

Haymoor Curriculum, 2026-27

	Autumn	Spring	Summer
Art and DT	• DT: Bug hotel and wormery (linked to science) • Art: Artist focus – Enfant Precocoe • Interhouse digital art competition	• DT: Moving pictures • Art: Artist focus – Giuseppe Arcimboldo • Interhouse cookery competition	• DT: Non-cooked food -Tea party (linked to English) • Art: Artist focus - Henri Matisse • Whole School Art Project • Interhouse art/DT competition
Computing	• E-safety: 'I am kind and responsible' evaluating content, reporting/supporting • Computer Systems and Networks- Technology around us <i>AI link- At the end of the unit, help children to identify technology that they use that uses AI e.g. smart speakers, google maps.</i> • E-safety: 'I am kind and responsible' kindness • Creating Media- Digital painting (Dance Mat Typing) <i>AI link- At the end of the unit, show some AI generated digital paintings. How can we tell this is AI?</i>	• E-safety: 'I am safe and secure' relationships, privacy and protecting devices • Programming A- Moving a robot Safer Internet Day • E-safety: 'I am Safe and Secure' Privacy • Data and Information- Grouping data (Dance Mat Typing) <i>AI link- Demonstrate how information can be sorted by robots (AI) by using the AI for Oceans activity.</i>	• E-safety: 'I am healthy' age appropriate • Creating Media- Digital writing (Dance Mat Typing) <i>AI link- Use a voice to text application at the end of the unit to show alternative ways that AI can help us make everyday tasks more convenient. Discuss limitations such as inaccuracy.</i> • E-safety: 'I am healthy' lifestyle choices • Programming B- Programming animations (Dance Mat Typing)
English	• Traditional stories • Stories with repetitive patterns or structures • Recount - linked to trip to the park with teddies • Poems on a theme	• Narrative & report • Key stories • Texts linked to own experience • Poems for learning by heart	• Stories by the same author • Instructions and other non-fiction texts E.g. captions, labels, lists, menus, postcards, invitations • Traditional rhymes • Whole School Project • Non-fiction texts

Geography	“Where do we live?” • Countries of the United Kingdom • Seas and oceans • Continents Fieldwork: Friends and family data collection – what places are we from? Map Skills: Identifying countries, seas/oceans and continents on maps. Map making: map of the park Place Study: Langport.	“Is the weather the same all over the world?” • Seasonal and daily weather in the UK • Hot and cold areas of the world. “Why are some beaches different to others?” • Physical and human geography – coasts. Fieldwork: class weather station. Map Skills: OS map – identification of simple features including coastal features. Map making: map of Lyme Regis Place Study: Antarctica Byron bay (Australia) and Lyme Regis (UK).	“Why might it be difficult to grow bananas in the UK?” • Geographical physical features: soil and vegetation. “How do I create an accurate map of my school?” • School and surrounding human and physical features. Fieldwork: Origins of fruit and vegetables from a local shop. Map Skills: Digital mapping – finding places. Map making: map of the school Place Study: Indonesia – Asia.
History	🕒 Each topic to start with a timeline. • Gunpowder plot: 1605. • Remembrance: WWI animals. (🌀History, YR, Autumn) (History, Y2-6, Autumn🌀) • Nurses through history inc. Mary Seacole and Florence Nightingale and today.	🕒 Each topic to start with a timeline. • The medieval period including castles: 1066-1485. (History, Y2, Summer🌀)	🕒 Each topic to start with a timeline. • Our high street and town including a quick history – the changing landscape near us (building): 2022.
Maths	• Place value (0-20) • Addition and subtraction (0-10) • Shape • Multiples of 2	• Addition and subtraction (0-20) • Place value (0-50) • Addition and subtraction (0-50) • Length and height • Mass and volume	• Multiplication and division • Multiples of 2, 10, 5, 1, 0 • Fractions • Position and direction • Place value (0-100) • Money • Time
Music	• Keeping the pulse: my favourite things • Tempo: snail and mouse	• Dynamics: seaside • Sound patterns: fairytales	• Pitch: superheroes • Musical symbols: under the sea
PE	• Skills - Balance to Agility: jumping and landing • Static balance: seated.	• Dance – Shape, Solo, Partners artistry Movement, beat rhythm • Skills - Coordination: ball skills	• Skills - Coordination: sending and receiving • Agility: reaction/response • Multi-skills

	• Teambuilding, Multi-skills • Gymnastics – Shape, Travel, Movement	• Counterbalance: with a partner • Multi-skills	• Skills - Agility: ball chasing • Static balance: floor work • Athletics, multi-skills
PSHE	• Autumn 1 - My healthy self: How can we look after our emotions? • NSPCC Speak Out Stay Safe • Autumn 2 - Connecting with others: How can I help myself and others feel happy and safe? • Fire / firework safety	• Spring 1 - The online world: How do we spend time online? • Rail safety (Network rail) • Spring 2: Citizenship: How can I help others and the environment? • Safeguarding planner page: safety in vehicles	• Summer 1: Staying safe: How can I stay safe? • Water Safety • Summer 2: Health protection: How can I protect myself and others in daily life? • Sun safety
RE	• What do I believe (1 session) • What do different people think about how the world started? (6 lessons) • How might following the rules help people to live a good life? (5 lessons) • 🌀Advent, Christmas and Christingle (1 lesson)	• 🌀 'Creation' (1 session) • What do some people believe God looks like? (5 lessons) • What Good news did Jesus bring? (4 lessons) • 🌀 The Easter story (1 sessions)	• 🌀 Good News (1 session) • What is it like to be a Jewish person living in Somerset? (6 lessons) • Should we care for the world and why does it matter? (6 lessons)
Science	• The human body • Seasonal changes • Materials • Seasonal changes	• Planting A • Animals • Caring for the planet • Seasonal changes • Planting B	• Plants • Planting C • Growing and cooking • Seasonal changes • Butterfly Conservation Big Butterfly Count (July) • Relationship education (see PSHE overview)