

Cockerham CE Parochial Primary School

Where a love of learning grows

Growing in knowledge

Growing in faith

Growing in God's love



Philippians 4:13 **"I can do all things through Christ who strengthens me"**

2025-2027

Year gp/Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A – RE 27/28						
RE	Autumn		Spring		Summer	
EYFS/ YR 1/ YR 2	1.2 What do people believe about how the world began? 2.9 Does everyone follow the same rules? 1.3 Why do many people give and receive gifts at Christmas?		EYFS 4 Which stories did Jesus hear when he was a child? EYFS 5 Why did Jesus tell stories? 2.4 How do symbols help people to understand the meaning and importance of Easter?		2.5 What makes a place or building sacred?	
YR 3/ YR 4	3.6 Why do many people celebrate and give thanks at Harvest time? 3.1 What is the role of a faith leader who has been called by God? 4.2 Why is light an important symbol in many World Faiths?		4.3 Why do Christians believe Jesus is the Son of God? 3.4 Is the cross a symbol of sadness or joy?		3.5 Is the 'golden rule' agreed by everyone?	

YR 5/ YR 6	5.1 Why are there several Holy Books and not just one? 6.2 How do Christians prepare for Christmas?	5.3 Why do Christians believe Jesus was a great teacher? 6.4 Who was Jesus? Who is Jesus?	6.6 What is the nature and characteristics of God?			
CYCLE B – RE 26/27						
RE	Autumn	Spring	Summer			
EYFS/ YR 1/ YR 2	1.9 Why do people of faith pray? 1.6 What can we learn from this story? EYFS 3 How do Christians celebrate Jesus’ birthday?	2.3 Why did Jesus, welcome everyone? EYFS 6 Why do Christians believe that Easter is all about love?	2.1 Why are sacred texts so important to people of faith?			
YR 3/ YR 4	4.6 Where and when do some people of faith pray? 3.2 Why do Christians believe that Jesus was Emmanuel, God with us?	3.3 How did/does Jesus change lives? 4.4 Easter: A story of betrayal or trust?	4.5 What is the purpose of sacred places or buildings?			
YR 5/ YR 6	6.9 How do promises of commitment shape the lives of those who make them? 5.2 How does the birth of Jesus fit into God’s Big Story?	6.3 What are the connections between the Last Supper and the celebrations of Jewish Passover and Christian Eucharist? 5.4 Why do Christians believe that Easter is a celebration of victory?	6.8 Why is pilgrimage not a holiday?			
CYCLE A – PSHE 27/28						
EYFS/ YR 1/ YR 2	Me and My Relationships - Me and my special people (R) - How are you listening? (Y1)	Rights & Respect Looking after money (1): recognising, spending, using (R)	Valuing Difference - Same and different families (R) - Same and different homes (R)	Being my best - My healthy mind (R) - Eat well (Y1) - Pass on the praise (Y1) - A good night’s sleep (R)	Keeping Safe Keeping myself safe – what’s safe to go into my body (inc. medicines) (R)	Growing and Changing - Seasons (R) - Then and now (Y1) - Who can help (2) (Y1) - Getting bigger (R)

	• Good friends (Y1) • All about me (R) • What makes me special (R) • Feelings and bodies (Y1)	• Looking after money (2): saving money and keeping it safe (R) • Taking care of something (Y1) • Caring for our world (R) • Harold's money (R) • How should we look after our body? (Y1)	• Harold's school rules (Y1) • Same and different (R) • Who are our special people? (Y1) • Our special people balloons (Y1)	• Harold's wash and brush up (Y1) • Catch it! Bin it! Kill it! (Y1)	• Who can help (1) (Y1) • Good or bad touches (Y1) • Keeping safe online (R) • People who help to keep me safe (R) • What could Harold do? (Y1)	Me and my body – girls and boys (R) Keeping privates private (Y1)
Supplementary units	How can I be an ally? How can I be responsible? How can I make friends? What do feelings feel like? What if my friends are making me feel sad? What do the police do? How can I share my feelings? Why is name calling unkind?	What makes me special? How can I speak up? What is bullying? How can I be an empathy expert?	Who are my trusted adults? How can I keep safe in new places? How can I use things at home safely? What is 999? Why are safe hands important?	What can happen when rules are broken? Why have different rules? in different places? What is private information?		
YR 3/ YR 4	• The people we share our world with (Y4) • That is such a stereotype! (Y4) • Human machines (Y4)		• Safety in numbers (Y4) • Why pay taxes (Y4) • How do we make a difference? (Y4) • In the news! (Y4)		• Keeping ourselves safe (Y4) • Raisin challenge (Y4) • Moving House (Y4)	

	- Under pressure (Y4) - Traffic lights (OPTIONAL) (Y4)		- Can you sort it? (Y4) - What would I do? (Y4)		- My feelings are all over the place (Y4) - Volunteering is cool (OPTIONAL) (Y4)	
Supplementary units	What can I do when friendships go wrong? What do we mean by consent in friendships? What is bullying? What words can I use to talk about my feelings? Who are my key people?	What am I good at? How should we treat people?	How can I share my Worries? What are emergency Services? What are emergency situation? What do we mean by risk? When should I break a Secret? Who are my key people?	How can I be a responsible citizen? What are children's rights? How do we enforce the law? What is the law and why do we have it?	What am I good at? How does school help me? How can intense feelings feel?	What is mental health?
YR 5/ YR 6	Me and My Relationships - Our emotional needs (Y5) - Being assertive (Y5) - Behave yourself (Y6) - Assertiveness skills (Y6)	Rights & Respect - What's the story? (Y5) - Fact or opinion (Y5) - Democracy in Britain 1 – Elections (Y6) - Democracy in Britain 2 – How (most) laws are made (Y6)	Valuing Difference - Qualities of friendship (Y5) - Kind conversations (Y5) - Advertising friendships (Y6) - Boys will be boys? – challenging gender stereotypes (Y6)	Being my best - Star qualities? (Y5) - Basic first aid, inc. Sepsis awareness (Y5) - This will be your life! (Y6) - Our recommendations (Y6)	Keeping Safe - Vaping: healthy or unhealthy? (Y5) - Would you risk it? (Y5) - Rat Park (Y6) - What sort of drug is...? (Y6)	Growing and Changing - How are they feeling? (Y5) - Taking notice of our feelings (Y5) - Pressure online (Y6) - Helpful or unhelpful? Managing change (Y6)
Supplementary units	How can my adult relationships affect my future? What is peer pressure?	What is my personal Identity? How do words have power?	What is peer pressure? How can we keep our things safe?	How can we keep our things safe? What are the risks with Money?	How do rules help our Community? What are my personal	How might puberty impact the way I feel?

	What are online friendships? How might school impact the way I feel? Why are our special people important?		How can we use our phones sensibly? What can and can't I do on the internet? How might being online impact the way I feel? What is grooming? What do I know about Drugs? How can drugs and alcohol make people feel? What is media influence? What are deep fakes? What is gambling?	How might my activity levels impact the way I feel?	boundaries?	
CYCLE B – PSHE 26/27						
EYFS	How can I be a good friend? How can I play safely? What are rules? What are consequences? What can I do if I'm feeling big emotions? How can adults at school help me?	How can I make other children feel happy?	How can I keep safe at Home? How can I keep safe at School? Who are the police and how do they help us?	How can I play nicely with others?	How can I be a germ buster? + How does food help me? + How does exercise help me? +	
YR 1/YR 2	Bullying and teasing Our school rules about bullying	Being kind and helping others Celebrating difference	Safe and unsafe secrets Appropriate touch	Cooperation Self-regulation Online safety	Growth Mindset Looking after my body	Life cycles Dealing with loss Being supportive

	Being a good friend Feelings/self-regulation	People who help us Listening Skills	Medicine safety	Looking after money – saving and spending	Hygiene and health Exercise and sleep	Growing and changing Privacy
Supplementary Units	How can I deal with change? How can I work with different people? How do I share family worries? What are medicines? What is a family? Why are relationships important?	How are we the same? How are we different? What are needs and wants?	How can I keep safe Online? What are private body parts? What is fire safety? What is the internet? When do I need to take a break?	What is money? What are different types of meetings? What is a job?	What does it mean to be healthy? How can I look after my body? Why is sleep important? When do I need to take a break?	What are private body parts? Why does age matter?
YR 3/ YR 4	- When feelings change (OPTIONAL) (Y4) Me and My Relationships - An email from Harold! (Y4) - Different feelings (Y4) Rights and Respect - Who helps us to stay healthy and safe? (Y4) - It's your right (Y4)		- Harold's expenses (OPTIONAL) (Y4) Valuing Difference - Friend or acquaintance? (Y4) - Islands (Y4) Being my Best - My school community (1) (Y4) - Basic first aid (Y4)		- Know the norms (OPTIONAL) (Y4) - Traffic lights (OPTIONAL) (Y4) Keeping Safe - Danger, risk or hazard? (Y4) - How dare you! (Y4) Growing and Changing - All change! (Y4) - Preparing for changes at puberty (Y4)	
Supplementary Units	How can we be role models? What is a healthy	Who makes up my community?	How can I keep safe in my local area?	How can I respect my environment?	How can I be a hygiene Hero?	How do my choices help me to be healthy?

	friendship? What is peer influence?	What are protected characteristics? What is discrimination? What is diversity? Who do I encounter? What is hate crime?	How can we keep safe on the road? What are hazards in the home? What is first aid?		What can I be? How does school build my character?	Why is food fuel? What are healthy habits?
YR 5/YR 6	Me and My Relationships Collaboration challenge (Y5) • Give and take (Y5) • Don't force me (Y6) • Acting appropriately (Y6)	Rights and Respect • Spending wisely (Y5) • Lend us a fiver! (Y5) • Two sides to every story (Y6) • Fakebook friends (Y6)	Valuing Difference Happy being me (Y5) • The land of the red people (Y5) • Respecting differences (Y6) • Tolerance and respect for others (Y6)	Being My Best • My school community (Y5) • Independence and responsibility (Y5) • Basic first aid, inc. Sepsis awareness (Y6) Five ways to wellbeing project (Y6)	Keeping Safe • Decision dilemmas (Y5) • Ella's diary dilemma (Y5) • Think before you click? (Y6) • To share or not to share? (Y6)	Growing and Changing • Dear Ash (Y5) • Growing up and changing bodies (Y5) • Is this normal? (Y6) • Making babies (Y6)
Supplementary Units	How can I get ready for secondary relationships? What is the issue with addiction? (Vaping/smoking) What does the law say about marriage? How can we respect different relationships? What is my relationship with authority?	How can we be allies against racism? How can we challenge Sexism? How can I re-frame my thinking? What is antisocial Behaviour? What is a debate?	What different types of crime are there? What is spiking? What does the law say about legal drugs? Why does media have age restrictions? Bonfire Night Lesson. What is a weapon? What is antisocial Behaviour? Halloween Lesson	How is my data shared? Why does media have age Restrictions? What is shop theft?	How can I re-frame my thinking? How can I seek support for my mental health?	How can I cope with leaving school?
CYCLE A – HISTORY 25/26						
EYFS/YR 1/YR 2	How were school children punished in the past?		How has transport changed over time?		Which places are historically	

	Who was Guy Fawkes and why do we commemorate Guy Fawkes night? Changes within living memory.		Changes within living memory.		significant in our locality? Significant historical events, people and places in own locality.	
YR 3/ YR 4	How has crime and punishment changed in Lancashire over time? A study of an aspect/theme in British history beyond 1066.		How did the Romans change the British landscape after their invasion? Was Queen Boudicca a heroine or villain?		How and where did the Anglo-Saxons and Scots settle in Britain? How do we know where they settled?	
YR 5/ YR 6	Were the Pendle Witches evil monsters who deserved to be hanged?		What changes did the Vikings bring to Anglo-Saxon England and what were the causes and outcomes of these changes?		Could the Second World War have been avoided?	
CYCLE B – HISTORY 26/27						
EYFS/ YR 1/ YR 2	What caused the Great Fire of London to spread so quickly?		How has our school changed over time and what was school like for children in the past?		What makes someone historically significant?	
YR 3/ YR 4		How did Britain change from the		What was life like in Ancient Egypt and why was it one of the world's greatest civilisations?		What was the Lancashire Cotton Industry and why

		Stone Age to the Iron Age?				was it so important to the people who lived in Lancashire?
YR 5/ YR 6	Why is Ancient Greece considered one of the world's most influential civilisations?		How did the Benin Kingdom grow from a small kingdom into a powerful empire?		What was the Transatlantic Slave Trade and what was Britain's and Lancashire's role in it?	
CYCLE A – GEOGRAPHY 25/26						
EYFS/ YR 1/ YR 2		What are the countries and capital cities of the UK like?		What's it like outside my window? What's it like outside a window in the City of Singapore?		Does Garstang High Street need more physical features?
YR 3/ YR 4		What causes people to migrate?		Norway – Scandinavia How does location affect the Norwegian's lives?		Why are canals important to communities and how has their use changed?
YR 5/ YR 6		What are the most significant human and physical features of North and South America and why?		Is Globalisation or Localisation better for Lancaster?		What are the world's major biomes and how have animals and plants adapted to survive them?
CYCLE B – GEOGRAPHY 26/27						
EYFS/ YR 1/ YR 2		What is our school like and how can we represent it on a map?		Why are some places on Earth hotter or colder than others?		Why is Cockerham a special place to live?

YR 3/ YR 4		Why are rivers important to people?		What are volcanoes and mountains made of, and how can we protect these special environments?		How do Cockerham and San Francisco overcome the challenges of nature?
YR 5/ YR 6		Should governments clear away slums?		Globalisation or localisation – which is better for our future?		How can we live more sustainably?
CYCLE A – ART & DESIGN 25/26						
EYFS/ YR 1/ YR 2		Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.		25/26 - Exploring the World Through Mono Print Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership. 27/28 - Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.		Music & Art Explore how we can make art inspired by the sounds we hear.
	Enhancement unit: Be an Architect					
YR 3/ YR 4		Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.		Working with Shape and Colour “Painting with Scissors”: Collage and stencil in response to looking at artwork.		Telling Stories Through Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.
	Enhancement unit:					

YR 5/ YR 6		Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.		Mixed Media Land & City Scapes Explore how artists use a variety of media to capture spirit of the place.		Architecture: Dream Big or Small? Explore the responsibilities architects have to design us a better world. Make your own architectural model.
CYCLE B – ART & DESIGN 26/27						
EYFS/ YR 1/ YR 2		Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.		Inspired by Flora & Fauna Explore how artists make art inspired by flora and fauna. Make collages of <i>Mini Beasts</i> and display as a shared artwork.		Playful Making Exploring materials and intention through a playful approach
	Enhancement unit: Stick Transformation Project					
YR 3/ YR 4		Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.		Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.		Festival Feasts How might we use food and art to bring us together?
	Enhancement unit: Sculpture, Structure, Inventiveness & Determination					
YR 5/ YR 6		2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work		Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.		Shadow Puppets Explore how traditional and contemporary artists

		towards a sculptural outcome or a graphic design outcome.				use cutouts and shadow puppets.
	Enhancement unit: Brave Colour					
CYCLE A – DESIGN TECHNOLOGY 25/26						
EYFS/ YR 1/ YR 2	Mechanisms: Wheels and axels		Food: Preparing fruit and vegetables		Textiles: Templates and joining techniques	
YR 3/ YR 4	Food: Healthy and varied diet		Electrical Systems: Simple circuits and switches		Textiles: 2D and 3D product	
YR 5/ YR 6	Food: Celebrating culture and seasonality		Textiles: Combining different fabric shapes		Electrical Systems: More complex switches and circuits	
CYCLE B – DESIGN TECHNOLOGY 26/27						
EYFS/ YR 1/ YR 2	Mechanisms: Sliders and levers		Structure: Freestanding Structures		Food: Preparing fruit and vegetables	
YR 3/ YR 4	Food: Healthy and varied diet		Structures: Shell structures		Mechanisms: Levers and linkages	
YR 5/ YR 6	Food: Celebrating culture and diversity		Mechanisms: Pulleys or gears		Structure: Frame structures	
CYCLE A – MUSIC 25/26						
EYFS/ YR 1/ YR 2	Hands Feet and Heart	Ho Ho Ho	I wanna play in a band	Zootime	Singspiration	Friendship Song
YR 3/ YR 4	Mamma Mia	Glockenspiel 2	Lean on me	Blackbird	Singspiration	Stop/Reflect rewind replay
YR 5/ YR 6	Mamma Mia	Glockenspiel 2	Lean on me	Blackbird	Singspiration	Stop/Reflect rewind replay
CYCLE B – MUSIC 26/27, 28/29 KS2 only, 30/31 All						
EYFS/ YR 1/ YR 2	Chant To The Animals – Banana Rap and We are going on a bear hunt	Let’s start singing – Name Song, Babushka and Little Angel gets her wings	Sound and Symbol 1 – A Glockenspiel adventure	Number time -	Sound and pictures	The power of communication

YR 3/ YR 4	A shining performance	Singing and traditions	Music and Video	Exploring Musical Contrasts	Music and Sound	Round and Round
YR 5/ YR 6	Shaping Music	Express, Inspire and perform	Sounds Dramatic	Musical Sketches	Carnival time	The grand finale
CYCLE A1 – MUSIC 27/28 and 29/30						
EYFS/ YR 1/ YR 2	Questions and Answers	Creative moves	Music inspired by the world around us	Sound and symbol 2	Wellbeing matters	Highs and Lows
YR 3/ YR 4	Create and Notate	Sing and move	Recycling songs	You gotta try	FX Sound effects	Sound exploration
YR 5/ YR 6	Discovering grime	Unlocking vocal potential	Music reimagined	Decoding sound and notation	Music Remixed	Music Speaks
CYCLE A2 – MUSIC 28/29, 31/32 EYFS KS1 Only						
EYFS/ YR 1/ YR 2	Rhyming in Time	Let's keep singing	Lilting lullaby	Exploring Rhythm Patterns	Around the world	Rhythm Adventure
CYCLE A – PE 25/26						
EYFS/ YR 1/ YR 2 Session 1	FMS - Baseline Unit - Supertato	Y1 Dance – The Three Little Plgs	Y2 Striking and Fielding	Y2 Dance - Explorers	Dance – Wind in the Willows	Y2 Athletics
EYFS/ YR 1/ YR 2 Session 2	OAA – Orienteering Y1	Y2 FMS Playground games in the 20th Century	Max Whitlock Gymnastics with Millie Kent	Max Whitlock Gymnastics with Millie Kent	OAA – Orienteering Y2	Y2 FMS End of KS1 Assessment
YR 3/ YR 4 Session 1	Orienteering	Y3/4 Dance The Great Plague	Target Games Dodgeball	3/4 Target Games Boccia	Y3/4 Athletics	Y3/4 Invasion Games Netball
YR 3 Session 2	Year 3/4 Dance - Sparks Might Fly	Y3/4 Invasion Games - Basketball	Gymnastics Max Whitlock Gymnastics with Millie Kent	Gymnastics Max Whitlock Gymnastics with Millie Kent	Swimming	Swimming
YR 4 Session 2	Swimming	Swimming	Gymnastics Max Whitlock Gymnastics with Millie Kent	Gymnastics Max Whitlock Gymnastics with Millie Kent	Swimming	Swimming
YR 5/ YR 6 Session 1	Orienteering	Y5/6 Creative Games Invasion Games	Gymnastics Max Whitlock Gymnastics with Millie Kent	Gymnastics Max Whitlock Gymnastics with Millie Kent	Y5/6 Dance Seaside	Y5/6 Orienteering
YR 5/ YR 6 Session 2	Swimming	Swimming	Swimming	Swimming	Y5/6 Athletics	Striking and fielding Rounders Y5/6

CYCLE B – PE 26/27						
EYFS/YR 1/YR 2 Session 1	FMS Baseline unit – Lost and Found	Year 1 Dance - Fire Fire	Max Whitlock Gymnastics	KS1 Kicking	Year 1 Catching and Bouncing a ball	EYFS/Y2Gym and FMS Jack and the Beanstalk
EYFS/YR 1/YR 2 Session 2	Orienteering Year R Unit	Max Whitlock	Year 1 Underarm Throw	Year 1 Overarm Throw	Y1 Athletics	Orienteering Year 1 Unit
YR 3/YR 4 Session 1	Creative games – Tag and target	Rugby 1	Max Whitlock	Max Whitlock	Cricket	Team work and Problem solving
YR 3/YR4 Session 2	Orienteering Year 3 Unit	Invasion – Touch Ball	Rock and Roll	Iron man	Athletics	Rounders
YR 5/YR 6 Session 1	Orienteering Year 5 Unit	Rugby 2	Hockey	Max Whitlock	Tennis	Food Glorious Food
YR 5/YR 6 Session 2	Swimming	Swimming	Swimming	Swimming	Athletics	Cricket
CYCLE A – SCIENCE 25/26						
EYFS/YR 1/YR 2	EYFS Understanding of the world The Natural World	EYFS Understanding of the world The Natural World	EYFS Understanding of the world The Natural World	EYFS Understanding of the world The Natural World	EYFS Understanding of the world The Natural World	EYFS Understanding of the world The Natural World
	Longitudinal Study: Seasonal changes Growing plants/trees					
	Animals inc. Humans: Parts of Animals Year 1	Animals inc. Humans: Feeding and exercise Year 2	Identifying Materials Year 1		Habitats Year 2	Year 2 Changing Shape
YR 3/YR 4	Sound Year 4	Animals inc. Humans: Movement and Feeding Year 3	Animals inc. Humans: Human Nutrition Year 4	Changes of State Year 4	Living Things: Dangers to Living Things Year 4	Parts of Plants Year 3
YR 5/YR 6	Our Bodies	Changing Circuits	Separating Mixtures	Types of Change	Evolution and Inheritance	

	Year 6	Year 6	Year 5	Year 5	Year 6	
CYCLE B – SCIENCE 26/27						
EYFS/YR 1/YR 2 EYFS/YR 1/YR 2	EYFS Understanding of the world The Natural World	EYFS Understanding of the world The Natural World	EYFS Understanding of the world The Natural World	EYFS Understanding of the world The Natural World	EYFS Understanding of the world The Natural World	EYFS Understanding of the world The Natural World
	Longitudinal Study: Seasonal changes Growing plants/trees					
	Types of animals Year 1	Plants Year 1	Everyday materials Year 1	Living Things Year 2	Growing Plants Year 2	
YR 3/YR 4	Electricity Year 4	Living Things Year 4	Magnets and Forces Year 3	Lights & Shadows Year 3	Rocks and Soils Year 3	Plants Year 3
YR 5/YR 6	Earth and Space Year 5	Classifying Living Things Year 6	Forces Year 5	Light and Sight Year 6	Life Cycles Year 5	Materials Year 5
CYCLE A– COMPUTING 25/26						
EYFS	General Computing skills (Reception unit)					
YR 1/YR 2	Introduction to PM (Year 1) - 3 lessons Creative Computing (Year 1) - 4 lessons	Creating Pictures (Year 2) - 5 lessons	Animated stories (Year 1) - 6 lessons	Spreadsheets (Year 2) - 6 lessons	Coding (Year 1) - 6 lessons	Coding (Year 2) - 6 lessons
YR 1/YR 2 Online Safety	<u>Online Bullying – 4 x 15 min session</u>		<u>Online Relationships – 4 x 15 min session</u>		<u>Health, Well-being and Lifestyle – 2 x 15 min session</u>	<u>Privacy and security – 4 x 15 min session</u>

YR 3/ YR 4	Emails (Year 3) - 6 lessons	Unpacking Hardware & Software (Year 4) - 4 lessons Route Planners (Year 3) - 5 lessons	Effective Searching (Year 4) - 4 lessons	Coding: Micro:bit (Year 3) - 4 lessons	Presentations (Year 3) - 5 lessons	Introduction to AI (Year 4) - 4 lessons
YR 3/ YR 4 Online Safety	<u>Online Bullying – 5x 15 min sessions</u>		<u>Online Relationships – 8x 15 min sessions</u>		<u>Health, well-being and lifestyle 4x 15 min sessions</u>	<u>Privacy and Security 7x15 min sessions</u>
YR 5/ YR 6	Quizzing (Year 5) - 5 lessons Databases (Year 5) - 4 lessons	Game Creator (Year 5) - 5 lessons	Networks (Year 6) - 4 lessons Graphing (Year 6) - 4 lessons	Blogging (Year 6) - 4 lessons	Coding (Year 5) 6 lessons	Coding (Year 6) 6 lessons
YR 5/ YR 6 Online Safety	<u>Online Bullying – 8x 15 min sessions</u>		<u>Online Relationships – 9x 15 min sessions</u>		<u>Health, well-being and lifestyle 8x 15 min sessions</u>	<u>Privacy and Security 10x15 min sessions</u>
CYCLE B – COMPUTING 26/27						
EYFS	General Computing skills (Reception unit)	EYFS	General Computing skills (Reception unit)	EYFS	General Computing skills (Reception unit)	EYFS
YR 1/ YR 2	Route Explorers (Year 2) - 4 lessons The internet (Year 2) - 4 lessons	Data Explorers (Year 1) - 6 lessons	Questioning (Year 2) - 4 lessons	Making beats (Year 1) - 4 lessons	Creating and following instructions (Year 1) - 3 lessons Presenting Ideas (Year 2) - 4 lessons	Technology around us (Year 1) - 4 lessons
YR 1/ YR 2 Online Safety	<u>Self-Image and Identity – 4 x 15 min session</u>		<u>Online Relationships – 7 x 15 min session</u>		<u>Online Reputation – 5 x 15 min session</u>	Copyright and ownership - 6x 15 min session

YR 3/ YR 4	Animations (Year 4) - 6 lessons	Logo (year 4) - 4 lessons Branching Databases (Year 3) - 4 lessons	Sound stories (Year 4) - 4 lessons	Coding: Micro:bit (Year 4) - 4 lessons	Touch Typing (Year 3) - 4 lessons	Spreadsheets (Year 3) - 6 lessons
YR 3/ YR 4 Online Safety	<u>Self-Image and Identity – 6x 15 min lesson</u>		Managing Online Information – 12x 15 min lesson		<u>Online Reputation – 5x 15 min lesson</u>	<u>Copyright and ownership – 3x 15 min lesson</u>
YR 5/ YR 6	Concept maps (Year 5) - 4 lessons Micro:bits (Year 5) - 4 lessons	Micro:bits (Year 6) - 4 lessons Data detectives (Year 6) - 4 lessons	Spreadsheets (Year 5 and 6) - 6 lessons	Word Processing – Google docs (Year 5) - 6 lessons	3D Modelling (Year 6) - 4 lessons	Binary (Year 6) - 4 lessons
YR 5/ YR 6 Online Safety	<u>Self-Image and Identity – 5x 15 min lesson</u>		Managing Online Information – 20x 15 min lesson		<u>Online Reputation – 4x 15 min lesson</u>	<u>Copyright and ownership – 4x 15 min lesson</u>

CYCLE A – MFL 27/28

YR 3/ YR 4 Amarillo 2027-2028 Y3/4/5/6 2029-2030 Y3/4	Describing me and others • in class • in Perú and in Spain Saying what I and others have • at home • with friends Christmas	Saying what I and others do • at Spanish club • at the weekend • in Barcelona • in the afternoon Saying how many and describing things • break time • reading club Saying how many, describing things • my monster - parts of the body	Describing things and people • Describing pictures • my birthday • favourites • states Expressing likes and saying what I and others do • opinions • in the summer • my mum's work
YR 5/ YR 6 Verde 2029-2030	Describing me and others • in class • people and friends • birthdays, dates, • Día de los Muertos, Saying what I and others have	Saying what I and others do • Traditions (Nochevieja, Año Nuevo) • in school • at the weekend • free time Packing	Saying what I and others do • a party • in my free time • weather and activities • Feria de Abril • Las Fallas

	• in town, cities • celebrities The Three Kings	Saying where you are going and what there is there • Badajoz town/village • physical geography (Peru) • Córdoba Easter	• physical geography (Mexico) Saying what I and others like and dislike doing • learning languages • on holiday • in Spanish class La plaza tiene una torre – The square has a tower
CYCLE B – MFL 26/27			
YR 3/ YR 4 Rojo 2026-2027 Y3/4/5/6 2028-2029 Y3/4	Phonics, cognates, names, greetings, praise word Classroom language, objects	Animals, colours, adjectives Very Hungry Caterpillar, numbers, days of week, colours, foods	Numbers, time, months, dates, birthdays
YR 5/ YR 6 Azul 2028-2029	Describing me and others • in class • people and friends • birthdays, dates, • Día de los Muertos, • concerts & celebrations, events • Sports Day Saying what I and others have • at school, at home • family, teachers The Lottery	Saying what I and others do • Customs (Las Fallas) • in language class • volunteering • break time • on a farm • my room Saying where you are going and what there is there • Oviedol • compass points (Spain) • Madrid Easter	Saying what I and others do cities and festivals • activities at home • preparing a party • weather & seasons • La Tomatina (Spain) • Fiestas Patrias, Inti Raymi (Peru) • physical geography (Spain) Saying what I and others like and dislike doing • household chores • in school • travelling around Spain Quiero ver una vaca – I want to see a cow
CYCLE A/B– MATHS 25/26/27			

EYFS/YR 1/YR 2	EYFS- Number Numberland – look at numbers 1-4 in detail. Represent 1 - 4 on fingers, on a tens frame and with objects. Join in with number songs. Recite numbers to 10 or beyond. Attempt to count objects, actions and sounds. Describe the size or shape of real-life objects (linked to Numberland)	EYFS- Number Numberland numbers 6-10. Begin to recognise parts within numbers. Show accuracy when counting a group of up to 5/10 objects. Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape (linked to Numberland).	EYFS- Number Partitioning numbers – part whole models. Make up of teen numbers (10+ ..) Subtracting to 5, then 10. Distance – length width height Mass/ weight Volume / capacity	EYFS- Number Addition Subtraction Halving and doubling Number sense	EYFS- Number Counting, comparing, ordering Part whole using addition and subtraction Fractions Distance Mass / weight Capacity / volume	EYFS- Number Time – days of week, order of events Money – sorting coins Space / prepositions Number sense Addition Subtraction
	Year 1: Number and Place value (within 10) Addition and subtraction (within 10) Year 2: Place Value	Year 1: Addition and subtraction (within 10) 2D and 3D shape Year 2: Addition and Subtraction Shape	Year 1: Place value (within 20) Addition and Subtraction (within 20) Year 2: Money Multiplication and Division	Year 1: Place Value (within 50) Length and height Mass and Volume Year 2: Length and height Fractions	Year 1: Multiplication and Division Fractions Position and Direction Year 2: Mass, Capacity and temperature Time	Year 1: Place Value (within 100) Money Time Year 2: Statistics Position and Direction

	Addition and Subtraction					
YR 3/ YR 4	Year 3: Place Value Addition and Subtraction Year 4: Place Value Addition and Subtraction	Year 3: Addition and Subtraction Multiplication and Division A Year 4: Area Multiplication and Division A	Year 3: Multiplication and Division B Length and Perimeter Year 4: Multiplication and Division B Length and Perimeter	Year 3: Fractions A Fractions B Year 4: Fractions Decimal A	Year 3: Mass and Capacity Money Time Year 4: Decimals Money Time	Year 3: Shape Statistics Year 4: Shape Statistics Position and direction
YR 5/ YR 6	Year 5: Place Value Addition and Subtraction Year 6: Place Value Addition, Subtraction, multiplication and division	Year 5: Multiplication and Division A Year 6 Fractions A and B Measurement Converting units	Year 5: Multiplication and Division B Length and perimeter Year 6: Ratio Algebra Decimals	Year 5 Fractions A Mass and Capacity Year 6: Fractions, decimals and percentages Area, perimeter and volume Statistics	Year 5: Fractions B Money Time Year 6: Shape Position and Direction	Year 5: Shape Statistics Year 6: Themed Projects, consolidation and problem solving.
CYCLE A – ENGLISH 25/26						
EYFS/ YR 1/ YR 2	<u>Y2 The Place Where I Live</u> Stories with familiar settings	<u>Y2 Fighting Fit</u> Traditional tale with a twist	<u>Y2 The Farm Shop</u> Stories with familiar settings The Sheep Pig	<u>Y2 Explorers</u> Stories by the same author The Man on the Moon	<u>Y2 Wind in the Willows</u>	<u>Y2 Aladdin</u> Narrative Non-fiction

	Katie Morag by Mairi Hedderwick Non-chronological reports Links Poems on a theme Revenge of the Lunch Ladies: The Hilarious Book of School Poetry	The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith. Red Riding Hood and the Sweet Little Wolf by Rachael Mortimer. Jack and the Baked Beanstalk by Colin Stimpson Instructions Playground games	Persuasion Farm Animals A Visit to the Farm: Band 07/Turquoise (Collins Big Cat) by Michael Morpurgo Riddles	Non-chronological reports – Neil Armstrong/ Christopher Columbus	Animal adventure stories The Wind in the Willows Recount: letters The day the crayons quit Classic poems – The owl and the pussycat	Poetry OR Y2 Buckets and Spades Story as a Theme – The Lighthouse Keeper Stories Seaside Poetry Seaside Poems by Jill Bennett Explanations
YR 3/ YR 4	Stories with Fantasy Settings: The Firework Maker's Daughter. Instructions: Making a Firework. Recount – Our Visit to Lancaster Castle. Year 4 Sparks Might Fly	Fairy Tales: Puss in Boots - diary Recount – Diary: Scott of the Antarctic. Classic Poetry: Twas the Night Before Christmas Year 4 Great Plague	Character description – History – Queen Boudicca Escape from Pompeii - Narrative Stories with an issue/dilemma- Bill's New Frock Persuasive advert - toothpaste Year 4: Spring 1 Art of Food	Novel as a theme: The Boy who Grew Dragons. Non-chronological report: Emperor Penguins/Dragons Year 4 Spring 2 Passport to Europe	Folk Tales: Folk Tales from British Isles and around the World. Debate Poems on a theme Year 4 Hunted Summer 2	Explanations – Plants Mystery/Adventure Story: The Enchanted Wood Classic Poetry Year 3 Summer 2 How does your garden grow
YR 5/ YR 6	<u>Year 6: Britten's Got Talent</u> Classic fiction	<u>Bridging Unit: Wonder</u> Narrative Wonder by RJ Palacio	<u>Year 5: Inventors and Inventions</u> Novel as a theme	<u>Year 6: Super Sleuth Detective/crime fiction</u> Explanations Foul Play by Tom Palmer	<u>Year 6: Oh I do like to be beside the seaside</u> Narrative – A story told in flashback	<u>Year 6: Oh I do like to be beside the seaside</u> Narrative – Novel as a Theme

EYFS/YR 1/YR 2	Persuasion: A Formal Review The Wizard of Oz by Frank Baum Alice in Wonderland		Magazine: information text hybrid Hugo Cabret by Brian Selznick	The London Eye Mystery	Non Fiction – Discussion and Debate – A discursive essay and a formal debate Poetry – Classic Narrative Poetry Short text Kidnapped by Pie Corbett (link on plan) I survived the sinking of the Titanic, 1912 by Derek Landy	Non Fiction – Recount: Autobiography Poetry – Poems on a Theme Why the Whales came by Michael Murpurgo
	CYCLE B – ENGLISH 26/27					
EYFS/YR 1/YR 2	<u>Fire Fire</u> Repetitive patterned stories George and the Dragon by Christopher Wormell Poems on a theme	<u>Penguins, Possums and Pigs (all about me)</u> Stories by the same author Lost and Found by Oliver Jeffers	<u>Growth and Green Fingers</u> Classic stories or story on a theme Oliver's Vegetables Instructions	<u>Family Album</u> Traditional tales The Princess and the Pea Recounts The Scarecrow's Wedding	<u>Y1 The Great Outdoors</u> Goat and Donkey in the Great Outdoors	<u>Y1/2 The Highway Rat Bridging Unit</u> Narrative Traditional rhymes Or

	Range of non-fiction texts The Great Fire of London	Up and Down by Oliver Jeffers Non-chronological reports Poems on a theme A First Poetry Book by Pie Corbett	Traditional rhyme			<u>Robots</u> Narrative No-bot
YR 3/ YR 4	Narrative – 101 Dalmations Recount: biographies – curriculum link Year 3 There’s No Place Like Home	Narrative – Stone Age Boy Poems with a structure Persuasion – Letter – curriculum link Year 3 Healthy Humans	Story as a theme – The Boy who Grew Dragons Poems on a theme Discussion – curriculum link Year 3 Rock and Roll!	Novel as a theme – the Iron Man Recount: diaries – The Diary of a Killer Cat Year 3 The Iron Man	Story or novel – film and playscript – curriculum link Non-chronological report – curriculum link Year 3 What the Romans did for Us	Stories with a Theme – The Waterhorse Poems with a Structure Information Booklets – Once Upon a Raindrop Year 4 Water, Water, everywhere
YR 5/ YR 6						
CYCLE A – Enrichment, Vision & Values, Cultural Capital, Diversity, equality, inclusion & equity 25/26						
EYFS/ YR 1/ YR 2						
YR 3/ YR 4						
YR 5/ YR 6						
CYCLE B – Enrichment, Vision & Values, Cultural Capital, Diversity, equality, inclusion & equity 26/27						
EYFS/ YR 1/ YR 2						
YR 3/ YR 4						
YR 5/ YR 6						

CYCLE A – Parental Engagement 25/26						
EYFS/YR 1/YR 2						
YR 3/YR 4						
YR 5/YR 6						
CYCLE B – Parental Engagement 26/27						
EYFS/YR 1/YR 2						
YR 3/YR 4						
YR 5/YR 6						