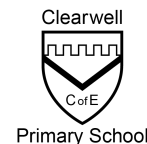


# Curriculum Map

Foundation Subjects  
KS2 (Willow Class)



| Year  | 2024-25 | 2025-26 | 2026-27 | 2028-29 |
|-------|---------|---------|---------|---------|
| Cycle | A       | B       | C       | D       |

| Subject             | Scheme/Progression                                      | Cycle                                                                      |
|---------------------|---------------------------------------------------------|----------------------------------------------------------------------------|
| Science             | Grammarsaurus                                           | Two-year cycle; Y3&4 taught separately to Y5&6                             |
| PSHE                | CORAM/SCARF                                             |                                                                            |
| RE                  | Gloucestershire Agreed Syllabus (Awaiting new syllabus) | Four-year cycle; KS2 taught together                                       |
| History             | Grammarsaurus                                           |                                                                            |
| Art                 |                                                         |                                                                            |
| Geography           | Kapow                                                   |                                                                            |
| Design & Technology |                                                         |                                                                            |
| Computing           |                                                         |                                                                            |
| PE                  | Prostars                                                | Y3&4 and Y5&6 taught separately for one lesson and together for one lesson |
| MFL (French)        | Grammarsaurus                                           | Two Year Cycle; KS2 taught together                                        |

# Curriculum Map

Foundation Subjects

KS2 (Willow Class)

| Cycle A                            | Autumn 1                                                                                      | Autumn 2                                                                               | Spring 1                                                                            | Spring 2                                                                                   | Summer 1                                                                                             | Summer 2                                                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Science</b>                     | Y3&4: Rocks<br>Y5&6: Living Things and their Habitat                                          | Y3&4: States of matter (Y4 unit)<br>Y5&6: To understand evolution and inheritance (Y6) | Animals including humans (Y3)<br>Y5&6: To investigate materials (Y5)                | Y3&4: Plants (Y3)<br>Y5&6: To investigate living things (Y6)                               | Y3&4: Living Things and Habitats (Y4) unit<br>Y5&6: To understand the earth's movement in space (Y5) | Consolidation – focus on working scientifically                                                                            |
| <b>RE</b>                          | U2.8 What does it mean to be a Muslim in Britain today?                                       | U2.3 Why do Christians believe Jesus was the Messiah? Christmas                        | U2.1 What does it mean if Christians believe God is holy and loving?                | U2.9 Why is the Torah so important to Jewish people?                                       | U2.4 How do Christians decide how to live? 'What would Jesus do?'                                    | U2.11 Why do some people believe in God and some people not?<br>OR<br>U2.10 What matters most to Humanists and Christians? |
| <b>History/Geography</b>           | <b>History:</b> How did England change during the settlement of the Anglo-Saxons and Vikings? |                                                                                        | <b>Geography:</b> What are the key geographical features of the UK and my region?   |                                                                                            | <b>History:</b> What were the greatest achievements of the Ancient Greeks?                           |                                                                                                                            |
| <b>Art/Design &amp; Technology</b> | <b>Art</b> Monochrome (Y3)                                                                    | <b>DT</b> Electrical systems: Doodlers (Y5)                                            | <b>Art</b> Chromatic (Y3)                                                           | <b>DT</b> Wearable technology (Y3)                                                         | <b>Art</b> Sculpture with Clay (Y3)                                                                  | <b>DT</b> Developing a recipe (Y5)                                                                                         |
| <b>Music/French</b>                | <b>Music: Blues</b>                                                                           | <b>French:</b> Greetings, numbers & date, My family                                    | <b>Music:</b> Looping and remixing                                                  | <b>French:</b> Greetings, numbers & date<br>Pets & animals                                 | <b>Music:</b> Whole class instrumental lessons: South Africa                                         | <b>French:</b> Greetings, numbers & date, Sport & Hobbies                                                                  |
| <b>PSHE (LKS2: Y4 UKS2: Y6)</b>    | Me and My Relationships                                                                       | Valuing Difference                                                                     | Keeping Safe                                                                        | Rights and Respect                                                                         | Being my Best                                                                                        | Growing and Changing                                                                                                       |
| <b>Computing</b>                   | Online Safety                                                                                 | <b>Programming:</b> Programming Scratch                                                | <b>Programming 1:</b> Further coding with scratch                                   | <b>Programming 2:</b> Computational Thinking                                               | <b>Programming:</b> Programming Music                                                                | <b>Programming:</b> Intro to Python                                                                                        |
| <b>PE</b>                          | <b>Invasion Games</b><br><b>Striking &amp; Fielding</b>                                       | <b>Net Games:</b> Accuracy & rallies<br><b>Gymnastics:</b> Travelling                  | <b>Gymnastics:</b> Complex sequences<br><b>Invasion Games:</b> Dribbling & Teamwork | <b>Invasion Games:</b> Invasion to score (Football & Hockey)<br><b>Dance:</b> Street Dance | <b>Striking &amp; Fielding:</b> Cricket<br><b>Swimming</b>                                           | <b>Athletics</b><br><b>Swimming</b>                                                                                        |

# Curriculum Map

Foundation Subjects

KS2 (Willow Class)

| Cycle B                             | Autumn 1                                                                                     | Autumn 2                                                       | Spring 1                                                                             | Spring 2                                         | Summer 1                                                                   | Summer 2                                                                 |
|-------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>Science</b>                      | Y5&6: To understand light & seeing (Y6)                                                      | Y5&6: Electricity (Y6)                                         | Y5&6: Forces & magnets (Y5)                                                          | Y5&6: To understand animals & humans (Y5)        | Y5&6: To understand animals & humans (Y6)                                  | Y5&6: Consolidation - focus on working scientifically and misconceptions |
| <b>RE</b>                           | New syllabus to be released                                                                  |                                                                |                                                                                      |                                                  |                                                                            |                                                                          |
| <b>History/Geography</b>            | <b>History:</b> Why was the battle of Britain a significant turning point for the UK in WW2? |                                                                | <b>Geography:</b> What is the economic activity of the UK and how sustainable is it? |                                                  | <b>History:</b> How has crime and punishment changed over time in Britain? |                                                                          |
| <b>Art/Design &amp; Technology</b>  | <b>Art</b> Y4 Monochrome                                                                     | <b>DT</b> Textiles: Waistcoats (Y6)                            | <b>Art</b> Y4 Monochrome                                                             | <b>DT</b> Structure: Playgrounds (Y6)            | <b>Art</b> Sculpture with Clay (Y4)                                        | <b>DT</b> Digital world: Navigating the world (Y6)                       |
| <b>Music/French</b>                 | <b>Music:</b> Songs of WW2                                                                   | <b>French:</b> Greetings, numbers & date<br>The body & colours | <b>Music:</b> Caribbean instrumental lessons                                         | <b>French:</b> Greetings, numbers & date<br>Food | <b>Music:</b> Film Music                                                   | <b>French:</b> Greetings, numbers & date<br>School Subjects              |
| <b>PSHE (LKS2: Y3<br/>UKS2: Y5)</b> | Me and My Relationships                                                                      | Valuing Difference                                             | Keeping Safe                                                                         | Rights and Respect                               | Being my Best                                                              | Growing and Changing                                                     |
| <b>Computing</b>                    | Online Safety                                                                                | <b>Data Handling:</b><br>Comparison cards<br>databases         | <b>Data Handling:</b><br>Investigating weather                                       | <b>Data Handling:</b><br>Mars Rover 1            | <b>Data Handling:</b><br>Big Data 1                                        | <b>Skills showcase:</b><br>Mars Rover 2                                  |
| <b>PE</b>                           | TBC                                                                                          |                                                                |                                                                                      |                                                  |                                                                            |                                                                          |

# Curriculum Map

Foundation Subjects

KS2 (Willow Class)

| Cycle C                            | Autumn 1                                                              | Autumn 2                                                                               | Spring 1                                                                                           | Spring 2                                                     | Summer 1                                                                                      | Summer 2                                                    |
|------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <b>Science</b>                     | Y3&4: Rocks (Y3)<br>Y5&6: Living Things and their Habitats (Y5)       | Y3&4: States of matter (Y4 unit)<br>Y5&6: To understand evolution and inheritance (Y6) | Animals including humans (Y3)<br>Y5&6: To investigate materials (Y5)                               | Y3&4: Plants (Y3)<br>Y5&6: To investigate living things (Y6) | Living thing and Habitats Yr 4 unit<br>Y5&6: To understand the earth's movement in space (Y5) | Consolidation – focus on working scientifically             |
| <b>RE</b>                          | New syllabus to be released                                           |                                                                                        |                                                                                                    |                                                              |                                                                                               |                                                             |
| <b>History/Geography</b>           | <b>History:</b> What were the greatest achievements of Ancient Egypt? |                                                                                        | <b>Geography:</b> What are the similarities and differences between my region and Campania, Italy? |                                                              | How did the Roman empire impact Britain?                                                      |                                                             |
| <b>Art/Design &amp; Technology</b> | <b>Art:</b> Y5 Monochrome                                             | <b>DT</b> Cooking and nutrition: Eating seasonally (Y3)                                | <b>Art</b> Y5 Monochrome                                                                           | <b>DT</b> Wearable technology (Y3)                           | <b>Art</b> Sculpture with Clay (Y5)                                                           | <b>DT</b> Structures: Constructing a castle (Y3)            |
| <b>Music/French</b>                | <b>Music:</b> Rock and Roll                                           | <b>French:</b> Greetings, numbers & date, My family                                    | <b>Music:</b> North America instrumental lessons                                                   | <b>French:</b> Greetings, numbers & date<br>Pets & animals   | <b>Music:</b> Adapting and transposing music                                                  | <b>French:</b> Greetings, numbers & date<br>Sport & Hobbies |
| <b>PSHE</b> (LKS2: Y3<br>UKS2: Y5) | Me and My Relationships                                               | Valuing Difference                                                                     | Keeping Safe                                                                                       | Rights and Respect                                           | Being my Best                                                                                 | Growing and Changing                                        |
| <b>Computing</b>                   | Online Safety                                                         | <b>Creating media:</b> Video trailers                                                  | <b>Creating media:</b> Stop Motion Animation                                                       | <b>Computing and network Systems:</b> Networks               | <b>Computing and network Systems:</b> Journey Inside a computer                               | <b>Skills showcase:</b> HTML                                |
| <b>PE</b>                          | TBC                                                                   |                                                                                        |                                                                                                    |                                                              |                                                                                               |                                                             |

# Curriculum Map

Foundation Subjects

KS2 (Willow Class)

| Cycle D                            | Autumn 1                                                                             | Autumn 2                                                       | Spring 1                                                                                                     | Spring 2                                                                          | Summer 1                                                                                                                         | Summer 2                                                                 |
|------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>Science</b>                     | Y5&6: To understand light & seeing (Y6)                                              | Y5&6: Electricity (Y6)                                         | Y5&6: Forces & magnets (Y5)                                                                                  | Y5&6: To understand animals & humans (Y5)                                         | Y5&6: To understand animals & humans (Y6)                                                                                        | Y5&6: Consolidation - focus on working scientifically and misconceptions |
| <b>RE</b>                          | New syllabus to be released                                                          |                                                                |                                                                                                              |                                                                                   |                                                                                                                                  |                                                                          |
| <b>History/Geography</b>           | <b>History:</b> Did daily life change in Britain from the Stone Age to the Iron Age? |                                                                | <b>Geography:</b> What are the similarities and differences between my region and the Western United States? |                                                                                   | <b>History:</b> What similarities and differences are there between the Maya civilization and England from the 8th-10th century? |                                                                          |
| <b>Art/Design &amp; Technology</b> | <b>Art</b> Monochrome (Y6)                                                           | <b>DT</b> Structure: Pavilions (Y4)                            | <b>Art</b> Chromatic Y6                                                                                      | <b>DT</b> Mechanical systems: Making a slingshot car (Y4)                         | <b>Art</b> Sculpture with Clay (Y6)                                                                                              | <b>DT</b> Electrical systems: Torches (Y4)                               |
| <b>Music/French</b>                | <b>Music:</b> Ballads                                                                | <b>French:</b> Greetings, numbers & date<br>The body & colours | <b>Music:</b> South America instrumental lessons                                                             | <b>French:</b> Greetings, numbers & date, Food                                    | <b>Music:</b> Traditional instruments of Indian                                                                                  | <b>French:</b> Greetings, numbers & date, School Subjects                |
| <b>PSHE</b> (LKS2: Y3<br>UKS2: Y5) | Me and My Relationships                                                              | Valuing Difference                                             | Keeping Safe                                                                                                 | Rights and Respect                                                                | Being my Best                                                                                                                    | Growing and Changing                                                     |
| <b>Computing</b>                   | Online Safety                                                                        | <b>Computing and network Systems:</b> Collaborative Learning   | <b>Computing and network Systems:</b> Search Engines                                                         | <b>Computing and network Systems:</b> Bletchley Park and the History of computers | <b>Computing and network Systems:</b> AI                                                                                         | <b>Skills showcase:</b> Inventing a product                              |
| <b>PE</b>                          | TBC                                                                                  |                                                                |                                                                                                              |                                                                                   |                                                                                                                                  |                                                                          |