



FOUNDATION SUBJECTS
LONG TERM PLANS:

THREE YEAR CYCLE 2025 -
2028

Geography 3-year cycle

Cycle A 2025-26

	Autumn		Spring		Summer	
N/R	Animals	Light and Dark	People who help us	Once upon a Time	Mini beasts	Pirates
1/2/3	Globe Trotter: Mapping our world	Who lives in Antarctica?	Why do people live near volcanoes?		Are all settlements the same?	
4/5/6	Globe Trotters: Mission Locators	Why does population change?	Where does our energy come from?		Can I carry out an independent fieldwork enquiry?	

Cycle B 2026-27

	Autumn		Spring		Summer	
N/R	Family and friendships	Stars and Space	Super Heroes	Traditional Tales	Growing	The Seaside
1/2/3	Globe Trotter: Mapping our world	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?	
4/5/6	Globe Trotters: Mission Locators	How does our locality compare to the South Aegean region of Greece?		How does our location compare to Italy?	Mapping: OS Maps, Grid reference & digimaps	Sustainability

Cycle C 2027-28

	Autumn		Spring		Summer	
N/R	Animals	Light and Dark	People who help us	Once upon a Time	Mini beasts	Pirates
1/2/3	Globe Trotter: Mapping our world	What is it like here? Local study	What is the weather like in the UK?		What is it like to live in Shanghai?	
4/5/6	Globe Trotters: Mission Locators	How does my locality compare to the USA	How does my locality compare to Brazil?		Why do oceans matter?	

History 3-year cycle

Cycle A 2025-26

	Autumn		Spring		Summer	
N/R	Animals	Light and Dark	People who help us	Once upon a Time	Mini beasts	Pirates
1/2/3	What's my history? / 'Time Detectives' (short unit)		Would you prefer to live in the Stone Ange, Iron Age or Bronze Age?		What was so important to Ancient Egyptians	
4/5/6	'Crime and Punishment through the Ages' (Review chronology over time unit)		What was the impact of World War 2 on the people of Britain and our community? (Long Unit)			

Cycle B 2026-27

	Autumn		Spring		Summer	
N/R	Family and friendships	Stars and Space	Super Heroes	Traditional Tales	Growing	The Seaside
1/2/3	History makers (short unit)		How did we learn to fly?		What is a monarch?	
4/5/6	Travelling through Time – recap and revisit	What was the legacy of the ancient Greek Civilization? (long unit)		Why did the Romans invade and settle in Britain?		

Cycle C 2027-28

	Autumn		Spring		Summer	
N/R	Animals	Light and Dark	People who help us	Once upon a Time	Mini beasts	Pirates
1/2/3	Time Travellers (short unit)		How have explorers changed the world?		How has life changed over time (toys and schools)?	
4/5/6	Travelling through Time (Stone Age to Iron Age recap for Y4/5 and taught for Y6)		Mayan leading to Egyptian / Mayan comparison (Egyptian recap for Y4/5 and taught for Y6)		Who should go on a new Bank note?	

Science 3-year cycle

Cycle A 2025-26

	Autumn		Spring		Summer	
N/R	Animals	Light and Dark	People who help us	Once upon a Time	Mini beasts	Pirates
1/2	Ongoing: Seasonal Changes Science VIPs: Mary Anning; William Smith (Fossil Hunters)					
	Materials inc Fossils (Y1 – everyday materials; Y2 – Uses of everyday materials; Y3 – Rocks & Fossils)	Forces: Pushes/pulls, (Y1 & 3)	Animals Inc humans (Y1: rev – comparing animals; Y2: life cycles and health)	Plants (Y1: parts, Y2 growth)		
2/3	Ongoing: Seasonal Changes Science VIPs: Mary Anning; William Smith (Fossil Hunters); Inge Lehmann (Earth's core discoveries)					
	Materials, Rocks and Soils (Y2 – Uses of everyday materials; Y3 – Rocks & Fossils)	Forces & magnets (Y3)	Animals Inc humans (Y2: rev life cycles and health; Y3: Health and Nutrition)	Light (Y3)	Plants (Y1: parts (rev), Y2 growth; Y3 reproduction)	
	Science VIPs: CSI technicians (linked to History – Crime and Punishment); Charles Darwin (evolution); Dr Daniel Hayle Williams (circ system advancements); Libbie Hyman (Zoologist)					
4/5/6	Energy – light and Reflection (K6)	Electricity – circuits, batteries & switches (Y4 & Y6)	Evolution and Inheritance (Y6)	Circulation and Health (Y6)		Sci – Living things – big and small (Y6)

Cycle B 2026-27

	Autumn		Spring		Summer	
N/R	Family and friendships	Stars and Space	Super Heroes	Traditional Tales	Growing	The Seaside
1/2	Ongoing: Seasonal Changes Science VIPs: Charles McIntosh (weather and materials); Louis Pasteur (germs)					
	Living Things & their habitats (Y2)	Weather (Y1) & Light & dark (Y3)	Materials (Y1 & 2 rev) also link to flight		Animals including humans (Y3 – Movement and nutrition)	
2/3	Ongoing: Seasonal Changes					

	Living Things & their habitats (Y2)	Light & dark (Rev Y3)	Materials (Y2 rev & Y3 soils) also link to flight		Animals including humans (Y3 – Movement and nutrition)	
	Science VIPs: Alexander Graham-Bell (sound – telephone); Gerald Durrell (conservation in Madagascar)					
4/5/6	Animals inc humans – digestion and food (Y4)	Materials – states of matter (Y4) – linked to food	Energy: sound and vibration (Y4)	Classification and changing habitats (Y4) linked to Geog Rainforests (Spr) & Rivers (Summer)		
Cycle C 2027-28						
	Autumn		Spring		Summer	
N/R	Animals	Light and Dark	People who help us	Once upon a Time	Mini beasts	Pirates
1/2	Ongoing: Seasonal changes & weather Science VIPs – Marie Curie – X-rays; George Washington Carver – what plants need; Rachel Carson – oceans and food chains					
	Force and Space – seasonal changes (Y1)	Weather – linked to Geography	Living Things & their habitats (Y2 – rev – linked to oceans) and wonderful world Materials rev (Y1 – everyday materials; Y2 – Uses of everyday materials)	Animals Inc humans (Y1: rev – comparing animals; Y2: life cycles and health)	Plants (linked to Geog- wonderful world)	
	Ongoing: seasonal changes and weather Science VIPs: Marie Curie – X-rays; George Washington Carver – what plants need; Rachel Carson – oceans and food chains					
2/3	Forces and magnets (Y3)	Weather – linked to Geography	Materials Y2 – Uses of everyday materials; Y3 – Rocks & Fossils)	Living Things & their habitats (Y2 – rev – linked to oceans) and wonderful world	Animals Inc humans (Y2: rev life cycles and health; Y3: Health and Nutrition)	Plants (linked to Geog – wonderful world)
	Science VIPs: Margaret Hamilton (software development for Apollo Moon missions); Stephen Hawking (black holes); David Attenborough					
4/5/6	Forces and space – Earth and Space (Y5) + Forces – unbalanced forces (Y5)		Materials – properties and changes (Y5)	Materials – mixtures and separation (Y5)	Animals: human timeline (Y5) linked to PHSE/ RSE	Living things: lifecycles and reproduction (Y5)

French Curriculum Overview and Long Term Plan

Saplings – French overview						
French	French greetings (Y1/2/3)	French adjectives of colour, shape and size (Y2/3)	French playground games – numbers and age (Y1,2,3)	A French classroom (Y2/3)	French transport (Y2/3)	A circle of life in French (Y2/3)

Oakwood French 3 Year Cycle				
Cycle A Y4/5	Portraits	Clothing	Numbers,, birthdays and calendars	
Cycle A Y5/6	French monster pets		Space exploration	Shopping in France
Cycle B Y4/5	Portraits	Clothing	Numbers	Food
Cycle B Y5/6	Verbs	Meet my Family	Food	Weather
Cycle C Y4/5	French monster Pets	Meet my Family	Weather	Verbs
Cycle C Y5/6	French monster Pets	Shopping in France	French Sport	In my house

Religion and World Views Long Term Plan: Three Year cycle

Acorns – Nursery and Reception

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Why is the word God so important to Christians?	Why do Christians perform Nativity plays at Christmas?	Being special: where do we belong?	Why do Christians put a cross on their Easter garden?	Which places are special and why?	Which stories are special why?

Saplings – Year 1, 2 and 3

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year A 2025/26	Who do Christians say made this world?	Why does Christmas matter to Christians?	Who is Jewish and how do they live?	What do Christians believe God is like?	What does it mean to belong to a faith community?	How should we care for the world and for others and why does it matter?
Year B 2026/27	What is the good news Christians believe Jesus brings?		Who is Muslim and how do they live? (Part 1)	Why does Easter matter to Christians?	Who is Muslim and how do they live? (Part 2)	What makes some places special to believers?
Year C 2027/28	What is it like for someone to follow God?	What is the Trinity and why is it important to Christians?	How do festivals and worship show what matters to a Muslim?	How do festivals and worship show what matters to Jewish people?	What do Christians learn from the creation story?	How and why do people try to make the world a better place?

Oakwood – Year 4, 5 and 6

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year A 2025/26	What kind of world did Jesus want?	For Christians when Jesus left, what was the impact of Pentecost?	What do Hindus believe God is like?	Why do Christians call the day that Jesus died 'Good Friday'?	What does it mean to be a Hindu in modern Britain today?	How and why do people mark the significant events of life?
Year B 2026/27	What does it mean if Christians believe God is Holy and loving?	What does it mean to be a Muslim in Britain today?	Why is the Torah important to Jewish people?	Creation and Science, conflicting or complimentary?	How can following God bring freedom and justice?	What matters most to Humanists and Christians?
Year C 2027/28	Christians and how to live: what would Jesus do?	Why do Christians believe the Jesus was the Messiah?	What do Hindus want to be good?	What difference does the resurrection make to Christians?	For Christians, what kind of King was Jesus?	Why do some people believe in God and some not? How does faith help people when life gets hard?

Art and Design & Design and Technology (DT)

Cycle A 25-26	DT	Art	DT	Art	DT	Art
EYFS	Structures: junk modelling	Drawing: marvellous marks	Textiles: book marks	Painting & Mixed Media: paint my world	Structure: boats	Sculpture & 3D-creation station
Saplings Years 1,2,3	Cross Stitch & Applique (Virtues and Christmas Cards) (Y3)	Prehistoric painting	Constructing a Castle (pyramids) (Y3)	Egyptian Scrolls (y3)	Eating Seasonally (Y3)	Growing artists (y3)
Oakwood Years 4,5,6	Electricity- Torches (y4)	Artist Study (Y6)	Food- Developing a recipe (Y5)	Make my voice heard- Drawing Y6		Mega Materials- sculpture (y4)

Cycle B 26-27	DT	Art	DT	Art	DT	Art
EYFS	Structures: junk modelling	Drawing: marvellous marks	Textiles: book marks	Painting & Mixed Media: paint my world	Structure: boats	Sculpture & 3D-creation station
Saplings Years 1,2,3	Making a moving storybook- Mechanisms (Y1)	Exploring line and shape- portraits. Drawing (Y1)	Textiles- pouches (Y2)	Craft & Design- woven wonders (Y1)	Structures- stable structures- make a castle pencil pot. (Y1)	Landscapes using different media. (Y1 archived) Castles theme
Oakwood Years 4,5,6	Adapting a recipe (Y4)	Every Picture Tells a Story- International artists study. (Y4 archived)	Digital World Timer- buzzer (Y4)	Art & Design- Sculpture (Y4 archived) recycled materials	Textiles- fastenings (Y4)	Drawing- exploring tone, texture and proportion Y4

Cycle C 27-28	DT	Art	DT	Art	DT	Art
EYFS	Structures: junk modelling	Drawing: marvellous marks	Textiles: book marks	Painting & Mixed Media: paint my world	Structure: boats	Sculpture & 3D-creation station
Saplings Years 1,2,3	Cooking & Nutrition- Balanced diet (Y2)	Craft & Design- map it out (y2)	Structures- Baby Bears chair (Y2)	Sculpture & 3D- clay houses (Y2)	Mechanisms- Make a moving monster (Y2)	Painting & Mixed Media- Life in Colour (Y2)
Oakwood Years 4,5,6	Mechanical systems- Gears & Pulleys eco bike (Y5)	Sculpture- Interactive installations (Y5)	Electrical systems- wobble bot (Y5)	Year 6: World in watercolour	Structure- playgrounds	Death, emotion and movement (Y5)

Hayton CE Primary School - Outdoor Learning Long Term Curriculum Plan

	Autumn 1 Outdoor Learning Safety; Plant Identification & Treasure Hunt	Autumn 2 Using natural materials 3D Sculpture	Spring 1 Using natural materials 3D Sculpture	Spring 2 Den-building	Summer 1 Tools	Summer 2 Bushcraft
EYFS	Outdoor Learning Safety; Plant Collection (green), Treasure Hunt and observing trees. To co-construct safety rules for Outdoor Learning area. To explore the area with reference to safe risk taking. Collect samples of green and arrange them on a palette. Observe and draw a tree.	Using natural materials 3D Sculpture Listening to sounds Lie on the tarpaulin with eyes closed and listen to the sounds we can hear. Discuss. Man-made or natural?	Using natural materials 3D Sculpture To experiment with free standing structures. To build knowledge for week 5	To be able to use sticks to create a basic (tripod) den structure on a small scale (e.g. for a small soft toy), using malleable material such as playdough as a joining material. To select covering materials (e.g. leaves)	Tools To be able to safely handle & use a Bow Saw with adult support (e.g. make a wood biscuit)	Bushcraft To know how to keep safe around a fire. To sort stick sizes. To know how to ensure a fire is safely extinguished.
Year 1	Outdoor Learning Safety; Plant Identification To understand similarities and differences between tree sizes,	Using natural materials To be able to use senses to investigate the Forest Schools area (Sound –	Using natural materials 3D Sculpture To be able to make 3D	To be able to use sticks to create a basic (tripod) den structure on a small scale (e.g. for a small	Tools To be able to safely use a Bow Saw and a Hack Saw with adult support	Bushcraft To begin to understand that fire needs fuel + oxygen + heat.

	colours and barks. To be able to identify the different parts of a tree.	Listening Map; Taste – Woodland pic-nic)	sculpture in different areas of Outdoor Learning of an animal or insect. (mud/snow) To use found items to give characteristics of chosen creature	soft toy), using wire/pipe cleaners to fix them in place.		To introduce flint and steel to make a spark. To use fire to cook.
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Year 2	Outdoor Learning Safety; Plant Identification To know what a seed is. To know where seeds come from. To be able to name seeds.be able to identify seeds. Play the 'Shrinking Forest' game	Using natural materials To be able to use sculpture to develop and share ideas and imagination, using colour, pattern, texture. shape and form in the development of artworks. explore natural materials – Forest Art To create tree parts artwork (lined to the work of Andy Goldsworthy)	Using natural materials 3D Sculpture To build on previous week to make sculpture 3D. To understand structures need solid/wider base.	Den-building To be able to use sticks to create a basic den structure on a larger scale (e.g. for a large soft toy), using malleable material such as playdough or wire as a joining material if desired. To select covering materials (e.g. leaves)	Tools To be able to use a Bow Saw with increasing independence. To be able to use a Bit and Brace with adult support.	Bushcraft To understand fire triangle. To know how to prepare a fire for lighting ie stick size To use stick method to cook over fire. Hygiene
Year 3	Outdoor Learning Safety; Plant Identification To do a scavenger hunt and be able to use tree and plant identification kits to identify them.	Using natural materials To consolidate prior learning on use of natural materials to create ephemeral art. To be able to create a group sculpture using natural resources, making contrasting concentric rings around an object. Leaf rubbing Leaf lacing Bark rubbing	Using natural materials 3D Sculpture To use natural material to create hanging woven art, ie dream catcher (willow)	Den-building To do loop knots in order to peg out a tarpaulin shelter (pre-made timber-hitched line.	Tools To be able to whittle sticks using potato peelers.	Bushcraft To work in small groups with adult support to use Kelly-kettle to boil water for hot chocolate

Year 4	Outdoor Learning Safety; Animal and Plant Identification To be able to identify woodland animals and / or birds that might be found in a UK forest	Using natural materials To select one of the animals that they learnt about in Week 1 as an inspiration for a piece of woodland artwork. To be able to use natural materials to make animal pictures and picture frames. To be able to select woodland materials that capture the characteristics of the animal they have chosen (e.g. materials that would work well to express a fox's bushy tail / hedgehog's prickly spines. To understand how to introduce a sense of energy and movement into their animal picture.	Using natural materials 3D Sculpture To understand importance of worms in woodland environment. To make wormeries to observe worms at work	Den-building To create a supporting line for tarpaulin by using timber hitches. To use loop knots to peg out.	Tools To be able to cut wood using loppers and secateurs.	Bushcraft To begin to independently prepare a fire site. To prepare natural equipment to be able to cook over an open fire, eg toasting.
Year 5	Outdoor Learning Safety; Animal and Plant Identification To understand how to 'collect with respect'	Using natural materials To create a 2D puzzle or game to challenge peers. To encourage logical thinking	Using natural materials 3D Sculpture To recreate 2D puzzle or game into 3D. To be able to problem solve	Den-building To use lashing to create a free-standing shelter, without the use of tarpaulin.	Tools To be able to use a Bill Hook safely.	Bushcraft To be able to make own tinder nest by using a pencil sharpener to make shavings. To be able to make fire by friction, using flint and steel.

Year 6	Outdoor Learning Safety; Plant Identification To be able to identify a range of evergreen, deciduous, coniferous and broadleaf trees. To find out how many different plants are growing on the forest floor in our woodland area, by carefully throwing a quadrat, counting the number of plants growing underneath an area of deciduous trees and identifying them. To be able to record results in a 'Plant Diversity' table. To be able to identify signs of wildlife or animals.	Using natural materials To understand the characteristics of different biomes. To know that England's woods and forests are temperate and deciduous. To be able to recognise seasonal signs in the forest. To use photography to identify the 4 main layers of temperate forests (ground layer; herb or field layer; understory or shrub layer; and canopy layer)	Using natural materials 3D Sculpture To independently make a movable sculpture eg puppet. To use gained knowledge to problem solve	Den-building To be able to make a raised log bed for a shelter. To be able to make a snow shelter.	Tools To be able to use a Bow Saws, Hack Saws, potato peelers and knives independently. To be able to use an axe to split wood into small splints for kindling, medium splints for boiling billy cans of water, and into larger	Bushcraft To be able to make own tinder nest and kindling by shaving down twigs with a knife to make fuzz or feather sticks; collect own wood. To be able to make fire by friction, using a Bow Drill. To be able to make hot chocolate using Kelly Kettle independently.
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