



Nourishing the fitrah of each unique child

Curriculum Policy

“Every child is born upon the fitrah...”

(Saheeh Bukhari, 1292)

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Curriculum

Intent

At Unique Academy, our purpose is to nourish the fitrah (natural disposition) of each unique child. We achieve this by providing a broad range of subject disciplines, a balanced timetable designed to meet our aims, an ambitious creative curriculum which provides coherently planned learning to ensure progression of knowledge, skills and character development for all pupils, the combination of which lay a firm foundation for their future.

Our curriculum is holistic to ensure success and breadth in Islamic and academic fields of knowledge offering first hand learning experiences and engaging activities to build successful learners. Our curriculum is inclusive to ensure the needs of every child is being met and works in conjunction with our homework and behaviour policies.

Our curriculum is creative as it brings all subject disciplines together and encourages children to apply their learnt technical, academic and conceptual skills and understanding across a range of areas.

The curriculum provides opportunities for children to develop a range of interpersonal skills in order to develop as resilient, self disciplined and confident learners with high aspirations who know how to make a positive contribution to their families, community and wider society.

Our curriculum nurtures pupils into lifelong knowledge seekers who are well rounded, responsible citizens with the capability to problem solve, reflect and communicate. Our curriculum supports healthy lifestyles, physical education, well being and mental health which are key elements of developing a well rounded child who has a positive outlook about themselves and towards their learning in order to be motivated to strive to achieve their unique potential.

Our curriculum values equality and celebrates the cultural wealth of diversity within our community whilst supporting the development of the children's spiritual, moral, social, cultural awareness and understanding, so that that they are well prepared to take up opportunities, responsibilities and experiences as part of life in modern Britain, as well as the life in the Hereafter.

Curriculum Subject Disciplines

Implementation

Our thematic curriculum subject areas are based on the statutory requirements and objectives of the National Curriculum 2014. Children will also have experiences and opportunities which best meet the learning and developmental needs of all children in our school.

Our curriculum content will ensure that children meaningfully revisit and build upon their knowledge, understanding and skills through intervention.

Our subject areas are:

Islamic Education	
Curricular areas	Aspects
<p>Qur'aan</p> <p>Qur'aan will be taught for 15 minutes to 30 minutes on a daily basis as a discrete subject but will also be made reference to across other curriculum subject areas. Areas of learning such as Halaqah, Science, History and Geography can link with Qur'aan studies. We aim for children to develop a love and appreciation for the Qur'aan as the speech of Allaah. Children will learn the skills of pronunciation (Tajweed). Children will progress through Surah's together as a class and will receive Qur'aan memorisation homework targets on a weekly basis.</p> <p>Children will take part in annual performance events demonstrating that Qur'aan is important to the life of the school.</p>	Recitation with Tajweed
	Memorisation

<p>Arabic Arabic language will be taught as a Modern Foreign Language and cover the objectives set out in the National Curriculum. It will be taught for 20 to 40 minutes on a daily basis from the early year's foundation stage, through to Key Stage 2. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills.</p> <p>Our lessons provide structure and context as well as offering an insight into the culture of Arab-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning.</p> <p>Arabic lessons are taught by native Arabic speakers. The class teachers will also incorporate Arabic language through phrases and short sentences wherever possible the daily routines – replicating an immersive approach so that pupils absorb the language.</p>	<p>Listening</p> <p>Speaking (including Vocabulary)</p> <p>Reading</p> <p>Stories, poems and rhymes (Nasheed)</p> <p>Writing</p>
<p>Halaqah This lesson will take place for pupils on a daily basis, through a circle time format and primarily through discussion with the aim of nourishing the <i>fitra</i> and developing children's character, morals and manners.</p> <p>Children will learn Qur'aan stories in order to increase their understanding of the meaning of the Qur'aan so that they can connect to it, understand it's significance, purpose and meaning and implement them in their lives in order to support the development of their character.</p>	<p>Halaqah</p> <ul style="list-style-type: none"> ● Aqeedah ● Fiqh ● Tarikh ● Seerah ● Qur'aan and Sunnah ● Adaab and Akhlaq
<p>Personal and Character Development Education</p>	
<p>Personal, Social, Health, Education and Citizenship (PSHEC) and Relationships Sex and Health, Education (RSHE) The aim of RSHE/PSHEC is to develop children's:</p> <ul style="list-style-type: none"> ● Confidence, responsible attitude and supporting them to make the most of their abilities ● Preparedness to play an active role as global citizens ● Health and to have a safe, lifestyle ● Relationship skills and respecting the differences between people <p>Our PSHEC lessons are designed to enable children to recall and build upon previous learning, exploring the underlying principles of RSHE/PSHEC education regularly at a depth that is appropriate for the age and stage of the child as well as the wider community that the school is apart of. Lessons include key vocabulary to develop understanding. RSHE/PSHEC is delivered in Halaqah ('Circle time') format through discussion.</p> <p>Thought-provoking RSHE/PSHEC discussions will enable children to build confidence and resilience. Assessment for learning opportunities are built into each lesson to allow teachers to evaluate and assess progress. Each RSHE/PSHE lesson should begin with a discussion of children's existing knowledge and experience, providing an opportunity to assess prior knowledge. Each lesson ends with an opportunity to consolidate and reflect upon learning. Tools are provided for summative assessment, allowing progress to be recorded and tracked.</p>	<p>PSHEC and RSHE</p> <ul style="list-style-type: none"> ● Online ● Relationships ● Well being ● Financial education
<p>Core Education</p>	
<p>English Children will learn literacy genres of the theme, fiction, and nonfiction books, and poetry as this has shown to develop the thematic approach, and deepen learning and engagement. The aspects of English that we develop are phonics, reading fluency, grammar, writing, handwriting, Oracy and listening skills, based on the National Curriculum objectives for each year group ensuring continuity and progression. Our whole school phonics programme is: Jolly Phonics.</p> <p>We will use a variety of books to promote inclusion and diversity.</p>	<p>Spoken language</p> <p>Reading</p> <ul style="list-style-type: none"> ● Word reading ● Comprehension <p>Writing</p> <ul style="list-style-type: none"> ● Transcription ● Handwriting ● Composition

	Spelling
	Vocabulary
	Punctuation
	Grammar
<p>Mathematics</p> <p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Our programmes of study follow National Curriculum guidelines and are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop confidence, fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.</p> <p>Mathematics will be taught using a range of visual and practical work to enable pupils to visualise Mathematics, conceptually understand it and be able to articulate and represent their reasoning.</p> <p>Pupils will also be encouraged to apply their mathematical knowledge to science and other subject disciplines.</p> <p>Mastery and love of mathematics is something that we want all pupils to acquire throughout their school lives and beyond.</p>	<p>Number</p> <ul style="list-style-type: none"> • Number and place value • Addition and subtraction • Multiplication and division • Fractions (including decimals and percentages) <p>Ratio and proportion</p> <p>Algebra</p> <p>Measurements</p> <p>Geometry</p> <ul style="list-style-type: none"> • Properties of shape • Position and direction <p>Statistics</p>
<p>Science</p> <p>The acquisition of key scientific knowledge is an integral part of our science lessons. Children will also develop key scientific competencies such as how to hypothesise and predict, experiment and record. Children will learn to retain important, useful and powerful vocabulary and knowledge contained within each unit as well as understand the contribution of Islam in the development of science.</p> <p>The progression of skills for working scientifically will be developed through the year groups and scientific enquiry skills will be of key importance within lessons. The progression of these skills is set out in the Science Progression Map below. Each lesson has a clear focus. Scientific knowledge and enquiry skills developed with increasing depth and challenge as children move through the year groups. They complete investigations and hands-on activities while gaining the scientific knowledge for each unit.</p> <p>Children will also have the opportunity to recap concepts where necessary. Our sequence of lessons helps to embed scientific knowledge and skills, with each lesson building on previous learning. There is also the opportunity to regularly review and evaluate children's understanding. We aim to ensure that activities are effectively differentiated so that all children have an appropriate level of support and challenge.</p> <p>Teachers are to be equipped with secure scientific subject knowledge, in order to deliver high-quality teaching and learning and to also be able to address possible scientific misconceptions in topics. Educational visits will be undertaken where appropriate to stimulate children's interest. Unique Academy staff will try to teach in meaningful everyday contexts, so that children can relate science to their everyday life experiences.</p>	<p>Working scientifically</p> <p>Earth science</p> <ul style="list-style-type: none"> • Seasonal changes • Rocks • Light • Earth and Space <p>Life science</p> <ul style="list-style-type: none"> • Plants • Animals, including humans • Living things and their habitats • Inheritance <p>Physical science</p> <ul style="list-style-type: none"> • Everyday materials • Properties and changes of materials • States of matter • Forces and magnets • Sound • Electricity

Humanities Education

<p>History</p> <p>In order for children to know more and remember more in each area of history studied, we have structured lessons in sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. This ensures that revision becomes part of good practice and ultimately helps build a depth to children’s historical understanding. Through revisiting and consolidating skills, our lesson will help children build on prior knowledge alongside introducing new skills and challenges. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Children will develop historical understanding through the use of artefacts and secondary sources in order to foster research skills and an appreciation for the past. Children will have a variety of experiences related to the historical period they are studying as well as become active in their learning through the use of role-play.</p> <p>Through our history lessons, we intend to inspire pupils to develop a love of Islamic, British and World history and see how it has shaped the world they live in.</p>	Changes within living memory
	Events beyond living memory that are significant nationally and globally
	Lives of significant individuals in the past, including Muslims and people from diverse backgrounds, who have contributed to national and international achievements,
	Significant historical events, people and places, including Muslims and people from diverse backgrounds, in the locality and how these individuals may inspire them
<p>Geography</p> <p>Geography is taught through a cross-curricular approach. Children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world. Children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. Through revisiting and consolidating skills, our lessons will support pupils to build on prior knowledge alongside introducing new skills and challenges. All children will participate in Geography by expanding their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Children will have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Progress in Geography will be tracked through half termly and termly assessments.</p>	Locational knowledge
	Place knowledge
	Human and physical knowledge
	Geographical skills and field work
<p>RE</p> <p>They will learn about Islam and other principle faiths found in the United Kingdom and beyond. Children will speak to visitors from other religious backgrounds and visit religious places.</p>	<p>RE</p> <ul style="list-style-type: none"> ● Islam ● Judaism ● Christianity ● Sikhism ● Hinduism
Creative Education	
<p>Art & Design</p> <p>At Unique Academy, each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Our lessons ensure that pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children will also know how art and design both reflect and shape history, and contribute to culture, creativity and wealth in the UK and beyond.</p>	Design and Make
	Draw and paint
	<p>Art and design techniques</p> <ul style="list-style-type: none"> ● Colour ● Pattern ● Texture ● Line ● Shape ● Form ● Space
	Artists and designers, including those from diverse backgrounds and cultures
<p>Design and Technology</p> <p>Design and Technology is taught using a wide range of mediums, e.g. clay, textiles, wood, paper and construction materials.</p>	Design

<p>At Unique Academy, Design and Technology skills and understanding are built into all lessons. The revision of ideas are also built into lessons as part of good practice and ultimately helps to build a depth to children's understanding. Through revisiting and consolidating skills, lessons help children build on prior knowledge alongside introducing new skills, knowledge and challenge. Revision and introduction of key vocabulary are built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Through our lessons, we intend to inspire pupils to develop a love of Design and Technology and see how it has helped shape the ever-evolving technological world they live in.</p>	Make
	Evaluate
	Technical knowledge
	Cooking and nutrition

Technological Education

<p>Computing</p> <p>Our computing lessons ensure that there is opportunity for revision, analysis and problem-solving. Through our sequence of lessons, we intend for pupils to be inspired and see computing as the future. Cross-curricular links between computing and other subject disciplines are also important in supporting other areas of learning.</p> <p>Our lesson plans and resources help children to build on prior knowledge at the same time as introducing new skills and challenges. The focus is on developing the use of algorithms, programming and how technology can be used safely and purposefully. Children also develop their knowledge of computer networks, internet services and the internet safety and purposeful use of the internet and technology.</p> <p>Key vocabulary is used to show progression of the specific language involved in children's learning so that teachers can also assess understanding and progress through vocabulary.</p> <p>Our computing curriculum aims to develop children to become digital citizens (who are safe and responsible), digital communicators (who are digitally literate) and digital creators (who are logical and creative).</p>	Algorithms
	Create and debug programmes
	Logical reasoning
	Create, organise, store, manipulate and retrieve digital content
	IT
E-safety	

Physical Education

<p>PE</p> <p>At Unique Academy, children will take part in weekly PE lessons.</p> <p>Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practice are built into lessons. Interwoven into the teaching sequence are key assessment questions which are identified in green. These allow teachers to assess the different levels of understanding at various points in the lesson and also allow time to recap concepts where necessary, helping to embed learning.</p> <p>Formative assessments take place on an ongoing basis. Pupil learning journeys are to include learning in PE to show a personal formative record from the child's perspective. A more formal summative assessment is carried out at the end of each term to help monitor the impact against National Curriculum aims.</p>	Mastering basic movements
	<ul style="list-style-type: none"> ● Running ● Jumping ● Throwing ● Catching ● Balance ● Coordination ● Agility
	Games
	Athletics
	Movement

We are committed to embedding our school's aim of nourishing the *fitra* of each unique child and our values into the early year's principles of education, which are:

- A unique child – we believe that each child is a unique creation of Allaah. They can be capable, resilient, confident, and consistently learning from the world around them.

- Positive Relationships – positive relationships and good communication between the key person, school, and home support children in making better progress.
- Enabling environments – children will feel safe and respond well in environments where their individual needs are catered for and practitioners and families work together to support their learning.
- Learning and development – children learn and develop at their own pace. We use the ‘Development Matters’ guidance which sets out the developmental statements which we use to observe, assess and plan the whole class, group and specific activities for children.

All children in the early years class will have a ‘key person’, who will be responsible for their learning and development, as well as be the main point of contact for their key child’s parents.

Our teachers will engage with children in a positive way, providing challenges ensuring that they are given playful opportunities to develop across the prime and specific areas of learning. These are:

Prime Areas	
Area of learning and development	Aspects
<p>Personal, Social, Emotional development Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	Self regulation
	Managing self
	Building relationships
<p>Physical Development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	Gross motor skills
	Fine motor skills
<p>Communication and Language The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	Listening , attention and understanding
	Speaking

Specific Areas	
<p>Literacy</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	Comprehension
	Word reading
	Writing
<p>Mathematics</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	Numbers
	Numerical patterns
<p>Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	Past and present
	People, culture and communities
	The natural world
<p>Expressive Arts and Design</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	Creating with materials
	Being imaginative and expressive

Early Years practitioners also support children in developing the characteristics of effective learning, which are:

Characteristics of Effective Learning
Playing and exploring – engagement

Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things

Impact

Our commitment to nourishing the fitrah of each unique child will give birth to creative practices across the school which lay firm foundations for children enabling them to develop social skills, both indoors and outdoors.

The curriculum ensures that the needs of individuals as well as small groups of children are met within an Islamic environment where high quality teaching and learning takes place, and where support and intervention is personalised.

The positive impact of our curriculum can be seen in the positive character, knowledge, skills and outcomes which our pupils achieve. We monitor the impact of our curriculum through:

- Day to day assessment for learning strategies as well as summative assessment results
- Book looks / Learning journeys
- Learning walks
- Lesson observations
- Discussions with pupils and staff

Children feel safe to imagine, explore, enquire and create. High quality visits locally as well as further afield and visitors from a range of backgrounds and professions, enhance the curriculum experience. Children are able to talk about and share their learning with each other and others during presentations, as well as in school-based and external events.

Developing children's fitrah, character, knowledge, technical, academic and conceptual skills are at heart all of our curriculum experiences.

Effective Learning

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account multiple intelligences when planning teaching and learning styles in order that pupils learn to:

- Effectively acquire new knowledge or skills in their work, develop ideas and increase their understanding.
- Show maximum engagement, concentration, application and productivity.
- Develop skills and capacity to work independently and collaboratively.

We aim to offer opportunities for children to learn in different ways that may involve the use of varied seating arrangements. The learning styles used include:

- Independent work;
- Paired work;
- Group work;
- Whole-class work;
- Investigation and problem solving;
- Independent and group research;
- Asking and answering questions;
- Debates, role-plays and oral presentations;

- Watching and responding to live drama and musical presentations.
- Creative activities;
- Designing and making things;
- Use of the I.T;
- Use of games;
- Outdoor work and visits to places of educational interest;
- Use of audio visual resources
- Participation in athletic or physical activity.

Equal Opportunities

All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. Our aim is to encourage all children's progress in the foundation subjects through the provision of a balanced curriculum – striving to meet basic skills levels for all in English and Maths.

Unique Academy has ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity is celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in valuing what the child brings to school.

Gender

Boys and girls have equal access to the curriculum.

Able, Gifted and Talented

Provision will be made to develop the talents of more able pupils in a variety of ways. Through increasingly complex investigative tasks, and open-ended tasks which enable them to tackle more complex issues and understand more difficult concepts.

Special Education Needs

Pupils with Special Educational Needs will be supported to help them succeed in all areas of the curriculum. Teachers will liaise with the Special Needs Co-ordinator when they are concerned about a child's progress. Pupils with learning difficulties will be given tasks which will be broken down into smaller steps, thus giving them achievable goals and Individual Education Plans (IEP) will be devised in collaboration with parents and reviewed at the end of each half term.

Resources

Pupils will have access to the necessary resources to undertake a variety of activities and facilitate the teaching of the whole curriculum.

Policy Into Practice

Scheme of Work

All guidelines are met for time allocation for all foundation subject teaching throughout the year. Science is taught each week and not in a block format. Our creative curriculum is brought to life by visiting experts, trips, creative home learning tasks and extra curricular activities.

Our teaching resources are drawn from the 2014 National Curriculum Standards and are written in a MTP format – which can be found on the internal cloud storage system for ‘Teachers’.

A year group curriculum overview indicates which themes are being covered and how they inter-link with different subjects (Appendix 1).

Social, Moral, Spiritual and Cultural

Through the attitudes we promote in our teaching of all subjects, we aim to develop pupils' social, moral, spiritual and cultural understanding and we actively promote fundamental British Values into the curriculum.

Education for Citizenship

Within our school the whole curriculum contributes to the education of pupils for citizenship by encouraging their development of key attitudes and skills. These enable our pupils to explore and make informed decisions. Through the use of a balanced range of teaching methods pupils are actively involved in lessons. Group work supports the development of personal and social skills by encouraging the children's co-operation, patience and open-mindedness towards the ideas of others.

Environmental Education

The children at Unique Academy are encouraged to develop an awareness of the environment through direct experience as well as secondary sources. We aim to stimulate their knowledge of how and why we need to maintain, protect and improve the quality of the environment. Pupils are encouraged to participate in a range of tasks and activities inside and outside the classroom and to make use of the wide variety of possibilities our surrounding area offers.

Our Classrooms are attractive learning environments

We believe that a stimulating environment sets the climate for learning.

An exciting classroom promotes independent use of resources and high-quality work by the children.

We change displays at least once a term (or half term as appropriate), to ensure that the classroom reflects the topics studied by the children.

We ensure that all children have the opportunity to display their best work at some time during the year.

We use Maths and English displays as well as Class Rules and Fire procedures.

Classrooms have a range of dictionaries and fiction and non-fiction books, which are attractively labelled, as are all equipment stored in the classroom.

Resources and equipment stored in the classroom are readily available and labelled to promote independent learning.

Teaching Methods

Classroom Organisation

The curriculum can be delivered in a variety of ways. Classrooms therefore should be organised in a way that allows the children to access necessary resources and equipment depending on the type of activity being undertaken. At Unique Academy, we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential by catering for different learning styles.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all backgrounds, the opposite gender and, in so doing, to promote positive attitudes towards other people and their possessions.
- Enable children to understand their community and help them feel valued as part of the school community.
- Help children grow into reliable, independent and positive citizens.
- Develop children's speaking and listening skills through interactive activities through a variety of subjects
- Develop children's literacy and numeracy skills using cross curricular opportunities

Grouping of Children

Lessons are taught in a range of formats:

- Mixed ability groups
- Phonics groups
- Maths groups
- Ability groups
- Smaller Intervention groups

Nature of Experience

Our pupils are provided with a range of learning experiences, dictated by the nature and content of the activity being undertaken (e.g questioning, describing, explaining, predicting, direct teaching, handling artefacts, research, observing, visits etc).

When teaching we focus on motivating the children by:

- Providing a varied and exciting curriculum in line with the statutory requirements and principles of equal opportunity
- Ensuring there is a balance of appropriate teaching styles used and suitable teaching strategies
- Using interesting and good quality resources and visual aides to aide effective learning
- Building on their skills, knowledge and understanding of the curriculum
- Using the school curriculum plan to guide our teaching with clear learning objectives
- Ensuring the learning environment is stimulating to interest, encourage and engage pupils
- Make effective use of time and insist on high standards of behaviour
- Use Home-Learning effectively to reinforce and extend what is learned in school

Teaching Styles

The makeup of each lesson follows the guidelines and content set out in the 2014 National Curriculum. Typically lessons include a mental and oral starter, introduction, a main teaching and learning activities and a plenary. We aim to make our lessons fun and exciting, using as many different teaching styles as possible, including visual, audio and kinaesthetic methods as well as closed/open questions, discussion, debate, illustrations, labelling, ordering, identification, written work, recording observations, designing, individual/group investigations, audio/visual equipment and role play.

The learning objectives (WALT) and learning outcomes (WILF) are introduced to the whole class through the use of stimulating varied starting points.

Assessment for Learning is used in all classrooms as an assessment tool for teachers and for the children to take control of their learning.

Use of I.C.T

I.C.T. is incorporated in the curriculum through Computing lessons as well as Cross Curricular work.

Links with other subjects

All subjects are linked – when appropriate. An over- arching theme for each half term allows for cross curricular links. Pupils can ask questions about the theme which can inform additional content for the theme. Our progressive curriculum ensures that a range of skills and relevant knowledge are covered for each age group.

Resources

Teaching resources are kept in curriculum cupboards in the storage room. These are to be used when required and returned afterwards. They are audited every year and consumable resources are replaced when needed.

Safety

At all times the safety of the children in the class is paramount. We aim to teach and learn in as safe an environment as possible. Health and Safety guidelines are followed at all times and where necessary the relevant risk assessments are completed.

Pupils work in a healthy and safe environment.

We ensure that all tasks that the children undertake are safe and identify risks in the plans.

Educational visits are seen as an important way of enhancing the curriculum, but prior to any visit we consult the Head teacher and complete a risk assessment form.

Risk assessments are shared with both participating staff, adult volunteers and in an age appropriate manner to the children.

Parental permission for educational visits is always sought.

Assessment

Assessment and record keeping is the means by which our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers are able to build up a profile of individual strengths and areas for development. This is then used to inform their planning and teaching. Assessment also allows staff to identify those children whose achievements fall outside the boundaries of differentiated activities.

Formative Assessment information for all subjects is completed regularly by staff using our Cornerstones Curriculum Maestro system.

Methods

Assessment is used to inform future planning and teaching and takes place in many ways:

Day to day assessment is carried out through constructive marking, AfL, observations in class and verbal discussions with children.

A more formal assessment is carried out every term in Maths, English and Science.

The results of this assessment (along with teacher assessment) are used to determine if children are in the correct ability groups and if they are working at age related expectations.

Reporting Procedure

Parents are invited to attend termly meetings, where they can discuss their child's progress with the class teacher. The child's teacher also provides a written report, which forms part of the annual report to parents.

Curriculum Monitoring, Review, Evaluation And Revision

The Headteacher is responsible for monitoring the curriculum. Monitoring is done in several ways, including:

- Monitoring planning
- Through analysing assessment data
- Monitoring targets
- Lesson observations
- Book looks
- Learning walks
- Pupil discussions
- SLT meetings
- Staff Professional development meetings
- CPD

The Headteacher is responsible for keeping abreast of current developments in the teaching of the whole curriculum, and feeding these developments back to staff



Curriculum Maps and Timetables



Curriculum Themes

Year Groups	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	Me and my Community (3wks)	Starry Night (3 wks)	Once Upon a Time (3wks)	Dangerous Dinosaurs (3 wks)	Sunshine and Sunflowers (3 wks)	Big Wide World (3wks)
	Exploring Autumn (2wks)	Winter Wonderland (2 wks)	Sparkle and Shine (2wks)	Puddles and Rainbows (3 weeks)	Shadows and Reflections (2wks)	Splash! (2wks)
Reception	Let's Explore (3wks)	Marvellous Machines (3wks)	Ready Steady Grow (3wks)	Long Ago (3wks)	Animal Safari (3wks)	On the Beach (3 wks)
	Build it up (2wks)	Puppets and Pop – Ups (2wks)	Signs of spring (2wks)	Stories and Rhymes (2wks)	Creep, Crawl and Wriggle (2wks)	Move It/Moving On (2wks)
Cycle A Year 1 / 2	Childhood		Bright Lights, Big City		School days	
Cycle B Year 1 / 2	Movers and Shakers		Coastline		Magnificent Monarchs	
Cycle A Year 3 / 4	Through the Ages		Rocks, Relics and Rumbles		Emperors and Empires	
Cycle B Year 3 / 4	Invasion		Misty Mountain, Winding River		Ancient Civilisations	
Cycle A Year 5 / 6	Maafa		Frozen Kingdoms		Britain at War	
Cycle B Year 5 / 6	Dynamic Dynasties		Sow, Grow and Farm		Ground Breaking Greeks	



Nursery Class Curriculum Long Term Plan

2026 - 2027	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Productivity	Transparency	Excellency
Theme 1	Me and My Community	Starry Night	Once Upon a Time	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
Theme 2	Exploring Autumn	Winter Wonderland	Sparkle and Shine	Puddles and Rainbows	Shadows and Reflections	Splash!
Trip	Autumn Walk at Avenue Park	Science Museum	Puppet Show	National History Museum	Spring Walk	Water and Steam Museum
Visitor(s)	Mother and Baby	-	Author	-	Dentist	-
Qur'aan	Surah Fatihah Juz Amma Surah Naas Surah Falaq	Juz Amma Surah Ikhlalas Surah Masad Surah Nasr	Juz Amma Suratul Kawthar Surah Quraish Surah Fil	Juz Amma Surah Humazah Surah Asr Surah Takathur	Juz Amma Surah Qariah Surah Adiyat Surah Zalzalah	Juz Amma Surah Qadr Surah Teen Surah Inshirah
Arabic	Language Nut About Me	Language Nut Weather	Language Nut Celebrations	Language Nut Hobbies and Pets	Language Nut Seasons and holidays	Language Nut Around the world
C & L	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.	Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.

<p>PSED</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Manage their own basic hygiene and personal needs including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p>
<p>PD</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Begin to show accuracy and care when drawing.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p>
<p>L</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Read words consistent with their phonic knowledge by sound blending. Write recognisable letters, most of which are correctly formed. Enjoys looking at books and sharing stories.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Read words consistent with their phonic knowledge by sound blending.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Enjoys looking at books and sharing stories.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. Read words consistent with their phonic knowledge by sound blending. Write recognisable letters, most of which are correctly formed. Enjoys looking at books and sharing stories</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Enjoys looking at books and sharing stories.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play. Enjoys looking at books and sharing stories.</p>

<p>Jolly Phonics</p>	<p>Jolly Phonics Focus: Sound awareness: environmental sounds, rhythm, rhyme, body percussion</p> <p>Tricky Words: No tricky words yet; focus on sound awareness</p> <p>Letter Formation Focus: Pre-writing shapes, name letters</p> <p>Jolly Classroom Tools and Activities: Jolly Songs, Sound Stories, Action Videos</p> <p>Jolly Readers (Home): Wordless picture books</p>	<p>Jolly Phonics Focus: Introduce Group 1 sounds (<i>s, a, t, i, p, n</i>)</p> <p>Tricky Words: I, he</p> <p>Letter Formation Focus: s, a, t, i, p, n</p> <p>Jolly Classroom Tools and Activities: Letter Formation, Sound Buttons, Action Matching</p> <p>Jolly Readers (Home): Jolly Phonics Level 0 (Red)</p>	<p>Jolly Phonics Focus: Extend to Group 2 sounds (<i>c, k, e, h, r, m, d</i>), oral blending begins</p> <p>Tricky Words: she, me</p> <p>Letter Formation Focus: c, k, e, h, r, m, d</p> <p>Jolly Classroom Tools and Activities: <i>Blending Slides, Sound-to-Word Matching, Interactive Word Building</i></p> <p>Jolly Readers (Home): Jolly Phonics Level 0 (Red)</p>	<p>Jolly Phonics Focus: Segmenting orally, name writing, sound discrimination</p> <p>Tricky Words: we, be</p> <p>Letter Formation Focus: Begin full lowercase set</p> <p>Jolly Classroom Tools and Activities: <i>Tricky Word Songs, Name Writing Practice, Sound Sorting</i></p> <p>Jolly Readers (Home): Jolly Phonics Level 1 (Blue)</p>	<p>Jolly Phonics Focus: Introduce Group 3 sounds (<i>g, o, u, l, f, b</i>), simple CVC blending</p> <p>Tricky Words: was, to</p> <p>Letter Formation Focus: g, o, u, l, f, b</p> <p>Jolly Classroom Tools and Activities: <i>Write & Revise, Blending Games, Tricky Word Wall Flowers</i></p> <p>Jolly Readers (Home): Jolly Phonics Level 1 (Blue)</p>	<p>Jolly Phonics Focus: Consolidation, sound review, transition readiness</p> <p>Tricky Words: my, you</p> <p>Letter Formation Focus: Full lowercase alphabet</p> <p>Jolly Classroom Tools and Activities: <i>Review Slides, Assessment Tools, Tricky Word Review</i></p> <p>Jolly Readers (Home): Jolly Phonics Level 1 (Blue)</p>
<p>M</p>	<p>Comparison1: More than, fewer than, same Collect objects to compare amounts Make simple comparisons of amounts Look for collections of large and small amounts Compare and talk about large and small amounts Make large and small collections Make collections the same</p> <p>Pattern 1: Explore repeats Listen to repeats in songs and stories Start to join in songs with repeats Clap along to songs Male line patters with own sequences Choose blocks to build roads and towers.</p> <p>Counting 1 Hear and say number Hear some number names Join in saying some number names Model saying number names in order</p>	<p>Counting 2 Begin to order number names Model saying 1,2 and 3 in play Copy the sequence of 1, 2 and 3 Copy fingers to represent 1, 2 and 3 Begin to count actions Say number names in order Begin to recognise that anything can be counted</p> <p>Subitising 1 I see 1, 2, 3 Notice images in books Respond to 'I see 1,2, 3' Recognise 'I see 1, 2, 3' Copy 'I see 1, 2, 3' Point to 1, 2, 3 Recognise 1, 2 3 in well-known tales</p> <p>Pattern 2 Join in with repeats Join in with repeated actions in songs Join in with repeats in songs and stories Sing some refrains independently Have a sense of daily routines</p>	<p>Subitising 2 Show me 1, 2, 3 Copy fingers to show 1 Copy fingers to show 2 Copy fingers to show 3 Show 1 finger when seeing 1 item in stories Show 2 or 3 fingers when seeing 2 or 3 in stories Show 1, 2, 3 on fingers when asked</p> <p>Counting 3 Move and label 1,2 3 Make actions when saying counting words Move fingers when saying counting words Count out up to 3 objects from rhymes Notice number symbols as labels Label amounts as 1 and not 1 Label amounts as 1, 2 or 3</p> <p>Pattern 3 Explore own first patterns Explain simple pattern arrangements Make road and bridges with intent</p>	<p>Counting 4 Take and give 1, 2, 3 Choose a group to count Take out 2 from a group Take out 3 from a group Give others 2 items Give others 3 items Count 3 objects with one-to-one correspondence</p> <p>Subitising 3 Talk about dots Become familiar with dot patterns Say when there is 1 dot Say when there are 2 dots Recognise 1 and 2 in different arrangements Say when there are 3 dots Look for collections of large and small amounts</p> <p>Comparison 2 Compare and sort collections Notice when two collections are the same Make collections of small objects the same Make collections of large objects the same</p>	<p>Lead on own repeats</p> <p>Pattern 5 Making patterns together</p> <p>Subitising 4 Make games and actions</p> <p>Shape, space and measure 5 Start to puzzle</p>	<p>Counting 5 Show me 5</p> <p>Pattern 6 My own pattern</p> <p>Counting 6 Stop at 1, 2, 3, 4, 5</p> <p>Comparison 3 Match, sort, compare</p> <p>Consolidation/Prep for Reception.</p>

	<p>Practise saying number names in order</p> <p>Join in stable order counting forwards</p> <p>Join in stable order counting backwards.</p> <p>Shape, space and measure 1</p> <p>Explore and play with shapes</p> <p>Show interest in simple differences between shapes</p> <p>Put shapes and blocks into position</p> <p>Select shapes for a reason</p> <p>Begin to explore and describe natural shapes and objects</p> <p>Find and collect objects for a purpose</p>	<p>Say what happens next</p> <p>Make arrangements in art</p> <p>Shape, space and measure 4</p> <p>Explore position and space</p> <p>Respond to simple language of position</p> <p>Arrange blocks in a chosen position</p> <p>Select shapes for a space</p> <p>Recognise when 2 objects are the same shape</p> <p>Explore and describe shapes and objects</p> <p>Sort shapes and objects into simple categories</p>	<p>Choose blocks to copy simple creations</p> <p>Make simple line patterns with objects</p> <p>Make simple pattern arrangements</p> <p>Show an interest in patterns and shapes.</p> <p>Shape, space and measure 3</p> <p>Explore position and routes</p> <p>Explore shape resources</p> <p>Explore more complex inset jigsaw</p> <p>Talk about simple positions</p> <p>Move into simple positions</p> <p>Move through positions</p> <p>Follow simple small-world routes</p>	<p>Recognise two collections are the same using large and small objects</p> <p>Make collections the same using large and small objects</p> <p>Sort and talk about their own collections</p> <p>Shape, space and measure 4</p> <p>Match, talk, push and pull</p> <p>Match simple shapes</p> <p>Push some shapes and blocks together</p> <p>Make simple arrangements</p> <p>Talk about arrangements</p> <p>Follow simple routes outside</p> <p>Follow toys around a simple route</p>		
UW	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Discuss simple changes as they have grown from being a baby.</p> <p>Know ways to care for their local environment.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Sort and group materials and resources and talk about how they are similar or different.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Sort and group materials and resources and talk about how they are similar or different.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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. Know ways to care for their local environment.</p>

<p>EAD</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Listen to a variety of music and sounds.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Listen to a variety of music and sounds.</p>	<p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Share their creations, explaining the process they have used.</p>
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Reception Class Curriculum Long Term Plan

2026 - 2027	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Productivity	Transparency	Excellency
Theme 1	Let's Explore (3wks)	Marvellous Machines (3wks)	Ready Steady Grow (3wks)	Long Ago (3 wks)	Animal Safari (3wks)	On the Beach (3 wks)
Theme 2	Build it up (2wks)	Puppets and Pop – Ups (2wks)	Signs of spring (2wks)	Stories and Rhymes (2 wks)	Creep, Crawl and Wiggle (2wks)	Moving On (2wks)
Trip	Avenue Park Walk	Legoland Windsor	Odds Farm	Gunnersbury Park Museum	Hanwell Zoo	Ruislip Lido
Visitor(s)	Bricker layer	Puppet show	Cooking different cultural food	Author	Minibeast workshop	Year 1 Transition
Qur'aan	Surah Fatihah Juz Amma Surah Naas Surah Falaq Surah Ikhlas	Juz Amma Surah Masad Surah Nasr Surah Kawthar Surah Quraish	Juz Amma Surah Humazah Surah Asr Surah Takathur Surah Qariah	Juz Amma Surah Adiyat Surah Zalzalah Surah Qadr Surah Teen	Juz Amma Surah Inshirah Surah Kaafiroon Surah Maun	Juz Amma Surah Bayyina Surah Alaq
Arabic	Language Nut Where I live	Language Nut Technology	Language Nut Food and drink	Language Nut More about food and mealtimes	Language Nut Animals, Colours, Sizes	Language Nut Our world
Halaqah	Aqeedah Allaah Who are Muslims? What is Islam? Adaab and Akhlaaq Punctuality and importance of time. Toilet Smiling and making salaam	Fiqh Taharah Cleanliness/ Hygiene Festivals and rituals 5 pillars Adaab and Akhlaaq Eating and drinking	Tarikh Islamic calendar /Muharram-the First Islamic Month. Prophet Adam - The first man Bilal Muslim beliefs about the Prophet Eesa Prophet Ibrahim and his test. Prophet Musa - his early life Prophet Nuh and his success	Seerah Introduction to Seerah Prophet Muhammad Love for the Prophet Sending salutations Fiqh Sawm - Fasting	Hadeeth No bullying Making good friends Fiqh Kabah - Hajj	Adaab and Akhlaaq Positive body language and positive language Social inclusion Using the toilet Developing good character Consideration for others/ Helping others

<p>C&L</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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<p>PSED</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Know which adults look after them and who to tell if they feel worried or scared.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of hygiene</p>	<p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>
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PD	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p>
L: Reading	<p>Unit 1 - The Noisy House Unit 2 - Bat Learns to Dance Unit 3 - Little Red Hen</p>	<p>Unit 1 - The Three Billy Goats Gruff Unit 2 - Mouse Deer and Tiger Unit 3 - The King and the Moon</p>	<p>Unit 1 - The Gingerbread Man Unit 2 - Buy My Gingerbread Unit 3 - The Three Little Pigs</p>	<p>Unit 1 - Goldilocks and the Three Bears Unit 2 - Recount Unit 3 - The Giant Turnip</p>	<p>Unit 1 - The Sweet-Talking Potato Unit 2 - Explanation Unit 3 - Fox's Sack</p>	<p>Unit 1 - The Lucky Duck Unit 2 - Little Red Riding Hood Unit 3 - Discussion</p>
L: Writing	<p>1) Retell story using sequencing and simple sentences 2) Recycled narrative with new character and setting 3) Narrative retelling with character focus</p>	<p>1) Narrative with dialogue and problem-solution 2) Setting description and character explanation 3) Explanation text with cause-effect structure</p>	<p>1) Narrative retelling with chase sequence and dialogue 2) Persuasive advert for a new character 3) Description of each house using sensory detail</p>	<p>1) Character reflection or diary entry 2) Recount of a classroom event 3) Narrative retelling with cumulative structure</p>	<p>1) Dialogue between two characters with opposing views 2) Explanation text with labelled diagrams 3) Trickster tale with suspense and resolution</p>	<p>1) Reflective writing on kindness and justice 2) Narrative retelling with suspense and dialogue 3) Balanced argument with two viewpoints</p>
L: Grammar & Punctuation	<p>1) Capital letters, full stops, sequencing 2) Sentence starters, character punctuation 3) Past tense verbs, sentence structure</p>	<p>1) Dialogue punctuation, conjunctions 2) Adjectives, cause-effect connectives 3) Explanation structure, time adverbials</p>	<p>1) Dialogue, sequencing, punctuation 2) Imperative verbs, persuasive tone 3) Adjectives, sentence construction</p>	<p>1) Sentence types, character punctuation 2) Past tense, time connectives 3) Repetition, sequencing, conjunctions</p>	<p>1) Speech punctuation, character voice 2) Cause-effect, layout features 3) Suspense punctuation, character motivation</p>	<p>1) Emotive punctuation, resolution phrases 2) Dialogue punctuation, sentence variety 3) Sentence starters, opinion phrases</p>
L: Spoken Language & Vocabulary	<p>1) Storytelling, expressive vocabulary 2) Character voice, oral rehearsal 3) Describing actions, retelling with emotion</p>	<p>1) Character motivation, dramatic voice 2) Descriptive vocabulary, setting language 3) Explaining ideas clearly, using connectives</p>	<p>1) Chase vocabulary, character voice 2) Persuasive phrases, emotive vocabulary 3) Sensory description, mood vocabulary</p>	<p>1) Expressing reactions, character dialogue 2) Sequencing events, retelling with clarity 3) Cumulative language, character actions</p>	<p>1) Dialogue, moral vocabulary 2) Explaining processes, instructional language 3) Trickster vocabulary, tension language</p>	<p>1) Empathy language, kindness vocabulary 2) Suspense vocabulary, expressive phrasing 3) Debate language, structured talk</p>

L: Spelling & Handwriting	1)Letter formation, phonics-based spelling 2)CVC words, segmenting and blending 3)High-frequency words, consistent sizing	1)Suffixes (-ing, -ed), handwriting joins 2)Segmenting for spelling, spacing consistency 3)Dictation, phoneme-grapheme matching	1)Common exception words, joined cursive 2)Prefixes (un-, re-), spelling families 3)Dictation, handwriting fluency	1)Review of taught phonics and spelling rules 2)Segmenting for spelling, dictation 3)Spacing consistency, handwriting joins	1)Dictation, suffixes (-ful, -less) 2)Technical vocabulary spelling, dictation 3)Review of taught spelling patterns	1)Dictation, handwriting fluency 2)Review of taught spelling rules 3)Spelling of opinion vocabulary, dictation
L: Diagnostic Task	1)Retell the story using actions and a story map 2)Tell a recycled story with new character and actions 3)Retell focusing on character traits and resolution	1)Retell with emphasis on character motivation 2)Describe setting and explain character choices 3)Explain why the king wants the moon using cause-effect	1)Retell with focus on chase sequence and character voice 2)Write a persuasive advert for a new character 3)Describe each house using sensory language	1)Write a character reaction to entering the bears' house 2) Write a recount of a classroom event 3)Retell using cumulative structure and character actions	1)Write a dialogue between two characters with opposing views 2)Explain how something works using simple steps 3)Retell with focus on trick and consequence	1)Write a character reflection on kindness 2)Retell with focus on dialogue and suspense 3)Write a short discussion on whether Goldilocks was right
L: Enrichment Strategy	1)Create a new version with a changed setting 2)Perform story with song and dance 3)Innovate ending and compare moral messages	1)Create a new character to solve the problem differently 2)Create recycled story with new setting and reasons 3)Create a new explanation text with a fantastical object	1)Compare two escape stories and write a new version 2)Perform persuasive pitch with props and visuals 3)Compare moods across stories and write a new version	1)Rewrite the story from Baby Bear's perspective 2)Create a recount from an object's perspective 3)Create a new cumulative story with different characters	1)Create a new moral tale using dialogue and dilemma 2)Create a new moral tale using dialogue and dilemma 3)Create a new trickster tale with a different setting	1)Compare two characters' choices and write a response 2)Rewrite the story from the wolf's perspective 3)Host a mini debate with sentence stems and role-play
Jolly Phonics	<p>Jolly Phonics Focus: Recap Group 1–2 sounds, blending CVC words, segmenting for spelling</p> <p>Tricky Words: I, he, she, me, we, be</p> <p>Letter formation: Full lowercase set + capitals</p> <p>Jolly Classroom Tools and Activities: Interactive Slides, Blending Practice, Letter Formation</p> <p>Jolly Readers: Jolly Phonics Level 1 (Blue)</p>	<p>Jolly Phonics Focus: Group 3–4 sounds, sentence building, Tricky Words Set 1</p> <p>Tricky Words: was, to, my, you, they, her</p> <p>Letter formation: Reinforce lowercase + capitals</p> <p>Jolly Classroom Tools and Activities: Tricky Word Slides, Sentence Building, Write & Revise</p> <p>Jolly Readers: Jolly Phonics Level 2 (Red)</p>	<p>Jolly Phonics Focus: Group 5–6 sounds, alternative spellings (ai/ay/a-e, ee/ea/e-e)</p> <p>Tricky Words: all, are, come, some, said, so</p> <p>Letter formation: Begin joined cursive (if ready)</p> <p>Jolly Classroom Tools and Activities: Spelling Practice, Sound Families, Sentence Dictation</p> <p>Jolly Readers: Jolly Phonics Level 3 (Yellow)</p>	<p>Jolly Phonics Focus: Fluency in reading, punctuation, sentence writing</p> <p>Tricky Words: have, like, do, were, here, there</p> <p>Letter formation: Joined cursive practice</p> <p>Jolly Classroom Tools and Activities: Grammar Focus, Comprehension Prompts, Tricky Word Review</p> <p>Jolly Readers: Jolly Phonics Level 3 (Yellow)</p>	<p>Jolly Phonics Focus: Consolidation, independent writing, spelling rules</p> <p>Tricky Words: little, one, when, out, what</p> <p>Letter formation: Full joined cursive set</p> <p>Jolly Classroom Tools and Activities: Write & Revise, Assessment Slides, Mini-Books</p> <p>Jolly Readers: Jolly Phonics Level 4 (Green)</p>	<p>Jolly Phonics Focus: Transition readiness, phonics screening prep</p> <p>Tricky Words: oh, their, people, Mr, Mrs</p> <p>Letter formation: Joined cursive fluency</p> <p>Jolly Classroom Tools and Activities: Sound Review Slides, Tricky Word Wall Flowers, Sentence Construction Activities</p> <p>Jolly Readers: Jolly Phonics Level 4 (Green)</p>
M	<p>Getting to know you</p> <p>Match, sort and compare Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p>	<p>Circles and triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p>1,2,3,4,5 Find 4 and 5 Subitise 4 and 5</p>	<p>Alive in 5 Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more, 1 less Composition Conceptual subitising to 5</p>	<p>Building 8 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more, 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts)</p>	<p>To 20 and beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p>	<p>Sharing and grouping Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p> <p>Visualise, build and map Identify units of repeating patterns</p>

	<p>Talk about measure and patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p> <p>It's me 1, 2, 3 Find 1, 2 and 3 Subitise 1,2 and 3 Represent 1, 2 and 3 1more, 1 less Composition of 1, 2 and 3</p>	<p>Represent 4 and 5 1 more, 1 less Composition of 4 and 5 Composition of 1-5</p> <p>Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p>Mass and capacity Compare mass Find a balance Explore capacity Compare capacity</p> <p>Growing 6, 7, 8 Find 6, 7 and 8 Represent 6, 7 and 8 1 more, 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising</p> <p>Length, height and time Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p>	<p>Double to 10 (find a double) Doubles to 10 (make a double) Explore even and odd</p> <p>Explore 3-D shapes Recognise and name 3-D shapes Find 2 -D shapes within 3 -D shapes Use 3 -D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns n the environment</p>	<p>How may now? Add more How many did I add? Take away How many did I take away? Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes</p>	<p>Crate own pattern rules Explore won pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p> <p>Make connections Deepen understanding Patterns and relationships.</p>
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<p>UW</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Sort and group materials and resources and talk about how they are similar or different. Make observations about the world around them.</p> <p>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.</p> <p>Purple Mash Digital Literacy Technology around us</p>	<p>Use technology safely and respectfully with support from adults.</p> <p>Find out about and use a range of everyday technology. Use technology to record their work and ideas. Create simple programs. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Sort and group materials and resources and talk about how they are similar or different. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Purple Mash Digital Literacy Hardware</p> <p>IT Keyboard skills</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Make observations about the world around them. Create simple programs. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Use technology to record their work and ideas. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Purple Mash Digital Literacy Safety and Privacy</p> <p>IT Drawing skills</p>	<p>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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Use technology to record their work and ideas. Discuss simple changes as they have grown from being a baby. Sort and group materials and resources and talk about how they are similar or different. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Purple Mash Computer Science Robots</p> <p>IT Quizzes</p>	<p>Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Create simple programs. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Use technology to record their work and ideas. Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. Talk about the lives of the people around them and their roles in society.</p> <p>Purple Mash Information Technology Sounds</p> <p>Digital Literacy Using Purple Mash with an individual login</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Develop scientific knowledge through play activities, sharing stories and non fiction books and discussion. Discuss simple changes as they have grown from being a baby. Use technology to record their work and ideas.</p> <p>Purple Mash Information Technology Photography</p>
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<p>EAD</p>	<p>Share their creations, explaining the process they have used. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Use everyday products, stories, pictures, interests and experiences to inspire their creations.</p>	<p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Explore playing a variety of percussion instruments.</p> <p>Use pictures, interests and experiences to inspire their creations.</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Listen to a variety of sounds.</p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Sing a range of well known nursery rhymes and songs.</p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Share their creations, explaining the process they have used.</p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Test their ideas.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Explore artwork made by great artists.</p> <p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Explore artwork made by great artists. Listen to a variety of music and sounds. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Test their ideas.</p> <p>Share their creations, explaining the process they have used.</p>
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Curriculum Long Term Plan – Year 1 / 2

Cycle A 2025 - 2026	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Transparency	Productivity	Excellency
Theme	Childhood		Tower of London		School days	
Trip	Legoland		Local MP		Reading Museum	
Visitor(s)	Parent visitors come in with toys and equipment from their childhood				A parent visitor to come in with artefacts and photographs and talk about the school's history	
Qur'aan	Surah Fatihah Juz Amma Surah Naas Surah Falaq Surah Ikhlas Surah Masad	Juz Amma Surah Nasr Surah Kawthar Surah Quraish Surah Humazah Surah Asr	Juz Amma Surah Takathur Surah Qariah Surah Adiyat Surah Zalzalah Surah Qadr	Juz Amma Surah Qadr Surah Teen Surah Inshirah Surah Maun	Juz Amma Surah Bayyina Surah Alaq Surah Duha	Juz Amma Surah Laila Surah Shams Surah Balad
Arabic	Language Nut How I look	Language Nut Around the house	Language Nut The environment	Language Nut Going to work	Language Nut Going to school	Language Nut More about school
Halaqah	Aqeedah Introduction to Aqeedah Articles of faith Akhlaq/Adab Speech	Fiqh Introduction to Fiqh The pillars of Islam	Tarikh Introduction to Tarikh Creation of Adam Adam and Hawwa Akhlaq/Adab Respect Our body Washroom	Seerah Introduction to Seerah Childhood of our beloved Messenger ﷺ. His youth Prophethood	Hadeeth Introduction to Hadith Ahadith on: -Feeding the Hungry -Helping others	Adaab and Akhlaaq Introduction Cleanliness Fiqh Pillars of Islam: Hajj
RE	Jum'ah Islam	Harvest Christianity	Hanukkah Judaism	Ramadan	Eid al Fitr	Hajj
PSHE/RSHE and Citizenship	Unit 1 Emotions: How do I feel today?	Unit 2 Healthy relationships: Who's in my family? Unit 3 Healthy relationships: What makes a good friend?	Unit 4 Media influence: How do I decide what to do online?	Unit 5 Our online lives: What should I do if I feel unsafe online?	Unit 6 Physical health: How can I look after my body?	Unit 7 Staying safe and healthy: How can I look after my body? Unit 8 Living in the wider world: Rules, rights and responsibilities
English: Reading	Unit 1 - Speaking and Listening Unit 2 - A Superhero Like You Unit 3 - The Three Billy Goats Gruff	Unit 1 - The Porridge Pot Unit 2 - Instructions: Make a Sandwich Unit 3 - Nursery Rhymes	Unit 1 - Anna Hibiscus' Song Unit 2 - The Three Little Pigs Unit 3 - Looking After Pets	Unit 1 - <i>Zim Zam Zoom</i> (James Carter) Unit 2 - Paddington Unit 3 - Wild	Unit 1 - Jack and the Beanstalk Unit 2 - Recount: School Trip Unit 3 - Ada Twist, Scientist	Unit 1 - Speaking Loud and Proud Unit 2 - Poetry Recap & Performance Unit 3 - Free Write / Transition
English: Writing	1) Oral retelling and sentence construction 2) Character description and simple narrative 3) Narrative retelling with dialogue	1) Narrative with cause-effect structure 2) Instruction text with numbered steps 3) Write and perform a new rhyme	1) Diary entry or reflection 2) Description of each house and character 3) Non-fiction report on pet care	1) Compose and perform a poem 2) Narrative retelling with dialogue 3) Character reflection and setting description	1) Narrative retelling with innovation 2) Recount of a real or imagined trip 3) Explanation text or character reflection	1) Speech or presentation writing 2) Compose and perform a poem 3) Pupil choice: story, poem, or recount
English: Grammar and Punctuation	1) Sentence types, capital letters 2) Adjectives, sentence starters 3) Dialogue punctuation, conjunctions	1) Past tense verbs, sequencing 2) Imperative verbs, commas in lists 3) Rhyme, rhythm, punctuation for effect	1) Emotive punctuation, sentence variety 2) Adjectives, sentence construction 3) Sentence starters, factual structure	1) Rhyme, repetition, punctuation 2) Dialogue punctuation, sequencing 3) Sentence types, emotive punctuation	1) Time adverbials, sentence starters 2) Past tense, time connectives 3) Question marks, explanation phrases	1) Sentence starters, punctuation for effect 2) Rhyme, rhythm, punctuation for effect 3) Review of taught grammar
English: Spelling and Handwriting	1) CVC words, oral dictation 2) Segmenting superhero vocabulary 3) Suffixes (-ing, -ed), handwriting joins	1) High-frequency words, consistent sizing 2) Phonics-based spelling of ingredients 3) Dictation of rhyming words	1) Dictation of emotion words 2) Dictation, handwriting fluency 3) Segmenting animal-related vocabulary	1) Dictation of poetic phrases 2) Dictation of key phrases 3) Dictation of nature vocabulary	1) Dictation of story vocabulary 2) Segmenting trip-related vocabulary 3) Dictation of scientific vocabulary	1) Dictation of expressive phrases 2) Review of taught spelling patterns 3) Review of taught spelling and handwriting
English: Spoken language and Vocabulary	1) Turn-taking, expressive phrasing 2) Descriptive language, character traits 3) Problem-solution vocabulary, dramatic voice	1) Repetition, storytelling rhythm 2) Instructional vocabulary, clarity 3) Sound patterns, expressive reading	1) Feelings vocabulary, expressive phrasing 2) Sensory description, mood vocabulary 3) Care vocabulary, instructional tone	1) Sound imagery, performance vocabulary 2) Travel vocabulary, character voice 3) Contrast vocabulary, expressive phrasing	1) Fantasy vocabulary, storytelling tone 2) Sequencing, descriptive recount language 3) Curiosity language, cause-effect phrasing	1) Presentation vocabulary, confidence 2) Performance vocabulary, expressive phrasing 3) Reflective vocabulary, transition language

English: Diagnostic Task	1)Retell a short story using full sentences 2)Write a character profile with labelled features 3)Retell with emphasis on character motivation	1)Retell using story map and time connectives 2)Write and follow a set of instructions independently 3)Compose a rhyme using a given pattern	1)Write a reflection on happiness and family 2)Describe each house using sensory detail 3)Write a pet care guide with labelled diagrams	1)Write a poem using a given structure 2)Retell with focus on Paddington's emotions 3)Write a reflection comparing wild vs tame	1)Retell with a new magical object and resolution 2)Write a recount with clear beginning, middle, end 3)Write an explanation of a simple experiment	1)Write and deliver a short speech to peers 2)Write and perform a poem with chosen theme 3)Write independently using genre of choice
English: Enrichment Strategy	1)Role-play with expressive voice and gestures 2)Create a new superhero and present to class 3)Innovate the ending with a new resolution	1)Create a new version with a different magical object 2)Create a recipe book with illustrated steps 3)Perform in pairs with props and actions	1)Create a class book of joyful moments 2)Compare moods across stories and write a new version 3)Create a poster for responsible pet ownership	1)Perform with rhythm instruments or movement 2)Create a new adventure for Paddington 3)Create a setting description using sensory language	1)Create a comic strip version of the story 2)Create a class travel journal with photos and captions 3)Create a science journal entry with diagrams	1)Host a mini showcase with peer feedback 2)Record performances for class anthology 3)Create a portfolio piece for Year 2 transition
Maths	<p>Place Value (within 20) Count objects within 10 Represent numbers to 10 Count on and back within 20 Understand 10 Understand 11-15 Understand 16-20 1 more 1 less Number lines Estimate on number lines Less than, greater than, equal to Compare numbers Order numbers</p> <p>Addition and Subtraction (within 20) Parts and wholes Systematic number bonds within 10 Number bonds to 10 Number bonds to 20 Addition-add together Addition-add more Doubles Near doubles Add three 1-digit numbers Find a part Fact families=the eight facts Take away (how any left?) Find the difference Missing number problems</p>	<p>Place value (within 100) Count beyond 20 Count tens Groups of tens and ones Partition into tens and ones Use a place value chart Flexible partitioning Number lines Estimate on number lines 1 more and 1 less Compare numbers with the same number of tens Compare any two numbers Order objects and numbers</p> <p>Shape Recognise and name 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2 -D shapes Draw 2-D shapes Vertical lines of symmetry Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 2-D shapes and 3-D shapes Patterns with 2-D and 3-D shapes</p>	<p>Addition and Subtraction Related Facts Add and subtract 1s Add to the next 10 Add from a 10 Add across a 10 Subtract to a 10 Subtract from a 10 Subtract across a 10 Add 10s Subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Missing number problems</p> <p>Multiplication and Division Count in 2s, 5s, and 10s Count in 3s Recognise equal groups Make equal groups Make arrays</p>	<p>Multiplication and Division (continued) Add equal groups Multiplication sentences Commutativity Make equal groups-grouping Make equal groups-sharing The 2-times tables Divide by 2 Doubling and halving Odd and even The 10 times-table Divide by 10 The 5 times-table Divide by 5 The 5 and 10 times-tables</p> <p>Length and Height Measure length using objects Measure length in centimetres Measure length in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights</p> <p>Statistics Tally charts Tables Block diagrams Draw pictograms Interpret pictograms</p>	<p>Money Recognise coins and notes Count money-pence Count money-pounds (notes and coins) Count money-pounds and pence Choose notes and coins Compare amounts of money Calculate with money Make a pound Find change</p> <p>Fractions Parts and whole Equal and unequal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Find the whole Unit Fractions Non-unit fractions Recognise the equivalence of a half and two-quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole</p>	<p>Time (continued) Months and days Hours, minutes and seconds O'clock and half past Quarter past Tell time past the hour Quarter to Tell time past the hour Quarter to Tell time to the hour Minutes in an hour Hours in a day Time problems</p> <p>Mass, Capacity and Temperature Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millimetres Measure in litres Four operations with volume and capacity Temperature</p> <p>Geometry: Position and Direction Language of position Describe movement Describe turns Describe movement and turns</p>
Science	Everyday Materials	Human Senses	Seasonal Changes		Plant Parts	Animal Parts
Computing	Digital Literacy Unit 1.1 Online Safety & Exploring Purple Mash Programs – Various	Digital Literacy Unit 2.5 Effective Searching Programs – Browser Computer Science Unit 1.4 Lego Builders Programs – 2DIY	Digital literacy Unit 1.9 Technology outside school Programs – Various Computer Science Unit 1.2 Grouping & Sorting Programs – 2DIY IT Unit 2.6 Creating Pictures Programs – 2PaintAPicture	IT Unit 2.6 Creating Pictures Programs – 2PaintAPicture IT Unit 1.8 Spreadsheets Programs – 2Calculate	Computer Science Unit 1.7 Coding Programs – 2Code	Computer Science Unit 2.1 Coding Programs – 2Code
PE	Unit 1 Locomotion: running and jumping	Unit 2 Health & Wellbeing: effects of exercise	Unit 3 Dance: my moves, my brilliant body	Unit 4 Ball Skills: sending, receiving, dribbling	Unit 5 Gymnastics: individual movements and balances	Unit 6 Outdoor Adventurous Activities: working as a team
History		Childhood Childhood in the past Timelines and important events Family trees			School days Our school's history Important events The Victoria era	School days Significant people – Samuel Wilderspin Victorian lessons

		Everyday life in the 1950s Childhood in the 1950s Creating timelines			Victorian schools A day in a Victorian school Victorian classroom artefacts	Historical words Sorting out school timeline
Geography	Our Wonderful World What is Geography? Maps Location Directional language Continents and oceans Four countries of the UK		Bright lights, Big City Life in the United Kingdom Physical features of the UK What is a city? Human features of the locality Weather in the United Kingdom	Bright lights, Big City This is London London landmarks Aerial photographs Giving directions Comparing capital cities		
Design & Technology		Shade and Shelter Investigating shelters Designing shelters Building prototype shelters Designing a play den Building a play den Evaluation		Taxi! Investigating wheels, axles and chassis Experimenting Exploring axles Designing our taxis Making out taxis Evaluating our taxis		Chop, Slice and Mash Investigating sources of food Preparing fruits and vegetables Exploring salads Designing a supermarket sandwich Making a supermarket sandwich
Art & Design	Mixing colours Primary and secondary colours Colour wheel Similarities and differences in artists' use of colour Colour mixing and printmaking		Rain and Sunrays Weather motifs Exploring line and shape Exploring texture Exploring collagraphy Creating weather collagraphs Evaluate		Street View Exploring street views Similar or different Significant artist: James Rizzi Exploring colour Exploring form Mural makers	

Curriculum Long Term Plan – Year 1 / 2

Cycle B 2026 - 2027	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Transparency	Productivity	Excellency
Theme	Movers and Shakers		Coastline		Magnificent Monarchs	
Trip	Gunnerysbury Museum		London Water and Steam Museum/Trinity Buoy Wharf		Hampton Court Palace	
Visitor(s)	Local Imam		Thames Water		Parents who came to the UK from different parts of the world	
Qur'aan	Surah Fatihah Juz Amma Surah Naas Surah Falaq Surah Ikhlas Surah Masad Surah Nasr	Juz Amma Surah Fajr Surah Ghashiya Surah Ala Surah Tariq	Juz Amma Surah Burooj Surah Inshiqaq Surah Muttaffifin	Juz Amma Surah Infitar Surah Abasa Surah Takwir	Juz Amma Surah Naziat	Juz Amma Surah Naba
Arabic	Language Nut Healthy lifestyles	Language Nut Hygiene and healthcare	Language Nut On the way to school	Language Nut Useful phrases	Language Nut Describing people and things	Language Nut Clothes and shopping
Halaqah	Aqeedah Al-Razzaq Al-Rahman Akhlaq/Adab Smiling Eating and drinking	Fiqh Shahadah Taharah Wudu Salah	Tarikh Prophet Nuh Fiqh Zakah	Seerah Marriage Important Names Relatives Fiqh Sawm	Hadeeth Introduction to Hadith Ahadith on: Purity Truthfulness	Adaab and Akhlaaq Water Starting from the right Sleeping and waking up Fiqh Hajj Islam
RE	Jumuaah Islam	Prophet Eesa (Jesus)	Purim Judaism	Ramadan	Eid al Fitr	Hajj Islam
PSHE/RSHE and Citizenship	Unit 1 Emotions: What helps me to be happy?	Unit 2 Healthy relationships: What does a family look like? Unit 3 Power in relationships: Should I keep secrets?	Unit 4 Media influence: Is everything I see online true?	Unit 5 Our online lives: Who should I talk to online?	Unit 6 Physical health: How do I eat a balanced diet? Unit 7 Risky substances: How do I stay safe at home?	Unit 8 Healthy relationships: How can we stop bullying?
English: Reading	Unit 1 - Yoshi the Stonecutter Unit 2 - The Proudest Blue Unit 3 - Instructions: How to Wash a Woolly Mammoth	Unit 1 - The Owl Who Was Afraid of the Dark Unit 2 - Poetry: Nature and Seasons Unit 3 - Recount: A Day in the Life	Unit 1 - Grandad's Island Unit 2 - Poetry: Feelings and Friendship Unit 3 - Non-fiction: Animal Reports	Unit 1 - The Dragon Machine Unit 2 - Discussion: Should Dragons Live in Cities? Unit 3 - Poetry: Performance and Play	Unit 1 - Meerkat Mail Unit 2 - Explanation: How a Robot Works Unit 3 - Poetry: Animal Voices	Unit 1 - The Bear and the Piano Unit 2 - Non-fiction: Around the World Unit 3 - Free Write / Transition Unit
English: Writing	1) Narrative retelling with moral message 2) Character reflection and diary entry 3) Instruction text with numbered steps	1) Narrative with character development 2) Compose and perform seasonal poems 3) Recount of a real or imagined day	1) Narrative retelling with setting focus 2) Compose and perform a friendship poem 3) Report writing with labelled diagrams	1) Narrative with fantasy elements 2) Balanced argument with two viewpoints 3) Compose and perform a playful poem	1) Narrative with travel structure 2) Explanation text with labelled diagrams 3) Compose and perform a poem from an animal's POV	1) Narrative retelling with emotional focus 2) Report or leaflet on global sounds 3) Pupil choice: story, poem, or report
English: Grammar and Punctuation	1) Past tense, sentence starters 2) Adjectives, conjunctions 3) Imperative verbs, commas in lists	1) Dialogue punctuation, sentence variety 2) Rhyme, repetition, punctuation for effect 3) Time connectives, past tense	1) Emotive punctuation, sentence starters 2) Rhyme, rhythm, punctuation 3) Sentence starters, factual structure	1) Adjectives, sentence construction 2) Opinion phrases, sentence starters 3) Repetition, rhyme, punctuation	1) Time adverbials, sentence starters 2) Cause-effect, layout features 3) Speech punctuation, rhyme	1) Dialogue punctuation, emotive language 2) Sentence types, factual structure 3) Review of taught grammar
English: Spelling and Handwriting	1) Segmenting multisyllabic words 2) Dictation of descriptive phrases 3) Dictation of descriptive phrases	1) Dictation of fear-related vocabulary 2) Dictation of seasonal vocabulary 3) Segmenting daily routine vocabulary	1) Dictation of travel and emotion words 2) Spelling of feeling-related vocabulary 3) Segmenting animal-related vocabulary	1) Dictation of fantasy vocabulary 2) Spelling of debate vocabulary 3) Dictation of playful vocabulary	1) Dictation of travel and location words 2) Technical vocabulary spelling 3) Dictation of animal-related vocabulary	1) Dictation of sound and emotion vocabulary 2) Spelling of musical instruments and places 3) Review of taught spelling and

English: Spoken language and Vocabulary	1)Character traits, moral vocabulary 2)Identity, empathy vocabulary 3)Instructional tone, clarity	1)Emotive language, character voice 2)Sensory language, expressive phrasing 3)Sequencing, descriptive recount language	1)Setting description, emotional vocabulary 2)Friendship language, expressive phrasing 3)Scientific vocabulary, classification language	1)Imaginative language, descriptive phrasing 2)Debate language, structured talk 3)Performance vocabulary, expressive phrasing	1)Postcard language, descriptive phrasing 2)Explaining processes, instructional language 3)Animal sounds, expressive phrasing	handwriting 1)Reflective vocabulary, character voice 2)Cultural vocabulary, descriptive phrasing 3)Reflective vocabulary, transition language
English: Diagnostic Task	1)Retell with focus on character change 2)Write a diary entry from the sister's perspective 3)Write and follow instructions independently	1)Retell with focus on overcoming fear 2)Write a poem using a given structure 3)Write a recount with clear beginning, middle, end	1)Retell with emphasis on setting and emotion 2)Write a poem about a friend or special moment 3)Write a report on a chosen animal	1)Retell with a new dragon and setting 2)Write a discussion text with reasons and examples 3)Write and perform a poem with chosen theme	1)Retell with a new location and character 2)Write an explanation of a simple machine 3)Write a poem in the voice of a chosen animal	1)Retell with emphasis on character growth 2)Write a report with subheadings and labelled images 3)Write independently using genre of choice
English: Enrichment Strategy	1>Create a new tale with a different wish or lesson 2>Create a class book on personal pride and identity 3>Create a guide for a fictional creature	1>Create a new story about facing a fear 2)Perform with props and sound effects 3>Create a class timeline of daily routines	1>Create a postcard from the island 2>Create a class anthology of friendship poems 3>Create a class fact file with illustrations	1>Create a dragon guidebook with illustrations 2)Host a mini debate with role-play 3)Record performances for class anthology	1>Create a travel journal with maps and captions 2>Create a visual guide for a fictional robot 3)Perform with sound effects and movement	1)Create a musical story with illustrations 2>Create a class music map with facts and flags 3>Create a portfolio piece for Year 3 transition

Maths	<p>Place Value (within 20) Count objects within 10 Represent numbers to 10 Count on and back within 20 Understand 10 Understand 11-15 Understand 16-20 1 more 1 less Number lines Estimate on number lines Less than, greater than, equal to Compare numbers Order numbers</p> <p>Addition and Subtraction (within 20) Parts and wholes Systematic number bonds within 10 Number bonds to 10 Number bonds to 20 Addition-add together Addition-add more Doubles Near doubles Add three 1-digit numbers Find a part Fact families=the eight facts Take away (how any left?) Find the difference Missing number problems</p>	<p>Place value (within 100) Count beyond 20 Count tens Groups of tens and ones Partition into tens and ones Use a place value chart Flexible partitioning Number lines Estimate on number lines 1 more and 1 less Compare numbers with the same number of tens Compare any two numbers Order objects and numbers</p> <p>Shape Recognise and name 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2 -D shapes Draw 2-D shapes Vertical lines of symmetry Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 2-D shapes and 3-D shapes Patterns with 2-D and 3-D shapes</p>	<p>Addition and Subtraction Related Facts Add and subtract 1s Add to the next 10 Add from a 10 Add across a 10 Subtract to a 10 Subtract from a 10 Subtract across a 10 Add 10s Subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Missing number problems</p> <p>Multiplication and Division Count in 2s, 5s, and 10s Count in 3s Recognise equal groups Make equal groups Make arrays</p>	<p>Multiplication and Division (continued) Add equal groups Multiplication sentences Commutativity Make equal groups-grouping Make equal groups-sharing The 2-times tables Divide by 2 Doubling and halving Odd and even The 10 times-table Divide by 10 The 5 times-table Divide by 5 The 5 and 10 times-tables</p> <p>Length and Height Measure length using objects Measure length in centimetres Measure length in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights</p> <p>Statistics Tally charts Tables Block diagrams Draw pictograms Interpret pictograms</p>	<p>Money Recognise coins and notes Count money-pence Count money-pounds (notes and coins) Count money-pounds and pence Choose notes and coins Compare amounts of money Calculate with money Make a pound Find change</p> <p>Fractions Parts and whole Equal and unequal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Find the whole Unit Fractions Non-unit fractions Recognise the equivalence of a half and two-quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole</p>	<p>Time (continued) Months and days Hours, minutes and seconds O'clock and half past Quarter past Tell time past the hour Quarter to Tell time past the hour Quarter to Tell time to the hour Tell the time to 5 minutes Minutes in an hour Hours in a day Time problems</p> <p>Mass, Capacity and Temperature Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millimetres Measure in litres Four operations with volume and capacity Temperature</p> <p>Geometry: Position and Direction Language of position Describe movement Describe turns Describe movement and turns</p>
Science	Human Survival	Habitats	Uses if Materials	Plant Survival	Animal Survival	
Computing	Digital literacy Unit 1.1 Online Safety & Exploring Purple Mash Programs – Various	Compter science Unit 1.5 Maze Explorers Programs – 2Go IT Unit 2.4 Questioning	IT Unit 2.4 Questioning Programs – 2 Question, 2Investigate Digital literacy Unit 2.2 Online Safety	IT Unit 1.6 Animated Story Books Programs – 2Create A Story	IT Unit 2.3 Spreadsheets Programs – 2Calculate IT Unit 1.3 Pictograms Programs – 2Count	IT Unit 2.8 Presenting Ideas Programs – Various

		Programs – 2 Question, 2Investigate	Programs – Various			
PE	Unit 1: Locomotion: running, jumping and dodging	Unit 2: Health & Wellbeing: agility, balance, coordination	Unit 3: Dance: my world, weather	Unit 4: Ball Skills: passing, dribbling, scoring	Unit 5: Gymnastics: linking movements and balances	Unit 6: Outdoor Adventurous Activities: team building
History		Movers and Shakers Exploring impact Significant explorers and exploratio Christopher Columbus Neil Armstrong Exploration changes Significant activists: Emmeline Pankhurst, Rosa Parks Looking to the future: Retelling stories People and their quotes			English and British monarchy timeline Power and rule Royal portraits Sovereign's timeline Significant people – Alfred the Great Significant people – William the Conqueror	Hierarchy and power Significant people – Henry VIII Significant people – Elizabeth I Significant Queen Victoria Significant – Elizabeth II Who was the most significant sovereign Hierarchy
Geography	Let's Explore the World Atlases, maps and cardinal compass points Collecting primary data in locality Fieldwork: Hot, temperate and cold places Characteristics of the United Kingdom Comparing places		Geographical coastline features of the United Kingdom Human features of a coastal town Tourism	Dangers of the coast Celebrating the coast Map making		
Design & Technology		Remarkable Recipes Sources of food and tools used for food preparation Design criteria and devise recipes		Beach Hut Making and strengthening structures Different ways of joining materials		Cut, Stitch and Join Everyday fabric products Cath Kidston Sewing patterns
Art & Design	Still life Colour Study Still life Study Still life artists		Flower hand Flower art Exploring shape and form Explore texture Explore colour and pattern Creating flower sculptures		Portraits and poses Analysing paintings Sketch a pose Digital drawing Royal gallery Portraiture today Royal portraits	



Curriculum Long Term Plan – Year 3 / 4

Cycle A 2025 - 2026	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Transparency	Productivity	Excellency
Theme	Through the Ages		Rocks, Relics, and Rumbles		Emperors and Empires	
Trip	The British Museum		Natural History Museum		Windsor Castle	
Visitor(s)	Portals to the past workshop		Geologist workshop		Roman Tours Workshop	
Qur'aan	Juz Tabarak Al Mursalat	Juz Tabarak Al Insan	Juz Tabarak Al Qiyyama	Juz Tabarak Al Muddathir	Juz Tabarak Al Muzzammil	Juz Tabarak Al Jinn
Arabic	Language Nut Family & Relationship	Language Nut Future Plans	Language Nut Time and Daily routines	Language Nut Time and daily routines	Language Nut Leisure	Language Nut Leisure
Halaqah	Aqeedah Articles of faith Angels Books The Quran Adaab and Akhlaaq Greeting Speaking	Fiqh Keeping Clean Fara'id of Wudu Sunan of Wudu Tayammum Salah	Tarikh Prophet Hud Prophet Salih Adaab and Akhlaaq Entering a house and seeking permission	Seerah In the cave of Hira The first revelation The first believers The Invitation The sermon on mount Safa Trouble and pain on the early Muslims.	Hadeeth Truth Salam -Using the right hand -Drinking whilst sitting -Kindness to neighbours	Adaab and Akhlaaq -Sneezing -Yawning Aqeedah Al-Hafiz As-Sam' Al-Basir Al-Ahad
RE	Ganesh Chaturthi Hinduism	Guru Nanak Gurburab Sikhism	Lent Christianity	Ramadan and Eid al Fitr	Shavuot Judaism	Hajj Islam
PSHE/RSHE and Citizenship	Unit 1 Emotions: How can I manage my emotions?	Unit 2 Healthy relationships: Are friendships ever perfect? Unit 3 Power in relationships, who does my body belong to	Unit 4 Media influence: How do I keep myself safe online? Financial Education: The purposes of money	Unit 5 Our online lives: How can I be kind and happy online?	Unit 6 Physical health: How can I get active and eat well every day?	Unit 7 Staying safe and healthy: How can I stay safe while out and about?
English: Reading	Unit 1 - The Tin Forest Unit 2 - Poetry: Imagery and Mood Unit 3 - Non-fiction: How Machines Work	Unit 1 -The Iron Man Unit 2 - Discussion: Should Robots Replace Humans? Unit 3 -Poetry: Sound and Structure	Unit 1 -The Lion, the Witch and the Wardrobe Unit 2 - Non-fiction: Arctic Animals Unit 3 - Poetry: Winter Voices	Unit 1 - The Day I Swapped My Dad for Two Goldfish Unit 2 - Instructions: How to Care for a Pet Dragon Unit 3 - Poetry: Creature Rhymes	Unit 1 - The Firework Maker's Daughter Unit 2 - Explanation: How Volcanoes Work Unit 3 - Poetry: Fire and Light	Unit 1 - Free Write: My Magical Invention Unit 2 - Non-fiction: Inventors and Inventions Unit 3 - Poetry: Innovation and Imagination
English: Writing	1)Setting description and character reflection 2)Compose and perform a mood poem 3)Explanation text with labelled diagrams	1)Narrative retelling with suspense 2)Balanced argument with two viewpoints 3)Compose and perform a sound poem	1)Narrative retelling with character focus 2)Report writing with subheadings and diagrams 3)Compose and perform a winter poem	1)Narrative with humour and dialogue 2)Instruction text with numbered steps 3)Compose and perform a creature poem	1)Narrative retelling with adventure structure 2)Explanation text with diagrams and captions 3)Compose and perform a fire-themed poem	1)Pupil choice: story, poem, or explanation 2)Report or leaflet on a chosen invention 3)Compose and perform a poem about invention
English: Grammar and Punctuation	1) Expanded noun phrases, sentence variety 2)Similes, metaphors, punctuation for effect 3)Cause-effect, explanation structure	1)Paragraphing, dialogue punctuation 2)Opinion phrases, sentence starters 3)Rhyme, repetition, layout features	1)Dialogue punctuation, sentence variety 2)Sentence starters, factual structure 3)Emotive punctuation, repetition	1)Sentence types, humour punctuation 2)Imperative verbs, layout features 3) Rhyme, rhythm, punctuation	1)Paragraphing, sentence starters 2)Cause-effect, technical vocabulary 3)Similes, metaphors, punctuation	1)Review of taught grammar 2)Sentence types, factual structure 3)Repetition, rhyme, layout features
English: Spelling and Handwriting	1)Dictation of nature and emotion words 2)Dictation of mood vocabulary 3)Technical vocabulary spelling	1)Dictation of mechanical and action words 2)Debate vocabulary spelling 3)Dictation of sound-related vocabulary	1)Dictation of fantasy and emotion words 2)Segmenting scientific vocabulary 3)Dictation of seasonal vocabulary	1)Dictation of playful vocabulary 2)Spelling of care-related vocabulary 3)Dictation of creature-related vocabulary	1)Dictation of adventure vocabulary 2)Spelling of scientific terms 3)Dictation of fire-related vocabulary	1)Review of taught spelling and handwriting 2)Spelling of invention-related vocabulary 3)Dictation of imaginative vocabulary
English: Spoken language and Vocabulary	1)Descriptive language, environmental vocabulary	1)Suspense vocabulary, character voice	1)Fantasy vocabulary, character dialogue	1)Humour language, expressive phrasing	1)Journey language, character motivation	1)Imaginative vocabulary, reflective phrasing

	2)Sensory language, expressive phrasing 3)Instructional language, process vocabulary	2)Structured talk, persuasive vocabulary 3)Onomatopoeia, rhythm vocabulary	2)Classification language, descriptive phrasing 3)Seasonal imagery, expressive phrasing	2)Instructional tone, fantasy vocabulary 3)Descriptive language, performance phrasing	2)Scientific explanation language 3)Descriptive imagery, expressive phrasing	2)Innovation vocabulary, descriptive phrasing 3)Creative phrasing, performance vocabulary
English: Diagnostic Task	1)Write a reflection on the forest before and after 2)Write a poem using imagery and emotion 3)Write an explanation of a chosen machine	1)Retell with focus on Iron Man's transformation 2)Write a discussion text with reasons and counterpoints 3)Write a poem using sound imagery and structure	1)Retell with emphasis on Lucy's journey 2)Write a report on a chosen Arctic animal 3)Write a poem from the perspective of a winter creature	1)Retell with a new swap and consequences 2)Write and follow instructions independently 3)Write a poem about a chosen mythical or real creature	1)Retell with focus on Lila's determination 2)Write an explanation of a volcanic eruption 3)Write a poem using fire as a metaphor	1)Write independently using genre of choice 2)Write a report with subheadings and labelled images 3)Write and perform a poem celebrating creativity
English: Enrichment Strategy	1)Create a persuasive poster for environmental change 2)Create a class anthology with illustrations 3)Create a visual guide with diagrams and captions	1)Create a comic strip version of the story 2)Host a mini debate with role-play 3)Perform with percussion instruments	1)Create a new portal story with a different setting 2)Create a class fact file with illustrations 3)Perform with sound effects and movement	1)Create a persuasive advert for a fictional swap 2)Create a care guide for a mythical creature 3)Perform with masks or puppets	1)Create a travel journal from Lila's perspective 2)Create a visual guide with labelled parts 3)Perform with lighting effects and sound	1)Create a portfolio piece for Year 4 transition 2)Create a class museum of inventions 3)Record performances for class anthology
Maths	<p>Place Value Represent and partition numbers to 10,000 Number lines to 10,000 Estimate on a number line Round to the nearest 10, 100, 1,000 Roman Numerals</p> <p>Addition and Subtraction Add and subtracts 1s, 10s, 100s and 1,000s Add 1s, 10s, 100s, 1,000s across a boundary Subtract 1s, 10s, 100s, 1,000s across a boundary Make connections Add up to two 4-digit numbers – no exchange Add up to two 4-digit numbers (across a 10, a 100 and a 1,000) Add numbers with a different number of digits Subtract up to two 4-digit numbers – no exchange Subtract up to two 4-digit numbers (across a 10, a 100)</p>	<p>Addition and Subtractions Continued Subtract up to two 4-digit numbers (across a 1,000) Subtract numbers with a different number of digits Complements to 100 and 1,000 Estimate answers Inverse operations Efficient methods</p> <p>Multiplication and Division A Arrays Sharing and grouping The 2-, 3-, 4-, 5-, 6-, 7-, 8-, 9-, 10-, 11- and 12-times tables Multiply by 1 and 0 Divide a number by 1 and itself</p> <p>Area What is area? Count squares Make shapes Compare areas</p>	<p>Multiplication and Division B Factor pairs Multiply and divide by 10 and 100 Reasoning about multiplication Multiply three numbers Efficient multiplication Scaling Correspondence problems Multiply up to a 3-digit number by a 1-digit number – no exchange Multiply up to a 3-digit number by a 1-digit number – with exchange Related calculations – multiplication and division Divide by a 1-digit number – flexible partitioning Divide up to a 3-digit number by a 1-digit number – no exchange Divide up to a 3-digit number by a 1-digit number – with exchange Divide up to a 3-digit number by a 1-digit number – with remainders</p> <p>Length and perimeter Measure in centimetres and millimetres Measure in kilometres and metres Kilometres, metres, centimetres and millimetres Equivalent lengths Add and subtract lengths What is perimeter? Calculate perimeter Perimeter of rectilinear shapes Calculate perimeter of rectilinear shapes Perimeter of polygons</p> <p>Fractions A Understand denominators Compare & order unit fractions Understand numerators Understand the whole Fractions on a number line Compare & order non-unit fractions</p>	<p>Fractions A continued Equivalent fractions Count beyond 1 Partition a mixed number Compare & order mixed numbers Understand improper fractions Convert mixed numbers to improper fractions Convert improper fractions to mixed numbers Equivalent fraction families</p> <p>Mass and Capacity Measure mass in grams and kilograms Equivalent masses Compare mass Add and subtract mass Measure capacity and volume in millilitres Measure capacity and volume in millilitres and litres Equivalent capacities and volumes Compare capacity and volume Add and subtract capacity and volume</p> <p>Fractions B Add fractions Add fractions and mixed numbers Subtract fractions Subtract from whole amounts Subtract from mixed numbers Unit fractions of an amount Non-unit fractions of an amount Reasoning with fractions of an amount</p>	<p>Time Tell the time to 5 minutes Tell the time to the minute Read time of a digital clock Use a.m. and p.m. Convert between analogue and digital times Convert between 12- and 24-hour clock times Hours, minutes and seconds Find and use durations Years, months, weeks and days</p> <p>Decimals Tenths as fractions and decimals Tenths on a place value chart Tenths on a number line Hundredths as fractions and decimals Hundredths on a place value chart Halves and quarters as decimals Make a whole Partition decimals Compare and order decimals Round to the nearest whole number Divide a number by 10 and 100</p> <p>Money Pound and pence Write money using decimals Convert pounds and pence Compare amounts of money Estimate with money Add money Subtract money</p>	<p>Money continued Find change Solve problems with money</p> <p>Shape Turns and angles Identify angles Compare and order angles Types of lines Triangles Quadrilaterals Polygons Draw polygons Symmetry 3-D shapes</p> <p>Geometry – Position and Directions Describe position using coordinates Plot coordinates Draw 2-D shapes on a grid Translate on a grid Describe translation on a grid</p> <p>Statistics Pictograms Interpret bar charts Draw bar charts Interpret line graphs Draw line graphs Comparison, sum and difference Two-way tables Collect and represent data</p>
Science	Animal Nutrition and the Skeletal System		Forces and Magnets		Plant Nutrition and Reproduction	
Computing	Computer science Coding Programs – 2Code	Digital literacy Unit 3.2 Online safety Programs – Various IT Unit 3.3 Spreadsheets Programs – 2Calculate	IT Unit 3.4 Touch Typing Programs – 2Type	Digital literacy Unit 3.5 Email (including email safety) Programs – 2Email, 2Connect, 2DIY	IT Unit 3.6 Branching Databases Programs – 2Question	IT Unit 3.7 Simulations Programs – 2Simulate, 2Publish IT Unit 3.8 Graphing Programs – 2Graph
PE	Unit 1 Outdoor adventurous activities: solving problems	Unit 2 Invasion games: maintaining possession and stopping an attack in ball games	Unit 3 Dance: traditional dance	Unit 4 Invasion games: maintaining possession and stopping an attack in netball	Unit 5 Net and wall games: applying tactics to overcome an opponent	Unit 6 Gymnastics: creating sequences using balances and movement

History		Through the Ages Prehistoric Britain Stone Age; Bronze Age Iron Age Beyond the Iron Age			Emperors and Empires Everyday life in ancient Rome Founding of ancient Rome Ruling Rome Growth and expansion of the Roman Empire Emperors of Empire Hierarchy in ancient Rome Roman army	Emperors and Empires First invasions of Britain Roman conquest Boudicca's rebellion Struggle with Scotland Hadrian's Wall Life in Roman fort Life in Roman Britain
Geography	One Planet, Our World Geographical skills: Reading maps Analysing data Climate zones Locating European countries and cities The United Kingdom: Human and physical features Weather and the local environment		Rocks, Relics and Rumbles Plate Tectonics Ring of fire Features of volcanoes Latitude and longitude Volcanologist's report	Rocks, Relics and Rumbles Earthquakes The spread of tsunami Uses of rock Model volcanoes		
Design & Technology		Cook Well, Eatwell Healthy balanced diets Using cooking appliances Savoury dishes: Ratatouille Preparation techniques		Making It Move Machines and mechanisms Mechanical systems Cams Tools and equipment		Greenhouse Significant designers Greenhouse design Strengthening structures Investigating sheet materials
Art & Design	Prehistoric Pots Bell beaker pottery Exploring clay Styles and patterns Making bell beaker – style pots		Ammonite Exploring ammonites Draw it Print it Sculpt it Photograph it		Beautiful Botanicals Botanical Weavers Botanical artist Comparing work on a theme In the style Printmaking Botanical exhibition	



Curriculum Long Term Plan – Year 3 / 4

Cycle B 2026 - 2027	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Transparency	Productivity	Excellency
Theme	Invasion		Misty Mountain, Winding River		Ancient Civilisations	
Trip	Windsor Castle		London Wetland Centre		Science Museum	
Visitor(s)	Anglo Saxons and Vikings Workshop		Water Aid		Islamic Art Workshop	
Qur'aan	Juz Tabarak Al Nuh	Juz Tabarak Al Maarij	Juz Tabarak Al Haqqa	Juz Tabarak Al Qalam	Juz Tabarak Al Mulk	Juz Qadami'aAllaah At Tahrim
Arabic	Language Nut My life	Language Nut Where I live	Language Nut Weather and the environment	Language Nut Weather and the environment	Language Nut The world of work	Language Nut Festivals and Parties
Halaqah	Aqeedah Prophets and Messengers mentioned in the Quran Difference between a Prophet and a Messenger Attributes of Prophets and Messengers Adaab and Akhlaaq Studying	Fiqh Najasah Ghusl Salah Hadeeth Shukr Modesty Mercy	Tarikh Prophet Ibrahim Seerah Migration to Abyssinia Two great warriors accept Islam a different way The boycott The year of sadness The journey to Ta'if	Seerah Inviting the Arab tribes Al-Isra and Al-Miraj The actual event The events on the night of Mi'raj From the second heaven to the seventh heaven The gift of Salah	Hadeeth Love for Others Steadfastness Life This World Dua Guests	Adaab and Akhlaaq -Travelling -Qur'aan -Walking -Masjid
RE	Janmashtami Hinduism	Kathina Buddhism	Vaisakhi Sikhism	Eid ul-Adha Islam	Shabbat Judaism	Haji Islam
PSHE/RSHE and Citizenship	Unit 1 Emotions: How can we add to our emotions toolkit?	Unit 2 Healthy relationships: Do all families look the same? Unit 3 Healthy relationships: Are all friends the same?	Unit 4 Power in relationships: What does a healthy relationship feel like? Financial education: Making money decisions	Unit 5 Media influence: What is fake news?	Unit 6 Our online lives: How do I decide who to trust online?	Unit 7 Physical health: What makes a balanced lifestyle? Unit 8 Staying safe and healthy: How do I avoid getting ill?
English: Reading	Unit 1 - Hansel and Gretel Unit 2 - Anglerfish: Non-Chronological Report Unit 3 -Poetry: John Lyons – Caribbean Voices	Unit 1 - Little Red Riding Hood: Journalistic Report Unit 2 - The Borrowers Unit 3 - Healthy Eating Adverts	Unit 1 - Unit 2 - Weather: Descriptive Writing Unit 3 - Poetry: Inspired by Weather	Unit 1 - Into the Forest Unit 2 - The Digestive System: Explanation Unit 3 - Speeches: Persuasive Writing	Unit 1 - Escape from Pompeii Unit 2 - Ancient Greeks: Non-Chronological Report Unit 3 - Poetry: Myth and Legend	Unit 1 - The Happy Prince Unit 2 - Free Write / Transition Unit Unit 3 - Poetry: Celebration and Change
English: Writing	1)Narrative retelling with suspense 2)Report writing with subheadings and diagrams 3)Compose and perform a cultural poem	1)Newspaper article from a character's POV 2)Narrative retelling with setting focus 3)Advert for a healthy product	1)Narrative retelling with moral focus 2)Description of a weather scene 3)Compose and perform a weather poem	1)Diary entry from the protagonist's POV 2)Explanation text with diagrams and captions 3)Write and deliver a persuasive speech	1)Narrative retelling with historical setting 2)Report on Ancient Greek life 3)Compose and perform a myth-inspired poem	1)Narrative retelling with moral focus 2)Pupil choice: story, poem, or report 3)Compose and perform a poem about change
English: Grammar and Punctuation	1)Dialogue punctuation, paragraphing 2)Sentence starters, factual structure 3)Rhyme, repetition, punctuation for effect	1)Reported speech, formal tone 2)Expanded noun phrases, sentence variety 3)Imperative verbs, persuasive tone	1)Emotive punctuation, sentence starters 2)Similes, metaphors, sentence variety 3)Layout features, punctuation for effect	1)Time adverbials, sentence starters 2)Cause-effect, technical vocabulary 3)Sentence starters, emotive punctuation	1)Paragraphing, sentence variety 2)Subheadings, formal tone 3)Alliteration, metaphor, layout features	1)Emotive punctuation, sentence starters 2)Review of taught grammar 3)Repetition, rhyme, punctuation
English: Spelling and Handwriting	1)Dictation of fairy tale vocabulary 2)Segmenting scientific vocabulary 3)Dictation of cultural vocabulary	1)Spelling of journalistic vocabulary 2)Dictation of miniature world vocabulary 3)Spelling of food and health vocabulary	1)Dictation of Victorian vocabulary 2)Dictation of weather-related vocabulary 3)Dictation of seasonal vocabulary	1)Dictation of forest and emotion vocabulary 2)Spelling of scientific terms 3)Dictation of persuasive vocabulary	1)Dictation of historical vocabulary 2)Spelling of historical terms 3)Dictation of mythological vocabulary	1)Dictation of moral and emotional vocabulary 2)Review of taught spelling and handwriting 3)Dictation of celebratory vocabulary
English: Spoken language and Vocabulary	1)Suspense language, character voice 2)Classification language, descriptive phrasing	1)News language, structured reporting 2)Descriptive language, imaginative phrasing	1)Moral language, character transformation 2)Sensory language, descriptive phrasing	1)Suspense vocabulary, reflective phrasing 2)Scientific explanation language 3)Debate language, structured talk	1)Descriptive language, emotive phrasing 2)Informative vocabulary, structured reporting	1)Reflective vocabulary, character voice 2)Reflective vocabulary, transition language

	3)Rhythm, dialect, expressive phrasing	3)Persuasive phrases, emotive vocabulary	3)Sound imagery, expressive phrasing		3)Storytelling language, expressive phrasing	3)Expressive phrasing, performance vocabulary
English: Diagnostic Task	1)Retell with focus on character motivation and setting 2)Write a report on a deep-sea creature 3)Write a poem inspired by Caribbean imagery	1)Write a report on the wolf's actions 2)Retell with emphasis on the Borrowers' home 3)Write and perform a persuasive pitch	1)Retell with focus on Scrooge's change 2)Write a descriptive paragraph using imagery 3)Write a poem from the perspective of a weather element	1)Write a diary entry exploring fear and curiosity 2)Write an explanation of digestion 3)Write a speech on a school issue	1)Retell with focus on tension and setting 2)Write a report with labelled diagrams and glossary 3)Write a poem based on a Greek myth	1)Retell with emphasis on sacrifice and kindness 2)Write independently using genre of choice 3)Write and perform a poem celebrating growth
English: Enrichment Strategy	1)Create a new version with a twist in the ending 2)Create a class fact file with illustrations 3)Perform with music and movement	1)Create a class newspaper with headlines and images 2)Create a new story about a hidden world 3)Create posters and jingles for a class campaign	1)Create a modern version of the story 2)Create a weather poem or visual scene 3)Perform with sound effects and visual props	1)Create a forest map and write a new adventure 2)Create a labelled model of the digestive system 3)Host a mini debate with peer feedback	1)Create a diary entry from a survivor's POV 2)Create a class museum exhibit with artefact descriptions 3)Perform with masks and dramatic movement	1)Create a modern version with a new setting 2)Create a portfolio piece for Year 5 transition 3)Record performances for class anthology
Maths	<p>Place Value Represent and partition numbers to 10,000 Number lines to 10,000 Estimate on a number line Round to the nearest 10, 100, 1,000 Roman Numerals</p> <p>Addition and Subtraction Add and subtracts 1s, 10s, 100s and 1,000s Add 1s, 10s, 100s, 1,000s across a boundary Subtract 1s, 10s, 100s, 1,000s across a boundary Make connections Add up to two 4-digit numbers – no exchange Add up to two 4-digit numbers (across a 10, a 100 and a 1,000) Add numbers with a different number of digits Subtract up to two 4-digit numbers – no exchange Subtract up to two 4-digit numbers (across a 10, a 100)</p>	<p>Addition and Subtractions Continued Subtract up to two 4-digit numbers (across a 1,000) Subtract numbers with a different number of digits Complements to 100 and 1,000 Estimate answers Inverse operations Efficient methods</p> <p>Multiplication and Division A Arrays Sharing and grouping The 2-, 3-, 4-, 5-, 6-, 7-, 8-, 9-, 10-, 11- and 12-times tables Multiply by 1 and 0 Divide a number by 1 and itself</p> <p>Area What is area? Count squares Make shapes Compare areas</p>	<p>Multiplication and Division B Factor pairs Multiply and divide by 10 and 100 Reasoning about multiplication Multiply three numbers Efficient multiplication Scaling Correspondence problems Multiply up to a 3-digit number by a 1-digit number – no exchange Multiply up to a 3-digit number by a 1-digit number – with exchange Related calculations – multiplication and division Divide by a 1-digit number – flexible partitioning Divide up to a 3-digit number by a 1-digit number – no exchange Divide up to a 3-digit number by a 1-digit number – with exchange Divide up to a 3-digit number by a 1-digit number – with remainders</p> <p>Length and perimeter Measure in centimetres and millimetres Measure in kilometres and metres Kilometres, metres, centimetres and millimetres Equivalent lengths Add and subtract lengths What is perimeter? Calculate perimeter Perimeter of rectilinear shapes Calculate perimeter of rectilinear shapes Perimeter of polygons</p> <p>Fractions A Understand denominators Compare & order unit fractions Understand numerators Understand the whole Fractions on a number line Compare & order non-unit fractions</p>	<p>Fractions A continued Equivalent fractions Count beyond 1 Partition a mixed number Compare & order mixed numbers Understand improper fractions Convert mixed numbers to improper fractions Convert improper fractions to mixed numbers Equivalent fraction families</p> <p>Mass and Capacity Measure mass in grams and kilograms Equivalent masses Compare mass Add and subtract mass Measure capacity and volume in millilitres Measure capacity and volume in millilitres and litres Equivalent capacities and volumes Compare capacity and volume Add and subtract capacity and volume</p> <p>Fractions B Add fractions Add fractions and mixed numbers Subtract fractions Subtract from whole amounts Subtract from mixed numbers Unit fractions of an amount Non-unit fractions of an amount Reasoning with fractions of an amount</p>	<p>Time Tell the time to 5 minutes Tell the time to the minute Read time of a digital clock Use a.m. and p.m. Convert between analogue and digital times Convert between 12- and 24-hour clock times Hours, minutes and seconds Find and use durations Years, months, weeks and days</p> <p>Decimals Tenths as fractions and decimals Tenths on a place value chart Tenths on a number line Hundredths as fractions and decimals Hundredths on a place value chart Halves and quarters as decimals Make a whole Partition decimals Compare and order decimals Round to the nearest whole number Divide a number by 10 and 100</p> <p>Money Pound and pence Write money using decimals Convert pounds and pence Compare amounts of money Estimate with money Add money Subtract money</p>	<p>Money continued Find change Solve problems with money</p> <p>Shape Turns and angles Identify angles Compare and order angles Types of lines Triangles Quadrilaterals Polygons Draw polygons Symmetry 3-D shapes</p> <p>Geometry – Position and Directions Describe position using coordinates Plot coordinates Draw 2-D shapes on a grid Translate on a grid Describe translation on a grid</p> <p>Statistics Pictograms Interpret bar charts Draw bar charts Interpret line graphs Draw line graphs Comparison, sum and difference Two-way tables Collect and represent data</p>
Science	Food and the Digestive System	Sound	States of Matter	Grouping and Classifying	Electrical Circuits and Conductors	
Computing	Computer Science Coding Programs – 2Code	Digital literacy Unit 4.2 Online safety Programs – Various IT Unit 4.3 Spreadsheets Programs – 2Calculate	IT Unit 4.3 Spreadsheets Programs – 2Calculate IT Unit 4.4 Writing for different audiences Programs – 2Email, 2Connect, 2DIY	IT Unit 4.4 Writing for different audiences Programs – 2Email, 2Connect, 2DIY Computer science Unit 4.5 Logo Programs – Logo	Computer science Unit 4.5 Logo Programs – Logo IT Unit 4.6 Animation Programs – 2Animate	IT Unit 4.7 Effective Search Programs – Browser Computer science Unit 4.8 Hardware Investigators

PE	Unit 1 Outdoor adventurous activities: solving problems	Unit 2 Invasion games: maintaining possession and stopping an attack in ball games	Unit 3 Dance: traditional dance of the British Isles	Unit 4 Invasion games: maintaining possession and stopping an attack through basketball	Unit 5 Net and wall games: tactics to overcome an opponent through pickleball	Unit 6 Gymnastics: symmetry and asymmetry
History		Invasion Invasion timeline Significant events of early Middle Ages Anglo – Saxon invasion Anglo – Saxon kingdoms Sutton Hoo Anglo – Saxon monasteries Anglo – Saxon legacy Comparing everyday lives of Anglo – Saxons and Vikings Viking raids at Lindisfarne Surrender or fight back? Norman invasion			Ancient civilisation What is a civilisation? Development of ancient Sumer Food and farming Sumerian city states Hierarchy of ancient Sumer The world's first emperor	Ancient civilisation City life in ancient Egypt Hierarchy of ancient Egypt Role of the pharaoh Compare and contrast two civilisations Decline and decay Legacy
Geography	Interconnected World Geographical skills: Grid reference The world: Tropics of Cancer and Capricorn North and South America The United Kingdom: Renewable energy National Rail network Canals		Misty Mountain, Winding River Rivers Case study – River Trent Mountains Topography and contour lines	Misty Mountain, Winding River The science of rivers and mountains Habitats Case study – Somerset Levels flooding Soil		
Design & Technology		Fresh Food, Good Food Fresh food Food packaging Diagrams and prototypes Fresh, healthy snacks		Functional and Fancy Fabrics Exploring fabrics Design features of familiar products Significant designer: William Morris Sewing hems		Tomb Builders Mechanical systems Simple machines Construction materials Simple machines
Art & Design	Contrast and Complement Watercolours Colour theory Colour in art Colour collectors Colour Compositions		Vista What a view! Mountainous landscapes Atmospheric perspective Warmth and coolness My landscape		Islamic Art Exploring Islamic art Exploring geometric motifs Creating pattern from a motif Stars in Islamic art Clay relief sculpture Creating geometric tiles	



Curriculum Long Term Plan – Year 5 / 6

Cycle A 2025 - 2026	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Transparency	Productivity	Excellency
Theme	Maafa		Frozen Kingdoms		Britain at War	
Trip	Gunnery Park Museum		Polar Exploration Museum London		Imperial War Museum	
Visitor(s)	Africa workshop		Animal Kind Workshop		War Workshop	
Qur'aan	Juz Qadsami'aAllaah Al Hashr	Juz Qadsami'aAllaah Al Mujadila	Juz Qala Fama Khatbukum Al Hadid	Juz Qala Fama Khatbukum Al Hadid	Juz Qala Fama Khatbukum Al Waqia	Juz Qala Fama Khatbukum Ar - Rahman
Arabic	Language Nut School	Language Nut School	Language Nut Holidays and Travel	Language Nut Holidays and Travel	Language Nut Global & Social Issues	Language Nut Global & Social Issues
Halaqah	Aqeedah Actions leading to Jannah Beliefs regarding Allaah Belief regarding Muhammad Belief regarding Prophets Belief regarding the Sahaba Akhlaaq and Adab Social interaction	Fiqh Tayammum Salah Qur'aan and Hadeeth Speaking good Good character Tarikh Prophet Jesus (Esa)	Tarikh Prophet Musa Qur'aan and Hadeeth Promise Tongue Ghibah Carrying Tales	Seerah The battle of Badr The battle of Uhud Battle of Ahzab Hudaibiyah – Bay'at Umrat al-Qada Conquest of Makkah Fiqh Id Salah	Hadeeth Intoxicants Names of Allaah Mu'awwidhat Fiqh Umrh Hajj	Akhlaaq and Adab Ghusl Writing Miswak -Visiting the sick
RE	Parinirvana Buddhism	Sunday Christianity	Rosh Hashanah and Yom Kippur Judaism	Lailat al Miraj Islam	Kumbh Mela Hinduism	Bandi Chhor Divas Sikhism
PSHE/RSHE and Citizenship	Unit 1 Emotions: How can we manage challenges?	Unit 2 Healthy relationships: Is there such a thing as a perfect family? Unit 3 Healthy relationships: How can I be a great friend?	Unit 4 Power in relationships: How do I get help if I don't feel safe? Financial education: Priority spending	Unit 5 Media influence: Who decides what experience in the online world?	Unit 6 online lives: How do I thrive online	Unit 7 Physical health: Is it hard to be healthy? Unit 8 Staying safe and healthy: How can I avoid harm?
English: Reading	Unit 1 - How to Train Your Dragon (Reading) Unit 2 - How to Train Your Dragon (Writing) Unit 3 - Non-fiction: Wild Cats Report	Unit 1 - The Titanic: Journalistic Report Unit 2 -Poetry: Personal Experience Unit 3 - Introduction to Debate	Unit 1 - The Viewer Unit 2 - The Highwayman Unit 3 - Poetry: The Listeners	Unit 1 - School Uniform: Persuasive Letter Unit 2 - Macbeth: Narrative and Soliloquy Unit 3 - Poetry: Inspired by Animals	Unit 1 - Curiosity: Mars Rover (Reading) Unit 2 - Amazon Rainforest: Essay Writing Unit 3 - Princess Sophia Duleep Singh: My Story	Unit 1 - Harriet Tubman: Biography Unit 2 - Free Write / Transition Unit Unit 3 - Successful Speeches
English: Writing	1)Reading comprehension and character analysis 2)Diary entry and narrative retelling 3)Non-chronological report with diagrams	1)Newspaper article from survivor's POV 2)Compose and perform a personal poem 3)Write and deliver a short debate speech	1)Narrative with visual imagery 2)Narrative retelling and character reflection 3)Compose and perform a suspense poem	1)Persuasive letter to headteacher 2)Narrative retelling and soliloquy writing 3)Compose and perform an animal poem	1)Reading comprehension and summary writing 2)Essay on rainforest preservation 3)Diary entry and narrative retelling	1)Biographical writing with subheadings 2)Pupil choice: story, poem, or report 3)Write and deliver a speech on a chosen topic
English: Grammar and Punctuation	1)Dialogue punctuation, sentence variety 2)Paragraphing, sentence starters 3)Subheadings, formal tone	1)Reported speech, formal punctuation 2)Emotive punctuation, layout features 3)Sentence starters, opinion phrases	1)Suspense punctuation, sentence variety 2)Dialogue punctuation, emotive language 3)Rhyme, repetition, punctuation for effect	1)Formal tone, persuasive devices 2)Parenthesis, speech punctuation 3)Similes, metaphors, layout features	1)Sentence types, technical vocabulary 2)Paragraphing, cohesive devices 3)First-person narration, emotive tone	1)Chronological structure, formal tone 2)Review of taught grammar 3)Sentence starters, rhetorical devices
English: Spelling and Handwriting	1)Dictation of fantasy and action vocabulary 2)Dictation of descriptive and emotive words 3)Segmenting scientific vocabulary	1)Spelling of journalistic vocabulary 2)Dictation of feeling-related vocabulary 3)Spelling of debate vocabulary	1)Dictation of visual and emotional vocabulary 2)Dictation of historical and poetic vocabulary 3)Dictation of eerie and descriptive vocabulary	1)Spelling of opinion vocabulary 2)Dictation of Shakespearean vocabulary 3)Dictation of animal-related vocabulary	1)Spelling of space-related terms 2)Dictation of environmental vocabulary 3)Dictation of historical and personal vocabulary	1)Spelling of biographical vocabulary 2)Review of taught spelling and handwriting 3)Dictation of persuasive vocabulary
English: Spoken language and Vocabulary	1)Character voice, setting description 2)Adventure vocabulary, oral rehearsal 3)Classification language, factual phrasing	1)News language, structured reporting 2)Expressive phrasing, reflective vocabulary 3)Structured talk, persuasive vocabulary	1)Descriptive language, reflective phrasing 2)Character voice, dramatic phrasing 3)Sound imagery, suspense vocabulary	1)Debate language, structured argument 2)Dramatic phrasing, character motivation 3)Descriptive phrasing, performance vocabulary	1)Scientific explanation language 2)Informative phrasing, persuasive tone 3)Reflective phrasing, character voice	1)Historical vocabulary, descriptive phrasing 2)Reflective vocabulary, transition language 3)Performance phrasing, structured argument

English: Diagnostic Task	1)Annotate key scenes and character traits 2)Write a diary from Hiccup's POV 3)Write a report on a chosen wild cat	1)Write a report on the sinking of the Titanic 2)Write a poem about a meaningful moment 3)Write a speech on a school issue	1)Retell with focus on mood and symbolism 2)Retell from Bess's perspective 3)Write a poem inspired by a mysterious setting	1)Write a letter for or against uniform policy 2)Write a soliloquy from Macbeth's POV 3)Write a poem from an animal's perspective	1)Annotate key facts and mission details 2)Write an essay with structured argument 3)Write a diary from Sophia's POV	1)Write a biography with timeline and glossary 2)Write independently using genre of choice 3)Write and perform a speech with peer feedback
English: Enrichment Strategy	1)Create a dragon profile and setting map 2)Create a comic strip of a new dragon adventure 3)Create a class fact file with illustrations	1)Create a class newspaper with headlines and visuals 2)Create a class anthology with illustrations 3)Host a mini debate with peer feedback	1)Create a visual storyboard of key scenes 2)Perform dramatic reading with props and sound 3)Perform with sound effects and lighting	1)Host a letter-writing campaign with peer review 2)Perform soliloquies with staging and props 3)Perform with masks and movement	1)Create a Mars fact file with diagrams 2)Create a campaign poster or leaflet 3)Create a timeline of her life with illustrated entries	1)Create a class museum exhibit with artefact descriptions 2)Create a portfolio piece for Year 6 transition 3)Record speeches for class showcase

Maths	<p>Place Value</p> <p>Roman numerals to 1,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10,000,000 Powers of 10 Partition numbers to 10,000,000 Number line to 10,000,000 Compare and order any integers Round within 100,000 Round any integer Count through zero Compare and order negative numbers</p> <p>Addition and subtraction</p> <p>Mental strategies Add and subtract integers Inverse operations and missing numbers Reason from known facts</p> <p>Multiplication and division A</p> <p>Multiples Common multiples Factors Common Factors Rules of divisibility Prime numbers Square and cube numbers Multiply and divide by 10, 100 and 1,000</p>	<p>Fractions A</p> <p>Recognise equivalent fractions Equivalent fractions and simplifying Equivalent fractions on a number line Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions (denominator) Compare fractions (numerator) Order fractions Add and subtract fractions with the same denominator Add fractions where one denominator is a multiple of the other Add any two fractions Add mixed numbers Subtract fractions where one denominator is a multiple of the other Subtract any two fractions Subtract from a mixed number Subtract from a mixed number – breaking the whole Subtract two mixed numbers Multi-step problems</p> <p>Multiplication and Division B</p> <p>Multiply a 2-digit number by a 2-digit number Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number Division using factors Long division with remainders Solve problems with division</p>	<p>Multiplication and division B continued</p> <p>Efficient division Solve multi-step problems Order of operations Mental calculations and estimation Reason from known facts</p> <p>Fractions B</p> <p>Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Multiply fractions by fractions Divide a fraction by an integer Divide any fraction by an integer Fraction of an amount Fraction of an amount - find the whole</p> <p>Decimals A</p> <p>Decimals up to 2 decimal places Decimals up to 3 decimal places Place value - integers and decimals Order and compare decimals (same number of d.p.) Order and compare decimals with up to 3 decimal places Round to the nearest whole number Round to 1 decimal place Round to 2 decimal places</p> <p>Area and perimeter</p> <p>Perimeter of rectangles and rectilinear shapes Area of rectangles Area of compound shapes Estimate area Area of triangles Area of parallelograms</p>	<p>Volume</p> <p>Volume - cubic centimetres Volume of a cuboid Compare volume Estimate volume and capacity</p> <p>Decimal B</p> <p>Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1 Add decimals with the same number of d.p. Subtract decimals with the same number of d.p. Add decimals with different numbers of d.p. Subtract decimals with different numbers of d.p. Efficient strategies Decimal sequences Multiply and divide by 10, 100 and 1,000 Multiply and divide decimals by integers Multiply and divide decimals in contexts</p> <p>Fractions, decimals and percentages</p> <p>Equivalent fractions and decimals – tenths, hundredths and thousandths Fractions as division Understand percentages Percentages as fractions Percentages as decimals Equivalent F, D, P Order F, D, P Percentages of an amount</p>	<p>Ratio</p> <p>Add or multiply? Use ratio language Ratio and fractions Use scale factors Similar shapes Ratio problems Proportion problems</p> <p>Algebra</p> <p>Function machines Form expressions Substitution Formulae Form equations Solve equations Find pairs of values Solve problems with two unknowns</p> <p>Shape</p> <p>Understand and use degrees Classify angles (include estimate) Measure angles (include estimate) Calculate angles around a point Calculate angles on a straight line Vertically opposite angles Angles in a triangle (include missing angles) Angles in a triangle – special cases (include missing angles) Angles in quadrilaterals Regular and irregular polygons Circles 3-D shapes</p>	<p>Position and direction</p> <p>Four quadrants Solve problems with coordinates Translations Lines of symmetry Reflections</p> <p>Statistics</p> <p>Draw line graphs Read and interpret line graphs Bar charts (to include dual bar charts) Tables (to include two-way table) Timetables Read and interpret pie charts Pie charts with percentages Draw pie charts The mean</p> <p>Converting units</p> <p>Kilograms and kilometres Millimetres and millilitres Convert metric units Miles and kilometres Imperial measures Convert units of time Calculate with timetables</p>
Science	Circulatory System		Electrical Circuits and Components		Light Theory	Evolution and Inheritance
Computing	Computer science Coding Programs – 2Code	Digital literacy Unit 6.2 Online safety Programs - Various IT Unit 6.3 Spreadsheets Programs – 2Calculate	Digital literacy Unit 6.4 Blogging Programs – 2Blog	Computer science Unit 6.5 Text Adventures Programs – 2Code, 2Connect	Computer science Unit 6.6 Networks	IT Unit 6.7 Quizzing Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate
PE	Unit 1 Outdoor adventurous activities: orienteering	Unit 2 Invasion games: shooting, scoring and denying space in ball games	Unit 3 Invasion games: shooting, scoring and denying space through hockey	Unit 4 Net and wall games: tactics to overcome an opponent through tennis	Unit 5 Striking and fielding games: striking and fielding skills through cricket	Unit 6 Gymnastics: counter balance and counter tension

History		<p>Maafa</p> <p>Ancient African kingdoms Britain and the Maafa triangular slave trade Human impact of the triangular slave trade Resistance, revolt and refusal Abolition of slavery Life after abolition Colonisation of Africa Race Relations Act</p>			<p>Britain at war</p> <p>Causes of the First World War Volunteering to fight Start of the First World War Life in the trenches First World War weaponry Key events of the First World War Impact of the First World War on British citizens End of the First World War</p>	<p>Britain at war</p> <p>Causes of the Second World War Beginning of the Second World War Second World War weaponry and technology Impact of the Second World War on British civilians Anne Frank End of the Second World War War Remembrance</p>
Geography	<p>Our Changing World</p> <p>Geographical skills: Features of Earth Latitude and longitude Time zones The world: Climate change Trade Natural resource management Human settlement patterns</p>		<p>Polar climates</p> <p>Polar day and night Polar oceans Polar climates Polar landscapes</p>	<p>Climate change</p> <p>Natural resources Indigenous people Case study – Tourism in the Antarctic</p>		
Design & Technology		<p>Food for Life</p> <p>Processed foods Packaging Hygiene Homemade food Whole food Recipes Savoury dishes</p>		<p>Engineer</p> <p>Significance of a designer or inventor Bridge structures Characteristics of materials Frameworks</p>		<p>Make Do and Mend</p> <p>Make Do and Mend campaign Deconstruct Stitch Repair</p>
Art & Design	<p>Trailblazers, Barrier Breakers</p> <p>Exploring trailblazers Breaking barriers Critical analysis In the style of Inspired artwork</p>		<p>Environmental Artists</p> <p>Exploring and creating environmental art Recycle, reuse, and repurpose Ocean art</p>		<p>Bees, Beetles, and Butterflies</p> <p>Collecting images Insect artists Observational drawing Mixed media collages of beetles Pop art bees Insect inspired artwork</p>	



Curriculum Long Term Plan – Year 5 / 6

Cycle B 2026 - 2027	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values	Sincerity	Knowledge	Respect	Transparency	Productivity	Excellency
Theme	Dynamic Dynasties		Sow, Grow and Farm		Ground-breaking Greeks	
Trip	Victoria & Albert Museum		Hobbledown Heath		The British Museum	
Visitor(s)	Chinese Calligraphy and Food Workshop		Farm to Fork workshop		Portals of the past workshop: Ancient Greeks	
Qur'aan	Juz Qadsami'aAllaah At Talag	Juz Qadsami'aAllaah At Taghabun	Juz Qadsami'aAllaah Al Munafiqun	Juz Qadsami'aAllaah Al Juma	Juz Qadsami'aAllaah As Saff	Juz Qadsami'aAllaah Al Mumtahnia
Arabic	Language Nut Basics	Language Nut Basics	Language Nut Shopping and eating out	Language Nut Shopping and eating out	Language Nut Holidays and Travel	Language Nut Holidays and Travel
Halaqah	Aqeedah Where is Allaah? Tawheed of Lordship The Provider The Sustainer Taqwa	Fiqh Masah 'alal Khuffayn Conditions for the Khuff Different types of Khuff Important points to remember about masah Nawaqid of masah Masah on wounds	Tarikh Prophet Yusuf Fiqh Wajib acts of salah Sajdah as-sahw	Seerah The plot Hijrah Arrival in Madinah The masjid of Madinah Fiqh Sawm Breaking of the fast Fidya Tarawih	Hadeeth No to racism Good character Thanking others Friends Kindness Fiqh Hajj	Akhlaaq and Aadaab Dua Dressing Guests/ Hosts Gathering Istinja
RE	Dharma Day Buddhism	Holi Hinduism	Passover Judaism	Ramadan and Eid al-Fitr Islam	Hajj Islam	Guru Arjan Gurburab Sikhism
PSHE/RSHE and Citizenship	Unit 1 Emotions: Managing our emotions through periods of change Unit 2 Healthy relationships: How can we live in harmony?	Unit 3 Healthy relationships: How can we have healthy boundaries? Unit 4 Power in relationships: What are my boundaries?	Unit 5 Media influence: How do I decide what is true online? Financial education: Budgets and ethical spending	Unit 6 Our online lives: What should I share online?	Unit 7 Physical health: How do I plan a healthy week? Unit 8 Risky substances: Why do people use alcohol and drugs?	Unit 9 Staying safe and healthy: How can I save a life?
English: Reading	Unit 1 - The King Lear Unit 2 - Sherlock Holmes: The Blue Carbuncle Unit 3 - Coming to England	Unit 1 - Charles Darwin: Biography Unit 2 - Poetry: Migration and Belonging Unit 3 - Empire Windrush: Diary and Essay	Unit 1 - Beowulf Unit 2 - When Stars Are Scattered Unit 3 - Poetry of Place	Unit 1 - A Kind of Spark Unit 2 - Climate Emergency: Journalistic Report Unit 3 - Polar Regions: Essay Writing	Unit 1 - Early Islamic Civilisation: Essay Unit 2 - Graphic Novels: Identity and Belonging Unit 3 - Cloud Busting: Book Club and Poetry	Unit 1 - Talking Transitions Unit 2 - Successful Speeches Unit 3 - Free Write: My Legacy
English: Writing	1)Diary entry and narrative retelling 2)Descriptive writing and formal letter 3)Personal reflection and summary writing	1)Biographical writing with subheadings 2)Compose and perform a migration poem 3)Diary entry and essay writing	1)Narrative retelling with suspense 2)Diary entry and journalistic report 3)Compose and perform a place-based poem	1)Narrative retelling and character reflection 2)Newspaper article on climate issue 3)Essay on polar preservation	1)Essay on Islamic contributions 2)Narrative writing with visual prompts 3)Compose and perform a poem about friendship	1)Pupil choice: story, poem, or report 2)Write and deliver a speech on a chosen topic 3)Legacy writing: story, poem, or letter
English: Grammar and Punctuation	1)Parenthesis, modal verbs, sentence variety 2)Dialogue punctuation, formal tone 3)Chronological structure, emotive tone	1)Passive voice, sentence starters 2)Repetition, metaphor, layout features 3)Formal tone, emotive punctuation	1)Expanded noun phrases, sentence variety 2)Dialogue punctuation, emotive tone 3)Similes, metaphors, punctuation	1)Sentence starters, emotive punctuation 2)Reported speech, formal tone 3)Paragraphing, cohesive devices	1)Sentence types, formal tone 2)Dialogue punctuation, layout features 3)Free verse structure, emotive punctuation	1)Review of taught grammar 2)Sentence starters, rhetorical devices 3)Review of taught grammar
English: Spelling and Handwriting	1)Dictation of Shakespearean vocabulary 2)Spelling of detective and Victorian terms 3)Dictation of migration-related vocabulary	1)Spelling of scientific and biographical terms 2)Dictation of cultural and emotional vocabulary 3)Dictation of historical and reflective vocabulary	1)Dictation of mythological vocabulary 2)Spelling of refugee and resilience vocabulary 3)Dictation of place-related vocabulary	1)Dictation of neurodiversity vocabulary 2)Spelling of environmental vocabulary 3)Dictation of scientific and geographical terms	1)Spelling of historical and cultural terms 2)Dictation of graphic novel vocabulary 3)Dictation of friendship and emotion words	1)Review of taught spelling and handwriting 2)Dictation of persuasive vocabulary 3)Review of taught spelling and handwriting

English: Spoken language and Vocabulary	1)Dramatic phrasing, emotional vocabulary 2)Suspense vocabulary, character voice 3)Reflective phrasing, cultural vocabulary	1)Informative phrasing, academic vocabulary 2)Expressive phrasing, performance vocabulary 3) Debate language, structured argument	1)Heroic phrasing, descriptive language 2)Reflective phrasing, character voice 3)Descriptive phrasing, sensory language	1)Empathy language, character voice phrasing 2)News language, persuasive phrasing 3)Informative phrasing, structured argument	1)Academic vocabulary, structured phrasing 2)Visual storytelling, expressive phrasing 3)Performance phrasing, reflective vocabulary	1)Reflective vocabulary, transition language 2)Performance phrasing, structured argument 3)Reflective phrasing, personal voice
English: Diagnostic Task	1)Write a diary from Juliet's POV 2)Write a letter from Holmes to Watson 3)Write a reflection on the journey and identity	1)Write a biography with timeline and glossary 2)Write a poem about identity and belonging 3)Write a diary from a Windrush passenger's POV	1)Retell with focus on Beowulf's bravery 2)Write a report on refugee experience 3)Write a poem about a meaningful location	1)Write a reflection from Addie's POV 2)Write a report with facts and opinions 3)Write an essay with structured argument	1)Write an essay with subheadings and glossary 2)Write a graphic short story about identity 3)Write a poem inspired by the story's themes	1)Write independently using genre of choice 2)Write and perform a speech with peer feedback 3)Write a piece reflecting on primary journey
English: Enrichment Strategy	1)Perform soliloquies with staging and props 2)Create a mystery map and character profiles 3)Create a class migration timeline	1)Create a class museum exhibit with artefact descriptions 2)Perform with sound and movement 3)Create a class anthology of Windrush stories	1)Create a comic strip of the battle scenes 2)Create a class book of resilience stories 3)Perform with sound effects and visual props	1)Create a campaign poster for inclusion 2)Create a class newspaper with headlines and visuals 3)Create a campaign leaflet or infographic	1)Create a class museum exhibit with artefact descriptions 2)Create a storyboard with illustrations 3)Perform with sound and movement	1)Create a portfolio piece for secondary transition 2)Record speeches for class showcase 3)Create a class anthology of legacy writing

Maths	<p>Place Value</p> <p>Roman numerals to 1,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10,000,000 Powers of 10 Partition numbers to 10,000,000 Number line to 10,000,000 Compare and order any integers Round within 100,000 Round any integer Count through zero Compare and order negative numbers</p> <p>Addition and subtraction</p> <p>Mental strategies Add and subtract integers Inverse operations and missing numbers Reason from known facts</p> <p>Multiplication and division A</p> <p>Multiples Common multiples Factors Common Factors Rules of divisibility Prime numbers Square and cube numbers Multiply and divide by 10, 100 and 1,000</p>	<p>Fractions A</p> <p>Recognise equivalent fractions Equivalent fractions and simplifying Equivalent fractions on a number line Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions (denominator) Compare fractions (numerator) Order fractions Add and subtract fractions with the same denominator Add fractions where one denominator is a multiple of the other Add any two fractions Add mixed numbers Subtract fractions where one denominator is a multiple of the other Subtract any two fractions Subtract from a mixed number Subtract from a mixed number – breaking the whole Subtract two mixed numbers Multi-step problems</p> <p>Multiplication and Division B</p> <p>Multiply a 2-digit number by a 2-digit number Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number Division using factors Long division with remainders Solve problems with division</p>	<p>Multiplication and division B continued</p> <p>Efficient division Solve multi-step problems Order of operations Mental calculations and estimation Reason from known facts</p> <p>Fractions B</p> <p>Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Multiply fractions by fractions Divide a fraction by an integer Divide any fraction by an integer Fraction of an amount Fraction of an amount - find the whole</p> <p>Decimals A</p> <p>Decimals up to 2 decimal places Decimals up to 3 decimal places Place value - integers and decimals Order and compare decimals (same number of d.p.) Order and compare decimals with up to 3 decimal places Round to the nearest whole number Round to 1 decimal place Round to 2 decimal places</p> <p>Area and perimeter</p> <p>Perimeter of rectangles and rectilinear shapes Area of rectangles Area of compound shapes Estimate area Area of triangles Area of parallelograms</p>	<p>Volume</p> <p>Volume - cubic centimetres Volume of a cuboid Compare volume Estimate volume and capacity</p> <p>Decimal B</p> <p>Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1 Add decimals with the same number of d.p. Subtract decimals with the same number of d.p. Add decimals with different numbers of d.p. Subtract decimals with different numbers of d.p. Efficient strategies Decimal sequences Multiply and divide by 10, 100 and 1,000 Multiply and divide decimals by integers Multiply and divide decimals in contexts</p> <p>Fractions, decimals and percentages</p> <p>Equivalent fractions and decimals – tenths, hundredths and thousandths Fractions as division Understand percentages Percentages as fractions Percentages as decimals Equivalent F, D, P Order F, D, P Percentages of an amount</p>	<p>Ratio</p> <p>Add or multiply? Use ratio language Ratio and fractions Use scale factors Similar shapes Ratio problems Proportion problems</p> <p>Algebra</p> <p>Function machines Form expressions Substitution Formulae Form equations Solve equations Find pairs of values Solve problems with two unknowns</p> <p>Shape</p> <p>Understand and use degrees Classify angles (include estimate) Measure angles (include estimate) Calculate angles around a point Calculate angles on a straight line Vertically opposite angles Angles in a triangle (include missing angles) Angles in a triangle – special cases (include missing angles) Angles in quadrilaterals Regular and irregular polygons Circles 3-D shapes</p>	<p>Position and direction</p> <p>Four quadrants Solve problems with coordinates Translations Lines of symmetry Reflections</p> <p>Statistics</p> <p>Draw line graphs Read and interpret line graphs Bar charts (to include dual bar charts) Tables (to include two-way table) Timetables Read and interpret pie charts Pie charts with percentages Draw pie charts The mean</p> <p>Converting units</p> <p>Kilograms and kilometres Millimetres and millilitres Convert metric units Miles and kilometres Imperial measures Convert units of time Calculate with timetables</p>
Science	Earth and Space	Forces and Mechanisms	Human Reproduction and Ageing	Properties and Changes of Materials		

Computing	Computer science Coding (Purple Mash) Programs – 2Code	Digital literacy Unit 5.2 Online safety Programs - Various	IT Unit 5.3 Spreadsheets Programs – 2Calculate	IT Unit 5.4 Databases Programs – 2Question, 2Investigate	Computer science Unit 5.5 Game Creator Programs – 2DIY 3D	IT Unit 5.6 3D Modelling Programs – 2Design and Make
PE	Unit 1 Outdoor adventurous activities: leadership	Unit 2 Invasion games: scenarios, tactics and power play in ball games	Unit 3 Net and wall games: tactics to overcome an opponent through badminton	Unit 4 Striking and fielding games: striking and fielding tactics through rounders	Unit 5 Gymnastics: matching and mirroring	Unit 6 Dance: the power of unity
History		Dynamic Dynasties Yellow Emperor and the Xia Dynasty Shang Dynasty Significance of bronze Jade and silk Power and hierarchy Everyday life in Shang Dynasty Warfare enquiry End of Shang Dynasty Legacy of ancient China			Groundbreaking greeks Minoan Civilisation Comparing Minoans and Mycenaeans Discovering the dark age and Archaic period Comparing the dark age and archaic period Democracy in Athens Roles of men and women in Athens Social hierarchy in Athens	Groundbreaking greeks Significant Athenians The Acropolis Hippocrates – the father of medicine Master of Mathematics Ancient and modern Olympic Games Greek arts and culture Achievements of Alexander the Great Influence of the ancient Greeks in our local area
Geography	Investigating Our World Geographical skills: Ordnance Survey maps The world: Time and Climate zones Vegetation belts and Biomes Sustainable manufacturing processes The United Kingdom: Transport networks World cities		Farming in the UK Mapping using grid references Case study: Potato farming in Jersey Climate zones	Farming across the world North and South America Citrus Farming Coffee growing in Peru How far has your food travelled?		
Design & Technology		Moving Mechanisms Mechanical systems Pneumatics Product design Product Evaluation		Eat the Seasons Seasonality Nutritional Food Balanced diet Food hygiene Dicing, peeling and grating Taste test		Architecture Architecture over time Greek architecture Significant designer or inventor Complex structures CADs
Art & Design	Tints, Tones, and Shades Mixing tints, shades, and tines Tints, shades, and tones in landscapes Sketching landscapes Creating landscape paintings		Line, Light and Shadows Line up! Significant artist – Pablo Picasso Shading techniques Pen and Ink Drawing on black paper Black and white photographs Adding line and tone Creating artwork with line, light and shadow		Expression What is expressionism? Significant artist – Edvard Munch Expressionist colour Modern expressionism Creating an expressionist – style painting	



Nursery Class Timetable

AM	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 8:55	Registration PSED & Rhymes	Registration PSED & Rhymes	Registration PSED & Rhymes	Registration PSED & Rhymes	Registration PSED & Rhymes
8:55 – 9:10	CL activity	CL activity	CL activity	CL activity	CL activity
9:10 – 9:20	Get ready for the park				
9:20 – 10:15	PD & UW planned outdoor activities	PD & UW planned outdoor activities	PD & UW planned outdoor activities	PD & UW planned outdoor activities	UW planned indoor activities
10:15 – 10:30	Wash hands, snack, and milk				
10:30 – 10:50	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities
10:50 – 11:15	Arabic & Qu'raan	Arabic & Qu'raan	Arabic & Qu'raan	Arabic & Qu'raan	PD
11:15 – 11:30	Jolly Phonics	Jolly Phonics	Jolly Phonics	Jolly Phonics	Jolly Phonics
11:30 – 11:35	Story Time	Story Time	Story Time	Story Time	Story Time
11:35 – 11:40	Home time				

PM	Monday	Tuesday	Wednesday	Thursday	Friday
12:30 – 12:50	Registration PSED & Rhymes	Registration PSED & Rhymes	Registration PSED & Rhymes	Registration PSED & Rhymes	Registration PSED & Rhymes
12:50 – 13:15	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	PD
13:15 – 13:45	CL activity	CL activity	CL activity	CL activity	UW planned indoor activities
13:45 13:55	Get ready for the park				
13:55 - 14:20	PD & UW planned outdoor activities	PD & UW planned outdoor activities	PD & UW planned outdoor activities	PD & UW planned outdoor activities	PD & UW planned outdoor activities
14:20 – 14:30	Wash hands, snack, milk, rhymes and salah				
14:30 – 15:00	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities	Free play indoors L (Writing) & Maths planned activities
15:00 – 15:15	Jolly Phonics	Jolly Phonics	Jolly Phonics	Jolly Phonics	Jolly Phonics
15:15 – 15:25	Story Time/Rhymes	Story Time	Story Time	Story Time	Story Time
15:25 – 15:30	Home time				



Reception Class Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 8:50	Registration	Registration	Registration	Registration	Registration
8:50 - 9:10	Halaqah	Halaqah	PSHE/RSHE	PSHE/RSHE	Assembly
9:10 – 9:50	Jolly Phonics & Handwriting	Jolly Phonics & Handwriting	Jolly Phonics & Handwriting	Jolly Phonics & Handwriting	
9:25 – 10:00	Free Flow/PD/Literacy	Free Flow/PD/Literacy	Free Flow/PD/Literacy	Free Flow/PD/Literacy	Free Flow/PD/Literacy
10:00 – 10:30	Wash hands Snack, milk/drink break				
10:30 – 11:30	Free flow/Reading	Free flow/Reading	Free flow/Reading	Free flow/Reading	Free flow/Reading
11:30 – 12:00	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Nasheed
12:00 – 13:25	Salah at 12:00 – 12:20 / Lunch at 12:20 – 12:45 / Outdoor play at 12:45 – 13:20				
13:20 - 13:30	Registration	Registration	Registration	Registration	Registration
13:30 - 13:50	CL/Storytime	Computing	CL/Storytime	CL/Storytime	PD (Gross) Outdoor PE
13:50 – 14:35	Free flow/Mathematics	Free flow/Mathematics	Free flow/Mathematics	Free flow/Mathematics	
14:35 – 15:25	Free flow/UW	CL/Storytime	Free flow/EAD	Free flow/EAD	UW:RE
15:25 – 15:30	Home time				



Year 1/2 Class Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 8:50	Registration	Registration	Registration	Registration	Registration
8:50 - 9:20	Halaqah	Halaqah	Halaqah	PSHE/RSHE	Assembly
9:20 - 9:40	Jolly Phonics & Handwriting	Jolly Phonics & Handwriting	Jolly Phonics & Handwriting	Jolly Phonics & Handwriting	
9:20 – 9:45	Spellings	Grammar	Grammar/Reading	Grammar/Reading	
9:45 – 10:15	English	English	English	English	English
10:15 – 10:30	Wash hands Snack, milk/drink break				
10:30 – 11:00	Mental Maths	Mental Maths	Mental Maths	Mental Maths	Mental Maths
11:00 – 12:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
12:00 – 13:25	Salah at 12:00 – 12:20 / Lunch at 12:20 – 12:45 / Outdoor play at 12:45 – 13:20				
13:20 - 13:30	Registration	Registration	Registration	Registration	Registration
13:30 - 13:50	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Outdoor PE
13:50 – 14:50	Science	Indoor PE	History/Geography	A&D/D&T	
14:50 - 15:25		Computing		Nasheed	
15:25 – 15:30	Home time				



Year 3 / 4 Class Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 8:50	Registration	Registration	Registration	Registration	Registration
8:50 - 9:20	Halaqah	Halaqah	Halaqah	PSHE/RSHE	Assembly
9:20 - 9:40	Handwriting	Handwriting	Handwriting	Handwriting	
9:20 – 9:45	Spellings	Grammar	Grammar/Reading	Grammar/Reading	
9:45 – 10:30	English	English	English	English	English
10:30 – 10:45	Wash hands Snack, milk/drink break				
10:45 - 11:00	Mental Maths	Mental Maths	Mental Maths	Mental Maths	Mental Maths
11:00 – 12:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
12:00 – 13:20	Salah at 12:00 – 12:20 / Lunch at 12:20 – 12:45 / Outdoor play at 12:45 – 13:20				
13:20 - 13:30	Registration	Registration	Registration	Registration	Registration
13:30 - 13:50	Science	History/Geography	Computing	Nasheed	Outdoor PE
13:50 – 14:15	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	
14:15 – 15:25	Science	History/Geography	A&D/D&T	Indoor PE	RE
15:25 – 15:30	Home time				



Year 5 / 6 Class Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 8:50	Registration	Registration	Registration	Registration	Registration
8:50 - 9:20	Halaqah	Halaqah	Halaqah	PSHE / RSHE	Assembly
9:20 - 9:40	Handwriting	Handwriting	Handwriting	Handwriting	
9:20 – 9:45	Spellings	Grammar	Grammar/Reading	Grammar/Reading	
9:45 – 10:45	English	English	English	English	English
10:45 – 11:00	Wash hands Snack, milk/drink break				
11:00 – 12:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
12:00 – 13:20	Outdoor play at 12:00 – 12:30 / Lunch at 12:35 – 12:50 / Salah at 12:50 – 13:20				
13:20 - 13:30	Registration	Registration	Registration	Registration	Registration
13:30 - 14:20	Science	History/Geography	Indoor PE	Computing	Outdoor PE
14:20 – 14:45	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	Arabic & Qur'aan	
14:45 - 15:25	Science	History/Geography	Nasheed	A&D/D&T	RE
15:25 – 15:30	Home time				