# Curriculum overview for Codicote School 2025– 2026 Statutory Year Groups

| Reception | Topic/ Themes | Personal, Social and Emotional Development | Language, Literacy and Communication | Problem Solving, Reasoning and Numeracy | Knowledge and Understanding of the World | Physical Development | Creative Development |
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| | All About Me<br>Autumn and Harvest<br>Dark and Light<br>Celebrations and Festivals<br>The Senses<br>Spring<br>Growth<br>Gardening<br>(Traditional stories) | We are all special.<br>Reception class routine.<br>Healthy eating and drinking<br>Visit to Church for Harvest Festival<br>Diwali<br>Understand that people have different needs and feelings<br>Respond to significant events<br>Belonging to family and community<br>Use senses to explore and identify.<br>Observing season changes with others.<br>Show care and concern for living things - chicks hatching out , garden/plants.<br>Understanding growth and sharing own knowledge.<br>Team work, working with others. | Stories linked to transition (first day at school) and feelings.<br>Phonics Phase 1- 4<br>Story-telling<br>Traditional stories-enjoying and creating<br>Stories linked to topics<br>Poetry, songs and rhymes<br>Information books<br>Recounts<br>Describing words. | Adding and Subtracting<br>Comparing and Ordering Numbers<br>Comparing two numbers.<br>Say a number that is between two numbers.<br>Counting and reading numbers.<br>Measures Money and 'real life' problems<br>Reasoning<br>Shape and Space<br>Sorting and matching.<br>Use language of comparison to compare two objects. | Own culture and beliefs and those of other people.<br>Where our food comes from<br>Identifying trees and leaves<br>Identify features in the place they live and the natural world.<br>Changes<br>Seasonal changes in the garden and at Forest School<br>Life cycles.<br>Tadpoles, frogs and ducklings<br>Planting, growing and harvesting.<br>Investigate using their senses<br>Begin to know about events past and present. | Dress and undress independently<br>Keeping healthy<br>Body awareness<br>Forest School<br>Basic travelling skills<br>Following instructions<br>Ball skills<br>Dance<br>To explore movement imaginatively to express feelings and emotions<br>To understand how we use our bodies to travel. | Exploring shades of colour<br>Self-portraits Observational painting<br>Forest School<br>Printing<br>Colour matching<br>Collage and outdoor art with natural materials Colour-mixing Exploring textures and materials.<br>Christmas cards.<br>Christmas play<br>Clay modelling.<br>Music-exploring sounds using instruments and voices.<br>Observational painting. Junk modelling Vegetable printing and dyeing<br>Story props<br>Drama role-play |

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| **Year 1** | Our Bodies and Senses<br>Seasonal Changes<br>Weather<br>Animals, Including Humans<br>Everyday Materials<br>Plants | Technology Beyond School<br>Online Safety<br>Pictograms<br>Lego builders<br>Maze explorers<br>Animated story boards | History of Our School<br>Significant Explorers and Events (e.g. The Moon landing)<br>Homes Now and Then<br>History of Codicote<br>Significant People in the locality. | Weather – Seasonal and Daily<br>The World (including The Poles, The 7 Continents, The Countries of the UK)<br>Our Local Area<br>Human and Physical Features | Modelling materials – shaping to make a design<br>Painting, drawing using different media including observational, painting through seasons<br>Self portraits<br>Natural Art – Andy Goldsworthy<br>Collage – arranging materials using different media<br>Junk modelling<br><br>Art Appreciation: Van Gogh | Where Food Comes From / Food Groups<br>Making sandwiches / Fruit skewers<br>Weaving/Sewing (Basic running stitch)<br>Moving Pictures – (Slider and Lever) | Gymnastics / Apparatus<br>Throwing and Catching<br>Games – Football, Basketball, Tennis, Cricket<br>Yoga<br>Dance<br>Athletics | Basic rhythms<br>Pulse<br>Composing<br>Exploring pitch<br>Singing | Christianity<br>Islam<br>Harvest/Christmas/Lent/Easter/Ramadan/Eid<br>Belonging<br>(Visit to Codicote Church)<br>Special People and Places<br>Special books and stories |

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| **Year 2** | Materials<br>Health & growth<br>Medicines<br>Alive – living& non living<br>Materials - Man made & natural<br>Plants – growing<br>Life cycles<br>Food chains | e-safety<br>Presenting ideas<br>Questioning<br>Searching<br>Coding<br>Creating picture<br>Creating simple spreadsheets | Past events from the History of Britain:<br>The plague & the Fire of London<br>The life of people in the past – at the seaside<br>Famous people in history: Florence Nightingale, Mary Secole, Guy Fawkes, Samuel Pepys, Rosa Parkes, Blackbeard.<br>Life of Nelson Mandela<br>Seaside holidays from the past | Africa - Compare and contrast life in a different country to ours, location comparison with Codicote<br>Features of a seaside town<br>Directions – North, South, East, West<br>Hot/cold climates.<br>The equator. | Clay sculptures<br>Observational and expressive painting and drawing, seascapes, canvases<br>Mixed media<br>Collage – using range of materials<br>Africa – patterns and animals<br>Mark making using different media<br>Art appreciation – Monet<br>Printing. | Making a puppet<br>Textiles – applique<br>Designing and making an ice cream van/using Jinks method – axels, clips & clipper | Gymnastics<br>Games<br>Dance<br>Athletics<br>Swimming | Pitch, pulse and rhythm<br>Musical appreciation<br>Exploring instruments<br>Symbols for scoring<br>Singing<br>Timbre, tempo, dynamics<br>Exploring sounds, including making simple instruments<br>Ocarinas<br>Glockenspiels<br>Body percussion | Christianity & Hinduism<br>Responsibilities and values<br>God, creation, Harvest<br>Chinese New Year<br>Festivals<br>Diwali Holi<br>Responsibilities and values<br>God, incarnation<br>Christmas<br>Beliefs and practices<br>Salvation<br>Easter<br>Sources of wisdom<br>Gospel & Sacred texts<br>Bible stories<br>Places and leaders of worship |

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| **Year 3** | Forces & magnets<br>Light<br>Rocks and Soils<br>Plants<br>Animals including humans | e-safety<br>Programming & games<br>Keeping informed<br>Bringing images to life | Stone age,<br>Ancient Egyptians | Map work – major natural and manmade features – key locations in UK<br>Contrasting environments Northy America physical and human geography contrast | Drawing & painting – character illustrations<br>Relationship pictures<br>Observational drawing & painting<br>Clay – modelling<br>Thumb pots to make canopic jars<br>Printing<br>Clay dragon eyes<br>Weaving | Rock cake<br>Design a marvellous Medicine Bottle<br>Create a monkey drum<br>Dragon puppet sewing | Gymnastics<br>Games – ball, bat and ball<br>Dance<br>Swimming<br>Tennis<br>Athletics | Singing and accompanying with instruments<br>Performance singing<br>Glockenspiels – notes and playing<br>Singing, playing, improvising and composing<br>Music appreciation – Bob Marley<br>Djembe drumming | Christian & Muslim Faiths<br>Prayers & praying<br>Places of worship<br>Angels in the Christmas story<br>Events in the life of Jesus<br>The roles of Mohammed and Jesus in their respective religions<br>Lent, Easter, Ramadan, EIs.<br>People of God – Noah<br>Life's journey – birth, faith, commitment, marriage and death | Listen join in and respond.<br>Songs & rhymes<br>Common vocabulary linked to themes |
| **Year 4** | Electricity<br>Sound<br>States of matter – solids, liquids and gasses<br>Water cycles<br>Living things and their habitats<br>Animals including humans – digestion, teeth.<br>Food chains | e-safety<br>Developing communication<br>Authoring<br>Accuracy counts | Roman Britain<br>Mayans/Aztecs | Map skills – Counties and Cities in the UK & in connection with South America | Drawing and painting – techniques<br>Observational drawings<br>Rainforest art work<br>Sculpture<br>Clay lamps<br>Clay slab houses<br>Great artists, architects and designers – Britain today | Designing and constructing<br>Roman catapults, shields, picture frames.<br>Musical instruments<br>Printing – textiles – bag making<br>Food – making wraps | Gymnastics<br>Games Tag Rugby, Netball, Lacrosse, Tennis, Rounders<br>Dance – traditional dances<br>Athletics<br>Outdoor adventurous activities | Rhythmic patterns<br>Exploring arrangements<br>Music notation<br>Play and perform<br>History of music | Christianity & Sikhism – Identity & Belonging – religious leaders<br>Easter – Last Supper<br>Symbols and actions<br>Religious stories and texts | Listen, join in and respond<br>Spelling, sound and meaning of words<br>Simple conversations using familiar vocabulary<br>Accurate pronunciation and intonation<br>Reading |

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| | | | | | Paul Klee – Abstract Art | | | | | Songs and rhymes<br>Describe everyday things orally and in writing<br>Basic grammar |
| **Year 5** | Forces<br>Properties of materials<br>Animals – including humans, puberty & changes<br>Earth & space<br>Living things and their habitats, lifecycles | e-safety<br>Data matters<br>Computing systems and networks<br>Media<br>Vector graphics<br>Programing<br>Physical computing | Ancient Greece<br>Anglo Saxons – settlement by Anglo Saxons & Scots | Europe<br>Rivers – location and formation<br>Water cycle | Drawing & painting - Pen & Ink – sketches<br>Old masters<br>Self portraits<br>T shirt designs<br>Calendars<br>William Morris - Wallpaper designs<br>Matisse –artist focus<br>Clay – Greek urns<br>Slab pots | Anglo Saxon brooches<br>Bread<br>Greek masks | Games – Basketball, netball, football, rugby, hockey, hockey<br>Gymnastics<br>Dance – expressive<br>Cricket<br>Athletics<br>Rounders<br>Gymnastics – apparatus work<br>Fitness<br>Outdoor adventurous activities – linked to school trip | Music appreciation<br>Music notation<br>Christmas Musical performance songs<br>Rock<br>Jazz<br>Rapping | Christianity & Judaism<br>Rules and religious codes of conduct<br>Light and dark – symbolic to religious festivals, Hanukkah and Christmas<br>Miracles of Jesus<br>Key figures in Jewish religion<br>Salvation<br>Sources of Wisdom<br>Easter – Stations of the Cross | Listen, respond<br>Simple conversations<br>Reading, writing, speaking – expressing simple ideas<br>Vocabulary extension<br>speak in sentences, using familiar vocabulary, phrases and basic language structures<br>Grammar |
| **Year 6** | Living things and habitats<br>Plants<br>Evolution and Inheritance - Pond<br>Forces – flight<br>Light<br>Electricity<br><br>Sex & Relationships education | e-safety<br>Data base searching<br>PowerPoint & Multi media presentations including researching Large data<br>Combining text and graphics<br>Control<br>Spreadsheets – formulae and graphic modelling<br>Film making- moving images/sound | Vikings and Anglo Saxon struggle<br>Edward the Confessor<br>Battle of Hastings<br>Chronology of World War 2 | Local study<br>Mapping - contours<br>Co-ordinates<br>Airfields of World War 2<br>Mountains – identification of Mountain ranges<br>Physical features and mountain formation<br>Weather – Seasons<br><br>Town names – investigations | Viking shields<br>Anglo Saxon crosses and interlocking patterns<br>Printing – runes<br>Clay pots<br>Drawing, sketching and painting<br>Landscapes – Symmetry & proportion – Leonardo Da Vinci<br>Design - Propaganda posters<br>Religious Icons<br>Painted on a range of materials<br>Buddha sculptures | Viking footwear<br>Viking longboats<br>Designing and making hats for fictional characters<br>Bridges<br>Maths Circus<br>Games<br>Pizzas | Games – Lacrosse, netball, football, rugby, hockey, basketball<br>Dance<br>Gymnastics<br>Dance<br>Tennis<br>Athletics<br>Rounders & Cricket | Rounds<br>Sound sources<br>Lyrics and melodies<br>Rhythm & pulse<br>Performing together<br>Musical processes<br>Buddhist & Gregorian chants<br>Music from WW2<br>Musical notation.<br>Musical appreciation. | Christian & Buddhist beliefs<br>Art, drama & song in religion<br>Founders of faiths<br>The Easter story<br><br>Creation vs Science | Listen, respond<br>Simple conversations with correct pronunciation and intonation<br>Reading, writing, speaking – expressing simple ideas<br>Vocabulary extension<br>speak in sentences, using familiar vocabulary, phrases and basic language structures<br>Key grammar<br>Similarities and differences between English and other foreign language |