



South Marston CofE Primary School

Foundation Subject Curriculum Overview –

Cycle B 2025-2026

As South Marston has mixed year groups and classes, we have carefully considered the knowledge, skills and content children need to learn. Furthermore, we aim to ensure a broad, balanced and engaging curriculum offering. With this in mind, we have developed a two-year cycle (Cycle A and Cycle B), with units alternating each year. The purpose of this is to expose children to a variety and breadth of units, which they can build upon each year. While content may be revisited, we aim for little content to be repeated and for children to progress. All objectives and units are based around the National Curriculum. Depending on the common trends, requirements and changes to curriculum may mean that there are future adaptations and developments to this cycle.

English

Teachers deliver their English lessons based around quality texts. Teachers may also use a range of other high-quality tools such as leaflets, booklets, videos and websites to support their teaching. Handwriting, spelling, punctuation, phonics and grammar, speaking and listening skills play an important part in our curriculum and are woven throughout English teaching. Each term, children will study a particular genre of writing (usually fiction and nonfiction). Please refer to the English long term and medium term plan for coverage of objectives and units taught.

Mathematics

Please refer to the Mathematics long and medium-term plan for coverage of objectives and units taught.

Science

Teachers deliver their Science lessons using the materials available on the ‘Developing Experts’ scheme of work. Where appropriate, teachers will use their professional skills and judgment to adapt and source quality learning materials from other schemes and guides. At South Marston, we celebrate the annual Science Week.



Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Science is not explicitly required within the Early Years Foundation Stage Learning Goals/Outcomes.	Animals Including Humans – All About Me / Growth (x2 units)	Animals Including Humans - (x2 units) <ul style="list-style-type: none">• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat• identify that humans and some other animals have skeletons and muscles for support, protection and movement.• describe the simple functions of the basic parts of the digestive system in humans• identify the different types of teeth in humans and their simple functions• construct and interpret a variety of food chains, identifying producers, predators and prey.	Forces - (x1 unit) <ul style="list-style-type: none">• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object• identify the effects of air resistance, water resistance and friction, that act between moving surfaces• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Earth and Space -

<p>However, Science opportunities and activities will be available to children through various other Early Years areas, including: Understanding of the World.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Plants - (x2 units)</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Living Things and Their Habitats & Habitats Around the World - (x2 units)</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>Light - (x1 unit)</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change. <p>Living Things and Their Habitats & Conservation - (x2 units)</p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. <p>States of Matter - (x1 unit)</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>(x1 unit)</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Electricity - (x1 unit)</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram. <p>Living Things and their habitats (x2 units)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. <p>Evolution and inheritance</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
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Working Scientifically

Throughout science teaching, teachers will ensure scientific skills and working scientifically objectives are taught.

Key Stage 1

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Lower Key Stage 2

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Upper Key Stage 2

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

History

Teachers deliver History lessons using various planning guidance and schemes to inform their planning. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Covered through Understanding of the World	How has transport developed through the ages? (Transport) What makes someone significant? (Mary Anning, Explorers, Florence Nightingale) What was Royal Life like? (Castles & The Royal Family)	How did the Tudors change England? (Tudors) What can we learn about everyday life in Ancient Greece? (Greeks) How has Swindon changed from a small market town to a large modern town? (railways, GRW, how Swindon & South Marston have changed over time, history of our school)	How did life differ for rich and poor people in Victorian times? (The Victorians) How did World War 2 change life in Britain? (World War II) How did life in the 1960s differ from life today? (The Swinging 60s)

Geography

Teachers deliver Geography lessons using various planning guidance and schemes to inform their planning. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Covered through Understanding of the World	How are the continents different from each other? (7 Continents & 5 Oceans – Our World) What is a safari and where in the world can you go on one? (Safari/Jungles) What is a map and what can it help us find? (Map Skills)	How do humans affect the environment in positive and negative ways? (Climate / Looking after the world / eco / recycling) How do people in Mexico live and how is it different from life in the UK? (Study of country/continent - Mexico & The UK) How is life different in a rural settlement compared to a city? (Types of settlements)	How do maps help us understand the world better? (Map skills – grid referencing / types of maps) What are natural disasters and what causes them? (Natural disasters – volcanoes, tsunamis, earthquakes) How does trade affect the economy of different countries? (fair trade, movement of goods, farming, world population)

Design & Technology

Teachers deliver Design Technology lessons using various planning guidance and schemes to inform their planning. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary. It is expected that Design Technology lessons will follow the: research, plan, make and evaluate stages with an end product/project.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Covered through Expressive Art & Design	Food & Nutrition – Fruit Kebabs & Smoothies Textiles – Puppets Structure/Mechanism – Junk Model Vehicle/Transport (e.g - plane, train, boat)	Food & Nutrition – Salads Textiles – Tote Bag Structure/Mechanism - Castle/Tower	Food & Nutrition – Picnic Snacks (e.g - cheese twists, bread, fairy cakes) Textiles – Seasonal Stocking Structure/Mechanism - Vehicle (woodwork)

Art & Design

Teachers deliver Art & Design lessons using various planning guidance and schemes to inform their planning. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary. It is expected that in Art & Design lessons, teachers will deliver and discuss content regarding art history, appreciation, technical art skills with an end project/piece of art.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Covered through Expressive Art & Design	Picasso Natural Art Printing	William Morris Indian Art LS Lowry	Kandinsky Vincent Van Gogh African Art

Physical Education

Teachers deliver Physical Education lessons using various planning guidance and schemes to inform their planning. At South Marston, we have access to the REAL PE scheme of work. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary. Throughout the academic year, the majority of year groups will attend swimming lessons taught by trained school staff (who have attended teachers of school swimming training) and participate in regular dance sessions. Furthermore, additional experiences and opportunities for sports and physical activity, including: sports week, specialist visiting teachers, workshops and a variety of festivals/competitions in conjunction with Fortius PE.



Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Use of outside area & provision for gross motor skills/development	Gymnastics x1 term Dance x1 term	Gymnastics x1 term Dance x1 term	Gymnastics x1 term Dance x1 term
Use of REAL PE scheme units/modules	Games (Tag Rugby / Hockey / Football / Netball / Cricket / Rounders) Athletics Swimming x2 terms	Games (Tag Rugby / Hockey / Football / Netball / Cricket / Rounders) Athletics Swimming x2 terms	Games (Tag Rugby / Hockey / Football / Netball / Cricket / Rounders) Athletics Swimming x2 terms

Modern Foreign Languages (French)

Teachers deliver Modern Foreign Languages lessons using various planning guidance and schemes to inform their planning. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary. Furthermore, additional experiences and opportunities for languages including European Day of Languages will be planned for. <https://www.eastlandsprimaryschool.co.uk/children-1/curriculum-1/eps-curriculum/languages/french-knowledge-organisers>

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>Modern Foreign Languages are not a statutory requirement to be taught in EYFS & KS1.</p> <p>Basics such as answering the register and singing songs in French will take place.</p>		<p>Greetings In the classroom My Body Animals The Family Happy Birthday Telling the Time Celebrations/Festivals Food</p>	<p>Describing Myself At School Food The Town Holidays At My House The Weekend Clothing Daily Routines Transport Sport</p>

Personal, Social, Health, Economic Education & Citizenship

Teachers deliver PSHE&C lessons using the Jigsaw PSHE&C scheme of work. Personal Development and PSHE are essential to children's life skills and a part of their future development, social skills and global citizens. As part of this, children will attend regular assemblies/collective worship sessions focusing on school values, British Values, protected characteristics and various other themes (e.g - internet safety, anti-bullying, road safety and healthy living). Staff will plan for regular PSHE related activities, experiences and opportunities for children, including visiting guest speakers (e.g - local police and charity workers) and PSHE enrichment day.



Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Being Me in My World			
Celebrating Difference			
Dreams and Goals			
Healthy Me			
Relationships			
Changing Me			

Music

Teachers deliver Music lessons using the Charanga and BBC Schools scheme of work. As part of this, children will attend a whole school regular singing/music-based assembly. In an aim to support Music teaching and the provision of Music, staff will run regular extra-curricular choir, music and performing arts clubs, prepare children for voice/singing festivals and arrange musical instrument teaching from external specialist teachers. Staff will work with the local music hub – Swindon Music Service.



Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
BBC Schools Radio & Bring the Noise My Musical Heartbeat Dance Sing and Play Exploring Sounds Learning to Listen	Pulse, Rhythm and Pitch Playing in an Orchestra Inventing a Musical Story Recognising Different Sounds Exploring Improvisation Our Big Concert	Musical Structures Exploring Feelings when you Play Compose with your Friends Feelings Through Music Expression and Improvisation The Show Must Go On	Music and Technology Developing Ensemble Skills Creative Composition Musical Styles Connect Us Improvising With Confidence Farwell Tour Christmas Performance Ukulele & String??

<p>Have Fun with Improvisation</p> <p>Christmas Performance</p> <p>Glockenspiels & Percussion</p> <p>Covered through Expressive Art & Design</p>	<p>Christmas Performance</p> <p>Glockenspiels & Percussion</p>	<p>Christmas Performance</p> <p>Recorders & Woodwind??</p>	
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Religious Education

Teachers deliver Religious Education lessons using the Swindon Agreed RE and Understanding Christianity schemes of work. As we are a church school, we have strong links to our local church. During special celebrations and festivals, such as: Harvest, Christmas and Easter, children will prepare for services held in the local church. Furthermore, children will also attend a weekly collective worship as a whole school learning about Christian values, including: hope, fairness, truthfulness and respect. That said, children will study a range of other religions, festivals and celebrations from various cultures. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary.

Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Why is the word 'God so important to Christians?	Who made the world?	What do Christians learn from the creation story?	What does it mean if God is Holy and Loving?

<p>Why do Christians perform nativity plays at Christmas?</p> <p>What is special about our world?</p> <p>Why do Christians put a cross in an Easter Garden?</p> <p>Learning stories from different religions.</p>	<p>Why does Christmas matter to Christians?</p> <p>What does it mean to belong to a faith community?</p> <p>Why does Easter matter to Christians?</p> <p>Who is a Muslim and what do they believe?</p>	<p>What is the trinity?</p> <p>Why do some people think life is a journey?</p> <p>Why do Christians call the day Jesus died ‘Good Friday’?</p> <p>What does it mean to be a Hindu today in Britain?</p>	<p>Creation and Science: Conflicting or complementary?</p> <p>What does it mean to be a Muslim in Britain today?</p> <p>What difference does the resurrection make to Christians?</p> <p>If God is everywhere why go to a place of worship? (Hinduism focus)</p>
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Computing

Teachers deliver Computing/ICT lessons using the Teach Computing scheme of work. As a basis, teachers will use a knowledge organiser (shared with the children throughout lessons) to focus key learning, concepts and vocabulary. Children have access to a range of electronic devices, including: laptops, ipads, bee bots and cameras. Where appropriate, cross curricular computing links will be made across other subjects (e.g - creating a radio advert in French, researching using the internet for Science and editing photos in Art).



Early Years Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
	<p>Data and information – Grouping Data</p> <p>Programming Animations</p> <p>Creating Media – Digital Painting</p> <p>Computing systems and networks – IT around us</p> <p>Creating Media – Digital Photography</p>	<p>Creating Media – Photo Editing</p> <p>Creating Media – Desktop publishing</p> <p>Data and information – Branching Databases</p> <p>Data and Information – Data logging</p> <p>Programming</p>	<p>Creating Media – 3D Modelling</p> <p>Programming</p> <p>Computing systems and networks – Communication and Collaboration</p> <p>Creating Media – Web page creation</p> <p>Creating Media – Introduction to vector graphics</p>