



MARHAMCHURCH  
CHURCH OF ENGLAND ACADEMY









ST MARK'S  
CHURCH OF ENGLAND ACADEMY

## LONG TERM CURRICULUM OVERVIEW 2025/26

	<p>'Life in all its fullness' John 10:10</p> <p><i>Flourishing Futures</i></p>					
	Respect		Love		Hope	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<b>EYFS</b> Read Write Inc Talk through stories  Read individual letters by learning sounds; form lower case letters correctly.  <b>ORACY:</b> Understand how listening is important, engage in story time.	<b>EYFS</b> Read Write Inc Talk through stories  Blend sounds into words – letter sound correspondences  <b>ORACY:</b> ask questions to find out more; engage in book talk (vocab)	<b>EYFS</b> Read Write Inc Talk through stories  Read some letter groups; read a few common exception words matched to RWi programme.  <b>ORACY:</b> articulate thoughts through formed sentences; develop familiarity with new knowledge and vocab (non fiction)	<b>EYFS</b> Read Write Inc Talk through stories  Re-read books to build confidence in word reading, fluency and enjoyment.  <b>ORACY:</b> Describe events in some detail; explain how things might work/organise ideas.	<b>EYFS</b> Read Write Inc Talk through stories  Spell words by identifying sounds and then writing the sounds with letters.  <b>ORACY:</b> Listen to and talk about stories and non-fiction and develop understanding.	<b>EYFS</b> Read Write Inc Talk through stories  Write short sentences with known letter sound correspondences using a capital letter and full stop.  <b>ORACY:</b> retell a story once development of deep familiarity with the text; use new vocab in new contexts
	<b>Year 1</b> RWi/ Get Writing/ Sentence Builders	<b>Year 1</b> RWi/ Get Writing/ Sentence Builders	<b>Year 1</b> RWi/ Get Writing/ Sentence Builders	<b>Year 1</b> RWi/ Get Writing/ Sentence Builders	<b>Year 1</b> RWi/ Get Writing/ Sentence Builders	<b>Year 1</b> RWi/ Get Writing/ Sentence Builders
	<b>Year 2/3</b> RWi/ Sentence stacking (Writing core offer)  <i>The True Story of the Three Little Pigs (narrative)</i>  Yr3 <i>The Last Bear (narrative)</i>	<b>Year 2/3</b> RWi/ Sentence stacking (Writing core offer)  <i>The Gardener (letter)</i>  <i>My Christmas Star (narrative)</i>	<b>Year 2/3</b> RWi/ Sentence stacking (Writing core offer)  <i>How to Make a Bird Feeder (instructions)</i>  <i>Earthquakes (non-chron)</i>	<b>Year 2/3</b> RWi/ Sentence stacking (Writing core offer)  <i>The Crows Tale (narrative)</i>  <i>If I Were in Charge of the World (poem)</i>	<b>Year 2/3</b> RWi/ Sentence stacking (Writing core offer)  <i>My Strong Mind (instructions)</i>  <i>'Our World in Pictures' (information text)</i>	<b>Year 2/3</b> RWi/ Sentence stacking (Writing core offer)  <i>The Diary of a London Rat (diary)</i>  <i>Hortense and the Shadow (narrative)</i>
	<b>Year 4/5</b> Writing core offer/ WCR/ Sentence stacking <i>Arthur and the Golden Rope (narrative)</i> / <i>One Small Step (narrative)</i>	<b>Year 4/5</b> Writing core offer/ WCR/ Sentence stacking <i>The Great Chocoplot (narrative)/ Mars Transmission (diary)</i>	<b>Year 4/5</b> Writing core offer/ WCR/ Sentence stacking <i>Scott of the Antarctic (diary)</i> / <i>The Whale (narrative)</i>	<b>Year 4/5</b> Writing core offer/ WCR/ Sentence stacking <i>Plastic Pollution (persuasive pitch)</i> <i>Refugees: An Issue for Society (speech)</i>	<b>Year 4/5</b> Writing core offer/ WCR/ Sentence stacking <i>The Iron Man (narrative)</i> / <i>The River (poem)</i>	<b>Year 4/5</b> Writing core offer/ WCR/ Sentence stacking <i>The Highwayman (poem)/ Bike Boy (narrative)</i>

	<b>Year 5/6</b> <i>The Journey</i> (narrative) / <i>Cosmic-Frank</i> (narrative)	<b>Year 5/6</b> <i>The Firework Maker’s Daughter</i> (narrative) / <i>Moth</i> (poem)	<b>Year 5/6</b> <i>Letter to Mr pet</i> (letter) / <i>Great Thunberg</i> (speech)	<b>Year 5/6</b> <i>Letters from the Lighthouse</i> (recount) / <i>The Graveyard Book</i> (narrative)	<b>Year 5/6</b> <i>A Monster Calls</i> (narrative) / <i>Paperman</i> (narrative)	<b>Year 5/6</b> <i>Goldilocks</i> (newspaper report) / <i>Everest</i> (non-chron)
MATHS	<b>EYFS</b> Numbersense Just like me/ It’s me 1-2-3/ Light and dark/ consolidation (WRM)	<b>EYFS</b> Numbersense Alive in 5!/ Growing 6,7,8/ Building 9,10/ Consolidation (WRM)	<b>EYFS</b> Numbersense To 20 and beyond/ first then now/ find my pattern/ on the move (WRM)	<b>EYFS</b> Numbersense Just like me/ It’s me 1-2-3/ Light and dark/ consolidation (WRM)	<b>EYFS</b> Numbersense Alive in 5!/ Growing 6,7,8/ Building 9,10/ Consolidation (WRM)	<b>EYFS</b> Numbersense To 20 and beyond/ first then now/ find my pattern/ on the move (WRM)
	<b>KS1</b> RTP, Numbersense, Maths No Problem, Power Maths <b>Y1</b> Number place value within 10 Number addition and subtraction within 10. Geometry Number place value within 10. <b>Y2</b> Place Value Number addition and subtraction. Measurement- money. Multiplication and division. Consolidation.	<b>KS1</b> RTP, Numbersense, Maths No Problem, Power Maths <b>Y1</b> -Consolidation and Addition and Sub within 20. Place value within 50. Measurement-length and height. Measurement weight and volume. Consolidation <b>Y2</b> Multiplication and division. statistics Geometry -shape/ Number Fractions	<b>KS1</b> RTP, Numbersense, Maths No Problem, Power Maths <b>Y1</b> Consolidation and multiplication and division. Fractions Geometry Place value 100. Measurement-Money and time. <b>Y2</b> Measurement length and height, weight and volume. Consolidation Measurement time, Mass/ capacity and temperature.	<b>KS1</b> RTP, Numbersense, Maths No Problem, Power Maths <b>Y1</b> Number place value within 10 Number addition and subtraction within 10. Geometry Number place value within 10. <b>Y2</b> Place Value Number addition and subtraction. Measurement- money. Multiplication and division. Consolidation.	<b>KS1</b> RTP, Numbersense, Maths No Problem, Power Maths <b>Y1</b> Consolidation and Addition and Sub within 20. Place value within 50. Measurement-length and height. Measurement weight and volume. Consolidation <b>Y2</b> Multiplication and division. Geometry -shape Number Fractions	<b>KS1</b> RTP, Numbersense, Maths No Problem, Power Maths <b>Y1</b> Consolidation and multiplication and division. Fractions Geometry Place value 100. Measurement-Money and time. <b>Y2</b> Measurement length and height, weight and volume. Consolidation Measurement time and Mass capacity and temperature.
	KS2 <b>Y3</b> NUMBER Place Value Addition & Subtraction Multiplication & division A  <b>KS2</b> <b>Y4</b> Number: Place value/ Addition and subtraction/ Multiplication and division  <b>Y5/6</b> Number: Place value/ four operations/ fractions	KS2 <b>Y3</b> NUMBER Place Value Addition & Subtraction Multiplication & division A  <b>KS2</b> <b>Y4</b> Number: Multiplication and Division Measurement: length, perimeter and area Number: fractions (Y3) decimals (Y4) Measurement: Mass and capacity (Y3)  <b>Y5/6</b> Number: Fractions (Y5)/ Ratio (Y6)/ decimals and percentages Measurement: converting units/ perimeter, area and volume Statistics	KS2 <b>Y3</b> NUMBER/ MEASUREMENT Multiplication & division B Length & perimeter Fractions A Mass and capacity  <b>KS2</b> <b>Y4</b> Number: Decimals (including money) Measurement - Time Statistics Geometry – Properties of shape (inc Y4 Position and Direction) <b>Y5/6</b> Geometry: properties of shape/ position and direction Four operations consolidation/ SATS Fractions, decimals, percentages consolidation Measures consolidation	KS2 <b>Y3</b> NUMBER/ MEASUREMENT Multiplication & division B Length & perimeter Fractions A Mass and capacity  <b>KS2</b> <b>Y4</b> Number: Place value/ Addition and subtraction/ Multiplication and division  <b>Y5/6</b> Number: Place value/ four operations/ fractions	KS2 <b>Y3</b> NUMBER/ measurement/ geometry Fractions B Money Time Shape Statistics  <b>KS2</b> <b>Y4</b> Number: Multiplication and Division Measurement: length, perimeter and area Number: fractions (Y3) decimals (Y4) Measurement: Mass and capacity (Y3)  <b>Y5/6</b> Number: Fractions (Y5)/ Ratio (Y6)/ decimals and percentages Measurement: converting units/ perimeter, area and volume Statistics	KS2 <b>Y3</b> NUMBER/ measurement/ geometry Fractions B Money Time Shape Statistics  <b>KS2</b> <b>Y4</b> Number: Decimals (including money) Measurement - Time Statistics Geometry – Properties of shape (inc Y4 Position and Direction) <b>Y5/6</b> Geometry: properties of shape/ position and direction Four operations consolidation/ SATS Fractions, decimals, percentages consolidation Measures consolidation
RE	<b>EYFS</b> F1 Why is the word ‘God’ so important to Christians? <b>CREATION</b>	<b>EYFS</b> F2 Why is Christmas special for Christmas – compare Diwali <b>INCARNATION</b>	<b>EYFS</b> F4 Being special: where do we belong? <b>NATRE</b> <i>Where do</i> <i>we belong?</i> <i>Christianity, Hindu</i> <i>Dharma and Islam</i>	<b>EYFS</b> F3 Why is Easter special to Christians? Easter <b>SALVATION</b>	<b>EYFS</b> F5 What places are special and why?	<b>EYFS</b> F6 What times/stories are special and why?
	<b>KS1</b> <b>Year 1</b> 1.2 CREATION: Who do Christians say made the World? <b>Harvest</b> <i>World views - How can we help</i> <i>those who don’t have a good</i> <i>harvest?</i> <a href="https://questful-re.org.uk/unit-1-1-harvest/">https://questful-</a> <a href="https://questful-re.org.uk/unit-1-1-harvest/">re.org.uk/unit-1-1-harvest/</a>	<b>KS1</b> <b>Year 1</b> 1.3 INCARNATION: Why does <b>Christmas</b> matter to Christians? <i>World views -</i>	<b>KS1</b> <b>Year 1</b> 1.7 Who is Jewish and how do they live? (PART 1) <i>World views -</i>	<b>KS1</b> <b>Year 1</b> 1.5 SALVATION: Why does <b>Easter</b> matter to Christians? <i>World views -</i>	<b>KS1</b> <b>Year 1</b> 1/7 Who is Jewish and how do they live? (PART 2) <i>World views -</i>	<b>KS1</b> <b>Year 1</b> Unit 1.8 CK4RE: What makes some people and places in Cornwall sacred? <i>World views -</i>

	<b>Year 2/3 Hinduism</b> L2.7 What do Hindus believe God is like? <b>World views</b> – How do Hindus show care? BBC Bitesize	<b>Year 2/3 Trinity</b> L2.3 INCARNATION/ GOD: What is the Trinity and why is it important for Christians? <b>Christmas</b> <b>World views</b> – How do Christians around the world celebrate INCARNATION?	<b>Year 2/3 Hinduism</b> L2.8 What does it mean to be a Hindu in Britain today? <b>World views</b> – Hindu wedding (NATRE)	<b>Year 2/3 EASTER</b> L2.5 Why do Christians call the day Jesus died ‘Good Friday’? <b>World views</b> – Why does Easter matter to Christians? NATRE	<b>Year 2/3 Pentecost</b> L2.6 KINGDOM OF GOD: For Christians, what was the impact of <b>Pentecost</b> ? <b>World views</b> – How do we flourish together? C of E	<b>Year 2/3</b> 1:9 How should we care for the world and for others, and why does it matter? Or Unit L2.11 CK4RE: How and why do people in Cornwall mark significant events in community life? World views -
	<b>Year 4/5</b> U36 What matters most to Humanists and Christians? <b>NATRE</b>  <b>Year 5/6</b> <b>Investigating world views:</b> <b>NATRE</b> 6.2 4 contemporary gurus/ Ahimsa/ contemporary voices – the ideal and the real/ women and equality in history	<b>Year 4/5</b> U2.3 INCARNATION Why do Christians believe Jesus was the Messiah? <b>Christmas</b>  <b>Year 5/6</b> Why do Christians believe that Jesus was the Messiah? NATRE	<b>Year 4/5</b> U2.7 Why do Hindus want to be good? <b>NATRE</b> What does it mean to be Hindu in Britain today?  <b>Year 5/6</b> Why do Hindus want to be good? Use NATRE resources	<b>Year 4/5</b> U2.6 KINGDOM OF GOD: For Christians, what kind of King is Jesus? <b>Easter</b>  <b>Year 5/6</b> What difference does the resurrection make to Christians today? <b>NATRE</b> <b>World views</b> - Mikono Crafts A way for refugees in Nairobi, Kenya to make a living (RE Today)	<b>Year 4/5</b> U35 How can following God bring freedom and justice? <b>NATRE</b>  <b>Year 5/6</b> U35 How can following God bring freedom and justice? <b>NATRE</b>	<b>Year 4/5/6</b> U2.12 CK4RE: Does faith help people in Cornwall when life gets hard?  <b>World views:</b> Sikhs in the UK – data analysis <b>NATRE</b>
PSHE/ RSE (SCARF)	<b>EYFS</b> Me and my relationships	<b>EYFS</b> Rights and responsibilities	<b>EYFS</b> Valuing difference	<b>EYFS</b> Being my best	<b>EYFS</b> Keeping myself safe	<b>EYFS</b> Growing and changing
	<b>KS1</b> Me and my relationships	<b>KS1</b> Rights and responsibilities	<b>KS1</b> Valuing difference	<b>KS1</b> Being my best	<b>KS1</b> Keeping myself safe	<b>KS1</b> Growing and changing
	<b>KS2</b> Me and my relationships	<b>KS2</b> Rights and responsibilities	<b>KS2</b> Valuing difference	<b>KS2</b> Being my best	<b>KS2</b> Keeping myself safe	<b>KS2</b> Growing and changing
SCIENCE (Plymouth Science)	<b>EYFS All about me:</b> Healthy eating, lifestyles and teeth	<b>EYFS Materials:</b> Celebrations	<b>EYFS Seasons</b>	<b>EYFS Mini beasts and growing</b>	<b>EYFS People who help us</b>	<b>EYFS Animals</b>
	<b>KS1</b> Material World	<b>KS1</b> Material World	<b>KS1</b> Looking after Plants	<b>KS1</b> Looking after Plants	<b>KS1</b> Animals, Humans and Staying Healthy	<b>KS1</b> Animals, Humans and Staying Healthy
	<b>KS2</b> <b>Y3/4</b> Amazing Human Body <b>Y5/6</b> Bright Sparks	<b>KS2</b> <b>Y3/4</b> Amazing Human Body <b>Y5/6</b> Bright Sparks	<b>KS2</b> <b>Y3/4</b> Amazon to Antartica <b>Y5/6</b> Following Darwin’s Footsteps	<b>KS2</b> <b>Y3/4</b> Amazon to Antartica <b>Y5/6</b> Following Darwin’s Footsteps	<b>KS2</b> <b>Y3/4</b> How Stuff Works <b>Y5/6</b> Healthy Body Healthy Mind	<b>KS2</b> <b>Y3/4</b> How Stuff Works <b>Y5/6</b> Healthy Body Healthy Mind
ART/ DT	<b>EYFS</b> <b>Transient Art</b> – loose parts <b>Andy Goldsworthy</b> – Local - Collect a range of natural materials to create a temporary sculpture. 	<b>EYFS</b> <b>Printing</b> Create wrapping paper for a special celebration!	<b>EYFS</b> <b>Colour/ print</b> <b>Yvonne Coomber</b> National - Develop simple patterns by using objects; create an image using primary and secondary colours.	<b>EYFS</b> <b>Painting</b> Still life – natural/ living things	<b>EYFS</b> <b>Sculpture</b> <b>Angela Pozzi</b> Global - Recycled plastic sculpture Use clay and apply texture to create a seaside sculpture.	<b>EYFS</b> <b>Painting</b> linked to enhanced provision/ core texts and Science

						
	<b>KS1 ART</b> <b>Y1 Sketching</b> National – <b>Tim Knowles</b> Create a shadow drawing in pencil of trees  <b>Y2/3 Drawing</b> Local - <b>Valerie Davide</b> Draw animals using charcoal inspired by local artist Valerie Davide 	<b>KS1 Design Technology</b> <b>Y1 Structures</b> Animal habitats  <b>Y2/3 Structures</b> Packaging Shell Structures (Oak Academy)	<b>KS1 ART</b> <b>Y1 Painting</b> Local - <b>Liese Webley</b> Create a landscape painting inspired by Liese Webley   <b>Y2/3 Painting</b> Local - <b>Becky Bettesworth</b> – create a travel poster on Cornwall using watercolour in the style of BB	<b>KS1 Design Technology</b> <b>Y1 Mechanisms</b> Windmills (rotary)  <b>Y2/3 Mechanisms</b> Wheels & Axles - Create a vehicle for a character	<b>KS1 ART</b> <b>Y1 Architecture/ design</b> Global - <b>Gaudi</b> Clay tiles, using a range of materials to construct a tile inspired by nature.  <b>Y 2/3 Sculpture Introduction to sculpture (Oak Academy unit)</b>	<b>KS1 Design Technology</b> <b>Cooking and Nutrition - Eating seasonally</b>  <b>Year 1</b> – Picnic lunch using global food – pitta, fruit kebabs  <b>Year 2/3</b> – Seasonal tarts (Kapow)
	<b>KS2</b> <b>Year 4/5 Drawing</b> Local - <b>Amelia Webster</b> Create perspective drawings of our local area  <b>Year 5/6 Photography</b> <b>Mika Ninigawa</b> <a href="https://mikaninagawa.com/">https://mikaninagawa.com/</a>	<b>KS2</b> <b>4/5/6 Textiles: Christmas decorations</b> Make felt Christmas decorations with added embellishments.	<b>KS2</b> <b>Year 4/5 Painting</b> Global - <b>Frida Kahlo</b> Create paintings inspired by the work of Frida Kahlo.  <b>Year 5/6 Painting</b> Global <b>Lubaina Himid</b> - multimedia, collage, printmaking, sculpture, outcome 	<b>KS2</b> <b>Yr4/5/6 Structures: kites for Chinese New Year</b> Using various materials to create functional kites.	<b>KS2</b> <b>Year 4/5 – Sculpture</b> National <b>Barbara Hepworth</b> Create a sculpture in the style of Barbara Hepworth   <b>Year 5/6 – Printmaking</b> <b>Wang Gai</b> - Botanical print making	<b>KS2</b> <b>Yr4, 5/ 6 Mechanical systems: moving toy cars</b> Using gears and pulley systems to create a moving car
	<b>EYFS</b> <b>Understanding the world</b>	<b>ALL ABOUT ME</b>  Talk about family and community. Understand that some places are special.	<b>CELEBRATIONS</b>  Recognise that people have different beliefs and celebrate in different ways	<b>WEATHER &amp; SEASONS</b>  Understand the effect of changing seasons on the natural world around them	<b>GROWING</b> (plants, life cycles)  Explore the natural world around them – minibeasts and plants	<b>PEOPLE WHO HELP US</b>  Talk about and learn from those in our family and community
<b>HISTORY</b>		<b>Year 1</b> THE AGE OF TRANSPORT  <b>National history/ Social change and Legacy schema</b>  <b>Year 2/3</b> THE AGE OF TRANSPORT		<b>Year 1</b> EXPLORERS – C Columbus & Neil Armstrong  <i>Events beyond living memory/lives of significant individuals</i>  <b>Global history / Invention/technology and social change, legacy schema</b>  <b>Year 2/3</b> EXPLORERS – Sir Ernest Shackleton & Sir Ranulph Fiennes		<b>Year 1</b> GREAT FIRE OF LONDON  <b>Local history</b> <b>Civilisation schema</b>  <b>Year 2/3 ROMAN EMPIRE</b> <b>Legacy/ Empire, government</b>  <b>National history</b> <b>Social change schema</b>
		<b>Y4/5/6 STONE AGE</b> <b>Invention, technology</b>  <b>Global history</b> <b>Civilisation</b>		<b>Y4/5 ANCIENT GREECE</b> <b>Legacy</b>  <b>Y5/6 (Y4,5,6)</b> Women’s Rights  <b>National history</b> <b>Social change and Empire/government schemas</b>		<b>Y4/5/6 INDUS VALLEY</b> ancient civilization  <b>Global history</b> <b>Civilisation schema</b>



<b>GEOGRAPHY</b>	<b>EYFS</b> Talk about immediate environment, family and school community		<b>EYFS</b> Understand the effect of changing seasons on the natural world around them		<b>EYFS</b> Describe what they see, hear and feel whilst outside.	
	<b>LOCAL: Locational and Place Knowledge (physical, human features)</b>  <b>Y1</b> OUR AREA Local area study - <i>Can I use maps to describe my local area of my school and town?</i>  <b>Y2/3</b> CLIMATE CHANGE: <i>How is climate change affecting the hot and cold regions of the world?</i>		<b>NATIONAL: Working as a Geographer (techniques); Similarities and Differences schema</b>  <b>Y1</b> WEATHER Seasonal changes - <i>What types of weather would I see across seasons in the UK?</i>  <b>Y2/3</b> EARTHQUAKES & VOLCANOES <i>What are the key aspects of the physical geography of volcanoes and earthquakes?</i>		<b>GLOBAL: Similarities and Differences schema; Physical and Human Geography (physical, human features)</b>  <b>Y1</b> CONTINENTS & OCEANS : <i>What are the continents and oceans that make up our planet?</i>  <b>Y2/3</b> Comparison of UK and feature global country – UK and ?? - <i>What are the similarities and differences of human and physical features across different countries</i>	
	<b>Y4/5/6</b> THE POWER OF WATER: <i>What effect does the water cycle have on our landscapes?</i>  <b>GLOBAL: Locational and Place Knowledge; Physical and Human Geography (physical, human features)</b>		<b>Y4/5/6</b> COMPARISON of human and physical features in Europe and ???  <b>GLOBAL: Working as a Geographer; Locational and Place Knowledge (physical, human features)</b>		<b>Y4/5/6</b> CLIMATE ZONES AND BIOMES: <i>What are climate zones, biomes and vegetation belts and what part do they play within our world?</i>  <b>GLOBAL CITIZENSHIP: My Place in and Responsibility to the World (physical, human features)</b>	
<b>PE</b> Arena/ Optimum	<b>EYFS</b> Games 1	<b>EYFS</b> Dance	<b>EYFS</b> Gymnastics 1	<b>EYFS</b> Games 2	<b>EYFS</b> Fundamental Athletics 1	<b>EYFS</b> OAA
	<b>KS1</b> Fundamentals Games 2	<b>KS1</b> Gymnastics – Basic Skills	<b>KS1</b> Gymnastics - Travelling with jumping and landing Dance	<b>KS1</b> Striking and Fielding	<b>KS1</b> Athletics 1	<b>KS1</b> Games 1 OAA
	<b>KS2</b> Swimming Gymnastics/ Dance Football	<b>KS2</b> Swimming Netball Basketball	<b>KS2</b> Swimming Gymnastics/ Dance Tag Rugby	<b>KS2</b> Swimming Striking and fielding Dance	<b>KS2</b> Athletics Tennis	<b>KS2</b> Athletics Striking & fielding
<b>MFL</b> (VJ curriculum)	<b>KS2</b> French  Introductions + nationalities	<b>KS2</b> French  Opinions on food	<b>KS2</b> French  Mealtimes	<b>KS2</b> French  What I eat for breakfast	<b>KS2</b> French  In the café	<b>KS2</b> French  Penpal letters
<b>COMPUTING</b> (Teach Computing)	<b>EYFS</b>	<b>EYFS</b>	<b>EYFS</b>	<b>EYFS</b>	<b>EYFS</b>	<b>EYFS</b>
	<b>KS1</b> Computing systems and networks – Technology around us	<b>KS1</b> Creating media – Digital painting	<b>KS1</b> Programming A – Moving a robot	<b>KS1</b> Data and information – Grouping data	<b>KS1</b> Creating media – Digital writing	<b>KS1</b> Programming B – Programming animations
	<b>KS2</b> Y3/4 - Computing systems and networks – Connecting computers Y5/6 - Computing systems and networks - Systems and searching	<b>KS2</b> Y3/4 - Creating media - Stop-frame animation  Y5/6 - Creating media - Video production	<b>KS2</b> Y3/4 - Programming A - Sequencing sounds  Y5/6 - Programming A - Selection in physical computing	<b>KS2</b> Y3/4 - Data and information - Branching databases  Y5/6 - Data and information - Flat-file databases	<b>KS2</b> Y3/4 - Creating media – Desktop publishing  Y5/6 - Creating media – Introduction to vector graphics	<b>KS2</b> Y3/4 - Programming B - Events and actions in programs  Y5/6 - Programming B – Selection in quizzes

MUSIC	EYFS	EYFS	EYFS	EYFS	EYFS	EYFS
	<b>KS1</b> Yr1 My musical heartbeat  Yr2/3 Pulse, rhythm, pitch	<b>KS1</b> Yr1 Dance, sing, play  Yr 2/3 Playing in an orchestra	<b>KS1</b> Yr1 exploring sounds  Yr2/3 investing a musical story	<b>KS1</b> Yr1 learning to listen  Yr 2/3 recognising different sounds	<b>KS1</b> Yr1 having fun with improvisation  Yr2/3 exploring improvisation	<b>KS1</b> Yr1 let’s perform together  Yr2/3 our big concert!
	<b>KS2</b> Musical structures	<b>KS2</b> Exploring feelings when you play	<b>KS2</b> Compose with your friends	<b>KS2</b> Feelings through music	<b>KS2</b> Expression and improvisation	<b>KS2</b> The show must go on!