

**Curriculum Map 2025-2026**

**1<sup>st</sup> Half Autumn Term**

YR	English	Maths	Art	D&T	History	Geography	Computing	Music	P.E.	P.S.H.E.	MFL	Science
EYFS	<p><b>Getting to know you</b></p> <p>Nursery- 1.Ruby goes to Nursery 2. Peace at last Reception- 1. Teddy goes to school 2. So much!</p> <p>Whole school text: Peace on Earth</p>	<p>N- Pattern -Shape and space -Measures R-Pattern -Comparison -Composition</p>	<p><b>Art Week 1</b></p> <p><b>Drawing:</b></p> <p>Marvellous marks</p>	<p><b>Structures:</b> Junk modelling</p>	<p>Special people in our lives</p>	<p>My local area: How you come to school. What you see on the way.</p> <p><b>Continent Focus – North and South - Antarctica</b></p>	<p>3 - 4-year-olds (Nursery) will be learning to: Develop <b>Computational Thinking skills</b> through tinkering, creating, collaborating with others and developing perseverance</p> <p><b>Internet safety:</b> Listen and respond to stories (Smartie the Penguin) linked to staying safe online.</p> <p><b>Children in Reception will be learning to:</b> Continue to develop Computational Thinking skills through exploration of pattern, abstraction, logic, algorithms and decomposition. Select and use technology for a particular purpose.</p> <p><b>Internet safety:</b> Understanding the need to tell a grown-up if they see something they</p>	<p>Begins to join in nursery rhymes dancing and singing</p> <p>Begins to explore and learn how sounds can be changed</p>	<p>Multi-Skills</p>			<p>All about me: How to take care of ourselves -washing hands -Our senses</p> <p>Whole School Investigation: Egg drop project</p>

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							<p>don't like or if they don't know what to do.          Playing on age-appropriate games.          Knowing never to give out personal information online.</p> <p>Children at the expected level of development at the end of Reception year will:</p> <p>Recognise that a range of technology is used in places such as homes and schools.          Select and use technology for particular purposes.          Use the keyboard and mouse.          Access an app</p>					
1	<p>Whole school text: The Midnight Panther</p> <p>Text: Cave baby</p> <p>Poetry and Performance: Minibeasts</p>	Place Value (within 10)	<p><b>Art Week 1</b></p> <p>Drawing</p> <p>Exploring Line and Shape</p>	<p>Cooking and Nutrition</p> <p>Fruit and Vegetables - Smoothies</p>	How am I making History?	<p><b>Our Local Area</b></p> <p><b>Continent Focus - Australasia</b></p>	<p><b>Technology around us</b></p> <p><b>Project Evolve:</b></p> <ul style="list-style-type: none"> <li>- Who we can talk to online?</li> <li>- Keeping info private</li> <li>- Being kind online</li> <li>- Real vs fake (basic)</li> </ul> <p><b>Computational Thinking:</b></p>	Can distinguish pulse and rhyme in known songs	Multi-skills  Gymnastics			<p>Whole School Investigation: Egg drop project</p> <p>Forces and Space: Seasonal changes</p>

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	Guided Reading: Stuck						<ul style="list-style-type: none"> <li>-Spotting patterns in digital behaviours</li> <li>- Understanding simple logic (“if we do X, then Y happens”)</li> </ul> <p><b>Computer Scientist:</b></p> <ul style="list-style-type: none"> <li>- Introduce Ada Lovelace</li> <li>- Jobs: Animator, Game Tester</li> </ul>					
2	<p>Whole school text: The Midnight Panther</p> <p>Text: The great fire of London</p> <p>Poetry and Performance: Fireworks</p> <p>Guided Reading: Hotel flamingo</p>	<p>Place Value <b>5 Weeks</b></p> <p>Addition Subtraction <b>2 Weeks</b></p>	<p><b>Art Week 1</b></p> <p>Drawing</p> <p>Understanding Tone and Texture</p>	<p>Mechanisms</p> <p>Fairground Wheel</p>	<p>How was school different in the past?</p>	<p><b>Our Local Area</b></p> <p><b>Continent Focus – South America</b></p>	<p><b>Information technology around us</b></p> <p><b>Project Evolve:</b> - Passwords and privacy</p> <ul style="list-style-type: none"> <li>- Strangers online</li> <li>- Digital footprints (intro)</li> <li>- Telling adults if unsure</li> </ul> <p><b>Computational Thinking:</b></p> <ul style="list-style-type: none"> <li>- Decompose online situations</li> <li>- Debug wrong behaviours online</li> </ul> <p><b>Computer Scientist:</b></p> <ul style="list-style-type: none"> <li>- Alan Turing (patterns/logic)</li> <li>- Jobs: Coder, Web Designer</li> </ul>	<p>Can respond to recorded music reflecting changes from lower to higher instruments</p>	<p>Multi-skills</p> <p>Gymnastics</p>		<p>Whole School Investigation: Egg drop project</p> <p>Living things: Habitats</p>	
3	<p>Whole school text: The Midnight Panther</p> <p>Text: Our Tower</p>	<p>Place Value <b>4 weeks</b></p> <p>Addition and Subtraction <b>3 Weeks</b></p>	<p><b>Art Week 1</b></p> <p>Drawing</p> <p>Developing Drawing Skills</p>	<p>Cooking and Nutrition</p> <p>Eating Seasonally</p>	<p>British History: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</p>	<p><b>Our Local Area</b></p> <p><b>Continent Focus - North America</b></p>	<p><b>Connecting computers</b></p> <p><b>Project Evolve:</b></p> <ul style="list-style-type: none"> <li>- Using secure passwords</li> <li>- Cyberbullying awareness</li> <li>- Consent and sharing</li> </ul>	<p>Can create and perform a descriptive piece of music in a group</p>	<p>Swimming</p> <p>Gymnastics</p>	<p>Greetings</p>	<p>Whole School Investigation: Egg drop project</p>	

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	Poetry and Performance: A sensory stroll						<ul style="list-style-type: none"> <li>- Age restrictions &amp; gaming</li> <li><b>Computational Thinking:</b></li> <li>- Logical reasoning in online choices</li> <li>- Decomposition and abstraction through safe browsing</li> <li><b>Computer Scientist:</b></li> <li>- Grace Hopper (coding languages)</li> <li>- Jobs: Software Developer, Data Analyst</li> </ul>					Animals: Movement and Nutrition
	Guided Reading: Earth shattering events											
4	<p>Whole school text: The Midnight Panther</p> <p>Text: The Iron Man</p> <p>Poetry and Performance: Jabberwocky</p> <p>Guided Reading: Mythologica</p>	<p>Place value <b>4 Weeks</b></p> <p>Addition Subtraction <b>3 Weeks</b></p>	<p><b>Art Week 1</b></p> <p>Drawing</p> <p>Exploring Tone, Texture and Proportion</p>	<p>Electrical Systems</p> <p>Torches</p>	How have children's lives changed?	<p><b>Local Area</b></p> <p><b>Continent Focus– Asia</b></p>	<p><b>The internet Project Evolve:</b></p> <ul style="list-style-type: none"> <li>- Online identity and reputation</li> <li>- Plagiarism and copyright</li> <li>- Gaming and screen time</li> <li>- Recognising safe websites</li> <li><b>Computational Thinking:</b></li> <li>- Use logical thinking to identify risks</li> <li>- Pattern spotting in phishing and scams</li> <li><b>Computer Scientist:</b></li> <li>- Tim Berners-Lee (invented the WWW)</li> <li>- Jobs: Ethical Hacker, Web Developer</li> </ul>	<p>Can improvise a 4 phrase rhythm (clapping) with 3 other children in structure ABAC</p>	<p>Multi-skills</p> <p>Gymnastics</p>	Nationalities	<p>Whole School Investigation: Egg drop project</p> <p>Animals including humans: Digestion and food</p>	
5	<p>Whole school text: The Midnight Panther</p> <p>Text: The man who walked</p>	<p>Place value <b>4 Weeks</b></p> <p>Addition Subtraction <b>3 Weeks</b></p>	<p><b>Art Week 1</b></p> <p>Drawing</p> <p>Depth, Emotion and Movement</p>	<p>Mechanical Systems</p> <p>Gears and Pulleys</p>	British History: Were the Vikings raiders, traders or something else?	<p><b>Our Local Area</b></p> <p><b>Continent Focus – Africa</b></p>	<p><b>Systems and searching Project Evolve:</b></p> <ul style="list-style-type: none"> <li>- Social media awareness</li> <li>- Online scams &amp; ads</li> </ul>	<p>Can follow hand signs to sing doh, ray, me, soh, lah phrases</p>	<p>Multi-skills</p> <p>Gymnastics</p>	Greetings, avoir, etre	<p>Whole School Investigation: Egg drop project</p>	



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**2nd Half Autumn Term**

YR	English	Maths	Art	D&T	History	Geography	Computing	Music	P.E.	P.S.H.E.	MFL	Science
EYFS	<p>Nursery- 1.Owl babies 2. Little Red riding hood Reception- Pumpkin soup Little Red The Gruffalo</p>	<p>Counting and cardinality Comparison Composition Pattern Shape and space Measure</p>	<p><b>Art Week 2</b>  Painting and mixed media: Paint my world</p>	<p>Cooking and nutrition: Soup</p>	<p>Changes overtime (seasons)</p>	<p>Changes around us: exploring the environment and observing the changes that we see.</p>	<p>3 - 4-year-olds (Nursery) will be learning to: Develop <b>Computational Thinking skills</b> through tinkering, creating, collaborating with others and developing perseverance <b>Internet safety:</b> Listen and respond to stories (Smartie the Penguin) linked to staying safe online.</p> <p><b>Children in Reception will be learning to:</b> Continue to develop Computational Thinking skills through exploration of pattern, abstraction, logic, algorithms and decomposition. Select and use technology for a particular purpose. <b>Internet safety:</b></p>	<p>Play instruments loud and soft  Sing nursery rhymes  Recite poems- Poetry basket</p>	<p>Multi-Skills</p>	<p>Religious Understanding  Me, My Body, My Health</p>		<p>Seasonal changes: -Day and night -Natural elements -Changes over time</p> <p>Whole School Investigation: Snow Fluff</p>

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							<p>Understanding the need to tell a grown-up if they see something they don't like or if they don't know what to do.</p> <p>Playing on age-appropriate games.</p> <p>Knowing never to give out personal information online.</p> <p style="background-color: #90EE90;">Children at the expected level of development at the end of Reception year will:</p> <p>Recognise that a range of technology is used in places such as homes and schools.</p> <p>Select and use technology for particular purposes.</p> <p>Use the keyboard and mouse.</p> <p>Access an app</p>					
1	<p>Text: I want my hat back.</p> <p>The naughty bus</p>	<p>Addition and Subtraction (within 10)</p> <p><b>4 Weeks</b></p> <p>Geometry (Shape)</p>	<p><b>Art Week 2</b></p> <p>Painting and Mixed Media</p> <p>Colour Splash</p>	<p>Mechanisms</p> <p>Making a moving story book</p>		<p>What is it like here?</p>	<p><b>Technology around us</b></p> <p><b>Project Evolve:</b></p> <ul style="list-style-type: none"> <li>- Who we can talk to online?</li> <li>- Keeping info private</li> <li>- Being kind online</li> </ul>	<p>Can play and use voice in different ways as part of a class piece based on a story</p>	<p>Invasion games-sending and receiving</p> <p>Multi Skills</p>	<p>Religious Understanding</p> <p>Me, My Body, My Health</p>		<p>Whole School Investigation: Snow Fluff</p>



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	Fortunately the milk.	<b>1 Week</b>					<ul style="list-style-type: none"> <li>- Consent and sharing</li> <li>- Age restrictions &amp; gaming</li> </ul> <p><b>Computational Thinking:</b></p> <ul style="list-style-type: none"> <li>- Logical reasoning in online choices</li> <li>- Decomposition and abstraction through safe browsing</li> </ul> <p><b>Computer Scientist:</b></p> <ul style="list-style-type: none"> <li>- Grace Hopper (coding languages)</li> <li>- Jobs: Software Developer, Data Analyst</li> </ul>					Space: Forces and Magnets
4	Text: Weslandia	Area <b>2 Weeks</b>	<b>Art Week 2</b> Painting and Mixed Media  Light and Dark	Mechanical Systems  Making a slingshot car		Why are Rainforests important to us?	<b>Audio production</b>  <b>Project Evolve:</b>	Can sing a pentatonic song with good intonation	Invasion games- dribbling and passing  Swimming	Religious Understanding  Me, My Body, My Health	Time, activities	Whole School Investigation: Snow Fluff
	Winter's child	Multiplication and Division A <b>4 Weeks</b>										
	Guided Reading: Zombierella: Fairytale Gone Bad	Testing <b>1 Week</b>										Energy: Electricity and Circuits



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							- Present a research project on a computing pioneer or job  - Jobs: Cybersecurity Expert, UX Designer, Robotics Engineer.					
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**1<sup>st</sup> Half Spring Term**

YR	English	Maths	Art	D&T	History	Geography	Computing	Music	P.E.	P.S.H.E.	MFL	Science
EYFS	Nursery- Fireman Sam Whatever next Reception- -Supertato -Real superheroes -Look up!	Counting and cardinality Comparison Composition Pattern Shape and space Measure	<b>Art Week 3</b>  <b>Sculpture and 3D:</b> Creation station	<b>Textiles</b> <b>Bookmarks</b>	People who help us: Significant people from the past	People who help us: People in our community	3 - 4-year-olds (Nursery) will be learning to: Develop <b>Computational Thinking skills</b> through tinkering, creating, collaborating with others and developing perseverance <b>Internet safety:</b> Listen and respond to stories (Smartie the Penguin) linked to staying safe online.  Children in Reception will be learning to: Continue to develop Computational Thinking skills through exploration of pattern, abstraction, logic, algorithms and decomposition.	Play instruments loud and soft, fast and slow  Singing as part of a small group  Knowing a range of Nursery rhymes	Dance	Emotional Well-Being  Life Cycles		Space: The moon Day and night  Whole School Investigation: Jelly & Oil

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							<p>Select and use technology for a particular purpose.</p> <p><b>Internet safety:</b> Understanding the need to tell a grown-up if they see something they don't like or if they don't know what to do. Playing on age-appropriate games. Knowing never to give out personal information online.</p> <p>Children at the expected level of development at the end of Reception year will:</p> <p>Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes. Use the keyboard and mouse. Access an app</p> <p><b>Internet Safety Day</b></p>					
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							<ul style="list-style-type: none"> <li>- Alan Turing (patterns/logic)</li> <li>- Jobs: Coder, Web Designer</li> </ul> <p><b>Internet Safety Day</b></p>					
<b>3</b>	Text: Small in the city  Cindrella of the Nile	Multiplication & Division B <b>3 Weeks</b>  Length and Perimeter <b>3 Weeks</b>	<b>Art Week 3</b>  <b>Sculpture and 3D</b>  Abstract Shape and Space	Mechanical Systems  Mechanical systems: Pneumatic toys	British History: Why did the Romans settle in Britain?		<p><b>Sequencing sounds</b></p> <p><b>Project Evolve:</b></p> <ul style="list-style-type: none"> <li>- Using secure passwords</li> <li>- Cyberbullying awareness</li> <li>- Consent and sharing</li> <li>- Age restrictions &amp; gaming</li> </ul> <p><b>Computational Thinking:</b></p> <ul style="list-style-type: none"> <li>- Logical reasoning in online choices</li> <li>- Decomposition and abstraction through safe browsing</li> </ul> <p><b>Computer Scientist:</b></p> <ul style="list-style-type: none"> <li>- Grace Hopper (coding languages)</li> <li>- Jobs: Software Developer, Data Analyst</li> </ul> <p><b>Internet Safety Day</b></p>	Can hold own part in a class ostinato building piece using instruments	Dance  Bench ball	Emotional Well-Being  Life Cycles	Body parts, days of the week, characteristics	Whole School Investigation: Jelly & Oil  Materials: Rocks and Soil
	Guided Reading: I am the seed that grew the tree.											
<b>4</b>	Text:  Cinnamon  Granny came here on the	Multiplication and Division B <b>4 Weeks</b>	<b>Art Week 3</b>  <b>Sculpture and 3D</b>  Mega Materials	Textiles  Fastenings	British History: How hard was it to invade and settle in Britain?		<p><b>Repetition in shapes</b></p> <p><b>Project Evolve:</b></p> <ul style="list-style-type: none"> <li>- Online identity and reputation</li> </ul>	Can sing simple doh/ray/me phrases from solfa notation	Dance  Bench ball	Emotional Well-Being  Life Cycles	Celebrations	Whole School Investigation: Jelly & Oil

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	empire Windrush	Length and Perimeter <b>2 Weeks</b>											Materials: States of Matter
	Guided Reading: The polar bear explorers club												
5	Text: Beowulf  Children of the Benin kingdom.  Guided Reading: Black & British- a short essential history	Multiplication and Division B <b>4 Weeks</b>  Fractions B <b>2 Weeks</b>	<b>Art Week 3</b>  <b>Sculpture and 3D</b>  Interactive Installation	Cooking and Nutrition  Developing a recipe	British History: What was life like in Tudor England?		<b>Selection in physical computing</b>  <b>Project Evolve:</b>  - Social media awareness  - Online scams & ads  - Dealing with online conflict  - Data protection (GDPR intro)  <b>Computational Thinking:</b>  - Evaluate consequences of online decisions  - Use CT to solve digital dilemmas  <b>Computer Scientist:</b>  - Margaret Hamilton (Apollo software)	Can sing a two part song in a small group of 4-6 people	Swimming  Dance	Emotional Well-Being  Life Cycles	Food, opinions on food	Whole School Investigation: Jelly & Oil   Forces and Space: Earth and Space	









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	Poetry and Performance:	Decimals A <b>2 Weeks</b>	Fabric of Nature	Adapting a Recipe			<ul style="list-style-type: none"> <li>- Online identity and reputation</li> <li>- Plagiarism and copyright</li> <li>- Gaming and screen time</li> <li>- Recognising safe websites</li> </ul> <b>Computational Thinking:</b> <ul style="list-style-type: none"> <li>- Use logical thinking to identify risks</li> <li>- Pattern spotting in phishing and scams</li> </ul> <b>Computer Scientist:</b> <ul style="list-style-type: none"> <li>- Tim Berners-Lee (invented the WWW)</li> <li>- Jobs: Ethical Hacker, Web Developer</li> </ul>	sound picture in a small group	Invasion games-passing and throwing	Personal Relationships  Life Online		Gooley Gobstoppers   Energy: Sound and Vibrations
	Guided Reading: Poems overheard in a tower block											
5	Text: Robot Girl	Decimals and Percentages <b>2 Weeks</b>	Craft and Design  Architecture	Structures  Bridges		Why do oceans matter?	<b>Flat-file databases</b>  <b>Project Evolve:</b> <ul style="list-style-type: none"> <li>- Social media awareness</li> <li>- Online scams &amp; ads</li> <li>- Dealing with online conflict</li> <li>- Data protection (GDPR intro)</li> </ul> <b>Computational Thinking:</b> <ul style="list-style-type: none"> <li>- Evaluate consequences of online decisions</li> <li>- Use CT to solve digital dilemmas</li> </ul> <b>Computer Scientist:</b> <ul style="list-style-type: none"> <li>- Margaret Hamilton (Apollo software)</li> <li>- Jobs: AI Engineer, Systems Architect</li> </ul>	Can play a tuned instrument as part of a class performance of a known song	Swimming  Gymnastics	Life Cycles  Religious Understanding  Personal Relationships	Directions, time and place to meet	Whole School Investigation: Gooley Gobstoppers   Living things: Life Cycles and reproduction
	Poetry and Performance:	Perimeter and Area <b>2 Weeks</b>										

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6	Text: Hugo Cabret	Fractions, Decimals and Percentages <b>2 weeks</b>	Craft and Design	Textiles		Where does our energy come from?	<b>Introduction to spreadsheets</b>	Can recognise the association of Western Classical Music with historic periods	Gymnastics	Life Cycles	Transport	Whole School Investigation: Gooley Gobstoppers
	Poetry and Performance:  Guided Reading: On the move; poems of migration	Area, perimeter and volume <b>2 Weeks</b>  Statistics <b>2 Weeks</b>	Photo Opportunity	Waistcoats			<b>Project Evolve:</b> - Fake news & deepfakes  - Influencers and online pressure  - Digital legacy  - Online activism vs trolling <b>Computational Thinking:</b> - Use abstraction and algorithms to assess online risks  - Evaluate digital choices critically  <b>Computer Scientist:</b> - Present a research project on a computing pioneer or job  - Jobs: Cybersecurity Expert, UX Designer, Robotics Engineer.		Problem solving	Religious Understanding  Personal Relationships		Energy: Circuits, batteries and switches

**1<sup>st</sup> Half Summer Term**

YR	English	Maths	Art	D&T	History	Geography	Computing	Music	P.E.	P.S.H.E.	MFL	Science
EYFS	Nursery- -Dear zoo -Zoo vet Reception Handa's surprise Bringing the rain to Kapiti plain The night iceberg	Counting and cardinality Comparison Composition Pattern Shape and space Measure		<b>Structures:</b> Boats	Around the world-past explorers.	Around the world- naming different places and making comparisons between Antarctica and Africa	3 - 4-year-olds (Nursery) will be learning to: Develop <b>Computational Thinking skills</b> through tinkering, creating, collaborating with others and developing perseverance <b>Internet safety:</b>	Listen to music from around the world and begin to sing some simple traditional songs Recognise opposites (faster/slower, louder/quieter, higher/lower)	Team games	Keeping Safe		Around the world: weather and the effect it has  Whole School Investigation: Making Ice cream

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							<p>Listen and respond to stories (Smartie the Penguin) linked to staying safe online.</p> <p>Children in Reception will be learning to:</p> <p>Continue to develop Computational Thinking skills through exploration of pattern, abstraction, logic, algorithms and decomposition. Select and use technology for a particular purpose.</p> <p><b>Internet safety:</b> Understanding the need to tell a grown-up if they see something they don't like or if they don't know what to do. Playing on age-appropriate games. Knowing never to give out personal information online.</p> <p>Children at the expected level of development</p>					
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							at the end of Reception year will: Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes. Use the keyboard and mouse. Access an app					
1	Text: Pig the Pug  Sidney, Stellar and the Moon	Multiplication and Division <b>4 Weeks</b>  Fractions <b>2 Weeks</b>		Mechanisms  Wheels and axles	How have explorers changed the world?		<b>Digital writing</b>  U Project Evolve: - Who we can talk to online?  - Keeping info private  - Being kind online  - Real vs fake (basic)  <b>Computational Thinking:</b>  -Spotting patterns in digital behaviours - Understanding simple logic ("if we do X, then Y happens")  <b>Computer Scientist:</b>  - Introduce Ada Lovelace  - Jobs: Animator, Game Tester	Can sing with good posture and breathing using the gentle 'Angel Voice'	Team games  Net games using a racket	Keeping Safe		Whole School Investigation: Making Ice cream  Plants: Introduction to Plants.
	Guided Reading: There's a rang tan in my bed											
2	Text: A walk in London	Fractions <b>4 Weeks</b>  Time		Textiles  Pouches	What is a monarch?		<b>Digital music</b>  Project Evolve:	Can play rhythms using tea and coffee beats	Problem solving  Net games using a racket	Keeping Safe		Whole School Investigation: Making Ice cream

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	Ocean meets sky	<b>2 Weeks</b>					<ul style="list-style-type: none"> <li>- Passwords and privacy</li> <li>- Strangers online</li> <li>- Digital footprints (intro)</li> <li>- Telling adults if unsure</li> </ul> <p><b>Computational Thinking:</b></p> <ul style="list-style-type: none"> <li>- Decompose online situations</li> <li>- Debug wrong behaviours online</li> </ul> <p><b>Computer Scientist:</b></p> <ul style="list-style-type: none"> <li>- Alan Turing (patterns/logic)</li> <li>- Jobs: Coder, Web Designer</li> </ul>	(crotchets and quavers) accurately in a group				Plants: Plant growth
	Guided Reading: Too small Tola											
3	Text: Black Dog	Fractions B <b>2 Weeks</b>		Textiles	What did the ancient Egyptians believe?		<p><b>Desktop publishing</b></p> <p><b>Project Evolve:</b></p> <ul style="list-style-type: none"> <li>- Using secure passwords</li> <li>- Cyberbullying awareness</li> <li>- Consent and sharing</li> <li>- Age restrictions &amp; gaming</li> </ul> <p><b>Computational Thinking:</b></p> <ul style="list-style-type: none"> <li>- Logical reasoning in online choices</li> <li>- Decomposition and abstraction through safe browsing</li> </ul> <p><b>Computer Scientist:</b></p> <ul style="list-style-type: none"> <li>- Grace Hopper (coding languages)</li> <li>- Jobs: Software Developer, Data Analyst</li> </ul>	Can find the melody of known songs with limited number of pitches (3-6) on a xylophone or metallophone	Problem solving Net games using a racket	Keeping Safe	Family, alphabet, prepositions	Whole School Investigation: Making Ice cream
	The Thames and Tide club	Money <b>2 Weeks</b>		Egyptian Collars								Plants: Plant reproduction
	Guided Reading: Mr Penguin and the lost treasure	Time <b>2 Weeks</b>										
4	Text: Farther	Decimals B <b>2 Weeks</b>		Structures Pavilions	How did the achievements of the Maya		<p><b>Photo editing</b></p> <p><b>Project Evolve:</b></p>	Can tap a 4-beat rhythm accurately	Hockey	Keeping Safe	Food, party activities, say cost	Whole School Investigation:

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	The Lion and the Unicorn	Money <b>2 Weeks</b>			civilisation influence their society and beyond?		<ul style="list-style-type: none"> <li>- Online identity and reputation</li> <li>- Plagiarism and copyright</li> <li>- Gaming and screen time</li> <li>- Recognising safe websites</li> </ul> <b>Computational Thinking:</b> <ul style="list-style-type: none"> <li>- Use logical thinking to identify risks</li> <li>- Pattern spotting in phishing and scams</li> </ul> <b>Computer Scientist:</b> <ul style="list-style-type: none"> <li>- Tim Berners-Lee (invented the WWW)</li> <li>- Jobs: Ethical Hacker, Web Developer</li> </ul>	including quavers, crotchets and crotchet rest				Making Ice cream
	Guided Reading: How does a lighthouse work?	Time <b>2 weeks</b>  Consolidation <b>1 Week</b>										Living things: Classification and changing habitats
5	Text: Hidden figures and the Space Race	Shape <b>3 Weeks</b>		Textiles	What is the legacy of the ancient Greek civilisation?		<b>Introduction to vector graphics</b>  <b>Project Evolve:</b> <ul style="list-style-type: none"> <li>- Social media awareness</li> <li>- Online scams &amp; ads</li> <li>- Dealing with online conflict</li> <li>- Data protection (GDPR intro)</li> </ul> <b>Computational Thinking:</b> <ul style="list-style-type: none"> <li>- Evaluate consequences of online decisions</li> <li>- Use CT to solve digital dilemmas</li> </ul> <b>Computer Scientist:</b> <ul style="list-style-type: none"> <li>- Margaret Hamilton (Apollo software)</li> <li>- Jobs: AI Engineer, Systems Architect</li> </ul>	Understands and plays some chords on keyboard (or another tuned instrument if keyboard not available)	Cricket  Net games-mini volleyball	Life Online  Keeping Safe	Holidays	Whole School Investigation: Making Ice cream
	King Kong  Guided Reading: The race to Space	Position and Direction <b>2 weeks</b> Negative Numbers <b>1 Week</b>  Volume <b>1 Week</b>		Stuffed Toys								Forces and Space: Unbalanced forces

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6	Text: The Last Bear  The Promise	Revision  Position and Direction 1 Week		Electrical Systems  Steady Hand Game	Unheard Histories: Who should go on the £10 banknote?		<b>3D modelling</b>  <b>Project Evolve:</b>  - Fake news & deepfakes  - Influencers and online pressure  - Digital legacy  - Online activism vs trolling <b>Computational Thinking:</b>  - Use abstraction and algorithms to assess online risks  - Evaluate digital choices critically  <b>Computer Scientist:</b>  - Present a research project on a computing pioneer or job  - Jobs: Cybersecurity Expert, UX Designer, Robotics Engineer.	Can tap a compound time rhythm phrase accurately	Cricket  Swimming	Life Online  Keeping Safe	Sport	Whole School Investigation: Making Ice cream   Animals: Circulation and health.
	Guided Reading: Beetle Boy	KS2 SATs										

**2nd Half Summer Term**

YR	English	Maths	Art	D&T	History	Geography	Computing	Music	P.E.	P.S.H.E.	MFL	Science
EYFS	Nursery- Under the sea -My world, your world  Reception- Billy's bucket -Somebody swallowed Stanley -Clean up  Whole school text: The Fox and the Star	Counting and cardinality Comparison Composition Pattern Shape and space Measure		Seasonal Projects – Rainbow Salad	How to care of the world and why: Significant people who have achieved this	Taking caring of our world and why: -climate change -Recycling  <b>Continent Focus – Antarctica</b>	3 - 4-year-olds (Nursery) will be learning to: Develop <b>Computational Thinking skills</b> through tinkering, creating, collaborating with others and developing perseverance <b>Internet safety:</b> Listen and respond to	To play instruments with increasing control and able to perform a song independently Distinguish talking, whispering and singing voice	Athletics  Sports day	Religious Understanding  Linking in the Wider World		Taking caring of our world and why: -climate change -Recycling   Whole School Investigation: Elephant toothpaste

Curriculum Map 2025-2026

							<p>stories (Smartie the Penguin) linked to staying safe online.</p> <p>Children in Reception will be learning to:</p> <p>Continue to develop Computational Thinking skills through exploration of pattern, abstraction, logic, algorithms and decomposition. Select and use technology for a particular purpose.</p> <p><b>Internet safety:</b> Understanding the need to tell a grown-up if they see something they don't like or if they don't know what to do.</p> <p>Playing on age-appropriate games.</p> <p>Knowing never to give out personal information online.</p> <p>Children at the expected level of development at the end of</p>					
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**Curriculum Map 2025-2026**

	Guided Reading: The explorers	Consolidation <b>1 Week</b>  Testing <b>1 Week</b>					<ul style="list-style-type: none"> <li>- Online scams &amp; ads</li> <li>- Dealing with online conflict</li> <li>- Data protection (GDPR intro)</li> </ul> <p><b>Computational Thinking:</b></p> <ul style="list-style-type: none"> <li>- Evaluate consequences of online decisions</li> <li>- Use CT to solve digital dilemmas</li> </ul> <p><b>Computer Scientist:</b></p> <ul style="list-style-type: none"> <li>- Margaret Hamilton (Apollo software)</li> <li>- Jobs: AI Engineer, Systems Architect</li> </ul>	other instruments)				<p>timeline (3 lessons)</p> <p>Making connections: Does the size of an asteroid affect the diameter of its impact crater?</p>
6	Text: Some places more than others  Whole school text: The Fox and the Star  Guided Reading: Malala: My story of standing up for girl's rights.	Themed projects and Problem Solving  Transition to year 7 Maths		Mechanical Systems – Automata Toys		Can I carry out an independent fieldwork enquiry?	<p><b>Sensing movement</b></p> <p><b>Project Evolve:</b></p> <ul style="list-style-type: none"> <li>- Fake news &amp; deepfakes</li> <li>- Influencers and online pressure</li> <li>- Digital legacy</li> <li>- Online activism vs trolling</li> </ul> <p><b>Computational Thinking:</b></p> <ul style="list-style-type: none"> <li>- Use abstraction and algorithms to assess online risks</li> <li>- Evaluate digital choices critically</li> </ul> <p><b>Computer Scientist:</b></p> <ul style="list-style-type: none"> <li>- Present a research project on a computing pioneer or job</li> <li>- Jobs: Cybersecurity Expert, UX Designer, Robotics Engineer.</li> </ul>	Has composed sections for and performed in a class piece made up of riffs (ostinatos)	Athletics  Swimming  Sports day	Religious Understanding  Linking in the Wider World	Clothes, opinions on food	<p>Whole School Investigation: Elephant toothpaste</p> <p>Making connections: Are some sunglasses safer than others</p>