

# Cockle Moor Curriculum, 2025-26

|            | Autumn   | Spring   | Summer   |
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| Art and DT | <ul style="list-style-type: none"> <li>• Artist Focus – Picasso (printing, sketching, photography) (art)</li> <li>• Exploring using and refining a variety of artistic techniques (art)</li> <li>• Using tools and materials safely (DT)</li> <li>• Form and share purposeful creations (DT)</li> <li>• WriteDance</li> <li>• Christmas card design (art)</li> <li>• Interhouse digital art competition</li> </ul> | <ul style="list-style-type: none"> <li>• Artist Focus –Wassily, Kandinsky (art)</li> <li>• Exploring using and refining a variety of artistic techniques (art)</li> <li>• Using tools and materials safely (DT)</li> <li>• Form and share purposeful creations (DT)</li> <li>• WriteDance</li> <li>• Interhouse cookery competition</li> </ul> | <ul style="list-style-type: none"> <li>• Artist Focus – Andy Goldsworthy (art)</li> <li>• Exploring using and refining a variety of artistic techniques (art)</li> <li>• Using tools and materials safely (DT)</li> <li>• Form and share purposeful creations (DT)</li> <li>• WriteDance</li> <li>• Interhouse art/DT competition</li> </ul> |
| Computing  | <ul style="list-style-type: none"> <li>• Classroom technology awareness and use (whiteboard, walkie-talkies, Codapillar, bee-bot, ipads, talking tin, calculator, till, torch)</li> </ul>  | <ul style="list-style-type: none"> <li>• Classroom technology awareness and use (whiteboard, walkie-talkies, Codapillar, bee-bot, ipads, talking tin, calculator, till, torch)</li> <li>• Safer Internet Day</li> </ul>  | <ul style="list-style-type: none"> <li>• Classroom technology awareness and use (whiteboard, walkie-talkies, Codapillar, bee-bot, ipads, talking tin, calculator, till, torch)</li> </ul>  |
| English    | <ul style="list-style-type: none"> <li>• Colour themed texts</li> <li>• Stories with repetitive structures</li> <li>• Books with history themes</li> <li>• Traditional tales including alternative/diverse versions</li> <li>• Seasonal changes</li> </ul>   | <ul style="list-style-type: none"> <li>• Explorers – books around the world</li> <li>• Books about difficult choices</li> <li>• Books about bravery and kindness</li> <li>• Poetry</li> </ul>  | <ul style="list-style-type: none"> <li>• Environment texts</li> <li>• Books about growth</li> <li>• Minibeasts/nature books</li> <li>• Whole School Project</li> </ul>   |
| Geography  | <ul style="list-style-type: none"> <li>• My local environment: classroom, outdoor area and school – map making (of the classroom), navigating and direction.</li> <li>• Alternative fairy tales – exploring similarities and differences of place.</li> </ul>  | <ul style="list-style-type: none"> <li>• My local town: important places in Langport and the surrounding area – map making, perspective and direction.</li> <li>• Exploring and identifying similarities and differences in the following places: Arctic, Africa, China.</li> </ul>  | <ul style="list-style-type: none"> <li>• The Wider World and the environment: Seven Continents Song. Place focus on a rainforest and ocean conservation.</li> <li>• Map making /navigating: farms and zoos.</li> </ul> <p><b>Map making:</b> Fictional and actual map making (farms, zoos, fairytales)</p>                                   |

|         | <b>Map making:</b> map of bedroom (using blocks/similar)   | <b>Map making:</b> map of the classroom (using blocks/similar)  |  |
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| History | <ul style="list-style-type: none"> <li>🕒 Timeline of key events throughout the year</li> <li>• Marvellous me! My own life and my community</li> <li>• Magical Tales- What was life-like a long time ago?</li> <li>• Remembrance: Service people who help us (History, Y1-6, Autumn🌀)</li> <li>• Understanding the past through settings, characters and events encountered in books/storytelling.</li> <li>• Similarities and differences in the past and now.</li> <li>• Past and present lives of people they know.</li> </ul> | <ul style="list-style-type: none"> <li>🕒 Timeline of key events throughout the year</li> <li>• Explorers and Adventurers</li> <li>• Amazing Animals</li> <li>• Understanding the past through settings, characters and events encountered in books/storytelling.</li> <li>• Similarities and differences in the past and now.</li> <li>• Past and present lives of people they know.</li> </ul> | <ul style="list-style-type: none"> <li>🕒 Timeline of key events throughout the year</li> <li>• Growing! – discovering history of plant discovery</li> <li>• Look at our world – exploring significant figures and places</li> <li>• Understanding the past through settings, characters and events encountered in books/storytelling.</li> <li>• Similarities and differences in the past and now.</li> <li>• Past and present lives of people they know.</li> </ul> |
| Maths   | <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical patterns</li> <li>• Measure</li> </ul>  | <ul style="list-style-type: none"> <li>• More and less</li> <li>• Number bonds</li> <li>• Numerical patterns</li> <li>• Measure</li> </ul>  | <ul style="list-style-type: none"> <li>• Number</li> <li>• Addition and subtraction</li> <li>• Cardinal, ordinal, prepositions of time</li> <li>• Numerical patterns</li> <li>• Position and direction</li> <li>• Shape</li> </ul>   |
| Music   | <ul style="list-style-type: none"> <li>• Exploring sound</li> <li>• Celebration music</li> <li>• Nativity</li> </ul>   | <ul style="list-style-type: none"> <li>• Music and movement</li> <li>• Musical stories</li> </ul>   | <ul style="list-style-type: none"> <li>• Transport</li> <li>• Big band</li> <li>•</li> </ul>   |
| PE      | <ul style="list-style-type: none"> <li>• Skills - Coordination and balance</li> <li>• Multi-skills</li> <li>• Gymnastics – Sequence, Movement, travel</li> <li>• Write Dance</li> </ul>  | <ul style="list-style-type: none"> <li>• Dance - Shape, sequence, movements</li> <li>• Skills – Balance, stance: on a line</li> <li>• Multi-skills</li> <li>• Write Dance</li> </ul>  | <ul style="list-style-type: none"> <li>• Skills - Coordination: ball skills</li> <li>• Counterbalance: with a partner</li> <li>• Agility: ball chasing</li> <li>• Static balance: floor work</li> <li>• Athletics</li> <li>• Write Dance</li> </ul>  |
| PSHE    | <ul style="list-style-type: none"> <li>• Transition: safeguarding, class charter, school rules and ethos.</li> </ul>   | <ul style="list-style-type: none"> <li>• Dreams and goals - Aspirations, how to achieve goals and understanding the emotions that go with this (4 lessons)</li> </ul>   | <ul style="list-style-type: none"> <li>• Relationships -Building positive, healthy relationships.</li> </ul>   |

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|         | <ul style="list-style-type: none"> <li>• Being me in my world – ‘Who am I and how do I fit?’</li> <li>• Celebrating difference – Respect for similarity and difference. Anti-bullying and being unique.</li> <li>• Fire / firework safety</li> </ul>  | <ul style="list-style-type: none"> <li>• Careers (2 lessons)</li> <li>• Healthy me - Being and keeping safe and healthy (including exercise, healthy food, sleep).</li> <li>• Water safety</li> <li>• Safeguarding planner page: safety at home and school</li> </ul>   | <ul style="list-style-type: none"> <li>• Changing me - Coping positively with change.</li> <li>• Sun safety (Jigsaw)</li> <li>• Road safety</li> <li>• Rail safety (Network rail)</li> </ul>   |
| RE      | <ul style="list-style-type: none"> <li>• Why is Diwali important?</li> <li>• How is Hannukah celebrated?</li> <li>• Christmas and Nativity</li> </ul>   | <ul style="list-style-type: none"> <li>• Chinese New Year Festival</li> <li>• Why is Eid so special?</li> <li>• What is so special about Easter?</li> </ul>   | <ul style="list-style-type: none"> <li>• Faith in our school, community and beyond, non-Christian focus (contextual)</li> </ul>  |
| Science | <ul style="list-style-type: none"> <li>• Regular outdoor observation of seasonal changes and the natural world</li> <li>• Science investigations and exploration linking to themes including: my body, oral hygiene, forces, materials.</li> <li>• (Relationship education: within PSED)</li> </ul> | <ul style="list-style-type: none"> <li>• Regular outdoor observation of seasonal changes and the natural world</li> <li>• Science investigations and exploration linking to themes including animals and habitats, magnets, oral hygiene and sound.</li> <li>• (Relationship education: within PSED)</li> <li>• <b>RSPB Big Garden Birdwatch (January)</b></li> </ul> | <ul style="list-style-type: none"> <li>• Regular outdoor observation of seasonal changes and the natural world</li> <li>• Science investigations and exploration linking to themes including plants, life cycles, food, minibeasts.</li> <li>• <b>Butterfly Conservation Big Butterfly Count (July)</b></li> <li>• (Relationship education: within PSED (see PSHE overview)</li> </ul> |