

Long Term Curriculum Map 2025-2026

Year 1 and 2	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Deep Dive Focus	Computing	History	PSHE	STEM	French	Creative Writing
Literacy (Wordsmith)	Fiction – Guess What Non Fiction – Who Lives Here? Poetry - Growing Up		Fiction – A twist in the Tale Non Fiction – All about Orangutans Poetry – A Closer Look		Fiction – Muddles and mishaps Non-fiction – what is the most unusual place to live? Poetry – Rhythm and Rhyme	
Science (Plymouth Scheme)	Animal Safari -Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. Identify carnivores, herbivores, and omnivores. Compare the structure of a variety of common animals. Compare the differences between things that are living, dead, and things that have never been alive. Identify habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.		Changing materials - Distinguish between an object and the material from which it is made. Identify everyday materials including wood, plastic, glass, metal, water and rock, describing the simple properties. How the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		How does your garden grow? -Identify and describe the basic structure of a variety of common flowering plants including trees. including deciduous and evergreen trees. Observe and describe how seeds and bulbs grow into mature plants.	
Geography (CUSP)	Humans and physical features - maps and directions Continents, Oceans, UK, countries and capitals		Comparison of uk and non european place		Where We Live Human and Physical features maps and directions	
History (CUSP)	History of the Seaside Life of significant individual - Columbus		Castles - Why were they built and what are they like? Significant local people, places and events - Carlisle Castle Mary Queen of Scots		Houses and homes The Great Fire of London and Who Was Samuel Pepys	
Computing (Kapow)	What is a computer? Exploring what a computer is by identifying and learning how inputs and outputs work. Understanding how computers are used in the wider world, children design their own computerised invention.	Online safety 1 Learning about online safety, including using useful tips to stay safe when online; how to manage feelings and emotions when someone or something has upset us online; learning about the responsibility we have as online users; exploring the idea of a 'digital footprint'.	Programming Scratch Exploring block coding using either MakeCode to plan and build a program or Scratch Jr to follow and create an algorithm.		Intro to data Learning what data is and the different ways that it can be represented as well as developing an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers.	Word processing Improving mouse skills Knowing how to log in and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits.
Art & Design (Kapow)	Drawing - Understanding tone and texture- Experiment with a range of materials to create marks and tones. Use different pressures and control to make different marks. Describe the texture of objects. Identify how artists use tone. Control shading to show tone. Sketch simple shapes lightly so that changes can be made. Refine a drawing by building up the outline of an object. Pose to show a clear expression and head position to create a photograph.		Painting and mixed Media - colour splash Craft and design - map it out		Sculpture and 3d clay houses Painting and mixed media - life in colour	
Design & Technology (Kapow)	Textiles - pouches	Mechanisms - fairgrounds	Textiles puppets	Structures chairs	Mechanisms - wheels and axles	
Music (Kapow)	Under the sea - Combine all the musical concepts for an underwater-themed performance incorporating instrumental, vocal and body sounds.	Seaside - Make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.	Myths and Legends- Develop an understanding of structure by exploring and ordering rhythms.	Fairytales - Introduce the concept of sound patterns (rhythms). Explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	On this Island - Learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city.	Musical Story telling - Learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.
PSHE (Year 1) (Jigsaw/Scarf)	Me and my relationships Valuing differences		Keeping Safe Rights and Respect		Being my Best Growing and changing	
RE (Twinkl)	Nature and God	Gifts and giving	Christianity	Easter and surprise	Caring for Others	Ceremonies
PE	Circuit training: change the direction of their movements; perform jumps correctly; answer understand how they feel after exercise; identify similarities between their own performance and that of someone else; combine skills within an activity which has been slightly modified; identify which skills are needed for a particular activity with support; identify their highest and lowest	Gymnastics: Explore and create pathways, use equipment to create a sequence, Link movements to create a sequence. Rolls, vault, ways of travelling.	Dance: Copy, repeat and explore basic movements, remember moves and steps, move to music Evaluation: Comment on their own and others performances, how to improve and use correct vocabulary.	Multi Skills Throwing and Catching: Basic ball handling skills. Control a ball when they are rolling and bouncing, throwing and catching, on their own, with a partner and in a group. Progress from simple rolling to underarm throwing and two handed catching. Develop tracking and receiving skills. Gain experience of playing some simple team games,	Multi Skills Bat and Ball: develop children's skills using a tennis racket and a cricket bat. Learn how to hold each one correctly and will develop their striking skills from hitting a stationary ball to one that has been thrown or rolled by a partner. Practise and apply their skills both individually and as part of a team. Introducing simple tactics in tennis and	Athletics: Focus on a range of different athletics skills including running, jumping and throwing. They will develop their skills in changing speed and direction when running, jumping for height and distance and throwing underarm accurately.

	scores; tell a partner what they are doing well in their performance; talk about their scorecard with support.			following rules, competing, and supporting each other to win Introduction to Handball and Basketball.	cricket and providing opportunities for small-sided games. Development of Tennis	
	Development of Football and Hockey					

Year 3 and 4	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Deep Dive Focus	Computing	History	PSHE	STEM	French	Creative Writing
Literacy (Literacy Shed, Pobble, RWS)	Stig of the Dump Fiction - Character description Non-fiction – Diary Entry Poetry - Free verse, cinquain	The Iron Man Fiction – Story Opener Story opener, Monologue Poetry -	The Queen of Darkness Fiction – Non-fiction – Report Roman Army Formations Poetry –I am a Roman Soldier	The Queen of Darkness Fiction – Marcus Misfortune Non-fiction – Poetry –Boudicca Until we are Free	Fiction – Non-fiction – Information Leaflet - The Grand Tour Poetry -	Fiction – Non-fiction –The Beautiful game Poetry -
Science Plymouth Scheme	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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Forces and magnets Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 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. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing	Plants - Identify and describe the functions of different parts of a flowering plant. Explore the requirements of plant life and growth. Investigate the way in which water is transported within plants. Explore the part that flowers play in the lifecycle of flowering plants including pollination, seed formation and seed dispersal	Electricity - 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. 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 that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	Sound - identify how sounds are made, associating some of them with something vibrating. (Vibration stations) Recognise that vibrations from sounds travel through a medium to the ear. (String phones). Find patterns between pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sound gets fainter as the distance from the sound source increases	
Geography (CUSP)	Where and how land influenced settlements Identify features of early settlements; Explain why early settlers chose particular locations; Use maps and atlases to locate early settlements; Compare features of different settlement sites; Describe how geographical features influence human activity; Use geographical vocabulary and terminology accurately; Present findings using maps, diagrams and verbal explanation		Britain and Italy: A comparison of Physical and Human Features Identify and locate the countries of Britain and Italy on a map; Describe key physical features of Britain and Italy (e.g. mountains, rivers, coastline); Describe key human features of Britain and Italy (e.g. cities, transport, land use); Use maps, atlases, globes and digital mapping to locate features studied; Understand geographical similarities and differences through the study of human and physical geography; Communicate geographical information in a variety of ways (e.g. writing, diagrams, maps, tables); Use fieldwork or secondary sources to investigate contrasting environments.		UK Study: A detailed study of where we live. Locate Cumbria and its position within the UK; Identify physical features of Cumbria (e.g., lakes, mountains, rivers); Describe human features of Cumbria (e.g., towns, transport, land use); Compare Cumbria with a contrasting UK locality; Use maps, atlases, and digital mapping to locate and describe Cumbria; Understand how Cumbria’s geography affects life there (e.g., tourism, farming); Use compass directions and grid references to describe locations in Cumbria; Communicate findings using geographical vocabulary and tools (e.g., charts, maps).	
History (CUSP)	Stone age to the Iron age Understand the chronology of the Stone Age to Iron Age; Describe key features of Stone Age to Iron Age life; Interpret and use evidence from archaeological sources; Explain the significance of key sites such as Skara Brae, Stonehenge, and Iron Age hillforts; Compare life in prehistoric Britain to later periods or modern life; Use historical vocabulary accurately.	Great British Inventors Understand the historical significance of selected British inventors; Place key British inventions in chronological context; Describe the key inventions and how they changed people’s lives; Use historical enquiry skills to investigate an inventor; Compare inventors and evaluate their contributions; Use historical vocabulary accurately.	Romans Understand the expansion of the Roman Empire and its invasion of Britain; Describe the Roman army and reasons for its success; Understand the resistance led by Boudicca; Explain how Romans influenced life in Britain; Use historical sources and evidence to ask and answer questions; Sequence key events from the Roman period in Britain; Communicate historical understanding using appropriate vocabulary.		History of Sport Understand changes in sporting activities over time; Describe key events in the development of sport in Britain; Sequence sporting events in chronological order; Identify and describe significant individuals in the history of sport; Make comparisons between sports from different historical periods; Understand the role of sport in British culture and society; Use historical vocabulary accurately.	
Computing (Kapow / Teach computing)	Computing systems and Networks Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks	Programming Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions.	Programming Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.	Data and information Branching databases Building and using branching databases to group objects using yes/no questions.	Creating Media-Web Site Children develop their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts,	Creating Media - Audio Audio production Capturing and editing audio to produce a podcast, ensuring that copyright is considered.

					embed images and videos and link between pages.	
Art & Design Kapow	Prehistoric Art: Exploring styles of art/techniques. Experimenting with charcoal, berries, leaves and homemade paints. Artist study.		Painting and mixed media techniques: To describe and explain the differences of tints and shade. To use this understanding to create 3D effects with paint. Creating Mosaics using different materials and textures.		Sculpture: Abstract shapes and space. Transforming 2D shapes into 3D structures.	
Design & Technology (Kapow)	Electrical Systems: Torches and lights Understand and use electrical systems in their products (e.g. series circuits); Apply knowledge of circuits to design a functional product; Select from and use a wider range of tools and equipment to perform tasks; Select from and use a range of materials and components, including wires, bulbs; Evaluate their ideas and products against design criteria; Understand the importance of product aesthetics, functionality and user needs; Use technical vocabulary accurately when discussing electrical systems.		Eating Seasonally Understand the principles of a healthy and varied diet; Generate ideas and plan recipes with given constraints (e.g. dietary needs, ingredient availability); Understand seasonality and how ingredients are grown, caught or reared Select and use appropriate tools and equipment to prepare food safely; Adapt a recipe, explaining choices made; Follow a recipe and prepare ingredients hygienically; Evaluate the taste, texture, smell and appearance of food. Shell structures: Hill forts Understand how to strengthen, stiffen and reinforce more complex structures; Generate and develop ideas through discussion and annotated sketches; Select appropriate tools and materials for building a shell structure; Evaluate own and others' work, suggesting improvements; Apply knowledge of hill forts and their historical function to design decisions.		Digital World: Wearable Tech Understand and apply principles of designing wearable technology; Generate, develop, model and communicate ideas using annotated sketches and ICT; Select and use a wide range of tools and materials to complete a product; Apply knowledge of computing to program, monitor and control products; Evaluate ideas and finished product against design criteria and user needs.	
Music Kapow	Ballads - Learn what ballads are, identify their features and how to convey different emotions. Using an animation as inspiration, carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	Body and tuned percussion (Rainforests) Explore the rainforest through music and be introduced to new musical terms. Use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	Adapting and transporting motifs (Romans) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.	Pentatonic melodies and composition (Chinese New Year) Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	Samba and Carnival sounds and instruments (South America) Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.	Traditional instruments and improvisation (India) Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.
PSHE Jigsaw/Scarf						
RE	Judaism <i>Judaism</i> Find out where Judaism originated, about special places linked to Judaism and about key festivals in Jewish life. Learn about symbols in Judaism, the Jewish holy book and the main beliefs held by Jews.	Pilgrimages <i>Pilgrimages</i> - A pilgrimage is for both secular and religious people. Focusing on the six main world religions identify the role of pilgrimage,	Christianity - Where Christianity originated, special places linked to Christianity, key festivals in Christian life and symbols in Christianity, the Christian holy book and the main beliefs held by Christians.	The Bible - Looking at the Bible in Christianity, its origins, its role as a sacred religious text and how it is used by Christians around the world. Children will consider the authorship of the Bible, discussing the Christian belief that it is the Word of God whilst finding out about different writers of books in the Bible. They will discuss the different text types used in the Bible and explore a story in greater depth.	Islam Islam Teaching key aspects of the Muslim faith. Where Islam originated, special places linked to Islam and key festivals in Muslim life. Including symbols in Islam, the Muslim holy book and the main beliefs held by Muslims.	Food and Fasting Food and fasting - Explore the role food plays within religions. They will discuss how food is used in everyday life, before looking at examples of its use within specific religions. Children will learn about food rules within Judaism, how abstaining from food can be a religious act with reference to the Christian festival of Lent, and will consider how and why religious believers fast through looking at the Muslim festival of Ramadan.
PE	Circuit training: to travel in different ways, change direction while travelling, change speed while travelling, hold a balance with control, with support and encouragement, begin to coordinate different body parts, practise exercises and look for improvement over time. Invasion games: Introduction to Tag Rugby - pass, receive and travel with the ball with some control and accuracy, know how to win the ball back by tackling and intercepting, begin to use and create space to pass and receive the ball, identify some areas that could be improved in games	Gymnastics - shape: show some control and coordination when making simple static shapes/positions, make basic shapes/positions in the air when taking off from low-level apparatus, create short and simple sequences and remember these actions with some accuracy and consistency, perform safely, using the apparatus with some confidence, know what symmetry means and make symmetrical shapes, begin to analyse the work of others. Development of Football	Dance Romans: follow instructions to perform actions, perform actions to communicate ideas, put actions together to tell a story, perform a number of movement phrases in a longer dance, perform a number of movement phrases in unison and canon within a group, show awareness of control when performing, evaluate movement phrases ready for performance. Introduction to Lacrosse	Orienteering: follow the directions given to them, with support, with support, can give directions using appropriate terminology, understand the concept of a map and use a key and symbols on a simple map, with support if necessary, orientate a map, with support if necessary, know the meaning of some common map symbols, understand what orienteering involves and know some of the basic orienteering symbols. Development of Basketball	Cricket : to move and position themselves into a ball's pathway when attempting to make a catch, understand the importance of keeping sight of the ball at all times, throw a ball overarm using a learnt technique, think about body positioning when throwing a ball at a target, stop a ball rolling towards them at times, stand correctly as a batsman, using some elements of the cricket bat grip to hold a bat, strike a ball, sometimes going in their chosen direction, attempt to bowl overarm, with a straight arm and the correct grip, take part in a Kwik Cricket game	Athletics: practise existing basic running, throwing and jumping skills, demonstrate some control and coordination when running and performing a jump or throw,. Compete against self and others and demonstrate some improvements to achieve their personal best, identify aspects of how a skill or technique has been performed and begin to suggest ways to improve performance Introduction to Golf
French	Greetings: Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.	Adjectives of colour, size and shape: Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.	Playground Games Counting in French from one to twelve, recognising the written number words, talking about ages, comparing sentence structures in French and English and practising vocabulary by	French Classroom Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'	French Transport Using their detective skills to spot cognates and working out meaning, children learn new transport-related vocabulary and construct sentences using parts of the verb 'aller' – to go, and	French numbers, calendar and birthdays. Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research of

			playing counting and traditional French games.		prepositions to express going on holiday to a different country or going to school by a particular mode of transport. The children discover that French is spoken in many countries around the world other than France.	dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.
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Year 5 and 6	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Deep Dive Focus	Music	RE	Geography	Design Technology	Art	PE
Literacy	Fiction – The Jamie Drake Equation Non-fiction – Curiosity: The Story of a Mars Rover Poetry - The Moon by Pie Corbett		Fiction – Skellig Non-fiction – Greek Mythology Poetry - The Highwayman		Fiction – Pig Heart Boy Non-fiction – Poetry -	
Science (Plymouth Scheme)	Earth and space Describe the movement of the Earth and other planets, relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the Sun, Earth and Moon as approximate spherical bodies. Use Earth rotation to explain day and night due to the	Forces - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. (<i>The act of gravity on our lives</i>). Identify the effects of air resistance, water resistance and friction, which act between moving surfaces. Recognise that some mechanisms, including levers, pulleys	Advanced circuits To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To use recognised symbols when representing a simple circuit in a diagram.		Animals including humans Identify the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals including humans. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	

	apparent movement of the sun across the sky.	and gears, allow a smaller force to have a greater effect.				
History	Tunnel 29:		The Ancient Greeks: The children will learn about the different periods of ancient Greece, and place the civilisation in time. They will explore how the different areas of Greece were governed, and compare the two city-states of Athens and Sparta. Children will use primary and secondary sources to find out about the daily life of the ancient Greeks, before exploring Greek mythology and the impact of some of the great philosophers of the time. Finally, they will reflect on how the ancient Greek civilisation still influences modern life today.		Medicine and Disease: The children will discover how medicine has changed from the days of prehistoric civilisations and witch doctors, to the NHS and modern medical discoveries. Would you have liked to be treated by an Egyptian doctor or would you prefer to have fallen ill during the Tudor period? They will explore the features and changes in medicine and disease from prehistoric times to the modern era, investigating why changes occurred, what effect this had on the people of the time and how discoveries changed the way we approach the treatment of illnesses.	
Geography			Marvellous Maps		Magnificent Mountains/Our Changing Planet	
Computing (Kapow)	Mars Rover 1/2 The children learn about the automated vehicle the Mars Rover exploring how and why it transfers data, understanding how messages are sent using binary code and experiencing how to program the Mars Rover.		Micro:bit Clipping blocks together in a program and predicting what will happen while making connections with previously used programming interfaces. Children create animations, recognise inputs/outputs, choose appropriate blocks, and break programs down into smaller steps.	Intro to python Learning the fundamentals of the programming language of Python, they will test, change and explain what their program does. Children use loops and explain what repeats do and what the parts of the loop do while recognising that computers choose random numbers and decompose the program into an algorithm.	Inventing a product Designing a new electronic product and using CAD software to design appropriate housing for it. Developing skills in website design, video editing, and persuasive language to promote their product. Evaluating and adapting existing code, debugging programs, and searching for accurate information online.	Online safety Learning how to navigate the internet in an informed, safe and respectful way.
Art & Design (Kapow)	Drawing: Depth, emotion and movement. How drawing can express emotion, movement and depth. Take inspiration from Charlie Mackesy and Elizabeth Catlett. Use expressive lines and marks to convey feeling and energy, develop shading techniques to show depth and form, and investigate compositions through drawing and print making.		Expressing ideas. Exploring how drawing can be used to express ideas and messages, children take inspiration from a range of street art examples.		Artist Study (David Hockney) Making Memories Create a personal memory box using a collection of found objects and hand-sculptured forms.	
Design & Technology (Kapow)	Build a Mars Rover - powered by Crumble		Electrical Systems- Steady Hand Game	Electrical Systems - Wobble Bots	Cooking and Nutrition - Come Dine with Me	Textiles - Stuffed Toys
Music (Kapow)	Composition Notation Identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.	Blues - Introduced to the blues and its history. Identify key features and mood. Get to grips with the 12-bar Blues and the Blues scale, combine these to create an improvised piece.	Baroque Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.	Pop Art Explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	Musical Theatre Learning how singing, acting and dancing can be combined to give an overall performance.	Composing a leavers song Children spend the topic creating their very own leavers' song personal to their experiences as a class.
PSHE (Jigsaw/Scarf)	Relationships					
RE	Creation Stories	The Christmas story	Worship	Peace	Eternity/Commitment	
PE	Invasion Games: Hockey - position and movement, creating scoring opportunities	Gymnastics: Developing a more advanced level of strength, stability and flexibility through various bodyweight activities - Include in a sequence set pieces, choosing the most appropriate linking elements.	Dance: Greeks Perform dances using a range of movement patterns	Gymnastics: develop flexibility, strength, technique, control and balance	Striking and Fielding- Cricket - Bowling overarm with correct technique - Batting for accuracy (shot selection and placement) - Batting for power (distance) - Increasing number of outs achieved as a fielding team Development of Rounders	OAA- take part in outdoor and adventurous activity challenges both individually and within a team
French (Kapow)						