OUR CURRICULUM

2026–2027

Nurturing Brilliance • Guiding Exploration • Cultivating Respect

Explore the learning journey for each year group at Wyburns Primary School. Our curriculum is ambitious, engaging and designed to unlock every child's brilliance.

EYFS CURRICULUM 2026–2027

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Self-Regulation	To be able to follow one step instructions, recognise different emotions and focus during short whole class activities.	—	To be able to focus during longer whole class lessons.	To identify and moderate their own feelings socially and emotionally.	—	To follow instructions of three steps or more.
Managing Self	To wash hands independently	—	To begin to show resilience and perseverance in the face of a challenge.	To develop independence when dressing and undressing.	—	To be able to show a 'can do' attitude To understand the importance of healthy food choices
Building Relationships	To seek support from adults and gain confidence to speak to peers and adults.	—	To be able to use taught strategies to support turn taking.	To listen to the ideas of other children and agree on a solution and compromise.	—	To be able to have confidence to communicate with adults around the school.
Listening, Attention and Understanding	To be able to understand how to listen carefully and know why it is important.	—	To be able to ask questions to find out more.	To retell a story and follow a story without pictures or props.	—	To be able to have conversations with adults and peers with back-and-forth exchanges.
Speaking	To be able to talk in front of small groups and their teacher offering their own ideas.	—	To talk in sentences using conjunctions e.g. and, because	To engage in non-fiction books and to use new vocabulary in different contexts.	—	To be able talk in sentences using a range of tenses.
Gross Motor Skills	To move safely in a space.	—	To be able to control a ball in different ways, balance on a variety of equipment and climb	To jump and land safely from a height.	—	To play by the rules and develop coordination.
Fine Motor Skills	Begin to use tripod grip when using mark making tools.	—	To handle scissors, pencil and glue effectively.	Use small tools correctly. Able to use cutlery appropriately.	—	To form letters correctly using a tripod grip.
Comprehension	Independently looks at a book, holding it the correct way and turning pages.	—	Acts out stories using recently introduced vocabulary.	To be able to talk about the characters in the books they are reading.	—	Able to answer questions about what they have read.
Word Reading	Segment and blend sounds together to read words.	—	Recognise taught digraphs in words and blend the sounds together.	Read words containing tricky words and digraphs.	—	Read books matching their phonics ability.
Writing	To give meanings to the marks they make.	—	Write words representing the sounds with a letter/letters.	Write labels/phrases representing the sounds with a letter/letters.	—	Write simple phrases and sentences using recognisable letter and sounds.
Number	Have a deep understanding of numbers 1 – 3.	—	Have a deep understanding of numbers 1 – 8.	Have a deep understanding of numbers 1 - 10	—	Know number bonds to 10 including doubling facts.

Numerical Patterns	Verbally say which group has more or less.	—	Understand and explore the difference between odd and even numbers.	Add and subtract using number sentences.	—	To be able to count beyond 30 and higher (100)
Past and Present	To know about their own life story and know they have changed.	—	Talk about the lives of peopleee around them.	Talk about past and present events in their lives and what has been read to them	—	TO know about the past through settings, characters and events.
People, Culture and Communities	Know about features of the immediate environment.	—	Know that peopleee around the world have different religions.	Know about peopleee who help us within the local community.	—	To know that simple symbols are used to identify features on a map.
The Natural World	To explore and ask questions about the natural environment around them	—	Talk about features of the environment they are in and learn about the different environments.	Make observations about animals discussing similarities and differences.	—	Know some important processes and changes in the natural world including states of matter.
Creating with Materials	Experiment mixing with colours. Drawing: Marvellous marks	—	Safely explore different techniques for joining materials.	Make props and costumes for different role play scenarios.	—	To share creations, talk about process and evaluate their work.
Being Imaginative and Expressive	Sing and perform nursery rhymes.	—	Create narratives based around stories.	Move in time to the music.	—	Invent their own narratives, stories and poems.

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Year 1

CURRICULUM 2026–2027

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	Forces, earth and space - Seasonal change	Everyday Materials	Animals including humans - Sensitive bodie Kapow unit	Animals including humans - comparing animals Kapow unit	Introduction to Plants	Making connection - Investigating Science through stories
Computing	Information Technology Word Warriors	Creating Media Film and Animation	Computer Science Bee Bots	Creating Media Video Editing	Information Technology Data	Computer Science Coding
History	How am I making history?	—	How have toys changed?	—	How have explorers changed the world?	—
Geography	What is it like here?	—	What is the weather like in the UK?	—	What is it like to live in Shanghai?	—
Music	Keeping The Pulse (Theme: My Favourite Things)	Tempo (Theme: Snail and Mouse)	Dynamics (Theme: Seaside)	Sound Patterns (Theme: Fairytales)	Pitch (Theme: Superheroes)	Musical Symbols (Theme: Under the Sea)
Art	Paint and Collaging Updated* Drawing: Exploring line and shape	—	Sculpture and 3D: Paper play	—	Painting & mixed media: colour splash	—
DT	Structure - Stable Structures or Constructing a Windmill	—	Textiles: Puppets	—	Cooking & Nutrition: Smoothies	—
PE	Dance/Multi skills	Dance/Body Management	Gymnastics/throwing/ rolling/catching	Gymnastics/kicking and passing	Paralympics/Athletics	Athletics/Racket practise
RE	How did the world begin	What do some people believe God looks like	What is God's job?	Why should we care for the world?	How do we know that new babies are special	Why should we care for others?
PSHE	My healthy self	Connecting with others	The online world	How can I help others and the environment?	Health protection	staying safe - how can I keep myself safe?

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Year 2

CURRICULUM 2026–2027

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	Living Things and Their Habitats - Habitats	Living Things and Their Habitats - Microhabitats	Materials	Animals including humans - life cycle and health	Plants	Making connections- plant based materials
Computing	Information Technology Word Warriors	Creating Media Video Editing	Computer Science Big Track	Creating Media Photo Editing	Information Technology Sound	Computer Science Scratch Jr
History	How was school different in the past?	—	How did we learn to fly?	—	What is a monarch?	—
Geography	Would you prefer to live in a hot or cold place?	—	Why is our world wonderful?	—	What is it like to live by the coast?	—
Music	Call and Response (Theme: Animals)	Instruments (Theme: Musical Storytelling)	Singing (Theme: On the Island) and Infant Music Festival	Contrasting Dynamics (Theme: Space) and Infant Music Festival	Structure (Theme: Myths and Legends)	Pitch (Theme: Musical Me)
Art	Drawing: Understanding tone and texture	—	Painting and mixed media: Life in colour	—	Sculpture and 3D: Clay houses	—
DT	Structures: Baby Bear's Chair	—	Mechanisms: Fairground wheel	—	Cooking & Nutrition: Balanced diet	—
PE	Dance/multi skills	Dance/body management	Gymnastics/ball skills	Gymnastics/kicking and passing	Paralympics/Athletics	Athletics/Striking and fielding
RE	Why do we need to give thanks?	Why is light important to some people	how do we know some people feel a special connection to God	what is a prophet	Why do some people talk to God?	Where do some people talk to God?
PSHE	My healthy self	connecting with others	the online world	how do people belong to a community and collect money	how can we look after and respect our bodies grow?	staying safe

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Year 3

CURRICULUM 2026–2027

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	Animals including humans - movement and nutrition	Forces, Earth and Space - Forces and Magnets	Rocks and soil	Energy - Light and Shadows	Plants - plant reproduction	Making connections - Does hand span affect grip strength?
Computing	Information Technology Powerpoint	Creating Media Animation and Video Editing	Information Technology / Computer Science Scratch / Sound	Information Technology Data	Computer Science/Creating Media Microbits	Information Technology / Computer Science Scratch
History	British History 1: Would you have preferred to live in the Stone Age, Iron Age or Bronze Age?	—	British History 2: Why did the Romans invade and settle in Britain?	—	What was important to Ancient Egyptians?	—
Geography	Why do peopleee live near volcanoes?	—	Who lives in Antarctica?	—	Are all settlements the same?	—
Music	Ballads	Creating Compositions in Response to an Animation (Theme: Mountains)	Developing Singing Technique (Theme: The Vikings)	Pentatonic Melodie and Composition (Theme: Chinese New Year)	Jazz	Traditional Instruments and Improvisation (Theme: India)
Art	Developing drawing skills	—	Sculpture & 3D: Abstract shape & space	—	Craft & design: Ancient Egyptian scrolls	—
DT	Textiles: Cushions or Egyptian Collars	—	Structures: Constructing a castle	—	Cooking & Nutrition: Eating seasonally	—
PE	Dance/Multi skills	Dance/Netball	Gymnastics/XC	Gymnastics/Hockey	Multi skills/Athletics	Kwik Cricket
RE	What makes us human?	Where do our morals come from?	is scripture central to religion	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
PSHE	My healthy self	connecting with others	the online world	What rights and responsibilities do we have?	health protection	What careers to people choose and why?
Spanish	Spanish Greetings with puppets	Spanish numbers and ages	Shapes and colours in spanish	Classroom objects in Spanish	Where do you live in Spain?	Journey around Latin America

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Year 4

CURRICULUM 2026–2027

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	Animals Including Humans - digestion and food	Energy - Electricity and circuits	Materials - States of Matter	Energy - sound and vibrations	Living things and their habitats -Classification and changing habitats	Making connections - How does the flow of liquids compare?
Computing	Computer Science Programming Scratch	computing systems and networks	Creating media website design	skills showcase HTML	Computational Thinking	Data handling - investigating weather
History	How have children's lives changed?	—	British History 3: How hard was it to invade and settle in Britain? Saxons	—	How did the achievements of the Mayan civilisation influence their society and beyond?	—
Geography	Why are rainforests important to us?	—	Where does our food come from?	—	What are rivers and how are they used?	—
Music	Body and Tuned Percussion (Theme: Rainforests)	Rock and Roll	Changes in Pitch, Tempo and Dynamics (Theme: Rivers)	Haiku, Music and Performance (Theme: Hanami Festival)	Samba and Carnival Sounds and Instruments (Theme: South America)	Adapting and Transposing Motifs (Theme: Romans)
Art	Drawing: Exploring tone, texture and proportion	—	Painting and mixed media: Light and dark	—	Craft and design: Fabric of nature	—
DT	Structures: Helmets or Pavilions	—	Mechanical systems: Mechanical cars or Electrical systems: Torches	—	Cooking & Nutrition: Adapting a recipe	—
PE	Dance/Tag Rugby	Dance/Dodgeball	Gymnastics/XC	Gymnastics/Orienteering	Athletics/Multi Sports	Athletics/Tennis
RE	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best selling book of all time?	Does the language of scripture matter?
PSHE	My healthy self	Connecting with others	Online safety	Citizenship- how can I spend money responsibly	Growing up	staying safe
Spanish	Dates in Spanish	Pets in Spanish	Weather in Spain	In a Spanish café	Spanish celebrations	The Amazon Rainforest

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Year 5

CURRICULUM 2026–2027

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	Earth and space	Unbalanced forces	Materials - Properties and changes	Life cycles and reproduction	Materials - mixtures and separation	Human Timeline
Computing	Programming 1: Scratch: Music	Computing Systems: Websites, search and storage	Programming 2: BBC micro:bit	Creating media: Creating animations	Creating media: Creating podcasts	Data handling: Exploring spreadsheets
History	British History 4: Were the Vikings raiders, traders or something else?	—	-British History 5: What was life like in Tudor England?	—	26-27 - What was the Sikh Empire? 27-28 onwards - What is the legacy of the Ancient Greek Civilisation?	—
Geography	What is life like in the Alps?	—	Why do oceans matter?	—	Would you like to live in the desert?	—
Music	Music in nature: Chords and melodies	Three chord pop: Playing in a band	West African rhythms: Create, play and perform	Music technology: Podcasts and jingles	Stage and song: Storytelling through music	Samba sounds: Rhythm and groove
Art	Drawing: Depth, emotion and movement	—	Painting and mixed media: Expressive portraits	—	Sculpture and 3D: Interactive installation	Craft and design: Architecture
DT	Cooking and Nutrition: Developing a Recipe	—	Electrical systems: Wobble bots	—	Mechanical systems: Making a Pop Up Book	—
PE	Gymnastics/Dodgeball	Gymnastics/Football	Dance/Cross country	Dance/Hi 5 Netball	Athletics	Tennis
RE	Respectful Religion and worldviews: What do people think about God?	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? (part 1)	What happens when we die? (part 2)	Who should get to be in charge?
PSHE	My healthy self: How can I support my mind and body as I grow?	Connecting with clothes: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Spanish	Describing family and friends in Spanish	Spanish portraits	Sports in Spanish	Spanish food and drink	A trip across Spain	Saving South America

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Year 6 CURRICULUM 2026–2027

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	Living Things and Their Habitats -Evolution and Inheritance	Energy - light and reflection	Living Things and Their Habitats - Classifying big and small	Energy - Circuits, batteries and switches	Animals Including Humans - Circulation and health	Making connections - are some sunglasses safer than others?
Computing	Information Technology Data spreadsheets	Creating Media Web Design	Computer Science Scratch	Information Technology Communication and collaboration	Creating Media TinkerCAD	Computer Science Microbits
History	What can the census tell us about local areas?	—	British History 6: What was the impact of World War 2 on the people of Britain?	—	Unheard stories: Who should go on the bank note?	—
Geography	Why does the population change?	—	Where does our energy come from?	—	To carry out an independent fieldwork enquiry?	—
Music	Dynamics, Pitch and Texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Songs of World War 2	Film Music	Theme and Variations (Theme: Pop Art)	Baroque	Composing and Performing a Leavers' Song
Art	Craft and design: Photo opportunity	—	Drawing: Expressing ideas	—	Sculpture & 3D: Making Memories	—
DT	Textiles: Bags	—	Structure: Playgrounds	—	Cooking and Nutrition:	—
PE	Gymnastics/Basketball	Gymnastics/Tag Rugby	Dance/XC	Dance - choreograph own/Orienteering	Swimming/Athletics	Swimming/Rounders
RE	Why does religion look different around the world pt 1	why does religion look different around the world pt 2	Why is it better to be there in person?	Why is there suffering pt 1	Why is there suffering pt 2	What place does religion have in our world today?
PSHE	My healthy self	Connecting with others	Online safety	Citizenship- how can we protect everyone's rights	staying safe	RSE
Spanish	Clothes in Spanish	School life in Spanish	Household tasks in Spanish	Shopping in Spain	Free time in Spain	Maya city treasure hunt

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