Communication and Language

- Listening to a range of stories and re-telling them Answer 'how' and 'why' questions in response to stories
- Active questioning during storytelling – encouraging children to give reasons for their answers using 'because'.
- Anticipating key events in stories by trying to predict endings through partner work etc
- Making up alternative or own endings for stories
- Encouraging discussions in role-play and using complete sentences and ambitious vocabulary

PSED

- Taste testing new, healthy fruits and vegetables
- Expressing their own feelings and comparing these to the feelings held by characters in the stories
- Discuss how to look after one another carefully and maintain friendships through sharing and being considerate.
- Turn-taking through playing board games together
- RSHE Curriculum

PD

- Finding out how exercise can keep us healthy
- Knowing that a varied diet can help to keep our bodies healthy
- Having an EYFS Sports Day
- Creating a gym in the role-play area
- Follow games programme and going on the playscape.
- Running games in the outdoor area
- Creating tracks and obstacle courses outside
- Making a road system outside for the bikes to travel around safely
- Handwriting outside on the ground using chalks
- Painting using small brushes for co-ordinated movements

Let's Get Moving Reception Plan

Literacy

- Reading fiction and non-fiction books and learning to find information e.g. about healthy lifestyles
- The importance of trying new foods.
- The Very Hungry Caterpillar – did he have a healthy diet?
- Supertato – discussing the vegetables in the story
- Olivers Vegetables
- Handa's Surprise – looking at new fruits
- Writing stories about healthy living and making instructions for exercise or recipes for healthy food
- Sentence writing focus each week – uplevelling sentences using wow words

Maths

- Finding missing numbers on a numberline – pegging up numbers etc on washing lines outside and ordering random numbers
- Counting practise out each week in class as an activity – counting characters, pegs etc.
- Favourite exercise class pictograms.
- Learning number bonds to 10
- Using pennies to buy healthy produce from the shop.
- Using the language of money i.e. 1p, 2p, 5p and 10p
- Finding the total number of objects using '+' and '='.
- Subtraction with animals.
- Doubling and halving

Expressive Arts and Design

- Gym role-play
- Creating healthy food plates, using coloured foam or salt-dough food.
- Healthy eating café role-play – children to buy and sell healthy produce
- Supertato – designing and creating own superhero vegetables
- Making butterflies using printing techniques (related to The Very Hungry Caterpillar)
- Vegetable printing
- Zumba dancing/Go Noodle / Cosmic Yoga to keep fit

Understanding of the World

- Learning about a healthy, balanced diet to help us grow
- Learning about the different food groups and a balanced diet
- Making fruit kebabs and smoothies
- Animals and their produce – matching items with animals.
- How food grows – grow cress and a bean plant and identify what they need to help them grow.
- Looking at life-cycles – butterflies and frogs. Ordered caterpillars in class to observe as they form cocoons
- Planting vegetables and watching them grow – i.e. cress, potatoes
- Cutting up fruit and vegetables and identifying seeds/flesh/roots etc

Summer 2026 – **Let's Get Moving Year 1 and 2** Curriculum Plan

Note – This document should be used alongside the progression maps documents

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History objectives

Explore people and events – Mary Seacole, Florence Nightingale, Edith Cavell

Overview of History Content

Learnt about the life of Edith Cavell and why she is famous, including her local links.

Learnt about the life Mary Seacole & how her life links to that of Florence and Edith. Also discussed issues around racism as linked to Mary Seacole.

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Science Objectives

Animals Including Humans

- describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense
- Notice that animals including humans have offspring which grow into adults
- Find out and describe the basic needs of animals, including humans, for survival – water, food and air.

Overview of Science Content

Discussed and recorded basic needs of animals and humans.

Discussed healthy eating and what makes a balanced meal. Looked at food groups.

Importance of exercise.

Reviewed naming parts of the body. Learnt about the internal organs – named, located & found out what they do.

Discussed importance of personal hygiene – why soap works experiment with pepper grains, soap and water.

Life cycle of human, how we grow and change linked to RSHE.

Development of baby inside its mother linked to RSHE – compared each stage to the size of a fruit. Animal offspring and life cycles; growing up and survival.

Trip to Amazona Zoo

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DT Objective

Design purposeful, functional products based on criteria (models of these)

Build structures exploring how they can be made stronger, stiffer and more stable.

Overview of DT Content

DT unit to design and make and evaluate a picture with a moving mechanism from a story.

Weaving (y2) making paper bags.

Whole-school DT day – designing and making marble runs

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Geography Objectives

Use simple compass directions and locational/directional language to describe location of features.

Overview of Geography Content

Covered compass directions & directional language in maths lessons and Geography.

Looked at simple maps and symbols. Created own map of the school and outside space with suitable symbols for the tress, trim trail, pirate ship etc. Making maps linked to our trip to Amazona Zoo.

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Art

To develop a wide range of art and design techniques using colour, pattern & texture.

To learn about the work of a range of artists, craft makers and design makers.

Overview of art content

Making collections of colour and colour wheels; tints and hues

Pointillism and artist Georges Seurat

Weaving (y2) making paper bags

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PE

To master basic movements including running, jumping, throwing and catching as well as developing balance, agility & coordination & begin to apply these in a range of activities.

Overview of PE content

GetSet4PE – Athletics, target games, Fitness, Net and Wall games (y1); Striking and Fielding Games (y2)

Chance to Shine cricket session

Wimbledon taster tennis session with Tennis Edge.

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Famous landmarks and features around the world linked to Whole School Passport Day. Geography and flags linked to the World Cup (y1)	Clay (y1) making individual clay figures	Glow in the Dark Dodgeball with Premier Sports Fun sports morning and sports day.
RE What do Jews remember at Shabbat and how do they celebrate at Shabbat? How do Jewish people celebrate Passover and what do they remember at Passover? **Overview of RE content** Places of Worship, Year 1 and 2 units – what are they for and looking closely at mosques, synagogues, churches, gurdwara, etc.	**Music** use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music **Overview of Music content** Charanga Summer 2 lessons – listening and appraising music, singing, finding the beat and adding instruments to the music Listening to Guitar Concert (y2)	**PSHE objectives:** We are following the objectives of the PSHE association linked to KS1 and using the Educator Solutions RSE programme of study We follow the PSHE Association Programme of Study for PSHE Education. https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning Road Safety (y2)
Computing To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise instructions; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs; use technology purposefully to create, organise, store, manipulate and retrieve digital content **Overview of Computing content** Use of Purple Mash in Year 2 for Coding and Direction Spheros used linked to Geography and Maths work to follow a course using positional and directional language – children to keep practising and correcting program until following course Computing linked to Geography in Year 1 using BBC Bitesize unit	**Languages** N/A	

Summer 2026 – **Let's Get Moving!** Curriculum Plan

Note – This document should be used alongside the progression maps documents

History Objectives

Ancient Greece- A study of Greek life and achievements and their influence of the western world

Overview of History Content

-We began by studying by locating Greece on the world map and considering what we already knew.
-We then looked at the time line and ordered the key events with in this era.
-Before moving onto discussing and analysing sources. Such as Greek pots that helped deepen our understanding and give us clues about how the Ancient Greeks lived.
-We looked at the main city states and compared life in Athens vs Sparta.
-We explored the impact of Alexander the Great and considered why he was such a significant figure.
- We explored the Greek Gods and identified them in historical sources.
-We had an Ancient Greece Day where we explored the Ancient Olympic games, we also considered the Greek diet and taste tested some Greek Cuisine. We also created Greek headwear/ head wreaths.
- We also explored the key legacies of The Greek Empire and considered the Democracy and other key aspects.

Science Objectives

Animals (including humans)

-Identify that animals (including humans) need the right types and amounts of nutrition and that they cannot make their own food, they get nutrition from what they eat
-Describe the simple functions of the basic parts of the digestive system in humans
-Identify different types of teeth and their simple functions
-Construct and interpret a variety of food chains, identifying producers, predators and prey.

Electricity

-Identify that different appliances run on electricity
Construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
-Identify if 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
-Identify some common conductors and insulators and associate metals with being good conductors

Overview of Science Content

Animals (including humans):

-We discussed and analysed the each well plate.
-We learnt about the human digestive system, we learnt key vocabulary and identified the functions of the main parts of the digestive system.
-We compared the human digestive system to that of a cow and considered how they work differently
-We identified the names and functions of human teeth
-We compared human teeth to those of other

Design Technology Objectives

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].
When designing and making, pupils should be taught to:

Design

-Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

-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

Evaluate

-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Overview of DT Content

- As part of our Ancient Greek unit of work, we looked at entertainment and toys for children during that period. We discovered that pull along toys were popular so planned/ designed, created and evaluated pull along toys. Once we created the toys, we then tested them before making necessary adaptions/ improvements and re-testing to them.

	mammals (carnivores such as lions and herbivores such as cows) -We created teeth decay experiments and children observed the impact of different liquids on their teeth. **<u>Electricity:</u>** -We learnt that electricity can be battery and mains powered. -We went on a hunt around the school for electrical sources. -We learnt how electricity flows and discussed why we need electricity for lots of day-to-day items. -We tested insulators and conductors. -We learnt about parts of an electrical circuit and we learnt the symbols for a variety of components. -We explored circuits ad considered how to make light bulbs 'bright' and then 'brighter' within a circuit. -We drew our own circuits diagrams.	
Geography Objectives -Describe and understand key aspects of human geography- links to food, minerals and water. **<u>Overview of Geography Content</u>** -We looked at different climate zones (tropical, dry, temperate, continental and polar) across the world and their proximity to the equator. -We undertook discussions on desired climates and average yearly weather conditions to support the production of food. -We discussed how a temperate climate (for example England) is a desired climate for the growth of many crops and agricultural businesses. -We looked at how countries with dry climates usually produce citrus fruits as they thrive in hotter and dryer conditions. -We learnt about vital mineral for human bodily function and looked that the foods that contain them. -We analysed the importance of water bodies whilst discussing how water shapes where people live, how they survive, and how it influences economic activities. -To make real-life links we use the map of Norfolk and identified the benefits of the Norfolk Broads and North Norfolk Coastline.	**Art Objectives** -To create sketch books to record their observations and use them to review and revisit ideas -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] **<u>Overview of art content</u>** Year 3 undertook a unit of work based on the famous artist, Georgia O'Keffee. They learned about her life and her influence/ legacy in the industry. We also explored example of her work and evaluated our likes/ dislikes. We sketched flowers (observational drawing) in the style of Georgia O'Keffee – enlarged. The children then experimented with using oil pastels and blending cool and warm colours together before creating their final piece. Finally, they evaluated their final piece, considering challenged that occurred along the way. Year 4 undertook a unit of work based on the various detailed natural, plant-based artwork. Their final pieces have included tree sketches and clay flower bowls where the children explored scoring to add	**PE Objectives** -Develop competence to excel in a broad range of physical activities -Are physically active for sustained periods of time -Engage in competitive sports and activities -lead healthy, active lives. -Play competitive games, modified where appropriate -Use running, jumping, throwing and catching in isolation and in combination -Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -Perform dances using a range of movement patterns -Take part in outdoor and adventurous activity challenges both individually and within a team -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **<u>Overview of PE content</u>** Physical Education visitors/ sessions: -Glow in the Dark Dodgeball -Cricket -Tennis Edge -Mini London Marathon **<u>Year 3 and 4 weekly PE lessons:</u>** -Cricket in Summer 1 (Get Set 4 Education)

	detail.	-Athletics in Summer 2.
RE **<u>Overview of RE content</u>** - Our Ancient Greek unit of work included exploring religious beliefs, festivals and important ceremonies, allowing the children to develop an understanding of how religion influenced daily life in Ancient Greece. -We compared Ancient Greek ideologies, values and beliefs with those of modern society, encouraging thoughtful discussion about similarities and differences across time. This helped to deepen their historical understanding while developing their critical thinking skills and appreciation of how societies evolve over time.	**Music** Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. -Pupils should be taught to: 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. -Use and understand staff and other musical notations. **<u>Overview of Music content</u>** -Children listened to different styles of music and explored tempo and feelings influences by different music. -Guitar lessons: a selection of children played in the guitar concert whilst the other pupils were part of the audience. -Select pupils have attended weekly piano and violin lessons.	**PSHE** We are following the PSHE association programme of study We also following educations solutions RSE program for our relationship and sexual health education **<u>Specific overview of PSHE content (for Yr3)</u>** -My feelings: Identify personal strengths and set aspirational goals, understanding how this builds high self-esteem. -My body: How their body may change as they grow and develop. -My relationships: The attributes of positive, healthy relationships. -My beliefs: Challenging gender stereotypes. -My rights and responsibilities: The right to protect their body from unwanted touch. -Asking for help: The difference between secrets and surprises, knowing when it is right to break confidence and share a secret.
Computing -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -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.	**Languages** **<u>Overview of French content</u>** -The children recapped their knowledge of greeting male and female relatives in French. -French Day based on food/ menu options at a restaurant. -Counting -Classroom objects -Body features -Days of the week	**DT Day – Construct marble runs** **Passport Day - Pupils visited one of the chosen countries (New Zealand, Mexico, France, South Korea, Canada, Spain, Brazil)**

Overview of Computing content In Year 3: -We have completed Purple Mash units of work related to shape, turns and angles. -We used the laptops to research Georgia O'Keeffe – famous American Artist. -We used iPads to research the climates of India, China, England, Egypt and Brazil.		

Summer 2026 – **Let's Get Moving! Year 5 and 6** Curriculum Plan

Note – This document should be used alongside the progression maps documents

History objectives

Not taught this term

Science Objectives

Animals including humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.

Forces

- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Overview of Science Content

- looked at components of blood, created a blood fact file.
- Drama linked to circulation of blood with role of heart and lungs
- Drawings of the heart with main parts labelled
- Homework based on food groups with children creating presentations (year 5)
- Designing a healthy meal plan for the week
- experimented on the impact of exercise on the heart
- moving vehicle work based on surface resistance (year 5)
- Air resistance experiment based on paper
- running races based on air resistance
- RSHE worked linked to the body and puberty
- James Egg Bong Challenge creating a device to save an egg using air resistance (Year 6)

DT

Design

- 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

Make

- 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, according to their functional properties

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Overview of DT Content

- James Egg Bong Challenge creating a device to save an egg using air resistance (year 5)

Geography Objectives

- Use the 8 points of a compass, 4 and 6-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
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.

Art

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay.)

Overview of Art Content

PE

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance

Swimming

- swim competently, confidently and proficiently over a distance

- Describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water **Overview of Geography Content** - Study of Brazil - Located on a map compared to UK - Weather comparison (in maths) - Human and physical features of Brazil and placed on a map - Persuasive/Balanced arguments writing based on Amazon Rainforest - Study of Brazilian cities and compared to UK - Research on a holiday in Brazil – postcard writing - Brazilian carnival day - Brazilian food tasting - Study of Brazilian culture - Using an 6 figure grid reference - Creating a map - Comparing the UK and Brazil through maps	- Drawing to a one-point perspective. - Sketching scientifically – living things in the Amazon Rainforest. - Using Maths skills to accurately measure, design and paint flags of South America. - Water colour paintings of the Amazon River. - Making designing for our Rio Carnival Day. - Study of Beatriz Milhazes using pastels - Pencil sketching of portraits - Abstract portraits using pastels - Optical illusion artwork	of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations. **Overview of PE content** - Athletics practise for sports day - Athletics - Swimming sessions - Samba Dancing during Rio Carnival Day - Paris Pursuit
RE **Overview of RE content** Year 5 studied Hinduism - The story of Diwali and Rama and Sita - Rangoli Patterns - Home Worship - Hindu beliefs eg Karma - Hindu Gods and Goddess	**Music** - 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 interrelated 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 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 **Overview of Music content** - Specialist Ukulele Teacher (40 – 50 mins per week) - Composing of own songs on Ukulele - Study of Samba beats/rhythms - Singing as a choir for Y6 performance	**PSHE** We are following the PSHE Association's programme of study for RSHE: https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning We also follow Educator Solutions RSE programme of study for our Relationship, Sexual Health Education. **Overview of PSHE content** - RSHE National Syllabus - Communities week - 'What if we were all the same' book study -'What is diversity (year 6)
Computing - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; - use sequence, selection, and repetition in programs; work with variables and various forms of input and	**Languages** -Listen attentively to spoken language and show understanding by joining in and responding -Speak in sentences, using familiar vocabulary, phrases and basic language structures.	

output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - 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. **Overview of Computing content** - Internet safety covered in RSHE unit - Safe communicating covered in RSHE unit - Spheros - Creating postcards linked to posters using images - Persuasive posters linked to where to visit in Brazil - PowerPoint presentations linked to the body	-Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* -Read carefully and show understanding of words, phrases and simple writing -Describe people, places, things and actions orally* and in writing. **Overview of Languages content** Year 5 Numbers to 20, Food, Directions, Days, Months, objects around the classroom. Year 6 French lessons taught this term linked to: numbers to 30, colours, days of the week, months of the year, pets, parts of the body, weather conditions, asking and answering simple questions about themselves – name, age etc, Clothing	