

Greatstone Primary School Curriculum

Sept 2025 – July 2026

Together We Learn

The curriculum includes all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Greatstone Primary School. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

OUR VALUES

At Greatstone Primary School we challenge pupils to be active and creative, guiding pupils to think independently, to be the best possible version of themselves. Dreaming, daring and caring as they embark on their journey through from Nursery until they leave for secondary school and beyond

We achieve our vision through our set of values which shape how we go about our learning each and every day and are reflected in our school rules (Ready, Respectful, Safe):

Care
Dream
Dare

TOGETHER WE CARE – We are respectful

Our Greatstone Primary School family is part of our proud community. We recognise we all learn and develop in different ways as unique individuals. We value these differences and teach the children the importance of their uniqueness and their understanding of the individuality of others. We are devoted to learning together to achieve more. We teach the children to care for themselves, for each other, their local and global community.

TOGETHER WE DREAM – We are ready

Children play, imagine and explore and these traits are essential to develop into intelligent, creative, practical and thoughtful young people. We have high expectations of ourselves and of the children and build capacity in our school family by setting ourselves, and our children, ambitious goals in all areas of development. A new and exciting curriculum reinforces basic skills and leads to high achievement for all. Skilled and professional teaching staff ensure children are enthused about learning by making individual steps clear through fun lessons inside and outside the classroom. We see children as individuals and as such they learn in a variety of ways, supported by a variety of teaching approaches. Their skills, successes and talents are embraced as individuals and celebrated in our school community.

TOGETHER WE DARE – We are safe

We believe that all members of our school can thrive and flourish academically, socially, emotionally and physically to be the best they can possibly be. We empower our children and build their confidence in taking their next small or big step. Ensuring a child's self-confidence, self-concept and resilience is strong will equip them during their development throughout life. It is our commitment to teach our children to take these steps in a safe and nurturing environment

Organisation and planning

Our yearly curriculum map indicates which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Cornerstones has been used to provide a framework for year groups to work from. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways. Medium term or topic plans are adapted to ensure coverage of the foundation subjects. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session and to identify what resources and activities staff will use in the lesson. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents. If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books.

All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs. Monitoring and review Planning is monitored by the leadership team to ensure that planning is current and used as a working document. Book looks are also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Subject leaders also monitor the way in which resources are stored and managed. SLT and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

Themes

CARE		DREAM		DARE	
Term 1 Safe	Term 2 Community	Term 3 Future	Term 4 What if?	Term 5 Explore	Term 6 Transition

YEAR 1

		CARE		DREAM		DARE	
		Safe	Community	Future	What if?	Explore	Transition
Year 1	Main Project	 Childhood History This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources		 Bright Lights, Big City Geography This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.		 School Days History This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.	
	Writing	Lists and labels Descriptive sentences Instructions	Third person narrative Poetry	Letters Newspaper reports	Postcards Character Description	Poetry Diary entry (recount)	Letters Instructions
	Writing Texts	Little Red I Can Catch a Monster	Owl Babies Ten Things Found in a Wizard's Pocket	Beegu	Meerkat Mail Prince Cinders	The Magic Box Princess Smartypants	The Day the Crayons Quit The Day the Crayons Came Home Stone Girl Bone Girl
	Maths	NCETM plan (block 1 condensed)		NCETM plan		NCETM plan	
	Mini Projects	Science	Animals including Humans		Seasonal Changes	Everyday Materials	
		A & D	Mixing Colours This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.		Rain and Sunrays This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.		Street Views This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.
		D & T	Shade and Shelter This project teaches children about the purpose of shelters and their materials. They name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed product.		Taxi This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move.		Chop, Slice and Mash This project teaches children about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and techniques to design and make a supermarket sandwich according to specific design criteria.
		Geography	Our Wonderful World This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn		Geography covered in main project		Geography revision and retrieval practice

			about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features.											
		History	History covered in main project				History revision and retrieval practice				History covered in main project			
		Computing	Unit 1.1 Technology around us (and typing skills) Unit 1.2 Digital painting				Unit 1.3 Moving a robot Unit 1.4 Grouping data				Unit 1.5 digital writing Unit 1.6 Programming animations			
		RE	1.1 Who is a Christian and what do they believe? (part 1) Christians		1.6 How and why do we celebrate special and sacred times? (part 1) Christians, Muslims or Jewish people		1.2 Who is a Muslim and what do they believe? (part 1) Muslims		1.7 What does it mean to belong to a faith community? Christians, Muslims, Jewish people		1.5 What makes some places sacred? Christians, Muslims and/or Jewish people			
		PSHE	Being Me		Celebrating differences		Dream and Goals		Healthy Me		Relationships		Celebrating Me	
		Music	Menu songs Colonel Hathi's march Magical musical aquarium				Football Dawn from sea interludes Musical conversations				Dancing and drawing to Nautilus Cat and mouse Come dance with me			
		PE	PE Invasion Games	Games Ball Skills	PE Gymnastics	Games Ball Games	PE Dance	Games Fitness (Pirate)	PE Invasion Games	Games Multi-skills	PE Athletics	Games Social Dodgeball	PE Sports Prep	Games Outdoor Adventure

YEAR 2

		Autumn Term		Spring Term		Summer Term	
		CARE		DREAM		DARE	
		Safe	Community	Future	What if?	Explore	Transition
Year 2	Main Project	 Movers and Shakers History This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.		 Coastlines Geography This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.		 Magnificent Monarchs History This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns	
	Writing	Third person narratives Instructions First person narrative		Third person narrative Letter Third person narrative Poetry Non-Chronological Report		Non-Chronological Report Biography Character Description Newspaper reports Poetry	
	Writing Texts	Pinocchio (abridged) Little Red Reading Hood How to make a bird feeder (non-fiction) My Christmas Star		This Is How We Do It The Crow's Tale Cannonball Coralie and the Lion As quick as a cricket Winter Sleep, A hibernation Story		Our World in Pictures: Trees, Leaves, Flowers & Seeds Seasons in Senses	
	Maths	NCETM plan		NCETM plan		NCETM plan	
	Mini Projects	Science	Animals including Humans		Uses of Everyday Materials		Living Things and their Habitats Plants
A & D		Exploring Colours This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours, hues and how artists use colour in their artwork.	Still Life This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still lifes and learn about the use of colour and composition. They create still life arrangements and artwork.	Flower Head This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.		Portraits and Poses This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.	
D & T		Remarkable Recipes This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a new school meal that fulfils specific design criteria.		Beach Hut This project teaches children about making and strengthening structures, including different ways of joining materials.		Cut, Stitch and Join This project teaches children about fabric home products and the significant British brand Cath Kidston. They learn about sewing Push and Pull This project teaches children about three types of mechanism: sliders, levers and linkages. They make models of each	

										patterns and using a running stitch and embellishments before making a sewn bag tag.		mechanism before designing and making a greetings card with a moving part.		
		Geography	Geography covered in main project			. Geography revision and retrieval practice				Let’s Explore the World This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions				
		History	History revision and retrieval practice			History covered in main project				History covered in main project				
		Computing	Unit 2.1 IT around us		Unit 2.2 Digital photography		Unit 2.3 Robot algorithms		Unit 2.4 Pictograms		Unit 2.5 Digital music		Unit 2.6 Programming quizzes	
		RE	1.3 Who is Jewish and what do they believe? Jewish people		1.6 How and why do we celebrate special and sacred times? (part 2) Christians, Muslims or Jewish people		1.2 Who is a Muslim and what do they believe? (part 2) Muslims		1.1 Who is a Christian and what do they believe? (part 2) Christians		1.4 What can we learn from sacred books? Christians and Jewish people			
		PSHE	Being Me		Celebrating Differences		Dream and Goals		Healthy Me		Relationships		Celebrating Me	
		Music	Tony Chestnut Carnival of the animals Composing music inspired by birdsong			Grandma rap Orawa Trains				Swing-a- long with Shostakovich Charlie Chaplin Tranczyny labada				
		PE	PE Invasion Games	Games Ball Skills	PE Gymnastics	Games Rugby FUNda-mentals	PE Dance	Games Indoor Athletics	PE Invasion Games	Games Social Dodge-ball	PE Athletics	Games Tennis	PE Sports Day Prep	Games Kwik Cricket

Year 3

		Autumn Term		Spring Term		Summer Term	
		CARE		DREAM		DARE	
		Safe	Community	Future	What if?	Explore	Transition
Year 3	Main Project	 Through the Ages History This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.		 Rocks, Relics and Rumbles Geography This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.		 Emperors and Empires History This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.	
	Writing	Please Mrs Butler Outcome: 'In the style of...' poem Elf Road Outcome: Third person narrative Stone Age Boy Outcome: Setting description	The Ironman Outcome: Biography Outcome: Newspaper Report	The Firework Maker's Daughter Outcome: Character description How to make a firework Outcome: Instructions	Links to National Disasters Topic Earthquakes and Volcanoes Outcome: Non-chronological report Outcome: Kennings poem	Should we have to wear school uniform? Outcome: Persuasive argument letter Diary of a Killer Cat Outcome: Diary entry (as recount)	Flotsam Outcome: Setting description Outcome: Instructions Links to Romans topic Outcome: Shape poem
	Reading: Class Texts	The Wild Way Home by Sophie Kidley	The Iron Man By Ted Hughes	The Firework Makers Daughter Phillip Pullman	Journey to the Centre of the Earth By Sarah Courtauld Standed! A mostly True Story from Iceland Book by Benedikdsson	Empire's End – a Roman Story Book by Leila Rashead	Queen of Darkness by Tony Bradman
	Reading: Linked Texts	Ashley Booth KS2 Reading Curriculum Y3: https://docs.google.com/document/d/1qoScBdbWmRsiD7uXXv96RASUfiZs_deE5BRNfZ7rB9Y/edit					
	Maths	NCETM plan		NCETM plan		NCETM plan	
	Mini Projects	Science Animals including Humans	Rocks	Rocks	Forces	Light	Plants
		Contrast & Complements This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and	Prehistoric Pots This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.	Ammonite This project teaches children about artistic techniques used in sketching, printmaking and sculpture.	People and Places This project teaches children about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create	Beautiful Botanicals This project teaches children about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit.	Mosaic Masters This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile.

			cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.							artwork in his style to show scenes from their school.						
		D & T	Cook Well, Eatwell This project teaches children about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.				Making it Move This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.					Greenhouse This project teaches children about structures and frameworks. They make mini-greenhouse prototypes using strengthening, finishing and joining techniques.				
		Geography	One Planet, Our World This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.				Geography covered in main project					Geography revision and retrieval practice				
		History	History covered in main project				History revision and retrieval practice					History covered in main project				
		Computing	Unit 3.1 Connecting computers		Stop-frame animation (Pivot)		Unit 3.3 sequencing sounds		Unit 3.4 Branching databases			Unit 3.5 Desktop publishing Unit 3.6 Events and actions in programs				
		RE	L2.7 What does it mean to be a Christian in Britain today?		(part 1) Christians L2.8 What does it mean to be a Hindu in Britain today? (part 1) Hindus		L2.2 Why is the Bible so important for Christians today? Christians		Why are festivals important to religious communities? Christians, Muslims, Hindus (Jewish people)			What do different people believe about God? Hindus, Christians, Muslims		Why do people pray? Hindus, Christians, Muslim		
		PSHE	Being Me		Celebrating Differences		Dream and Goals		Healthy Me			Relationships		Celebrating Me		
		Music	I've been to Harlem Nao chariya de/Mingulay boat song Sound symmetry				Latin dance March from nutcracker From a railway carriage					Just three notes Samba with Segio Fly with the stars				
		PE	PE Invasion Games	Games Quicksticks	PE Gymnastics	Games Handball	PE Dance + Tri-golf	Games Fitness	PE Invasion Games	Games Netball	PE Athletics	Games OAA	PE Sports Day Prep	Games Kwik Cricket		
		MFL French	Y3 – Getting to know you		Y3 - All about me		Y3 - Food glorious food		Y3 – Family and friends			Y3 – Our School		Y3 - Time		

YEAR 4

		Autumn Term		Spring Term		Summer Term	
		CARE		DREAM		DARE	
		Safe	Community	Future	What if?	Explore	Transition
Year 4	Main Project	 Dynamics Dynasties History This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.		 Sow, Grow and Farm Geography This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.		 Groundbreaking Greeks History This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.	
	Writing	The Sound Collector Outcome: 'In the style of...' poem Mulan (abridged) Outcome: Diary entry (as recount)	Nikola Tesla Outcome: Biography The Magic Paint Brush Outcome: Third person narrative (1)	The Incredible Book Eating Boy Outcome: Third person narrative (2) Link to topic Outcome: Cinquain Outcome: Instructions	The Last Bear Outcome: Third person (adventure) narrative (3) The Gardener Outcome: Letter	The Creature Outcome: Newspaper report Should we feed animals at National Parks? Outcome: Persuasion (balanced argument)	Ancient Greek Recount by DK Outcome: Non-Chronological Report Theseus and the Minotaur Outcome: Third Person Narrative (4)
	Reading: Class Texts	Julius Zebra: Commotion in Ancient China!	Chinese Children's Favorite Stories: Fables, Myths and Fairy Tales by Mingmei Yip	Varjak Paw by S. F. Said	Seed by Caryl Lewis	Icarus Was Ridiculous Book by Pamela Butchart	The Boy Who Cried Horse by Terry Deary
	Reading: Linked Texts	Ashley Booth KS2 Reading Curriculum					
	Maths	NCETM plan		NCETM plan		NCETM plan	
Mini Projects	Science	Animals including Humans	Electricity	States of Matter		Living Things and their Habitats	Sound
	A & D	Colour in Landscapes This project teaches children about colour theory by studying tints, shades and tones. They learn about the features of landscapes before using this knowledge to create landscape paintings.	Taotie This project teaches children about the significance and art of the taotie motif, including ancient and contemporary casting methods.	Line, Light and Shadows This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to	Nature's Art This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.	Mixed Media This project teaches children about paper and fabric collage. They explore mixed media artworks and create a small-scale mixed media collage.	Expression This project teaches children about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait.

						reimagine their photographs in a shaded drawing								
		D & T	Moving Mechanisms This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.			Eat the Seasons This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.			Architecture This project teaches children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features.					
		Geography	Investigating Our World This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.			Geography covered in main project			Geography revision and retrieval practice					
		History	History covered in main project			History revision and retrieval practice			History covered in main project					
		Computing	Unit 5.1 Systems and searching Micro:Bit Music production			Animation in Scratch Unit 5.4 Flat-file data bases			Unit 5.5 Vector drawings Unit 5.6 Selection in quizzes					
		RE	What does it mean to be a Hindu pt 1	How do people celebrate festivals		What does it mean to be Hindu pt 2		What does t mean to be Christian		What do different people believe about God		Why do people pray		
		PSHE	Being Me		Celebrating Differences		Dream and Goals		Healthy Me		Relationships		Celebrating Me	
		Music	This little light of mine		Pink Panther Composing with colour		The doot doot song		Fanfare for the common man Spain		Global pentatonics		The horse in motion Favourite song	
		PE	PE Invasion Games	Games Football	PE Gymnastics	Games Dodgeball	PE Dance + Tri-golf	Games Fitness	PE Invasion Games	Games Tag Rugby	PE Athletics	Games Tennis	PE Sports Day Prep	Games Rounders
		MFL French	Y3 Term 5: Food		Y3 Term 6: At School		Y4 Term 1: Playtime		Y4 Term 2: At Home		Y4 Term 3: My Town		Y4 Term 4: Describing People	

		Autumn Term		Spring Term		Summer Term		
		CARE		DREAM		DARE		
		Safe	Community	Future	What if?	Explore	Transition	
Year 4/5	Main Project	 Dynamics Dynasties History This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.		 Sow, Grow and Farm Geography This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.		 Groundbreaking Greeks History This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.		
	Writing	The Most Dangerous Animal In The World by Valerie Bloom Outcome: 'In the style of...' poem Scott of the Antarctic by E and J Dowdeswell and Angela Seddon Outcome: Diary entry (as recount) Cosmic – by Frank Cottrell-Boyce Outcome – Third person (Science Fiction) narrative (1)	David Attenborough by Maria Isabel Sanchez Vegara Outcome: Biography The Christmas Truce Outcome: Third person narrative (2)	The Depth of The Lake and The Height of The Sky by Kim Jihyun Outcome: Third person narrative (3) Link to topic Outcome: Instructions	Kick by Mitch Johnson Outcome: Letter (persuasion) Gorilla by Anthony Browne Outcome: Third person narrative (4)	Titanic Outcome: Newspaper report Screen Use Outcome: Persuasion (Balanced argument)	Emperor Penguins Outcome(s): Non-Chronological Report The Highwayman by Alfred Noyes Outcome: 'In the style of...' narrative poem	
	Reading: Class Texts	Running on the Roof of the World by Jess Butterworth	Danny Chung Does Not Do Maths by Maisie Chan	Holes by Louis Sachar	The Secret Garden by Frances Hodgson	Mark of the Cyclops by Saviour Pirotta	Wonder by Palacio	
	Reading: Linked Texts	Ashley Booth KS2 Reading Curriculum						
	Maths	Mixed age NCETM plan		Mixed age NCETM plan		Mixed age NCETM plan		
	Mini Projects	Science	Forces		Properties and Changes of Materials	Space	Animals including Humans	Living things and their Habitats
		A & D	Colour in Landscapes This project teaches children about colour theory by studying tints, shades and tones. They learn about the features of landscapes before using this knowledge to create landscape paintings.	Taotie This project teaches children about the significance and art of the taotie motif, including ancient and contemporary casting methods.	Line, Light and Shadows This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take	Nature’s Art This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.	Mixed Media This project teaches children about paper and fabric collage. They explore mixed media artworks and create a small-scale mixed media collage.	Expression This project teaches children about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art

						black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing				to create an imaginative self-portrait.				
		D & T	Moving Mechanisms This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.			Eat the Seasons This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.				Architecture This project teaches children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features.				
		Geography	Investigating Our World This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.			Geography covered in main project				Geography revision and retrieval practice				
		History	History covered in main project			History revision and retrieval practice				History covered in main project				
		Computing	Unit 5.1 Systems and searching Micro:Bit Music production			Animation in Scratch Unit 5.4 Flat-file data bases				Unit 5.5 Vector drawings Unit 5.6 Selection in quizzes				
		RE	U2.1 Why do some people believe that God exists? Muslims Christians and non-religious		U2.6 What does it mean to be a Muslim in Britain today? (part 1) Muslims		U2.7 What matters most to Christians and Humanists? Christians, nonreligious		U2.2 What would Jesus do? (can we live by the values of Jesus in the twenty-first century? Christians		U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus, Jewish people, Muslims		U2.10 Green religion? How and why should religious communities do more to care for the Earth?	
		PSHE	Being Me		Celebrating Differences		Dream and Goals		Healthy Me		Relationships		Celebrating Me	
		Music	What shall we do with the drunken sailor Why we sing Introduction to song writing			Madina tun nabi Building a groove Epoca				Balinese gamelan Composing in ternary form				
		PE	PE Invasion Games	Games Quicksticks	PE Gymnastics	Games Handball	PE Dance + Tri-golf	Games Fitness	PE Invasion Games	Games Basketball	PE Athletics	Games OAA	PE Sports Day Prep	Games Kwik Cricket
		MFL French	Y4 Term 5: The Body		Y4 Term 6: Sport		Y5 Term 1: On Holiday		Y5 Term 2: Eating Out		Y5 Term 3: Hobbies		Y5 Term 4: A School Trip	

YEAR 6

		Autumn Term		Spring Term		Summer Term	
		CARE		DREAM		DARE	
		Safe	Community	Future	Safe	Community	Future
Year 6	Main Project	 Maafa History This project teaches children about Africa past and present and the development of the slave trade. It also explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.		 Frozen Kingdoms Geography This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.		 Rainforest Geography This project teaches children about the plants, animals and insects that inhabit the rainforest, food that originates there and weather patterns. They will find out about the impact on deforestation on animal habitats and native people, and how it is a major contributor towards climate change.	
	Writing	Factual Tour of the Circulatory System Outcome: Non-chronological report (1) Rosa Parks Outcome: Biography	Francis (Literacy Shed +) Outcome: Third person narrative (1) Christmas/winter Outcome: Tanka	An Atlas of Imagined Island Outcome: Non-chronological report The Explorer Outcome: Newspaper report The Great Kapok Tree Outcome: Persuasive argument	BROKEN: Rock, Paper, Scissors short film Outcome: Narrative (first and third person) Go and Open the Door Outcome: Instructions in Kennings style	Journey Outcome: Third person narrative (2) When Hitler Stole Pink Rabbit Outcome: Diary entry (as letter)	Do you want to live forever? Outcome: Balanced argument
	Reading: Class Texts	The Final Year – Matt Goodfellow The Boy at the back of the class – Onjali Rauf	Windrush Child By Benjamin Zephaniah	The last bear	The Explorer – Katherine Rundell	When the Sky Falls – Phil Earle	Once – Morris Gleitzman
	Reading: Linked Texts	Ashley Booth KS2 Reading Curriculum Y6: https://docs.google.com/document/d/1tK8XYAIY2nBBSUgG53cxYppvUZ2v2dk6wqcBXPiMg3Q/edit					
	Maths	NCETM plan (adapted)		NCETM plan (adapted)		NCETM plan (adapted)	
Mini Projects	Science	Animals including Humans	Electricity	Light	Evolution and Inheritance	Living things and their Habitats	
	A & D	Colour and Style This project revisits learning about colour theory, including primary, secondary, tertiary, complementary, analogous, warm and cool colours, hues, tints, shades and tones. They	Trailblazers, Barrier Breakers This project teaches children about significant black artists and their work, and provides opportunities	Inuit This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions.	Environmental Art This project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.	Distortion and Abstraction This project teaches children about the concepts of abstraction and distortion. They study the visual	Bees, Beetles and Butterflies This project teaches children about illustrators and scientific drawings. They sketch insects and

			learn about the use of colour in four art movements before using this knowledge to create a painting with personal meaning.		to analyse and create artwork inspired by them.				characteristics of abstraction and create a musically-inspired, abstract painting.		combine materials to create detailed illustrations.			
		D & T	Food for Life This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.				Engineer This project teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype.				Make, Do and Mend This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.			
		Geography	Our Changing World This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.				Geography covered in main project				Geography revision and retrieval practice			
		History	History covered in main project				History revision and retrieval practice				History covered in main project			
		Computing	Unit 6.1 Computing systems and networks Unit 6.2 Webpage creation				Unit 6.3 Games in scratch Unit 6.4 Spreadsheets				Unit 6.5 3D modelling Unit 6.6 Sensing movement (Micro:Bits)			
		RE												
		PSHE	Being Me		Celebrating Differences		Dream and Goals		Healthy Me		Relationships		Celebrating Me	
		Music	Hey, Mr Miller				Dona nobis pacem				Race Exploring identity through song			
		PE	PE Invasion Games	Games Football	PE Gymnastics	Games Dodgeball	PE Dance + Tri-golf	Games Fitness	PE Invasion Games	Games Netball	PE Athletics	Games Tennis	PE Sports Day Prep	Games Round-ers
		MFL French	Y4 Term 5: The Body		Y4 Term 6: Sport		Y5 Term 1: On Holiday		Y5 Term 2: Eating Out		Y5 Term 3: Hobbies		Y5 Term 4: A School Trip	

Early Learning Zone Curriculum

Academic Year 2025-26



Within our Early Learning Zone at Greatstone Primary School, we know that children learn best when they have high levels of involvement in their learning and it is at these points, lasting learning occurs. It is vital that we know how children learn rather than just what they learn. We therefore underpin everything we do with a solid understanding of the Characteristics of Effective Learning as, at this young age, children are naturally powerful learners who form attitudes about learning which will last a lifetime. Depths of learning matters more than moving from one 'Phase' (Birth to Five Matters) to the next or trying to cover everything. As practitioners, we understand that a child's knowledge is secure if they show it consistently and in a range of different contexts. Children do not learn in 'terms' naturally and therefore, it is important to understand that our Educational Programme outlines what we intend to cover over the year but may not always happen at the time it was originally planned. Children's learning is often driven by their own interests so plans need to be flexible. As a setting, we have chosen to use the non-statutory guidance of Birth to Five Matters as it considers the ages and stages of children who may be in the same year academically but can be months apart in age. Whilst we ensure that the planning is ambitious, we will also:

- Plan from the interests of children in 'the moment'.
- Ensure depth of learning occurs through different activities, whether planned or spontaneous.
- Use observations in play to assess the children's independent learning.
- Adapt plans as the year progresses to ensure that we consider that children do not learn in a straight line and that there are many strands which we need to consider for all children. When planning what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice accordingly. The Characteristics of Effective Teaching and Learning underpin everything within the Early Years from our youngest children through to those at the very end of Reception Class, who are now School Ready.
- Consider barriers to participating and belonging to ensure inclusion for all.
- Understand that a child's voice is paramount to their learning, whether this is non-verbal or verbal communication.

All children arrive in our setting from different backgrounds having experienced vastly different early childhoods from one another and it is these early interactions (Positive Relationships) and the world around them (Enabling Environments) which helps build their strengths and individuality. Understanding that the children bring these experiences with them when they join us is key to understanding who each child is and how best to support their learning and development.

The Statutory Framework for the Early Years Foundation Stage EYFS reforms 2020 states:

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.”

Principles of the EYFS



Our Learning Questions

Our learning questions each term aim to facilitate the knowledge they may come across in the 'real world', immersing children in their environment, and helping them to make links, on a two-year cycle (A/B). For example, within our learning in Term 2 (Year A) "Do we all party the same?", children will experience different celebrations such as Christmas, Halloween and Bonfire Night and are likely to see celebrations at home.

Year A

Term 1	CARE	'How do I fit into our world?'	Term 4	DREAM	'How can you earn your stripes?'
Term 2	CARE	'Do we all party the same?'	Term 5	DARE	'Can we reach the stars?'
Term 3	DREAM	'Did they all live happily ever after?'	Term 6	DARE	'What's your superpower?'

Year B

Term 1	CARE	'What makes me a me?'	Term 4	DREAM	'Can the sun shine on a rainy day?'
Term 2	CARE	'Can we celebrate without presents?'	Term 5	DARE	'Did the world start with me?'
Term 3	DREAM	'Is there always a moral to the story?'	Term 6		DARE 'Do we all move in the same way?'

Characteristics of Effective Learning (Birth to Five Matters)

We understand that all children learn at a different rate and in different ways. We want children to become confident, excited learners. A key part of this, is a deep understanding of the Characteristics of an Effective Learner and that all the different elements which we consider when observing a learner, happen simultaneously when a child is enthusiastic and keen to explore the world around them. Children need opportunity to explore and practise their learning and it is our job, as the adults to support, not take the lead in this at all times. Speaking when spoken to as an adult can, at times, ensure that the child is in charge of their own thinking and this is when the real magic occurs!

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

Areas of Learning and Development

Birth to 5 Matters Aspects

Prime Areas

Personal, Social and Emotional Development	Making Relationships
	Sense of Self
	Understanding Feelings
Physical Development	Moving and handling
	Health and Self-care
Communication and Language	Listening and Attention
	Understanding
	Speaking

Specific Areas

Literacy	Reading
	Writing
Mathematics	Mathematics
Understanding the World	People and Communities
	The World
	Technology
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive