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|  | Autumn 1  | Autumn 2 | Spring 1  | Spring 2  | Summer 1  | Summer 2 |
| EYFS | Me and my worldMy HeroesStanding OvationDiwali (21st October 2025) Christmas  | Castles, Knights and DragonsChinese New year (17th February)Shrove Tuesday (17th February 2026) Ramadan (18th February 2026) | Spring in our stepEaster (5th April 2026)  | Where we livePentecost (24th May 2026)  | Science detectives |
|  | year 1/2 Cycle A | Year 1/ year 2 Cycle B  |
| Science | **Autumn 1** **Plants** Identifying and naming common plants and describing basic structures**Autumn 2** **Plant growth** Plants grow from seeds, and require water, light and a suitable temperature**Spring 1****Animals**Reptiles, fish, amphibians, birds and mammals; carnivores, herbivores, omnivores**Spring 2** **Needs of animals** Animals need water, food and air to survive and to have offspring**Summer 1** **Consolidation and review***(particularly plant growth for all pupils, and cycle B chemistry for year 2 age pupils)***Summer 2****Living things and habitats.** Habitats, micro-habitats, and simple food chains | **Autumn 1** **Seasonal Changes** Observing changes across four seasons and describing associated weather**Autumn 2** **Everyday Materials** Distinguishing objects from their material, and describing simple properties**Spring 1** **Humans**Human body parts and senses**Spring 2** **Uses of Materials**Comparisons of an object’s material with its use; impact of bending, twisting**Summer 1** **Consolidation and review***(particularly seasonal changes for all pupils, and cycle A biology for year 2 age pupils****)*****Summer 2****Solids, liquids and gases**How substances exist as solids, liquids and gases |
| History / Geography  | **Autumn 1** **Here I am** ***Local:*** *Human and physical features (stretch: weather)***Autumn 2** **What was life like for people in the past?***Family trees, considering a theme/themes now and in* ***living memory*****Spring 1** **There you are** *Global: Continents, poles, Equator, Kenya***Spring 2** **How did people travel in the past?***Development of space, air, car and train travel (beyond living memory)***Summer 1** **Hot and cold deserts** *Global: Locating hot and cold deserts and identifying human and physical features***Summer 2****Comparison of explores***Sacagawea and Michael Collins (****specific periods of history)*** | **Autumn 1**  **Mini- Mappers***Local: Human and physical features (stretch: mapwork)***Autumn 2** **Local history: community & family** *Considering how our local area has changed in living memory***Spring 1** **Where we are** ***National:*** *Countries and places in the UK***Spring 2** **Where did people live in the past** *How homes have changed over time (beyond living memory)***Summer 1** **Rivers, seas and oceans.** *Global/national: (Continents), oceans of the world and rivers of the UK***Summer 2****Great fire of London***GFoL and its effects (****specific period of history****)* |
| Art and DT  | **Autumn 1** **I am an Artist** Introducing sketchbooks, experimenting with mark-making and learning about primary colours.Paul KleePiet MondrianWassily Kandinsky**Autumn 2** Food: Eat a rainbow **Spring 1** **Paper Sculpture**Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light.Charles McGee**Spring 2** Moving pictures**Summer 1** **The Natural World**Drawing from observation, printmaking using leaves and introducing secondary colours.Leonardo Da VinciFrances Hatch**Summer 2**Outdoor space | **Autumn 1** **Our School**Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.Zaha HadidThe Boyle Family**Autumn 2** Food: Salads**Spring 1** **Colour and tone**Looking at tints, tones and shades in *The King Who Banned the Dark* and Picasso’s paintings from his Blue Period.Emily Haworth-BoothPablo Picasso**Spring 2** Wheels and axles**Summer 1** **Painting Water** Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.Katsushika HokusaiDavid Hockney Claude Monet**Summer 2**Glove puppets |
| RE | **Autumn 1** I am special Harvest how can we help those who do not have a good harvest? **Autumn 2** Christmas: why do we give and receive gifts? **Spring 1** Special people World faith: What do people of Muslim faith believe about creation? **Spring 2** Easter: What do you think is the most important part of the Easter story? Why is baptism special? **Summer 1** Prayer World faith: How do Muslims show care? **Summer 2**Stories Jesus heard Stories Jesus told  | **Autumn 1**  Why is the bible such a special book?**Autumn 2** World faith:Do Muslims have Holy book ? Why was the birth of Jesus such good news? **Spring 1** **Why did Jesus Welcome everyone?** **Spring 2** How do symbols help us to understand the Easter story? **Summer 1** Why is the church a special place for Christmas?**Summer 2**World Faith: Where do Muslims pray?  |
| Music  | **Autumn 1**  Hey You! **Autumn 2** Rhythm in the way you walk Banana rap**Spring 1** In the groove**Spring 2** Round and round **Summer 1** Your imagination**Summer 2**Reflect rewind and replay  | **Autumn 1**  Hands feet heart **Autumn 2** Ho Ho Ho! **Spring 1** I wanna play in a band**Spring 2** Zootime**Summer 1** Friendship song**Summer 2**Reflect rewind and replay  |
| Computing | **Year 1 cycle** **Autumn 1**  Computing systems and networks – Technology around us **Autumn 2** Creating media – Digital painting **Spring 1** Programming A – Moving robot **Spring 2** Data and information**Summer 1** Creating media – Digital writing **Summer 2**Programming B – Programming animations  | **Year 2 cycle****Autumn 1**  Computing systems and networks – IT around us **Autumn 2** Creating media – Digital photography **Spring 1** Programming A – Robot Algorithms **Spring 2** Data and information – Pictograms **Summer 1** Creating media – Digital music**Summer 2**Programming b – Programming quizzes  |
| PE  | **Year 1 cycle** **Autumn 1**  CricketOutdoor learning **Autumn 2** Gymnastics Fundamentals**Spring 1** Yoga Ball skills **Spring 2** DanceOutdoor learning**Summer 1** AthleticsOutdoor learning**Summer 2**Team gamesOutdoor learning | **Year 2 cycle****Autumn 1** Cricket – striking and fieldingOutdoor Learning **Autumn 2** Gymnastics Fundamentals**Spring 1** Gymnastics Ball skills  **Spring 2** DanceOutdoor learning **Summer 1** Athletics Outdoor learning**Summer 2**YogaOutdoor learning |
| PSHE  | **Year 1 cycle** **Autumn 1**  Me and My relationships**Autumn 2** Valuing difference **Spring 1** Keeping safe **Spring 2** Rights and Respect**Summer 1** Being my best **Summer 2**Growing and changing  | **Year 2 cycle** **Autumn 1**  Me and My relationships**Autumn 2** Valuing difference **Spring 1** Keeping safe **Spring 2** Rights and Respect**Summer 1** Being my best **Summer 2**Growing and changing |