



## Moorside Primary School and Nursery Cycle A 2025-2026

### Key Stage 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme Days/ special assemblies FBV/PHSCE</b>	Jeans for Genes (Diversity) <b>Tolerance</b>  World Mental Health Day (Personal Development) <b>Tolerance</b>  Harvest Around the World (EYFS assembly)	Divali - Hinduism <b>Tolerance:</b> <b>Cultures and Faiths.</b>  Remembrance Day (linked to History/FBV) <b>Mutual Respect.</b>  Children in Need (Equality)	Safety Week -Safer Internet Day -PD and Welfare  Chinese New Year (FBV) <b>Mutual Respect.</b>  JANUARY - Month of Reading Madness	National Science week <b>Democracy: choice of experiment.</b>  Holy Week focus - The Easter Story	Walk to School week (Equality)  SPORTS WEEK - link to Active Lives  Mental Health Week <b>Tolerance</b>	Refugee Week (Diversity)  <b>Mutual Respect.</b> Armed Forces Day  Strawberry Fair
<b>Big Ideas &amp; strands</b>	<u>Changes Over Time (Geography)</u>  <b>Comparisons</b> - similarities & differences <b>Environment</b> - town/country/world/climate and seson <b>People</b> - population and impact on society <b>Interpretation</b> - A range of sources and fieldwork investigations		<u>Influential People</u> <u>(those who make a difference in our world and challenge our views)</u> <u>(History)</u> <b>Comparisons</b> - similarities & differences <b>Environment</b> - town/country/world <b>People</b> - influential people and impact on society <b>Interpretation</b> - sources of information		<u>Citizens of The World (Geography)</u>  <b>Comparisons</b> - similarities & differences <b>Environment</b> - town/country/world/climate and seson <b>People</b> - population and impact on society <b>Interpretation</b> - A range of sources and fieldwork investigations	
<b>Trips</b>						
<b>Forest School</b>	<b>Year 1 Seasonal Changes</b>	<b>Year 2 Everyday materials and their uses</b>				
<b>TEXTS</b>	Year 2 - Meerkat Mail & Mama Panya's pancakes Poem - Who lives in a Burrow?  Year 1 Mama Panya's pancakes	Year 2 <u>Fiction</u> The Owl who was Afraid of the Dark Mog's Christmas Calamity <u>Non-fiction</u> Gunpowder Plot <u>Poetry</u> The Bonfire at Night – Enid Blyton	Year 2 <u>Fiction</u> The penguin who wanted to find out <u>Non-Fiction</u> Scott of the Antarctic <u>Poetry</u> Are you curious? by Gwen Jones	Year 2 <u>Fiction</u> The HodgeHeg <u>Non-Fiction</u> Food chain - Who eats what? <u>Poetry</u> The Sound Collector by Roger McGeough	Year 2 <u>Fiction</u> The Enchanted Wood – Enid Blyton <u>Non-fiction</u> Everyday materials <u>Poetry</u> Golden Sun by Lenore Hedrick	Year 2 <u>Fiction</u> George's Marvellous Medicine <u>Non-Fiction</u> The Vikings <u>Poetry</u> The Gift of the Tree by Lenore Hedrick

PSHCE Y1		Internet safety - <b>contextual</b> <b>safeguarding focus on</b> <b>peer pressure</b> Introduction lesson Family & relationships <b>Mental Health Day</b> <b>Jeans for Genes</b> <b>PANTS - Moorside</b> Planning Marriage & Civil Partnership Race Religion/Beliefs Sexual orientation	<b>Antibullying Week</b> Family & relationships Health & wellbeing Marriage and Civil Partnerships, Religion and Belief	Internet safety - <b>Safer</b> <b>Internet Day</b> Health & wellbeing Safety & the changing body Sexual Orientation Age (appropriate)	Safety & the changing body Citizenship	Internet safety Citizenship Economic wellbeing <b>PANTS</b> <b>Children's mental</b> <b>Health Week</b> Religion	Economic wellbeing Transition <b>Refugee week</b>	
Y2		Internet safety - <b>contextual</b> <b>safeguarding focus on</b> <b>peer pressure</b> Introduction lesson Family & relationships <b>Mental Health Day</b> <b>Jeans for Genes</b> <b>PANTS - Moorside</b> Planning Marriage and civil partnership Sex, Disability Age, Race	<b>Antibullying Week</b> Family & relationships Health & wellbeing Marriage and Civil Partnerships, Religion and Belief	Internet safety - <b>Safer</b> <b>Internet Day</b> Health & wellbeing Safety & the changing body Age Sex	Safety & the changing body Citizenship Equality, Age, Disability Race, Religion Sex, Sexual orientation Marriage & Civil Partnership	Internet safety Citizenship <b>PANTS</b> <b>Children's mental</b> <b>Health Week</b>	Economic wellbeing Transition <b>Refugee week</b>	
RE Plan Bee	Y1	Our Wonderful World	Why do Christians give gifts at Christmas?	Special Books	What did Jesus Teach Us?	What do Hindus Celebrate?	What do Muslims Celebrate?	
	Y2	Leaders and Teachers	Christmas Celebrations	Who was Buddha?	Why is the Torah Special?	Christian Rites of Passage	What do Sikhs Believe?	

Science	Seasonal changes	Animals including humans	Everyday materials and their uses	Seasonal changes	Plants	Seasonal Changes
Y1						
Y2	Everyday materials and their uses		Animals including humans	Living things and their habitats	Plants	
Geography	UK countries and capital cities (Year 1)  Continents, oceans, Northern and Southern Hemisphere (Year 2)	Kenya			Comparing Ripon with contracting locality: The Yorkshire Dales. Hawes	North and South Poles: Arctic and Antarctica
History			<u>Lives of significant individuals from the past</u> The Ripon Hornblower Henry V111 Florence Nightingale			
Esafety	To begin every term <b>Mutual Respect.</b>					
ICT	Y1 <b>Online Safety</b> <b>Grouping and sorting</b> Y2 <b>Online Safety</b> <b>Coding</b> Pupils should be taught to: <ul style="list-style-type: none"><li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li><li>recognise common uses of information technology beyond school</li><li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li></ul>		Y1 <b>Pictograms</b> Y2 <b>Spreadsheets</b>  Pupils should be taught to: <ul style="list-style-type: none"><li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li></ul>		Y1 <b>Lego Builders</b> Y2 <b>Questioning</b> Pupils should be taught to: <ul style="list-style-type: none"><li>create and debug simple programs</li><li>use logical reasoning to predict the behaviour of simple programs</li></ul> Pupils should be taught to: <ul style="list-style-type: none"><li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li></ul>	
DT	<b>Free standing structures</b> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [the local community, industry and		<b>Preparing fruit and vegetables</b> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.		<b>Templates and joining techniques/wheels and axels</b> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [the home and school, gardens and playgrounds]. <b>Design, Make, Evaluate, Technical knowledge - Axels</b>	

	the wider environment]. <b>Design, Make, Evaluate, Tech knowledge</b>		
<b>PE</b>	<p>Games/ Dance</p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns</li> </ul>	<p>Gymnastics/ Athletics</p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<p>Athletics/Games</p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>
<b>Music</b> <b>Music Express</b>	•	•	•
<b>Art</b> <b>Kapow</b>	<p>Drawing</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use <b>drawing</b> to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>Artists - Bridget Riley and Zaria Forman Y1</li> <li></li> </ul>	<p>Painting and mixed media</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use <b>painting</b> to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>Clarice Cliff, Jasper Johns Y1</li> <li>Romare Bearden Y2</li> </ul>	<p>Sculpture and 3D</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use <b>sculpture</b> to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>Louise Bourgeois Y1</li> <li>Cecilia Vicuña. Y1</li> <li>‘Tree of Life’ by Sidi Saiyyed Mosque Y1</li> <li>Rachel Whiteread Y2</li> </ul>

Lower Key Stage 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme Days/ special assemblies FBV/PHSCE</b>	Jeans for Genes (Diversity) <b>Tolerance</b> World Mental Health Day (Personal Development) <b>Tolerance</b> Harvest Around the World (EYFS assembly)	Divali - Hinduism <b>Tolerance: Cultures and Faiths.</b> Remembrance Day (linked to History/FBV) <b>Mutual Respect.</b> Children in Need (Equality)	Safety Week -Safer Internet Day -PD and Welfare Chinese New Year (FBV) <b>Mutual Respect.</b> JANUARY - Month of Reading Madness	National Science week <b>Democracy: choice of experiment.</b> Holy Week focus - The Easter Story	Walk to School week (Equality) SPORTS WEEK - link to Active Lives Mental Health Week <b>Tolerance</b>	Refugee Week (Diversity) <b>Mutual Respect.</b> Armed Forces Day Strawberry Fair
<b>Big Ideas &amp; strands</b>	<u>Changes Over Time (Geography)</u> <b>Comparisons</b> - similarities & differences <b>Environment</b> - town/country/world/climate and seson <b>People</b> - population and impact on society <b>Interpretation</b> - A range of sources and fieldwork investigations		<u>Influential People</u> <u>(those who make a difference in our world and challenge our views)</u> <u>(History)</u> <b>Comparisons</b> - similarities & differences <b>Environment</b> - town/country/world <b>People</b> - influential people and impact on society <b>Interpretation</b> - sources of information		<u>Citizens of The World (Geography)</u> <b>Comparisons</b> - similarities & differences <b>Environment</b> - town/country/world/climate and seson <b>People</b> - population and impact on society <b>Interpretation</b> - A range of sources and fieldwork investigations	
<b>TRIPS</b>						
<b>Forest School</b>	<b>Y3 Geography Fieldwork</b>	<b>Y4 Geography fieldwork</b>				
<b>TEXTS</b>	Y3 and 4 The Light Thieves	Y3 &4 Where the Poppies now grow Y3 Stone Girl Bone Girl	Arthur and the Golden Rope			

		The Sound Collector Poem				
PSHCE Y3	Internet safety - <b>contextual</b> <b>safeguarding focus</b> <b>on peer pressure</b> Introduction lesson Family & relationships <b>Mental Health Day</b> <b>Jeans for Genes</b> <b>PANTS - Moorside</b> <b>Planning</b>	<b>Antibullying Week</b> Family & relationships Health & wellbeing	Internet safety - <b>Safer</b> <b>Internet Day</b> Health & wellbeing <b>Safety &amp; the changing body.</b>	<b>Safety &amp; the changing body</b> Citizenship.	Internet safety Citizenship <b>PANTS</b> <b>Children's mental</b> <b>Health Week</b>	Economic wellbeing Transition <b>Refugee week</b>
PSHE Y4	Internet safety - <b>contextual</b> <b>safeguarding focus</b> <b>on peer pressure</b> Introduction lesson Family & relationships <b>Mental Health Day</b> <b>Jeans for Genes</b> <b>PANTS - Moorside</b> <b>Planning</b>	<b>Antibullying Week</b> Family & relationships Health & wellbeing	Internet safety - <b>Safer</b> <b>Internet Day</b> Health & wellbeing <b>Safety &amp; the changing body</b>	<b>Safety &amp; the changing body</b>	Internet safety Citizenship <b>PANTS</b> <b>Children's mental</b> <b>Health Week</b>	Citizenship Economic wellbeing Transition <b>Refugee week</b>
RE Y3	Diwali	Signs and Symbols	What do we know about Jesus?	Jewish Celebrations	What is the Bible and why is it important to Christians?	Islamic Rites of Passage
Y4	Sikh Rites of Passage	Christmas Journeys	Hindu Worship at Home and in the Mandir	Why is Easter Important to Christians?	Buddhist Festivals	Identity and Belonging
Science Y3	Working Scientifically					
	Light	Rocks	Forces and Magnets		Plants	Animals including humans
Y4	Light	Sound	Animals including humans (Teach both 3 and 4 objectives)		Plants	

Geography	Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <ul style="list-style-type: none"><li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li></ul>			
	Geographical skills and fieldwork <ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li></ul> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
	European study: Norway			Comparing Ripon to Whitby (Including Rivers and the water cycle)
History Revise chronological understanding throughout		Anglo Saxons	Vikings	
ICT Ensure revision of previous skills	Keeping ourselves and others safe online throughout with a weekly focus each term. Recap how to use equipment safely and respectfully after closure Mutual Respect.			
	Email	Graphing		Simulations / Logo
DT (to be taught in chosen term)	Healthy and varied diet Shell structures 2-D shape to 3-D product			
PE	Dance Invasion games and ball skills Football	Creative games making Netball		Cricket/Tennis Athletics
Music Music Express				
Art Kapow	Drawing Inspirational artists, designers and craft makers	Painting and mixed media Collage		Craft & Design Textile

French NYCC syllabus	Year 3 - Unit 1 - Moi and Unit 2 Les couleurs  Year 4 - Unit 7 La Monstres and Unit 8 Le Calendrier des fetes		Year 3 - Unit 3 La Jungle and Unit 4 Tuitti Fruitti  Year 4 - Unit 9 Les animaux and Unit 10 Au marche		Year 3 - Unit 5 Vive la Sport and Unit 6 - La Meteo  Year 4 - Unit 11 Je suis le musicien and Unit 12 A la monde	
Upper Key Stage 2						
Theme Days/ special assemblies FBV/PHSCE	Jeans for Genes (Diversity)  Tolerance  World Mental Health Day (Personal Development)  Tolerance  Harvest Around the World (EYFS assembly)	Divali - Hinduism Tolerance: Cultures and Faiths.  Remembrance Day (linked to History/FBV) Mutual Respect.  Children in Need (Equality)	Safety Week -Safer Internet Day -PD and Welfare  Chinese New Year (FBV) Mutual Respect.  JANUARY - Month of Reading Madness	National Science week Democracy: choice of experiment.  Holy Week focus - The Easter Story	Walk to School week (Equality)  SPORTS WEEK - link to Active Lives  Mental Health Week Tolerance	Refugee Week (Diversity)  Mutual Respect. Armed Forces Day  Strawberry Fair
Big Ideas & strands	<u>Changes Over Time (Geography)</u>  Comparisons - similarities & differences Environment - town/country/world/climate and season People - population and impact on society Interpretation - A range of sources and fieldwork investigations		<u>Influential People (those who make a difference in our world and challenge our views)</u> <u>(History)</u>  Comparisons - similarities & differences Environment - town/country/world People - influential people and impact on society Interpretation - sources of information		<u>Citizens of The World (Geography)</u>  Comparisons - similarities & differences Environment - town/country/world/climate and seson People - population and impact on society Interpretation - A range of sources and fieldwork investigations	
Trips						
Forest School	Y6 Evolution and Inheritance		Y5 Materials Y6 Marrick Priory			
TOPIC TEXTS Class Reads	Wonder		Beowolf		Oliver	
PSHCE Y5	Internet safety - contextual safeguarding focus on peer pressure Introduction lesson Family & relationships	Antibullying Week Family & relationships Health & wellbeing	Internet safety - Safer Internet Day Health & wellbeing Safety & the changing body	Safety & the changing body Citizenship	Internet safety Citizenship Economic wellbeing PANTS Children's mental Health Week	Economic wellbeing Transition Refugee week



	Mental Health Day Jeans for Genes PANTS						
PSHE Y6	Internet safety - contextual safeguarding focus on peer pressure Introduction lesson Family & relationships Mental Health Day Jeans for Genes PANTS	Antibullying Week Health & wellbeing	Internet safety - Safer Internet Day Health & wellbeing Safety & the changing body	Safety & the changing body	Internet safety Citizenship Economic wellbeing PANTS	Economic wellbeing Identity Transition - dealing with change Refugee week	
RE Plan Bee	Y5	Buddist Worship and Beliefs	Stories of Christianity	Sikh Worship and Community	Where did the Christian Bible Come from?	Belief in our Community	Why is Muhammad important to Muslims?
	Y6	Stories of Hinduism	What is the Qur'an and why is it important to Muslims?	Jewish Worship and Community	What happens when we die?	What is a Church?	Expressing Faith through the Arts
	Working Scientifically						
Science Year 5	Earth and Space	Animals including humans	Materials			Forces	Living things and their habitats
Year 6 Science	Evolution and Inheritance	Light	Materials			Living things and their habitats	Animals including humans
Geography	<b>Locational knowledge (throughout Geography topics and across the wider curriculum and themes - specifically History)</b> <ul style="list-style-type: none"><li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li><li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li></ul>						
	<b>Geographical skills and fieldwork (Across the Curriculum)</b> <ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li></ul>						

	<ul style="list-style-type: none"> <li>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>			
	North America			Trading, climate and sustainability
History		Influential People in Ancient times - Egypt  The achievements of early civilisation	Influential People in Ancient times - Greeks  A study of Greek like and achievements and their influence on the Western World	
ICT	HEAVY EMPHASIS using CEOP - Keeping ourselves and others safe online throughout with a weekly focus each term. (Cover social media) Mutual Respect			
	Spreadsheets	Y6 Networks Y5 Modelling and Databases		Coding
DT (to be taught in chosen term)	Celebrating culture and seasonality Pulleys or gears Frame Structures			
PE	Dance Invasion games and ball skills Football	Creative games making Netball		Cricket/Tennis Athletics
Music Music Express				
French	Year 5 Unit 13 Ma Famillie and Unit 14 On fait la fete  Year 6 Unit 19 Les portraits and Unit 20 Les cadeaux	Year 5 Unit 15 Cher Zoo and Unit 16 Le petit dejeuner  Year 6 Unit 21 Le Carnival des animaux and Unit 22 Au cafe		Year 5 Unit 17 Vive le temps libre and Unit 18 A la plage  Year 6 Unit 23 Tour de France Unit 24 Destinations
Art Kapow	Inspirational artists, designers and craft makers Drawing Y5 - I need space	Painting and drawing skills - mixed media Portraits Hockney		Sculpture and 3D Photography Recreating portraits