



South Marston CofE Primary School

Foundation Curriculum Long Term Map (2026-2027)

Because South Marston has mixed year groups and classes, we have carefully considered the knowledge, skills and content that children need to learn. We also aim to provide a broad, balanced and engaging curriculum. To support this, we have developed a two-year cycle (Cycle A and Cycle B), with units alternating each year. The purpose of this approach is to expose children to a wide range of units that they can build upon as they progress through the school. While some content may be revisited to reinforce learning, we aim to minimise repetition and ensure clear progression. All objectives and units are aligned with the National Curriculum. As common trends, requirements and priorities evolve, this cycle may be adapted and developed in the future.

	Cycle A			Cycle B		
	KS1	LKS2	UKS2	KS1	LKS2	UKS2
Science (supported by the Developing Experts scheme)	Everyday Materials	Rocks	Light, Dark and Shadows	Animals Including Humans (Growth & All About Me)	Animals Including Humans	Forces
	Seasonal Changes	Plants	Animals Including Humans (inheritance and evolution and circulatory system)	Plants	Light	Earth & Space
	Animals Including Humans (Animals & Life Cycles)	Forces & Magnets	Materials & Changes of State	Living Things & Their Habitats (Habitats Around the World)	Living Things & Their Habitats / Conservation	Electricity
		Sound	Living Things & Their Habitats (Classification)		States of Matter	Living Things & Their Habitats
		Electricity	Looking After Our Environment			Evolution & Inheritance

Spanish (supported by the Twinkl scheme)	Not statutory for KSI	Meet and Greet My Body Time to Eat The People Around Me All About My School Tell Me When		Not statutory for KSI		
History (supported by the school's developed knowledge organisers)	How did the Great Fire of London change London? How has space travel changed over time? How was life different when our parents and grandparents were children?	What was everyday life like for people from the Stone Age to the Iron Age? Why did the Romans invade Britain? How did the Vikings and Anglo-Saxons shape Britain?	What can crime and punishment tell us about life in the past? What made the Maya civilization so successful? Why did the Egyptians build pyramids and mummify bodies?	How was life different when our parents and grandparents were children? What makes someone significant? What was Royal Family life like?	How did the Tudors change England? What can we learn about everyday life in Ancient Greece? How has Swindon changed from a small market town to a large modern town?	How did life differ for rich and poor people in Victorian times? How did World War 2 change life in Britain? How did life in the 1960s differ from life today?
Geography (supported by the school's developed knowledge organisers)	How do people travel around and use the city of London? How are Africa and England the same and different?	How does water move around our planet in the water cycle? How are rivers and coastlines formed and changed over time?	How are mountains formed and shaped over time? How does the climate and structure of the rainforest affect life there?	How are the continents different from each other? What is a safari and where in the world can you go on one?	How do humans affect the environment in positive and negative ways? How do people in Mexico live and how is it different from life in the UK?	How do maps help us understand the world better? What are natural disasters and what causes them? How does trade affect the economy of

	What can we find out about seaside places?	What symbols, keys and scales help us read maps accurately?	How are the UK and Brazil similar and different?	What is a map and what can it help us find?	How is life different in a rural settlement compared to a city?	different countries?
Computing (supported by the Teach Computing, Twinkl and Oak National schemes)	Digital Painting Digital Writing Creating Animations Using IT to present data Online Safety Using the Internet	Online Safety Programming Technology Around Us Presentation Skills Computing Skills	Computer Networks Programming Using the Internet Presentation Skills Online Safety Word Processing	Online Safety Photo Editing Animations Coding Audio Production	Online Safety Radio Station Video Production Data Bases/Excel Developing Games (programming/coding)	Vector Graphics Spreadsheets Kodu Game Lab (programming/coding) Online Safety Website Creation
	Oak National Academy Scheme – https://www.thenational.academy/teachers/programmes/computing-primary/units BBC Schools computing resources - https://www.bbc.co.uk/teach/topics/c3g251j8qent?scrlybrkr=23c208ff Teach Computing Scheme - https://teachcomputing.org/ Twinkl Computing Scheme - https://www.twinkl.co.uk/resource/tp2-i-252-computing-subject-overview					
Physical Education (supported by the Oak National scheme)	Dance Gymnastics Fundamental Movement Skills Locomotion (running & jumping) Heath & Wellbeing (the effects of exercise)	Dance Gymnastics Swimming Sports Week activities Invasion Games (rules of netball and principles of attack and defence)	Dance Gymnastics Swimming Sports Week activities Invasion Games (shooting) Net & Wall Games	Dance	Dance Swimming	Dance Swimming

	Ball Skills (sending receiving and dribbling) Outdoor Adventurous Activities Ball Skills (pushing and striking) Sports Week activities	Athletics Outdoor Adventurous Activities Net & Wall Games Striking & Fielding (Fielding vs battling)	Athletics Striking & Fielding Outdoor Adventurous Activities			
	Oak National Scheme - https://www.thenational.academy/teachers/programmes/physical-education-primary/units Where appropriate, other traditional sports such as football, tag rugby, rounders, cricket etc to form part of regular PE lessons in addition to the skills focus element.					
Religious Education (supported by Swindon Agreed Syllabus, Salvation and Understanding Christianity schemes)	I.1: What do Christians believe God is like? I.3: Why does Christmas matter to Christians? I.8: How should we care for others and the world? I.5: Why does Easter matter to Christians?	2A.1: What do Christians learn from the creation story? 2A.3: What is the trinity? 2.5: Why are festivals so important? 2A.5: Why do Christians call the day Jesus died 'Good Friday'?	2B.4: Was Jesus the messiah? Christianity U2.9 What can be done to reduce racism? Can religion help? 2.7: What matters most to Christians and to Humanists? 2B.6: What did Jesus do to save human beings? 2.3: What do religions say to us			

	1.3: Who is Jewish and what do they believe?	2.9: What can we learn from religions about deciding right and wrong?	when life gets hard?			
Music (supported by the Charanga and BBC schools schemes)	Charanga – Glockenspiel Lessons	Charanga – Glockenspiel Lessons	Charanga – Glockenspiel Lessons	Charanga – Glockenspiel Lessons	Music Service specialist instrument teaching (ukulele)	Music Service specialist instrument teaching (ukulele)
	Charanga Scheme - https://www.swindonmusicserviceonline.org/c/1356530-schemes-and-scheme-builder-overview/1370757-english-model-music-curriculum-scheme Oak National Scheme - https://www.thenational.academy/teachers/programmes/music-primary/units BBC Schools Music - https://www.bbc.co.uk/teach/school-radio/articles/z6762sg?scrlybrkr=23c208ff					
PSHE&C (supported by the Jigsaw scheme)	Being Me In My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me <i>Additional PSHE related materials are covered throughout collective worship, class discussions and other curriculum areas.</i> Jigsaw Scheme - https://jigsawpshe.online/					
Art & Design (supported by the school's developed knowledge organisers)	How can experimenting with colour change our drawings?	What can we learn about pattern and shape by making mosaics?	What stories can pictures tell in street art?	What makes Picasso's art different from other portraits?	Why are repeating patterns important in textile design?	How can we create abstract art using circles, lines and colour?
	How did Piet Mondrian use lines and shapes to create his paintings?	How did Claude Monet use paint to show light and nature?	How do artists use shape, line and colour to create a portrait?	How can we make art using natural materials?	How can we create patterns inspired by traditional Indian art?	How can we be inspired by nature to paint expressive landscapes?
	How can we use clay to make animal sculptures?	How do artists and makers create pots from clay?	How can we use materials to make a 3D mask?	What patterns can we create using printing?	How can we create a cityscape inspired by L.S. Lowry?	How does African art tell stories or represent culture?
	How do designers and engineers plan	How can we design and make	How can we design and build a	How can we create healthy and	How can we plan and make healthy, tasty	How can we design and make a seasonal

Design Technology (supported by the school's developed knowledge organisers) <u>X3 units</u> Food & Nutrition Textiles Structure	and build landmarks and bridges? - structure How can we make a pizza that is healthy and tasty? – food & nutrition What materials and techniques can we use to create a purse? – textiles	our own board game? - structure How can we make food from different countries? – food & nutrition How can we use stitching to decorate a textile bookmark? – textiles	windmill that stands up and moves? - structure How can we use sewing techniques to create a high-quality cushion cover? - textiles How do chefs use ingredients and cooking skills to create traditional Spanish dishes? – food & nutrition.	delicious fruit kebabs and smoothies? – food & nutrition How can we design and make our own animal puppets? – textiles How can we design and build a strong structure to support a vehicle? - structure	snacks for a picnic? – food & nutrition How can we design and make a useful and creative tote bag? – textiles How can we design and build a strong tower or castle that stands tall and stable? – structure	stocking that is creative and functional? – textiles How can we design and make a wooden vehicle that moves well? – structure How can we combine flavours, colours and textures to make a salad appealing? – food & nutrition
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