Guiding Principles of Our Curriculum

Principle	Child Friendly
Identity matters (Rights Respecting & Wellbeing)	**I like who I am and I know my rights**
Safeguarding matters (Safeguarding & Behaviour)	**I know how to keep myself safe in mind and body**
Aspiration Matters (Opportunities & Breadth)	**I allow myself to dream big**
Achievement Matters (Outcomes & Progress)	**I aim to achieve my best**

Under the Spotlight

Principle	Child Friendly
Diversity & Equality Matter	**We are all different and we are all special**

Everything with regards to our curriculum at William Torbitt and Coppice Primary School is guided by these principles – every lesson, every activity, should be able to draw a line back to at least one of these principles. If we cannot do this, we need to ask ourselves why, and then consider how we can do so.

Our spotlight principle, which will change as and when necessary, highlights something specific that we feel needs developing within our curriculum. This may be in response to events happening nationally, globally or locally, or may link to a specific issue within the school. Whilst the focus may move on from time to time, the intention is that the impact of spotlighting – the way in which it has changed, developed and improved the curriculum – is retained and leaves the curriculum stronger as a result.

WTPS/CPS Curriculum Map 2025-26

Curriculum LTP– Topic Overview

	Aut1	Theme 1	Aut 2	Spr 1	Theme 2	Spr 2	Summer Term		Theme 3	EOY Projects
Nur	Superhero me	*Identity Week*	Fire & Light	Once Upon a Time	*STEM Week*	Creatures Great and Small	Watch Me Grow	Let's Go… Whoosh!	*Work Week*	We are Us
Rec	Wonderful Me	*Identity Week*	Traditional Tales	All Around the World	*STEM Week*	Growth and Change	Our Community – Local Landmarks	Then and Now	*Work Week*	We are Us *Pupil Led*
Year 1	Let's Play Together!	*Identity Week*	Let's Play Together!	No Place Like Home	*STEM Week*	No Place Like Home	Rights, Rules & Rulers		*Work Week*	We are Us
Year 2	Maybe because I'm a Londoner	*Identity Week*	Maybe because I'm a Londoner	Into the Unknown	*STEM Week*	Into the Unknown *Production*	How to Change the World		*Work Week*	We are Us
Year 3	The Beginning of Time	*Identity Week*	The Beginning of Time	Life is a Journey	*STEM Week*	Life is a Journey	Out with Old, In with New		*Work Week*	We are Us
Year 4	Myths, Legends & Monsters	*Identity Week*	Myths, Legends & Monsters	When Disaster Strikes	*STEM Week*	When Disaster Strikes	Global Connections		*Work Week*	We are Us
Year 5	Conflict & Compromise	*Identity Week*	Conflict & Compromise	Explorers or Invaders?	*STEM Week*	Explorers or Invaders?	What makes Britain great? *Immigration*		*Work Week*	We are Us
Year 6	Light in the Darkness	*Identity Week*	Light in the Darkness	Our Ever-Changing World	*STEM Week*	Our Ever-Changing World	Take a Stand, Make a Change		*Work Week*	We are Us *Production*

** Every academic year begins with a 'My Right to Be Safe Week'*

In our schools, learning is divided into termly or half termly topics – these allow links between different areas of the curriculum to be created, which serve to add wider context and purpose to learning. Our topics have been deliberately chosen because they allow the learning within them to be effectively sequenced, and in many cases provide opportunities for prior learning to be revisited and developed further at a later date within a child's learning journey.

Working and planning in this way also allows for a greater range of cross curricular lessons and increased opportunities for pupils to apply the knowledge, skills and vocabulary they have learnt in any one subject across a number of others, leading to greater retention, progress and success through the interleaving of learning.

Curriculum LTP – Rights Respecting Overview

	Aut1	Theme 1	Aut 2	Spr 1	Theme 2	Spr 2	Summer Term		Theme 3	EOY Projects
Nur	Superhero me	*Identity Week*	Fire & Light	Story TIme	*STEM Week*	Creatures Great and Small	Watch Me Grow	Let's Go… Whoosh!	*Work Week*	We are Us
	A6 - Development	A8 – Identity A2 – Non Discrimination	A14 – Freedom of thought, belief, religion	A31 – Cultural Expression	A24 – Health A29 - Education	A6 - Development	A8 – Identity A29 - Education		A29 – Education A32 - Work	A3 – Interest of the Child A12 – Children's Views
Rec	Wonderful Me	*Identity Week*	Traditional Tales	All Around the World	STEM Week	Growth and Change	Our Community – Local Landmarks	Then and Now	*Work Week*	We are Us
	A6 - Development	A8 – Identity A2 – Non-Discrimination	A31 – Cultural Expression	A24 – Environment A31 – Cultural Expression	A24 – Health A29 - Education	A29 - Education	A15 - Association		A29 – Education A32 – Work	A3 – Interest of the Child A12 – Children's Views
Year 1	Let's Play Together!	*Identity Week*	Let's Play Together!	No Place Like Home	*STEM Week*	No Place Like Home	Rights, Rules & Rulers		*Work Week*	We are Us
	A31 – Leisure, Play & Culture	A8 – Identity A2 – Non-Discrimination	A31 – Leisure, Play & Culture	A27 – Standard of Living	A24 – Health A29 - Education	A27 – Standard of Living	A4 – Making Rights Rea		A29 – Education A32 – Work	A3 – Interest of the Child A12 – Children's Views
Year 2	Is it because I'm a Londoner?	*Identity Week*	Is it because I'm a Londoner?	Into the Unknown	*STEM Week*	Into the Unknown	How to Change World		*Work Week*	We are Us
	A30 – Minority & Indigenous Groups	A8 – Identity A2 – Non Discrimination	A30 – Minority & Indigenous Groups	A2 – Non-Discrimination	A24 – Health A29 - Education	A2 – Non-Discrimination	A13 – Freedom of Expression		A29 – Education A32 – Work	A3 – Interest of the Child A12 – Children's Views
Year 3	The Beginning of Time	*Identity Week*	The Beginning of Time	Life is a Journey	*STEM Week*	Life is a Journey	Out with the Old, In with…		*Work Week*	We are Us
	A6 – Life, Survival & Development	A8 – Identity A2 – Non-Discrimination	A6 – Life, Survival & Development	A24 – Health, Water & Food A23 - Healthcare	A24 – Health A29 - Education	A24 – Health, Water & Food A23 - Healthcare	A32 – Child Labour A28 – Education		A29 – Education A32 – Work	A3 – Interest of the Child A12 – Children's Views
Year 4	Myths, Legends and Monsters	*Identity Week*	Myths, Legends and Monsters	When Disaster Strikes	*STEM Week*	When Disaster Strikes	Global Connections		*Work Week*	We are Us
	A3 – Interest of the Child A12 – Children's Views	A8 – Identity A2 – Non-Discrimination	A3 – Interest of the Child A12 – Children's Views	A2 – Non-Discrimination A26 – Social Security	A24 – Health A29 - Education	A2 – Non-Discrimination A26 – Social Security	A30 – Indigenous Groups A17 – Access to Info		A29 – Education A32 – Work	A3 – Interest of the Child A12 – Children's Views
Year 5	Conflict & Compromise	*Identity Week*	Conflict & Compromise	Explorers or Invaders?	*STEM Week*	Explorers or Invaders?	What Makes Britain Great		*Work Week*	We are Us
	A35 – Abduction & Sale	A8 – Identity A2 – Non-Discrimination	A35 – Abduction & Sale	A14 – Freedom of belief A30 –Indigenous Groups	A24 – Health A29 - Education	A14 – Freedom of belief A30 –Indigenous Groups	A22 – Refugees		A29 – Education A32 – Work	A3 – Interest of the Child A12 – Children's Views
Year 6	Light in the Darkness	*STEM Week*	Light in the Darkness	Our Ever-Changing World	*Identity Week*	Our Ever-Changing World	Take a Stand, Make a Change		*Work Week*	We are Us
	A9 – Separation from Parents A38 – War & Conflicts	A24 – Health A29 - Education	A23 – Disability A38 – War & Conflicts	A40 – Juvenile Justice A24 – Healthcare	A8 – Identity A2 – Non Discrimination	A40 – Juvenile Justice A24 – Healthcare	A13 – Freedom of Expression A42 – Knowledge of Rights		A29 – Education A32 - Work	A3 – Interest of the Child A12 – Children's Views

As a 'Rights Resecting School' we have deliberately set out to ensure teaching and learning around children rights (as defined in the United Nations Convention on The Rights of the Child) is threaded through our curriculum from first principles. As such, every topic has at least one key article/right which pupils will focus on as part of the learning.

Whilst these will of course not be the only rights discussed and spoken about during any given topic, as many of the articles will be referred to across a range of lessons and subjects in every term, our hope is that by intentionally focus on these articles within the context of their lessons we further develop our pupils as knowledgeable and assured rights respecting citizens.

WTPS/CPS Curriculum Map 2025-26

Curriculum LTP – Personal Development Overview- WTPS

	Aut1	Theme 1	Aut 2	Spr 1	Theme 2	Spr 2	Summer Term		Theme 3	EOY Projects
Nur	**Superhero me**	**Identity Week**	**Fire & Light**	**Once Upon Time**	**S.T.E.M. Week**	**Creatures Great and Small**	**Watch Me Grow**	**Let's Go… Whoosh!**	**Work Week**	**We are Us**
	Thoughtfulness & Respect		*Enquiry*	*Morality & Respect*		*Enquiry & Thoughtfulness*	*Respect & Compassion*			*Cooperation & Adaptability*
Rec	**Wonderful Me**	**Identity Week**	**Traditional Tales**	**All Around the World**	**S.T.E.M. Week**	**Growth and Change**	**Our Community – Local Landmarks**	**Then and Now**	**Work Week**	**We are Us**
	Compassion & Respect		*Morality & Resilience*	*Adaptability & Compassion*		*Compassion & Thoughtfulness*	*Enquiry & Respect*			*Cooperation & Adaptability*
Year 1	**Let's Play Together!**	**Identity Week**	**Let's Play Together!**	**No Place Like Home**	**S.T.E.M. Week**	**No Place Like Home**	**Rights, Rules & Rulers**		**Work Week**	**We are Us**
	Compassion, Cooperation & Thoughtfulness			*Enquiry, Thoughtfulness & Respect*			*Morality, Compassion & Respect*			
Year 2	**Is it because I'm a Londoner?**	**Identity Week**	**Is it because I'm a Londoner?**	**Into the Unknown**	**S.T.E.M. Week**	**Into the Unknown**	**How to Change World**		**Work Week**	**We are Us**
	Compassion, Respect & Adaptability			*Enquiry, Resilience & Cooperation*			*Enquiry, Thoughtfulness & Adaptability*			
Year 3	**The Beginning of Time**	**Identity Week**	**The Beginning of Time**	**Life is a Journey**	**S.T.E.M. Week**	**Life is a Journey**	**Out with the Old, In with…**		**Work Week**	**We are Us**
	Cooperation, Enquiry & Adaptability			*Enquiry, Morality & Resilience*			*Adaptability, Compassion & Respect*			
Year 4	**Myths, Legends and Monsters**	**Identity Week**	**Myths, Legends and Monsters**	**When Disaster Strikes**	**S.T.E.M. Week**	**When Disaster Strikes**	**Global Connections**		**Work Week**	**We are Us**
	Enquiry, Adaptability & Cooperation			*Resilience & Compassion*			*Morality, Adaptability & Morality*			
Year 5	**Conflict & Compromise**	**Identity Week**	**Conflict & Compromise**	**Explorers or Invaders?**	**S.T.E.M. Week**	**Explorers or Invaders?**	**What Makes Britain Great**		**Work Week**	**We are Us**
	Cooperation, Resilience & Adaptability			*Morality, Compassion & Co-operation*			*Enquiry, Respect & Thoughtfulness*			
Year 6	**Light in the Darkness**	**Identity Week**	**Light in the Darkness**	**Our Ever-Changing World**	**Black History Week**	**Our Ever-Changing World**	**Take a Stand, Make a Change**		**Work Week**	**We are Us**
	Resilience, Morality & Respect			*Adaptability, Compassion & Morality*			*Morality, Respect & Cooperation*			

At our school, we are determined that our curriculum does not only develop pupils academically, but also supports them to become well-rounded individuals who have the skills and awareness required to thrive and contribute positively within society. To this end we have identified 8 key areas for personal development (many of which are umbrella terms for a number of other areas and skills).

Co-operation **Thoughtfulness** **Adaptability** **Respect** **Enquiry** **Morality** **Compassion** **Resilience**

Whilst these skills will each be taught across the entire curriculum, we have also identified particular topics within the curriculum where these areas of personal development will be a particular focus for pupils and teachers, and can be tested, nurtured and developed, ensuring pupils leave the school ready to face and take their next step.

WTPS/CPS Curriculum Map 2025-26

Curriculum LTP – Personal Development Overview-CPS

	Aut1	Theme 1	Aut 2	Spr 1	Theme 2	Spr 2	Summer Term		Theme 3	EOY Projects
Nur	Superhero me	Identity Week	Fire & Light	Once Upon Time	S.T.E.M. Week	Creatures Great and Small	Watch Me Grow	Let's Go… Whoosh!	Work Week	We are Us
	Believe			*Thrive*			*Kindness*		*Aspire &Achieve*	*Respect*
Rec	Wonderful Me	Identity Week	Traditional Tales	Look at our World	S.T.E.M. Week	Loving Life	Our Community – Local Landmarks	Then and Now	Work Week	We are Us
	Believe			*Respect*			*Responsibility*		*Aspire &Achieve*	*Kindness*
Year 1	Let's Play Together!	Identity Week	Let's Play Together!	No Place Like Home	S.T.E.M. Week	No Place Like Home	Rights, Rules & Rulers		Work Week	We are Us
	Kindness			*Respect*			*Responsibility* *Responsibility*	*Aspire &Achieve*		
Year 2	Is it because I'm a Londoner?	Identity Week	Is it because I'm a Londoner?	Into the Unknown	S.T.E.M. Week	Into the Unknown	How to Change World		Work Week	We are Us
	Respect			*Aspire*			*Responsibility*	*Aspire &Achieve* *Kindness*		
Year 3	The Beginning of Time	Identity Week	The Beginning of Time	Life is a Journey	S.T.E.M. Week	Life is a Journey	Out with the Old, In with…		Work Week	We are Us
	Believe			*Aspire*			*Aspire &Achieve* *Respect* *Achieve*			
Year 4	Myths, Legends and Monsters	Identity Week	Myths, Legends and Monsters	When Disaster Strikes	S.T.E.M. Week	When Disaster Strikes	Global Connections		Work Week	We are Us
	Believe			*Thrive*			*Respect*	*Aspire &Achieve* *Responsibility*		
Year 5	Conflict & Compromise	Identity Week	Conflict & Compromise	Explorers or Invaders?	S.T.E.M. Week	Explorers or Invaders?	What Makes Britain Great		Work Week	We are Us
	Responsibility			*Respect*			*Aspire*	*Aspire &Achieve* *Kindness*		
Year 6	Light in the Darkness	Identity Week	Light in the Darkness	Our Ever-Changing World	Black History Week	Our Ever-Changing World	Take a Stand, Make a Change		Work Week	We are Us
	Kindness			*Thrive*			*Achieve*	*Aspire &Achieve* *Respect*		

At our school, we are determined that our curriculum does not only develop pupils academically, but also supports them to become well-rounded individuals who have the skills and awareness required to thrive and contribute positively within society. To this end we have identified 7 key areas for personal development (many of which are umbrella terms for a number of other areas and skills). Our core school values are **Kindness, Respect and Responsibility**. These guide how pupils behave, interact with others and contribute to school life. Our school motto is **Aspire, Believe, Achieve, Thrive**. This reflects our ambition for every pupil and the journey we want them to take during their time with us. These values and our motto are promoted across the curriculum, with particular topics providing focused opportunities to teach, nurture and develop pupils' personal development.

WTPS/CPS Curriculum Map 2025-26

Curriculum LTP – Safeguarding Overview

	Aut1	Theme 1	Aut 2	Spr 1	Theme 2	Spr 2	Summer Term		Theme 3	EOY Projects
Nur	**Superhero me**	**Identity Week**	**Fire & Light**	**Once Upon Time**	**S.T.E.M. Week**	**Creatures Great and Small**	**Watch Me Grow**	**Let's Go… Whoosh!**	**Work Week**	**Superhero me**
	Health & Hygiene		*Home Safety & Fire Safety*	*Abuse - General*		*Neglect*	*Health, Mental Health, Bullying & Speaking Out*			
Rec	**Wonderful Me**	**Identity Week**	**Traditional Tales**	**All Around the World**	**S.T.E.M. Week**	**Growth and Change**	**Our Community – Local Landmarks**	**Then and Now**	**Work Week**	**We are Us**
	Health & Hygiene		*Stranger awareness, Abuse - General*	***Trusted adults Safe choices***			*Getting Lost & Road Safety*			
Year 1	**Let's Play Together!**	**Identity Week**	**Let's Play Together!**	**No Place Like Home**	**Sci Week**	**No Place Like Home**	**Rights, Rules & Rulers**		**Work Week**	**We are Us**
	Stranger Danger, Road Safety & Bullying			*Home Safety, Neglect & Health*			*Crime, Bullying & Radicalisation*			
Year 2	**Is it because I'm a Londoner?**	**Identity Week**	**Is it because I'm a Londoner?**	**Into the Unknown**	**S.T.E.M. Week**	**Into the Unknown**	**How to Change World**		**Work Week**	**We are Us**
	Stranger Danger, Road Safety & Public Transport			*Getting Lost, Strangers & Health*			*Speaking Out, Health & Bullying*			
Year 3	**The Beginning of Time**	**Identity Week**	**The Beginning of Time**	**Life is a Journey**	**S.T.E.M. Week**	**Life is a Journey**	**Out with the Old, In with…**		**Work Week**	**We are Us**
	Healthy & Hygiene, Neglect, unsafe adults, Bullying & Fire Safety			*Mental Health,*			*Neglect, CCE, Bullying, Physical Abuse*			
Year 4	**Myths, Legends and Monsters**	**Identity Week**	**Myths, Legends and Monsters**	**When Disaster Strikes**	**S.T.E.M. Week**	**When Disaster Strikes**	**Global Connections**		**Work Week**	**We are Us**
	Mental Health, Emotional Abuse,			*Health, Home Safety & Getting Lost*			*E-Safety, Strangers & Health*			
Year 5	**Conflict & Compromise**	**Identity Week**	**Conflict & Compromise**	**Explorers or Invaders?**	**S.T.E.M. Week**	**Explorers or Invaders?**	**What Makes Britain Great**		**Work Week**	**We are Us**
	Online Safety (inc Cyber Crime), Physical Abuse & Speaking Out			*Radicalisation, Abuse & Bullying*			*Radicalisation, Bullying & Speaking Out*			
Year 6	**Light in the Darkness**	**S.T.E.M. Week**	**Light in the Darkness**	**Our Ever-Changing World**	**Identity Week**	**Our Ever-Changing World**	**Take a Stand, Make a Change**		**Work Week**	**We are Us**
	Radicalisation, Physical Abuse & Speaking Out			*Crime (including Gangs), Health and Hygiene & Drugs*			*E-Safety, Crime (inc CCE) & Speaking Out*			

** Every academic year begins with a 'My Right to be safe week', where key safeguarding messages are reinforced at the outset of the year.*

*** Every year group receives regular e-safety teaching through Computing, ICT and PSHE*

Safeguarding is a consideration in everything we do at our school, and we know that at its best effective safeguarding provision is preventative, not just reactive. To this end we aim to ensure that our school not only teaches children what to do if they do feel unsafe or worried, but actively helps them to understand what being safe and well cared for looks like in order that they can recognise when something is not right or they (or their peers) are not being treated as they should. We therefore ensure that each of our termly topics has some specific safeguarding foci around which there will be clear and concrete discussion, and sometimes direct teaching, to help pupils explore and understand these issues and to identify where something is not right or unsafe. As well as these key foci, our individual topic plans also look to identify further opportunities for discussion and learning around safeguarding issues as one of our key curriculum principles (as listed above).

WTPS/CPS Curriculum Map 2025-26

Curriculum LTP – Enrichment Overview - WTPS

	Aut1	Theme	Aut 2	Spr 1	Theme	Spr 2	Sum 1	Themes	Sum 2
Nur	My Right to Be Safe Week	**Identity Week BHM**			**S.T.E.M. Week**			**Charity Week Work Week Team building**	Postal Workshop
Rec	My Right to Be Safe Week	**Identity Week BHM**		Making fruit salad; seed planting; chick hatching Books for Breakfast	**S.T.E.M. Week**	Making fruit salad; seed planting; chick hatching	Local landmarks work	**Charity Week Work Week Team building**	Trip to the beach or Barleylands
Year 1	My Right to Be Safe Week Continuous Provision Trip to the local park	**Identity Week BHM**	Redbridge Museum Toys Through the Ages. History of Toys workshop	ZooLab workshop – African Explorer Books for Breakfast	**S.T.E.M. Week**	Visit to Valentines Mansion	Police officer visitor; Royal Mews at Buckingham Palace DT royal banquet	**Charity Week Work Week Team building**	Church visit WoW- Emergency services workshop (Fire Brigade visit)
Year 2	My Right to Be Safe Week Tower of London – Fire! Fire! session; Museum of London Docklands – River Rhythms	**Identity Week BHM**	DT breadmaking Production	Orienteering in Hainault; karate workshop; DT kite making; butterfly hatching Books for Breakfast	**S.T.E.M. Week**	ZooLab workshop – Climate Crusader DT car designs	Mosque Visit Butterfly hatching	**Charity Week Work Week Team building**	Walton Beach
Year 3	My Right to Be Safe Week British Museum- Virtual Archaeological dig	**Identity Week BHM**	Redbridge Museum Stone age workshop Hindu Temple visit DT Den Building	**Swimming** British Museum DT soup making Books for Breakfast	**S.T.E.M. Week**	Ancient Egyptian Exploration workshop DT soup making **Swimming**	Museum of London Docklands – Life in Victorian Dock Ragged School Museum	**Charity Week Work Week Team building**	Canal and River Trust Science Museum NLA centre Late Night bonfire
Year 4	My Right to Be Safe Week Synagogue Visit	**Identity Week BHM**	Greek Day British Museum	Natural History Museum – Red Zone DT PPE project	**S.T.E.M. Week**	**Production** Ancient Rome Workshop DT PPE Project	British Museum – Ancient Maya DT chocolatiers	**Charity Week Work Week Team building**	1 night residential- Celtic Harmony - Computing workshop Sadlers well theatre
Year 5	My Right to Be Safe Week Buddhist centre visit DT boat building	**Identity Week BHM**	British Museum – Vikings and Saxons Viking Day workshop DT boat building		**S.T.E.M. Week**	Science Museum- Space workshop Cutty Sark visit	Twist Museum DT Food from Around the World Book Awards	**Charity Week Work Week Team building**	Migration Museum KPMG- Ethical business Sleepover at school
Year 6	My Right to Be Safe Week Residential Trip Day trips and activities for Year 6 non-residential pupils. HMS Belfast	**Identity Week BHM**	Gurdwara Visit Holocaust workshop Palace of Westminster	Redbridge Museum – Local History Local Court visit DT bridge building Science-Heart dissection	**S.T.E.M. Week**	Science Museum Natural History Museum- evolution	Houses of Parliament	**Charity Week Work Week Team building**	**Production** Fieldwork in Ilford VR- Climate Change Junior Citizenship Safer Bus Day Picnic/bowling Techmasters
Whole School	Forest school		Sharing Mornings Road Safety w/shop	Safer Internet Day Forest school Exhibitions National storytelling week		World Book Day Maths Day Exhibitions	Forest school Exhibitions		Sports Day

As a school, we are committed to providing a rich and varied enrichment offer for all our pupils. Alongside curriculum-linked trips, visitors and workshops, we provide a wide range of whole-school opportunities that support pupils' personal development, leadership, confidence, wellbeing and wider experiences. Pupils have opportunities to take on responsibility through roles such as Pupil champions, Rights Respecting Ambassadors, Eco Team members, Reading Buddies, opportunities . We also provide wider experiences such as , Forest School, swimming, positive play at lunchtimes, The Haven, ELHAP, sports tournaments and a range of clubs.

Throughout the year, pupils engage with a range of national, religious and awareness events, including Black History Month, Harvest/food bank, World Mental Health Day, Anti-Bullying Week, Holocaust Memorial Day, Remembrance Day, VE Day, Children's Mental Health Week, Jeans for Genes Day and Special Ladies Day and Earth Day . This helps broaden pupils' understanding of the world and help them engage with important social, health and community issues. Our offer is further strengthened by specialist teaching in Computing, Art, PE and Music, ensuring pupils benefit from expert input across the wider curriculum. Together, these opportunities ensure that pupils experience a broad, inclusive and meaningful enrichment offer beyond the classroom.

Please note: All trips, workshops, and enrichment activities are subject to change. Parents/carers will be notified of any amendments.

WTPS/CPS Curriculum Map 2025-26

Curriculum LTP – Enrichment Overview-CPS

	Aut1	Theme	Aut 2	Spr 1	Theme	Spr 2	Sum 1	Themes	Sum 2
Nur	My Right to Be Safe Week	**Identity Week** **BHM**		Books for Breakfast	**S.T.E.M. Week**			**Work Week**	**Postal Workshop**
Rec	My Right to Be Safe Week	**Identity Week BHM**		Making fruit salad; seed planting; chick hatching Books for Breakfast	**S.T.E.M. Week**	Making fruit salad; seed planting chick hatching	Local landmarks work	**Work Week**	**Barleylands**
Year 1	My Right to Be Safe Week **Trip to the local park**	**Identity Week BHM**	**Redbridge Museum** **History of Toys workshop** **Young V&A**	**ZooLab workshop – African Explorer** Books for Breakfast	**S.T.E.M. Week**	**Visit to Valentines Mansion**	**Police officer visitor** **Royal Mews at Buckingham Palace** **DT royal banquet**	**Work Week**	**Church visit** **WoW- Emergency services workshop** **(Fire Brigade visit)**
Year 2	My Right to Be Safe Week **Tower of London** **Docklands Museum**	**Identity Week BHM**	DT breadmaking **Production**	**Orienteering** **DT kite making** **Butterfly hatching** Books for Breakfast	**S.T.E.M. Week**	**ZooLab workshop – Climate Crusader** DT car designs	**Mosque Visit**	**Work Week**	**Walton on the Naze Beach Trip**
Year 3	My Right to Be Safe Week **Redbridge Museum** **Stone Age theatre workshop** **Archaeological dig**	**Identity Week BHM**	**Swimming** **Hindu Temple visit** DT- Den building	**Ancient Egyptian Exploration workshop** DT soup making Books for Breakfast	**S.T.E.M. Week**	**Ancient Egyptian Exploration workshop** DT soup making	**Museum of London Docklands – Life in Victorian Dock**	**Work Week**	**Ragged School Museum** **Science Museum** **Late Night bonfire** **Canal and River Trust**
Year 4	My Right to Be Safe Week **Synagogue Visit**	**Identity Week BHM**	**Swimming** **Greek Day workshop**	**Natural History Museum – Red Zone** DT PPE project	**S.T.E.M. Week**	**Production** **Ancient Rome workshop** DT PPE project	**British Museum – Ancient Maya** DT chocolatiers	**Work Week**	**Ancient Maya -VR** **One night residential-Celtic Harmony-**
Year 5	My Right to Be Safe Week **Buddhist centre visit** DT boat building	**Identity Week BHM**	**British Museum-Vikings and Saxons** **Viking Day workshop** DT boat building	**Judo**	**S.T.E.M. Week**	**Judo** **Science Museum- Space workshop** **Cutty Sark visit**	**Twist Museum** DT Food from Around the World	**Work Week**	**Migration Museum** **Sleepover at school**
Year 6	My Right to Be Safe Week **Residential trip** Day trips and activities for Year 6 non-residential pupils.	**Identity Week BHM**	**Holocaust workshop** **Gurdwara Visit** **HMS Belfast**	**Redbridge Museum – Local History** **DT bridge building** **Heart dissection** **Local Court visit**	**S.T.E.M. Week**	**Science Museum** **Natural History Museum- evolution**	**Houses of Parliament**	**Work Week**	**Fieldwork in Ilford** **Climate Change VR** **Junior Citizenship** **Bowling** **Production**
Whole School	Library visits Forest school		Sharing Mornings Road Safety w/shop	Library visits Safer Internet Day Forest school Exhibitions Books for Breakfast National storytelling week		World Book Day Maths Day Exhibitions	Library visits Forest school Exhibitions		Sports Day

As a school, we are committed to providing a rich and varied enrichment offer for all pupils. Alongside curriculum-linked trips, visitors and workshops, we provide a wide range of whole-school opportunities that support pupils' personal development, leadership, confidence, wellbeing and wider experiences. Pupils have opportunities to take on responsibility through roles such as Pupil Advocates, Class Advocates, Eco Team members, Reading Buddies and participation in the Headteacher's Award. We also provide wider experiences such as the annual History competition, Sports tournaments, a range of clubs, Forest School, swimming, positive play at lunchtimes, The Haven, ELHAP, SEND tennis provision and HAF programme referrals.

Throughout the year, pupils engage with a range of national, religious and awareness events, including Black History Month, Harvest/food bank, World Mental Health Day, Anti-Bullying Week, Holocaust Memorial Day, Remembrance Day, VD Day, Children's Mental Health Week, Jeans for Genes Day,, Special Ladies Day and Earth Day. This helps broaden pupils' understanding of the world and help them engage with important social, health and community issues. Our offer is further strengthened by specialist teaching in Computing, Art, PE and Music, ensuring pupils benefit from expert input across the wider curriculum. Together, these opportunities ensure that pupils experience a broad, inclusive and meaningful enrichment offer beyond the classroom.

Please note: All trips, workshops, and enrichment activities are subject to change. Parents/carers will be notified of any amendments.

WTPS/CPS Curriculum Map 2025-26

SPECIALIST SEND PROVISION NEW OVERVIEW -TBC						
	Autumn		Spring		Summer	
	Aut 1	Aut 2	Spr 1	Spr 2	Sum1	Sum 2
TOPIC						
RR Link(s)						
Texts and Supporting books						
Communication & Language						
Personal, Social & Emotional Development						
Literacy						
Maths						
Gross and Fine motor skills						
Messy Play/ Sensory Exploration						
Life Skills						

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NURSERY OVERVIEW 2025-2026						
	Autumn		**Spring**		**Summer**	
	Aut 1	**Aut 2**	**Spr 1**	**Spr 2**	**Sum1**	**Sum 2**
TOPIC	**Superhero Me!**	**Fire & Light**	**Once Upon a Time**	**Creatures Great and Small**	**Watch me Grow**	**Let's Go…. Whoosh!**
RR Link(s)	A6 - Development	A14 – Freedom of Thought & Religion	A31 – Cultural Expression	A6 - Development	A8 – Identity A29 - Education	A3 – Best Interest of Child A12 – Children's Views
PD Themes	Understanding Independence	Collaboration Understanding	Resilience Cooperation	Independence Responsibility	Collaboration Cooperation	Motivation Resilience
Core Text (T4W)	Nursery Rhymes (see below)	The Sleepy Bumblebee	The Three Billy Goats Gruff	The Little Green Dinosaur	The Very Hungry Caterpillar	Stuck in the Mud
Supporting Texts	Lulu's First Day Colour Monster Hello Friend A Superhero Like You	Room on the Broom The Best Diwali Ever The Jolly Christmas Postman	Little Red Riding Hood Elves and the Shoemaker The Frog Prince	10 Little Dinosaurs Lulu Gets a Cat Commotion in the Ocean	Titch Lulu Loves Flowers Owl Babies	Mr Gumpy's Outing Oi Get off my Train! You can't Take an Elephant on the Bus
Nursery Rhymes	Twinkle Twinkle Incy Wincy Spider Hickory Dickory Dock Humpty Dumpty Hey Diddle Diddle Five Currant Buns	Jack and Jill Rain Rain Go Away Put Your Coat On Jingle Bells	One, Two Three, Four, Five I'm a Little Teapot Polly Put the Kettle On If You're Happy and You Know It Five Little Ducks	We are the Dinosaurs Down in the Jungle Old MacDonald Had a Farm Mary had a Little Lamb Five Little Monkeys	Five Little Speckled Frogs Head Shoulders Knees and Toes Round and Round the Garden Little Bo Beep Little Miss Muffet	Pirate Song Row Row Row your Boat Down At the Station 12345 Once I caught a fish alive The Wheels on the Bus
Communication & Language	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Start a conversation with an adult or a friend and continue it for many turns. Enjoy listening to longer stories and can remember much of what happens.	Use a wider range of vocabulary. Use longer sentences of four to six words. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Sing a large repertoire of songs.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Pay attention to more than one thing at a time, which can be difficult.	Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

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Personal, Social & Emotional Development	Become more outgoing with unfamiliar people, in the safe context of their setting. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important.	Play with one or more other children, extending and elaborating play ideas. Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Talk with others to solve conflicts. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Make healthy choices about food, drink, activity and toothbrushing Show more confidence in new social situations.	Understand gradually how others might be feeling. Develop their sense of responsibility and membership of a community.	Develop appropriate ways of being assertive. Show more confidence in new social situations.
Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Use a comfortable grip with good control when holding pens and pencils.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use a comfortable grip with good control when holding pens and pencils.	Start taking part in some group activities which they make up for themselves, or in teams. Use a comfortable grip with good control when holding pens and pencils.
Literacy	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary. Spot and suggest rhymes Recognise words with the same initial sound, such as money and mother	Develop their phonological awareness, so that they can: count or clap syllables in a word.	Write some letters accurately Write some or all of their name.	Write some letters accurately Write some or all of their name.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
	Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing.					
Maths	Recite numbers past 5	Link numerals and amounts: for example, showing the right	Talk about and identify the patterns around them. For example: stripes on clothes,	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles	Understand position through words alone – for example,	

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RECEPTION OVERVIEW						
	Autumn		**Spring**		**Summer**	
	Aut 1	**Aut 2**	**Spr 1**	**Spr 2**	**Sum1**	**Sum 2**
TOPIC	**Wonderful Me**	**Traditional Tales**	**All Around the World**	**Growth and Change**	**Our Community**	**Then and Now**
RR Link(s)	A6 - Development	A31- Cultural Expression	A24 – Environment A31- Cultural Expression	A29 - Education	A15 - Association	A3 – Best Interest of Child A12 – Children's Views
PD Themes	Understanding Independence	Collaboration Understanding	Resilience Cooperation	Independence Responsibility	Collaboration Cooperation	Motivation Resilience
Core Text (T4W)	We're Going on a Bear Hunt	The Gingerbread Man	Lost and Found	Jack and the Beanstalk	Little Red Hen	Charlie's Walk
Non-Fiction	Recount – early recount	Recount – early recount	Recount – early recount	Recount – early recount	Instruction text – how to make bread	Recount – early recount
Supporting Books	The Colour Monster Rainbow Fish Very Helpful Hedgehog	Goldilocks Three Little Pigs Peter Pan (amend based on pantomime)	Here We Are We're going to find the Monster! Snail and the Whale	The Tiny Seed Errol's Garden Egg to Chicken (Lifecycles)	Sharing A Shell All are Welcome People need People	The Toy Maker Coming to England Dogger
Nursery Rhymes	Three Blind Mice One Finger One Thumb I'm a Dingle Dangle Scarecrow 10 Green Bottles Hokey Cokey	When Goldilocks Went to the House of the Bears Little Miss Muffet Pat-a-cake Pat-a-cake BINGO The Goats Came Marching	Row Row Row your Boat Five Little Ducks The Wheels on the Bus Clap Hands, Clap Hands A Sailor went to Sea, Sea, Sea The Big Ship Sails	Head Shoulders Knees and Toes Brush Your Teeth Mary Mary Ten in the Bed Humpty Dumpty Old Macdonald Had a Farm	One, Two, Buckle My Shoe Dr Foster Went to Gloucester London Bridge is Falling Down Miss Molly Had a Dolly Rock a Bye Baby	Wind the Bobbin Up The Grand Old Duke of York Sing a Song of Sixpence Peter Piper
Communication & Language	Understand how to listen carefully and why listening is important. Develop social phrases. Listen carefully to rhymes and songs, paying attention to how they sound.	Listen to and talk about stories to build familiarity and understanding.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Describe events in some detail Engage in non-fiction books.	Ask questions to find out more and to check they understand what has been said to them.	Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Connect one idea or action to another using a range of connectives.
	Learn rhymes, poems and songs. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn new vocabulary Use new vocabulary in different contexts Engage in story times Articulate their ideas and thoughts in well-formed sentences.					

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Personal, Social & Emotional Development	Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs: Personal hygiene	Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Know and talk about the different factors that support their overall health and wellbeing: physical activity, healthy eating, toothbrushing, screen time, good sleep routine and being a good pedestrian.	Think about the perspectives of others.	See themselves as a valuable individual.
JIGSAW	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development	Further develop the skills they need to manage the school day successfully: lining up, queuing and mealtimes Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Develop overall body-strength, balance, co-ordination and agility. Progress towards a more fluent style of moving, with developing control and grace.	Revise and refine the fundamental movement skills they have already acquired. Combine different movements with ease and fluency.	Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility	Progress towards a more fluent style of moving, with developing control and grace	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.					
PE Units	N/A	Footwork	Jumping	Gymnastics - Shape and Travel	Dance - Shapes, Partnering, Artistry, Circles	Ball Skills
Literacy	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Spell words by identifying the sounds and then	Spell words by identifying the sounds and then writing the sound with letter/s. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s (captions).	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

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		writing the sound with letter/s.				
	Form lower-case and capital letters correctly					
Maths	Maths Mastery YR Unit 1: Early Mathematical experiences YR Unit 2: Pattern and early number	Maths Mastery YR Unit 3: Numbers within 6 YR Unit 4: Addition and Subtraction YR Unit 5: Measures	Maths Mastery YR Unit 6: Shape and sorting YR Unit 7: Numbers within 10 YR Unit 9: Addition and subtraction within 10	Maths Mastery YR Unit 11: Number patterns within 15 YR Unit 12: Doubling and halving YR Unit 13: Shape and Pattern	Maths Mastery YR Unit 14: Securing Addition and subtraction facts YR Unit 15: Number patterns within 20 YR Unit 16: Number patterns beyond 20	Maths Mastery YR Unit 17: Money YR Unit 18 Measures YR Unit 19 Exploration of patterns within number
Understanding the World	Name and describe people who are familiar to them. Talk about members of their immediate family and community.	Recognise that people have different beliefs and celebrate special times in different ways.	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Describe what they see, hear and feel whilst outside. Explore the natural world around them.	Name and describe people who are familiar to them. Talk about members of their immediate family and community. Understand that some places are special to members of their community	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
	Understand the effect of changing seasons on the natural world around them.					
Expressive Art & Des	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. (Production)	Develop storylines in their pretend play.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Explore and engage in music making and dance, performing solo or in groups.	Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them.
	Explore, use and refine a variety of artistic effects to express their ideas and feelings.					

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YEAR 1 OVERVIEW								
	Autumn		**Spring**			**Summer**		
	Aut 1	**Aut 2**	**Spr 1**	**Spr 2**		**Summer Term**		
TOPIC	**Let's Play Together!**		**No Place Like Home**			***(We are Britain)*** **Rights, Rules & Rulers**		***(We are Us)*** **EOY Projects**
RR Link(s)	**A31 – Leisure, Play & Culture**		**A27 – Standard of Living**			**A8 – Identity**	**A3 – Best Interest of Child** **A12 – Children's Views**	
PD Themes	*Kindness, Cooperation & Acceptance*		*Community, Identity & Kindness*			*Morality, Identity & Responsibility*		
Core Text(s)	Paddington	Little Red Riding Hood	Peter and the Wolf			Supertato		
Writing Focus	Poetry Setting	Poetry Character	Poetry Suspense			Poetry Action	Pupil Led, Needs Focused	
Non-fiction	Recount Diary - Paddington's Day Out			Instruction Text - How to Wash a Woolly Mammoth			Information text – Tree Giants	
Maths	Maths Mastery Numbers to 10 Additional & Subtraction within 10 Shapes & Patterns	Maths Mastery Numbers to 20 Addition & Subtraction within 20	Maths Mastery Time Exploring Calculation Strategies Numbers to 50	Maths Mastery Addition & Subtraction within 20 Fractions Measures: Length & Mass		Maths Mastery Numbers 50 to 100 and beyond Addition & Subtraction Money	Maths Mastery Multiplication and Division Measures: Capacity & Volume	Charity Project WoW Week Transitions Team Building
Science	Everyday Materials	Seasons Autumn	Seasons (Winter)	Animals (Inc Humans)	Seasons (Spring)	Plants	Seasons (Summer)	
History		Toys over Time		Homes over time			Significant People: Leaders & Rulers	
Geography	Local Area (Streets and Parks)		Hot & Cold Paces			UK Countries & Capitals		
Art	Colour mixing/Andy Goldsworthy		Sunsets & Northern Lights (Painting)			Portraits (Fine Drawing)		
DT	Paper Dolls (Making)		Beegu's Hoop (Making)			Royal Banquet (Cooking)		
Computing	How Computers Work (Basic Skills)		Simple Algorithms			Basic Coding		

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ICT	Basic Skills		Word Processing		Online Safety	
PE	Invasion Games	Dance	Gymnastics	Net & Wall Games	Athletics	Striking & Fielding Games
RE	N/A	Religious Festivals	Creation Stories	Celebrating Birth	Who are Christians?	N/A
PSHE	Being Me	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
Music	Pulse	Rhythm	Instruments	Composition & Scores	Pitch & Singing	Pitch & Instruments

YEAR 2 OVERVIEW

	Autumn		**Spring**		**Summer**		
	Aut 1	**Aut 2**	**Spr 1**	**Spr 2**	**Summer Term**		
TOPIC	**Maybe it's because I'm a Londoner**		**Into the Unknown**		***(We are the World)*** **How to Change the World**		***(We are Us)*** **EOY Projects**
RR Link(s)	**A30 – Minority & Indigenous Groups**		**A2 – Non-Discrimination**		**A13 – Freedom of Expression**	**A3 – Best Interest of Child** **A12 – Children's Views**	Charity Project WoW Week Transitions Team Building
PD Themes	*Identity, Community & Acceptance*		*Confidence, Resilience & Cooperation*		*Responsibility, Confidence & Adaptability*		
Core Text(s)	Zig the Alien	The Three Little Pigs	Kasim and the Greedy Dragon	Little Charlie	The King and the Moon		
Writing Focus	Setting	Character	Suspense	Dialogue	Action	Pupil Led, Needs Focused	
Non-fiction	Recount Diary - Zig's Day Out		Information Text - The Fire-Breathing Dragon		Instruction Text - How to make a Bug Hotel		
Maths	Maths Mastery Number within 100 Addition and Subtraction of 2-digit numbers Addition & Subtraction Word Problems	Maths Mastery Measures: Length Graphs Multiplication & Division – 2, 5 7 10	Maths Mastery Time Fractions Addition and Subtraction of 2-digit numbers	Maths Mastery Money Faces, Shapes & Patterns	Maths Mastery Number within 100 Measures: Capacity & Volume Measures: Mass Exploring Calculation Strategies	Maths Mastery Exploring Calculation Strategies Multiplication & Division – 3x and 4x tables	
Science	Everyday Materials	(Seasons)	Animals (inc Humans)	Plants	Living Things & Habitats		
History	The Great Fire of London		Significant people - Famous Explorers		Significant People - Campaigners		
Geography	Local Area - London		Oceans & Continents		Countries of the World		
Art	London Landmarks (Modelling)		Map Collages		World Artist Study – Roberto Mamani		

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DT	Bread Making (Food)		Kites (Making)		Cars and Axles (Making)	
Computing	Creating E-Books		Photography		Animating Famous Figures	
ICT	Word Processing		Bee-Bot Explorers		Reactive Online Safety	
PE	Invasion Games Multi Skills	Dance Gymnastics	Gymnastics Dance	Invasion Games Striking & Fielding	Athletics Striking & Fielding Games	Net & Wall Games Athletics
RE	Stories about Jesus	Who are Muslims?	Who influences us?	Easter	Churches & Mosques	
PSHE	Being Me	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
Music	Rap & Rhythm	Rhythm	Instruments	Composition & Scores	Pitch & Singing	Performance

YEAR 3 OVERVIEW

	Autumn		**Spring**		**Summer**		
	Aut 1	**Aut 2**	**Spr 1**	**Spr 2**	**Summer Term**		
TOPIC	**Where we all began**		**Life is a Journey**		***(We are the Britain)*** **Out with the Old, In with the New**		***(We are Us)*** **EOY Projects**
RR Link(s)	**A6 – Life, Survival & Development**		**A24 – Health, Water & Food** **A23 - Healthcare**		**A32 – Child Labour** **A28 – Education**	**A3 – Best Interest of Child** **A12 – Children's Views**	
PD Themes	*Cooperation, Community & Identity*		*Identity, Morality & Resilience*		*Adaptability, Confidence & Kindness*		
Core Text(s)	I'll Take You to Mrs Cole	Mr Big Big	Hansel and Gretel	The Twits	The Story of Pirate Penelope		
Writing Focus	Setting	Character	Suspense	Dialogue	Action	Pupil Led, Needs Focussed	
Non-fiction	Information Text - Under the Bed Monsters		Recount News Article - Witch Outwitted		Persuasion - Rockabilly Island Leaflet (Pirate Tom)		Charity Project WoW Week Transitions Team Building
Maths	Maths Mastery Number Sense & Calculation Strategies Place Value Graphs	Maths Mastery Addition & Subtraction Length & Perimeter	Maths Mastery Multiplication & Division Deriving Multiplication & Division Facts	Maths Mastery Time Fractions	Maths Mastery Angles & Shapes Measures	Maths Mastery Securing Multiplication & Division Exploring Calculation Strategies & Place Value	
Science	Animals (inc Humans	Rocks	Plants	Light	Forces & Magnets		
History	The Stone Age & The Iron Age		Ancient Egypt		Victorians & The Industrial Revolution		
Geography	Settlements		Rivers		The UK – Counties & Cities		
Art	Cave Art & Making Pigments (Clay)		Day of the Dead Masks (Painting)		British Artist Study – Orla Kiely & William Morris		
DT	Den & Shelter Building (Making)		Soup Making		Engineering Project		
Computing	Animation		Programming Our Facts		Programmable Lego		

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ICT	Reactive Online Safety		Creating Presentations		The First Computers*	
PE	Invasion Games Outdoor Adventurous Activities	Gymnastics Dance	Dance Gymnastics	Invasion Games Striking & Fielding Games	Athletics Striking & Fielding Games	Striking & Fielding Games Athletics
RE	Celebrations	Who are Hindus?	Expressing faith through Art	How and Why People Worship	N/A	
PSHE	Being Me	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
Music	Rhythm	Rhythm & Drumming	Pentatonics	Ostinato & Improvisation	Pitch & Singing	Notation & Composition
MFL	Bonjour (Numbers & Greetings)	En Classe (Colours & Classroom Objects)	Mon Corps (Days of the Week & Body Parts)	Les Animaux (Numbers & Animals)	Les Familles (Family & Household Items)	Bon Anniversaire (Months and Snacks)

YEAR 4 OVERVIEW

	Autumn		Spring		Summer		
	Aut 1	Aut 2	Spr 1	Spr 2	Summer Term		
TOPIC	**Myths, Legends & Monsters**		**When Disaster Strikes!**		***(We are the World)*** **Global Connections**		***(We are Us)*** **EOY Projects**
RR Link(s)	**A3 – Interest of the Child** **A12 – Children's Views**		**A2 – Non-Discrimination** **A26 – Social Security**		**A30 – Indigenous Groups** **A17 – Access to Info**	**A3 – Best Interest of Child** **A12 – Children's Views**	
PD Themes	*Confidence, Adaptability & Cooperation*		*Resilience, Kindness & Responsibility*		*Morality, Acceptance & Responsibility*		
Core Text(s)	The Canal	Charlie and the Chocolate Factory	Staying out	Leon	The Cobbler of Krakov and Smok the Dragon		
Writing Focus	Setting	Character	Suspense	Dialogue	Action	Pupil Led, Needs Focussed	Charity Project WoW Week Transitions Team Building
Non-fiction		Recount News Article - Boy Wins After All (Charlie)		Persuasion - Welcome to Spellbound School of Wizardry	Explanation Text - Why Dragons are Extinct		
Maths	Maths Mastery Reasoning with 4-digit numbers Addition & Subtraction	Maths Mastery Multiplication & Division Interpreting & Presenting Data	Maths Mastery Securing Multiplication Facts Fractions Time	Maths Mastery Decimals Area & Perimeter	Maths Mastery Solving Measure & Money Problems 2D Shape & Symmetry	Maths Mastery Position & Direction Reasoning with Patterns & Sequences 3D Shapes	
Science	Animals (inc Humans)	Living Things	States of Matter	Sound	Electricity		
History	Ancient Greece		Ancient Rome		Ancient Maya		
Geography	Europe – Countries, Capitals & Features		Natural Disasters		Trade & Natural Resources		
Art	Greek mythical creatures- Sculptures (Modelling)		The Great Wave (Painting)		World Artist Study – Joaquin Torres-Garcia		

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DT	Mechanical Monsters		PPE Face Mask Project (Sewing)		Mexican Tacos (Food)	
Computing	Reactive Online Safety		Chariot Racing		Computers, Networks and AI	
ICT	Digital Portraits		Online Research		Social Media (E-Safety)	
PE	Outdoor Adventurous Activities Gymnastics	Invasion Games Gymnastics	Dance Outdoor Adventurous Activities	Athletics Net & Wall Game	Net & Wall Games Striking & Fielding Games	Striking & Fielding Games Athletics
RE	Who are Jews?	Who Inspires us?	Who are Humanists?	Showing Commitment	The Natural World	
PSHE	Being Me	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
Music	Pitch & Singing	Singing & Performance	Rhythm & Notation	Pitch & Notation	Composition	Scores
MFL	Encore! (People & Places)	Quelle heure est-il? (Telling Time)	Les fêtes (Festivals)	Où vas-tu? (Directions & Weather)	On mange! (Food and Prices)	Le cirque (Languages & Clothes)

YEAR 5 OVERVIEW

	Autumn		**Spring**		**Summer**		
	Aut 1	**Aut 2**	**Spr 1**	**Spr 2**	**Summer Term**		
TOPIC	**Conflict & Compromise**		**Explorers or Invaders?**		***(We are Britain)*** **What Makes Britain Great?**		***(We are Us)*** **EOY Projects**
RR Link(s)	**A35 – Abduction & Sale**		**A14 – Freedom of belief** **A30 –Indigenous Groups**		**A22 – Refugees**	**A3 – Best Interest of Child** **A12 – Children's Views**	
PD Themes	*Cooperation, Resilience & Adaptability*		*Morality, Identity & Confidence*		*Identity, Acceptance & Community*		
Core Text(s)	The Caravan	Coral Ocean (emailed)	Zelda Claw and the Rain Cat	Oranges in No Man's Land	The Time-Slip Scarab		Charity Project WoW Week Transitions Team Building
Writing Focus	Setting	Character	Suspense	Dialogue	Action	Pupil Led, Needs Focussed	
Non-fiction	Discussion Text - Should children be able to play where they want?		Persuasion - Hawk Ridge Farm		Recount News Article - Emily Enters Egypt		
Maths	Maths Mastery Reasoning with Large whole numbers Problem Solving with addition & subtraction	Maths Mastery Line Graphs & Timetables Multiplication & Division Perimeter & Area	Maths Mastery Fractions & Decimals Angles	Maths Mastery Fractions, Decimals & Percentages Transformations	Maths Mastery Converting Units of Measure Calculating with whole numbers & decimals	Maths Mastery 2D & 3D Shapes Volume Problem Solving	
Science	Living Things & Habitats	Forces	Properties of Materials	Earth & Space	Animals (Including Humans)		
History	Anglo Saxons, Scots & Vikings		The British Empire		Immigration to the UK		
Geography	Climate Zones, Biomes & Land Use		The Americas		Mapping & Exploring Migration		

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Art	Saxon Broaches (Modelling)		Fabric Printing (Printing)		British Artist Study – Chris Ofili	
DT	Boats & Forces Project (Making)		Bead Jewellery (Africa/Indian)		Food Around the World (Food)	
Computing	Multiplayer Games		Lego Rover		Radio Production	
ICT	Hackers & Cyber Crime (E-Safety)		Website Design		Spreadsheets	
PE	Invasion Games Outdoor Adventurous Activities	Dance Gymnastics	Gymnastics Dance	Net & Wall Games Athletics	Striking & Fielding Games	Athletics Net & Wall Games
RE	When life is Hard	Sources of Wisdom	Vows & Commitments	Promoting Respect	Islam	
PSHE	Being Me	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
Music	Rhythm & Pulse	Notation	Instruments & Composition	Scores	Pitch & Improvisation	Pitch & Notation
MFL	*Salut Gustave! (Greetings & Siblings)*	*À l'école (School Subjects & Time)*	*La norriture (Food)*	*En Ville (Places & Directions)*	*En Vacances (Holidays)*	*Chez Moi (Houses & Rooms)*

YEAR 6 OVERVIEW

	Autumn		Spring		Summer		
	Aut 1	Aut 2	Spr 1	Spr 2	Summer Term		
TOPIC	**Light in the Darkness**		**Our Ever-Changing World**		***(We are the World*** **Take a Stand, Make a Change!**		***(We are Us)*** **EOY Projects**
RR Link(s)	**A9 – Separation from Parents A38 – War & Conflicts A23 - Disability**		**A40 – Juvenile Justice A24 – Healthcare**		**A13 – Freedom of Expression A42 – Knowledge of Rights**	**A3 – Best Interest of Child A12 – Children's Views**	Charity Project WoW Week Transitions Team Building
PD Themes	*Resilience, Morality & Kindness*		*Adaptability, Community & Responsibility*		*Responsibility, Confidence & Cooperation*		
Core Text(s)	Red	Aladdin	The Highwayman	Tom	The Chase		
Writing Focus	Setting	Character	Suspense	Dialogue	Action	Pupil Led, Needs Focussed	
Non-fiction		Persuasive Text - Letter to the Moor	Discussion Text - Who is to blame for the tragedy in the Highwayman? Witness Statements as incidental		Explanation with Instruction, Persuasion and Information - The Tidy your Bedroom Machine (Technical Manual)		
Maths	Maths Mastery Integers & Decimals Multiplication & Division	Maths Mastery Calculation Problems Fractions Missing Angles & Length	Maths Mastery Coordinates & Shape Fractions Decimal Measures	Maths Mastery Percentages & Statistics Proportion Problems	Maths Mastery Revision & Consolidation	Maths Mastery Revision & Consolidation	
Science	Light	Electricity	Evolution & Inheritance	Animals (Inc Humans)	Living Things & Habitats		

WTPS/CPS Curriculum Map 2025-26

History	World War 2 & The Holocaust		Crime & Punishment		Race Relations	
Geography	Europe in Detail & Detailed Comparative Study		Detailed Local Area Study		Climate Change	
Art	Shadow Box Sculptures (Sculpture)		Architectural Drawing (Fine Drawing)		Street Art (Painting)	
DT	Make Do and Mend (Sewing)		Bridge Engineering Project (Making)		Healthy Menus (Cooking)	Production Preparation
Computing	Astro Pi Project		Astro Pi Project / Video Production		Video Production	
ICT	Bletchley Park Code Breakers					Reactive Online Safety
PE	Invasion Games Outdoor Adventurous Activities	Dance Gymnastics	Gymnastics Dance	Invasion Games Fitness	Athletics New & Wall Games	Striking & Fielding Games
RE	Christianity	Sikhism	Beliefs around God	Prayer	Building a Fairer World	
PSHE	Being Me	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
Music	Rhythm & Notation	Pitch & Notation	Composition	Composition	Pitch, Chords & Accompaniment	Singing Skills
MFL	*Le week-end (Activities and Likes/Dislikes)*	*Les vêtements (Clothing)*	*Ma journée (Daily Routines)*	*Les transports (Transport & Tickets)*	*Le Sport (Sports)*	*On va faire (Revision & Consolidation)*