Foundation Curriculum Mapping – Whole School 2026-27

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	**Year 6**		Crime & Punishment	World War II			
	Year 5	The Anglo Saxons and The Vikings				The Maya Civilisation	
	Year 4	Ancient Egyptians				The Romans	
	Year 3			The Stone Age to the Iron Age		Ancient Greece	
Geography	**Year 6**	Biomes/Ecosystems (Field Work)				Sustainability – Economic Activity of UK	
	Year 5			My region and the Western USA		Features of my local river (Field Work)	
	Year 4			Key features of Campania (Italy) and my region			Weather and climate (Field Work)
	Year 3	Key features of the UK and my region				Land use, economic activity & travel (Field Work)	
Science	**Year 6**	Classification	Light	Electricity		Evolution	
	Year 5		States of Matter	Space	Forces	The Heart	Life Cycles
	Year 4	Electricity	States of Matter	Sound		Digestion	Classification
	Year 3	Humans and animals		Forces, springs and magnets	Rocks and soils	Plants	Light
PE and Games	**Year 6**	Gymnastics OAA	Health and Fitness Netball	Indoor Athletics Handball	Dance (WW2) Tag Rugby	Dodgeball Tennis	Rounders Athletics
	Year 5	Health and Fitness OAA	Gymnastics Netball	Dance (Science) Handball	Indoor Athletics Tag Rugby	Dodgeball Tennis	Rounders Athletics
	Year 4	Dance (Egyptians) OAA	Health and Fitness Netball	Indoor Athletics Handball	Gymnastics Tag Rugby	Dodgeball Tennis	Rounders Athletics
	Year 3	Gymnastics OAA	Health and Fitness Netball	Indoor Athletics Handball	Dance (Greatest Show) Tag Rugby	Dodgeball Tennis	Rounders Athletics
Art	**Year 6**	Animal Drawing		WW2 Art		Abstract, realism and non- objective	
	Year 5	Viking - sculpture			Space	Human Body Art with portraits	
	Year 4	Cartouches		Mosaics		Printing	
	Year 3	Hundertwasser Buildings		Stone Age Drawings		Islamic patterns – tessellation	
DT	**Year 6**		Wall hangings	Food From Around The World			Electronic vehicles
	Year 5		Shelters	Seasonal Stews			Pop-up Books
	Year 4		Electronic Posters		Great Bread Bake Off		Device Cases
	Year 3		Gift boxes		Moving puppets		Super Salads
Computing	**Year 6**	ProjectEVOLVE – Self-image, Online	We are Toy Makers	ProjectEVOLVE – Online Bullying, Managing Online Information,	We are advertisers	ProjectEVOLVE – Privacy and Security, Copyright and Ownership	We are publishers

		Relationships, Online Reputation		Health, Wellbeing and Lifestyle			
	Year 5	ProjectEVOLVE – Self-image, Online Relationships, Online Reputation	We are game developers	ProjectEVOLVE – Online Bullying, Managing Online Information, Health, Wellbeing and Lifestyle	We are architects	ProjectEVOLVE – Privacy and Security, Copyright and Ownership	We are adventures gamers
	Year 4	ProjectEVOLVE – Self-image, Online Relationships, Online Reputation	We are makers	ProjectEVOLVE – Online Bullying, Managing Online Information, Health, Wellbeing and Lifestyle	We are musicians	ProjectEVOLVE – Privacy and Security, Copyright and Ownership	We are artists
	Year 3	ProjectEVOLVE – Self-image, Online Relationships, Online Reputation	We are programmers	ProjectEVOLVE – Online Bullying, Managing Online Information, Health, Wellbeing and Lifestyle	We are who we are	ProjectEVOLVE – Privacy and Security, Copyright and Ownership	We are co-authors
French	**Year 6**	Qu'est-ce que tu veux ?		Les Sports		Recapping – class specific	Recapping – class specific
	Year 5	Les Animaux	Les Animaux	Quelle heure est-il?	Quelle heure est-il?	Mon école et moi	Mon école et moi
	Year 4	Ma Famille	Ma Famille	Les Couleurs	Les Couleurs	Mon Corps	Mon Corps
	Year 3	C'est Moi	C'est Moi	Mon Pays	Mon Pays	Mon Anniversaire	Mon Anniversaire
PSHE (JIGSAW)	**Year 6**	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me (including RSE) and Kids guide to survival
	Year 5	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me (including RSE)
	Year 4	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me (including RSE)
	Year 3	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me (including RSE)
Music – (Kapow Scheme)	**Year 6**	Dynamics, Pitch and texture	Baroque	Songs of WW2	Film Music	Themes and Variations	
	Year 5	Musical Theatre	Composition – Notation – Ancient Egypt	Blues	South and West Africa	Composition to represent the festival of colour (Theme Holi Festival)	Looping and remixing
	Year 4	**Guitars Wider Opportunities**					
	Year 3	Creating composition in response to animation	Developing singing technique and keeping in time	Pentatonic Melodies and Composition	Jazz	Ballad	Traditional instruments and improvisation
RE	**Year 6**	**Unit 37 Christians and how to live:**	**Unit 38 Why do Christians believe that**	**Unit 39 Why do Hindus want to be good?**	**Unit 40 What difference does the resurrection make to**	**Unit 42 Why do some people believe in God and some not? How**	**Unit 41 For Christians, what kind of king is Jesus?**

		what would Jesus do? (Gospel)	**Jesus was the Messiah?** (Incarnation)	(Hindus)	**Christians? (What do Christians believe Jesus did to 'save' people?)** (Salvation)	**does faith help people when life gets hard?** (Thematic)	(Kingdom of God)
	Year 5	**Unit 31 What does it mean if Christians believe God is Holy and loving?** (God)	**Unit 32 What does it mean to be a Muslim in Britain today?** (Islam)	**Unit 33 Why is the Torah so important to Jewish people?** (Judaism)	**Unit 34 Creation and science, conflicting or complimentary?** (Creation/Fall) Unit	**Unit 35 How can following God bring freedom and justice?** (People of God)	**Unit 36 What matters most to Humanists and Christians?** (Thematic)
	Year 4	**Unit 27 What do Hindus believe God is like?** (Hindus)	**Unit 29 What does it mean to be a Hindu in Britain today?** (Hindus)	**Unit 25 What kind of world did Jesus want?** (Gospel)	**Unit 28 Why do Christians call the day that Jesus died 'Good Friday'?** (Salvation)	**Unit 26 For Christians, when Jesus left; what was the impact of Pentecost?** (Kingdom of God)	**Unit 30 How and why do people mark the significant events of life?** (Thematic)
	Year 3	**Unit 19 What is it like for someone to follow God?** (People of God)	**Unit 20 What is the Trinity and why is it important for Christians?** (Incarnation/God)	**Unit 21 How do festivals and worship show what matters to a Muslim?** (Islam)	**Unit 22 How do festivals and family life show what matters to Jewish people?** (Judaism)	**Unit 23 What do Christians learn from the creation story?** (Creation/Fall)	**Unit 24 How and why do people try to make the world a better place?** (Thematic)