

Autumn 2025	Spring 2026	Summer 2026
<b>RE</b> The overarching theme of this year is Baptism.		
<b>Branch 1: Creation and covenant</b> In this branch, pupils will learn about the story of Noah, mainly focusing on God's promise, or covenant, with Noah and with all creatures that 'nothing of flesh shall be swept away again by the waters of the flood' (Gen 9:15), a promise symbolised by the rainbow. <b>Branch 2: Prophecy and promise</b> In this branch, pupils have the opportunity to build upon prior knowledge as they revisit the infancy of Jesus. It allows pupils to make connections with the whole infancy narrative of St Luke and introduces John the Baptist.	<b>Branch 3: Galilee to Jerusalem</b> In this branch, pupils will deepen their knowledge from Year One about who Jesus is and understand how he teaches about the nature of God through parables and miracles. <b>Branch 4: Dessert to garden</b> In this branch, pupils will revisit scripture from the previous year to consolidate learning about the events of Holy Week. They will make links between the forgiveness Jesus shows at his Crucifixion and the ministry of Jesus studied in the previous branch.	<b>Branch 5: To the ends of the Earth</b> In this branch, pupils will explore how people are changed by the Holy Spirit, through the examples of the apostles, St Paul, and other saints. <b>Branch 6: Dialogue and encounter</b> In the dialogue dimension of this branch, pupils will begin by studying the parable of the Good Samaritan which Jesus told in answer to the question, 'Who is my neighbour?'. In the encounter part of this branch, pupils will learn more about Judaism as part of the religious education curriculum.
<b>Reading</b> <ul style="list-style-type: none"> <li>Grandad's Island Block 1</li> <li>Aesop's Fables - The Goose that laid the Golden Eggs Block 2</li> <li>Mrs Noah's Pockets Block 3</li> <li>Paddington Blocks 4, 5</li> <li>The Christmas Pine - Julia Donaldson Block 6</li> </ul>	<ul style="list-style-type: none"> <li>The Quangle Wangle's Hat - Edward Lear Block 7</li> <li>Coming to England Block 8</li> <li>The Street Beneath My Feet Block 9</li> <li>Rhythm of the Rain Blocks 10, 11</li> <li>Little People Big Dreams (DA) Block 12</li> </ul>	<ul style="list-style-type: none"> <li>Fantastically Great Women Who Changed the World Blocks 13, 14</li> <li>Aesop's Fables – The Sun and The Wind Block 15</li> <li>Fantastic Mr Fox Blocks 16, 17, 18</li> </ul>
<b>School's choice modules:</b> <a href="#">Somebody Crunched</a> <a href="#">Colin Block 19</a> , <a href="#">The Last Tree</a> <a href="#">Block 20</a> , <a href="#">Planet Full of Plastic</a> <a href="#">Block 21</a>		
<b>Writing</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition <ul style="list-style-type: none"> <li>Character descriptions A</li> <li>Poems developing vocabulary A</li> <li>Simple retelling of a narrative A</li> <li>Formal invitations A</li> <li>Stories from other cultures A</li> </ul>	Strong Start Sentence Composition <ul style="list-style-type: none"> <li>Poetry on a theme (humorous) A</li> <li>Non-chronological reports A</li> <li>Formal invitations B</li> <li>Character description B</li> <li>Recount from personal experience A</li> <li>Poems developing vocabulary B (Enrichment)</li> </ul>	Strong Start Sentence Composition <ul style="list-style-type: none"> <li>Non-chronological reports B</li> <li>Recount from personal experience B</li> <li>Simple retelling of a narrative B</li> <li>Stories from other cultures B</li> <li>Poetry on a theme (poems about change) B (Enrichment)</li> </ul>
<b>Maths – WRH</b> 1 <sup>st</sup> Half Place Value Addition and Subtraction  2 <sup>nd</sup> Half Addition and Subtraction Shape	1 <sup>st</sup> Half Money Multiplication and Division  2 <sup>nd</sup> Half Length and Height Mass, capacity and temperature	1 <sup>st</sup> Half Statistics Fractions Position and direction  2 <sup>nd</sup> Half Problem solving Time
<b>PSHE/RSE – Ten:Ten +</b>		
<b>Mental Health Lesson</b> <a href="#">Online safety (Self image and identity)</a> <b>Mental Health Lesson</b> <a href="#">Online safety (Online relationships)</a> <b>World Mental Health Day</b>  Let the children come (x3 sessions) Let the children come (x2 sessions) <b>Anti-Bullying Week</b> <b>Black History Month</b> <b>Mental Health Lesson</b>	Feelings, Likes and Dislikes Feeling Inside Out Super Susie Gets Angry <a href="#">Online Safety (Online Reputation)</a> <b>Children's Mental Health Week</b>  Real Life Online Rules To Help US Three In One Who Is My Neighbour? <a href="#">Online Safety (Online Bullying)</a>	I Am Unique Girls And Boys Clean And Healthy (My Body) Session 1 Clean And Healthy (My Body) Session 2 <a href="#">Online Safety (Managing Online Information)</a>  The Cycle of Life Beginning and Endings <b>RSE Day</b> Change Is All Around + Classroom Shorts The Communities We Live In Needs and Wants
<b>Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Uses of everyday materials</li> <li>Revisit Living things and their habitats / materials</li> </ul>	<ul style="list-style-type: none"> <li>Plants</li> <li>Revisit Living things and their habitats / Animals, including humans</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Painting</li> <li>Printmaking</li> </ul>
<b>Computing – Teach Computing</b> <ul style="list-style-type: none"> <li>Creating Media – making music</li> </ul> <b>Online safety – Project Evolve (Taught as part of PSHE)</b> <ul style="list-style-type: none"> <li>Self-image &amp; identify</li> <li>Online relationships</li> </ul>	Computing <ul style="list-style-type: none"> <li>Computing systems and networks – IT around us</li> </ul> Online Safety <ul style="list-style-type: none"> <li>Online reputation</li> <li>Online bullying</li> </ul>	Computing <ul style="list-style-type: none"> <li>Programming A – Robot algorithms</li> </ul> Online Safety <ul style="list-style-type: none"> <li>Managing online information</li> <li>Health, wellbeing and lifestyle</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles</li> </ul>	<ul style="list-style-type: none"> <li>Food technology</li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>Human and Physical features</li> <li>Compare a small part of the UK to a non-European location – London and Nairobi</li> </ul>	<ul style="list-style-type: none"> <li>Compare a small part of the UK to a non-European location – London and Nairobi</li> <li>Fieldwork and map skills</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork and map skills</li> <li>Compare a different non-European location to our locality - Amazon Rainforest</li> </ul>

<b>History</b> <ul style="list-style-type: none"> <li>Events beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people, places in our locality</li> <li>Revisit – Events beyond living memory <i>(or alternative focus for insecure knowledge)</i></li> </ul>
<b>Music - Kapow</b> <ul style="list-style-type: none"> <li>Call and response</li> <li>Orchestral instruments</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>Melody and composition</li> <li>Dynamics, timbre and tempo</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>Composing and performing soundscapes</li> <li>Rhythm, structure and scores</li> </ul>
<b>PE - Imoves</b> <ul style="list-style-type: none"> <li>Games</li> <li>Gymnastics</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Dance</li> <li>Games</li> <li>Gym</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>Games</li> <li>Athletics</li> <li>Dance</li> </ul>