

## CURRICULUM MAP 2025-2026

EYFS, Key Stage 1 and Key Stage 2						
	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
<b>Curriculum focus / Enrichment</b>	Establishment phase Year 6 – Heart Dissection Workshop	Bikeability (Y6) Fire Safety Talk (YR, 2, 5) Road safety day Puberty and Menstruation - Nurse talk (Y5) linked with Science	MoneySense volunteers (Yr3) Media literacy and digital resilience Junior Citizens (Y6) Careers and Aspirations event	Friendship Week Water and Railway Safety Hogsmill river walks Bikeability (Y4) RE Day (KS2)	Walking Safety (Y3) People who help us. First Aid training (Y5) Police visit (Y3) Local court visits (Y4)	Reproduction/Year 6 – Nurse Talk
	Parents visit classrooms Ewell Village walk Art display at Bourne Hall FOEG Christmas cards Rivers Assembly	Visit to Bourne Hall Library/Museum Bonfire night Remembrance Day Garden of Remembrance Bourne Hall Rivers Walk KS2 Festive Singing Nativity/concert Performances Decoration Day Christmas Tree Assembly Christmas Grotto Yule Ewell Talent Show	Visit to Bourne Hall Library/Museum Pied Piper Theatre Company Visit St Mary's Church Tri-Golf High Ashurst High Ashurst Assembly World Book Day	Tri-Golf World Book Day Book Swaps Music Festival Spring parade Bubble Bursting Spring Challenge Spring Assembly St Mary's Church (KS2) Toy Sale Living Eggs (e.g. chicks)	Nursery Sports Day Ewell Grove Games Visit to Bourne Hall Library/Museum Class concerts Year 6 auditions School Discos Transition meetings (Yr6) EYFS/KS1 Educational Visits Novium Museum (Yr3) Thames Young Mariners (Yr6)	Open School Art – Bourne Hall Dogs Trust Workshop Techy Tots Day (EYFS/KS1) Swimming Dance Festival District Sports Piano Concert Novium Museum Assembly Year 6 Performance Year 6 Disco Year 6 Final Assembly Induction Day Henley Fort (Yr5)
<b>Festivals</b>	Rosh Hashanah Yom Kippur Milad un Nabi/Mawlid Black History Month Harvest <i>Local Food Bank</i>	All Saints' Day Guy Fawkes Night Armistice Day Remembrance Sunday Diwali St. Andrew's Day Advent Hanukkah Christmas, <i>Children's charity</i>	New Year's Day Lohri Martin Luther King Day World Religion Day Lunar New Year Chinese New Year Burns Night Tu B'Shevat/Arbor Day	Shrove Tuesday Lent Ash Wednesday St. David's Day Holi St. Patrick's Day Mother's Day Ramadan Palm Sunday Passover Maundy Thursday Good Friday Holy Saturday Vesak Easter	Vaisakhi Laylatul Qadr/Night of Power Eid Al-Fitr St. George's Day May Day Shavuot Pentecost Whit Monday	The King's Official Birthday Father's Day Windrush Day Eid Al-Adha Asalha Puja Day Muharram/Islamic New Year
<b>RE</b>						
<b>EYFS</b>	<b>Who am I, and where do I belong?</b>	<b>Why do we have celebrations?</b>	<b>What makes a place special?</b>	<b>What can we learn from stories?</b>	<b>What makes something special?</b>	<b>What makes our world wonderful?</b>
<b>KS1</b>	<b>Christianity</b> Why do Christians call God 'creator'?  What is God like for Christians?	<b>Christianity</b> What is the 'Nativity', and why is it important to Christians?  Why is giving important to Christians?	<b>Judaism</b> What is the Torah and why is it important to Jewish families?  Why do Jewish families celebrate the gift of Shabbat?	<b>Christianity</b> What do Christians learn from stories of Jesus?(link to Easter)  Why do Christians call Jesus 'Saviour'?  <b>Easter is 5<sup>th</sup> April 2026</b>	<b>Islam</b> What is important to Muslim families?  Who is Allah and how do Muslims worship him?	<b>Comparative</b> Why should we look after our world? ?  Is it better to give or receive?
<b>KS2 – Opening Worlds and SACRE (SACRE is the Standing Advisory Council on Religious Education which is responsible for the RE syllabus used by most Surrey Schools).</b>						

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Year 3	<b>Hinduism 1: A Hindu Story: Rama and Sita</b> What does the story of Rama and Sita mean to Hindu peoples?	<b>Hinduism 2: More Hindu Stories</b> What do Hindus learn from Vishnu's stories and symbols?	<b>Hinduism 3: Even More Hindu Stories</b> How can we learn about the lives and beliefs of Hindu people today?	<b>Judaism 1 - Abraham, Isaac, Jacob</b> Why is the Promised Land so important in Judaism?	<b>Judaism 2 - Joseph, Moses and the Exodus</b> Why do Jews celebrate the festival of Passover?	<b>Judaism 3 - Samuel, Saul, David and the Kingdom</b> How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?
	<b>Hinduism</b> <i>What helps Hindus to worship? Why should Hindus live a good life?</i>			<b>Judaism</b> <i>What are important times for Jewish people? What does it mean to be part of a synagogue community?</i>		
Year 4	<b>Christianity - Family of Jesus</b> Why is the idea of 'Messiah' so important to Christians?	<b>Christianity – The Birth of Jesus.</b> How do Christians express their beliefs about Jesus at Christmas time?	<b>Christianity – The Life and Teachings of Jesus</b> How does the life and teaching of Jesus affect the way in which Christians live?	<b>Christianity – The Death and Resurrection of Jesus</b> What do the death and resurrection of Jesus mean in Christian traditions?	<b>Christianity – The message of Jesus spreads</b> How did Christianity develop in the early church and how do we know?	<b>Islam 1 Ramadan</b> What do stories and sayings mean to Muslims?
	<b>Christianity</b> <i>What did God promise to his people? What do Christians believe about the messiah – and why is it good news?</i>	<b>Christianity</b> <i>What's the Bible's 'big story' – and why is it like treasure for Christians?</i>	<b>Christianity</b> <i>How did Jesus change lives – and how is it 'good news'? What did Jesus say about God's kingdom and why is it 'good news'?</i>	<b>Christianity</b> <i>Why is the idea of 'rescue' so important to Christians? For Christians, what difference does it make to belong to God's Kingdom?</i>	<b>Christianity</b> <i>How did the church begin, and where is it now?</i>	
Year 5	<b>Islam 2 - Stories of the prophets</b> How do Muslim practices vary round the world?	<b>Islam 3 - Living Muslims traditions</b> What do art, architecture, prayers and practices tell us about Muslim views of God?	<b>Living Christian Traditions</b> How are Christian beliefs and practices around the world similar and different?	<b>Christian sites and spaces</b>	<b>Buddhism 1 The Prince who became Buddah</b> How does the life and teaching of Siddartha Gotama affect the way in which Buddhists live?	<b>Buddhism 2 Buddhist stories and teachings</b> What do Buddhist stories teach Buddhists about enlightenment?
	<b>Islam</b> <i>What helps Muslims to live a good life? How does 'ibadah' (worship) show what's important to Muslims?</i>		<b>Christianity</b> <i>For Christians, is communion a celebration, or an act of remembrance?</i>	<b>Christianity</b> <i>How did the Church begin, and where is it now?</i>	<b>Buddhism</b> <i>What is the 'Buddhist way of life'?</i>	
Year 6	<b>Sikhism 1 – The teaching of the gurus</b> What do Sikhs learn from the gurus?	<b>Sikhism 2 – Living Sikh Traditions</b> How do Sikh traditions show Sikh beliefs?	<b>Stories which point to truth</b> What can we learn from Aesop's Fables about living a moral life?	<b>Reason and revelation</b> What is the purpose of life?	<b>Visits to religious sites</b> <b>TBC</b>	
	<b>Sikhism</b> <i>What do Sikh people value?</i>		<b>Philosophy</b> <i>What does it mean to live a good life? How did all begin?</i>			
<b>KS2 SACRE Thematic Units delivered through -Collective Worship (2 year cycle).</b>						
<b>Cycle 1</b>	How did it all begin? <b>Christianity</b> - What do Christians believe about creation?	Who am I and where do I belong?	What can be done to reduce racism – can RE help? NATRE materials	Should we forgive and forget?	What does it mean to live a 'good life'?	Is life a journey?
<b>Cycle 2</b>	What is the 'Golden Rule' and why do so many people live by it?	<b>Humanism</b> - How do non-religious people celebrate new life?	How do people try to make the world a fairer place?	<b>Christianity</b> – How is God Three – and yet One?	Are words more important than actions?	Why do people make promises?
<b>PSHE</b>	<b>Whole School PSHE - Inclusive Themes and British Values.</b>					
<b>Overall themes</b>	<b>All about Me</b>	<b>Healthy Body and Healthy Mind</b>	<b>Living in the wider world</b>	<b>Health and Wellbeing</b>	<b>Community</b>	<b>Health and wellbeing</b>
	Families Establishment phase Zones of Regulations Positive Qualities Setting goals	Physical Health Mental health and wellbeing Identifying and managing feelings	Economic Well-being Money – Spending V Saving Aspirations, work and carers Stereotypes	Friendships Respecting self and others Healthy positive relationships Resolving conflict	People and communities Rights and responsibilities Fairness and equality Diversity	Hygiene Oral Hygiene Change, loss and transitions

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<b>Sports/ British Values Golden Rule</b>	Inspiration Democracy Rule of Law Golden Rules	Respect Individual Liberty We Listen	Equality Tolerance We look after property	Friendship Mutual respect We are kind and helpful We are gentle	Determination and courage Rule of Law We are honest	Excellence Individual Liberty Mutual Respect We work hard
<b>Safety</b>	Safety around the school	Road safety Firework safety NSPCC Pants rule	Stranger danger	Local area safety Railway Safety Water Safety	Sun safety Rules and age restrictions Emergency response (999)	Safety in the home / medicines and drugs Walking to school and sports
<b>English</b>	<b>Whole School English Themes – Please refer to Curriculum Focus section on this website for Year Group Programmes of Study (Fiction non-fiction) Ewell Grove’s chosen Systematic Synthetic Phonics (SSP) Programme is Read Write Inc. <a href="#">Plazoom Literacy Resources Year 1 – Year 6</a>. Read Aloud books to be used throughout the year to supplement lessons or as class readers</b>					
<b>EYFS</b>	Key texts – Nursery: <b>Where’s Spot?</b> - Eric Hill, <b>Dear Zoo</b> - Rod Campbell, <b>You Choose</b> - Pippa Goodhart and Nick Sharratt, <b>We’re Going on a Bear Hunt</b> - Michael Rosen, <b>Brown Bear, Brown Bear, What Do You See?</b> - Bill Martin Jnr and Eric Carle, <b>Jasper’s Beanstalk</b> - Nick Butterworth and Mick Inkpen, <b>The Very Hungry Caterpillar</b> - Eric Carle, <b>Each Peach Pear Plum</b> - Allan and Janet Ahlberg, <b>Hug</b> - Jez Alborough, <b>The Train Ride</b> - June Crebbin, <b>Come on, Daisy!</b> - Jane Simmons					
	Key texts – Reception: <b>Owl Babies</b> - Martin Waddell, <b>The Gruffalo</b> - Julia Donaldson, <b>Handa’s Surprise</b> - Eileen Browne, <b>Mr Gumpy’s Outing</b> - John Burningham, <b>Rosie’s Walk</b> - Pat Hutchins, <b>Six Dinner Sid</b> - Inga Moore, <b>Mrs Armitage</b> - Quentin Blake, <b>Whatever Next</b> - Jill Murphy, <b>On the Way Home</b> - Jill Murphy, <b>Farmer Duck</b> - Martin Waddell, <b>Goodnight Moon</b> - Margaret Wise Brown, <b>Shhh!</b> - Sally Grindley					
	EYFS – Nursery Rhymes and favourite stories <i>Instructions</i> Poetry – using the senses Narrative – Christmas themes  Read Write Inc – Get Writing	Stories from a range of cultures/stories with predictable and patterned text <i>Recounts and dictionary work</i>  Read Write Inc – Get Writing	Traditional and fairy tales Poetry – pattern and rhyme  Read Write Inc – Get Writing	Stories about fantasy worlds <i>Information texts</i>  Read Write Inc – Get Writing	Favourite Stories Recount (fact and fiction) Poetry- poems on a theme  Read Write Inc – Get Writing	
<b>Year 1</b>	Key texts: <b>Peace at Last</b> - Jill Murphy, <b>Can’t You Sleep Little Bear?</b> - Martin Waddell, <b>Where the Wild Things Are</b> - Maurice Sendak, <b>The Elephant and the Bad Baby</b> - Elfrida Vipont and Raymond Brigg , <b>Avocado Baby</b> - John Burningham, <b>The Tiger Who Came to Tea</b> - Judith Kerr, <b>Lost and Found</b> - Oliver Jeffers, <b>Knuffle Bunny</b> - Mo Willems, <b>Beegu</b> - Alexis Deacon, <b>Dogger</b> - Shirley Hughes, <b>Cops and Robbers</b> - Alan and Janet Ahlberg , <b>Elmer</b> - David McKee					
	Stories with familiar settings <i>Labels, lists and captions</i>	Narrative – Christmas themes Poetry – using the senses	Stories from a range of cultures/stories with predictable and patterned text <i>Information texts</i>	Traditional and fairy tales Poetry – pattern and rhyme <i>Instructions</i>	Stories about fantasy worlds <i>Recounts and dictionary work</i>	<i>Recount (fact and fiction)</i> Poetry- poems on a theme
	Read Write Inc – Get Writing  <b>Narrative</b> – Simple linear stories – retell/innovate (e.g. The Enormous Turnip, The Gingerbread man, The Little Red Hen) / Simple linear stories – invent (autumn creature story – journey) / Letters and lists (A letter to Father Christmas) /  <b>Non-fiction</b> - A simple biography (My life) / Labels and captions (timeline about self) / Information text (class book – autumn theme)  <b>Poetry</b> – List poem (Autumn) / Onomatopoeia poem (Fireworks)	Read Write Inc – Get Writing  <b>Narrative</b> – Fairy Tales with a magic spell - innovate (e.g. Sleeping Beauty) / Fairy Tales with a magic portal – retell (e.g. Jack and the Beanstalk) / Magic key stories – innovate / Traditional Tales – retell (e.g. The Three Little Pigs)  <b>Non-fiction</b> – Simple information text – Fact file (animals) / Simple non-chronological report (houses and homes) / <i>Instructions (How to make a...)</i>  <b>Poetry</b> – Toys (historical)	Read Write Inc – Get Writing  <b>Narrative</b> – Home-away-home story (journey) / A mysterious object appears at school one day story / Diary entry (pirates) / Setting description (seaside)  <b>Non-fiction</b> – <i>Instructions (How to make a delicious sandwich) / Non-chronological report (seaside) / Sunflower life-cycle (draw and label diagrams describe stages of growth)</i>  <b>Poetry</b> – Shape poems (weather)			
<b>Year 2</b>	Key texts: <b>Traction Man is Here</b> - Mini Grey, <b>Meerkat Mail</b> - Emily Gravett, <b>Amazing Grace</b> - Mary Hoffman, <b>Pumpkin Soup</b> - Helen Cooper, <b>Who’s Afraid of the Big Bad Book?</b> - Lauren Child, <b>Dr Xargle’s Book of Earthlets</b> - Tony Ross, <b>Not Now Bernard</b> - David McKee, <b>Tuesday</b> - David Wiesner, <b>The Flower</b> - John Light, <b>Gorilla</b> - Anthony Browne, <b>Emily Brown and The Thing</b> - Cressida Cowell, <b>Frog and Toad Together</b> - Arnold Lobel, <b>The Owl Who Was Afraid of the Dark</b> - Jill Tomlinson, <b>The Giraffe, the Pelly and Me</b> - Roald Dahl, <b>Fantastic Mr Fox</b> - Roald Dahl, <b>The Hodgeheg</b> - Dick King-Smith, <b>Flat Stanley</b> - Jeff Brown, <b>Willa and old Miss Annie</b> - Berlie Doherty					
	Stories with familiar settings <i>Instructions</i> Poetry - really looking	Different stories by the same author <i>Explanations</i>	Traditional stories Poetry – patterns on the page	Extended stories, significant authors <i>Information texts</i>	<i>Non-chronological reports</i> Poetry – silly stuff	

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	<p>Read Write Inc – Get Writing</p> <p><b>Narrative</b> – Linear story (e.g. the Little Red Hen, The Enormous Turnip) / Story set in a familiar setting / Story from a different culture (e.g. Australian folk tales) / Diary entry (The Great Fire of London)</p> <p><b>Non-fiction</b> – Recipe (Instructions – How to make...) / Information text (animals around the world) / Non-chronological report (The Queen/Royal family)</p> <p><b>Poetry</b> – Lifecycle poem / Riddles (What am I? Minibeasts and habitats)</p>	<p>Read Write Inc – Get Writing</p> <p><b>Narrative</b> – Stories: Adventure story (Superhero theme) / Alternative fairy tale</p> <p><b>Non-fiction</b> – Non-chronological report (Florence Nightingale) / Instructions (How to make a... hand puppet) / Information text with questions - book (transport in the past) / Recount in diary format (a day in the life of...)</p> <p><b>Poetry</b> – Shape poems (Transport) / School poem</p>	<p>Read Write Inc – Get Writing</p> <p><b>Narrative</b> – Stories: Fantasy world story (home-away-home) / Descriptive passage (animals) / Recount: a postcard from a seaside holiday)</p> <p><b>Non-fiction</b> – Explanation text (informal magazine article – How to keep yourself healthy) / Weather report / Information text (travel brochure – U.K.) / Biography (famous children’s author)</p> <p><b>Poetry</b> – The Four Seasons poem</p>			
Year 3	<p>Key texts:  <b>The Iron Man</b> - Ted Hughes, <b>Cat Tales: Ice Cat</b> - Linda Newberry, <b>The Sheep-pig</b> - Dick King-Smith, <b>The Abominables</b> - Dick King-Smith, <b>The Lion, the Witch and the Wardrobe</b> - CS Lewis, <b>The Battle of Bubble and Squeak</b> - Philippa Pearce, <b>Hansel and Gretel</b> - Anthony Browne</p>					
	<p>Stories with familiar settings</p>	<p>Instructions Poetry – shape poetry and calligrams</p>	<p>Authors and letters Reports</p>	<p>Myths and legends Poetry – poems to perform</p>	<p>Adventure and mystery Information texts</p>	<p>Dialogues and plays Poetry – language play</p>
	<p><b>Narrative</b> – Story retell with speech (Baba Yaga) / Mystery story (hiking) / Cave painting story / Letter to a pen pal</p> <p><b>Non-fiction</b> – Informal instructions (How to make a... healthy fruit salad) / Information leaflet (magnets) / Information text (football) / Biography (Queenie McKenzie) / Product review</p>	<p><b>Narrative</b> – Mardi Gras story</p> <p><b>Non-fiction</b> – Instructions (How to make a...Iron Age roundhouse) / Non-chronological report (Roman army for / Biography (significant person) / Information text (The Moldau) / Explanation text (Lifecycle of a flowering plant) / Persuasive text (Promotional leaflet)</p> <p><b>Poetry</b> – Present perfect tense poem</p>	<p><b>Narrative</b> – Journey to the North Pole story / Diary extract (finding fossils)</p> <p><b>Non-fiction</b> – Non-chronological report (biomes) / Explanation text (time zones) / Biography (Ada Lovelace) / Report (school report) / Persuasive text (promotional leaflet – school)</p> <p><b>Poetry</b> – Volcano poem</p>			
Year 4	<p>Key texts:  <b>Bill’s New Frock</b> - Anne Fine, <b>Charlotte’s Web</b> - EB White, <b>Why the Whales Came</b> - Michael Morpurgo, <b>The Firework-Maker’s Daughter</b> - Phillip Pullman, <b>The Snow Walker’s Son</b> - Catherine Fisher, <b>Perry Angel’s Suitcase</b> - Glenda Millard, <b>Voices in the Park</b> - Anthony Browne</p>					
	<p>Stories with historical settings</p>	<p>Recounts, newspapers and magazines Poetry – creating images</p>	<p>Stories from other cultures Explanation texts</p>	<p>Stories set in imaginary worlds Information texts</p>	<p>Stories which raise issues and dilemmas</p>	<p>Plays Persuasive texts Poetry – exploring form</p>
	<p><b>Narrative</b> – Defeating the monster story (Hadrian’s wal/Roman Britain) / Email (fictional email about a trip) / Retell - North American folk tale</p> <p><b>Non-fiction</b> – Information text (leaflet – How to look after your teeth) / Report (treasure hoard discovery) / Non-chronological report/Fact file (visit another country) / Biography (Bill gates) / Instructions (How to build a Roman road)</p> <p><b>Poetry</b> – Changing states poems</p>	<p><b>Narrative</b> – Myths (e.g. Echo and Narcissus) / North American stories (e.g. Cowboy story) / Historical story (Boudica)</p> <p><b>Non-fiction</b> – Non-chronological reports/Fact files (e.g. Countries of North America / Sutton Hoo / Place names in local area) / Information text (magazine article – Arctic animals) / Discussion text (graffiti – Banksy)</p>	<p><b>Narrative</b> – Present day warning story (Stay safe with electricity) / Diary entry (diary of a Roman soldier)</p> <p><b>Non-fiction</b> – Information text (Stay safe in the sun leaflet, paragraph about Gustav Holst) / Questions and answers style article (Matthew Bourne) / Explanation text (Fair Trade – the food chain) / Protest letter (local issue)</p> <p><b>Poetry</b> – Life in the tropics poem</p>			
Year 5	<p>Key texts:  <b>The Wolves of Willoughby Chase</b> - Joan Aiken, <b>Varjak Paw</b> - SF Said, <b>Wolf Brother</b> - Michelle Paver, <b>Street Child</b> - Berlie Doherty, <b>The Midnight Fox</b> - Betsy Byars, <b>Tom’s Midnight Garden</b> - Philippa Pearce, <b>FArTHER</b> - Grahame Baker-Smith</p>					
	<p>Novels and stories by significant children’s authors</p>	<p>Older literature Instructions Poetry – poetic style</p>	<p>Stories from other cultures Recounts</p>	<p>Poetry – classic, narrative poems</p>	<p>Traditional stories, fables, myths and legends Persuasive writing</p>	<p>Film narrative, dramatic conventions Poetry - choral and performance</p>

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	<p>'Dear Parents...' (Formal Letter; English, PSHE).          'Animal Habitats' (Report; Science - animal habitats).          'The Life Cycle of a Frog' (Explanation Text; Science - life cycles).          Julia Donaldson (Highway Rat, The Snail and the Whale) – <i>Story structure, character descriptions, expanded noun phrases, similies.</i>          A. A Milne (Winnie the Pooh), JK Rowling (Harry Potter) – Setting description.          Roald Dahl (Charlie and the Chocolate Factory) – <i>Vocabulary choices to enhance meaning – Narrative writing.</i>          Charles Dickens (Oliver Twist) – Oracy          Poetry – Haiku – Water Cycle Poem.          Poetry – Remembrance          Comprehension – Plazoom: The Light of Hope – Fiction.          Comprehension - Plazoom: The Life of Nelson Mandela – Non-fiction.</p>	<p>Story retell (Beowulf) – narrative.          The Proudest Blue          Literacy Shed (Stories from other cultures) – Zahra (Water-aid Africa), Ride of passage (Day of the Dead, Mexico).          Plazoom: Beowulf vs. Grendel – Narrative.          Comprehension – Plazoom: Phoenix – Non fiction.</p>	<p><b>Narrative</b> – Myth (Creation of the world) / Diary account (soldier - Battle of Hastings)   <b>Non-fiction</b> – <i>Set of rules (class, home or club) / Instructions (savoury recipe) / Question and answer article (musician or group) / Newspaper article (historic event) / Explanation text (lifecycle)</i>   <b>Poetry</b> – Haiku – water cycle poem</p>			
Year 6	<p>Key texts:  <b>Holes</b> - Louis Sachar, <b>Clockwork</b> - Philip Pullman, <b>The Hobbit</b> - JRR Tolkein, <b>Skellig</b> - David Almond, <b>Fireweed</b> - Jill Paton Walsh, <b>River Boy</b> - Tim Bowler, <b>The Arrival</b> - Shaun Tan  <b>Coming to England</b> – Floella Benjamin, <b>War is Over</b> – David Almond, <b>Six Dots</b> – Jen Bryant, <b>World Burn Down</b> – Steve Cole, <b>The Origin of the Species</b> – Charles Darwin, <b>The Dark</b> - Lemony Snicket, <b>The Land of Roar</b> – Jenny McLachlan, <b>Can You See Me?</b> Libby Scott, <b>El Deafo</b> - Cece Bell, <b>I Go Quiet</b> – David Quimet</p>					
	<p><i>Fiction genres – formal/informal</i>          Mystery, science fiction, romance</p>	<p><i>Biography and autobiography</i>          Poetry – Remembrance</p>	<p>Extending narrative  <i>Journalistic writing</i></p>	<p>Stories with flashbacks - <i>Holes</i>  <i>Windrush – Coming to England and Windrush Child</i></p>	<p>Reading and writing non-fiction  <i>Balanced argument – Titanic</i>           Water safety</p>	<p>Authors and texts  <i>Formal impersonal writing</i></p>
	<p><b>Non-fiction</b> – <i>Question and answer explanation text (human heart)</i>  <b>Poetry</b> – <i>River poem (figurative language)</i>  <b>Autobiography</b> – <i>The Queen of the curve, Zaha Hadid</i></p>		<p><b>Narrative</b> – <i>Volcanoes and earthquakes (Darwin)</i>  <b>Non-fiction</b> – <i>Non-chronological report (The peppered moth and evolution over time)</i>  <b>Poetry</b> – <i>If I were a Greek God</i></p>		<p><b>Narrative</b> – <i>Diary entry (scientist – e.g. Luigi Galvani)</i></p>	
<b>Modern Foreign Languages (KS2 only) Kapow</b>						
Yr 3	French greetings with puppets	French adjectives of colour, size and shape	French playground games	In a French classroom	French transport	A circle of life in French
Yr 4	Portraits – describing in French	Clothes – getting dressed in France	French numbers, calendars and birthdays	French weather and water cycle	French food – Miam, miam!	French and the Eurovision song contest
Yr 5	French monster pets	Space exploration – in French	Shopping in France	French speaking world	Verbs in French	Meet my French family
Yr 6	French sport and the Olympics	French football champions	In my French house	Planning a French holiday		Visiting a town in France
<b>Maths</b>	<b>Whole School Maths Themes</b>					
EYFS	<p>5 principles of counting. (Stable Order, 1:1, Cardinality, Order Irrelevance, Abstraction).          Match and sort          Comparison – size, mass and capacity          Exploring pattern</p>	<p>5 principles of counting.          Representing a number - conceptual subitising          Comparison          Composition.          Exploring shape and positional language</p>	<p>Recognition of number, ordering numbers and writing numbers.          Comparison – length and height          Composition          Money and Time</p>	<p>Recognition of number, ordering numbers and writing numbers.          Addition and subtraction          Comparing numbers to 10          Number bonds          Patterns in number</p>	<p>Addition and subtraction          Number bonds          Patterns in number          Exploring shape</p>	<p>Composition          Number bonds          Subtraction          Patterns in number          Comparison          Money and Time</p>
Year 1	<p>5 principles of number (stable order, 1:1, cardinality, order irrelevance, abstraction)          Place value          Addition and subtraction          Multiplication and division</p>	<p>Number – fractions          Addition and subtraction          Money          Geometry – shape and position</p>	<p>Place value          Addition and subtraction          Multiplication and division          Mass and volume</p>	<p>Addition and subtraction          Time          Number – fractions          Length and height</p>	<p>Place value          Addition and subtraction          Multiplication and division          Money          Length and height</p>	<p>Geometry – shape and position          Addition and subtraction          Data handling          Time          Length and height</p>

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Year 2	Place value Addition and subtraction Multiplication and division Time	Place value Number – fractions Multiplication and division Money Geometry – properties of shapes	Place value Multiplication and division Geometry – position and direction Money Length and height Statistics	Number – fractions Addition and subtraction Multiplication and division Time Mass, capacity and temperature	Place value Multiplication and division Addition and subtraction Number -fractions Money Time Length and height	Place value Addition and subtraction Geometry – properties of shape Statistics Mass, capacity and temperature
Year 3	Place value Multiplication and division Addition and subtraction	Multiplication and division Number – fractions Money Geometry - shape	Place value Multiplication and division Length and height Mass and volume	Addition and subtraction Multiplication and division Time Number – fractions Statistics	Place value Addition and subtraction Multiplication and division Money	Place value – inverse relationships Geometry – shape Time Statistics
Year 4	Place value Addition and subtraction Money Area	Multiplication and division Number – fractions Geometry - shape	Place value Multiplication and division Addition and subtraction Length and perimeter	Number – fractions Number - decimals	Place value Addition and subtraction Number – decimals Money Time Multiplication and division	Geometry – position and direction Geometry – shape Statistics
Year 5	Place value Addition and subtraction Statistics	Multiplication and division Number – fractions Geometry - shape	Place value Multiplication and division Addition and subtraction Area and perimeter	Number – fractions Number – decimals and percentages	Place value Number – decimals Measurement – converting units Multiplication and division Addition and subtraction	Geometry – position and direction Geometry – shape Volume Area and perimeter
Year 6	Place value Addition and subtraction Multiplication and division	Addition and subtraction Multiplication and division Number – fractions Geometry - shape	Number – fractions and decimals Measurement – converting units Volume Area and perimeter	Number – percentages Number – algebra Number – ratio Statistics	Geometry – shape Geometry – position and direction	Problem solving/challenges Investigations Addressing gaps/misconceptions from SATs preparing for transition to Year 7.
<b>Science</b>	<b>Working Scientifically</b>					
<b>EYFS</b>	Animals including humans Seasonal change		Everyday materials Seasonal change		Seasonal change Plants and mini beasts	
<b>Yr 1</b>	Animals including humans Seasonal change		Everyday materials Seasonal change		Plants and seasonal change	
<b>Yr 2</b>	Animals including humans		Uses of everyday materials		Plants	Living things and habitats
<b>Yr 3</b>	Animals including humans	Forces and magnets	Rocks	Light	Plants	
<b>Yr 4</b>	Animals including humans	Living things and their habitats	States of Matter	Sound	Electricity	
<b>Yr 5</b>	Living things and their habitats	Animals including humans	Properties and changes of materials	Forces	Earth and space	
<b>Yr 6</b>	Animals including humans	Living things and their habitats	Evolution and inheritance	Electricity	Light	
<b>Geography</b>						
<b>EYFS</b>	<b>My immediate environment.</b> Nursery – home/school Reception – Ewell village  Home / school  Classroom, hall, playground, orchard etc.	<b>My immediate environment.</b> Draw information from simple maps.  School / Ewell Village Maps – drawing familiar places/objects e.g postbox etc. on journey to school/ trip to library	<b>Find out about children’s families around the world.</b> Know that there are different countries in the world and talk about differences they have experienced or seen in photos.  Countries, continents, oceans Make comparisons between places	<b>Features of different environments.</b> Recognise some environments that are different from the one they live. Natural and man-made features.  Rainforests, deserts, mountain regions, arctic and Antarctic, cities – man-made features	<b>Investigate the impact humans, animals and weather can have on the environment.</b> Understand the effect of changing seasons on the world around them. Natural environments  Looking after our world - Recycling and litter – Michael Recycle Pollution Bees – pollination Weather – extreme weather conditions – link back to different environments (rainforest deserts etc.)	

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<b>Yr 1</b>	<b>Living in cities</b> What is it like in a city? <i>Case study</i>	<b>Living in the countryside</b> What's it like in the countryside? <i>Case study</i>	<b>The seasons change</b> What changes do we see over the year? <i>Case study: local area</i>	<b>Where are we?</b> UK map – birds eye view <b>Where are we in the world?</b> <i>Fieldwork</i>	<b>Living by the sea</b> Great Britain is an island (and includes other smaller islands) Looking carefully at the coast on UK	<b>Working hard</b> What is work? What jobs do we know? <i>Fieldwork</i>
<b>Yr 2</b>	<b>Living in the mountains</b> Where is it? What is it like? <i>Case study</i>	<b>Nature all around us</b> What plants and animals live in our local area? <i>Fieldwork</i>	<b>Visiting new places</b> How can we travel around? <i>Case study</i> <i>Maps</i>	<b>Weather in our world</b> Revise world map/globe, continents, oceans, Equator What questions can we ask about the weather?	<b>Looking after our world</b> Looking after our school and our local area. <i>Case study</i>	<b>Changing our world</b> Enquiry based on an issue in school or local area <i>Fieldwork</i>
<b>Year 3</b>	<b>Rivers</b> How do rivers, people and land affect each other?	<b>Mountains</b> How do mountains interact with what is around them?	<b>Settlements &amp; Cities</b> How are settlements similar and different?	<b>Agriculture</b> How are we connected to farmers?	<b>Volcanoes</b> How do volcanoes affect a place?	<b>Climate and Biomes</b> How does the climate affect the way people live?
<b>Year 4</b>	<b>Rhine and Mediterranean</b> How do rivers affect the way people live?	<b>Population</b> How do populations differ from place to place?	<b>Coastal processes and landforms</b> How does the location of west Wales affect its coast?	<b>Tourism</b> How do tourists interact with a place?	<b>Earthquakes</b> What the pros and cons of living near a tectonic fault line?	<b>Deserts</b> Why are deserts located where they are?
<b>Year 5</b>	<b>Why is California so thirsty?</b> How people and the physical world (rivers, weather etc) affect each other.	<b>Oceans</b> How do people and oceans affect each other?	<b>Migration</b> How is migration causing change in the Shetland Islands?	<b>North and South America</b> To what extent do the places where people live vary across North and South America?	<b>The Amazon</b> How should the Amazon change in the future?	<b>Interconnected Amazon</b> To what extent is the Amazon connected with the rest of the world?
<b>Year 6</b>	<b>Energy and climate change</b> In what ways can our actions locally benefit people globally?	<b>Ethiopia</b> To what extent is Ethiopia a diverse country?	<b>Changing Birmingham</b> What was the greatest change in Birmingham between 1750 and 2020?	<b>Jamaica</b> How should tourism in Jamaica be developed in the future?	<b>Geography enquiry</b>	
<b>History</b>	Remembrance Day and Bonfire Night		Significant Person and/or Event		Significant Person and/or Event	
<b>EYFS</b>	Changes Overtime Timeline of changes to ourselves – how have I changed since I was a baby?	What are our favourite celebrations each year?	Why do we wear different clothes during the year? Change in Seasons	Explore and discuss images of familiar situations in the past. Experiences familiar to them – homes schools, transport and Ewell Village How has school changed over time? How have toys changed over time? How has transport changed over time?	Compare and contrast characters from stories including figures from the past  Figures known to children – seen or heard of (TV) The King The Queen Neil Armstrong Vincent Van Gogh Mae Jemison Florence Nightingale	How have I changed since starting school? My school year – timeline of events – memory book.
<b>Yr 1</b>	<b>Queen Elizabeth II</b> Stories about Elizabeth's childhood, growing up, living through WWII.	<b>Learning about the recent past through our communities and families</b> Beyond living memory. As well as more recent past,	<b>Stories about the distant past</b> (Britain and Ireland; Africa)	<b>Using photographs to understand the recent, local past:</b> Photographs of families and our families in the past.	<b>Stories of six famous rulers</b> (before 1800)	<b>Ships and seafarers through time</b>
<b>Yr 2</b>	<b>Life in London in later Stuart England</b> (1660-1714)	<b>Great change-makers of the world</b>	<b>Queen Victoria and the Victorian period</b>	<b>Children's lives in Victorian times</b>	<b>The Stone Age</b>	<b>Bronze Age and Iron Age</b>
<b>Year 3</b>	<b>Ancient Egypt</b> How much did Ancient Egypt change over time?	<b>Cradles of Civilisation</b> How similar and how different were Ancient Egypt and Ancient Sumer?	<b>Indus Valley Civilisation</b> How do we know about the Indus Valley civilisation?	<b>Persia and Greece</b> What did Greek city-states have in common?	<b>Ancient Greece</b> What can sources from Ancient Greece tell us?	<b>Alexander the Great</b> What have we learned about why empires rise and fall?
<b>Year 4</b>	<b>The Roman Republic</b> How did Rome become so powerful?	<b>Roman Empire</b> What can sources reveal about Roman ways of life?	<b>Roman Britain</b> What changed in Roman Britain?	<b>Three Christian worlds: empire and religion (300-600CE)</b> How similar were Antioch, Rome and Constantinople?	<b>Islamic Civilisations (1) Ancient Arabia, the rise of Islam and the Arab conquests</b> Why did Islam spread so far and so fast?	<b>Islamic Civilisations (2) The rise of Islam</b> How did worlds come together in Cordoba?

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<b>Year 5</b>	<b>Islamic Civilisations – The Round City</b> Why were there so many restless minds in Muslim Cordoba and Baghdad?	<b>Anglo-Saxon Britain</b> How have historians learned about Anglo-Saxon Britain	<b>Vikings – Lady of the Mercians</b> Why did the Vikings dominate large parts of Britain by 910?	<b>Vikings Norse Culture</b>	<b>Vikings – Changing Rulers, Changing Worlds</b> How did Anglo-Saxons and Vikings shape Britain?	<b>Local History</b>
<b>Year 6</b>	<b>The Maya –</b> How have Historians learnt about The Maya?	<b>Medieval African Kingdoms - Ethiopia and Benin</b> What <i>did</i> the kingdoms of Ethiopia and Benin have in common	<b>Cities in Time 1 – This Manchester man</b>		<b>Era of the Second World War</b>	
<b>DT</b>	<b>Background research, design, make, evaluate and technical knowledge.</b>					
<b>EYFS</b>	Kapow : Structures (Junk modelling)  Kapow : Autumn lesson (Hibernation box)	Kapow : Cooking and nutrition (Soup)  Kapow : Christmas lesson (Sliding picture)	Kapow : Textiles (Bookmarks)  Kapow : Spring lesson (Flower threading)	Kapow : Structures (Boats)  Kapow : Easter lesson (Hanging decoration)	Kapow : Summer lessons (Rainbow salad)	
<b>Yr 1</b>	Kapow : Mechanisms (making a moving story book)	Kapow : Structures (Constructing a windmill)	Kapow : Textiles ( Textiles Puppets)	Kapow : Mechanisms (Wheels and axles)	Kapow : Cooking and nutrition (smoothies)	Invention challenge
<b>Yr 2</b>	Kapow : Mechanisms (Fairground wheel)	Kapow : Cooking and nutrition (Balanced diet)	Kapow : Mechanisms (Making a moving monster)	Kapow : Structures (Baby's bear's chair)	Kapow : Textiles (Pouches)	Invention challenge
<b>Yr 3</b>	Kapow : Textiles (Cross stitch and applique cushions)	Kapow : Electrical systems (Electric poster)	Kapow Mechanical system (Pneumatic toys)	Kapow : Digital world (Wearable technology)	Kapow : Cooking and nutrition (Eating seasonally)	Kapow : Structures (Constructing a castle)
<b>Yr 4</b>	Kapow : Electrical systems (Torches)	Kapow : Mechanical systems (Making a sling shot car)	Kapow : Digital world (Mindful moments timer)	Kapow : Cooking and nutrition (Adapting a recipe)	Kapow : Structures (Pavilions)	Kapow : Textiles (Fastenings)
<b>Yr 5</b>	Kapow : Mechanical systems (Making a pop-up book)	Kapow : Digital world (Monitoring devices)	Kapow : Cooking and nutrition (Developing a recipe)	Kapow : Structures (Bridges)	Kapow : Textiles (Stuffed Toys)	Kapow : Electrical systems (Doodlers)
<b>Yr 6</b>	Kapow : Digital world (Navigating the world)	Kapow : Cooking and nutrition (Come dine with me)	Kapow : Structures (Playgrounds)	Kapow : Textiles (Waistcoats)	Kapow : Electrical systems (Steady hand game)	Kapow : Mechanical systems (Automata toys)
<b>Art</b>	<b>Explore, Investigate, make, evaluate and technical knowledge</b>					
	Colour Artist Focus	Sculpture and 3D	Painting and Mixed Media <i>Printing and Pattern</i>	Drawing <i>Stories in Art</i>	Craft and design <i>Textiles</i>	Art History/Contemporary Art
<b>EYFS</b>	Mondrian, Van Gogh and Kandinsky	Sculpture and 3D: Creation Station <i>Colourful sculptures</i>	Painting and mixed media: Paint my world <i>Exploring pattern and printing</i>	Drawing: Marvellous Marks <i>Clues in a picture</i> <i>Why, what, where, when, how</i>	Craft and design: Let's get Crafty <i>Textiles and weaving</i>	Story art – combining techniques
<b>Yr 1</b>	William Turner and Van Gogh	Sculpture and 3D: Paper play <i>Sculptures that move</i> <i>Alexander Calder</i>	Painting and mixed media: Colour splash <i>Monoprinting, symmetry and marbling</i>	Drawing: Exploring line and shape <i>Once Upon a Picture</i> <i>Traditional Tales</i>	Craft and design: Woven wonders <i>Fabric Collage and Weaving</i> <i>Natural weaving and paper weaving</i>	Art History – pointillism and pop art Georges Seurat and Roy Lichtenstein
<b>Yr 2</b>	Edgar Degas and Jackson Pollock	Sculpture and 3D: Clay houses <i>Building sculptures</i> <i>Recycled Art</i> <i>Khalil Chishtee/ Michelle Reader.</i>	Painting and mixed media: Life in colour <i>Relief printing and patterns in nature and art</i>	Drawing: Understanding tone and texture <i>A Life Story</i> <i>Once Upon a Picture</i>	Craft and design: Map it out <i>Tie-Dye</i>	Art History – impressionism, colour and light, pen and ink Pierre Auguste Renoir and Albrecht Dürer
<b>Yr 3</b>	Paul Signac and Picasso	Sculpture and 3D: Abstract shape and space <i>Natural sculptures</i> <i>Sir Richard Julian Long</i> <i>Andy Goldsworthy</i>	Painting and mixed media: Prehistoric painting <i>Printing and pattern</i> <i>Over printing and colour</i>	Drawing: Developing drawing skills <i>Creatures and Dragons</i> <i>Saint George and the Dragon</i> <i>by Paolo Uccello</i> <i>Lady and the Unicorn with</i>	Craft and design: Ancient Egyptian Scrolls <i>Tie-Dye</i>	Art History – cubism, collage and surrealism Pablo Picasso and Surrealism artists e.g. Joan Miro

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				<i>Lion, Animals and Flowers – French Tapestry</i>		
<b>Yr 4</b>	Beauford Delaney, Paul Klee, Picasso, and Paul Signac	Sculpture and 3D: Mega materials <i>Modelling Henry Moore Jason deCaires Taylor</i>	Painting and mixed media: Light and dark <i>Printing and pattern Printing on fabric and rotational patterns</i>	Drawing: Exploring tone, texture and proportion <i>Raising Awareness through Art and Storytelling Global Issues Banksy</i>	Craft and design: Fabric of nature <i>Embroidery and Decoration</i>	Contemporary-Marc Allante – architecture, nature, silhouette Art History-perspective and impressionism
<b>Yr 5</b>	Edgar Degas and Arthur Stieglitz	Sculpture and 3d: Interactive installation <i>Giant sculptures Jaume Plensa Jason deCaires Taylor</i>	Painting and mixed media: portraits <i>Printing and pattern Art History A project on fabric</i>	Drawing: Depth, emotion and movement <i>A Well Known Myth Pandora/The fall of Icarus</i>	Craft and design: Architecture <i>Tie-Dye Mood boards</i>	Contemporary- Michael Craig-Martin and Paul Klee Art History – expressionism, cubism and surrealism Batik and
<b>Yr 6</b>	Van Gogh, Andy Warhol and James Whistler	Sculpture and 3D: Making memories <i>Carving sculptures Minervas Owls Native American Totem Poles Barbara Hepworth</i>	Painting and mixed media: Artist study <i>Printing and pattern Art History Complex patterns</i>	Drawing: Expressing ideas <i>Storytelling Scrolls and Stories on Walls</i>	Craft and design: Photo opportunity Fashion Design inspired by a historical or contemporary artist	Contemporary-combining sketching, photography and expressive work Michael Craig-Martin, Marc Allante, Sebastian Del Grosso Andrew Fairclough and Kemi Mai
<b>Music</b>	<b>Listen and appraise. Musical activities. Perform and share. IDOM – Interrelated Dimensions of Music</b>					
<b>Nursery</b>	Bounce Into Action	Rainbow Magic	Happy Talk	Amazing Animals	Number Fun	Beep Beep Toot Toot
<b>Reception</b>	Chant to the Animals	Creative Moves	Lilting Lullaby	Number Time	Wellbeing Matters	Rhythm Adventure
<b>Year 1</b>	My Musical Heartbeat	Dance, Sing and Play Christmas Production	Exploring Sounds	Learning to Listen	Having Fun with Improvisation Class Concert	Let's Perform Together
<b>Year 2</b>	Pulse, Rhythm and Pitch	Inventing a Musical Story Christmas Production	KS1 Recorder World (Recorders)	Recognising different sounds	Our Big Concert Class concert	Exploring Improvisation
<b>Year 3</b>	Writing Music down	Playing in a band	Compose using your imagination	More musical styles	Blown Away Recorder Book 1 (Recorders)	Enjoying Improvisation
<b>Year 4</b>	Mama Mia	Musical Structures	Compose with your friends	Expression and improvisation	Blown Away Recorder Book 2 (Recorders)	The show must go on
<b>Year 5</b>	Melody and harmony in music	Sing and play in different styles	Ukulele	Composing and chords	Freedon to improvise	Battle of the Bands
<b>Year 6</b>	Developing Ensemble skills	Creative composition	Ukulele	Musical styles connect us	Improvising with confidence	Year 6 Production
<b>P.E</b>	<b>Team games, large apparatus, competition, Sports Values and Sports Coach Tri Golf, Scatterball and Country Dancing</b>					
<b>EYFS KS1</b>	Ball Skills/Multi-skills Dance	Hockey Dance	Multi-skills Gymnastics	Tennis Gymnastics	Athletics	Striking and Fielding
<b>Year 3</b>	Netball/Basketball Multi-skills Dance	Hockey Dance	Multi-skills Gymnastics	Tennis Gymnastics	Athletics Swimming	Striking and Fielding Swimming
<b>Year 4</b>	Netball/Basketball Multi-skills Dance	Hockey Dance	Multi-skills Outdoor and Adventure	Tennis Gymnastics	Athletics Outdoor and Adventure	Striking and Fielding Outdoor and Adventure
<b>Year 5</b>	Netball/Basketball Multi-skills Dance	Hockey Dance	Multi-skills Gymnastics	Tennis Gymnastics	Athletics Outdoor and Adventure	Striking and Fielding Outdoor and Adventure
<b>Year 6</b>	Netball/Basketball Multi-skills Dance	Hockey Dance	Multi-skills Gymnastics	Tennis Gymnastics	Athletics Outdoor and Adventure	Striking and Fielding Outdoor and Adventure
<b>Computing</b>	<b>Computer Science Information Technology Communication and Networks Digital Creativity Digital Literacy</b>					

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<b>EYFS</b>	Online Safety Computational Thinking		Communication Simple programs		Instructions/Algorithm Computational Thinking	
<b>Year 1</b>	Online Safety Introduction to Purple Mash Creative Computing	Data Explorers	Pictograms Spreadsheets	Algorithms	Animated stories	Coding
<b>Year 2</b>	Online Safety Effective searching	Coding	Spreadsheets	Making music	Creating pictures Presenting ideas	Questioning
<b>Year 3</b>	Online Safety Email	Coding	Spreadsheets	Simulations	Presenting	Branching Databases and Graphing
<b>Year 4</b>	Online Safety Effective searching	Coding	Spreadsheets	Logo	Writing for different audiences	Animation
<b>Year 5</b>	Online safety Databases	Coding	Spreadsheets	Game creator	Word processing	3d modelling
<b>Year 6</b>	Online safety Networks	Coding	Spreadsheets	Text adventures	Blogging	Binary
Online Safety						
	Self Image and Identity	Online relationships	Online reputation and bullying	Managing online information	Privacy and security	Copyright and ownership