Nurture**	**Diversity**	**Motivation Integrity Nurture Diversity**
Significant events and links		**Music Assembly Remembrance assembly**		**Music Concert Science week World Book day**		**Music Festival Sports day**
Foundation Subject Focus	**History**	**Geography**	**History**	**Geography**	**History**	**Geography**
Topic name	**People, Places and the Past**	**Growing, Shrinking, Changing: Our Population Story**	**Fact, Opinion, and History: Exploring WWII**	**Energy Explorers: How the UK Stays Switched On**	**Money Talks: Whose Story Should It Tell?**	**Fieldwork in Action: Your World, Your Questions**
Enquiry question	**What does the census tell us about our local history?** Making connections, drawing contrasts and analysing within a period and across time Using a range of sources to find out about a particular aspect of the past. Identifying methods to use to carry out the research. To know where a Period of time is on the timeline and key eve To know the changes and reasons for the organisation of society in Britain. To know that the most reliable sources are primary sources which were created for official purposes.	**Why does population change?** Collect and interpret data, tally, Likert scale interviews, questionnaires about how population change impacts the local area, and present findings with graphs, reports and presentations. The name and location of the 12 regions of the UK That London and the south east have the biggest population. That migration is the movement of people and name push and pull factors. Some of the reasons why global population has grown in the last 70 years.	**What was the impact of World War II on the people of Britain?** Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups Distinguishing between fact and opinion. Identifying how sources with different perspectives can be used in a historical enquiry To know that historical periods have characteristics that distinguish them To know that change can be brought about by conflict. To know that there are different interpretations of historical figures and events	**Where does energy come from?** Collect data using selected methods and present findings. The location of Glasgow, Bristol, Southampton, Leeds. Locate USA Counties of the above locations (UK) Kent That natural resources can be used to make energy.	**Who should go on the bank note?** Interpreting evidence in different ways using evidence to substantiate statements. Using evidence to support and illustrate claims. Explain the significance of events, people and developments To konw how to Compare and make connections between different contexts in the past. To know how to show written and oral evidence of continuity and change as well as indicting simple causation	**Can I carry out an independent fieldwork enquiry?** Planning a full fieldwork enquiry using all aspects of the enquiry cycle. 6 figure grid references
English books / stimuli	**Skellig by David Almond Holes by Louis Sacha**	**Wonder by R.J. Palacio The Arrival by Shaun Tan**	**When The Sky Falls by Phil Earle The Viewer by Shaun Tan**	**Shackleton's Journey by William Grill Alma (Literacy Shed Video)**	**Suffragette: Battle For Equality by David Roberts Listen by Shannon Stocker**	**Pandora The Night Mystery by Sharna Jackson**
Writing units (10 day	Narrative Letters	Explanation War Poetry	Recount (Diary) Persuasion	News report Narrative	Biography Balanced Argument	Playscript Non-Chronological report
Short burst writing / oracy)	Diary (recount)Descriptive writing Leaflet Oracy – Speech as character	Letter Narrative Recount Oracy - Debate	National Story Telling Week Information text Oracy - Interview	Descriptive writing Oracy – Verbal log / diary	Persuasion Poetry - Sonnet Oracy - Debate	Diary (recount) Oracy - Play
Reading books / stimuli	**Skellig by David Almond Holes by Louis Sacha** NF- The Platypus – A letter (Literacy Shed – Stage 6) Poem – The Lost Words by Robert MacFarlane & Jackie Morris (book)	**Wonder by R.J. Palacio** NF- Facts About Light (Literacy Shed- Stage 6 – information) Poem- Ashes To Ashes (Literacy Shed – Man Vs Nature S6)	**When The Sky Falls by Phil Earle** NF- Charles Darwin (Literacy Shed – Stage 6 – biography) Poem- The Highwayman by Alfred Noyes	**Goodnight Mr Tom by Michelle Magorian** NF- Building a Generator (Literacy Shed- Stage 6-instructions) Poem- Funky Chickens by Benjamin Zephaniah (book)	**Goodnight Mr Tom by Michelle Magorian** NF- Banksy (Literacy Shed- Stage 6- Biography) Poem- The Jabberywocky by Lewis Caroll	**The Night Mystery by Sharna Jackson** NF- The Play Thieves (Literacy Shed- Stage 6- playscript) Poem – Overheard in a Towerblock by Joseph Coelho (book)
Science topic	**Classifying Big and Small** To know and define the terms vertebrate, invertebrate, plant and micro-organism Know Carl Linnaeus and his work on classifying To use a classification key to sort and identify organisms	**Light and Reflection** Light travels in straight lines Can explain how reflections and shadows are made Describe how our eyes allow us to see (light source – reflective surface-eye)	**Evolution and Inheritance** Know what an inherited characteristic is Name Charles Darwin and Alfred Russell and their theories on natural selection Know that species evolve over time.	**Circuits, Batteries and Switches** Use circuit diagrams using conventional symbols Know and explain voltage, current and resistance Know that a switch breaks a curcuit	**Circulation and Health** Know the role of the heart, blood and blood vessels and their function Know that life choices affect our health Know the relationship between exercise and heart rate	**Are Some Sunglasses Safer Than Others?** Assessments activities related to prior learning
Art/ DT	**Cooking and Nutrition – Come Dine With Me** I can develop and adapt recipes to meet specific design criteria and user needs. I can independently apply safe, hygienic and efficient food preparation techniques. I can critically evaluate products considering taste, appearance, nutrition and origin. I understand the journey of food from production to consumption and its wider impacts.	***Drawing: expressing ideas.*** Explore how drawing can be used to express ideas and messages. Investigate how artists use perspective, scale and proportion to create impact. Design and create a street-art-inspired piece that communicates a message.	**Textiles – Bags** I can design and manufacture a textile product for a specific user and purpose. I can accurately apply sewing and construction techniques to create a functional outcome. I can evaluate a product against design criteria and user requirements. I understand how pattern pieces, templates and finishing techniques contribute to product quality.	***Painting and mixed media: Artist study.*** Explore how artists use watercolour to represent the natural world. Develop watercolour techniques. Create an abstract final composition inspired by natural forms, colours and textures.	**Mechanisms** I can design and manufacture a mechanical product using cams, axles and followers. I can select appropriate materials, tools and techniques to achieve a desired outcome. I can evaluate and refine products against complex design criteria. I understand how mechanisms transfer and transform movement within a system.	***Sculpture and 3D: Making memories.*** Reflect on primary school memories through sculpture and assemblage using found objects and hand=sculptured forms. Select meaningful objects and materials. Design and create a personal memory box with symbolic and personal significance.
Music	**Music Technology Term 1** To learn and talk about the elements of music/ interrelated dimensions of music. (Pitch, rhtyhm tempo, dynamics, texture, timbre) Use music technology to Explore and play around with the elements of music developing an understanding of the different effects/ moods created. Use body percussion and your voice to demonstrate/ give examples of the different elements of music Piano Roll Notation when composing using music technology Compose using a variety of music technology programmes, samples, and loops	**Tuned Junk Drumming (Pop) Term 2** Learn terms used to talk about the structure of a pop song. (E.g. verse, chorus, bridge) Share out a melody as part of a larger ensemble. E,.g.playing one note in a Boommwacker melody) Perform as part of a pop band maintaining one of the following part: vocals, bassline, chordal accompaniment, catchy riff, drum beat Begin to understand how to read a Lead sheet Improvisation conducting games exploring texture and timbre	**Battle of the Bands Term 3/4** Listen to a pop song and sketch out the structure of a song understanding the Explore different strumming patterns/ rhythms as a way of creating contrast in a pop song performance To lead an ensemble performance taking responsibly for counting in, bringing people in etc Confidently read a lead sheet, understanding which information related to your part. (E.g. Chord symbols for bass line) Arranging a well known pop song for own ensemble making choices about instrumentation and structure		**Musical Theater Performance Term 5/6** Discuss the ways composer/ performer has used the elements of music to tell a story or portray an emotion. Learn some vocal warm ups/ techniques important for singing Singing with expression and in character Song lyrics as part of a script To invent a simple vocal warm up/ tongue twister Use the elements of music to discuss 'what went well' and 'even better if' Sing as part of a Chorus in a show with an awareness of the soloist and how the chorus supports them Singing in two part harmony with others Understanding directions / terms common in music theatre scores (e.g. tacit)	
PSHE	**My healthy self: How do my choices today shape my future wellbeing?** Healthy habits, including nutrition, sleep, dental care and physical activity, support lifelong wellbeing. Physical health and mental wellbeing are closely connected and can influence one another. Resilience, self-worth and emotional regulation can help people manage challenges and make positive choices. **Y6 Passport:** **What is resilience?** **What is self-worth?**	**Strand One: Respectful Relationships and Equality** Respectful relationships value equality, empathy and understanding. People should challenge discrimination, including racism and sexism. Laws exist to protect people's rights and support fairness within society. **Y6 Passport:** **What is empathy?** **What is resilience?** **What is respect?**	**The online world: How do I feel about being online?** Online content is often edited, selected and designed to influence people's thoughts and choices. Different online platforms and activities have purposes and potential risks. Concerns about online content or behaviour should be reported to trusted adults and appropriate online services. **Y6 Passport:** **What is fact finding?**	**Citizenship: How can we protect everyone's rights?** Humans rights help protect people's safety, wellbeing and dignity. People, organisations and governments have responsibilities to uphold and protect rights. Individuals can advocate for fairness and take action to support the rights of others.	**Strand Two: Lawful/Unlawful Behaviour and Risks** Laws help to protect individuals and communities from harm. Crime, substance misuse and risky behaviour can have serious consequences for health, safety and wellbeing. Informed decision-making helps people assess risks and make safer choices. **Y6 Passport:** **What is informed decision making?** **What is risk?**	**Strand Three: Growing Up and Managing Change** Moving to secondary school brings new opportunities, responsibilities and relationships. Change, including loss and grief, can affect people in different ways. Support from trusted people and services can help individuals manage change and maintain positive wellbeing. **Y6 Passport: What is future planning?**
Computing (inc Online Safety)	**Bletchley Park & the history of computers** I know how computers have evolved over time. . I can design and present it as a 3D model on a computer program. I can create and edit audio recordings using a computer program.	**Exploring AI** I know how to Identify AI in the real world and how it is used. I can generate images and text using AI refining prompts when needed. I know the ethical problems when using AI	**Big Data** I know how barcodes and QR codes work I know how RFID (Radio Frequency Identification) is used I can input data and type formas into spreadsheets	**Exploring Python** I can explain how Python instructions work and why correct syntax and indentation matter. I can create and edit python loop patterns. I can debug python/ syntax codes and fixing errors with a systematic approach.	**Big Data 2**	
RE	**Is it better to express your religion in arts and architecture or in charity and generosity?** Understand different reasons why some buildings are sacred Consider, discuss and weigh up different views about why mosques are important. Consider, discuss and weigh up different views about why Christian sacred buildings are important. Notice, list and explain similarities and differences between Christian and Muslim sacred buildings	**Is it better to express your religion in arts and architecture or in charity and generosity?** Consider, discuss and weigh up different views about why religious art is important. Suggest reasons why Muslims consider charity and generosity important Suggest reasons why Christians consider charity and generosity important Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.	**What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?** Make connections between beliefs and behaviour in different religions Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas	**What matters most to Christians and to Humanists?** Describe some Christian and Humanist values simply and compare them Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples	**What do religions say to us when life gets hard?** Outline Christian, Hindu and nonreligious beliefs about life after death (salvation, heaven, reincarnation) Express ideas about how and why religion can help believers when times are hard, giving examples Explain some similarities and differences between beliefs about life after death	**Green religion? What do religious and nonreligious worldviews teach about caring for the Earth?** Make connections between beliefs about the earth and activist behaviour in different religions Understand the challenges facing the planet and responses from different religions Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'
French						
PE	**Gymnastics Handball**	**Gymnastics Netball**	**Hockey Dance**	**Volleyball OAA**	**Cricket Athletics**	**Dance Rounders**

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