

YEAR A + NC Prog. of Study				
Scheme	Beech Class	Autumn Term A	Spring Term A	Summer term A
Cornerstones	Driver project History/Geography	From Stone to Iron: History - Learn about the changes in Britain from the Stone Age to the Iron Age. - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. - Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Adventures Across the Americas (replaced Interconnected World/One Planet, Our World) Geography - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Rocks, relics and rumbles: Geography (includes some Hist/Sci) - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. (HIST) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. (HIST) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. - Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	Emperors and empires: (Romans): History - Learn about the Roman Empire and its impact on Britain - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. - Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

		Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.			
Cornerstones	Science	Animal nutrition and the skeletal system - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - Know what constitutes a healthy diet (including understanding calories and other nutritional content). - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. - Ask relevant questions and using different types of scientific enquiries to answer them. - Set up simple practical enquiries, comparative and fair tests. - Gather, record, classify and present data in a variety of ways to help in answering questions. - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - Identify differences, similarities or changes related to simple scientific ideas and processes. - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Rocks & Soils (Part of driver project) - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. - Recognise that soils are made from rocks and organic matter.	Forces and magnets - Notice that some forces need contact between two objects, but magnetic forces can act at a distance. - Compare how things move on different surfaces. - Describe magnets as having two poles. - Predict whether two magnets will attract or repel each other, depending on which poles are facing. - Observe how magnets attract or repel each other and attract some materials and not others. - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. - Make systematic and careful	Plant nutrition and reproduction - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. - Investigate the way in which water is transported within plants. - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. - Identify and describe the functions of different parts of	Sunlight and Shadows (Previously Light and shadows) - Notice that light is reflected from surfaces. - Recognise that they need light in order to see things and that dark is the absence of light. - Recognise that shadows are formed when the light from a light source is blocked by a solid object. - Find patterns in the way that the size of shadows change. - Recognise that shadows are formed when the light from a light source is blocked by a solid object. - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

		• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings.		observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Identify differences, similarities or	flowering plants: roots, stem/trunk, leaves and flowers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Set up simple practical enquiries,	• (RHE Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.) • Set up simple practical enquiries, comparative and fair tests. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support their findings. • Gather, record, classify and present data in a variety of ways to help in
--	--	---	--	---	---	---

					changes related to simple scientific ideas and processes. Set up simple practical enquiries, comparative and fair tests.	comparative and fair tests. Ask relevant questions and using different types of scientific enquiries to answer them.	answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
Cornerstones	Art & Design	Prehistoric pots - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). - Create sketchbooks to record their observations and use them to review and revisit ideas. - Evaluate and analyse creative works using the language of art, craft and design.	Christmas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	People and places - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). - Learn about great artists, architects and designers in history. - Evaluate and analyse creative works using the language of art, craft and design.	Mosaic masters - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). - Learn about great artists, architects and designers in history. - Evaluate and analyse creative works using the language of art, craft and design.		
Cornerstones	Design & Technology	Cook well, eat well - Understand and apply the principles of nutrition and learn how to cook - Understand and apply the principles of a healthy and varied diet. (RHE) Know what constitutes a healthy diet (including understanding calories and other nutritional content). - Understand how key events and individuals in design and technology have helped shape the world.			Greenhouse - Investigate and analyse a range of existing products. (Art) Learn about great artists, architects and designers in history. - Understand how key events and individuals in design and technology have helped shape the world. - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		

		- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. - Critique, evaluate and test their ideas and products and the work of others - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.			- Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		
Herts Syllabus	RE	Is the Cross a symbol of Love, Sacrifice or Commitment for Christians? (Emmanuel Project) Christian Concept: Sacrifice -Giving something up -Ritual killing, often religious -An offering to God -A payment -Helping someone else	Gospel 2a.4 What kind of world did Jesus want? Ultimate questions Discuss and present thoughtfully, through a range of media their own and others' views and challenging questions about belonging, meaning, purpose and truth Justice and fairness Discuss and apply their own and others' ideas about ethical questions reflecting on ideas about what is right and wrong and what is just and fair.	Hinduism Dharma How does the story of Rama and Sita inspire Hindus to follow their Dharma? Sources of wisdom Investigate interpret and respond to a range of stories, sacred writings and sources of wisdom and authority reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities.	Kingdom of God 2a.6 When Jesus left, what was the impact of Pentecost? Prayer, worship and reflection Research and explore varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness.	Christianity: Mission Why do Christians believe they are people on a mission? Identity and belonging to a family Explore and describe the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and consider why belonging to a community may be	Buddhism How does the Triple Refuge help Buddhists in their journey through life? Human responsibility and values Consider and apply ideas about , ways in which, diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values,

		-Dying to save someone -Going without for a reason -Something to be admired -A necessary evil for the common good				valuable in their own lives.	respect and human responsibility Beliefs and practices Describe, make connections and reflect upon different features of the religions and worldview studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations.
Twinkl	PSHE & RSE (Statements adapted from Twinkl Unit Overview based on DfE Statutory Guidance 2026.)	VIPs Focus on relationships we have with our VIPs. Friendships; how friendships are formed and maintained, and the qualities of a good friend. Disputes and bullying including strategies for coping with each of these.	Be Yourself The important to have confidence to be yourself. Enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience. Explore how to express their thoughts and feelings respectfully, and how to be assertive when in uncomfortable situations. Explore the influence of the media in how we view ourselves and analyse the reality of these messages. Explore how to make things right when we make mistakes, both in person or online, and the importance of learning from these.	Diverse Britain We live in a diverse, multicultural and democratic society and it is important and brings many benefits. Identify that they should be respectful of differences. Learn about people from the United Kingdom, their rules, the law, liberty and what living in a democracy means. Learn about the importance of being tolerant of differences within their society.	One World Explore different aspects of 'Chiwa's (a fictional Malaawian girl) life in each lesson. People's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. Enable the children to explore the concepts of inequality and stereotypes and encourage them to reflect on what they can do to help make the world a fairer place. Learn about climate change and its effects, fair trading practices and	Money Matters Promote discussion about money with children in LKS2. Revise what they have learnt about where money comes from and review the different payment methods available. Explore the advantages of different payment methods and how people can use these to pay for things they want and need. Reasons people may have for borrowing money and how people can keep money safe when making payments online and offline. Learn what value for money means and	It's my Body Explore the choices children can make about looking after their bodies. Make safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.

					organisations which help people like Chiwa. Learn about how to be a good global citizen.	how people may choose to contribute positively to the environment through ethical consumption. Learn what a budget is and how it can help people plan and manage their money if this is a choice they are able to make. Understand that everyone's financial situation is individual and the different choices and decisions people make about their spending should be viewed with kindness and respect.	
Sing Up	Music	I've been to Harlem • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds	Chilled out clap rap • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range	Recorder – Enchanted Forest • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory.	Recorder From a railway carriage • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory.	Recorder Just 3 Notes • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds	Recorder Fly with the stars • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail

		- with increasing aural memory. - Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<i>of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i>	- Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music.	- Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	- with increasing aural memory. - Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music.	- and recall sounds with increasing aural memory. - Use and understand staff and other musical notations.
Home of Primary PE planning	PE	Gymnastics Invasion Games (Tag Rugby)	Dance Invasion Games (Basketball)	Invasion Games (Basketball) Gymnastics (Floor/Apparatus)	Athletics Gymnastics (Floor/Apparatus)	Striking & Fielding (Cricket) Athletics	Striking & Fielding (Cricket) Swimming
	French (Oral immersion)	Who are you, number, Parts of the body & Colours/Days - Listen attentively to spoken language through songs and rhymes and show understanding by joining in and responding. - Explore the patterns and sounds of language through songs and link the [spelling,] sound and meaning of words. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Develop accurate pronunciation and intonation so that others understand when they are [reading aloud or] using familiar words and phrases. - Describe people, places, things and actions orally [and in writing]					
Purple Mash (New Curriculum 2026)	Computing	Touch typing Select, use and combine a variety of software (including internet services) on a range of digital devices to	Email Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour;	Route Planners Design, write and debug programs that accomplish specific goals, including controlling or simulating physical	Spreadsheets Select, use and combine a variety of software (including internet services) on a range	Presentations (Microsoft, Google and Apple) Select, use and combine a variety of software (including	Branching Databases Select, use and combine a variety of software (including internet services)

		design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	identify a range of ways to report concerns about content and contact. • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
--	--	--	---	---	--	--	---

YEAR B + NC Prog of Study

Scheme	Beech Class	Autumn Term B	Spring Term B	Summer term B
Cornerstones	Driver project	Invasion – Anglo-Saxons – history - Learn about Britain's settlement by Anglo-Saxons and Scots - Learn about the Roman Empire and its impact on Britain. - Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Invasion – Vikings – history - Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. - Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. - Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Misty mountain, winding river – geography - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

					• (SCIENCE) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • (SCIENCE) Recognise that environments can change and that this can sometimes pose dangers to living things.	
Cornerstones	Science	Food & the digestive system • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Recognise that environments can change and that this can sometimes pose dangers to living things. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and	Sound • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Recognise that sounds get fainter as the distance from the sound source increases. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Find patterns between the pitch of a sound and features of the object that produced it.	Electrical circuits & conductors • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise some common conductors and insulators, and associate metals with being good conductors. DT Innovate project from this unit to be covered if not doing Junior Engineer project. • (D&T) Investigate and analyse a range of existing products. • (D&T) understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) • (D&T) understand and use electrical systems in their products (for example, gears, pulleys, cams, levers and linkages)	States of matter • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Grouping & classifying • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Identify differences,

		other behaviours (e.g. the impact of alcohol on diet or health). - Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Use straightforward scientific evidence to answer questions or to support their findings. - Gather, record, classify and present data in a variety of ways to help in answering questions. - Record findings using simple scientific language, drawings, keys, bar charts, and tables.	- Set up simple practical enquiries, comparative and fair tests. - Ask relevant questions and using different types of scientific enquiries to answer them. - Gather, record, classify and present data in a variety of ways to help in answering questions. - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest	(D&T) Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Use straightforward scientific evidence to answer questions or to support their findings. - Set up simple practical enquiries, comparative and fair tests. - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. - Identify differences, similarities or changes related to simple scientific ideas and processes. - Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. - Ask relevant questions and using different types of scientific enquiries to answer them. - Gather, record, classify and present data in a variety of ways to help in answering questions.	- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Use straightforward scientific evidence to answer questions or to support their findings. - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. - Identify differences, similarities or changes related to simple scientific ideas and processes. - Gather, record, classify and present data in a variety of ways to help in answering questions.	similarities or changes related to simple scientific ideas and processes. - Ask relevant questions and using different types of scientific enquiries to answer them. - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Use straightforward scientific evidence to answer questions or to support their findings. - Ask relevant questions and using different types of scientific enquiries to answer them. - Gather, record, classify and
--	--	--	---	---	--	---

		- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. - Ask relevant questions and using different types of scientific enquiries to answer them. - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. - Set up simple practical enquiries, comparative and fair tests. - Identify differences, similarities or changes related to simple scientific ideas and processes.	improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings.		- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - Set up simple practical enquiries, comparative and fair tests.	present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
Cornerstones	Art & Design	Contrast & complement Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil,	Christmas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for	Warp & weft - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). - Learn about great artists, architects and designers in history. - Evaluate and analyse creative works using the language of art, craft and design.	Vista Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for	Animal Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for

		charcoal, paint, clay). • Learn about great artists, architects and designers in history. • Evaluate and analyse creative works using the language of art, craft and design. • Create sketchbooks to record their observations and use them to review and revisit ideas.	example, pencil, charcoal, paint, clay).	• (D&T) Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. • Evaluate and analyse creative works using the language of art, craft and design.	example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. • Evaluate and analyse creative works using the language of art, craft and design. • Create sketchbooks to record their observations and use them to review and revisit ideas.
Cornerstones	Design & Technology				Junior Engineer Project/ Functional and Fancy Fabrics • Investigate and analyse a range of existing products. • Understand how key events and individuals in design and technology have helped shape the world. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded	

			diagrams, prototypes, pattern pieces and computer-aided design. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Junior Engineer Project only (Covered in Science if alternate project is done) - Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) - Understand and use electrical systems in their products (for example, gears, pulleys, cams, levers and linkages) - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. (Art) Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	
Cornerstones	Geography	Adventures Across the Americas - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.		

		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.					
Herts Syllabus	RE	Creation / Fall unit 2A.1 (core learning) Sources of wisdom What do Christians learn from the Creation story? Place the concepts of God, Creation and the fall on a timeline of the Bible's big story. - Justice and fairness Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness	People of God Unit 2A.2 Symbols and actions Human responsibility and values Make clear the links between the story of Noah and the idea of covenant, making links between the simple promises made. Compare this to the promises made at a wedding ceremony. Ultimate questions What promises would they make to God? Identity and belonging to a family Make links between the story of Noah and how we live in school and the wider world today. - Ultimate questions If Christmas became illegal – what would they miss and why?	Incarnation / God Unit 2A.3 (Core learning) Sources of wisdom Identify the difference between a Gospel, which tells the story of the life and teachings of Jesus and a letter and give some examples of what these texts mean to some Christians today. Human responsibility and values Offer suggestions about what the texts about baptism and trinity may mean. Using the correct language, they describe the attributes of God (eg The Trinity). Ultimate questions Give examples of what these texts might mean to Christians today.	Salvation Unit 2A.5 (Core learning) Sources of wisdom Children to be able to order Creation, and Fall, Incarnation, Gospel and Salvation within a timeline. Children to offer suggestions for what the texts about the entry into Jerusalem tell us. Prayer, worship and reflection Give examples of what the text studies mean to some Christians, and how they mark Easter within their own community. Human responsibility and values Describe how Christians show their beliefs about Palm Sunday, Good Friday, and Easter Sunday in worship.	Sikhism Beliefs and practices; Children learn some of the key vocabulary around Sikhism. Tell the story of Guru Nanak. The children then retell the story in their own words. Take a True Tube tour of the Gurdwara in Southall. Children to explain the importance of the Gurdwara to Sikhs. Beliefs and practices; Through exploring a range of Sikh stories discuss golden rules of faith and belief? Children to retell in words, drama and art some key Sikh stories.	Sikhism Beliefs and practices Explore the Guru's, how many have there been? What is unique about each of them? What order did they come in? Who is Guru Granth Sahib? These scriptures are written in Punjabi and are greatly respected by all Sikhs as the living word of God. Symbols and actions Explore why, Guru Granth Sahib is quite different from any other holy book. Symbols and actions Justice and fairness Explore the 5 K's of Sikhism. What are they, what is their meaning, why are they important to Sikhs? Ultimate questions What is important to them and why.
Twinkl	PSHE & RSE	Aiming High Focus on goals and aspirations. Discuss achievements accomplished so far and the type of attitude that helps us to succeed. Identify ways	Safety First Consider what it means to take responsibility for their own safety. How to make decisions and how to stand up to peer pressure in a	Digital Wellbeing Consider what we use the Internet for and the benefits and risks of online activities. Learn about screentime and getting a healthy balance between online	Think Positive Build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude	TEAM Enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful	Growing Up /Transitions Build on children's knowledge of the human body; how we grow and change, both physically and emotionally. Learn

		of applying a growth mindset to new challenges and learn about the importance of resilience. Provide opportunities for children to share aspirations for their future employment and personal goals and through this learning, consider different jobs and careers. Explore some of the difficulties faced by stereotyping. Think about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.	range of situations. Learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. Learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Look at first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.	and offline activities. Learn about online relationships, including cyberbullying and online stranger danger. Explore privacy issues in terms of passwords, personal information and the sharing or forwarding of images and videos. Learn about pressures and challenges that are often associated with social media.	towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.	teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.	about their own and others' bodies and how male and female bodies play a part in human reproduction. Learn about different relationships and family structures.
Sing Up	Music (Related Sing Up overviews show Model Music Curriculum Coverage for each Unit)	This little light of mine (Sing) • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory.	Global Pentatonics • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory.	Recorder - Monsters • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music.	Recorder contd March from the Nutcracker • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music.	Recorder contd Fanfare for the common man • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds	Recorder contd Favourite Song • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide

		- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music.	- Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music.			- with increasing aural memory. - Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	- range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music.
Home of Primary PE planning	PE	Invasion Games (Football) Gymnastics	Invasion Games (Lacrosse) Gymnastics	Net/wall (Badminton) Dance	Tri-Golf Invasion Games (Basketball)	Athletics / OAA Swimming (Stevenage Pool)	Striking & Fielding (Cricket / Rounders) Swimming (Stevenage Pool)
Twinkl	French (Oral immersion)	Who are you, number, Parts of the body & Colours/Days - Listen attentively to spoken language through songs and rhymes and show understanding by joining in and responding. - Explore the patterns and sounds of language through songs and link the [spelling,] sound and meaning of words. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Develop accurate pronunciation and intonation so that others understand when they are [reading aloud or] using familiar words and phrases. - Describe people, places, things and actions orally [and in writing]					
Purple Mash (New Curriculum 2026)	Computing	Animation Select, use and combine a variety of software (including internet services) on a range of digital devices to design and	Unpacking Hardware & Software Select, use and combine a variety of software	Sound Stories Select, use and combine a variety of software (including internet services) on a range of digital devices to	Logo Design, write and debug programs that accomplish specific goals, including	Effective Searching Understand computer networks including the internet; how	Introduction to AI Select, use and combine a variety of software (including internet services) on a

		create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. • Use technology safely, respectfully, and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	(including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully, and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. • Use technology safely, respectfully, and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Use technology safely, respectfully, and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. • Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
--	--	---	--	--	---	--	---