

St Alban's CE Primary School Curriculum Map 2025-2026 Cycle A

Year N	Half term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Class spiritual value: Friendship John 15:12-15 "This is my commandment, that you love one another as I have loved you."	My Identity	My Heritage	Our Community Present	Our Community Past	Our World Global	Our World Environmental Water and the Environment
Whole school spiritual value	(Faith) Friendship Liturgical calendar: Harvest	(Faith) Perseverance Liturgical calendar: Advent Christmas	(Love) Compassion Liturgical calendar: Epiphany	(Love) Forgiveness Liturgical calendar: Lent Passion narrative	(Hope) Courage Liturgical calendar: Easter (Resurrection narratives)	(Hope) Creativity/God as Creator Liturgical calendar: Pentecost St Alban Moving on
RE A	Who Am I?	Why is Christmas Special?	What makes us special?	How do people celebrate Easter?	What are the special places and people in our community?	What objects and clothes are special to some people and why?
English/Read Write Inc Key Texts A	I went to the shop A brave Bear We are family Whisper Shout let it out Hello, Friend The Ginger Bread man	Listen, Listen You're Snug with Me Tiger, it's snowing Errol's Garden Seasons poem The Leaf Thief Tree: Seasons Come, Seasons Go Tidy by Emily Gravett	The Gigantic Turnip Little Red Riding Hood – France) The Ginger Bread man The Three Billy Goats Gruff - Scandinavia Zomo The Rabbit A trickster Tale from west Africa The leopard's drum African Tale	Slug Life Hungry Hen Blue Penguin Who ate all the bugs? The hungry caterpillar What the Ladybird heard by Julia Donaldson	There's a tiger on the train Rosies walk The train Ride Naughty Bus Mrs Armitage on Wheels We travel so far A walking in London or This is London You Can't Take An Elephant On the Bus (You Can't Let an Elephant...)	Somebody Swallowed Stanley The Rainbow Fish Smiley Shark The Snail and the Whale Barry the Fish with Fingers.
Communication and Lanuage	Listening and Attention Understand how to listen carefully and why listening is important	Introduce word of the week Learn new vocabulary Engage in storytimes	Learning a large repertoire of songs Engage in storytimes	Participate in class discussions- speaking in full sentences Engage in storytimes	Participate in class debate and expressing opinions on a given topic Engage in storytimes	Retell stories Engage in storytimes

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	Engage in storytimes					
Oracy	Settling and Establish talk guidelines Converse with unfamiliar adults Introduce Key Vocab	Develop talk in play Introduce WOTW Rhymes and repeated refrains Introduce question words	Introduce – past, present, today Hot seating and performing Develop talking skills Choral speaking	Turn taking Continuing retelling stories Introduce describing words	Introduce talk partners and trios Continue to use describing words and develop talking skills Introduce key vocab	Use TP and Trios in whole class sessions Encourage/model use of sentences Follow more complex instructions
Poetry A	Twinkl Twinkle (review) Head shoulders knees and toes I'm a little tea pot Clap Clap Hands 1,2,3 Humpty Dumpty If you're happy and you know it.	I hear thunder It's raining, its pouring We are marching in our Wellingtons We're driving in our car We go around the Mulberry Bush Old Mother Hubbard	Each Pear Pear Plum This is the way we lay the bricks Wind the Bobbin Up Rock a Bye Baby Doctor Foster went to Gloucester This Old Man Cobbler Cobbler mend my shoe	5 little Speckled Frogs The bear went over the mountain When goldilocks went to the house of the bears Horsey, horsey don't you stop Little Miss Muffet Diddle Diddle Dumpling	Ring a Ring a Roses Polly, put the kettle on The Grand Ol' Duke of York Rub a dub dub three men Ten green bottles Hey Diddle Diddle	The magic porridge pot Theres a hole in the bottom of the sea Row Row your boat Muffin man I am the baker man 1,2,3,4,5, Once I caught a fish alive
Literacy						
Reading / Phonics (Read Write Inc)	Joining in with sounds and rhymes Copying finger movements of letters in name	Enjoying sharing books and having favorite books. Engaging with print in the environment and discussing what it is and what it means.	Understanding the 5 key concepts of print: - has meaning - has different purposes - read English left to right and top to bottom - name parts of a book - page sequencing	Developing phonological awareness: Spot and suggest rhymes Count and clap syllables in a word Recognise words with the same initial sound Naming the pictures of the Set 1 sounds	Learning new sounds each day and reviewing previous sounds and words. Developing understanding that words are made up of sounds. Fred games	Reviewing and applying learned sounds to planned talk Fred games Oral blending
Writing	To use a tri pod grip Focus on the starting point and direction of letter formation.	To use a tri pod grip Practice writing name independently	Focus on correct letter formation Develop understanding of direction in writing: up, down, round, back etc	Write the first 5 Set 1 sounds accurately Using print and letter knowledge to apply meaning to their writing through providing writing opportunities in classroom	Write the first 10 Set 1 sounds accurately Using print and letter knowledge to apply meaning to their writing through providing writing opportunities in classroom	Write the first 15 Set 1 sounds accurately Using print and letter knowledge to apply meaning to their writing through providing writing opportunities in classroom

Mathematics						
Number	Revisit number formation up to 3 focus on starting point and direction Up to 3: Counting verbally, counting object, recognition, matching	Number formation up to 5 focus on starting point and direction Up to 5: Counting verbally, counting object, recognition, matching and introducing subitising up to 3	Number formation up to 5 focus on size and accuracy Embedding subitising using objects Revisiting and embedding understanding of numbers to 5	Comparing quantities	Showing 5 fingers Revisiting and embedding understanding of numbers to 5	Solving real world mathematical problems with numbers up to 5
Numerical Patterns	2D Shapes	Combining shapes to make a new one and building with 3D shapes Recognising patterns	Positional language	Continuing and creating patterns Comparing length, weight and capacity Embedding exploration of shapes	2D and 3D shapes Comparing length, weight and capacity	Exploring and describing the properties of 2D and 3D shapes and Comparing length, weight and capacity Sequencing real life events
Year N A Understanding the World	<u>All About Me</u> Children will learn about themselves and explore differences and similarities between themselves and their friends. The children will explore why families and special people are valuable.	<u>Differences and changes over time</u> Understand the effect of changing seasons (Autumn/ Winter) on the natural world. Describe what they see, hear and feel whilst outside. Observe and interact and explore the natural world around them. Children to have opportunities to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.	<u>Stories from around the World</u> Learn about different cultures, stories, celebrations (e.g. Chinese New Year) Identify similarities and differences between cultures and celebrations. (links to local area) Describe their immediate environment and talk about different places. Draw information from a simple map.	<u>Animals Adventures and new life</u> To sort items into living and non living. To find, observe and describe minibests. Identify and name a variety of common farm animals and their habitats. To sort and describe farm animals, e.g animals with tails Changing Seasons – Spring and new life. Spring walks to find, observe and describe new growth on trees and in the park.	<u>Transport in London</u> How we travel, vehicles past and present, journeys Recognise familiar buildings and landmarks around the local area. Identify different types of transport in London (buses, underground trains, bikes, cars, taxis) Understand how people travel around the city Compare transport in London with transport in other places	<u>Water and the Environment</u> We will be looking at different bodies of water (ocean, pond, river) and the creatures that live in them i.e. sharks, turtles, frogs, fish. Children will learn about the natural environment and recognise some ways to look after the planet. Focus: Water

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Computing	Explore sounds and make music on the iPad- Xylophone app	Painting Christmas pictures on the smart board	Trace around letters- magic letters on the iPad	Retrieve information from the computer about animals	Playing games on computer	Bee-Bots
Expressive Art and Design /	Collage – all about me! <ul style="list-style-type: none"> Using a variety of materials to make free collage. Sticking with glue Cutting using scissors Natural/ man made textiles. Tearing and cutting paper. Using junk fabric, paper, foil, etc to make free patterns or pictures. 	Seasonal Crafts <u>Nature Wreaths</u> Christmas Tree Decorations	Painting around the world Explore paint including different application methods. Identify colours and shape (link to Artist in Focus. Exploring traditional art from around the world Paint paper lanterns for Chinese New Year Paint Easter eggs (European tradition) Aboriginal dot painting	Patterns and Printing Using a variety of objects to print. Pattern and sequence. <ul style="list-style-type: none"> Using body parts to print. Using fruit and vegetables. Colour mixing- two primary colours to make secondary <ul style="list-style-type: none"> Mono printing. Create prints and rubbings of leaves	Mark making and drawing Use a variety of mark making tools to create simple observational drawings. Observational drawings of spring flowers and plants To create a simple observational drawing using a range of drawing tools	Craft and Design (sculpture) Design something and stick to the plan when making. Talk about their artwork, stating what they feel they did well. Mising primary colours to make secondary colours. Children mixing Salt dough fish
Art and Design Technology A		DT: gingerbread biscuits		DT: Making a rainbow salad	DT: Junk Model Vehicles	DT: Make planters from recycled materials
Music	Nursery rhymes My Musical Heartbeat	Nativity Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having Fun Improvising	Lets Perform together!
Artist in Focus A	Mondrian – Shape, line, primary colours		Kadnisky- Shape and secondary colours		Georgia O'Keefe – Plants and growing	
Physcial Development/PE	Invasion Games Gymnastics	Dance Striking and Fielding	Gymnastics Invasion Games	Dance Net & Wall	Gymnastics Striking and Fielding	Dance Athletics
Personal, Social and Emotional Development/PSHE	Health and Well being: identifying similarities and differences	Health and Well being: learning to play and keeping clean and healthy (Anti-Bullying Week)	Living in the Wider World: keeping safe and active	Living in the Wider World: Online Safety and understanding basic feelings	Relationships: understanding loss and talking about our friends and family	Relationships: using medicines correctly and managing feelings
Enrichment		Grey's Inn Garden Coram's Fields	Visit China Town in Leicester Square Postal Museum	Local walk with focus on minibeast and changes in Spring.	Transport Museum	Aquarium

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Reception Class spiritual value: Friendship John 15:12-15 "This is my commandment, that you love one another as I have loved you."	My Identity All About Me	My Heritage	Our Community Present	Our Community Past	Our World Global	Our World Environmental Water and the Environment
Whole school spiritual value	(Faith) Friendship Liturgical calendar: Harvest	(Faith) Perseverance Liturgical calendar: Advent Christmas	(Love) Compassion Liturgical calendar: Epiphany	(Love) Forgiveness Liturgical calendar: Lent Passion narrative	(Hope) Courage Liturgical calendar: Easter (Resurrection narratives)	(Hope) Creativity/God as Creator Liturgical calendar: Pentecost St Alban Moving on
RE A	Who Am I?	Why is Christmas Special?	What makes us special?	How do people celebrate Easter?	What are the special places and people in our community?	What objects and clothes are special to some people and why?
Literacy						
English/Read Write Inc Key Texts A	I went to the shop A brave Bear We are family Whisper Shout let it out Hello, Friend The Ginger Bread man	Listen, Listen You're Snug with Me Tiger, it's snowing Errol's Garden Seasons poem The Leaf Thief Tree: Seasons Come, Seasons Go Tidy by Emily Gravett	The Gigantic Turnip Little Red Riding Hood and Other Stories The Ginger Bread man The Three Billy Goats Gruff Zomo The Rabbit A trickster Tale from west Africa The leopard's drum	Slug Life Hungry Hen Blue Penguin Who ate all the bugs? The hungry caterpillar What the Ladybird heard by Julia Donaldson	There's a tiger on the train Rosies walk The train Ride Naughty Bus Mrs Armitage on Wheels We travel so far A walking in London or This is London You Can't Take An Elephant On the Bus (You Can't Let an Elephant...)	Somebody Swallowed Stanley The Rainbow Fish Smiley Shark The Snail and the Whale Barry the Fish with Fingers.
Communication and Lanuage	Listening and Attention Understand how to listen carefully	Use new vocabulary throughout the day Introduce word of the week	Articulate ideas and thoughts in well- formed sentences	Use talk to help work out problems and organise thinking and activities	Hold conversations when engaged in back and forth conversations	Hold conversations when engaged in back and forth conversations

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	and why listening is important Learn new vocabulary Engage in storytimes	Ask questions to find out more. Engage in storytimes	Connect one idea or action to another using a range of connectives Describe events in some detail Engage in storytimes	To explain how things work and why they might happen. Develop social phrases Engage in storytimes	with teacher and their peers Listen attentively and to respond to what they hear. Make comments about what they have heard and ask questions to clarify their understanding Engage in storytimes	with teacher and their peers Listen attentively and to respond to what they hear. Make comments about what they have heard and ask questions to clarify their understanding Engage in storytimes
Oracy	Introduce questions words – with Makaton Introduce Talk Partners and model 'Talk Guidelines'	Cont to provide opportunities for ch to practice tp using discussion and asking/answering questions Introduce Presentational Talk - WOTD	Learning and developing new vocabulary: Word of the Week Develop talk tactics through build and challenge: agree/disagree	Develop Hoop Group discussions: ordering a story, voting, sharing opinions and story planning Developing Roleplay and Choral Speaking: volume, projection, expression	Tenses: past, present and Future using different tenses in the correct contexts Introduce debate and Talk Dectives	Develop confident use of language through complex language and conectives Engage in back and forth exchanges
Poetry A	Twinkl Twinkle (review) Head shoulders knees and toes I'm a little tea pot Clap Clap Hands 1,2,3 Humpty Dumpty If you're happy and you know it.	I hear thunder It's raining, its pouring We are marching in our Wellingtons We're driving in our car We go around the Mulberry Bush Old Mother Hubbard	Each Pear Pear Plum This is the way we lay the bricks Wind the Bobbin Up Rock a Bye Baby Doctor Foster went to Gloucester This Old Man Cobbler Cobbler mend my shoe	5 little Speckled Frogs The bear went over the mountain When goldilocks went to the house of the bears Horsey, horsey don't you stop Little Miss Muffet Diddle Diddle Dumpling	Ring a Ring a Roses Polly, put the kettle on The Grand Ol' Duke of York Rub a dub dub three men Ten green bottles Hey Diddle Diddle	The magic porridge pot Theres a hole in the bottom of the sea Row Row your boat Muffin man I am the baker man 1,2,3,4,5, Once I caught a fish alive
Reading / Phonics (Read Write Inc)	Read single letter Set 1 sounds Know first 16 single Set 1 sounds	Read all Set 1 single letter sounds Blend sounds into words orally Know all single Set 1 sounds	Blend sounds to read words (CVC, CCVC) Read short ditty stories Know the first 6 digraphs Composing simple sentences orally.	Know 4 additional digraphs Read red storybooks Composing simple sentences orally.	Be able to blend Set 1 sounds and Set 1 digraphs Read green story books Read words with consistent with their phonic knowledge by sound blending Read aloud simple sentences and books consistent with phonic	Read first 6 Set 2 sounds Read green story books Read words with consistent with their phonic knowledge by sound blending Read aloud simple sentences and books consistent with phonic knowledge including

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					knowledge including common exception words	common exception words
Writing	To use a tri pod grip Focus on the starting point and direction of letter formation. Know the correct formation of first 16 Set 1 sounds	To use a tri pod grip Focus on the starting point and direction of letter formation. Know the correct formation of all single Set 1 sounds	Focus on correct letter formation with focus on size and position of the letter on the line Spelling CVC and CCVC words phonetically in their writing. Composing simple sentences orally.	Focus on correct letter formation with focus on size and position of the letter on the line Spelling CVC and CCVC words phonetically in their writing. Composing simple sentences orally.	Orally memorising a sentence before writing. Writing short sentences with known sound letter correspondences using CL and FS. Re reading what they have written to check for sense.	Write simple phrases and sentences that can be read by others.
Mathematics						
Number	Revisit number formation up to 5 focus on starting point and direction Up to 5: Counting verbally, counting object, recognition, matching	Number formation up to 10 focus on starting point and direction Up to 10: Counting verbally, counting object, recognition, matching and introducing subitising up to 5	Number formation up to 10 focus on size and accuracy comparing numbers, one more and one less up to 10 embedding subitising using objects Revisiting and embedding understanding of numbers to 10	Number formation up to 10 focus on size and accuracy Exploring composition of numbers to 10 Number bonds to 5	Independent, accurate number formation embedding composition of numbers to 10 Number bonds to 10	Subitise to 5 Number bonds to 10 Doubling facts in a problem solving context
Numerical Patterns	Selecting, rotating and manipulating shapes	Composing and decomposing shapes and recognising patterns	Copy patterns Comparing length, weight and capacity Embedding exploration of shapes	Continuing and creating patterns Comparing length, weight and capacity Embedding exploration of shapes	Verbally count to 20 Compare quantities up to 10 in different contexts Explore and represent patterns with numbers up to 10	Verbally count to 20 Compare quantities up to 10 in different contexts Explore and represent patterns with numbers up to 10
Year R Understanding the World	<u>All About Me</u> Children will learn about themselves and explore	<u>Differences and changes over time</u> Understand the effect of changing seasons (<u>Stories from around the World</u> Learn about different cultures, stories, celebrations (e.g. Chinese New Year) Identify	<u>Animals Adventures and new life</u>	<u>Transport in London</u> How we travel, vehicles past and present, journeys	<u>Water and the Environment</u> We will be looking at different bodies of water (ocean, pond,

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	<p>differences and similarities between themselves and their friends.</p> <p>The children will explore why families and special people are valuable.</p>	<p>Autumn/ Winter) on the natural world. Describe what they see, hear and feel whilst outside. Observe and interact and explore the natural world around them.</p> <p>Children to have opportunities to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.</p>	<p>similarities and differences between cultures and celebrations. (links to local area)</p> <p>Describe their immediate environment and talk about different places. Draw information from a simple map.</p>	<p>To sort items into living and non living. To find, observe and describe minibeasts.</p> <p>Identify and name a variety of common farm animals and their habitats. To sort and describe farm animals, e.g animals with tails</p> <p>Changing Seasons – Spring and new life. Spring walks to find, observe and describe new growth on trees and in the park.</p>	<p>Recognise familiar buildings and landmarks around the local area.</p> <p>Identify different types of transport in London (buses, underground trains, bikes, cars, taxis)</p> <p>Understand how people travel around the city</p> <p>Compare transport in London with transport in other places</p>	<p>river) and the creatures that live in them i.e. sharks, turtles, frogs, fish.</p> <p>Children will learn about the natural environment and recognise some ways to look after the planet. Focus: Water</p>
Computing	Using the interactive whiteboard to select an option in a powerpoint.	Using the ICT suite to log on to and access a simple computer programme i.e. purple mash.	Using bee bots to follow directions on a map.	Use an ipad sensibly and playing an educational game.	Using a drop down menu on a website to access a particular part.	Taking photos or pictures on a ipad of your friends at school.
Expressive Art and Design /	<p>Collage – all about me!</p> <ul style="list-style-type: none"> Using a variety of materials to make free collage. Sticking with glue Cutting using scissors Natural/ man made textiles. Tearing and cutting paper. Using junk fabric, paper, foil, etc to make free patterns or pictures. 	<p><u>Seasonal Crafts</u> <u>Nature Wreaths</u></p> <p>Christmas Tree Decorations</p>	<p>Painting around the world</p> <p>Explore paint including different application methods.</p> <p>Identify colours and shape (link to Artist in Focus.</p> <p>Exploring traditional art from around the world</p> <p>Paint paper lanterns or create Chinese Paper cuttings for Chinese New Year</p> <p>Paint Easter eggs (European tradition)</p> <p>Aboriginal dot painting</p>	<p>Patterns and Printing</p> <p>Using a variety of objects to print. Pattern and sequence.</p> <ul style="list-style-type: none"> Using body parts to print. Using fruit and vegetables. <p>Colour mixing- two primary colours to make secondary</p> <ul style="list-style-type: none"> Mono printing. <p>Create prints and rubbings of leaves</p>	<p>Mark making and drawing</p> <p>Use a variety of mark making tools to create simple observational drawings.</p> <p>Observational drawings of spring flowers and plants. Link to Artist in focus</p> <p>To create a simple observational drawing using a range of drawing tools</p>	<p>Sculpture and 3D</p> <p>Design something and stick to the plan when making.</p> <p>Talk about their artwork, stating what they feel they did well.</p> <p>Mixing primary colours to make secondary colours.</p> <p>Children making salt dough fish</p>
Art and Design Technology A		DT: gingerbread biscuits		DT: Making a rainbow salad	DT: Junk Model Vehicles	DT: Make planters from recycled

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						materials
Artist in Focus	Mondrian – Shape, line, primary colours		Kadnisky- Shape and secondary colours		Georgia O'Keefe – Plants and growing	
Music	Nursery rhymes My Musical Heartbeat	Nativity Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having Fun Improvising	Lets Perform together!
Physical Development/ PE	Invasion Games Gymnastics	Dance Striking and Fielding	Gymnastics Invasion Games	Dance Net & Wall	Gymnastics Striking and Fielding	Dance Athletics
Personal, Social and Emotional Development/PSHE	Health and Well being: recognising similarities and differences	Health and Well being: being kind and keeping clean and healthy (Anti-Bullying Week)	Living in the Wider World: Understanding pride and people's differences	Living in the Wider World: Online Safety and fundraising for a charity	Relationships: understanding active life styles and who we can ask for help	Relationships: exploring gender stereotypes and transition into Y1
Enrichment		Grey's Inn Garden Coram's Fields	Visit China Town in Leicester Square Postal Museum	Local walk with focus on minibeasts and changes in Spring.	Transport Museum	Aquarium

Year 1 A	Half term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Class spiritual value: Thankfulness Psalm 107:1 "Oh give thanks to the Lord, for he is good."	My Identity	My Heritage	Our Community Present	Our Community Past	Our World Global	Our World Environmental
Whole school spiritual value	(Faith) Friendship Liturgical calendar: Harvest	(Faith) Perseverance Liturgical calendar: Advent Christmas	(Love) Compassion Liturgical calendar: Epiphany	(Love) Forgiveness Liturgical calendar: Lent Passion narrative	(Hope) Courage Liturgical calendar: Easter (Resurrection narratives)	(Hope) Creativity/God as Creator Liturgical calendar: Pentecost St Alban Moving on
RE	What responsibility has God given people about taking care of Creation? (8 sessions)	Why is each person important in the Nativity story? (5 sessions)	Judaism What is it like to live as a Jewish person? (6 sessions)	Why is Easter the most important festival for Christians? (6 sessions)	Islam What does it mean to be a Muslim? (6 sessions)	Why did Jesus tell stories? (6 sessions)
English/Read Write Inc	Children follow Read Write Inc – a fast paced, rigorous and structured phonics programme. Children read fiction and nonfiction texts for meaning developing fluency and expression at their level of phonic understanding and knowledge. Children acquire a wide vocabulary through the carefully selected reading					

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	<p>books and develop their speaking and listening skills daily. The Read Write Inc writing programme is linked to the reading books and includes spelling, grammar and handwriting. When a child is sufficiently confident in phonics they join a Literacy programme.</p> <p><u>Sentence Work</u> -Understand how words can combine together to form sentences. -Join words and clauses using 'and'. -Sequence sentences to form short narratives.</p> <p><u>Punctuation</u> -Separation of words with spaces -Capital letters and full stops to demarcate sentences. -Question marks and exclamation marks to demarcate sentences. -Capital letters for names and for the personal pronoun I.</p> <p><u>Handwriting – pupils should be taught to:</u> -Sit correctly at a table, holding a pencil comfortably and correctly. -Begin to form lower case letters in the correct direction, starting and finishing in the right place. -Form capital letters. -Form digits 0-9. -Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in a similar way) and practise these.</p> <p><u>Spoken Language</u> -Listen and respond appropriately to adults and their peers. -Ask relevant questions and extend their understanding and knowledge.</p> <p><u>Terminology pupil need to know</u> Letter, capital letter, word, singular, plural, full stop, exclamation mark, questions mark, sentence punctuation</p>					
<p>English Reading and Writing A (suggest key texts and possible writing outcomes)</p>	<p>Traditional Tales</p> <p>Three Little Pigs The three little Wolves and the Big Bad Pig</p> <ul style="list-style-type: none"> • Setting description • Character description • Retelling/innovation • Labels, lists and captions 	<p>Lost and Found by Oliver Jeffers</p> <ul style="list-style-type: none"> • Character description • Retelling with innovation • Instructions • letter • Labels, lists and captions 	<p>Beegu by Alexis Deacon</p> <ul style="list-style-type: none"> • Character descriptions • Narrative: Innovated Beegu Story • Letter • Lost poster 	<p>Pumpkin Soup by Helen Cooper</p> <p>Katie in London</p> <ul style="list-style-type: none"> • Instructions • Poster (missing, advertising) 	<p>Grand Dad's Island by Benji Davis</p> <ul style="list-style-type: none"> • Setting description • Character descriptions • Letter • Explanation text 	<p>The Day the Crayons Quit</p> <ul style="list-style-type: none"> • Character description • Poetry • Letter (complaint/persuasive)

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	Three Little Pigs The Good Little Wolf Goldilocks	Going on a Bear Hunt Piece at Last If you're Happy and You Know it	Beegu The Hungry Caterpillar Whiffy Wilson	The Gruffalo Pumpkin Soup A New House for Mouse	A Squash and a Squeeze A Piece of Cake All in One Piece	Giraffes Can't Dance Blue Michael Rosen Splat the Cat
Poetry A	I Opened the Book Julia Donaldson	Tippy Tappy Michael Rosen	The Morning Rush John Foster	Now We are Six AA Milne	Catapiller Christina Rosetti	Here is the Seed John Foster
English -Spelling	See separate spelling document					
Maths	Place Value Addition and Subtraction	Addition and Subtraction Shape Consolidation and Assessment	Place Value Addition and Subtraction	Place Value Length and Height Mass and Volume	Multiplication and Division Fractions	Geometry Money Time
Science A	Forces and Space: Seasonal Changes	Everyday materials	Animals: Sensitive Bodies	Animals: comparing animals	Introduction to plants	Making connections
History A	How am I making History: Past within living memory examining chronology	Toys: How have toys changed Using objects to discuss and sort Sequencing timelines		How explorers have changed the world: Creating a timeline Investigating and comparing explorers		
Geography A			Our Local Area: - Ariel views - Maps - Location - Compus points		How is life different in another continent? -Comparing features in our local area to a small non-european country	How Weather Affects us and investigating difference between hot and cold places
Art and design	<u>Leaves Still Life</u> (drawing and mark making)		<u>Colour Splash</u> Painting in the style of Monet/Weather/Seasons		<u>Sculpture</u> 3D design of structures	<u>Woven Wonders</u> Craft and Design Yarn Flowers
Artist in Focus	Abdoulaye Konaté		Monet		Cecilia Vicuña	
DT		Textiles -Puppets		Mechanisms Design a vehicle for the moon	Structures – London Eye/ Landmarks	
Cooking and Nutrition A	Fruit salad / Fruit kebabs			Making Pumpkin Soup		Tomato and Basil salad

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	with a banana yoghurt dip					
PE	Invasion Games Gymnastics	Dance Striking and Fielding	Gymnastics Invasion Games	Dance Net & Wall	Striking & Fielding Net & Wall	Net & Wall Athletics
Music	My Musical Heartbeat	Playing in an orchestra	Exploring sounds:	Recognising different sounds:	Having fun with improvisation:	Our Big Concert
Computing	We are digital artists – creating work inspired by great artists	We are treasure hunters – programming – using programmable toys	We are detectives – using data to solve clues in our local area	We are publishers – creativity- illustrate an ebook	We are rhythmic – creating sound patterns in garage band and scratch jr	We are TV Chefs – computational thinking – filming a recipe
PSHE	Health and Prevention, Healthy Eating	Mental Well Being and Respectful relationships (Bullying)	Being safe, respectful relationship and online safety	Being safe, basic first aid and sleep	Caring Friendships	Growth and development and families and people who care for me
Enrichment/Cultural Capital	Museum of London – Victorian children	Puppet Soup – Puppet making workshop	Islington Animal Club World of Work week National Gallery	Famous Explorers Royal Museum Greenwich	Visit the Tower of London	Weather and Seasons – Freshwater Theatre Company

Year 2	Half term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Class spiritual value: Kindness Ephesians 4:32 “Be kind to one another, tender-hearted, forgiving each other, just as God in Christ also has forgiven you.” (St Paul telling the Ephesians)	My Identity	My Heritage	Our Community Present	Our Community Past	Our World Global	Our World Environmental
Whole school spiritual value	(Faith) Friendship Liturgical calendar: Harvest	(Faith) Perseverance Liturgical calendar: Advent Christmas	(Love) Compassion Liturgical calendar: Epiphany	(Love) Forgiveness Liturgical calendar: Lent Passion narrative	(Hope) Courage Liturgical calendar: Easter (Resurrection narratives)	(Hope) Creativity/God as Creator Liturgical calendar: Pentecost St Alban Moving on

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RE	What responsibility has God given people about taking care of Creation? (8 sessions)	Why is each person important in the Nativity story? (5 sessions)	Judaism What is it like to live as a Jewish person? (6 sessions)	Why is Easter the most important festival for Christians? (6 sessions)	Islam What does it mean to be a Muslim? (6 sessions)	Why did Jesus tell stories? (6 sessions)
English Reading and Writing A (suggest key texts and possible writing outcomes)	Traditional Tales Three Little Pigs The three little Wolves and the Big Bad Pig <ul style="list-style-type: none"> Setting description Character description Retelling/innovation Labels, lists and captions Three Little Pigs The Good Little Wolf Goldilocks	Lost and Found by Oliver Jeffers <ul style="list-style-type: none"> Character description Retelling with innovation Instructions letter Labels, lists and captions Going on a Bear Hunt Piece at Last If you're Happy and You Know it	Beegu by Alexis Deacon <ul style="list-style-type: none"> Character descriptions Narrative: Innovated Beegu Story Letter Lost poster Beegu The Hungry Caterpillar Whiffy Wilson	Pumpkin Soup by Helen Cooper Katie in London <ul style="list-style-type: none"> Instructions Poster (missing, advertising) The Gruffalo Pumpkin Soup A New House for Mouse	Grand Dad's Island by Benji Davis <ul style="list-style-type: none"> Setting description Character descriptions Letter Explanation text A Squash and a Squeeze A Piece of Cake All in One Piece	The Day the Crayons Quit <ul style="list-style-type: none"> Character description Poetry Letter (complaint/persuasive) Giraffes Can't Dance Blue Michael Rosen Splat the Cat
Poetry A	I Opened the Book Julia Donaldson	Tippy Tappy Michael Rosen	The Morning Rush John Foster	Now We are Six AA Milne	Catapiller Christina Rosetti	Here is the Seed John Foster
English Grammar	<p><u>Sentence Work</u> -Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>). -Expanded noun phrases for description and specification (for example <i>the blue butterfly, plain flour, the man in the moon</i>). -How grammatical patterns in a sentence indicate its function as <i>a statement, question, exclamation or command</i>.</p> <p><u>Punctuation to be continued over the year</u> -Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. -Commas to separate items in a list. -Apostrophes to mark where letters are missing (<i>contractions</i>) in spelling and to mark <i>singular possession</i> in nouns (for example <i>the girl's name</i>).</p> <p><u>Handwriting – pupils should be taught to:</u> -Form lower case letters of the correct size relative to one another.</p>					

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	<p>-Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best left un-joined.</p> <p>-Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>-Use spacing between words that reflects the size of the letters.</p> <p><u>Spoken Language</u></p> <p>-Listen and respond appropriately to adults and their peers.</p> <p>-Ask relevant questions and extend their understanding and knowledge.</p> <p>-Use relevant strategies to build their vocabulary</p> <p>-Articulate and justify answers, arguments and opinions.</p> <p><u>Terminology pupil need to know</u></p> <p>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb,adverb, suffix.</p> <p>Tense (past and present), apostrophe, comma, letter, capital letter, singular, plural, full stop, exclamation mark, question mark.</p>					
English-Spelling	See separate spelling document					
Year 2 Maths	Place Value Addition and Subtraction	Addition and Subtraction Shape Consolidation and Assessment	Place Value Addition and Subtraction	Place Value Length and Height Mass and Volume	Multiplication and Division Fractions	Geometry Money Time
Science A	Forces and Space: Seasonal Changes	Everyday materials	Animals: Sensitive Bodies	Animals: comparing animals	Introduction to plants	Making connections
History A	How am I making History: Past within living memory examining chronology	Toys: How have toys changed Using objects to discuss and sort Sequencing timelines		How explorers have changed the world: Creating a timeline Investigating and comparing explorers		
Geography A			Our Local Area: - Ariel views - Maps - Location - Compus points		How is life different in another continent? -Comparing features in our local area to a small non-european country	How Weather Affects us and investigating difference between hot and cold places
Art and design A	<u>Leaves Still Life</u> (drawing and mark making)		<u>Colour Splash</u> Painting in the style of Monet/Weather/Seasons		<u>Sculpture</u> 3D design of structures	<u>Woven Wonders</u> Craft and Design Yarn Flowers
Artist in Focus A	Abdoulaye Konaté		Monet		Cecilia Vicuña	
DT A		Textiles -Puppets		Mechanisms Design a vehicle for the moon	Structures – London Eye/ Landmarks	
Cooking and Nutrition A	Fruit salad / Fruit kebabs with a banana yoghurt dip			Making Pumpkin Soup		Tomato and Basil salad

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PE A	Games and Gymnastics (Flight)	Gymnastics (Points and patches) Games	Dance and Games	Sports Hall Athletics and Games	Outdoor adventure and Games	Dance and Outdoor Athletics
Music A	My Musical Heartbeat	Playing in an orchestra	Exploring sounds:	Recognising different sounds:	Having fun with improvisation:	Our Big Concert
Computing A	We are digital artists – creating work inspired by great artists	We are treasure hunters – programming – using programmable toys	We are detectives – using data to solve clues in our local area	We are publishers – creativity- illustrate an ebook	We are rhythmic – creating sound patterns in garage band and scratch jr	We are TV Chefs – computational thinking – filming a recipe
PSHE A	Health and Prevention, Healthy Eating	Mental Well Being and Respectful relationships (Bullying)	Being safe, respectful relationship and online safety	Being safe, basic first aid and sleep	Caring Friendships	Growth and development and families and people who care for me
Enrichment/Cultural Capital	Museum of London – Victorian children	Puppet Soup – Puppet making workshop	Islington Animal Club World of Work week National Gallery	Famous Explorers Royal Museum Greenwich	Visit the Tower of London	Weather and Seasons – Freshwater Theatre Company

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Year 3	Half term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Class spiritual value: Service Matthew 22:37-38 Jesus said: "You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. The second is this: love your neighbour as yourself."	My Identity	My Heritage	Our Community Present	Our Community Past	Our World Global	Our World Environmental
Whole school spiritual value	(Faith) Friendship Liturgical calendar: Harvest	(Faith) Perseverance Liturgical calendar: Advent Christmas	(Love) Compassion Liturgical calendar: Epiphany	(Love) Forgiveness Liturgical calendar: Lent Passion narrative	(Hope) Courage Liturgical calendar: Easter (Resurrection narratives)	(Hope) Creativity/God as Creator Liturgical calendar: Pentecost St Alban Moving on
RE	How did belief in God affect the actions of people from the Old Testament? (8 sessions)	Is the Christmas message of peace still relevant to today's world? (6 sessions)	Hinduism How do Hindus worship? (6 sessions)	What is Holy Communion and how does it build a Christian community? (6 sessions)	Hinduism What does it mean to be a Hindu? (6 sessions)	Liturgy Why is liturgy important to many Christians? Or creation (6 sessions)
English Reading and Writing (suggest key texts and possible writing outcomes)	Tin Forest <ul style="list-style-type: none"> Letter Diary Non-Chronological report recount The Sea Saw The Heart and the Bottle	The Wild Robot <ul style="list-style-type: none"> Setting description Character description Poetry narrative Explanation text 	The Lost Thing by Shaun Tan <ul style="list-style-type: none"> setting descriptions instructional writing recount The Runaway dinner	Arthur and The Golden Robe <ul style="list-style-type: none"> Info text Description Narrative 	Edward Tulane by Kate DiCamillo <ul style="list-style-type: none"> Narrative Setting & character description Silly Billy Look Up	Ice Palace <ul style="list-style-type: none"> Recount Newspaper report narrative Persuasive letter Where the Wild Things Are

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		Ellie's Magic Wellies Leon and the Place Between				
Poetry	Life Doesn't Frighten Me Maya Angelou	Please Mrs Butler Allan Ahlberg	The Quangle Wangle's Hat Edward Lear	From a Railway Carriage Robert Lewis Stevenson	Sick Shel Silverston	Mr Moore David Harmer
English Grammar	<p><u>Sentence Work</u> -Noun phrase expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). -Fronted adverbials (for example, later that day, I heard the bad news.).</p> <p><u>Punctuation</u> -Use of inverted commas and other punctuation to indicate direct speech, for -example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, 'Sit down!'. -Apostrophes to mark singular and plural possession (for example, the girl's name, the girls' names). -Use of commas after fronted adverbials. - Use a colon to introduce a bulleted or numbered list.</p> <p><u>Handwriting – pupils should be taught to:</u> -Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. -Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch.</p> <p><u>Spoken Language</u> -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Speak audibly and fluently with an increasing command of Standard English.</p> <p><u>Terminology pupil need to know</u> Adverbs, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks), noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix. tense (past and present), apostrophe, comma, determiner, pronoun, possessive pronoun, adverbial, contraction.</p>					
English - Spelling	See separate spelling document					
Year 3 Maths	Place Value Addition and Subtraction Assessment	Measurement and Area Multiplication and Division Consolidation	Multiplication and Division Length and Perimeter	Factions and Decimals Assessment and consolidation	Decimals Money Time	Shape Statistics Position and Direction Assessment and consolidation
Science	Animals: digestion and food	Energy: electricity and circuits	Living things: classification and changing habitats	Materials: states of matter	Energy: sounds and vibrations	Making connections
History	How have children's lives changed? Investigating changes throughout time	How hard was it to invade and settle in Britain?		How did the Acheivements of the Ancient Maya Impact society and beyond		

St Alban's CE Primary School Curriculum Map 2025-2026 Cycle A

Geography			Our Local Area (Globes and the Tropics) -scale -Grid references -changes over time		Where does our food come from? Investigating free trade Sustainability	Who lives in Antarctica ? Latitude and longitude
Art and design	<u>Drawing</u> Power Prints - Hampton Court Palace		<u>Painting</u> Light and Dark (Local Area)	<u>Sculpture</u> – Mayan Pyramid Shelters 3D design		<u>Drawing</u> Growing Artists
Artist in Focus	Dorothea Lange		Banksy		El Anatsui	
French	Intercultural Understanding: Quebec home learning project Phonetics 1/2 and Seasons	Vegetables	Presenting myself	My Family	The Classroom	At the Tea Room
DT		Electrical Systems: torches			Digital World Mindful Moments (sounds and vibrations)	Textiles – Fastening – create a book sleeve
Cooking and Nutrition	Tuna and broccoli bake			Pasta Salad		“Pot Noodle”
PE	Gymnastics/Dance Net & Wall	Gymnastics/Dance Problem Solving Skills	Swimming Invasion Games	Swimming Striking & Fielding	Outdoor Adventure Athletics	Tennis Athletics
Year 4 Music	Musical Structures: How does music bring us together?	Exploring Feelings When you play: how does music connect with our past?	Compose with your Friends: How does music teach us about our community?	Feelings through Music: How does music shape our way of life?	Expression and Improvisation: How does music improve our world.	The Show Must Go On: How does music relate to our environment?
Computing	We are artists – fusing geometry and art	We are musicians - creativity producing digital music	We are bloggers – sharing experiences and opinions	We are software developers - programming – developing a simple educational game	We are meteorologists – productivity – presenting the weather	We are makers – coding from micro bit
PSHE	Nutrients, asthma and risks of alcohol	Health and prevention and respectful relationships (bullying)	Money, basic first aid and being safe around water	Online relationship safety and understanding stereotypes	Changing adolescent bodies discrimination and human life cycle	Understanding rights in a friendship
Enrichment	Science Museum – It Takes Guts	Stem Works – Electricity Buzz	Animal Classification – Horniman Museum BANKSY prints London walk	Freshwater Theatre Viking Workshop	School of Noise	Kew Gardens – Biomes

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Year 4	Half term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Class spiritual value: Respect the Earth Psalms 89:11 "The heavens are Yours, the earth also is Yours; The world and all it contains, You have founded them."	My Identity	My Heritage	Our Community Present	Our Community Past	Our World - Global	Our World- Environmental
Whole school spiritual value	(Faith) Friendship Liturgical calendar: Harvest	(Faith) Perseverance Liturgical calendar: Advent Christmas	(Love) Compassion Liturgical calendar: Epiphany	(Love) Forgiveness Liturgical calendar: Lent Passion narrative	(Hope) Courage Liturgical calendar: Easter (Resurrection narratives)	(Hope) Creativity/God as Creator Liturgical calendar: Pentecost St Alban Moving on
RE	How did belief in God affect the actions of people from the Old Testament? (8 sessions)	Is the Christmas message of peace still relevant to today's world? (6 sessions)	Hinduism How do Hindus worship? (6 sessions)	What is Holy Communion and how does it build a Christian community? (6 sessions)	Hinduism What does it mean to be a Hindu? (6 sessions)	Liturgy Why is liturgy important to many Christians? Or creation (6 sessions)
English Reading and Writing (suggest key texts and possible writing outcomes)	Tin Forest <ul style="list-style-type: none"> Letter Diary Non-Chronological report recount The Sea Saw The Heart and the Bottle	The Wild Robot <ul style="list-style-type: none"> Setting description Character description Poetry narrative Explanation text Ellie's Magic Wellies Leon and the Place Between	The Lost Thing by Shaun Tan <ul style="list-style-type: none"> setting descriptions instructional writing recount The Runaway dinner	Arthur and The Golden Robe <ul style="list-style-type: none"> Info text Description Narrative 	Edward Tulane by Kate DiCamillo <ul style="list-style-type: none"> Narrative Setting & character description Silly Billy Look Up	Ice Palace <ul style="list-style-type: none"> Recount Newspaper report narrative Persuasive letter Where the Wild Things Are

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Poetry	Life Doesn't Frighten Me Maya Angelou	Please Mrs Butler Allan Ahlberg	The Quangle Wangle's Hat Edward Lear	From a Railway Carriage Robert Lewis Stevenson	Sick Shel Silverston	Mr Moore David Harmer
English Grammar	<p><u>Sentence Work</u> -Noun phrase expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). -Fronted adverbials (for example, later that day, I heard the bad news.).</p> <p><u>Punctuation</u> -Use of inverted commas and other punctuation to indicate direct speech, for -example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, 'Sit down!'). -Apostrophes to mark singular and plural possession (for example, the girl's name, the girls' names). -Use of commas after fronted adverbials. - Use a colon to introduce a bulleted or numbered list.</p> <p><u>Handwriting – pupils should be taught to:</u> -Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. -Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch.</p> <p><u>Spoken Language</u> -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Speak audibly and fluently with an increasing command of Standard English.</p> <p><u>Terminology pupil need to know</u> Adverbs, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks), noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix. tense (past and present), apostrophe, comma, determiner, pronoun, possessive pronoun, adverbial, contraction.</p>					
English-Spelling	See separate spelling document					
Year 4 Maths	Place Value Addition and Subtraction Assessment	Measurement and Area Multiplication and Division Consolidation	Multiplication and Division Length and Perimeter	Factions and Decimals Assessment and consolidation	Decimals Money Time	Shape Statistics Position and Direction Assessment and consolidation
Science	Animals: digestion and food	Energy: electricity and circuits	Living things: classification and changing habitats	Materials: states of matter	Energy: sounds and vibrations	Making connections
History	How have children's lives changed? Investigating changes throughout time	How hard was it to invade and settle in Britain?		How did the Achievements of the Ancient Maya Impact society and beyond		

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Geography			Our Local Area (Globes and the Tropics) -scale -Grid references -changes over time		Where does our food come from? Investigating free trade Sustainability	Why are rainforests important to us: Impact of human activity locally and globally
Art and design	<u>Drawing</u> Power Prints - Hampton Court Palace		<u>Painting</u> Light and Dark (Local Area)	<u>Sculpture –</u> Mayan Pyramid Shelters 3D design		<u>Craft and Design</u> Fabric of Nature
Artist in Focus	Dorothea Lange		Banksy		El Anatsui	
French	Intercultural Understanding: Quebec home learning project Phonetics 1/2 and I am Learning French	Seasons	Vegetables	My Family	The Class-room	Presenting myself
DT		Electrical Systems: torches			Digital World Mindful Moments (sounds and vibrations)	Textiles – Fastening – create a book sleeve
Cooking and Nutrition	Tuna and broccoli bake			Pasta Salad		“Pot Noodle”
PE	Gymnastics/Dance Net & Wall	Gymnastics/Dance Problem Solving Skills	Swimming Invasion Games	Swimming Striking & Fielding	Outdoor Adventure Athletics	Tennis Athletics
Year 4 Music	Musical Structures: How does music bring us together?	Exploring Feelings When you play: how does music connect with our past?	Compose with your Friends: How does music teach us about our community?	Feelings through Music: How does music shape our way of life?	Expression and Improvisation: How does music improve our world.	The Show Must Go On: How does music relate to our environment?
Computing	We are artists – fusing geometry and art	We are musicians - creativity producing digital music	We are bloggers – sharing experiences and opinions	We are software developers - programming – developing a simple educational game	We are meteorologists – productivity – presenting the weather	We are makers – coding from micro bit
PSHE	Nutrients, asthma and risks of alcohol	Health and prevention and respectful relationships (bullying)	Money, basic first aid and being safe around water	Online relationship safety and understanding stereotypes	Changing adolescent bodies discrimination and human life cycle	Understanding rights in a friendship
Enrichment	Science Museum – It Takes Guts	Stem Works – Electricity Buzz	Animal Classification – Horniman Museum	Freshwater Theatre Viking Workshop	School of Noise	Kew Gardens – Biomes

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			BANKSY prints London walk			
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Year 5	Half term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Class spiritual value: Forgiveness Luke 23: v 34 "Father forgive them for they do not know what they are doing."	My Identity	My Heritage	Our Community Present	Our Community Past	Our World Global	Our World Environmental
Whole school spiritual value	(Faith) Friendship Liturgical calendar: Harvest	(Faith) Perseverance Liturgical calendar: Advent Christmas	(Love) Compassion Liturgical calendar: Epiphany	(Love) Forgiveness Liturgical calendar: Lent Passion narrative	(Hope) Courage Liturgical calendar: Easter (Resurrection narratives)	(Hope) Creativity/God as Creator Liturgical calendar: Pentecost St Alban Moving on
RE	What do the miracles tell us about Jesus? (8 sessions)	How do art and music convey Christmas? (4 sessions)	Sikhi <i>How did the first five Sikh Gurus shape Sikhism?</i> (6 sessions)	What happens in churches during Lent, Holy Week and Easter Sunday? (6 sessions)	Sikhi How did the final five human Sikh Gurus shape Sikhi? (6 sessions)	Understanding faith in.... (6 sessions)
English Reading and Writing (suggest key texts and possible writing outcomes)	The Village That Vanished <ul style="list-style-type: none"> Diary narrative Persuasive speech The Tunnel	The Highway Man Poetry Diary The Highway Rat The Christmas Present	The Rabbits <ul style="list-style-type: none"> Newspaper report Persuasive letter Diary A Dark, Dark Tale Dogs Don't Do Ballet	No Ballet Shoes in Syria <ul style="list-style-type: none"> Diary Balanced argument newspaper report The Princess Blanket <ul style="list-style-type: none"> diary entry letters description persuasive adverts narrative Suleve	Kensuke's Kingdom <ul style="list-style-type: none"> poetry narrative info text persuasive argument The Twits	Wonder <ul style="list-style-type: none"> description different perspective discussion debate Julian at the Wedding
Poetry	<i>Still I Rise</i> Maya Angelou	The Highway Man Alfred Noyes	<i>The Tles of the Custard Dragon</i> Ogden Nash	<i>The Charge of the Light Brigade</i> Alfred Lord Tennyson	<i>Words are Ours</i> Michael Rosen	<i>The Jabberwocky</i> Lewis Carol

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<p>English Grammar</p>	<p><u>Sentence Work</u> -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. -Indicating relative degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must).</p> <p><u>Punctuation</u> -Brackets, dashes or commas to indicate parenthesis. -Use of commas to clarify meaning or avoid ambiguity. - Use a colon to introduce a bulleted or numbered list. - Use of colon to introduce a list, if the list comes after a complete sentence or independent clause.</p> <p><u>Handwriting – pupils should be taught to:</u> -Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. -Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch</p> <p><u>Spoken Language</u> -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Speak audibly and fluently with an increasing command of Standard English. -Participate in discussions, presentations, performances, role play, improvisations and debates. -Gain, maintain and monitor the interest of the listener.</p> <p><u>Terminology pupil need to know</u> Adverbs, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks), noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix. tense (past and present), apostrophe, comma, determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>					
<p>English-Spelling</p>	<p>See separate spelling document</p>					
<p>Year 5 Maths</p>	<p>Place Value Addition and Subtraction Assessment</p>	<p>Multiplication and Division Fractions A</p>	<p>Multiplication and Division Fractions B</p>	<p>Decimals and Percentages Perimeter and Area Statistics Assessment</p>	<p>Shape Position and Direction Decimals</p>	<p>Negative numbers Converting Units Measuring Volume Assessment</p>
<p>Science</p>	<p>Materials: mixtures and separation</p>	<p>Materials: properties and changes</p>	<p>Forces and space: earth and space</p>	<p>Living things: life cycles and reproduction</p>	<p>Forces and space: imbalanced forces</p>	<p>Animals: human timeline and making connections</p>
<p>History</p>	<p>What was life like Tudor England?</p>	<p>Were the Vikings raiders, traders or something else?</p>		<p>What did the Greeks ever do for us?</p>		
<p>Geography</p>			<p>Our Local Area (Maps dividing the world into sections) - eastern and western hemispheres - co-ordinates to locate places - drawing maps to scales</p>		<p>Would you like to live in the Desert? Exploring biomes and various characteristics</p>	<p>Why do Oceans Matter? Investigating pollution</p>

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Art and design	Painting Portraits		Drawing I need space		Sculpture Installation Art	Craft and Design – Architecture bridges
Artist in Focus	Jasper Johns		Ai Wei Wei		Judith Scott	
French	Intercultural Understanding: Morocco home Phonetics 1-3 and my family	The Date	What is the Weather	Do you have a pet?	My Home	Romans
Year 5 DT		Textiles – Stuffed animals to sell at Christmas fair		Mechanism's – Princess Blanket Pop up book		Structures – Sustainable Bridges
Cooking and Nutrition	Vegetable soup			Courgette and Tomato Frittata		Energy Balls
PE	Gymnastics/Dance Striking and Fielding	Gymnastics/Dance Problem Solving Skills	Invasion Games Net and Wall	Striking & Fielding Invasion Games	Swimming Athletics	Swimming Tennis
Music	Melody and Harmony in Music: How does music bring us together?	Sing and Play in Different Styles: how does music connect with our past?	Composing and Chords: How does music teach us about our community?	Enjoying Musical Styles: How does music shape our way of life?	Freedom to Improvise: How does music improve our world.	Battle of the Bands: How does music relate to our environment?
Computing	We are web developers – computer networks – creating a web page about cyber safety	We are VR designers – learning about virtual reality	We are architects – productivity – creating a virtual space	We are cryptographers – computational thinking – cracking codes	We are game developers – programmers, developing an interactive game	We are adventure gamers – creating an interactive multimedia adventure
PSHE	Healthy Eating	Respectful relationships and basic first aid	Budgeting, migration and health and prevention (vaccines)	Being safe and understanding stereotypes	Changing adolescent bodies	Developing a sense of belonging
Enrichment	Tudor London – Self Guided Tour	Migration Museum	Exploring Space at the Science Museum	Amazing Greek Workshop	Royal Geographical Society- Desert Biomes	The Pollution Solution Workshop Crick Institute

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Year 6	Half term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Class spiritual value: Peace Matthew 5:9</p> <p>"Blessed are the peacemakers, for they shall be called sons of God."</p>	My Identity	My Heritage	Our Community Present	Our Community Past	Our World Global	Our World Environment
Whole school spiritual value	(Faith) Friendship Liturgical calendar: Harvest	(Faith) Perseverance Liturgical calendar: Advent Christmas	(Love) Compassion Liturgical calendar: Epiphany	(Love) Forgiveness Liturgical calendar: Lent Passion narrative	(Hope) Courage Liturgical calendar: Easter (Resurrection narratives)	(Hope) Creativity/God as Creator Liturgical calendar: Pentecost St Alban Moving on
RE	<p>What might the journey of life and death look like from a Christian perspective?</p> <p>(8 sessions)</p>	<p>How would Christians advertise Christmas to show what Christmas means today?</p> <p>(5 sessions)</p>	<p>Buddhism</p> <p>What does it mean to be a Buddhist?</p> <p>(6 sessions)</p>	<p>How does the Christian festival of Easter offer hope?</p> <p>(6 sessions)</p>	<p>Christianity</p> <p>How has the Christian message survived for over 2000 years?</p> <p>(6 sessions)</p>	<p>Who decides?</p> <p>(6 sessions)</p>
English Reading and Writing (suggest key texts and possible writing outcomes)	<p>Monster Calls</p> <ul style="list-style-type: none"> character description letter balanced argument narrative (split) diary <p>A Shelter of Sadness Ella Queen of Jazz</p>	<p>The Lady of Shallot</p> <ul style="list-style-type: none"> Narrative poetry Performance poetry <p>Dogger Stone Girl Bone Girl</p>	<p>The Boy in the Striped Pyjamas</p> <ul style="list-style-type: none"> Diary Letter Persuasive argument Split Narrative <p>The Lion and The Unicorn Rose Blanche</p>	<p>Vanishing Hitchhiker</p> <ul style="list-style-type: none"> Narrative Newspaper report obituary <p>Ice Trap</p>	<p>SATS PREP</p> <p>Coming to England</p>	<p>The Transfer</p> <ul style="list-style-type: none"> Diary News paper report Letter <p>Oh Boris</p>
Poetry	The Tyger William Blake	Flanders Fields Joh McRae	The Way Through the Woods Rudyard Kipling	Meeting Midnight Carolanne Duffy	The Mystery Cat TS Elliott	Ozymandias Percy Bysshe Shelley
English Grammar	<p><u>Sentence Work</u></p> <p>-Use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken).</p> <p>-The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend isn't her? Or the use of subjective forms such as If I were or Were they to come in some very formal writing or speech).</p> <p><u>Punctuation</u></p> <p>-Use of a semi colon, colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up).</p> <p>-Use of colon to introduce a list and the use of semi colons within lists.</p> <p>-Bullet points to list information.</p>					

Faith Hope Love

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	<p>-How hyphens can be used to avoid ambiguity (for example, man eating shark versus man- eating shark, or recover versus re-cover).</p> <p><u>Handwriting – pupils should be taught to;</u> -Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. -Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch.</p> <p><u>Spoken Language</u> -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Speak audibly and fluently with an increasing command of Standard English. -Participate in discussions, presentations, performances, role play, improvisations and debates. -Gain, maintain and monitor the interest of the listener. -Consider and evaluate different viewpoints, attending to and building on the contributions of others. -Select and use appropriate registers for effective communication.</p> <p><u>Terminology pupil need to know</u> Adverbs, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks), noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past and present), apostrophe, comma, determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, passive, active, synonym, antonym, ellipses, hyphen, colon, semi-colon, subjunctive form/mood.</p>					
English- Spelling	See separate spelling document					
Year 6 Maths	Place Value Addition and Subtraction Assessment	Multiplication and Division Fracions Converting Units	Ratio, Algebra and Decimals	Fractions, decimals and percentages Area, perimeter and volume Statistics Assessment	Shape Position and Direction	Consolidation and Mastery Problem solving and application
Science	Living things: classifying big and small	Energy: light and reflection	Living things: evolution and inheritance	Energy: circuits, batteries and switches	Animals: circulation and exercise	Making connections
History	Civil Rights	Industrial Revolution		What was the impact of WW2 on the people of Britian?		
Geography			Our Local Area (Latitude and Longitude) -artic and antarctic circles -time zones -map projection -maps of the world		Why does population change: looking at global population distribution	How could we make our local area more environmentally friendly?
French	Intercultural Understanding: Vietnam Home Learning Project Core Phonetics 1-3 and the Date	Do you have a pet?	Clothes	At School	The Weekend	Vikings

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Art and Design	<u>Painting</u> An Artists study	<u>Drawing</u> Make my voice heard			<u>Sculpture</u> Creating a personal memory box	<u>Craft and Design</u> Photo opportunity sustainability Year Books
Artist in Focus	Kazimir Malevich		Louise Bourgeois		Grayson Perry	
DT		Textiles – Waistcoats	Creating a Savoury Meal from Rations			Mechanical – Automata Toys – The Transfer Structures – Playgrounds
Cooking and Nutrition	Stir fry		Creating a Savoury Meal from Rations			Bean and Lentil Stew
PE	Gymnastics/Dance Striking and Fielding	Gymnastics/Dance Problem Solving Skills	Invasion Games Net and Wall	Striking & Fielding Invasion Games	Swimming Athletics	Swimming Tennis
Music	Music and Technology: How does music bring us together?	Developing Ensemble Skills: How does music connect us to our past?	Creative Composition: How does music teach us about our community?	Musical Styles Connect Us: How does music shape our way of life?	Improvising with Confidence: How does music improve our world.	Farewell Tour: How does music relate to our environment?
Computing	We are computational thinkers: Outcome: to understand random, linear and binary searches	We are toy makers-coding using micro bit	We are connected – using social media	We are AI developers – learning about machine learning	We are advertisers: Outcome: to create a tv advert	We are publishers: Outcome: to create a yearbook
PSHE	Physical health and fitness	Mental well being and online safety	Salaries, homelessness and managing feelings	Online relationship safety and harms and challenging gender stereotypes	Relationship and sex education	Mental health and well being including the importance of sleep
Enrichment	Imperial Museum (Civil rights) Elizabeth Fry <ul style="list-style-type: none"> Museum of London Docklands – Ellen Craft's escape from slavery experience & visit Speech-writing & performing inspired by Martin Luther King; drama inspired by civil rights heroes; learning and 	<ul style="list-style-type: none"> Charles Dickens Museum - Victorian experiences – just around the corner in his own house (£160) Ragged School Museum - Victorian workshop (£157) Sutton House - Victorian London workshop (National Trust) Museum of London – Charles Dickens experience & self-guided tour 	Trip to Paris <ul style="list-style-type: none"> Field Studies Council local fieldwork day (Epping Forest/Greenwich Park/Olympic Park) Royal Parks – maps & orienteering sessions (with bursary) Hampstead Heath orienteering workshop (City of London Corporation)	<ul style="list-style-type: none"> Museum of London Docklands – Docklands at War workshop Exploring Bombsight & photographic evidence to look at damage in the local area - looking at the history of Baldwin's Gardens – we are built on a bombsite! Invention of the Maxim Gun in 	Caberet Mechanical Theatre Automata global tinkering workshop	Royal Academy – Grayson Perry

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	<p>performing protest songs</p> <ul style="list-style-type: none"> Consider the murder of Altab Ali & its effect on East London's Bengali community Explore the life of Dadabhai Naoroji – the first Asian MP in the UK, elected for Clerkenwell in 1892 	<ul style="list-style-type: none"> London Museum of Water & Steam – Victorian engineering experience (£180) 		<p>Hatton Garden – blue plaque around the corner – used in colonial conquests and in WWI</p>		
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