

St Alban's CE Primary School Curriculum Map 2026-2027 B

NURSERY Year B						
Year N	Half term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	My Identity All About Me RRS: Article 8 -identity	My Heritage Celebrations RRS: Article 7 – Name and Nationality	Our Community Present People Who Help Us RRS: Article 12 - Respect for Children's Views	Our Community Past Animals and Habitats RRS: Article 29 - Aims of Education	Our World Global Plants and Growing RRS: Article 14 Freedom of thought and religion	Our World Environmental Water and the Environment RRS: Article 24 – Health, Water, Food and 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 B	Who made the wonderful world and why?	Why is Christmas special for Christians?	Why do Christians believe Jesus is special?	What is so special about Easter?	What makes a special place?	What can we learn from stories?
English/Read Write Inc Key Texts B	Marvelous Me This is Our House From Head to Toe The Prince and the Frog Sleeping Beauty My Family	Blue Penguin Sparks in the Sky Little Glow by Katie Sahorta The Nativity Story Elmer's Christmas	Let's Build a House Firefighter/Spot Goes to the Station Spot Bakes a Cake Police Officer Book – Topsy and Tim Meet the Police	House for a Mouse A Good Place by Lucy Cousins Owl Babies Brown Bear Brown Bear A Squash and A Squeeze	From Seeds to Sunflower Growing Frogs..... Grow it! Georgie Burket Stuck by Oliver Jeffers Erols Garden	Shark in the Dark Paddling a Day at the Seaside The Storm Whale Don't Worry Little Crab by Chris Walton Tiddler Julia Donaldson
Communication and Lanuage	Listening and Attention Understand how to listen carefully and why listening is important Engage in storytimes	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

St Alban's CE Primary School Curriculum Map 2026-2027 B

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 B	Twinkle, Twinkle Little Star Head, Shoulders, Knees and toes It's raining, it's pouring If you're happy and you know it Hokey Pokey My hat by Tony Mitton	Humpty Dumpty B-I-N-G-O 10 green bottles Pat a cake How's the weather Christmas songs	Hickory Dickory Dock Mary Mary Quite Contrary Five Currant Buns Little Bo Peep Five Little Ducks Goosey, Goosey	Incey Wincy Spider Old Mac Donald Had a farm One, Two buckle my shoe Pop! Goes the weasel Five Little Monkeys Old Lady Who Swallowed a fly.	Ten In the Bed One Man went to Mow Wiggley Woo One Tomato, Two Tomatoes Busy Farmer Ben The Wheels on the Bus	When I was one, I sucked My Thumb I can sing a rainbow The big ship sails A sailor went to sea. London Bridge is falling down. Jack and Jill
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	Revist 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 Understanding the World	<u>Ourselves and our families</u> We will talk about ourselves, our interest, families and favourite things. We will share thoughts and experiences about families and how families can be similar or different to others.	<u>Autumn</u> Encourage children to notice signs of autumn within their environment <u>Celebrations</u> Learn about events which are special to the children e.g. Christmas and Bonfire Night and compare to celebrations in other cultures e.g. Diwali.	<u>People who help us</u> We will explore different occupations such as doctors, policemen and firefighters. We will find out how a person in this job helps other people. We will pretend to treat sick children and babies by playing in the doctors surgery in our roleplay area. Chinese New Year Learn that children have similarities and differences that connect them to and distinguish them from others by learning about our different cultures. E.g. Chinese New Year	<u>Animals</u> identify and name a variety of common animals and their habitats. Recognise the similarities and differences between animals. Categories of animals – farm, jungle, zoo etc. Know that all animals need to be cared for but wild animals fend for themselves. Know that animals can get sick if they are not cared for. Know animals move in different ways – flying, swimming etc.	<u>Plants</u> identify and name a variety of common wild and garden plants. We will grow a sunflower and bean plant and keep a bean plant diary to record the growth of the plant. Continuing to care for bean plants. We will look at the plants in the garden and discuss how the plants grow, the lifecycle of a plant and name the parts of the plants. We will look at some dead plants and have a discussion about them.	<u>Sea and seaside</u> We will learn about the seaside, under the sea and sea animals. We will experience the seaside by having seaside in our role play area.

St Alban's CE Primary School Curriculum Map 2026-2027 B

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 B	<u>Self Portraits</u> Marvelous Marks Mark making with various mediums DT Junk Modelling	<u>Seasonal Crafts</u> Making Christmas snacks	<u>Paint my world</u> Painting using different mediums and collage DT: Boats	<u>Seasonal Crafts and Paint My World.</u> Easter crafts Land scape collage and painting Pasta Salads	<u>Let's Get Crafty</u> Cutting, threading and joining skills DT: bookmarks	<u>Creation Station</u> Sculpture and 3D design Cooking and Nutrition – cooking what we have grown
Music	Nursery rhymes singing sessions	Nativity Singing, responding and performance	Moving to music	Exploring I instruments and create music individually and collaboratively.	Move to and talk about music around the world expressing their feelings and responses.	Performing singing stories collaboratively and independently.
Artist in Focus B	Picasso		Henri Rousseau		Van Gogh	
Physical Development/PE	PE changing and routines	Gymnastics	Dance	Ball Games	Ball Games	Yoga
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
RECEPTION Year B						
	My Identity RRS: Article 8 -identity	My Heritage RRS: Article 7 – Name and Nationality	Our Community Present RRS: Article 12 - Respect for Children's Views	Our Community Past RRS: Article 29 - Aims of Education	Our World Global RRS: Article 14 Freedom of thought and religion	Our World Environment RRS: Article 24 – Health, Water, Food and 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	Who made the wonderful world and why?	Why is Christmas special for Christians?	Why do Christians believe Jesus is special?	What is so special about Easter?	What makes a special place?	What can we learn from stories?
Literacy						

St Alban's CE Primary School Curriculum Map 2026-2027 B

English/Read Write Inc Key Texts B	Marvelous Me This is Our House From Head to Toe The Three Billy Goats Gruff The Prince and the Frog Sleeping Beauty	Blue Penguin Sparks in the Sky Little Glow by Katie Sahorta The Nativity Story Elmer's Christmas	Let's Build a House Firefighter/Spot Goes to the Station Spot Bakes a Cake Police Officer Book – Topsy and Tim Meet the Police	House for a Mouse A Good Place by Lucy Cousins Owl Babies Brown Bear Brown Bear A Squash and A Squeeze	From Seeds to Sunflower Growing Frogs..... Grow it! Georgie Burket Stuck by Oliver Jeffers Erols Garden	Shark in the Dark Paddling a Day at the Seaside The Storm Whale Don't Worry Little Crab by Chris Walton Tiddler Julia Donaldson
Communication and Language	Listening and Attention Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes	Use new vocabulary throughout the day Introduce word of the week Ask questions to find out more. Engage in storytimes	Articulate ideas and thoughts in well- formed sentences Connect one idea or action to another using a range of connectives Describe events in some detail Engage in storytimes	Use talk to help work out problems and organise thinking and activities To explain how things work and why they might happen. Develop social phrases Engage in storytimes	Hold conversations when engaged in back and forth conversations 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	Hold conversations when engaged in back and forth conversations 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 Deictives	Develop confident use of language through complex language and connectives Engage in back and forth exchanges
Poetry B	Twinkle, Twinkle Little Star Head, Shoulders, Knees and toes It's raining, it's pouring If you're happy and you know it Hokey Pokey	Humpty Dumpty B-I-N-G-O 10 green bottles Pat a cake How's the weather Christmas songs	Hickory Dickory Dock Mary Mary Quite Contrary Five Currant Buns Little Bo Peep Five Little Ducks Goosey, Goosey	Incey Wincy Spider Old Mac Donald Had a farm One, Two buckle my shoe Pop! Goes the weasel Five Little Monkeys Old Lady Who Swallowed a fly.	Ten In the Bed One Man went to Mow Wiggley Woo One Tomato, Two Tomatoes Busy Farmer Ben The Wheels on the Bus	When I was one, I sucked My Thumb I can sing a rainbow The big ship sails A sailor went to sea, sea, sea London Bridge is falling down. Jack and Jill
Reading / Phonics (Read Write Inc)	Read single letter Set 1 sounds	Read all Set 1 single letter sounds	Blend sounds to read words (CVC, CCVC)	Know 4 additional digraphs Read red storybooks	Be able to blend Set 1 sounds and Set 1 digraphs	Read first 6 Set 2 sounds

St Alban's CE Primary School Curriculum Map 2026-2027 B

	Know first 16 single Set 1 sounds	Blend sounds into words orally Know all single Set 1 sounds	Read short ditty stories Know the first 6 digraphs Composing simple sentences orally.	Composing simple sentences orally.	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 common exception words	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 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	Revist 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

St Alban's CE Primary School Curriculum Map 2026-2027 B

Year R Understanding the World	<u>All About Me</u> We will be looking at ourselves – how are we similar, different, what do we look like, who do we live with, where do we live etc. Focus: Me	<u>Celebrations</u> We will be looking at bonfire night, Diwali and Christmas as well as Autumn – the changing of the seasons and the weather. Focus: Nativity	<u>People Who Help Us</u> We will be looking at different people in our society that help us i.e. doctors, nurses, firemen, and teachers. Focus: Jobs	<u>Animals and Habitats</u> We will be looking at different animals and their habitats i.e. deserts, jungles, the city, the arctic. Focus: Habitat	<u>Plants and Growing</u> We will be looking at growing our own beans in bags and then planting them in pots. We will plant some vegetables in the garden and track the changes using Bean Diaries. Focus: Growing	<u>Water and the Environment</u> We will be looking at different bodies of water and the creatures that live in them i.e. sharks, turtles, frogs, insects. We will also be looking at the environment and what we can do to look after the planet. Focus: Water
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 / Art and Design Technology B	<u>Self Portraits</u> Marvelous Marks Mark making with various mediums DT: Structures Junk Modelling	<u>Seasonal Crafts</u> Making Christmas snacks	<u>Paint my world</u> Painting using different mediums and collage DT: Structures Boats	<u>Seasonal Crafts and Paint My World.</u> Easter crafts Land scape collage and painting Pasta Salads	<u>Let's Get Crafty</u> Cutting, threading and joining skills DT: bookmarks	<u>Creation Station</u> Sculpture and 3D design Cooking and Nutrition – cooking what we have grown
Artist in Focus	Picasso		Henri Rousseau		Van Gogh	
Music	All about me! How does music bring us together?	My Stories How does music connect us to our past?	Everyone: How does music teach us about our community?	Big Bear Funk: How does music shape our way of life?	Our World: How does music improve our world.	Reflect, Rewind and Replay: How does music relate to our environment?
Physical Development/ PE	Gymnastics (Safety and Balance)	Dance (Following instructions and rhythm)	Gymnastics (Routines and using equipment)	Games (working cooperatively and taking turns)	Ball skills (Throwing, catching)	Outdoor games (team games)
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

St Alban's CE Primary School Curriculum Map 2026-2027 B

Enrichment	Coram's Fields	London Zoo	Gray's Inn Gardens	Spitalfields City Farm	Mosque	Camley Street natural Park
------------	----------------	------------	--------------------	------------------------	--------	-------------------------------

St Alban's CE Primary School Curriculum Map 2026-2027 B

YEAR 1 Year B						
Year 1	Half term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	My Identity RRS: Article 8 -identity	My Heritage RRS: Article 7 – Name and Nationality	Our Community Present RRS: Article 12 - Respect for Children's Views	Our Community Past RRS: Article 29 - Aims of Education	Our World Global RRS: Article 14 Freedom of thought and religion	Our World Environment RRS: Article 24 – Health, Water, Food and 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	Why did Jesus teach the Lord's prayer as the way to pray? (8 sessions)	How does the symbol of light help us to understand the meaning of Christmas for Christians? (4 sessions)	Judaism Why are they having a party? (6 sessions)	How do the symbols of Easter help us to understand the meaning of Easter for Christians? (6 sessions)	Islam How do the five pillars of Islam help a Muslim to show commitment to God -Allah? (6 sessions)	Why do Christians make and keep promises before God? (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 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. <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. - Dictation of simple sentences. <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. <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.					

Faith Hope Love

St Alban's CE Primary School Curriculum Map 2026-2027 B

	-Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in a similar way) and practise these. <u>Spoken Language</u> -Listen and respond appropriately to adults and their peers. -Ask relevant questions and extend their understanding and knowledge. <u>Terminology pupil need to know</u> Letter, capital letter, word, singular, plural, full stop, exclamation mark, questions mark, sentence punctuation					
English Reading and Writing B (suggest key texts and possible writing outcomes)	Little Red Riding Hood (+ Tales with a twist) - retell - character description - letter - label, lists and captions The Egg Drop Hungry Hen Chicken Licken	Bog Baby by Jeanne Willis - character description - postcard - labels, lists and captions - missing poster - recount Mog the Forgetful Cat Tiger who Came to Tea Matilda's Cat	Winter's Child by Angela McAllister and Grahame Baker-Smith - Descriptions - Weather report (performance) Where are you from? Little Quacks Hide and Seek Alex and the Wind up Mouse	The Tear thief - Retell in 3rd person - Character description - Narrative: innovated Tear Thief Story - Diary Entry Jack and the Bean Stalk Room on the Broom Darkness Slipped In	The Great Kapok Tree - Explanation text - Instructions - Persuasive Poster Mr Magnolia Bad Tempered Ladybird Why the Elephant has a Trunk	Meerkat Mail - Letter - postcard - Non chronological report - Narrative Aliens Love Underpants Stickman Mine
Poetry B	Cats by Eleanor Farjeon	The Moon by Robert Lewis Stevenson	Rhythm of Life by Michael Rosen	Buckingham Palace by AA Milne	Plum by Tony Mitton	See Me Walking By Clive Webster
English -Spelling	See separate spelling document					
Year 1 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 B	Living Things: Habitats	Living Things: Microhabitats	Materials: Uses of everyday materials	Animals: life cycles and health	Plants: Plant growth	Making Connections
History B	What is History: finding out about	What is a Monarch? Evolution over time		How was School Different in the Past? Historical similarities and differences		

St Alban's CE Primary School Curriculum Map 2026-2027 B

	the past in living memory					
Geography B			Our Local Area: Where Am I? Ariel views Maps Location Compus points		Why is Our World Wonderful?	Would you prefer to live in a hot or cold place?
Art and design	<u>Drawing</u> Understanding Tone and texture		<u>Painting</u> Life in Colour (Romare Bearden)		<u>Craft and Design</u> Map it out	<u>Sculpture</u> Clay Houses
Artist in Focus B	Marc Quinn		Romare Bearden		Georges Serat	
DT		Mechanisms Design a vehicle Bog Baby	Structures Granny's Chair – Winter's Child	Textiles: Design a pouch for the Tear Thief		
Cooking and Nutrition B	Courgette, spinach and parmesan muffins			Dip with vegetable sticks or Bread		Bircher muesli or Porridge
PE	Gymnastics and dance	Gymnastics and dance	Net & Wall / Target Games	Invasion Games	Outdoor adventure and games	Athletics
Music B	Pitch, Pulse and Rhythm	Dance, Sing and Play	Inventing a Musical Story	Learning to Listen	Exploring Improvisation	Let's Perform Together
Computing B	We are astronauts – programming – programming on screen	We are game testers – computational thinking – exploring how computer games work	We are animators – creating a stop motion animation	We are researchers – computer networks – researching a topic	We are zoologists – productivity – recording bug hunt data	We are photographers – creativity – taking, selecting and editing digital images
Year 1 PSHE B	Healthy Eating and medicines	Understanding parliament, bullying and conflict	Respectful relationships and online safety	Stereotypes, mental well being and basic first aid	Respectful relationships and growth and development	Growth and development and families and people who care for me
Enrichment/Cultural Capital	Buckingham Palace	National Portrait Gallery (Black History Month)	Royal Academy of Art	London Zoo World of Work	Local Walk	Natural History Museum

St Alban's CE Primary School Curriculum Map 2026-2027 B

Year 2 Year B						
Year 2	Half term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	My Identity RRS: Article 8 -identity	My Heritage RRS: Article 7 – Name and Nationality	Our Community Present RRS: Article 12 - Respect for Children's Views	Our Community Past RRS: Article 29 - Aims of Education	Our World Global RRS: Article 14 Freedom of thought and religion	Our World Environment RRS: Article 24 – Health, Water, Food and 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	Why did Jesus teach the Lord's prayer as the way to pray? (8 sessions)	How does the symbol of light help us to understand the meaning of Christmas for Christians? (4 sessions)	Judaism Why are they having a party? (6 sessions)	How do the symbols of Easter help us to understand the meaning of Easter for Christians? (6 sessions)	Islam How do the five pillars of Islam help a Muslim to show commitment to God -Allah? (6 sessions)	Why do Christians make and keep promises before God? (6 sessions)
English Reading and Writing B (suggest key texts and possible writing outcomes)	Little Red Riding Hood (+ Tales with a twist) - retell - character description - alternative ending The Egg Drop Hungry Hen Chicken Licken	Bog Baby by Jeanne Willis - letter - description - instructions Mog the Forgetful Cat Tiger who Came to Tea Matilda's Cat	Winter's Child by Angela McAllister and Grahame Baker-Smith - poetry (poetry to perform) - Descriptions - Retell including dialogue Where are you from? Little Quacks Hide and Seek Alex and the Wind up Mouse	The Tear thief - Character description - setting description - Instructions Jack and the Bean Stalk Room on the Broom Darkness Slipped In	The Great Kapok Tree - Description - Recount - Information text - Poetry Mr Magnolia Bad Tempered Ladybird Why the Elephant has a Trunk	Meerkat Mail - Letter - postcard - Non chronological report - Narrative Aliens Love Underpants Stickman Mine
Poetry B	Cats by Eleanor Farjeon	The Moon by Robert Lewis Stevenson	Rhythm of Life by Michael Rosen	Buckingham Palace by AA Milne	Plum by Tony Mitton	See Me Walking by Clive Webster
English Grammar	<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 the blue butterfly, plain flour, the man in the moon). -How grammatical patterns in a sentence indicate its function as <i>a statement, question, exclamation or command</i> .					

St Alban's CE Primary School Curriculum Map 2026-2027 B

	<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 (contractions) in spelling and to mark singular possession in nouns (for example the girl's name). <u>Handwriting – pupils should be taught to:</u> -Form lower case letters of the correct size relative to one another. -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. -Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. -Use spacing between words that reflects the size of the letters. <u>Spoken Language</u> -Listen and respond appropriately to adults and their peers. -Ask relevant questions and extend their understanding and knowledge. -Use relevant strategies to build their vocabulary -Articulate and justify answers, arguments and opinions. <u>Terminology pupil need to know</u> Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb,adverb, suffix. Tense (past and present), apostrophe, comma, letter, capital letter, singular, plural, full stop, exclamation mark, question mark.					
English-Spelling	See separate spelling document					
Year 2 Maths	Place value and assessment Shape	Addition and subtraction Time introduction Assessment and consolidation	Money Multiplication and division	Length and height Mass, capacity and temperature Assessment	Statistics Fractions	Position and direction Problem solving Time
Science B	Living Things: Habitats	Living Things: Microhabitats	Materials: Uses of everyday materials	Animals: life cycles and health	Plants: Plant growth	Making Connections
History B	What is History: finding out about the past in living memory	What is a Monarch? Evolution over time		How was School Different in the Past? Historical similarities and differences		
Geography B			Our Local Area: Where Am I? Ariel views Maps Location Compus points		Why is Our World Wonderful?	Would you prefer to live in a hot or cold place?
Art and Design	<u>Drawing</u>		<u>Painting</u>		<u>Craft and Design</u>	<u>Sculpture</u> Clay Houses

St Alban's CE Primary School Curriculum Map 2026-2027 B

	Storybook illustration Red Riding Hood		Life in Colour (Romare Bearden)		Design flowers using print making	
Artist in Focus B	Marc Quinn		Romare Bearden		Georges Serat	
DT		Mechanisms Design a vehicle Bog Baby	Structures Granny's Chair – Winter's Child	Textiles: Design a pouch for the Tear Thief		
Cooking and Nutrition B	Courgette, spinach and parmesan muffins			Dip with vegetable sticks or Bread		Bircher muesli or Porridge
Year 2 PE	Gymnastics and dance	Gymnastics and dance	Net & Wall / Target Games	Invasion Games	Outdoor adventure and games	Athletics
Music B	Pitch, Pulse and Rhythm	Dance, Sing and Play	Inventing a Musical Story	Learning to Listen	Exploring Improvisation	Let's Perform Together
Computing B	We are astronauts – programming – programming on screen	We are game testers – computational thinking – exploring how computer games work	We are animators – creating a stop motion animation	We are researchers – computer networks – researching a topic	We are zoologists – productivity – recording bug hunt data	We are photographers – creativity – taking, selecting and editing digital images
PSHE B	Healthy Eating and medicines	Understanding parliament, bullying and conflict	Respectful relationships and online safety	Stereotypes, mental well being and basic first aid	Respectful relationships and growth and development	Growth and development and families and people who care for me
Enrichment	Buckingham Palace	National Portrait Gallery (Black History Month)	Royal Academy of Art World of Work Week Activities and related visits.	London Zoo	Local Walk	Natural History Museum

St Alban's CE Primary School Curriculum Map 2026-2027 B

YEAR 3 Year B						
Year 3	Half term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	My Identity RRS: Article 8 -identity	My Heritage RRS: Article 7 – Name and Nationality	Our Community Present RRS: Article 12 - Respect for Children's Views	Our Community Past RRS: Article 29 - Aims of Education	Our World Global RRS: Article 14 Freedom of thought and religion	Our World Environment RRS: Article 24 – Health, Water, Food and 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	What is the Bible's Big Story? 8 sessions)	How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas? (5 sessions)	Judaism What does it mean to be Jewish? (6 sessions)	Who is the most important person in the Easter story? (6 sessions)	Buddhism What did the Buddha teach his followers about life? (6 sessions)	Who is Jesus (I amstatements) (6 sessions)
English Reading and Writing (suggest key texts and possible writing outcomes)	Stone Age Boy by Satoshi Kitamura - Narrative - Information text Down by the Cool of the Pool The Lonely Beast	Esio Trot by Roald Dahl - Character description - Narrative - Diary/ letter - Explanation How to hide a lion The Emperors Egg	Mousehole Cat - Narrative - letter - diary - newspaper report The Gigantic Turnip Lost and Found	The Nothing to see here hotel by Steven Butler - Diary - news report - narrative Gregory Cool - Description (setting/ character) - Non chronological report Persuasive poster/ advert Man on the Moon Gilbert the Great	Escapes from Pompeii - Explanation text - Information text - Persuasive speech Stuck Tyrannasours Drip	The Firework-Maker's Daughter by Phillip Pullman - Narrative - Letter - Diary - Character description - Biography The Day the Crayons Quit The Naughty Bus
Poetry	Nature Trail Benjamin Zephaniah	On the Nong Ning Nang Spike Milligan	The Crocodile	The Adventures of Isabelle Ogden Nash	The Book Michael Rosen	Leap like a Leopard John Foster

St Alban's CE Primary School Curriculum Map 2026-2027 B

			Robert Lewis Stevenson			
English Grammar	<u>Sentence Work</u> -Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because). -Expressing time, place and cause using adverbs (for example, then, next, soon, therefore). -Expressing time, place and cause using prepositions (for example, before, after, during, in, because of). <u>Punctuation</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(contractions) in spelling and to mark singular possession in nouns (for example, the girl's name). -Introduction to inverted commas to punctuate direct speech. <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. <u>Spoken Language</u> -Articulate and justify answers, arguments and opinions. -Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <u>Terminology pupil need to know</u> Adverbs, preposition, conjunction, word family, prefix, suffix, 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, contraction, comma.					
English - Spelling	See separate spelling document					
Year 3 Maths	Place value Addition and subtraction Assessment	Addition and subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass, Capacity and Volume	Fractions Money Assessment	Shape and Statistics
Science	Animals: movement and nutrition	Forces and magnets	Materials: rocks and soil	Energy: light and shadows	Plant reproduction	Making Connections
History	Would prefer to live in the Stone age, Iron age or Bronze age? Identify archeological evidence	Why did the Roman's settle in Britain -AD and BC		How different were the beliefs in Ancient Egypt? Investigating tombs and pyramids		
Geography			Our Local Area (Maps, Compasses and symbols) - 4-6 figure grids - Fieldwork		Why do people live near volcanoes? Formation Neg and positive effects	Who lives in Antarctica ? Latitude and longitude

St Alban's CE Primary School Curriculum Map 2026-2027 B

			- Contrasting locality – Bangladesh			
Art and design	<u>Painting</u> Prehistoric paintings		<u>Craft and Design</u> Holborn Town crier Scrolls	<u>Sculpture and 3 D</u> 3D designs for an Egyptian Temple		<u>Drawing</u> Growing Artists
Artist in Focus	Henri Cartier-Bresson		Frida Kahlo		Yinka Shonibare	
French	Intercultural Understanding: France Phonetics/I am learning French	Animals	Instruments	I am able to (Je peux)	Fruits	Ice-Creams
DT		Mechanism's Pneumatic Chariots		Structure – Egyptian Temple	Textiles – cross stitch cushion for planting	
Cooking and Nutrition	Rainbow couscous salad			Pitta pizzas with tomato and basil sauce		Apple, orange and celery salad
Year 3 PE	Dance and Gymnastics Invasion games	Dance and Gymnastics Problem solving and orienteering	Net and wall games Swimming	Striking and Fielding Swimming	Invasion games Net and Wall	Badminton Athletics Orienteering – outdoor adventures
Music	Writing Music Down: How does music bring us together?	Playing in a band: How does music connect us to our past?	Compose using your imagination: How does music teach us about our community?	Learning more About Musical Styles: How does music shape our way of life?	Enjoyng Improvisation: How does music improve our world.	Opening Night: How does music relate to our environment?
Computing	We are who we are – creating a range of media about ourselves	We are co-authors – producing a Wiki	We are presenters – creativity – videoing performance	We are programmers – creativity – videoing performance	We are bug fixers – computational thinking – finding and correcting bugs in programmes	We are opinion pollsters – productivity – collecting and analysing data
PSHE	Health Education: Healthy Eating, Drugs, Alcohol and Tobacco,	Bullying, Mental Health and Well-being, Infections and Vaccinations	Democracy, Money and basic first aid and being safe on roads	Risks of smoking, keeping safe around water and how to stay safe online	Caring and respectful relationships: qualities of a good friend, stereotypes and discrimination	Exploring healthy relationships: Growth and Development and Relationships and being safe
Enrichment	National Portrait Gallery - Black History Month	Roman Amphitheatre - Romans (History)	World of Work Week Activities and related visits.	Petrie Museum - Egypt (History)	Natural History Museum - Volcanoes and Fossils (Science and Geography)	Coram's Field Country Dancing.

St Alban's CE Primary School Curriculum Map 2026-2027 B

						University Performance
--	--	--	--	--	--	---------------------------

St Alban's CE Primary School Curriculum Map 2026-2027 B

YEAR 4 Year B						
Year 4	Half term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	My Identity RRS: Article 8 -identity	My Heritage RRS: Article 7 – Name and Nationality	Our Community Present RRS: Article 12 - Respect for Children's Views	Our Community Past RRS: Article 29 - Aims of Education	Our World Global RRS: Article 14 Freedom of thought and religion	Our World Environment RRS: Article 24 – Health, Water, Food and 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	What is the Bible's Big Story? 8 sessions)	How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas? (5 sessions)	Judaism What does it mean to be Jewish? (6 sessions)	Who is the most important person in the Easter story? (6 sessions)	Buddhism What did the Buddha teach his followers about life? (6 sessions)	Who is Jesus (I amstatements) (6 sessions)
English Reading and Writing (suggest key texts and possible writing outcomes)	Stone Age Boy by Satoshi Kitamura - Narrative - Information text Down by the Cool of the Pool The Lonely Beast	Esio Trot by Roald Dahl - Character description - Narrative - Diary/ letter - Explanation How to hide a lion The Emperors Egg	Mousehole Cat - Narrative - letter - diary - newspaper report The Gigantic Turnip Lost and Found	The Nothing to see here hotel by Steven Butler - Diary - news report narrative Gregory Cool - Description (setting/ character) - Non chronological report Persuasive poster/ advert Man on the Moon Gilbert the Great	Escapes from Pompeii - Explanation text - Information text - Persuasive speech Stuck Tyrannasaurs Drip	The Firework-Maker's Daughter by Phillip Pullman - Narrative - Letter - Diary - Character description - Biography The Day the Crayons Quit The Naughty Bus
Poetry	Nature Trail Benjamin Zephaniah	On the Nong Ning Nang Spike Milligan	The Crocodile Robert Lewis Stevenson	The Adventures of Isabelle Ogden Nash	The Book Michael Rosen	Leap like a Leopard John Foster

St Alban's CE Primary School Curriculum Map 2026-2027 B

English Grammar	<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.). <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. <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. <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. <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.					
English-Spelling	See separate spelling document					
Year 4 Maths	Place value Addition and subtraction Assessment	Addition and subtraction Multiplication and Division	Multiplication and Division Length and Perimeter <u>and Area</u>	Fractions and Decimals Decimals Measurement	Decimals Money Assessment	Shape and Statistics Position and Direction
Science	Animals: movement and nutrition	Forces and magnets	Materials: rocks and soil	Energy: light and shadows	Plant reproduction	Making Connections
History	Would prefer to live in the Stone age, Iron age or Bronze age? Identify archaeological evidence	Why did the Roman's settle in Britain -AD and BC		How different were the beliefs in Ancient Egypt? Investigating tombs and pyramids		
Geography			Our Local Area (Maps, Compasses and symbols) - 4-6 figure grids		Why do people live near volcanos? Formation Neg and positive effects	Who lives in Antarctica? Latitude and longitude

St Alban's CE Primary School Curriculum Map 2026-2027 B

			- Fieldwork Contrasting locality – Bangladesh			
Art and design	<u>Painting</u> Prehistoric paintings		<u>Craft and Design</u> Holborn Town crier Scrolls	<u>Sculpture and 3 D</u> 3D designs for an Egyptian Temple		<u>Drawing</u> Growing Artists
Artist in Focus	Henri Cartier-Bresson		Frida Kahlo		Yinka Shonibare	
French	Intercultural Understanding: France Phonetics/I am learning French	Animals	Instruments	I am able to (Je peux)	Fruits	Ice-Creams
DT		Mechanism's Pneumatic Chariots		Structure – Egyptian Temple	Textiles – cross stitch cushion for planting	
Cooking and Nutrition	Rainbow couscous salad			Pitta pizzas with tomato and basil sauce		Apple, orange and celery salad
Year 4 PE	Dance and Gymnastics Invasion games	Dance and Gymnastics Problem solving and orienteering	Net and wall games Swimming	Striking and Fielding Swimming	Invasion games Net and Wall	Badminton Athletics Orienteering – outdoor adventures
Music	Writing Music Down: How does music bring us together?	Playing in a band: How does music connect us to our past?	Compose using your imagination: How does music teach us about our community?	Learning more About Musical Styles: How does music shape our way of life?	Enjoying Improvisation: How does music improve our world.	Opening Night: How does music relate to our environment?
Computing	We are who we are – creating a range of media about ourselves	We are co-authors – producing a Wiki	We are presenters – creativity – videoing performance	We are programmers – creativity – videoing performance	We are bug fixers – computational thinking – finding and correcting bugs in programmes	We are opinion pollsters – productivity – collecting and analysing data
PSHE –	Health Education: Healthy Eating, Drugs, Alcohol and Tobacco,	Bullying, Mental Health and Well-being, Infections and Vaccinations	Democracy, Money and basic first aid and being safe on roads	Risks of smoking, keeping safe around water and how to stay safe online	Caring and respectful relationships: qualities of a good friend, stereotypes and discrimination	Exploring healthy relationships: Growth and Development and the Changing Adolescent Body
Enrichment	National Portrait Gallery - Black History Month	Royal Academy of Art – link to Art	World of Work Week Activities and related visits.	Banksy around London self guided tour	Transport Museum	Coram's Field Country Dancing.

St Alban's CE Primary School Curriculum Map 2026-2027 B

						University Performance
--	--	--	--	--	--	---------------------------

St Alban's CE Primary School Curriculum Map 2026-2027 B

Year 5 Year B						
Year 5	Half term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	My Identity RRS: Article 8 -identity	My Heritage RRS: Article 7 – Name and Nationality	Our Community Present RRS: Article 12 - Respect for Children's Views	Our Community Past RRS: Article 29 - Aims of Education	Our World Global RRS: Article 14 Freedom of thought and religion	Our World Environment RRS: Article 24 – Health, Water, Food and 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	What might the journey of life and death look like from a Christian perspective? (8 sessions)	How would Christians advertise Christmas to show what Christmas means today? (5 sessions)	Buddhism What does it mean to be a Buddhist? (6 sessions)	How does the Christian festival of Easter offer hope? (6 sessions)	Christianity How has the Christian message survived for over 2000 years? (6 sessions)	Who decides? (6 sessions)
English Reading and Writing (Key texts and possible writing outcomes)	Skellig - character description - letter - balanced argument - narrative (split) - diary A Shelter of Sadness Ella Queen of Jazz	The Garbage King - Narrative poetry - Performance poetry Dogger Stone Girl Bone Girl	Rose Blanche - Diary - Letter - Persuasive argument - Split Narrative The Lion and The Unicorn Rose Blanche	A thousand Year Old Boy - Narrative - Newspaper report Ice Trap	Girl of Ink and Stars Formal letter Coming to England	The Transfer - Diary - News paper report - Letter Oh Boris
Poetry	The Tyger William Blake	Flanders Fields John McRae	The Way Through the Woods Rudyard Kipling	Meeting Midnight Carol Ann Duffy	The Mystery Cat TS Elliott	Ozymandias Percy Bysshe Shelley
English Grammar	<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). <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.					

St Alban's CE Primary School Curriculum Map 2026-2027 B

	<i>- Use of colon to introduce a list, if the list comes after a complete sentence or independent clause.</i> <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 <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. <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.					
English-Spelling	See separate spelling document					
Year 5 Maths	Place Value Addition and Subtraction Assessment	Multiplication and Division Fractions	Multiplication and Division Fractions	Decimals and Percentages Perimeter and Area Statistics Assessment	Shape Position and Direction Decimals	Negative numbers Converting Units Measuring Volume Assessment
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 Britain?		
Geography			Our Local Area (Latitude and Longitude) -Arctic and Antarctic circles -time zones -map projection -maps of the world		Why does population change: looking at global population distribution	Where does our energy come from?
Art and Design	<u>Painting</u> An Artists study	<u>Drawing</u> Make my voice heard (Expressing ideas)			<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	
French	Intercultural Understanding: Vietnam Home Learning Project	Do you have a pet?	Clothes	At School	The Weekend	Vikings

St Alban's CE Primary School Curriculum Map 2026-2027 B

	Core Phonetics 1-3 and the Date					
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 Badminton	Swimming Athletics
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	UK Westminster Parliament	National Portrait Gallery - Black History Month	World of Work Week Activities and related visits.		Residential to Outward Bound	British Museum University Performance

St Alban's CE Primary School Curriculum Map 2026-2027 B

YEAR 6 Year B						
Year 6	Half term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	My Identity RRS: Article 8 -identity	My Heritage RRS: Article 7 – Name and Nationality	Our Community Present RRS: Article 12 - Respect for Children's Views	Our Community Past RRS: Article 29 - Aims of Education	Our World Global RRS: Article 14 Freedom of thought and religion	Our World Environment RRS: Article 24 – Health, Water, Food and 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	What might the journey of life and death look like from a Christian perspective? (8 sessions)	How would Christians advertise Christmas to show what Christmas means today? (5 sessions)	Buddhism What does it mean to be a Buddhist? (6 sessions)	How does the Christian festival of Easter offer hope? (6 sessions)	Christianity How has the Christian message survived for over 2000 years? (6 sessions)	Who decides? (6 sessions)
English Reading and Writing (Key texts and possible writing outcomes)	Skellig - character description - letter - balanced argument - narrative (split) - diary A Shelter of Sadness Ella Queen of Jazz	The Garbage King - Narrative poetry - Performance poetry Dogger Stone Girl Bone Girl	Rose Blanche - Diary - Letter - Persuasive argument - Split Narrative The Lion and The Unicorn Rose Blanche	A thousand Year Old Boy - Narrative - Newspaper report Ice Trap	Girl of Ink and Stars Formal letter Coming to England	The Transfer - Diary - News paper report - Letter Oh Boris
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	<u>Sentence Work</u> -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). -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). <u>Punctuation</u> -Use of a semi colon, colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up). -Use of colon to introduce a list and the use of semi colons within lists. -Bullet points to list information. -How hyphens can be used to avoid ambiguity (for example, man eating shark versus man- eating shark, or recover versus re-cover).					

St Alban's CE Primary School Curriculum Map 2026-2027 B

	<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. <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. <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.					
English- Spelling	See separate spelling document					
Year 6 Maths	Place Value Addition and Subtraction Assessment	Multiplication and Division Fractions 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 Britain?		
Geography			Our Local Area (Latitude and Longitude) -artic and antartic circles -time zones -map projection -maps of the world		Why does population change: looking at global population distribution	Where does our energy come from?
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
Art and Design	<u>Painting</u> An Artists study	<u>Drawing</u> Make my voice heard			<u>Sculpture</u>	<u>Craft and Design</u>

Faith Hope Love

St Alban's CE Primary School Curriculum Map 2026-2027 B

					Creating a personal memory box	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	Gymnastics/Dance	Invasion Games	Striking & Fielding	Swimming	Swimming
	Striking and Fielding	Problem Solving Skills	Net and Wall	Invasion Games	Badminton	Athletics
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	UK Westminster Parliament	National Portrait Gallery - Black History Month	World of Work Week Activities and related visits.		Residential to Sayers Croft	British Museum H.M.S Belfast Year 6 End of Year Experiences University Performance

British values:

Democracy **Rule of law** **Individual liberty – pupil voice, freedom of expression, reflection**

Mutual respect

Tolerance

Faith Hope Love