Please note that units not taught this year will be taught in subsequent years.

**PUFFINS: Reception/Year 1 Class**

KEY: Reception Year 1 BLACK for both year groups

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Literacy/English - Writing | Pencil grip, writing name, mark making and letter formation.<br>CVC, CVCC, CCVC words (dot, duck, drip).<br><br>I Want My Hat Back - Jon Klassen (story sequel)<br>Anansi the Spider - Gerald McDermott (booklet about spiders)<br>Leo and the Octopus - Isabelle Marinov (fact file)<br>I am Henry Finch - Alexis Deacon (guide book) | | Pencil grip, writing name, mark making and letter formation<br><br>Billy and the Beast - Nadia Shireen (narrative)<br>Send for a Superhero - Michael Rosen (superhero narrative)<br>The Sea Saw - Tom Percival (own version narrative)<br>The Tiny Seed - Eric Carle (advice leaflet) | | Pencil grip, writing name, mark making and letter formation.<br><br>Weirdo - Zadie Smith and Nick Laird (instructional leaflet)<br>So Much - Trish Cooke (narrative poem)<br>Dragon Post - Emma Yarlett (guide to how to)<br>Hairy Maclary - Lynley Dodd (alternative narrative) | |
| Literacy/English - Reading | Reception - Phonics<br><br>Phase 2<br>s a t p i n m d g o k c ck e u r h b f l double consonants<br>revision<br>assessment<br><br>Reading and spelling cvc words<br>Tricky / HFW the to and is I go no of<br><br>Year 1<br>Phase 5 Unit 1<br>revision of previous phases<br>ay oo ie ea oy ir ue aw wh ew oe ey i-e o-e a-e u-e e-e ph<br><br>revision<br>assessment<br><br>Reading and spelling Tricky / HFW<br>Mr Mrs Ms their people oh there looked asked called could should would | | Reception - Phonics<br><br>Phase 3<br>j v w x y z sh ch th ng ai ee igh oa oo ar or ur ow oi ear air er<br>revision<br>assessment<br><br>Reading and spelling Tricky / HFW<br>we me be he she was my live you they are all what<br><br>Year 1<br>Phase 5 Unit 2 - reading focus<br>Alternate phonemes:<br><a> <y> <c> <ch> <ea> <ear> <ey> <g> <i> <ie> <o> <ow> <oo> <ow> <s> <th> <u> <ue> <u-e><br><br>revision<br>assessment<br><br>Tricky Words / HFW<br>The and to said eye he of know was you they on she is for at his but that with all we can are great had my her what says out this have went be like some so not then were go little as no | | Reception - phonics<br><br>Phase 4<br>cvcc words<br>reading two syllable words<br><br>revision<br>Assessment<br><br>Reading and spelling Tricky / HFW<br>Said so have like some come were there little one do does when out here says love<br><br>Year 1<br>Phase 5 Unit 3 - spelling focus<br>Alternate graphemes for:<br>ai ee igh oa long oo ue oy short oo ow o er ear air ar<br>3 syllable words<br>compound words<br>vowel GPCs<br>revision<br>assessment<br><br>alternate graphemes for ch f j k m n ng r sh s w v<br>consonant GPCs<br>revision<br>assessment | |
| Mathematics | Numbers 1 to 10 | | Shape and Patterns<br>1 more / less<br>Number bonds<br>Doubles<br>Representing numbers<br>Composition of numbers<br>Odds and evens<br>Length and height | | Measures – length, height, time, mass, capacity<br>Numbers to 20<br>Adding and subtracting<br>Sharing and grouping<br>Manipulate, compose and decompose | |
| | Place value within 20<br>Addition and subtraction within 10 | | Shape<br>Place value within 50<br>Addition and subtraction within 20<br>Length and height | | Mass and volume<br>capacity<br>Multiplication and division<br>Money<br>Time<br>fractions<br>Position and direction | |

# EDMUND DE MOUNDEFORD PRIMARY SCHOOL WHOLE SCHOOL CURRICULUM SUMMARY FOR SEPTEMBER 2026 – JULY 2027

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Understanding the World/Science | Ourselves and Senses<br>(Autumn and Winter) | | Everyday Materials<br>(Spring) | | (Summer)<br>Growing Seeds<br>Wild Animals and Plants | |
| | Seasons focus to occur across the year with one week focus per season (first half-term of a term) focusing on the changes/weather, Scientists to be focused on throughout the year along with scientific enquiry skills | | | | | |
| | Understanding the world (features of the natural world, EAD Materials – construction and joining materials, Environments of the world, seasons, special places, my family and community and people around me) | | | | | |
| Personal, social and emotional development/RSHE | My feelings<br>My body<br>Independence<br>Resilience | | My relationships<br>My beliefs<br>Tolerance<br>Team Player | | My family and community<br>Familiar people around me<br>My rights and responsibilities<br>Asking for help | |
| Understanding the World/History | Nurses | | Past and present<br>Toys | | The Great Fire | |
| Understanding the World/Geography | Map reading<br>School | | Compare the UK to other countries<br>Compare characters from stories<br>Antarctica | | Environments of the world<br>Features of Places - Forest v Seaside | |
| Understanding the World/Computing | Computing Skills | Digital Painting | Sorting<br>Word Processing Skills | Programming Toys | Using technology purposefully<br>Programming with Scratch Jr | Processing Skills<br>Using and Applying |
| Expressive Arts and Design/Design Technology | Tools<br>Food - fruit | | Junk modelling project<br>Wheels | | Exploring different materials to make a boat | |
| Expressive Arts and Design/Art | Colour mixing and collaborative creativity<br>Painting - Seasons | | Features of the natural world<br>Drawing - Picasso | | Focus artist and works<br>Collage - Water | |
| Expressive Arts and Design/Music | Daily singing – song of the week<br>Rhyming in Time | Daily singing – song of the week<br>Collaborative creativity<br>Creative Moves | Daily singing – song of the week<br>Music Inspired by the World Around Us | Daily singing – song of the week<br>Number Time | Daily singing – song of the week<br>Sound and Pictures | Daily singing – song of the week<br>Rhythm Adventure |
| Understanding the World/Religious Education | New Life: How is a new child welcomed? | Jesus: Why is he so important to Christians? | Communities: What does it mean to belong? | Caring: how do stories inspire actions? | Stories: How do different people find deeper meanings? | Places of worship: What makes them sacred? |
| Physical Development/Physical Education | Introduction to PE (Unit 2) | Fundamentals (Unit 2) | Gymnastics ( Unit 2) | Dance (Unit 2) | Games (Unit 2) | Ball Skills (Unit 2) |

## DUCKS: Year 1/2 Class

KEY: Year 1 Year 2 BLACK for both year groups

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| English | Writing:<br>Wolves - Emily Gravett (non chronological)<br>Send for a Superhero - Michael Rosen (superhero narrative)<br>Jim and the Beanstalk - Raymond Brigss (sequel story)<br>House Held Up By Trees - Ted Kooser (factual report) | | Writing:<br>The Bear and the Piano - David Litchfield (own version narrative)<br>The Bear Under the Stairs - Helen Cooper (information text)<br>The Minpins - Roald Dahl (own version narratives)<br>The Dragon Machine - Helen Ward (own version dragon story) | | Writing:<br>The Dragon Post - Emma Yarlett (guide how to look after a dragon)<br>Yeti and the Bird - Nadia Shireen (own version narrative)<br>Stanley's Stick - John Hegley (own version narrative)<br>A Walk in London - Salvatore Rubbino (guidebook) | |
| Maths | Place value<br>Addition and subtraction<br>Shape<br>Money | | Multiplication and division<br>Length and height<br>Multiplication and Division<br>Fractions<br>Weight and volume | | Place value and statistics<br>Multiplication and division<br>Problem solving<br>Position and direction<br>Time | |
| Science | Seasons focus to occur across the year with one week focus per season (first half-term of a term) focusing on the changes/weather<br>Scientists to be focused on throughout the year along with scientific enquiry skills (gathering and recording data to help in answering questions, using their observations and ideas to suggest answers to questions, observing closely, using simple equipment. | | | | | |
| | Health and Growth<br>Materials: Properties | | Weather Patterns<br>Plants: Survival | | Simple Food Chains<br>Materials : Uses | |
| RSHE | My Feelings<br>Independence | My Body<br>Resilience | My Relationships<br>Team Player | My Beliefs<br>Tolerance | Asking for Help<br>First Aid – Calling for Help | My Rights and Responsibilities<br>Reflect and Review |
| History | Nurses | | Toys | | Great Fire of London | |
| Geography | School | | Antarctica | | Features of Places - Forest v Seaside | |
| Computing | Information Technology in the World Beyond School | Digital Artists | Using IT to Organise and Present Data | Preparing for Turtle Logo | Building Sequences in Programs | Using and Applying |
| Design Technology | Food – Preparing Fruit and Vegetables | | Mechanisms - Sliders and Levers and Wheels and Axels | | Structures – Freestanding Structures | |
| Art | Painting - Colour Creations | | Mixed Media - Yayoi Kusama | | Collage - Matisse | |
| Music | Rhyming in Time | Let's Keep Singing | Music Inspired by the World Around Us | Sound and Symbol 2 | Sound and Pictures | The Power of Communication |
| Religious Education | The Bible: what does it say about God's promises? | Festivals: How do they celebrate the natural world? | Hindus: What do Hindu stories teach about life and the world? | Choices: Do we need rules to live by? | The World: How do different people explain how it started? | Prayer: Is it possible to speak to God? |
| Physical Education | Fundamentals<br>Ball Skills | Dance<br>Fitness | Gymnastics<br>Parkour | Invasion Games<br>Team Building | Athletics<br>Target Games | Striking and Fielding Games<br>Net and Wall Games |

## KINGFISHERS: Year 3/4

Year 3 Year 4 BLACK for both year groups

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| English | Whole Class Reading: The Iron Man<br><br>Writing:<br>The Matchbox Diary - Paul Fleischman (biography)<br>Varmints - Helen Ward (explanation)<br>Until I Met Dudley - Roger McGough / Chris Riddell (explanation)<br>The Iron Man - Ted Hughes (mystery narrative) | | Whole Class Reading: The Sheep Pig<br><br>Writing:<br>The Pied Piper of Hamelin - Michael Morpurgo (myth/legend)<br>The Selfish Giant - Oscar Wilde (own version narrative)<br>Black Dog - Levi Pinfold (own version narrative)<br>Riddle of the Runes - Janina Ramirez (alternate ending) | | Whole Class Reading: James and the Giant Peach<br><br>Writing:<br>Westlandia - Paul Fleischman (non-chronological report)<br>Shackleton's Journey - William Grill (newspaper report)<br>The Zebra's Great Escape - Katherine Rundell (own version narrative)<br>The Lion, the Witch and the Wardrobe - C S Lewis (own version narrative) | |
| Maths | Place value<br>Addition and subtraction<br>Multiplication and division<br>Length, perimeter and area<br>Statistics | | Multiplication and division<br>Geometry: properties of shape<br>Fractions<br>Fractions and decimals | | Fractions and Decimals<br>Money<br>Time<br>Mass and capacity<br>Coordinates<br>Statistics | |
| Science | SCIENTIFIC ENQUIRY AND STUDIES OF SCIENTISTS WILL OCCUR THROUGHOUT THE YEAR IN EACH UNIT OF LEARNING | | | | | |
| | Skeletons and Muscles | Light and Shadows | Environmental Dangers | Forces and Magnets | Solids, Liquids and Gases | Grouping and Keys |
| CARE | My Feelings<br>Independence | My Body<br>Resilience | My Relationships<br>Team Player | My Beliefs<br>Tolerance | Asking for Help<br>First Aid – Calling for Help / Basic Life Support | My Rights and Responsibilities<br>Reflect and Review |
| History | Stone to Iron Age | | Ancient Egyptians | | Suffragettes (Can change to something else) | |
| Geography | Europe | | Rivers | | Norwich v Feltwell | |
| MFL | Bonjour<br>En Classe<br>(Rigolo) | | Mon Corps<br>Les Animaux<br>(Rigolo) | | La Famille<br>Bon Anniversaire<br>(Rigolo) | |
| Computing | Online Safety | Online Searchers and Safety | Coding Questions and Quizzes | Processing | Databases | Repetition in Programs |
| Design Technology | Mechanical Systems | | Pulleys and Gears | | Pneumatics | |
| Art | Mixed Media - Stone Age | | Painting - Landscapes | | Drawing - LS Lowry | |
| Music | A Shining Performance | Singing and Traditions | Music and Video | Exploring Musical Contrasts | Music and Sound | Round and Round |
| Religious Education | Muslims: How does prayer and fasting help Muslims find harmony? | Festivals: How do ancient stories influence modern celebrations? | Pesach: How do Jews remember God's covenant? | Holy Week: What do the stories say and what is their meaning? | Rites of Passage: How do communities mark growing up? | Spirituality: How do music and silence express beliefs? |
| Physical Education | Fundamentals Y3/4<br>Ball Skills Y3/4 | Parkour<br>Dance | Swimming<br>Gymnastics<br>Dodgeball | Swimming<br>OAA<br>Netball | Football<br>Athletics | Rounders<br>Tennis |

## OSPREYS: Year 4/5

Year 4 Year 5 BLACK for both year groups

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| English focus | Whole Class Reading: Impossible Creatures<br><br>Writing:<br>Until I Met Dudley - Roger McGough and Chris Riddell (explanation)<br>Kaspar, Prince of Cats - Michael Morpurgo (newspaper article)<br>Riddle of the Runes - Janina Ramirez (alternate ending)<br>The Odyssey - Gillian Cross (epic adventure story) | | Whole Class Reading: Arctic Star<br><br>Writing:<br>The Lost Thing - Shaun Tan (own version narrative)<br>The Baker by the Sea - Paula White (tourist brochure)<br>Robot Girl - Malorie Blackman (science fiction narrative)<br>Curiosity: The Story of a Mars Rover - Markus Motum (expanded explanation) | | Whole Class Reading: Who Let the Gods Out? Maz Evans<br><br>Writing:<br>The Lost Happy Endings - Carol Ann Duffy (prequel - alternative perspective)<br>Varmints - Helen Ward (explanation)<br>Children of Benin Kingdom - Dinah Orji (non-chronological report)<br>The Ever Changing Earth - Graheme Baker Smith (narrative sequel) | |
| Maths | Place value<br>Addition and subtraction<br>Multiplication and division<br>Fractions<br>Length and perimeter<br>Statistics | | Multiplication and division<br>Area and volume<br>Fractions<br>Decimals<br>Problem Solving | | Money<br>Decimals and percentages<br>Time and Converting Units<br>Shape<br>Position and coordinates<br>Statistics | |
| Science | SCIENTIFIC ENQUIRY AND STUDIES OF SCIENTISTS WILL OCCUR THROUGHOUT THE YEAR IN EACH UNIT OF LEARNING | | | | | |
| | Life Cycles (Mammals) | Exploring the Universe | Approval of Materials | Gravity and Friction | Circuits and Conductors | Reversible Changes |
| CARE | My Feelings<br>Independence | My Body<br>Resilience | My Relationships<br>Team Player | My Beliefs<br>Tolerance | Asking for Help<br>First Aid – Calling for Help / Bleeding | My Rights and Responsibilities<br>Reflect and Review |
| History | World War I | | Anglo Saxons – The Scots | | Ancient Greece | |
| Geography | South America – urban focus | | Natural Disasters – hurricanes and tornadoes | | Farming and Agriculture – world comparison | |
| MFL | Encore<br>Quelle heure est-il?<br>(Based on Rigolo) | | Les Fetes<br>Ou vas-tu?<br>(Based on Rigolo) | | On mange!<br>Le Cirque<br>(Based on Rigolo) | |
| Computing | Online Safety | The Internet | Strategic Searching Online | Coding with Scratch | Repetition in Programs | Word Processing |
| Design Technology | Arch Structures | | Electric Motors | | Pulleys and gears | |
| Art | Sculpture - Rousseau | | Drawing – Light | | Painting - Animals | |
| Music | Shaping Music | Singing and Traditions | Sounds Dramatic | Exploring Musical Contrasts | Carnival Time | Round and Round |
| Religious Education | Jews: How does remembering maintain Jewish identity? | Jesus: How did he speak to power? | Forgiveness: I reconciliation possible? | Muslims: What are the joys and challenges of being Muslim in Britain? | Humanists: How can you lead a happy and meaningful life? | Buddhists: Who was the Buddha and what does he mean for Buddhists? |
| Physical Education | Throwing and catching | Gymnastics<br>Swimming | Dancing | Challenges and playing a game | Running and jumping<br>Swimming | Team games and challenges |

EDMUND DE MOUNDEFORD PRIMARY SCHOOL WHOLE SCHOOL CURRICULUM SUMMARY FOR SEPTEMBER 2026 – JULY 2027

## SWANS: Year 5/6

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| English | Whole Class Reading: Kensuke's Kingdom<br><br>Writing:<br>The Odyssey - Gillian Cross (explanation)<br>The Arrival - Shaun Tan (extended narrative telling)<br>The Last Bear - Hannah Gold (newspaper article)<br>Can We Save the Tiger? Martin Jenkins (discussion text) | | Whole Class Reading: Viking Boy<br><br>Writing:<br>Suffragette, The Battle For Equality - David Roberts (persuasive)<br>The Invention of Hugo Cabret - Brian Selznick (biography)<br>Boy In the Tower - Polly Ho-Yen (own version narrative)<br>Paradise Sands - Levi Pinfold (narrative prequel) | | Whole Class Reading: Holes<br><br>Writing:<br>Romeo and Juliet - William Shakespeare (balanced argument)<br>The Last Happy Endings - Carol Ann Duffy (prequel alternative perspective)<br>Night Mail by W H Auden (poem with similar structure)<br>Some Places More Than Others - Renee Watson (a range of writing for the Suitcase Project) | |
| Maths | Place Value<br>Addition and Subtraction<br>Multiplication and Division<br>Fractions<br>Measurement – converting units<br>Multiplication and Division | | Multiplication and Division<br>Fractions B<br>Decimals A<br>Perimeter, area and volume<br>Decimals B<br>Fractions, Decimals and Percentages | | Word Problems<br>Ratio and Algebra<br>Statistics<br>Geometry: Shape<br>Geometry: Position and Direction<br>Time | |
| Science | SCIENTIFIC ENQUIRY WILL OCCUR THROUGHOUT THE YEAR IN EACH UNIT OF LEARNING | | | | | |
| | Circulatory System | Light and Refraction | Evolution and Adaptation | Electricity and Voltage | Classification System | Irreversible Changes |
| CARE | My Feelings<br>Independence | My Body<br>Resilience | My Relationships<br>Team Player | My Beliefs<br>Tolerance | Asking for Help<br>First Aid – Calling for Help / Choking | My Rights and Responsibilities (incl. Sex Education)<br>Reflect and Review |
| History | Protests in British history | | Vikings | | Maya | |
| Geography | Asia - Japan | | Human impact | | Fieldwork | |
| MFL | Based on Rigolo 2:<br>Salut Gustave<br>A l'ecole | | Based on Rigolo 2:<br>La Nourriture<br>En Ville | | Based on Rigolo 2:<br>En Vacances<br>Chez Moi | |
| Computing | Online Safety | Communication and the Internet | Exploring Selection in Physical Computing | 3D Modelling | Using Variables in Programming to Develop a Game | Introduction to Spreadsheets |
| Design Technology | Frame Structures | | Automata | | Food and Nutrition | |
| Art | Printing – Basquiat | | Painting - Vikings | | Drawing – Georgia O'Keefe | |
| Music | Shaping Music | Express, Inspire and Perform | Sounds Dramatic | Musical Sketches | Carnival Time | Music Speaks |
| Religious Education | Hindus: How do Hindus see Brahman? | Sikhs: What does Khalsa mean to Sikhs today? | Pilgrimage: Why are people still drawn to ancient places? | The Church: Has there always been diversity? | Ethics: How do we decide what is good? | Worldviews: How is our country and community changing? |
| Physical Education | Swimming<br>Hockey<br>Yoga | Dance<br>Volleyball Y5/6 | Gymnastics<br>Fitness | Netball<br>OAA | Athletics<br>Tennis | Rounders<br>Swimming<br>Badminton |