

Curriculum Content on a Page

Autumn 2025	Spring 2026	Summer 2026
Autumn 1 – 8 weeks Autumn 2 -7 weeks	Spring 1 - 6 weeks Spring 2 – 5 weeks	Summer 1 – 6 weeks Summer 2 – 7 weeks
Prehistoric people 	Who can be an eco-warrior? 	Tomb Raiders 
Key vocabulary: Prehistory Skara Brae Stonehenge hunter gatherer dweller agriculture Palaeolithic Mesolithic Neolithic tribe carving archaeologist artefact Bronze Age hillfort settlement nomadic	Key vocabulary: activists biomes climate climate zone climate action earth day recycle reduce reuse sustainable vegetation belt weather temperature equator longitude latitude hemisphere pollution consumption ecosystem greenhouse gas deforestation	Key vocabulary: pharaoh sarcophagus excavate canopic jar inscription hieroglyph papyrus pyramid mummify archaeology dynasty polytheism ruler religion deity delta biome natural resource
Love in Action- Life on Land	Love in Action - Climate Action	Love in Action-Peace, justice and strong institutions
Wow Day- Stone Age Workshop (Full Day)	Involve Harbury Energy Initiative New Natural History Project with W. Crowder	Wow Day - Visit the Ashmolean Museum
Reading- Key texts	Reading- Key texts	Reading- Key texts
- The Iron Giant - The Stolen Spear	- The Promise - The Last Bear	- Egyptology - Varjak Paw
Aut 1 - Class novel – Oliver and the Sea Wigs Aut 2 - Class novel – Oliver and the Sea Wigs	Spr 1 - Class novel – Wild Robot Spr 2 - Class novel – Wild Robot	Sum 1 - Class novel – Secrets of a Sun King Sum 2 - Class novel – Secrets of a Sun King
Writing		

Autumn 1 • Narrative – Approaching threat narrative • Narrative - Description • Non-fiction – Instructions	Spring 1 • Narrative – Eco story from another perspective • Non-fiction – Explanation text (Plastic in Ocean)	Summer 1 • Narrative – Market setting description • Poetry – Acrostic poem • Non-fiction – Newspaper report
Autumn 2 • Narrative – Alternative ending • Poetry – Performance poetry • Non-fiction – Letter	Spring 2 • Narrative – Dilemma narrative • Poetry - Kenning • Non-fiction – Family Information Leaflet	Summer 2 • Narrative – Shabti story • Non-fiction – Desert Animal Non-Chron

Maths - White Rose

Science

WORKING SCIENTIFICALLY

During the year, pupils are taught to use practical, scientific methods, processes and skills.

Autumn 1 Rocks & Fossils • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter	Spring 1 Plants • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Summer 1 Animals including humans • To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement
Autumn 2 Forces & Magnets • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing	Spring 2 (see above) Plants	Summer 2 Light • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows changes

RE – Understanding Christianity and Warwickshire Agreed Syllabus

Why are nature and the seasons significant for religion and worldviews? What do Christians learn from the Creation story? (Creation)	How are worldviews shaped and expressed through art and architecture? Why do Christians call the day Jesus died 'Good Friday? Salvation What kind of a world did Jesus want? Gospel	What can worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? When Jesus left, what was the impact of Pentecost? Kingdom of God
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Values

Autumn 1 – Love and respect Autumn 2 – Love and generosity	Spring 1 – Collaboration and hope Spring 2 – Perseverance and Forgiveness/reconciliation	Summer 1 – Thankfulness and friendship Summer 2 – Trust and compassion
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Art

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Cave art (Autumn 1)

Charcoal, symbols, making pigment

Investigating and Exploring

Make drawings in a sketchbook of artefacts and images adding notes where appropriate.

Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work.

Painting

Use an increasing range of paints to create different textures.
Use an increasing range of painting tools and simple techniques.
Experiment with the production of light and dark shades of colour.

Artists:
Look at Lascaux caves



Recycled art (Spring 1)

Investigating and Exploring

Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work.

3D modelling

Talk about and explore a range of modelling materials

Artists: Aurora Robson



Egyptian portraits and collage (Summer 1)

Investigating and Exploring

Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work.

Drawing

Talk about the drawing tools and techniques used to share ideas.
Use a wide range of different lines, **e.g. thin, bold, feint, wavy, broken etc.**
Create simple drawings based on things observed in order to create designs.

Printing

Talk about and recreate patterns in the environment.
Make prints and patterns using everyday natural and man-made objects.
Use string and glue to make a simple printing block.



History

Changes in Britain from the Stone Age to the Iron Age

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

The achievements of the earliest civilizations

- An overview of where and when the first civilizations appeared and a depth study of one of the following:
Ancient Egypt

Computing – Project Evolve Online Safety- Bespoke

Self-Image and Identity /Copyright and Ownership

Branching Databases (3.6)

Online Relationships

Hour of Code
Minecraft

Animation (4.6)

Online Reputation

INTRO TO SCRATCH AND LOGO

Online Bullying

Touch-typing (3.4)
Spreadsheets (3.3)

Managing Online Information
Health Wellbeing & Lifestyle

Google Docs- Create a simple text
Graphing (3.8)

Privacy and Security and Copyright

Email (3.5)
2DIY – CREATE A QUIZ/GAME

Design and Technology

Food Technology (Autumn 2)

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

From progression document:

Food technology

Sort and classify an increasing range of food according to specific food groups, **e.g. proteins, carbohydrates, fats etc.**

Talk about what needs to be done in order to work safely and hygienically.

Measure and weigh using standard units and scales.

Discuss about the way in which food processing can affect the taste, appearance, texture and colour of food.

Design a product from recycled materials (Spring 2)

- Design, make and evaluate a product that helps the environment **and** is made from recycled materials (e.g plastic bottle bird feeder or bug hotel)



From progression document:

Structures

Deconstruct and assemble the net of basic 3D shapes.

Strengthen 2D frames by adding diagonal bracing struts.

Use materials to make simple joints, glue, tape and paper clips.

Egyptian Shaduf (Summer 2)

- Design, make and evaluate to solve an ancient problem (moving water from the Nile)



From progression document

Mechanisms

Join levers to make linkages to create moving parts.

Geography

Locational knowledge

- Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts
 - human geography, including: types of settlement and land use

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs

Locational knowledge (Retrieval and extension)

- Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers
 - human geography, including: types of settlement and land use and the distribution of natural resources including food and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass

Music		
Charanga		
PE		
<u>Autumn 1</u> - Indoor - Swimming - Outdoor – OAA	<u>Spring 1</u> - Indoor - Gymnastics - Outdoor – Fundamentals	<u>Summer 1</u> - Outdoor - Football - Outdoor – Cricket
<u>Autumn 2</u> - Indoor – Dance - Outdoor – Fitness	<u>Spring 2</u> - Outdoor - Athletics - Outdoor - Netball	<u>Summer 2</u> - Outdoor - Tennis - Outdoor - Hockey
German		
- A new start - Calendar and Celebrations	- Animals I like and don't like - Carnival and Playground games	- Breakfast and fruit - Going on a picnic
PSHE - Jigsaw		
- Being Me In My World - Celebrating Difference	- Dreams and Goals - Healthy Me	- Relationships - Changing Me

