United Curriculum: Religion & Worldviews 2026-27

	Year 1	Year 2	Year 3/4	Year 4/5	Year 6
Autumn 1	How do people show they belong?	Where is religion in our local community?	**THEOLOGY** Islam **Where do Islamic beliefs come from?**	**SOCIAL SCIENCES** Christianity **How has belief in Jesus as the Messiah impacted art & music?**	Why is the resurrection significant for Christians?
Autumn 2	Why does Christmas matter to Christians?	What does it mean to be free?	**THEOLOGY** Christianity / Judaism / Islam **What does sacrifice mean?**	**THEOLOGY** Christianity **Why is the resurrection significant for Christians?**	Are religion and science in conflict?
Spring 1	Who made the world?	What do stories from the Bible reveal about what God is like?	**PHILOSOPHY** Christianity / Islam / Humanism **How do people think about poverty, justice & self-sacrifice?**	**THEOLOGY & PHILOSOPHY** Buddhism **How do Buddhists explain suffering in the world?**	In what diverse ways do Hindus build a sense of community?
Spring 2	What questions does the creation story make us ask?	Why does Easter matter for Christians?	**SOCIAL SCIENCES** Islam / Christianity **How do people contribute to society?**	**PHILOSOPHY** **What do philosophers teach us about life's purpose?**	What do philosophers teach us about life's purpose?
Summer 1	Why are symbols important to some Jewish families during Shabbat?	What do our senses tell us about Hindu worship?	**THEOLOGY** Islam **How have people and events in history shaped Islamic diversity?**	**SOCIAL SCIENCES** Christianity / Hindu Dharma / Islam / Humanism / Judaism [Local Choice] **How is an understanding of life's purpose reflected in people's lives?** Diverse expression of purpose in lived worldviews.	How is an understanding of life's purpose reflected in people's lives
Summer 2	How do Christians show God is important to them?	How do celebrations give Hindus a sense of belonging?	**SOCIAL SCIENCES** **How has religion and belief shaped our local area?** International, national & local data. Lived expression in area.		

Units that appear in a different place to that in the single-year planning have been highlighted in green; if it's in a different year group it is highlighted in purple.

United Curriculum: Art & Design 2026-27

	Year 1	Year 2	Year 3/4	Year 4/5	Year 6
Autumn	**I Am an Artist** **[Aut1]** Introducing sketchbooks, experimenting with mark making and learning about primary colours. Paul Klee Piet Mondrian Wassily Kandinsky	**Our School** **[Aut1]** Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking. Zaha Hadid The Boyle Family	**Pattern & Pumpkins** **[Aut1]** Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap. Yayoi Kusama	**Illustration & Narrative Art** **[Aut1]** Developing a visual response to a text, creating digital art. Raphael, Leonardo, Michelangelo Marjane Satrapi, Mel Tregonning English	**Recycled Materials Installation** **[Aut2]** Using plastic waste to create an installation. Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katharine Harvey Geography, Science
Spring	**Paper Sculpture** **[Spr1]** Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. Charles McGee	**Colour and Tone** **[Spr1]** Looking at tints, tones and shades in *The King Who Banned the Dark* and Picasso's paintings from his Blue Period. Emily Haworth-Booth Pablo Picasso English	**Watercolour Tropical Rainforest** Exploring use of watercolours to create a collaged response to the work of artists studied. Abel Rodriguez Henri Rousseau Henri Matisse Geography	**Journeys** **[Spr1]** Looking at *Shackleton's Journey* and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes. Richard Long, Frida Kahlo, Lubaina Himid English	**Displacement / Challenges** **[Spr2]** Looking at the work of artists who have been refugees or have produced art in different circumstances. Pissarro, Wiltshire, Schwitters, Kerr Geography
Summer	**The Natural World** Drawing from observation, printmaking using leaves and introducing secondary colours. Leonardo Da Vinci Frances Hatch	**Painting Water** Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings. Katsushika Hokusai David Hockney Claude Monet Geography	**My Favourite Things** **[Sum1]** Looking at objects from the British Museum using *This or That* by Goodhart. Drawing a still life based on personal possessions. Pippa Goodhart Joseph Cornell English	**Pattern & Sculpture** Using origami to create bird sculptures out of printed designs exploring pattern and the natural world. Mark Hearld Jackie Morris	**Art & Identity** **[Sum2]** Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition. Yinka Shonibare Sonia Boyce [History]

NB: The **artists** suggested in each unit provide quality examples of practical knowledge and provide exposure to artists from across history from diverse backgrounds. However, teachers could **supplement and replace these artists where appropriate** with those from the local area.

United Curriculum: Geography 2026-27

	Year 1	Year 2	Year 3/4	Year 4/5	Year 6
Autumn	**Here I Am** [Aut1] Locating our school in our local area and identifying local physical and human features on a map and during fieldwork.	**Mini Mappers** Studying the human and physical geography of the local area with an introduction to scale and fieldwork.	**Looking at South America and Brazil** Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements in Rio de Janeiro.	**Investigating World Trade** [Aut1] Understanding the distribution of the world's natural resources and how these are traded between places across the world.	**Improving the Environment** [Aut2] Recognising the importance of renewable energy through investigating wind power. Learning about reducing waste and the actions that humans can take to improve the environment.
Spring	**Where We Are** Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features.	**Hot and Cold Deserts** [Spr1] Locating hot and cold deserts, and identifying common physical and human features.	**Tropical Rainforests** [Spr2] Understanding the key features of a rainforest ecosystem, the contributions they make to the world and the threats they face (using the Amazon Rainforest).	**Looking at North America and Water** Understanding the water cycle and the distribution of the world's water; examining the physical and human geography around rivers in North America.	**On the Move** [Spr1] Understanding push and pull factors in migration from the Northern Triangle to the USA, and from Syria to countries in Europe; understanding the benefits of migration to the UK.
Summer	**There You Are** Understanding where we live on the global scale; locating continents; and comparing the human and physical features of an area in the UK with an area in Kenya.	**Rivers, Seas and Oceans** Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas.	**Earthquakes and Human Settlements** Understanding why earthquakes take place and what effects they had in Haiti and Japan.	**Climate Across the World** [Sum1] Understanding climate zones, biomes and vegetation belts, and the effects of global warming on vulnerable biomes.	**I Am a Geographer** Posing questions, completing fieldwork and presenting a geographical investigation.

Most of the case studies used come from the UK, Europe or North / South America, as per the requirements of the National Curriculum.
However, teachers may choose to change the highlighted case studies to reflect the interests or backgrounds of pupils.

United Curriculum: History 2026-27

	Year 1	Year 2	Year 3/4	Year 4/5	Year 6
Autumn	**My Family History** [Aut 2] An introduction to the past with 'My Family Tree', and how schools, toys and the way we communicate have changed in living memory.	**Local History** Using primary and secondary sources to learn how our local community has changed over time.	**North American History: Ancient Maya** [Aut 2] Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians.	**European History: Ancient Rome** [Aut2] The development of the Roman Empire, how it changed over time, and how these changes affected people differently.	**European History: Anglo-Saxons** [Aut 1] Using artefacts identified at Disciplinary and Proceduralton Hoo to explore what life was like for Anglo-Saxons.
Spring	**History of Transport** The development of transport by land, sea, air and space and the roles of key individuals.	**Great Fire of London** [Spr 2] Life in 1660s London, and the causes and effects of the Great Fire of London.	**Asian History: Early Islamic Civilisation** [Spr1] The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology.	**European History: Roman Empire in Britain** The Roman conquest of Britain, and how the Romans maintained power in Britannia.	**European History: Viking Age** [Spr 2] Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation.
Summer	**Homes Through Time** How homes looked different in the past, using pictures and videos.	**Explorers** The similarities and differences between the lives of Sacagawea and Michael Collins.	**European History: Local History** Why is [**X**] famous today? How has [**local feature**] been important in our community? How has migration shaped our community?	**Global History: Quest for Knowledge** [Sum 2] An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge.	**Global History: Power, Empire and Democracy** A short introduction to the rise and fall of the British Empire, and its legacy in Britain from the 1960s to today.

United Curriculum: Science 2026-27

	Year 1	Year 2	Year 3/4	Year 4/5	Year 6
Autumn 1	**BIOLOGY** **Plants** Identifying and naming common plants and describing basic structures	**BIOLOGY** **Plant growth** Plants grow from seeds, and require water, light and a suitable temperature	**BIOLOGY** **Classifying Organisms** Introduction to classifying animals and their environment	**CHEMISTRY** **Separating Mixtures** Identifying and separating mixtures; reversible and non-reversible changes	**PHYSICS** **Electricity** Investigating variations in series and parallel circuits, and how electricity is generated
Autumn 2	**BIOLOGY / PHYSICS** **Seasonal Changes** Observing changes across four seasons and describing associated weather	**BIOLOGY** **Needs of Animals** Animals need water, food and air to survive and to have offspring	**BIOLOGY** **Food and Digestion** The human digestive system and food relationships in ecosystems	**BIOLOGY / CHEM. / PHYSICS** **Energy** Introducing the concept of energy stores and energy transfers; relate this to prior knowledge	**BIOLOGY** **Evolution** Fossils; introduction to the idea that adaptation may lead to evolution
Spring 1	**CHEMISTRY** **Everyday Materials** Distinguishing objects from their material, and describing simple properties	**CHEMISTRY** **Uses of Materials** Comparisons of an object's material with its use; impact of bending and twisting on solid objects	**CHEMISTRY** **Particle Model and States of Matter** States of matter in relation to particle arrangement	**BIOLOGY** **Life Cycles** Life cycles of a mammal, amphibian, insect, bird and some reproduction processes	**PHYSICS** **Light** How light travels and is reflected, and how this allows us to see
Spring 2	**Consolidation and Review**	**BIOLOGY** **Living Things and Habitats** Introduction to habitats, micro-habitats and simple food chains	**PHYSICS** **Sound** Relationships between strength of vibrations and volume of sound	**BIOLOGY** **Human Development** Human development to old age	**BIOLOGY** **Further Classification** Further classification of organisms based on characteristics
Summer 1	**BIOLOGY** **Animals** Naming reptiles, fish, amphibians, birds and mammals; carnivores, herbivores, omnivores	**CHEMISTRY** **Solids, Liquids and Gases** How the same substances can exist as solids, liquids and gases	**PHYSICS** **Electricity** Simple series circuits	**PHYSICS** **Forces** Gravity, air and water resistance and friction; introduction to pulleys	**BIOLOGY** **Functions of the Human Body** Human circulatory system; transport of nutrients within the body
Summer 2	**BIOLOGY** **Humans** Human body parts and senses	**Consolidation and Review**	**CHEMISTRY** **Properties of Materials** Considering physical and chemical properties	**PHYSICS** **Earth and Space** Movements of planets and the Moon, and relationship to day and night	**CHEMISTRY** **Physical and Chemical Changes** Identifying physical and chemical changes

United Curriculum: D&T and Food 2026-27

	N3-4	Reception	Year 1	Year 2	Year 3/4	Year 4/5	Year 6
Autumn	**Marvellous Me & Look at Me** Using scissors, glue, Sellotape and playdough. **Its Getting Cold Outside & Bears** Den building, materials and properties. **Polar Express & Special Days** Making biscuits and cakes, tasting hot chocolate.	**My Heroes** Hammering nails into vegetables, chopping vegetables and making soup. Constructing emergency vehicles and superhero dens.	**Food** **Eat a Rainbow** [Aut2] Preparing a colourful fruit kebab, fruit jelly pots, crudités and dips.	**Food** **Salads** [Aut2] Preparing healthy, balanced salads that include proteins.	**Cams, Pulleys & Gears** [Aut2] Introduction and modelling of cam, pulley and gear mechanisms. The Action Aid Squashed Tomato Challenge - Design, prototype and test a pulley system.	**Sustainable Products** [Aut2] Analysing the sustainability of food packaging and developing textiles skills. Making a re-usable sandwich wrap or pouch.	**Upcycled Products** [Aut1] Consolidation unit to apply knowledge and develop skills. Designing and making "pop bottle products"
Spring	**On the Move & Toys** Describing 3D shapes, making 3D models of vehicles and flying machines, exploring pushes and pulls. **On the Farm & Food Glorious Food** Building structures from building blocks. Making salad and fruit salad, tasting fruit and vegetables, five-a-day.	**Spring in Our Step** Tasting raw and cooked vegetables. Making fruit salads, fruit kebabs or fruit smoothies.	**What is Design & Technology** [Spr2] Introduction to design. Designing and modelling playground equipment for an outdoor space.	**Wheels & Axles** [Spr2] Introduction to wheels and axles. Vehicle Design Challenge – Design, prototype and test a vehicle model to travel the furthest.	**Food** **Soups** Cooking vegetables and grains and combining into healthy soups.	**Food** **Sauces** [Spr2] Building foundational cooking skills with a range of staple sauces.	**Renewable Energy** [Spr1] Consolidation unit to apply knowledge and develop skills. Designing and making functioning wind turbines to generate electricity.
Summer	**Once Upon a Time 1 and 2** Making models using playdough and other materials. Constructing bridges. Making cakes and gingerbread biscuits Sorting natural and human-made materials.	**Where We Live** Folding paper to make 2D shapes.	**Simple Machines** Introduction to mechanisms (sliders, levers and linkages). Making a simple linkages (levers) to prototype a grabber mechanism.	**Materials & Textiles** Introduction to textiles and basic sewing techniques. Designing buttons and making a re-usable heat pack.	**Lighting Up** [Sum2] Introduction to electronic systems. Using a Micro:bit to programme lights. Designing and making a miniature LED torch.	**Smart Schools** Introduction to electronic monitoring and control systems. Designing, prototyping and testing smart school models with automated systems.	**Food** **Savoury Snacks** [Sum1] Cooking and baking filled pastries and other balanced picnic snacks.

Kapow: Music 2026-27

	Reception	Year 1	Year 2	Year 3/4	Year 4/5	Year 6
Autumn 1	Exploring Sound	My Favourite Things: Keeping the pulse	Animals: Call and response	Singing in parts: Loops and layers	Three-chord pop: Playing in a band	Four-chord pop: Playing in a band
Autumn 2	Celebration Music	Snail and mouse: Tempo	Musical Storytelling: Instruments	Musical motifs: Reading the stave	Four-chord pop: Playing in a band	Songs that speak: Lyrics and messages
Spring 1	Music and Movement	Seaside: Dynamics	Space: Contrasting dynamics	Reggae rhythms: Playing in a band	Bhangra beats: Global grooves	Bhangra beats: Global groves
Spring 2	Musical Stories	Fairy tales: Sound Patterns	On this island: Singing	Music technology: Loop-based composition	Music technology: Film soundtracks	Music technology: Film soundtracks
Summer 1	Transport	Superheroes: Pitch	Myths and legends: Structure	12 bar blues: Playing in a band	Theme and variations: Developing melodies	Theme and variations: Developing melodies
Summer 2	Big Band	Under the sea: Musical symbols	Musical me: Pitch	Minimalist melodies: Developing patterns	Songs that speak: Lyrics and messages	Leavers: Our story in song

Kapow: MFL (Spanish) 2026-27

	Year 3/4	Year 4/5	Year 6
Autumn 1	Welcome to Spain	Describing family and friends in Spanish	Clothes in Spanish
Autumn 2	Shapes and Colours in Spanish	Spanish portraits	School life in Spanish
Spring 1	At the Spanish Market	Shopping in Spain	Household tasks in Spanish
Spring 2	Weather in Spain	Household tasks in Spanish	Shopping in Spain
Summer 1	Spanish Celebrations	A trip across Spain	Free time in Spain
Summer 2	The Amazon Rainforest	Saving South America	Maya city treasure hunt

PE Planning: PE 2026-27

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reception	Me and Myself		Fun and Games		Working with Others		Ball Skills		Throwing and Catching	Movement Development	Dance	Fitness
Year 1	Netball	Fitness	Dodgeball	Dance	Gymnastics	Hockey	Football	Tag Rugby	Rounders	Orienteering	Cricket	Athletics
Year 2	Netball	Fitness	Dodgeball	Gymnastics	Dance	Hockey	Athletics	Football	Cricket	Tag Rugby	Rounders	Orienteering
Year 3/4	Tri-Golf	Football	Tag Rugby	Gymnastics	Orienteering	Netball	Athletics	Hockey	Rounders	Dance	Cricket	Golf
Year 4/5	Swimming (Tri-Golf)	Swimming (Netball)	Swimming (Dodgeball)	Swimming (Fitness)	Hockey	Orienteering	Athletics	Tag Rugby	Cricket	Dance	Fitness	Rounders
Year 6	Football	Netball	Dodgeball	Orienteering	Hockey	Tag Rugby	Athletics	Tag Rugby	Cricket	Dance	Fitness	Rounders

One Decision: PSHE 2026-27

PSHE / RSHE One Decision	Y1	Y2	Y3/4	Y4/5	Y6
			A	A	
Autumn 1	What I Know Now Washing Hands Healthy protection and prevention	Healthy Eating Brushing Teeth Healthy Eating	Staying Safe Extension Leaning out of windows Personal Safety Yr3	What I Know Now Yr4 Cycle Safety Personal Safety Yr4	Worry What I've Learnt General Wellbeing
Autumn 2	What I Know Now Friendship Caring Friendships	Image Sharing Computer Safety Documentary Online Safety and Awareness	Individual Liberty Extension Tolerance Respectful, Kind relationships Yr3	What I Know Now Yr4 Breaking Down Barriers Breaking Down Barriers Extension	Making Friends Online What I've Learnt Online Safety and Awareness
	What I Know Now Water Spillage Personal Safety	Living in Our World Working in Our World Living in Our World Extension	Image Sharing Extension Making Friends Online Online Safety & Awareness Yr3	What I Know Now Yr4 Online Bullying Online Safety & Awareness Yr4	British Values British Values Extension What I've Learnt
Spring 1	What I Know Now Jealousy General wellbeing	Worry Anger General wellbeing	Brushing teeth Extension Medicine Physical Health Yr3	What I Know Now Yr4 Healthy Living Healthy Living Extensions Pt1 & 3	First Aid Year 6 What I've Learnt Basic First Aid
Spring 2	What I Know Now Road Safety Personal Safety	Petty Arson Enya & Deedee Visit the Fire Station Personal Safety	Anger Extension Worry Extension Grief	What I Know Now Yr4 Jealousy General Wellbeing Yr4	Alcohol What I've Learnt Drugs, alcohol, tobacco, and vaping
	What I Know Now Online Bullying Wellbeing Online	Individual Liberty Rule of Law Respectful, kind relationships	Friendship Extension Body Language Extension Touch Caring Friendships Yr3	What I Know Now Yr4 Relationships Families & People who Care for me Yr4	In-App Purchases What I've Learnt Respectful, kind relationships
Summer 1	What I Know Now Democracy Respectful, kind relationships	Practice Makes Perfect Helping Someone In Need Being Safe	Practice Makes Perfect Extension Stealing Families and People Who Care for Me Yr3	What I Know Now Yr4 Coming Home on Time Health, Protection and Prevention Yr 4	Water Safety What I've Learnt Personal Safety
Summer 2	What I Know Now Growing In Our World Developing bodies	Tying Shoelaces Staying Safe Tying Shoelaces Extension	Living in Our World extension Working in Our World Extension Looking After Our World	What I Know Now Yr4 Chores at Home Chores at Home Extension Pt 1	Stealing Stealing Extension What I've Learnt
	What I Know Now Hoax Calling Basic First Aid	Bullying Body Language Caring Friendships	Texting Whilst Driving Texting Whilst Driving Extension Basic First Aid Yr3	Year 4 First Aid Year 4 First Aid Extension	Conception Conception Extension What I've Learnt

*Simply RSHE

Purple Mash: Computing 2026-27

Information Technology | Computer Science | Digital Literacy

Year 1:

Unit Title	Introduction to PM	Creative Computing	Data Explorers	Creating & Following Instructions	Animated Stories	Coding	Technology Around Us	Making Beats
Lessons	3	4	6	3	6	6	4	4
Online Safety - Delivered throughout the year using 2BeSafe - Being Safe in a Digital World								

Year 2:

Unit Title	Creating Pictures	Making Music	Spreadsheets	Route Explorers	Questioning	Coding	Presenting Ideas	The Internet
Lessons	5	3	6	4	4	6	4	4
Online Safety - Delivered throughout the year using 2BeSafe - Being Safe in a Digital World								

Year 3/4:

Unit Title	Touch Typing	Email	Route Planners	Spreadsheets	Coding	Presentations (Microsoft, Apple & Google)	Branching Databases
Lessons	4	6	5	6	6	5	4
Online Safety - Delivered throughout the year using 2BeSafe - Being Safe in a Digital World							

Year 4/5:

Unit Title	Quizzing	Databases	Game Creator	Spreadsheets	Coding	Word Processing (Microsoft, Apple & Google)	Concept Maps
Lessons	5	4	5	6	6	6	4
Online Safety - Delivered throughout the year using 2BeSafe - Being Safe in a Digital World							

Year 6:

Unit Title	Blogging	Networks	Graphing	Data Detectives	Coding	3D Modelling	Spreadsheets (Microsoft, Apple & Google)	Introduction to Python
Lessons	4	4	4	4	6	4	6	4
Online Safety - Delivered throughout the year using 2BeSafe - Being Safe in a Digital World								