

Mawsley C.P School – Curriculum Plan B 2026-27

Year B 2026-7	Term 1 Create	Term 2 Discover	Term 3 Explore	Term 4 Create	Term 5 Discover	Term 6 Explore
Year 1 -Writing	Grammasaurus – Place Value lessons (3 x a week (30-minute Grammar/30-minute handwriting, free write to apply 1x)	Year 1A Old Bear	Year 1D where the wild things are	Year 1B Rapunzel	Year 1C Hermelin	Year 1F The Last Wolf
Year 2 -Writing	Grammasaurus – Place Value lessons (3 x a week (30-minute Grammar/30-minute handwriting, free write to apply 1x)	Year 2 Unit B Unit ‘The Night Gardener’	Year 2A A River	Year 2C The Bog Baby	Year 2E The King who banned the dark	Year 2 Unit D Unit ‘Grandad’s Island’
Year 2 - Reading	Year 2A Rivers and Seas	Year 2 Unit B Fairy Stories and Poetry	Year 2 Unit C Living things and Habitats	Year 2 Unit D Traditional Tales	Year 2E Great Fire of London	Year 2F Stories and Plays
Year B 2026-7	Term 1 Create	Term 2 Discover	Term 3 Explore	Term 4 Create	Term 5 Discover	Term 6 Explore
Phase 3 – Writing	Grammasaurus – Place Value lessons (3 x a week (30-minute Grammar/30-minute handwriting, free write to apply 1x)	Year 3F Into the Forest	Year 4E The Journey	Year 3D Jeremy Button	Year 4C Arthur and the Golden Rope	Year 3B Fox
Phase 3 - Reading	Year 3A Rocks and Magnets	Year 4B Stories and Poems	Year 4E Europe	Year 3E Egyptians	Year 4D Myths and Legends	Year 4F Stories and Plays
Year B 2026-7	Term 1 Create	Term 2 Discover	Term 3 Explore	Term 4 Create	Term 5 Discover	Term 6 Explore
Phase 4 - Writing	Grammasaurus – Place Value lessons (4 x a week, free write to apply 1x)	Year 6A Rose Blanche	Year 5E King Kong	Year 6C Origin of the Species	Year 5B FARThER	Year 5E Lost book of Adventure
Phase 4 - Reading	Year 6A War	Year 5A Space	Year 5E Geography	Year 6C Evolution and Inheritance	Year 5B Modern Fiction	Year 6F Traditional Tales and poetry

History	Term 1 Create	Term 2 Discover	Term 3 Explore	Term 4 Create	Term 5 Discover	Term 6 Explore
Phase 2	Drawing Tell a Story Year 2 Link to English book How can we use art to tell a story?	Mary Seacole Why do we remember Mary Seacole?		Year1&2 Mixed Planning 'Woven Wonders' How can we turn simple materials into something wonderful?	Holidays/Seasides Why do people love going to the seaside?	
Phase 3	Growing Artists 'How do artists see the world?' Year3&4 Mixed Cycle A Drawing: Developing drawing skills	Prehistoric History (Stone Age/Iron Age) 'Would you prefer to live in the Stone age or Iron Age?		Year3&4 Mixed Planning Light and Dark 'How does light make shadows?'	The Ancient Greeks 'What is the legacy of the Ancient Greek Civilisation?'	
Phase 4	Year5&6 Mixed Planning 'I need space' <i>How did the space race influence culture?</i>	The Impact of war <i>How did war effect the lives of the British population?</i>		Painting and Mixed media Artist Study <i>How do artist express themselves through paint and mixed media?</i>	Shang Dynasty of China <i>What was life really like in the Shang Dynasty?</i>	

Geography	Term 1 Create	Term 2 Discover	Term 3 Explore	Term 4 Create	Term 5 Discover	Term 6 Explore
Phase 2			Our Wonderful World (Seven Continents) What amazing places can we discover around our world?			Journeys/Food How does our food get from around the world to our plates?
Phase 3			Our World – A European Study 'What is life like in the Alps?'			Coasts 'Why are coasts important?'
Phase 4			South America – The Amazon <i>What is it like to live in the Amazon Rainforest</i>			Protecting the Environment <i>What can we do in order to make our lives</i>

			<i>and around the River Amazon?</i>			<i>more environmentally friendly?</i>
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Science	Term 1 Create	Term 2 Discover	Term 3 Explore	Term 4 Create	Term 5 Discover	Term 6 Explore
Phase 2	Kapow Yr1/2(A) Unit2 Forces and space: Seasonal Changes How seasonal changes affect trees, weather patterns and daylight hours?	Kapow Yr1/2(B) Unit4 Materials: Use of everyday materials How can we compare and group materials based on their properties?	Kapow Yr1/2(B) Unit3 Animals,including humans: Comparing animals How can we compare human and animal life cycles?	Kapow Yr1/2(A) Unit4 Animals, including humans: Life cycles and health How do animals change as they grow?	Kapow Yr1/2(A) Unit5 Plants: Plant Growth How do plants grow?	Kapow Yr1/2(A) Unit6 Making connections: Ocean protectors How do we protect the ocean?
Phase 3	Kapow Yr3/4(B) Unit 3 Rocks, soils and fossils 'How are Rocks, soils and fossils made?'	Kapow Year3/4(A) Unit 2 Animals, including humans: Movement and nutrition 'How do we move and grow?'	Kapow Year3/4(A) Unit 1 Energy: Light and Shadows 'How does light make shadows?'	Year 3/4(B) Unit 5 Plants: Plant Reproduction 'How do plants spread and reproduce?'	Year3/4(B) Unit 1 Forces and space:Forces and magnets 'How do forces make things move?'	Kapow Year3/4(B) Unit 6 Making connections: How does wind force affect seed dispersal?
Phase 4	Kapow Year5/6(A) Unit1 Materials: Mixtures and separation <i>How can we solve the mystery of a mixture?</i>	Kapow yr5/6(B) Unit 3 Living things:Classifying big and small <i>What makes one living thing different from another?</i>	KapowYr5/6(A) Unit 5 Energy:Light and Reflection <i>How does light help us see the world?</i>	Kapow Yr5/6(A)Unit 4 Animals,including humans:Circulation and health <i>How does our body keep us alive?</i>	Kapow Yr5/6(B)Unit 4 Energy: Circuits, batteries and switches <i>How can we make electricity work for us?</i>	Yr5/6(A)Unit 6 Making connections:How reflective are space blankets? <i>How can we use science to survive in space?</i>

Computing	Term 1 Create	Term 2 Discover	Term 3 Explore	Term 4 Create	Term 5 Discover	Term 6 Explore
Phase 2	Programming 2: Bee-Bot Y1 lessons 1-3 only https://beebot.terrapiinlogo.com/ ONLINE SAFETY: Pol-ed Y2 lesson: Keeping safe: How can I keep safe online? How can we teach a robot to follow our instructions?	Programming 1 Year 1 >Programming 1: Programming 1: Commands unplugged Y1 lessons 1-4 ONLINE SAFETY: Pol-ed Y1 lesson: Relationships: How can I be an ally? How can we give instructions to make something happen?	Data handling: Introduction to data Y1 lessons 1-4 Year 1 > PSHE - Online Safety How can we collect and organise information?	Computing systems and networks 1: What is a computer? Year 2 lessons 1-4 ONLINE SAFETY: Pol-ed Y1 lesson: Keeping safe: How can I keep safe in new places? What makes something a computer?	Online Safety Y2 all 5 lessons How can we stay safe and happy online?	Contextual – last year was logging in efficiently

Phase 3	Programming: Scratch Year 3 > Y3 lessons 1-4 ONLINE SAFETY: Pol-ed Y3 lesson: Relationships: How should we treat people?	Data handling: Comparison cards databases Year 3 > lessons 1-4 ONLINE SAFETY: Pol-ed Y4 lesson: Keeping Safe: How can I keep safe in my local area?	Data handling: Investigating weather Y4 lessons 1-4 PHSE - Staying safe online	Programming Scratch Y3 lessons 1-4 ONLINE SAFETY: Pol-ed Y4 lesson: Relationships: How can we be role models?	Online Safety Y4 all 5 lessons	Contextual – last year was using Office 365
Phase 4	Computing systems and networks: Bletchley Park and the history of computers Y6 lessons 1-4 <i>Could you have cracked a code at Bletchley Park?</i> ONLINE SAFETY: Pol-ed Y5 lesson: Relationships: How can my adult relationships affect my future?	Data handling: Mars Rover 1 Y5 lessons 1-4 <i>How can we use data to explore another planet?</i> ONLINE SAFETY: Pol-ed lesson: Relationships: What is bullying?	Creating Media Computing systems and networks: Exploring AI <i>How can AI help us solve problems?</i> Y6 lessons 1-4 PSHE - Managing risk, including online safety	Programming *New* Programming 1: Music Y5 lessons 1-4 <i>How can we use code to make music?</i> ONLINE SAFETY: Pol-ed Y5 lesson: Keeping safe: How can we use our phones sensibly?	Online Safety Y5 all 6 lessons if possible <i>How can we make smart choices online?</i>	Contextual – last year they did AI

RE	Term 1 Create	Term 2 Discover	Term 3 Explore	Term 4 Create	Term 5 Discover	Term 6 Explore
Phase 2	1.1 How do people know how to treat each other? (Philosophy)	1.2 What do Christians say God is like? (Theology)	2.1 Part 1: Diversity within Islam: What do Muslims believe and how may they live? (Theology)	Additions: 2.4 How do festivals bring people together? (Social Sciences)	2.3 Part 2: Diversity within Islam: What do Muslims believe and how may they live? (Social Sciences)	2.5 What do different people believe about forgiveness? (Philosophy)
Phase 3	3.1 Diversity within Hindu Dharma: What do Hindus believe and how may they live? (Theology)	3.2 How and Why are people welcomed into different communities? (Philosophy)	3.3 Diversity within Hindu Dharma: What do Hindus believe and how may they live? (Social Sciences)	3.4 Why is Jesus a special person to some religious people? How might this help Christians lead a good life? (Theology)	3.5 What do Jews learn about Passover? What special things might they do? (Social Sciences)	3.6 How do beliefs and ideas about land shape the way human beings live? (Philosophy)
Phase 4	6.1 Are science and religion in conflict when it comes to creation? (Philosophy)	6.2 What do Hindus believe about the cycle of life and death? How does it impact their lives? (Social Sciences)	6.3 Why is Jerusalem a sacred place to people who follow Abrahamic religion? (Theology)	6.4 Why is it important for Muslims to fast in Ramadan? How does Ramadan impact Muslims' lives? (Social Sciences)	6.5 Should we be able to use the natural world as we wish? (Theology)	6.6 What does it mean to be a Christian? Exploring diverse beliefs and practices. (Philosophy)

PE	Term 1 Create	Term 2 Discover	Term 3 Explore	Term 4 Create	Term 5 Discover	Term 6 Explore
Phase 2	Real PE How can we move with balance, control and confidence? Real Gym How can we use our bodies to create strong shapes and move with control? Outdoor learning	Real PE Real Gym Outdoor learning	Real PE Real Gym Outdoor learning	Real PE Real Gym Outdoor learning	Real PE Real Gym Outdoor learning	Real PE Real Gym Outdoor learning
Phase 3	Real PE (How can we develop our coordination and control?) (outdoor) Netball (How can we use attacking and defending skills in netball?)	Real PE (How can we improve our physical skills and control?) (indoor) Gymnastics (How can we combine movements with control and fluency?)	Real PE (How can we improve our movement and coordination?) (indoor) Swimming (How can we swim with greater confidence and control?)	Real PE (How can we apply our physical skills in different activities?) (indoor) Tennis (How can we control the ball and outwit our opponent?)	Real PE (indoor) (How can we develop our skills through games?) Cricket (How can we combine skills to create an impressive performance?)	Real PE (outdoor) (How can we apply our skills effectively in different situations?) Athletics (How can we run, jump and throw further and faster?)
Phase 4	Real PE (How can we develop our skills as effective team players?) Basketball (How can we attack and defend effectively in basketball?)	Real PE (outdoor) (How can we develop control, balance and coordination?) Gymnastics (How can we combine skills to create an impressive performance?)	Real PE Tri Golf (How can we develop accuracy and precision in golf?)	Real PE Tennis (How can we combine skill and strategy to succeed in tennis?)	Real PE Rounders/Cricket (How can we use skill and strategy to succeed in striking and fielding games?)	Real PE (outdoor) Athletics (How can we run, jump and throw to maximise our performance?)

French	Term 1 Create	Term 2 Discover	Term 3 Explore	Term 4 Create	Term 5 Discover	Term 6 Explore
Phase 3	I'm learning French <i>1 cultural lesson - Where is France?</i>	Colours and numbers <i>1 cultural lesson - Christmas</i>	I can... <i>1 cultural lesson - Facts about France</i>	Animals <i>1 cultural lesson - French nursery rhymes</i>	Little Red Riding Hood <i>1 cultural lesson - Artist-Matisse</i>	Fruits
Phase 4	Revisit core vocabulary La phonetiques, classroom commands	My family <i>1 cultural lesson – Christmas</i>	At school and opinions <i>1 cultural lesson - Tour de France</i>	Me in the World <i>1 cultural lesson - French Rap Music</i>	Habitats <i>1 cultural lesson - Artist-Claude Monet</i>	Healthy lifestyles

	<i>French cultural lessons 3 and 4</i> <i>How do we form vocabulary in French?</i>	<i>How can we introduce our family to a French speaker?</i>	<i>How can we share our opinions about school in French?</i>	<i>How can we express who we are in French?</i>	<i>How can we talk about where animals live in French?</i>	<i>How can we talk about healthy choices in French?</i>
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PSHE	Term 1 Create	Term 2 Discover	Term 3 Explore	Term 4 Create	Term 5 Discover	Term 6 Explore
Phase 2	My Healthy Self: How can we look after our emotions?	Citizenship: How can I help others and the environment?	Citizenship: How do people belong to a community and earn money?	My Healthy Self: How can we look after our bodies?	Growing up: How can we look after and respect our bodies as we grow?	Staying Safe: How can I make safe choices in different places?
Phase 3	My Healthy Self: How can I look after my mind and body?	Citizenship: What rights and responsibilities do we have?	Health Protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship: How can I spend money wisely?	Growing up: How will my body and emotions change as I grow?
Phase 4	My Healthy Self: How can I support my mind and body to grow?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage changes to my body as I grow up?	My healthy self: How do my choices today shape my future health?	Citizenship: How can we protect everyone's rights?	Sex education: How do people become parents and carers?

Art	Term 1 Create	Term 2 Discover	Term 3 Explore	Term 4 Create	Term 5 Discover	Term 6 Explore
Phase 2			Sculpture and 3D Paper Play Year 1 Kapow How can we turn paper into a work of art?		Painting, and mixed media Life in Colour Year 2 kapow Use Eric Carl as the artist to have sea link How can we use colour and texture to bring the sea to life?	
Phase 3	Year3&4 Mixed Planning Fabric of Nature 'Can we use nature to inspire our fabric artwork?'	Painting and mixed media Year 3 Prehistoric painting 'How did prehistoric people make art?'				Sculpture and 3D Mega Materials Year 4 'Can we use the techniques of famous sculptures to inspire our own creations?'
Phase 4			Year5&6 Mixed Planning		Sculpture and 3D Clay Sculpture	

			'Portraits' <i>How can we capture a person through art?</i>		(Terracotta Army) School written unit <i>How did the Terracotta Army become a masterpiece of ancient China?</i>	
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DT	Term 1 Create	Term 2 Discover	Term 3 Explore	Term 4 Create	Term 5 Discover	Term 6 Explore
Phase 2	Structure-Year 2 baby bear's chair How can we design and build a chair strong enough for Baby Bear?			Mechanisms Wheels and Axles (vehicle linked to travelling) How can we design a vehicle that really moves?		Food (links to Kapow Year 2 Balanced diet – school written unit) How can we design a tasty meal that helps us stay healthy?
Phase 3			Textiles – Waistcoat (compare to gilets) yr4 (include use of fastenings) 'Which are the most effective fastenings for our creation?'	Mechanical systems – Making a slingshot car Yr4 'How can we make our car go faster and further?'	Cooking and Nutrition (Greek Salad) Eating seasonally Year 3 kapow 'How can we make a healthy Greek salad?'	
Phase 4	DT Structures 'Bridges' <i>What makes a bridge strong and stable?</i>	Digital World Year 6 Navigating the World. Would this technology have been helpful to soldiers? <i>Could technology help soldiers survive in challenging environments?</i>		Cooking and Nutrition – link to school birthday celebrations Year 6 Come dine with me Kapow <i>How can we create a meal that everyone will enjoy?</i>		Electricals and electronics (Kapow- Doodlers) <i>How can we turn an electrical circuit into a creative invention?</i>

Music	Term 1 Create	Term 2 Discover	Term 3 Explore	Term 4 Create	Term 5 Discover	Term 6 Explore
Phase 2	Timbre and rhythmic patterns	Songs, chants and rhymes	Musical Me (Kapow Yr2)	Pitch and Tempo Theme: Superheroes	Vocal and Body Sounds Theme: By the Sea	African Call and Response Song

	Theme: Fairy Tales (Kapow Yr1) UNTUNED PERCUSSION (TROLLEY) How can we use sounds and rhythms to bring a fairy tale to life?	Christmas Performance NO INSTRUMENTS NEEDED How can we use our voices to bring a Christmas story to life?	UNTUNED PERCUSSION (TROLLEY) How can we use music to tell the world about ourselves?	(Kapow Yr1) GLOCKENSPIELS KEYBOARDS UNTUNED PERCUSSION (TROLLEY) How can we use music to make our superheroes come to life?	(Kapow Yr1) TUNED AND UNTUNED (TROLLEY) How can we use sounds to bring the seaside to life?	Theme: Animals (Kapow Yr2) TUNED AND UNTUNED (TROLLEY) How can we use music to make an animal soundscape together?
Phase 3	Traditional instruments and improvisation Theme: India (Kapow Yr3) KEYBOARDS GLOCKENSPIELS DRUMS 'Can we compose and perform traditional Indian Music?'	Improvise and compose Stone Age Songs (Not Kapow) NO INSTRUMENTS NEEDED 'How did the Stone Age people make music?'	Creating Compositions in response to an animation Theme: Mountains (Kapow Yr3) TUNED AND UNTUNED (TROLLEY) 'Can we compose music based on an animation?'	Pentatonic melodies and composition Theme: Chinese New Year (Kapow Yr3) GLOCKENSPIELS TUNED AND UNTUNED (TROLLEY) 'What are pentatonic melodies?'	Samba and Carnival sounds and instruments (Kapow Yr4) SAMBA DRUMS What makes samba music distinctive?'	Musical Vocabulary (and higher level vocab) Theme: Under The Sea (Kapow Yr1) TUNED AND UNTUNED (TROLLEY) 'Can we combine musical composition and a dramatic performance?'
Phase 4	Theme and Variations Theme: Pop Art (Kapow Yr6) <i>Reading: Benjamin Britten</i> NO INSTRUMENTS NEEDED <i>How can music be inspired by Pop Art?</i>	Songs of WW2 (Kapow Yr6) NO INSTRUMENTS NEEDED <i>How can music capture the spirit of a time?</i>	Body and Tuned Percussion (and advanced rhythms) Theme: Rainforests (Kapow Yr 4 and Yr6) NO INSTRUMENTS NEEDED <i>How can we use rhythm to bring the rainforest to life?</i>	Staff and musical notations Traditional Chinese and Japanese Music (Not Kapow) GLOCKENSPIELS TABLETS <i>What can music tell us about different cultures?</i>	Musical Theatre (Kapow Yr5) TUNED AND UNTUNED (TROLLEY) KEYBOARDS <i>How do songs help create a successful musical?</i>	Film Music (Kapow Yr6) TABLETS KEYBOARDS GLOCKENSPIELS DJEMBES UKULELES <i>How can music change the mood of a film?</i>