

Cycle A		T1	T2	T3	T4	T5	T6
2025-26							
Driver		Humanities/Science	Humanities	Humanities	Science	Science	Humanities
Theme		Our local area	Our history	The UK	Growing	The World	Travel
Geography	EYFS	Show interest in the lives of people who are familiar to them. Shows an interest in ways of life indoors and outdoors. Knows about similarities and differences between them and others. Comments and asks questions about where they live. Knows about similarities and differences in places		understand that some places are special in our community talk about important people in our community draw information from a simple map to use new vocabulary	recognise similarities and differences between this country and another	explore the natural world around them describe what they see, hear and feel when outside to connect ideas together recognise some environments that are different to the one they live in	
	Y1/2	Local Area Human and Physical features Use of maps to find Innsworth Cathedral, Shire hall, shops, library and museum.		Name and locate the 4 countries and capital cities of UK Weather patterns in UK London human and physical features Use of maps/aerial views. similarities and differences of human and physical geography	World Continents and oceans hot and cold places influences by the equator and the poles	South America – Brazil Amazon river (ref River Severn, River Thames for comparison) similarities and differences of human and physical geography (compare London) human and physical features equator location of hot/cold parts of the world name and locate the worlds 7 continents and 5 oceans	
History	EYFS		show interest in the lives of people who are familiar to them recognise and describe special times and events for family/friends talk about the similarities and differences in relation to friends and family talk about significant events for themselves	to ask questions to find out more use artefacts from the past talk about similarities/diffs comment on images of familiar situations in the past compare and contrast characters from texts comment on images of familiar situations in the past			compare and contrast characters from texts comment on images of familiar situations in the past provide opportunities for chronology
	Y1/2		To describe similarities and differences between their childhood and the childhood of older generations <i>changes in living memory</i>	The Great Fire of London Samuel Pepys <i>events beyond living memory</i> <i>significant people</i>	Royal family <i>changes in living memory (link London)</i>		Seaside Holidays in the past Travel changes steam train <i>changes in life</i> Amelia Earhart The link between explorers and travel change.
Science	EYFS	Makes observations of animals and plants. Shows care and concerns for living things in their environments. Create opportunities to discuss how we care for the natural world around us.	develop an understanding of changes over time name parts of the body Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.	Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.	Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside. Draw pictures of the natural world, including animals and plants.	Teach children about a range of contrasting environments within both their local or national region. Model the vocabulary needed to name specific features of the natural world, both natural and man-made. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.	Guide children's understanding by draw children's attention to the weather and seasonal features. Look for children incorporating their understanding of the seasons and weather in their play Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.

	Y1/2	Animals, inc humans Minibeasts name common animals eg squirrel identify omnivore, herbivore Living things and their habitats identify Local/micro habitats Working Scientifically observing closely use observations to answer questions gathering and recording data *plant bulbs for T4 describe how plants need water, light, temperature to grow*	Animals, inc human know that humans have offspring (lifecycle) which grow into adults identify, name, draw and label the basic parts of the human body to say which part of the body is associated with each sense	Everyday materials distinguish between object and the thing from which it is made suitability of materials for use how solid objects can be changed Make Union Jack flags from different materials.	Plants identify and name a variety of plants identify basic structure of plants observe and describe how seeds and bulbs grow into mature plants describe how plants need water, light, temperature to grow Seasonal changes Winter fieldwork	Animals, inc humans Classification of animals Structure of animals Living things and their habitats living things in habitat - suitability and basic needs identify a variety of plants and animals Scientific enquiry identifying and classifying use observations to answer questions	Seasonal changes Summer fieldwork
Art		Drawing Skill: holding a pencil correctly Draw forms using simple shapes such as circles, squares and triangles. Explore different drawing mediums: pencils, pens etc To make individual choice with colour pencils Outcome: Draw a simple self portrait Draw a flower from observation and make accurate colour choices Enhanced:	Painting & Mixed Media Skill: How to hold a paintbrush and tidy up paint colours can be made lighter or darker by adding white or black or by adding more water/pigment. Learn colour mixing using primary colours, playing with these to 'discover' new colours. Start to explore using different brushes, sponges. Making colour choices that match Outcome: Enhanced:			Collage Skill: To tear paper into small pieces Using glue effectively To cut around a shape Outcome: Collage green and blue for the world Collage the snail like Henri Rousseau Enhanced:	3D/Clay Skill: Develop hand-eye co-ordination. Explore 3D shapes. roll, wrist, squeeze, pinch the clay to change the shape Outcome: Enhanced:
		Skill: To be able to draw shapes both with a stencil and freehand experimenting with pressure, grip and speed to affect line. Understand how to add in shade using pencils. To make accurate coloured pencil choices Outcome: To closely observe parts of an animals fur/scales and draw what they see? Enhanced: To choose a small section of a human feature and draw what they see e.g. Glos Cathedral Draw a flower from observation and make accurate colour choices	`Skill: How to hold a paintbrush and tidy up paint Paint thick and thin lines using different brushes. Paint thick and thin lines using poster paint. Paint thick and thin lines using water colours. To understand the changes over time 3 different periods of time: Paul Klee/ Andy Warhol- Yayoi Kusama To understand tones. Outcome: Create a pop art piece using paint/printing? Enhanced: Choose a famous piece of art from the past and replicate To mix paint to create light and dark tones.			Skill: To know what a collage is To tear/cut paper/tissue paper To layer paper /tissue paper To layer paper /tissue paper inside a set shape To know about Henri Rousseau Outcome: Collage a piece inspired by Brazilian artist Romero Britto Collage a piece inspired by Henri Rousseau Collage the rainforest Enhanced: Collage different shades of green for a leaf in the rainforest Collage different shades of a tropical flower	Skill: Think about shape (2D), form (3D) Sculpt with clay to create structures and shapes that can stand up Roll, knead, cut and carve into clay and use a range of tools to create visual effects into and onto clay Outcome: Enhanced:
DT	EYFS		Use construction kits to build walls, towers and frameworks. Cut and join paper and card in different ways.		Name the processes used to prepare food, e.g. mixing, washing, peeling, grating, cutting. Wash hands before and after preparing food. Experience preparing food.	Threading small beads – on pipe cleaners and thicker thread.	

	Y1/2		Engineering: Freestanding structures Technical Knowledge: Know how to make freestanding structures stronger, stiffer and more stable.		Cooking know that all food comes from plants or animals Wash and dry up equipment after use. A variety of foods and drink are needed for health: The Eatwell guide. Use peelers and graters safely.	Sewing Be able to thread a large plastic needle and knot thread. Practise running stitch using rigid material. Join 2 pieces of fabric using running stitch (pre-cut holes)	
PSHE		Relationships		Health and well-being		Living in the wider world	
PE		Spatial awareness	Movement	Sending and receiving skills	Sending and receiving skills- Teamwork	Competition	Succeeding in games
RE Friday Stand alone week Across term	EY FS	F3. How might people in Gloucestershire show they belong together? MYSELF, SPECIAL TIMES	F2. Why is Christmas special to Christians? SPECIAL PEOPLE SPECIAL TIMES	F1. Why is God so important to Christians? SPECIAL PEOPLE SPECIAL BOOKS	F4. What special times do people celebrate and why might these times be very important? SPECIAL TIMES	F6. What stories are important in our school community/ local area and why? SPECIAL BOOKS/STORIES	F5. Which places are special for people living in Gloucestershire and why? SPECIAL PLACES OUR COMMUNITY
	Y1/ 2	1.8 What is it like to be part of the Muslim community in the UK (and beyond)?	1.6 What is it like to be brought up in a Jewish home in the UK today?	1.4 What is it like to be brought up in a Christian home in the UK today?	1.3 Why does Easter matter to Christians, and how do people celebrate it? (Friday Rotation?)	1.10 How can someone's worldview be seen in the choices they make?	1.10 How can someone's worldview be seen in the choices they make?
Computing		Unit 1.1 Key Themes: Communication and Networks Internet and Email : Online Safety : Exploring Purple Mash Unit 1.5 Key Themes: Coding and Computational Thinking : Maze Explorers (2 weeks)	Unit 1.5 Key Themes: Coding and Computational Thinking : Maze Explorers (1 weeks) Unit 2.4 Key Themes: Databases and graphing : Questioning (5)	Unit 2.2 Key Themes: Internet and Email : Online Safety (3) Unit 1.6 Key Themes: Art and Design : Animated Story Books (3)	Unit 1.6 Key Themes: Art and Design : Animated Story Books (2) Unit 2.7 Key Themes: Music : Making Music (3)	Unit 2.3 Key Themes: Spreadsheets : Spreadsheets (4) Unit 1.3 Key Themes: Databases and Graphing : Pictograms (3)	Unit 2.8 Key Themes: Writing and presenting : Presenting ideas (4)
Music	EY FS	Timbre, beat, pitch, contour Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. <i>I've got a grumpy face</i> <i>The sorcerers apprentice</i>	Call-and-response, pitch (la-so-mi-do), timbre, beat, pitch (step/leap), <i>Witch, witch</i> <i>Row, row, row your boat</i>	Bird spotting: cuckoo polka Shake my sillies out	Up and down five fine bumble bees	Down there under the sea Its oh so quiet	slap clap clap bow, bow, bow Belinda
	Y1/ 2	Active listening (movement), beat, (echo singing, showing pitch moving), <i>Menu song</i>		Football		Dancing and drawing to Nautilus Cat and Mouse	

Cycle B	Yr	T1	T2	T3	T4	T5	T6
2026 - 27							
Driver		All about us - Innsworth/Gloucester	Celebrations Light and dark	Our local area - Gloucester/UK	Exploring the world	Where do things live?	Under the sea/water
Geog	EYFS	understand that some places are special in our community		talk about important people in our community draw information from a simple map	recognise similarities and differences between this country and another recognise some environments that are different to the one they live in	explore the natural world around them describe what they see, hear and feel when outside to connect ideas together	
ongoing	Y1/2	Local Area – Fieldwork Local area study Collecting data - tally of vehicles nr school vs a main road identification of lampposts, postboxes, benches, dog poo bins, road signs in our local area		UK and seas/capital cities use of maps and symbols to show features of our local area visit key places in our local area human and physical features using sources to talk about geographical aspects	World continents and oceans – name the 7 continents name Atlantic and Southern Ocean name the poles understand about Cold locations and the equator	local area study - fieldwork (link to science)	name all 5 oceans revisit continents and poles compass points and direction
		understand the effect of the changing seasons on the world around them observe changes across the 4 seasons observe weather associated with the 4 seasons					
History	EYFS		to ask questions to find out more to use new vocabulary	use artefacts from the past and talk about similarities and differences provide opportunities for chronology comment on images of familiar situations in the past	compare and contrast characters from texts comment on images of familiar situations in the past		compare and contrast characters from texts comment on images of familiar situations in the past
	Y1/2		to know that there different sources (photos, pictures, artefacts, diaries, videos, news reports) of info that help us to find out what happened in the past to learn how to use a source to find out information learn how to ask questions as a Historian Guy Fawkes and Parliament <i>significant events</i> <i>reference current parliament</i>	to use the skills taught for finding out information to find out about the significance of the Gloster Bomber for our area History of Flight – Gloster Meteor <i>significant events/people for our local area.</i>	to handle artefacts to find out about the past to use key sources to draw conclusions about an expedition and why it was significant (diary, drawings, photos) to find out about a person as well as their significant event Explorers – Edward Wilson Neil Armstrong <i>significant individuals</i>		Significant People/Events to use history skills to find out about a shipwreck
Science	EYFS	know ways of looking after themselves to use vocabulary to name body parts	to ask questions to find out more to use new vocabulary	Describes past events Shows interest in different occupations Uses small world to retell events Talks about why things happened	Manage their own needs talk about factors that will support their own health and wellbeing	explore the minibeasts in the world around them describe what they see and hear outside to engage with non-fiction texts	Guide children's understanding by draw children's attention to the weather and seasonal features. Look for children incorporating their understanding of the seasons and weather in their play Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.

	Y1/2	Animals, inc humans identify, name, label and draw basic parts of the human body say which part of the body is associated with a sense to know the basic needs of animals (inc humans) lifecycle of a human Working scientifically ask simple questions perform simple tests gathering data	Everyday materials describe simple properties of everyday materials compare and group everyday materials Scientific enquiry	Everyday materials Name a variety of everyday materials (linked to DT) Scientific enquiry – flying ‘thing’ asking questions gathering and recording data performing a simple test	Animals, inc humans Healthy Eating (link PSHE) Lifecycle of a penguin Offspring Identify and name a range of birds	Living things and their habitats explore and compare the differences between things that are living, dead and things that have never been alive identify which animals live in which habitat in our local grounds and why identify and name a variety of plants and animals in their habitats describe sources of food and a simple food chain lifecycle of a butterfly	Identify and name a range of fish, amphibians, reptiles, mammals that are found in watery places identify and name a range of animals that are carnivores, herbivores and omnivores describe and compare a variety of animal structures talk about the oceans/seas as a habitat
Art	EYFS	Draw forms using simple shapes such as circles, squares and triangles.	Explore line and how to control it. Concentrate hard to draw/paint shapes, lines and edges neatly. Tonally shade areas as neatly and carefully as you can.		colours can be made lighter or darker by adding white or black or by adding more water/pigment. Learn colour mixing using primary colours, playing with these to ‘discover’ new colours. Start to explore different ways of making marks, e.g. using different pens/pencils, brushes, sponges, tissue, fabric, string etc.	Improve dexterity through handling different materials. Create different shapes and forms from pliable materials, e.g. clay, foam, wire. Develop hand-eye co-ordination. Explore 3D shapes. Create form by cutting, forming and joining familiar 3D shapes.	
	Y1/2	Drawing - self portraits Understand that we can hold drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.	Painting and mixed media: Paint thick and thin lines using different brushes. Understand collage is the art of using elements of paper to make images.		Expressive Painting: Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Explore colour mixing through gestural mark making. Paint thin and thick lines using different brushes and home made tooools, holding them in a variety of ways to make marks.	3D models: Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2D), form (3D), texture, colour, and structure.	commenting on the style of significant artists
D.T.	EYFS		Use lacing boards. Join decorations to fabric using PVA glue.	Explore moving vehicles through play. Assemble moving vehicles with wheels using construction kits.	Food is from a plant or an animal. Food comes from different places. It is important to eat lots of different fruit and vegetables (at least 5 a Day) and name a range of fruit and vegetables.		
	Y1/2		Sewing: Christmas Tree Ornaments Technical Knowledge: Be able to thread a large plastic needle and knot thread. Practise running stitsh using rigid material, e.g.. plastic canvas. Design: design a product. Evaluate existing products.	Engineering: Moving Vehicles Technical knowledge: Explore and use wheels, axles and acle holders. Distinguish between fixed and freely moving axles. Design: Make mock ups before final product	Cooking: Technical Knowledge: People choose food for different reasons. Food has to be grown, reared or caught; food is produced and processed in different ways. Use a knife safely using the bridge hold, claw grip and fork secure techniques.	Developing their design aspect	
PSHE		Relationships		Health and well-being		Living in the wider world	
PE		Spatial awareness	Movement	Sending and receiving skills	Sending and receiving skills- Teamwork	Competition	Succeeding in games
RE Gloucestershire		F1: Why is the word ‘God’ special to Christians? 1.2 Who do Christians say made the world? Harvest	F2: Why is Christmas special for Christians? 1.10 What does it mean to belong to a faith community?	F4: Being special: Where do we belong? 1.1 What do Christians believe God is like?	F3: Why is Easter special for Christians? 1.7 Who is Jewish and how do they live? (PART 1)	F5: Which places are special and why? 1.7 Who is Jewish and how do they live? (PART 2)	F6: which stories are special and why? 1.9 How should we care for the world and for others, and why does it matter?

Agreed Syllabus Cycle A							
Computing		Unit 1.1 Online safety & Exploring purple mash Unit 2.5 effective searching	Unit 1.4 Lego builders Technology outside school	Unit 1.2 Grouping & Sorting Unit 2.6 Creating pictures	Unit 2.3 Spreadsheets	Unit 1.7 Coding	Unit 2.1 Coding
Music		EYFS I've got a grumpy face Y1/2 Tony Chestnut	EYFS The Sorcerer's Apprentice & Witch, Witch	EYFS Row, row, row your boat & Shake Your Sillyies out Y1/2 Trains and Grandma Rap Begin to understand duration and rhythm notation. Learn about the terms: creascendo, diminuendo, accelerando, ritenuto. Compose 4 beat patterns to create a new rhythmic accompaniment. Play rhythms (body percussion or untuned percussion) using the durations of 'slow' (crotchets), 'quick quick' (quavers), and 'shh' (crotchet rest) from stick notation.	EYFS Bird Spotting: Cuckoo Polka and Up and Down	EYFS It's Oh So Quiet and Fine Five Bumble Bees Y1/2 Swing Along with Shostakovich	EYFS Down there Under the Sea and Slap Clap Slap

