



Sleights Church of England

(Voluntary Controlled) Primary School

Working together to be happy; to flourish; to succeed through our Christian Values of perseverance, respect and trust.

Long Term Curriculum Plan – 2025/2026

Key	Disciplinary Knowledge and Skills		Substantive Knowledge and Skills				
	See full progression documents for the breakdown of our identified skills, knowledge and vocabulary.						
	Autumn 2025		Spring 2026		Summer 2026		
	I Am One: A Book of action		The Most Magnificent Thing		It's Your World Now!		
Art and Design	Explore and develop ideas, Evaluate and develop work, Responding to art						
	Drawing	Textiles *KS2 to be taught in two groups – Upper and Lower KS2.		Sculpture *KS2 to be taught in two groups – Upper and Lower KS2.			
Computing	Core Skills developed and integrated within each term: Key Skills and E-Safety						
	Reception	E-Safety, Stories	Introduction to the iPad	Beebots	Digital Citizenship	Music: Google Chrome Lab	Coding apps
	Year 1 and 2	E-Safety: Lee and Kim	Computing Systems and Networks	Beebots	Digital Wellbeing: Common Sense Media	Music: Garage Band	J2e code
	Year 3	Think U Know	Touch Typing	Introduction to Scratch	ChildNet - Smart	Stop-Motion-Animation iMotion app	Tynker Dragon Spells
	Year 4 and 5	Be Internet Strong	Canva	Rapid Router	Be Internet Kind	Animation iMovie Greenscreen	Introduction to MicroBits
	Year 6	Scratch	Tinkercad 3D modelling	MicroBits	Digital Citizenship, Digital Matters	Introduction to spreadsheets	Website design: Google sites
Design Technology	Design, make, evaluate and improve skills						
	Reception	Creating with materials		Junk modelling / Joining paper and card	Rockets and vehicle machine parts		
	Key Stage 1 and 2	Cooking and Nutrition *Year 3, 4 and 5 following LKS2 **Year 6 following UKS2		Electricity *Year 3, 4 and 5 following LKS2 **Year 6 following UKS2		Textiles *Year 3, 4 and 5 following LKS2 **Year 6 following UKS2	
French	Unit titles refer to 'Language Angels' programmes. Phonics and Grammar (as shown with G and C on planning below)						
	Year 3	Phonics 1 (C) Instruments (E)	Nouns and Articles (G) Seasons (E)	Colours (C) Fruits (E)	Days of the week (C) Ice Creams (E)	Phonics 2 and 3 (C) Presenting Myself (I)	Adjectives (G) Goldilocks and the Three Bears (I)
	Year 4 and 5	Shapes (E)	Vegetables (E)	Little Red Riding Hood (E)	Traditions and Celebrations (I)	The Date (I)	My Home (I)
	Year 6	Family (I)	At the team room (I)	What is the weather? (I)	Olympics (I)	Phonics 4 (C) Planets (P)	Weekend (P)
Geography	Questioning, Observing, Measuring, Recording, Presenting						
	Reception	Our Village	Introducing our planet, poles, sea and land	Wonders of our world	Using/making a map – real and imaginary	Life by the coast	
	Key Stage 1	My local area and Tromsø, Norway		Investigating weather and climate		My local area and Tulum, Mexico	
	Year 3, 4 and 5	Locality Unit		My region and Campania		Investigating weather and climate	
Year 6	Economic Activity of the UK Depth Study		Rivers		My region and the north region of Brazil		

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History	Core Skills developed and integrated within each term: Chronology, Interpreting and Investigating, Historical Enquiry, Knowledge and Understanding					
	Then and Now: My family and village	Then and Now: Toys in the past, Celebrations, the Nutcracker	Artefacts, gadgets and machines	Exploring memory, aging and generations	My school year journey	The pebble in my pocket, the past in my town
	All About Me – How family life, including school has changed over time		Inspired by invention – A study of key inventions and inventors		Digs, Dinosaurs and Discoveries	
	Changes in Britain from the Stone Age to the Iron Age		Ancient Egypt		Ancient Greece	
	The Tudors		The Victorians		The Mayan Ancient Civilisation	
	The Tudors		The Victorians		The Impact of World War	
Music	Unit titles below relate to Charanga programmes. Musical Elements, Dynamics, Texture, Timbre, Tempo, Rhythm, Pulse, Beat, Metre, Melody, Pitch, Notation, Describing and Discussing					
	Firebird	Nutcracker	Hall of the Mountain King	Learning to listen	Carnival of the animals	Peter and the Wolf
	Pulse, rhythm and pitch	Playing in an orchestra	Inventing a musical story	Recognising different sounds	Exploring improvisation	Our big concert
		Wider Opportunity Music Band		Wider Opportunity Music Band		Wider Opportunity Music Band
		Wider Opportunity Music Band		Wider Opportunity Music Band		Wider Opportunity Music Band
PHSCE	Citizenship: Mutual Respect, Individual Liberty, Rule of Law, Democracy, Tolerance					
	Keeping myself safe online	Me and my relationships (Sex and Relationship Education)	Healthy Lifestyles	Drugs, Alcohol and Tobacco and wider risk taking behaviours	Careers education and personal finance	Emotional health and wellbeing
	Curriculum taught in conjunction with the school's Safety curriculum					
Physical Education	Health and Fitness, Evaluating Performance, Multi Skills					
	Fundamental Multi Skills	Gymnastics	Basketball	Hockey	Tennis	Athletics
	Fundamental Multi Skills – completed across all Key Stage 2 units					
	Gymnastics		Cricket		Tennis	Athletics
	Football		Basketball		Gymnastic	Athletics
	Dance and Swimming are led by specialist teachers to individual classes on rotation during the year.					

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Religious Education	Know and understand religions/worldviews, Express and Communicate, Gain and Deploy Skills						
	F5 Being Special: Where do we belong? Living	UC F2 Why is Christmas special for Christians? Living	UC F1 Why is the word God so important to Christians?	UC F3 Why is Easter special to Christmas? Living	F3 What places are special and why? Expressing	F1 What stories are special and why? Believing	
	1.1 Who is a Christian and what do they believe? Believing	1.7 What does it mean to belong to a faith community? Living	1.5 What makes some places sacred? Expressing	1.5 How and why do we celebrate special and sacred times? Expressing	UC 1.4 What is the good news Jesus brings?	1.8 How should we care for others and the world, and why does it matter? Living	
	L2.1 What do different people believe about God? Believing	L2.6 Why do some people think that life is a journey, and what significant experiences mark this? Expressing	UC L2.3 What is the 'Trinity' and why is it important for Christians?	UC L2.5 Why do Christians call the day Jesus died 'Good Friday'?	UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.8 What does it mean to be Hindu in Britain today? Living	
	U2.2 What would Jesus do? Can we live by the values of Jesus in the 21 st Century? Believing	U2.4 If God is everywhere, why go to a place of worship? Expressing	U2.6 What does it mean to be a Muslim in Britain today? Living	UC 2b.7 What difference does the resurrection make for Christians?	UC 2.2 Creation and science: conflicting or complementary?	U2.8 What difference does it make to believe in ahimsa, grace and Ummah? Living	
Safety		Curriculum taught in conjunction with the school's PHSCE curriculum					
		E-Safety	Fire	Mental Health	Road	First Aid	Water
Science	Identify, Classify and Group, Observe Over Time, Pattern Seeking, Researching using secondary sources, Comparative and fair testing						
	Seasonal Changes		Living Things and their Habitats		Everyday Materials		
	Seasonal Changes		Plants (Blocks 1 and 2)		Animals, including humans		
	Light (Block 1 and Block 2)		Sound	Plants	Animals, including humans (Y3 block)	Living things and their habitats (Y4 block)	
	Light (Y3 Block 1 and 2 recap and Year 6 Block)		Sound		Animals, including humans (Year 3 Week 4-5 and Year 4/5 block)	Living things and their habitats (Y6 block)	
	Sound (Year 4 block)	Light (Year 6 block)	Evolution and Inheritance	Living Things and their Habitats (Year 6 block)	Animals, including humans (Year 6)		