



	Geography	History	Science	Art and Design	Computing	Music	RE	PE
	Be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class, explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps)	<ul style="list-style-type: none"> Priority curriculum content should include a range of sufficiently detailed period specific knowledge. Pupils should have the opportunity to situate this knowledge in relation to other significant historical events studied. Teachers will also need to give pupils opportunities to learn about particular people and places through records and artefacts. Able to talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling)	Seasonal changes taught throughout the year. Seeds and plants observed and grown throughout the year. To be able to: explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Pupils' skills in manipulating tools and equipment to create work and use their imagination are essential for exploring materials and techniques later in the curriculum. It is therefore a priority to develop and embed fine and gross motor skills by teaching pupils how to use a range of tools competently. This may include cutting with scissors or using the correct grip for specific art tools. To be able to: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; make use of props and materials when role playing characters in narratives and stories.	Purple Mash REFRESHED AND REFINES COMPUTING SCHEME	Charanga	SACRE	Get set for PE
AUTUMN								
Wc 08/09	Local maps, classroom, school, local area. Where do you live? <i>Describe the location of features and routes on a map.</i> <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Devise a simple map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 5 weeks		Science – (7 steps) The Human Body Children will be able to identify, name, draw and label parts of the human body. They will explore the five senses - sight, touch, sound, taste and smell.	D&T - Textiles Join pre-cut textiles using a running stitch. Decorate by cutting out small textile pieces and choosing materials to suit design. Join using chosen method. I can design, make and evaluate a puppet from a familiar story. POAP – Templates and joining Supporting materials – Puppets Link to English work on the Gingerbread Man	Mr Clarke	Belonging	Net and Wall Games Gymnastics	Get logins for Purple mash.
Wc 15/09								
Wc 22/09								
Wc 29/10								
Wc 06/10								
Wc 13/10								Guy Fawkes . Why do we remember the 5 th November? <i>The lives of significant individuals in the past.</i> <i>Events beyond living memory that are significant nationally</i>
Wc 20/10	Seasons – see science	Seasonal changes - Autumn In this small step, children collect data during autumn. They describe and record the changes in weather over a week and comment on how this may change the clothing that is appropriate for each day. They also discuss how daylight is gradually decreasing and nights are becoming longer.						

Wc 03/11		Guy Fawkes continued	Materials - (7 steps) Children will explore everyday materials – wood, plastic, glass and metal. They will explore rock. Children will explore objects and materials. Children will understand melting and freezing. Children will explore floating and sinking. Children will ask the scientific question – Does it absorb water? Children will investigate materials.	ARTIST Joan Miro Look at the work of Miro to see these how he uses line and shape, and how he includes colour in his work Experiment with line, shape and colour to create own pictures.	Continued Information Technology Creative computing Lessons 2 - 4	Charanga Rhythm in the way we walk and The Banana Rap Songs for Church performance	What gift would you give Jesus?	Action Ants Dance
Wc 10/11								
Wc 17/11								
Wc 24/11		History – Toys Tullie House - workshop To use vocabulary related to passage of time To be able to sort objects into old and new Changes within living memory.	Art - Printing – mono printing Design and create a mono print onto paper. Use for Christmas cards					
Wc 01/12				Purple Mash REFRESHED AND REFINES COMPUTING SCHEME Computer Science Creating and following instructions 3 lessons				
Wc 08/12		Toys – Christmas gifts / stockings in the past Traditions – oranges in stocking Home made toys etc						
Wc 15/12	Seasons – see science		Seasonal Change - Winter In this small step, children gather and collect data during winter. They describe and record the changes in weather over a week and comment on how this may change the clothing that is appropriate for each day. They also discuss how the amount of daylight received in winter is less and the nights are longer. Earlier in the Autumn term, children gathered and recorded data in autumn. Once children have gathered data during winter, they should compare similarities and differences between the two seasons.					
SPRING								
Wc 05/01	Cold – Antarctica Where in the world is the South Pole? Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	History / English Ernest Shackleton The lives of significant individuals in the past who have contributed to national and international achievements	Planting A – 1 step Begin an enquiry over time. Explore growth and change throughout the year.	Collage Overlapping and overlaying. Awareness of contrasts in texture and colour. Experimentation with materials. Critique artist	Purple Mash REFRESHED AND REFINES COMPUTING SCHEME Information Technology Data Explorers 6 lessons	Charanga in the Grove Revised to use Charanga Model English Music curriculum units instead. Exploring Sounds	Signs and symbols	Striking and Field Games
Wc 12/01	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.		Animals (9 steps) Children will learn about mammals, birds, fish, amphibians and reptiles. They will compare and group animals. Children will identify and name a variety of animals that are carnivores, herbivores and omnivores.	ARTIST Rosemary Karuga				
Wc 19/01								
Wc 26/01				D&T Mechanisms Moving Antarctic animals Cut with increased accuracy. Join materials to assemble parts to create a slider and lever.				
Wc 02/02				I can design, make and evaluate an Antarctic scene using sliders and levers.				
Wc 09/02				POAP – Levers and sliders Supporting materials - moving pictures and LGP sliders and levers.				
Wc 19/02		Ernest Shackleton cont. CLASS ASSEMBLY	Caring for our Planet – (2 steps) Enquiry Question – Why is it important to care for our planet?		Purple Mash REFRESHED AND REFINES	Mr Clarke SPRING G THING	Easter Why was Jesus	Cricket

Wc 23/02	Hot- Kenya What animals live in Kenya? Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.		How can we care for our planet?		COMPUTING SCHEME Information Technology Animated Stories 6 lessons			Yoga
Wc 02/03	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.		Science Week 6th – 15th March 2026 Theme:					
Wc 09/03			Visits planning and invite parents / experts into school to be interviewed.	Art – painting Explore different types of brushes. Name primary and secondary colours. Make tints and tones. Recognise warm and cold colours.				
Wc 16/03			Seasonal Change (2 steps) In these two steps, children look at seasonal changes in spring. Remind them that a year is split into four seasons – spring, summer, autumn and winter. Children have previously learnt about autumn and winter and now explore changes in spring. Encourage them to make comparisons between the seasons based on weather patterns, the amount of daylight received and changes in plant and animal life.	ARTIST Alma Thomas				
Wc 23/03								
SUMMER								
Wc 15/04	Revise UK place knowledge Countries Locate Dorset and Lyme Regis on a map. Use basic geographical vocabulary to describe Dorset coast.	Mary Anning What can we find out from fossils? The lives of significant individuals in the past who have contributed to national and international achievements	Planting B – (2 steps) Explore how seeds planted in planting A block have changed over time. Retrieval - recap parts of a plant and correct vocabulary used.	D&T Food / Nutrition Know basic food hygiene. Begin to follow simple recipes supported by an adult. Select from and use a range of tools and equipment to perform tasks. Cut fruit and vegetables with a knife using a <u>bridge grip</u> . <u>Peel</u> using a <u>peeler</u> Use a <u>grater</u> safely Measure and weigh using <u>measuring cups</u> Where different fruits and vegetables come from. I can give examples of parts of a plant I can eat.	Purple Mash REFRESHED AND REFINES COMPUTING SCHEME Computer Science Coding 6 lessons	Charanga - English Model Music Curriculum Scheme Having fun with improvisation	Special books/ special objects	Swimming-Beginners Target Games
Wc 22/04		Inc. – new discoveries Pliosuar recently discovered UK Jurassic coast.	Plants (7 steps) Children will identify and name a variety of common wild and garden plants and plant and tree parts. They will be able to name plants in their local area. Children will be able to identify and name Deciduous and Evergreen trees and locate trees in the local area.	Art Clay Pressing objects into clay to make designs and add texture. Exploring the effects of tools. Joining clay. Press mould cast. Thumb pots – updated KO from Art lead				
Wc 29/04								
Wc 06/05								
Wc 13/05								
Wc 20/05								
Wc 03/06	What is special about Cumbria? Use basic geographical vocabulary to refer to: -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		Planting C – (2 steps) 3/06 Children will explore how the seeds they planted in the Spring have grown. They will observe and record changes in growth.	D&T Structures Outdoor – making a den for an animal / toy	Purple Mash REFRESHED AND REFINES COMPUTING SCHEME Information Technology Making Beats	Charanga - English Model Music Curriculum Scheme Lets perform together	What makes a person Special?	Athletics Invasion games
Wc 10/06								

Wc 17/06	-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		Growing and Cooking (2 steps) 17/06		3 of 4 lessons			
Wc 24/06		Why is Beatrix Potter special to Cumbria? Significant historical events, people and places in their own locality Changes within living memory.	Enquiry Question – Where does my food come from? What have I planted and grown this year?	Art – Drawing Use tone, line and shape in my drawings. Use pastels to create different tones. Look at the work of Beatrix Potter for inspiration.	Purple Mash REFRESHED AND REFINES COMPUTING SCHEME Digital Literacy Technology around us 3 of 4 lessons			
Wc 01/07								
Wc 18/07				Seasonal changes – Summer (3 steps) In these 3 steps, children look at seasonal changes in summer. Enquiry Question – What are the main changes in each season?	ARTIST Beatrix Potter			
Wc 15/07								