

## TSSMAT Year A Curriculum Overview 2026-2027

**The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and. prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Education Act 2002**

**Our Curriculum Intent for more details see [here](#))**

|                         |                        |                      |                         |               |              |                                       |                           |               |                                 |                      |         |
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| Creative and Expressive | Citizens of the future | Independent learners | Role models and leaders | Communicators | Team players | Critical thinkers and problem solvers | Reflective and analytical | Technological | Inquisitive and Active learners | Have a moral compass | Mindful |
|-------------------------|------------------------|----------------------|-------------------------|---------------|--------------|---------------------------------------|---------------------------|---------------|---------------------------------|----------------------|---------|

| KS1 | ENGLISH                                                                                                                                                                                                                                                                                                                 | GEOG<br><i>Kapow Primary</i>          | HIST<br><i>Kapow Primary</i>                                                 | Music<br><i>Kapow Primary</i>             | RE                                                                                                | DT<br><i>Kapow Primary</i>        | ART<br><i>Kapow Primary</i>                | PE                                                      | PSHE<br><i>Kapow Primary</i>                                                                  | COMP<br><i>Kapow Primary</i>                              | SCIENCE<br>Plymouth                                 | Trips                                  |
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| A1  | Traditional Tales:<br>Little Red Riding Hood, Goldilocks and Three Little Pigs - Retell (4 week unit)<br><a href="#">Traditional Tales</a><br><br>Traditional Nursery Rhymes - to be read at storytime<br><br>Our Trip to the Woods-recount- travel journals (2 week unit)<br><a href="#">Woodland recount 2024-202</a> |                                       | Y1/2 (A):<br>How am I making history?                                        | My favourite things:<br>Keeping the pulse | What do Christians believe God is like?<br><a href="#">What do Christians believe God is like</a> |                                   | Painting and mixed media:<br>Colour splash | <a href="#">Health related exercise</a><br><br>Handball | <a href="#">Connecting with others: How can I help myself and others feel happy and safe?</a> | Online safety: Year 1                                     | Materials<br><br><a href="#">Mixed age planning</a> |                                        |
| A2  | The Snowman - Retell and Instructions<br><a href="#">Planning 2627</a><br><br>The lonely Christmas (Poetry day/unit)<br><a href="#">The lonely Christmas Tree poetry 2024-2025</a>                                                                                                                                      | <a href="#">What is it like here?</a> | 1 off lesson on Who was Guy Fawkes? and Why do we celebrate Remembrance Day? | Singing:<br>Nativity practise             | What are festivals and why do we have them?<br><br><a href="#">Planning 2627</a>                  | <a href="#">Textiles: Puppets</a> |                                            | Improve agility<br><br>Improve balance                  | <a href="#">The online world: How do we spend time online?</a>                                | Computing systems and networks:<br>Improving mouse skills |                                                     | Village walks - His<br><br>SCHOOL PLAY |

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| SP 1 | <p>The Way Back Home - to be read at storytime</p> <p>Man on the Moon- Retell /Diary Writing (2-3 week unit) <a href="#">Planning</a></p> <p>Space - (non-chronological report 2 week unit)</p> <p><a href="#">Planning</a></p> <p>space acrostic poems (1 week unit)</p> |                                                                 | <a href="#">Y1/2 (A): How did we learn to fly?</a>             | Snail and mouse: Tempo                            | What do Muslims believe?                 |  | Sculpture and 3D: Clay houses                       | Gymnastics<br><br>Dance                         | <a href="#">Health protection : How can I protect myself and others in daily life?</a>                   | Skills showcase: Rocket to the moon                   | Animals including humans. (Year 1)                                        | National Space Centre – English/ His                                   |
| SP 2 | <p>The Day the Crayons Quit (Persuasive Letters 3 week unit )</p> <p>The Sound Collector (Poetry) 1 week</p>                                                                                                                                                              | <a href="#">Y1/2 (A): What can you see at the coast?</a>        |                                                                | Superheroes: Pitch                                | Salvation                                |  | <a href="#">Mechanisms: Making a moving monster</a> | Invictus<br><br>orienteering                    | <a href="#">Staying safe: How can I stay safe?</a>                                                       | Computing systems and networks 1: What is a computer? | Animals including humans                                                  |                                                                        |
| SU 1 | <p>Lila and the secret of rain - to be read at storytime</p> <p>Tinga Tales from Africa (Narrative 3 week unit)</p> <p>Big Cats (non-chronological report 2-3 week unit)</p>                                                                                              |                                                                 | <a href="#">Y1/2 (B): What is it like to live in Shanghai?</a> | <a href="#">Musical storytelling: Instruments</a> | How do Christians talk to God?           |  | Painting and mixed media: Life in colour            | Athletics<br><br>Improve throwing               | <a href="#">Connecting with others: How can I build safe, kind and caring relationships with others?</a> | Programming 1: Algorithms and debugging               | Seasonal changes <a href="#">Summer 1 2025 Plymouth Science (4 weeks)</a> | Twycross Zoo – English/ Geog<br><br>KEY STAGE 1 SATS PHONICS SCREENING |
| SU2  | <p>Tales of Peter Rabbit Beatrix Potter (Retell/diary 3 week unit) <a href="#">Planning</a></p> <p><b>Bold Women in Black History- biography- Mary Seacole 2 weeks</b></p>                                                                                                | <a href="#">Y1/2 (B): How was school different in the past?</a> |                                                                | <a href="#">Musical me: Pitch</a>                 | How do I make a difference in the world? |  | <a href="#">Cooking and nutrition: Smoothies</a>    | Improving catching<br><br>Striking and fielding | <a href="#">The online world: How can we stay safe online?</a>                                           | Computing systems and networks 2: Word processing     | Working Scientifically investigations and application                     | Schools come together to make and eat picnics - DT                     |

| LKS2 | ENGLISH                                                                                                                                                                                                                                              | GEOG<br> | HIST<br> | Music<br> | RE                                                                                                         | DT<br> | ART<br> | PE                                      | PSHE<br> | COMP<br> | SCIENCE<br>Plymouth                                                                                                                                                                                                           | French<br> | Trip                                                                                                                           |
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| A1   | Stories set in a different culture<br>-Egyptian Cinderella<br>3 weeks<br><br>Newspaper<br>-Howard Carter Discoveries<br>2 weeks                                                                                                                      |                                                                                           | Y3/4 (B):<br>What was important to ancient Egyptians?                                     | <a href="#">Unit 1: South Africa (Instrumental lessons)</a>                                | PEOPLE OF GOD                                                                                              |                                                                                           | Craft and design:<br>Ancient Egyptian scrolls                                              | Health related exercise<br><br>Football | <a href="#">Connecting with others: What helps us feel safe and included?</a>               | Online safety:<br>Year 3                                                                    | Light y3<br><a href="https://drive.google.com/drive/folders/1tpOupN8lonGXs1yCA0oFy078vtciPOYM?hs=2">https://drive.google.com/drive/folders/1tpOupN8lonGXs1yCA0oFy078vtciPOYM?hs=2</a><br>CPD opportunity <a href="#">Here</a> | Y3/4 (A):<br>Unit 1: French greetings with puppets                                            | Birmingham Museum to visit Egyptian workshops - no longer Egyptians?<br><br>Pharaoh visiting school? - enquired with Humphries |
| A2   | Non-Fiction unit only - Around the World in 80 Days<br>Diaries, recounts (Link with Geography)<br>3 weeks?<br><br>Performance Poetry- Christmas- Talking Turkeys<br>1 week                                                                           | Y3/4 (A):<br>Where does our food come from?                                               |                                                                                           | <a href="#">Unit 2: Caribbean (Instrumental lessons)</a>                                   | Incarnation<br><br>2a.3 What is the trinity? (Core Learning only)                                          | <a href="#">Textiles: Egyptian collars</a>                                                |                                                                                            | Basketball<br><br>Netball               | <a href="#">The online world: How should we communicate online?</a>                         | Google: Computing systems and networks 2: Emailing                                          | states of matter y4<br><br>CPD opportunity <a href="#">Here</a>                                                                                                                                                               | Y3/4 (A):<br>Unit 2: French adjectives of colour, size and shape                              | Canalside farm to see which foods are locally sourced?                                                                         |
| SP 1 | Romans Stretched over Spring 1 and Spring 2<br><br>Roman Myths<br>-The Broken Promise 4 weeks?<br><br>Information Text<br>-Guide to a Roman Soldier's life - 3 weeks?<br><br>Classical Poetry<br>-Christina Rossetti & Robert Louis Stevenson 1 week |                                                                                           | Y3/4 (A):<br>British history 2: Why did the Romans invade and settle in Britain?          | Singing:<br>Y3/4 Play                                                                      | What can we learn from a Gurdwara?                                                                         |                                                                                           | <a href="#">Drawing: Exploring tone, texture and proportion</a>                            | Dance<br><br>Gym                        | <a href="#">Staying safe: What signs help me recognise what is safe or unsafe?</a>          | Programming:<br>Scratch                                                                     | Sound y4<br><br>CPD opportunity <a href="#">Here</a>                                                                                                                                                                          | Y3/4 (A):<br>Unit 3: Playground games - numbers and age                                       | Romans - Wall ruins<br><br>Wroxeter - The Roman Town House £100 per class                                                      |
| SP 2 | -Christina Rossetti & Robert Louis Stevenson 1 week<br><br>Poems with repeated patterns<br>1 week                                                                                                                                                    | Y3/4 (B):<br>What are rivers and how are they used?                                       |                                                                                           | <a href="#">Adapting and transposing motifs (Theme: Romans)</a>                            | How do Christians remember Jesus' last supper?<br><br><a href="#">Why do Christians call the day Jesus</a> | <a href="#">Cooking and nutrition: Eating seasonally</a>                                  |                                                                                            | Invictus<br><br>Orienteering            | <a href="#">Connecting with others: How can we respect each other?</a>                      | Google: Creating media: Website design                                                      | Animal food chains and digestive system y4                                                                                                                                                                                    | Y3/4 (A):<br>Unit 4: In a French classroom                                                    |                                                                                                                                |

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| SU 1 | <p>Stories set in a familiar setting<br/>-Wind and the Willows/Flood</p> <p>Explanation Text<br/>-The Rhythm of the Rain-<br/>Grahame Baker-Smith &amp;<br/>River Story- Meredith Hooper<br/>&amp; Bee Willey<br/>Explanations</p> <p>Descriptive Poetry<br/>-A River by Marc Martin<br/>Valerie Bloom's, 'The River'<br/>and David Windle's, 'River<br/>Runs Free'</p> |                                                    | Y3/4 (B):<br>How did the<br>achievemen<br>ts of the<br>ancient<br>Maya<br>impact their<br>society and<br>beyond? | Jazz                                                                                         | Kingdom of<br>God 2a.6<br>When Jesus<br>left, what was<br>the impact of<br>Pentecost?<br><br><a href="#">2025 Planning</a> |                                                  | Sculpture<br>and 3D:<br>Abstract<br>shape and<br>space | Athletics<br><br>Cricket   | <a href="#">The online<br/>world: How<br/>can we<br/>decide what<br/>to trust<br/>online?</a> | Programm<br>ing 1:<br>Further<br>coding<br>with<br>Scratch                  | rocks y3-<br><br>CPD<br>opportunit<br>y <a href="#">Here</a>                 | Y3/4 (A):<br>Unit 5:<br>Bon<br>appétit                    | Dovedale<br>- lakes<br>and<br>rivers                           |
| SU2  | <p>Narrative<br/>-The Lion the Witch and the<br/>Wardrobe<br/>Using Tunnels by Anthony<br/>Browne</p> <p>Persuasive Letter<br/>-Invite an author into school</p> <p>Poetry<br/>Paint me a Poem by Grace<br/>Nicholls</p>                                                                                                                                                | Y3/4<br>(B):<br>Who<br>lives in<br>Antarct<br>ica? |                                                                                                                  | <a href="#">Body<br/>and<br/>tuned<br/>percussi<br/>on<br/>(Theme:<br/>Rainfore<br/>sts)</a> | Pilgrimages<br>and sacred<br>places                                                                                        | Mechani<br>cal<br>systems:<br>Pneumat<br>ic toys |                                                        | Rounder<br>s<br><br>Tennis |                                                                                               | Video<br>trailers -<br>Option 1:<br>Using<br>devices<br>other than<br>iPads | Working<br>Scientifical<br>ly<br>CPD<br>opportunit<br>y <a href="#">Here</a> | Y3/4 (A):<br>Unit 6:<br>Shopping<br>for<br>French<br>food | modern<br>buildings<br>- Artist<br>study i.e<br>birmingh<br>am |

| UKS2 | ENGLISH                                                                                                                                                                                                      | GEOG<br> | HIST<br> | Music<br> | RE                                                                                            | DT<br> | ART<br> | PE                                                                                                                     | PSHE<br>  | COMP<br> | SCIENCE<br>Plymouth                                                                                 | French<br> | Trip                                              |
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| A1   | <p>Narrative:<br/>The ShadowCage by Philippa Pearce<br/><a href="#">here</a> 4 week unit</p> <p>Non Narrative:<br/>Geography information text (national Geographic)<br/><a href="#">here</a><br/>3 weeks</p> | Y5/6 (B):<br>Why does population change?<br><a href="#">here</a>                          |                                                                                           | Film music                                                                                 | God - What does it mean if God is holy and Loving?<br><a href="#">Here</a>                    |                                                                                           | Craft and design:<br>Architecture                                                          | <p>Health related exercise<br/><a href="#">Year 5 planning</a></p> <p>Handball<br/><a href="#">Year 5 planning</a></p> | <a href="#">Connecting with others: Why are healthy relationships important?</a>             | Online safety:<br>Year 5                                                                    | Properties and changes of materials (Y5)<br><br><a href="#">here</a>                                | Y5/6 (A):<br>Unit 1: Portraits - describing in French                                         | Residential                                       |
| A2   | <p>Poetry:<br/>Cloud Busting by Malorie Blackman<br/><a href="#">1 week unit</a></p> <p>Non Narrative:<br/>Hidden Figures by Margot Lee Shetterley<br/><a href="#">2 week unit</a></p>                       |                                                                                           | Y5/6 (B):<br>What can the census tell us about local areas?                               | Composition notation (Theme: Ancient Egypt)                                                | People of God - How can following God bring freedom and justice?<br><a href="#">Here</a>      | Mechanical systems : Gears and pulleys                                                    |                                                                                            | <p>Basketball<br/><a href="#">here</a></p> <p>Netball<br/><a href="#">here</a></p>                                     | <a href="#">The online world: How am I influenced by what I see online?</a>                  | Programming 2: BBC micro:bit                                                                | <p>Forces (Y5)</p> <p>Planning <a href="#">here</a></p> <p>CPD opportunity <a href="#">Here</a></p> | Y5/6 (A):<br>Unit 2: Meet my French family                                                    | British civil wars trip: <a href="#">Boscobel</a> |
| SP 1 | <p>Non Narrative:<br/>Are Humans Damaging the Atmosphere by Catherine Chambers/<br/><br/>Can we save the tiger?<br/><br/><a href="#">3 week unit</a></p>                                                     | Y5/6 (A):<br>Where does our energy come from?                                             |                                                                                           | <a href="#">Theme and variations</a> (Theme: Pop Art)                                      | <a href="#">Kingdom of God - What kind of King is Jesus?</a>                                  |                                                                                           | Drawing: Depth, emotion and movement                                                       | <p>Dance<br/><a href="#">Year 5 planning</a></p> <p>Gymnastics<br/><a href="#">Year 5 planning</a></p>                 | <a href="#">Connecting with others: What does it mean to stand up for myself and others?</a> | Data handling: Mars Rover 1                                                                 | Humans - circulatory system (Y6)<br><br><a href="#">here</a>                                        | Y5/6 (A):<br>Unit 3: Clothes - getting dressed in France                                      |                                                   |
| SP 2 | <p><a href="#">Narrative: HERACLES 12 Labours</a></p> <p><a href="#">NonNarrative: Dragonology/Monsterology by Dr Ernest Blake &amp; Mythologica</a></p> <p>Poetry: Iliad of Homer</p>                       |                                                                                           | Y5/6 (B):<br>What is the legacy of the ancient Greek civilisation?                        | South and West Africa                                                                      | <a href="#">SALVATION</a><br><br><a href="#">2b.6 What did Jesus do to save human beings?</a> | <a href="#">Digital world: Navigating the world (CAD)</a>                                 |                                                                                            | <p>Tag Rugby</p> <p>Parkour</p>                                                                                        | <a href="#">The online world: How do I feel about the things I see online?</a>               | Skills showcase: Mars Rover 2                                                               | Living things and their lifecycles (Year 5 Focus)<br><a href="#">here</a>                           | Y5/6 (A):<br>Unit 4: French weather                                                           |                                                   |

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| SU 1 | <p>Narrative:<br/>Shakespeare Unit<br/>Macbeth</p> <p>Non Narrative:<br/>Macbeth letters</p> <p>Poetry:<br/>Witches' speech</p>                                            | What is life like in the Alps? |                                                                                 | <a href="#">Composing and performing a Leavers' song</a> | Sikhism                                                          |                                                             | <a href="#">Sculpture and 3D: Making memories</a> | Athletics<br><br>Cricket | <a href="#">Staying safe: How can I stay safe as I grow up?</a> | Computing systems and networks: Exploring AI         | Light (Y6) CPD opportunity <a href="#">Here</a><br><br><a href="#">Plymouth Science - Light</a> | Y5/6 (A): Unit 5: Exploring the French-speaking world | Packing ton farm                             |
| SU2  | <p>Narrative:<br/>The Unforgotten Coat by Frank Cottrell Boyce<br/>3 weeks</p> <p>Non Narrative:<br/>The Maya History in Infographics by Jon Richards<br/><br/>3 weeks</p> |                                | <a href="#">Y5/6 (B): Unheard histories: Who should go on the £10 banknote?</a> | Musical theatre - Y5/6 PRODUCTION                        | What is Humanism? - Worldwide Views.<br><br><a href="#">here</a> | <a href="#">Cooking and nutrition : Developing a recipe</a> |                                                   | Rounders<br><br>Tennis   |                                                                 | <a href="#">Skills showcase: Inventing a product</a> | n/a<br>If needed complete British Science week lessons <a href="#">here</a>                     | Y5/6 (A): Unit 6: Planning a French holiday           | Birth year 6 Provisionally booked (see Jon ) |