# St Mary's Lewisham CE Primary School Thematic Curriculum 2026-2027-2028 Long Term Plan

| **Nursery** 2026-2027-2028 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| | **All About Me** | **Celebrations** | **Amazing Animals** | **On The Move** | **Minbeasts** | **Under The Sea** |
| ***Listening, Attention and Understanding*** | • Learning to focus attention during carpet sessions • Starting to understand a range of complex sentence structures | | • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods • Listens and responds to ideas expressed by others in conversation or discussion | | • Beginning to understand humour, e.g. nonsense rhymes, jokes • Understands questions starting with who; why; when; where and how | |
| ***Speaking*** | • Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next | | • Builds up vocabulary that reflects the breadth of their experiences • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture | | • Uses intonation, rhythm and phrasing to make the meaning clear to others • Able to talk with enthusiasm about their interests • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle | |
| ***Building Relationships*** | •Seeks out companionship with adults and other children • Uses their experiences of adult behaviours to guide their social relationships and interactions | | • Shows increasing consideration of other people's needs and gradually more impulse control | | • Looks to a supportive adult for help in resolving conflict with peers • Involved in social and collaborative play with peers | |
| ***Managing Self*** | • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways • Enjoys a sense of belonging through being involved in daily tasks | | • Is sensitive to others' messages of appreciation or criticism • Is aware of being evaluated by others and begin to develop ideas about themselves. | | • Shows their confidence through being outgoing towards people and taking risks •Be able to express their needs and ask adults for help | |
| ***Self Regulation*** | • Expresses a wide range of feelings in their interactions with others and through their behaviour and play | | • Talks about how others might be feeling. • Is more able to recognise the impact of their choices and behaviours/actions on others. | | • Being able to adapt expectations to different situations e.g. outside visitors and trips | |
| ***Gross Motor Skills*** | • Climbing steps and maintaining balance using hands to stabilise • Runs with spatial awareness and negotiates space successfully | | • Walks down steps or slopes whilst carrying a small object | | • Can balance on one foot or in a squat momentarily • Can grasp and release with two hands to throw and catch a large ball or beanbag | |
| ***Fine Motor Skills*** | • Creates lines and circles pivoting from the shoulder and elbow | | • Manipulates a range of tools and equipment in one hand | | • Shows a preference for a dominant hand | |
| ***Comprehension*** | • Listens to and joins in with stories and poems, when reading one-to-one and in small group | | • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories •Using new vocabulary introduced in class texts | | • Talks about events and principal characters in stories and suggests how the story might end | |
| ***Word Reading*** | • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently | | • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books carefully | | • Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words | |
| ***Writing*** | • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves | | • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes | | • Shows interest in letters, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words | |
| ***Number*** | • Enjoys counting verbally as far as they can. • Points to each item, saying one number for each item, using the correct number sequence. • Subitises one, two and three objects (without counting) | | • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) | | • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings | |
| ***Numerical Patterns*** | • Compare two small groups of up to five objects, recognising when they are the same. | | • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities | | • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same | |

**Key:** ***Statutory History content*** ***Links to school community/equalities/diversity*** ***Local area links***

# St Mary's Lewisham CE Primary School Thematic Curriculum 2026-2027-2028 Long Term Plan

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| ***Past and Present*** | • Shows interest in the lives of people who are familiar to them | • Remembers and talks about significant events in their own experience • Beginning to understand that they have a life-story and family history. | • Recognises and describes special times or events for family or friends |
| ***People, Culture and Communities*** | • Can talk about family customs and routines | • Shows interest in different occupations and ways of life indoors and outdoors • Able to talk about different environments such as mountains, deserts, forests and the ocean. | • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family • Knows that there are different countries in the world and can talk about some of their differences |
| ***Natural World*** | • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Investigate natural forces e.g. magnetism, floating and sinking | • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment | • Begin to understand the effect their behaviour can have on the environment • Understands the key features of change e.g. the life cycle of an animal or a plant |
| **Creating with Materials** | • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Represents ideas through drawing | • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Uses tools for a purpose | • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces |
| **Being Imaginative and Expressive** | • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs | • Creates sounds, movements, drawings to accompany stories • Notices what other children and adults do, mirroring what is observed • Plays alongside other children who are engaged in the same theme | • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props or creates imaginary ones to support play |

| **Reception** 2026-2027-2028 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|---|---|---|---|---|---|---|
| | **People Who Help Us** | **Festivals and Celebrations** | **Superheroes and Monsters** | **Plant Growth** | **Amazing Animals** | **Under The Sea** |
| ***Listening, Attention and Understanding*** | • Learning to focus attention during carpet sessions • Starting to understand a range of complex sentence structures | | • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods • Listens and responds to ideas expressed by others in conversation or discussion | | • Beginning to understand humour, e.g. nonsense rhymes, jokes • Understands questions starting with who; why; when; where and how | |
| ***Speaking*** | • Extends vocabulary, by grouping, naming and exploring the meaning and sounds of new words | | • Links statements and sticks to a main theme or intention • Uses language to imagine and recreate roles and experiences in play situations | | • Introduces a storyline or narrative into their play • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events | |
| ***Building Relationships*** | • Replicating social interactions from their home life in their peer play • Starting to listen to the ideas of others | | • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours | | • Is increasingly socially skills to resolve conflicts with others by negotiating and finding a compromise • Recognising different family structures | |
| ***Managing Self*** | • Shows confidence in speaking to others about their own needs, wants, interests and opinions in small groups • Has a clear idea about what they want to do in their play and how they want to go about it | | • Shows confidence in choosing resources and perseverance in carrying out a chosen activity • Recognises that they belong to different communities and social groups and communicates freely about own home and community | | • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms | |
| ***Self Regulation*** | • Understands their own and other people's feelings, offering empathy and comfort • Talks about their own and others' feelings and behaviour and its consequences • Learning to regulate their feelings • Learning to accept their needs cannot always be met immediately e.g. waiting to speak to an adult | | • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Seeks support, "emotional refuelling" and practical help in new or challenging situations. | | • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise | |
| ***Gross Motor Skills*** | • Chooses to safely and confidently move in a range of ways • Adapting movements to reduce risk e.g. climbing | | • Jumps off an object and lands appropriately • Negotiates space successfully when playing racing and chasing games with other children | | • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it | |
| ***Fine Motor Skills*** | • • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention | | • Begins to use anticlockwise movement and retrace vertical lines | | • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed | |

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| ***Comprehension*** | • Enjoys an increasing range of print both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading | • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play | • Knows that information can be retrieved from books and computers • Is able to recall and discuss stories or information that has been read to them, or they have read themselves |
| ***Word Reading*** | • Begins to recognise some written names of peers, siblings or "Mummy"/" Daddy" for example • Begins to develop phonological and phonemic awareness • Continues a rhyming string and identifies alliteration • Hears and says the initial sound in words • Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them • Starts to link sounds to letters, naming and sounding some set 1 sounds | • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee | • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. |
| ***Writing*** | Gives meaning to the marks they make as they draw, write and paint • To develop their fine 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. To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Begin to write RWI Phonics set 1 sounds • Begin learning to blend sounds to spell simple words (cvc) | • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Develops phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Learning to write and recognise capital letters. | • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with with increasing independence • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. • Consiolidate understanding of capital letters. |
| ***Number*** | • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0• Engages in subitising numbers to four and maybe five • Counts out up to 10 objects from a larger group | • Increasingly confident at putting numerals in order 0 to 10 (ordinality) | • Matches the numeral with a group of items to show how many there are (up to 10) |
| ***Numerical Patterns*** | • Uses number names and symbols when comparing numbers, showing interest in large numbers• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects | • Estimates of numbers of things, showing understanding of relative size• Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • In practical activities, adds one and subtracts one with numbers to 10 | • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" |
| ***Past and Present*** | • Talks about past and present events in their own life and in the lives of family members • Understands that things were different in the past and can refer to sources of knowledge e.g. stories | • Compares and contrasts characters from stories, including figures from the past. | • Knows about, and discusses, some similarities and differences between the past and the present • Draws on knowledge and understanding of the past through settings, characters and events encountered in stories. |
| ***People, Culture and Communities*** | • Enjoys joining in with family customs and routines • Can name and describe people who are familiar to them • Knows that other children do not always enjoy the same things, and is sensitive to this | • Talks about, and describes, their local community • Shows an interest in maps and identifies points of interest from their immediate environment or a story setting | • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions • Understands that some places are special to members of their community |
| ***Natural World*** | • Looks closely at similarities, differences, patterns and change in nature | • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another | • Makes observations of animals and plants and explains and talks about changes • Talk about the changing seasons and their effect on the natural world |
| **Creating with Materials** | • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to | • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. | • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. |
| **Being Imaginative and Expressive** | • Creates representations of both imaginary and reallife ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes | • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Introduces a storyline or narrative into their play | • Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative |

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# St Mary's Lewisham CE Primary School Thematic Curriculum 2026-2027-2028 Long Term Plan

| KS1 A 2027-2028 | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I am a Superhero! | | Delicious | | All About China | | Travelling Tales | | Town and Country | | Wild World | |
| *Subject focus* | *Science/Art* | | *Science/DT* | | *Science/Geography* | | *Science/Geography* | | *Geography* | | *Humanities/DT* | |
| *Trips* | *Fire station* | | *Walk around local area / Cinema* | | *Local sports centre/track* | | *Transport Museum, London Airport* | | *Local parks, green spaces* | | *City Farm/Zoo* | |
| *Enrichment* | • *Black History Month*<br>• *Teddy Bears' Reading Picnic*<br>• *Prayer Day*<br>• *African Drumming* | | • *Times Table Challenge*<br>• *Pantomime*<br>• *Nativity Performance*<br>• *Talent Show* | | • *Internet Safety Day*<br>• *Poetry Competiton*<br>• *Forest School weekly sessions*<br>• *Curriculum cooking workshops* | | • *World Book Day*<br>• *Comic /Sports Relief*<br>• *Forest School weekly sessions* | | • *Forest School weekly sessions*<br>• *Curriculum cooking workshops*<br>• *Spelling Bee* | | • *Science Day*<br>• *Aspiration Week*<br>• *Health Week / Sports Day*<br>• *Forest School weekly sessions* | |
| *Festivals* | • *Diwali*<br>• *Harvest* | | • *Hanukah*<br>• *Advent / Christmas* | | • *Chinese New Year*<br>• *Ash Wednesday / Lent* | | • *Easter*<br>• *Ramadan / Eid* | | • *St. George's Day* | | • *Pentecost* | |
| *Contextual Safeguarding* | • *Coram Life Education visit - physical health & mental wellbeing workshops*<br>• Superhero topic: self-esteem<br>• Asthma assembly - community nurse | | • Police visit Safer Neighbourhoods<br>• Local area walk / Anti-Bullying week<br>• *Remembrance Day / Odd Socks*<br>• Firework Safety / Road Safety | | • Topic: Healthy Humans<br>• Local area walk<br>• *Fire Brigade visit – Year 2*<br>• Breck Foundation – Online Safety | | • Pupil Survey – responses followed up in class<br>• NSPCC Speak Out Stay Safe | | • *For2Feet Road Safety Workshops*<br>• Local area walk<br>• Walk to School Week<br>• RNLI Water Safety Talks | | • Refugee Week | |
| **Year Group** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** |
| ***Maths*** | Numbers to 10<br>Addition and Subtraction | Numbers to 100<br>Addition and Subtraction | Addition and Subtraction<br>2D and 3D shapes | Addition and Subtraction<br>Properties of Shapes | Numbers to 20<br>Addition and Subtraction within 20 | Money<br>Multiplication and Division | Numbers to 50<br>Length, height, mass and capacity | Multiplication and Division<br>Length and Height<br>Mass, Capacity & Temperature | Mulitplication<br>Division<br>Halves and Quarters<br>Position and Direction | Fractions<br>Time<br>Problem Solving | Numbers to 100<br>Time<br>Money | Problem Solving<br>Position and Direction<br>Statistics |
| ***Maths Problem Solving Focus*** | Trial and Improvement | | Working Systematically | | Pattern Spotting | | Working Backwards | | Logical Reasoning | | Visualising | |
| ***Maths Topic Links*** | Measuring/Shapes/Patterns | | Time | | Measuring | | Shapes and Patterns | | Measuring | | Measuring | |
| **Year Group** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** |
| **TfW Fiction Texts** | **The Three Little Pigs** | **Jack and the Beanstalk** | **The Papaya that Spoke** | **Little Charlie** | **The Magic Porridge Pot** | **Kassim and the Greedy Dragon** | *None* | *None* | **Monkey See Monkey Do** | **Mr Gumpy's Outing** | **Black Eyed Bill** | **Where the Wild Things are** |
| **Story Plot** | *Journey* | *Defeat Monster* | *Journey* | *Defeat Monster* | *Finding* | *Warning* | None | None | *Journey* | *Portal Story* | *Rags to Riches* | *Portal* |
| **TfW Fiction Focus** | Setting | Setting | Dialogue | Character | Grammar | Grammar | None | None | Description | Description | Open/Endings | Description |
| **Suggested texts linked to topic** | **Traction Man, Supertato, Super Daisy, Superworm, Juniper Jupiter** | | **Lighthouse Keepers Lunch, I Will Not Never Eat a Tomato, Gingerbread Man** | | **Lanterns and Firecrackers, The Great Race (Chinese NY), The Runaway Wok** | | **Beegu, One Giant Leap, Going Places, Violet the Pilot, Lighthouse Keeper** | | **Best Picnic Ever, The Curious Garden, Town Mouse, Country Mouse,** | | **Mr Tiger Goes Wild, Wild, The Gruffalo, Kapiti Plain** | |
| **Poetry** | I am | What is pink? | None | None | TBA | Punch Drunk | Sound Collector | TBA | None | None | None | None |
| **Non Fiction Text** | None | None | Flanimals | Donkey Diary (RE link) | None | None | Magic Porridge Spells | All about Dragons | How to read a treasure map | Disaster on the river | Sorry Mr Hat seller | All About Wild Things |
| **NF Genre** | *None* | *None* | *Information* | *Recount* | *None* | *None* | *Instructions* | *Information* | *Instructions* | *Newspaper* | *Sorry Letter* | *Instructions* |
| **NF Topic Writing** | Trip Recount | Trip Recount | | Snack Recipe | | | | | | | | |

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# St Mary's Lewisham CE Primary School Thematic Curriculum 2026-2027-2028 Long Term Plan

| KS1 A 2027-2028 | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I am a Superhero! | | Delicious | | All About China | | Travelling Tales | | Town and Country | | Wild World | |
| **Year Group** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** |
| ***Kent Science Year 1*** | **Seasonal Changes:** Autumn/WInter | | | | **Seasonal Changes:** Winter Spring | | | | **Seasonal Changes:** Spring/Summer | | | |
| | **Everyday Materials:** Objects/material, testing properties | | **Animals including Humans:** Human body, senses | | **Animals including Humans:** Identifying and grouping animals, animal diet | | | | **Plants:** Identifying plants and trees and their structures | | | |
| ***Kent Science Year 2*** | | | | | | | | | | | | |
| ***Geography*** BIG IDEAS | **LK: London, UK capital city** **GS: Maps of their own homes/classroom, route to school** LONDON AND LOCAL AREA / MAPS | | LK: Continents and Oceans: Food OF: Lewisham Market fieldwork WORLD / LONDON AND LOCAL AREA | | LK: Continents and Oceans: Asia GS: World Maps, atlas, globes **PK: Contrast place** **LONDON/BEIJING** WORLD / MAPS AND ROUTES | | LK: 7 Continents and 5 Oceans GS: Globes, aerial maps WORLD / MAPS AND ROUTES | | LK: UK Four Countries GS: Aerial photos, compass directions PG/HG: UK Physical/human features UK / MAPS & ROUTES | | GS: create story maps with key LK: Hot and cold places, North/South Pole, Equator PLANET EARTH / MAPS AND ROUTES | |
| ***History*** BIG IDEAS | **Black History Month Activities** **Timeline**: Their own life EVERYDAY LIFE | | **Local History: Lewisham markets and shops now and in the past** EVERYDAY LIFE / LONDON | | | | **Sig Person:** Famous travellers: Neil Armstrong/**Bessie Coleman** EVERYDAY LIFE / TECHNOLOGY AND INVENTION | | | | | |
| ***Art and Design*** | | | **KAPOW Drawing** Exploring line and shape | | **KAPOW Drawing** Understanding tone and texture | | **KAPOW Craft and Design** Map it out | | | | **KAPOW Sculpture and 3D** Paper play | |
| ***Artists*** | | | *Bridget Riley and Paul Klee* | | *Käthe Kollwitz and Max Ernst* | | *Susan Stockwell, Eduardo Paolozzi, and Kim Soon Im* | | | | *Louise Bourgeois* | |
| ***Design Technology*** | Textiles: Make a cape | | | | | | | | Building with Lego | | | |
| ***BAME topic link*** | ***BHM**: Victor Olufemi, Marcus Rashford, Dina Asher-Smith, Kye Whyte, Adebowale Baron Adebowale* | | ***Levi Roots** – DESIGN TECHNOLOGY* ***Bilvilyn Asamoah*** *Young Mayor of Lewisham 2024* | | *Romare Bearden – ART* ***Shen Zou** – Chinese artist* **Xu Guangqi** MATHS | | ***Bessie Coleman** (Pilot) HISTORY* | | ***Danny Clarke** (TV Gardener) SCIENCE* | | ***Jessica Nabongo** (travel influencer) GEOGRAPHY* | |
| ***BAME author*** | *Y1 Poet **John Agard*** *Y2 Poet **Jospeh Coelho*** | | | | | | *Y1 poet – **Robert Paul Weston*** | | | | | |
| ***PSHCE*** | Being Me In My World | | Celebrating Difference | | Dreams and Goals | | Healthy Me | | Relationships | | Changing Me | |
| ***RE*** | Why do Christians make and keep promises before God? | | What is the story of Noah really about? | Where is the light of Christmas? | What is it like to live as a Jew? Synagogue visit | | Why are Saints important to Christianity? | Why is Easter the most important festival for Christians? | What does it mean to be a Muslim? | | Why is it good to listen to and remember the stories Jesus told? | |
| ***Computing*** | Using Technology Safely | | Coding and Programming Part 1 | | Playing/Analysing Computer Games | | Coding Computer Games | | Real World Technology | | Using Technology Safely | |
| ***Cross curricular computing focus*** | Digital Publishing | | Digital Data | | Digital Publishing | | Digital Media | | Digital Data | | Digital Publishing | |
| ***PE*** | Ball Skills | | Gymnastics, Movement with dance | | Games (Tag Rugby) | | Ball Skills (Basketball) | | Games Activities Strike and Fielding | | Games Activities & Athletic Activities | |
| ***Music*** | Hello / Hi Our School | Ourselves | Water Ourselves | Nativity | Patterns Storytime | Our Land | Travel Machines | Travel | Animals Midnight Mood | Out And About | Weather Seasons | Animals |

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# St Mary's Lewisham CE Primary School Thematic Curriculum 2026-2027-2028 Long Term Plan

| KS1 B 2026-2027 | Autumn 1 (8/7 weeks) | | Autumn 2 (7 weeks) | | Spring 1 (6 weeks) | | Spring 2 (7 weeks) | | Summer 1 (5 weeks) | | Summer 2 (7 weeks) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Fire Fire!** | | **Beautiful Buildings** | | **Healthy Humans** | | **Animal Magic** | | **Sowing Seeds** | | **Lets Get Moving** | |
| ***Subject focus*** | ***History/Art*** | | ***Science/DT*** | | ***Science/History*** | | ***Geography/Art*** | | ***Science/Geography*** | | ***Humanities/DT*** | |
| ***Trips*** | ***Fire station*** | | ***Walk around local area<br>Lewisham Market / Cinema*** | | ***Local sports centre/track<br>KS1 Bright Sparks concert*** | | ***Local parks, green spaces<br>Farm park or Mudchute Farm*** | | ***Local Parks, Green spaces*** | | ***Transport Museum*** | |
| ***Enrichment*** | • *Black History Month*<br>• *Teddy Bears' Reading Picnic*<br>• *Prayer Day*<br>• *African Drumming* | | • *Times Table Challenge*<br>• *Pantomime*<br>• *Nativity Performance*<br>• *Talent Show* | | • *Internet Safety Day*<br>• *Poetry Competiton*<br>• *Forest School weekly sessions*<br>• *Curriculum cooking workshops* | | • *World Book Day*<br>• *Comic /Sports Relief*<br>• *Forest School weekly sessions* | | • *Forest School weekly sessions*<br>• *Curriculum cooking workshops*<br>• *Spelling Bee* | | • *Science Day*<br>• *Aspiration Week*<br>• *Health Week / Sports Day*<br>• *Forest School weekly sessions* | |
| ***Festivals*** | • *Diwali*<br>• *Harvest* | | • *Hanukah*<br>• *Advent / Christmas* | | • *Chinese New Year*<br>• *Ash Wednesday / Lent* | | • *Easter*<br>• *Ramadan / Eid* | | • *St. George's Day* | | • *Pentecost* | |
| ***Contextual Safeguarding*** | • *Coram Life Education visit - physical health and mental well-being workshops*<br>• Asthma assembly - community nurse | | • Police visit Safer Neighbourhoods<br>• Local area walk / Anti-Bullying week<br>• *Remembrance Day / Odd Socks*<br>• Firework Safety / Road Safety | | • Topic: Healthy Humans<br>• Local area walk<br>• *Fire Brigade visit – Year 2*<br>• Breck Foundation – Online Safety | | • Pupil Survey – responses followed up in class<br>• Local area walk<br>• NSPCC Speak Out Stay Safe | | • *For2Feet Road Safety Workshops*<br>• Local area walk<br>• Walk to School Week<br>• RNLI Water Safety Talks | | • Refugee Week | |
| **Year Group** | **Year 1** | **Year 2** | **Year 2** | **Year 1** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** |
| ***Maths*** | Numbers to 10<br>Addition and Subtraction | Numbers to 100<br>Addition and Subtraction | Addition and Subtraction<br>2D and 3D shapes | Addition and Subtraction<br>Properties of Shapes | Numbers to 20<br>Addition and Subtraction within 20 | Money<br>Multiplication and Division | Numbers to 50<br>Length, height, mass and capacity | Multiplication and Division<br>Length and Height<br>Mass, Capacity & Temperature | Mulitplication<br>Division<br>Halves and Quarters<br>Position and Direction | Fractions<br>Time<br>Problem Solving | Numbers to 100<br>Time<br>Money | Problem Solving<br>Position and Direction<br>Statistics |
| ***Maths Problem Solving Focus*** | Trial and Improvement | | Working Systematically | | Pattern Spotting | | Working Backwards | | Logical Reasoning | | Visualising | |
| ***Maths Topic Links*** | Time | | Number Place Value | | Shape and Pattern | | Measuring | | Data Handling | | Movement/Position, | |
| **Year Group** | **Year 1** | **Year 2** | **Year 2** | **Year 1** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** |
| **TfW Fiction Texts** | **The Three Little Pigs** | **Jack and the Beanstalk** | **The Papaya that Spoke** | **Little Charlie** | **The Magic Porridge Pot** | **Kassim and the Greedy Dragon** | *None* | *None* | **Monkey See Monkey Do** | **Mr Gumpy's Outing** | **Black Eyed Bill** | **Where the Wild Things are** |
| **Story Plot** | *Journey* | *Defeat Monster* | *Journey* | *Defeat Monster* | *Finding* | *Warning* | None | None | *Journey* | *Portal Story* | *Rags to Riches* | *Portal* |
| **TfW Fiction Focus** | Setting | Setting | Dialogue | Character | Grammar | Grammar | None | None | Description | Description | Open/Endings | Description |
| **Suggested texts linked to topic** | **LGfL Talking Stories: Great Fire<br>Vlad and the Great Fire of London<br>Toby and the great Fire of London** | | **A Squash and a Squeeze<br>This is Our House<br>The House that Jack Built** | | **Ready Steady Mo!<br>Oliver's Vegetables<br>Funnybones** | | **The Tiger Who Came to Tea<br>The Leopards Drum, Meercat Mail, Tinga Tinga Tales (BBC)** | | **The Tiny Seed, Titch,<br>The Tree of Life<br>Katie and the Sunflowers** | | **Mrs Armitage on Wheels, Oi! Get off our Train, The Wheels on the Bus,** | |
| **Poetry** | None | What is Pink | None | None | **TBA** | **Rhythm of Life** | **TBA** | **TBA** | None | None | None | None |
| **Non Fiction Text** | **Flanimals** | **None** | **Donkey Diaries** | **Estate Agent details** | **None** | **None** | **How to read a treasure map** | **Dragons** | **Sorry Mr Hat Seller** | **None** | **Magic Porridge Spells** | **Are Wild Things scary?** |
| **Non Fiction Genre** | *Information* | *None* | *Diary* | *Persuasion* | *None* | *None* | Instructions | Information | Sorry Letter | *None* | *Instructions* | *Discussion* |
| **NF Topic Writing** | | | | | | | | | | | | |

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# St Mary's Lewisham CE Primary School Thematic Curriculum 2026-2027-2028 Long Term Plan

| **KS1 B** 2026-2027 | **Autumn 1** (8/7 weeks) | | **Autumn 2** (7 weeks) | | **Spring 1** (6 weeks) | | **Spring 2** (7 weeks) | | **Summer 1** (5 weeks) | | **Summer 2** (7 weeks) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Fire Fire!** | | **Beautiful Buildings** | | **Healthy Humans** | | **Animal Magic** | | **Sowing Seeds** | | **Lets Get Moving** | |
| **Year Group** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** | **Year 1** | **Year 2** |
| ***Kent Science Y1*** | **Seasonal Changes:** Autumn/WInter | | | | **Seasonal Changes:** Winter Spring | | | | **Seasonal Changes:** Spring/Summer | | | |
| | **Everyday Materials:** Objects and materials, properties of materials, testing | | | | **Animals including Humans:** Human body, senses, identifying and grouping animals | | | | **Plants:** Identifying plants and trees and their structures | | | |
| ***Kent Science Y2*** | **Uses of Everyday Materials:** How the properties of a material will affect its uses | | | | **Animals including Humans:** Animal and human Lifecycles, diet and exercise | | **Living Things and their Habitats:** Alive, dead, never alive, habitats, food chains | | **Plants:** Simple plant lifecycle from seeds and what they need to stay healthy | | | |
| ***Geography*** BIG IDEAS | **GS: Aerial photos/maps – GfoL landmark** LONDON AND LOCAL AREA / MAPS | | LK: UK Countries/Capitals Gov buildings **OF: Observation sof local area buildings** LONDON AND LOCAL AREA / MAPS | | | | LK: Continents and Oceans PK: **Contrasting Locality: Africa focus** WORLD / MAPS AND ROUTES | | **OF: observations in local area/parks** GS: Devise simple map with key LONDON AND LOCAL AREA / MAPS | | LK: UK Countries/Capitals **HG: Local Transport links/hubs** GS: Directional Language | |
| ***History*** BIG IDEAS | **Black History Month Activities** **Sig event in local area: GFoL** EVERYDAY LIFE / LONDON | | **Sig historical local places** **School building** EVERYDAY LIFE / LONDON | | **Sig Person: Mary Seacole/**Florence Nightingale comparison EVERYDAY LIFE | | | | | | **Beyond living memory:** Transport through History EVERYDAY LIFE / TECHNOLOGY & INVENTION | |
| ***Art and Design*** | **KAPOW Painting and Mixed Media** Colour Splash | | **KAPOW Sculpture and 3D** Clay houses | | ***KAPOW Craft and Design*** Woven Wonders | | **KAPOW Painting & mixed media:** Life in colour | | | | | |
| ***Artists*** | *Clarice Cliff, Jasper Johns.* | | *Rachel Whiteread* | | Judith Scott and Cecilia Vicuña | | Romare Bearden | | | | | |
| ***Design Technology*** | | | | | **KAPOW Food** ***Healthy snack*** | | | | Constructing and testing Seed Packets CHALLENGE | | Mechanisms: Wheeled vehicle with Axle | |
| ***BAME topic link*** | **Benjamin Banneker** MATHS | | ***Zaha Hadid*** *(Architect) DESIGN TECHNOLOGY* | | **Mary Seacole** (Nurse) HISTORY **Xu Guangqi** MATHS | | ***Edward Saidi*** *Tingatinga artist Cecilia Vicuña ART* | | ***Flo Headlam*** *(Local gardener and TV presenter) SCIENCE* | | ***Granville Woods*** *(railway engineer)HISTORY* | |
| ***BAME Author poet*** | *Y1* ***John Agard*** *Y2* ***Jospeh Coelho*** | | | | | | *Year 1 poet –* ***Robert Paul Weston*** | | | | | |
| ***RE*** | Why did Jesus teach the Lord's prayer as the way to pray? | | Who is the Saint of our school? Hannukah | Nativity characters – which character are you? | How and why do Muslims uphold their faith by giving commitment to Allah? Mosque visit | | What are God's rules for living? | How do Easter symbols help us to understand the true meaning of Easter? | Why are they having a Jewish party? | | What responsibility has God given people about taking care of creation? | |
| ***Computing*** | Using Technology Safely | | Coding/Programming | | Playing Computer Games | | Coding Computer Games | | Real World Technology | | Using Technology Safely | |
| ***Cross curricular computing focus*** | Digital Publishing | | Digital Data | | Digital Publishing | | Digital Media | | Digital Data | | Digital Publishing | |
| ***PE*** | Ball Skills | | Gymnastics, Movement with dance | | Games (Tag Rugby) | | Ball Skills (Basketball) | | Games Activities Strike and Fielding | | Games Activities & Athletic Activities | |
| ***Music*** | Hello / Hi Our School | Ourselves | Storytime Midnight Mood | Nativity | Ourselves Our Bodies | Our Bodies | Animals Patterns | Animals | Weather Seasons | Seasons | Travel Machines | Travel |

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# St Mary's Lewisham CE Primary School Thematic Curriculum 2026-2027-2028 Long Term Plan

| LKS2 A 2027-2028 | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Stones and Bones** | | **From Farm to Fork** | | **River Thames** | | **Ancient Eyptians** | | **Electric World** | | **Holiday!** | |
| ***Trips*** | | | ***City Farm, Supermarket, Cinema*** | | ***Creekside Education river walk*** | | ***British Museum*** | | | | | |
| ***Enrichment*** | • *Black History Month*<br>• *Prayer Day*<br>• *African Drumming*<br>• *School Food Matters Cooking Sessions* | | • *Times Table Challenge*<br>• *Pantomime*<br>• *Talent Show*<br>• *Platform Cricket – Year 4*<br>• *Turning of the Year concert* | | • *Internet Safety Day*<br>• *Poetry Competiton*<br>• *Curriculum cooking workshops* | | • *World Book Day*<br>• *Comic /Sports Relief* | | • *Swimming Lessons (Year 4) – 2 weeks*<br>• *Young Marketeers – Year 4*<br>• *Curriculum cooking workshops*<br>• *Spelling Bee* | | • *Science Day*<br>• *Aspiration Week*<br>• *Health Week / Sports Day*<br>• *Cricket Festival – Year 4*<br>• *School Newspaper* | |
| ***Festivals*** | • *Diwali*<br>• *Harvest* | | • *Hanukah*<br>• *Advent / Christmas* | | • *Chinese New Year*<br>• *Ash Wednesday / Lent* | | • *Easter*<br>• *Ramadan / Eid* | | • *St. George's Day* | | • *Pentecost* | |
| ***Contextual Safeguarding*** | • *Coram Life Education visit - physical health and mental well-being workshops*<br>• *Asthma assembly - community nurse*<br>• *Roots of Empathy* | | • *Police visit Safer Neighbourhoods*<br>• *Anti-Bullying week / Roots o E*<br>• *Streetsafe workshops / Road Safety*<br>• *Remembrance Day / Odd Socks*<br>• *Local Area Walk / Firework Safety* | | • *Visit to River Thames – water safety*<br>• *DR texts*<br>• *Breck Foundation – Online Safety*<br>• *Year 3 Girls BelEve Transitions*<br>• *Roots of Empathy* | | • *Pupil Survey – responses followed up in class*<br>• *Year 3 Girls BelEve Transitions*<br>• *Roots of Empathy*<br>• *NSPCC Speak Out Stay Safe* | | • *For2Feet Road Safety Workshops*<br>• *Walk to School Week*<br>• *Roots of Empathy*<br>• *RNLI Water Safety Talks* | | • *Roots of Empathy*<br>• *Refugee Week* | |
| ***PSHCE*** | **Being Me In My World** | | **Celebrating Difference** | | **Dreams and Goals** | | **Healthy Me** | | **Relationships** | | **Changing Me** | |
| **Year Group** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** |
| ***Maths*** | Place Value within 1,000<br>Addition and Subtraction | Place Value<br>Addition and Subtraction | Addition and Subtraction<br>Multiplication and Division | Addition and Subtraction<br>Area<br>Multiplication and Division | Multiplication and Division<br>Length and Perimeter | Multiplication and Division<br>Length and Perimeter<br>Fractions | Fractions<br>Mass<br>Capacity | Fractions<br>Decimals | Fractions<br>Money<br>Time | Decimals<br>Money<br>Time | Angles and Properties of Shapes<br>Statistics | Statistics<br>Geometry- Properties of Shape / Position and Direction |
| ***Maths Problem Solving Focus*** | Trial and Improvement | | Working Systematically | | Pattern Spotting | | Working Backwards | | Logical Reasoning | | Visualising | |
| ***Maths Topic Links*** | Measuring distance | | Measuring mass/weight | | Data Handling | | Measuring volume | | Binary | | Measuring height/time | |
| **Year Group** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** |
| **Literacy Unit 1** | **The First Drawing (History link)** | **Tar Beach** | **The Tin Forest (Slight Science link)** | **FArTHER** | **Pied Piper of Hamelin Morpurgo (Science Link)** | **Winter's Child (Link to Season and passing of Xmas)** | **Cinderella of the Nile (History/Geog Link)** | **The Lion and the Unicorn** | **Jim, A Cautionary Tale** | **The Matchbox Diary** | **Flotsam Geography Link** | **The Lion the Witch and the Wardrobe** |
| **Outcomes** | *Own historical narratives*<br>*Character descriptions, diaries, recounts* | ***Narrative retelling as a play script***<br>*Poetry, setting descriptions, formal letters, dialogue (as a script)* | *Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions*<br>***Persuasive information poster*** | ***Sequel Story*** *Retellings, recounts (postcards), setting descriptions, diary entries, instructions* | *Writing in role, information reports, adverts, formal letters*<br>***Myth/legend*** | ***Fantasy story***<br>*Postcard (recount), dialogue, setting description as a letter, retelling* | Short news report, diary entry, character description, advert<br>**Traditional Tale** | ***Own version historical narratives***<br>*Letters, diaries, character and setting descriptions, non-* | *Warning poster, warning announcement, alternative ending, performance poetry, letter of apology*<br>***Poem*** | ***Non-chronological report***<br>*Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, ship's log* | *Postcards, setting descriptions, non-chronological reports, message in a bottle letters*<br>***Sequel*** | ***Own version narratives (set in other worlds)***<br>*Poems, eyewitness reports, imaginary conversations, writing in role* |
| **Related texts** | ***Lost Species*** | ***The Undefeated***<br>**Kwame Alexander** | ***New and Collected Poems for Children***<br>***Carol Ann Duffy*** | ***Charlotte's Web***<br>***Sky gazing***<br>***The Story of Flight*** | ***The Pied Piper of Hamelin***<br>***Robert Browning*** | ***Ice Palace, Firework Maker's Daughter***<br>***The Poet's Dog*** | ***Africa, Amazing Africa***<br>***Atinuke*** | ***Africa, Amazing Africa, Atinuke (Link to Egypt topic)*** | ***A Necklace of Raindrops***<br>***Joan Aiken*** | ***How Does a Lighthouse Work?*** | ***Fortunately, the Milk***<br>***Neil Gaiman*** | ***Two Weeks with the Queen***<br>**Morris Gleitzman** |
| **Literacy Unit 2** | **Escape from Pompeii (Science link)** | **The Mermaid of Zenor** | **Leon and the Place Between** | **The Iron Man** | **The Barnabus Project** | **The Selfish Giant (Values link – Love)** | **Black Dog** | **The Story of Tutankhamun (Hist/Geogy Link)** | **OWN SCHOOL REPORTS** | **OWN SCHOOL REPORTS**<br>**Weslandia** | **Our Tower** | **Pride, Story of Harvey Milk and Rainbow Flag (PSHCE link)** |
| **Outcomes** | *Setting descriptions, diaries, letters, thought bubbles*<br>***News report*** | ***Own version legends***<br>*Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue* | *Own version fantasy narratives*<br>*Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue* | ***Mystery narrative***<br>*Character description, short news report, letter of advice, diary entry, menu (using descriptive devices), logbook entry* | *Brochures Instructional writing (escape plan, experiment), descriptions, adverts, letters of advice, dialogue* | ***Own version narrative about kindness***<br>*Letters, first person recount, diaries, letters, posters, reports* | *Postcard, dialogue, retelling, description*<br>***Suspense narrative*** | ***Biography of Tutankhamun***<br>*Non-chron reports, instructions, character descriptions, diary entry, newspaper reports and posters* | *Use paragraphs and adverbs/adverbial phrases.*<br>***Non-chronological report*** | ***Imagined land narratives***<br>*Character description, informative posters, persuasive leaflets, logbook* | *Poems, setting descriptions, diary entries, dialogue, letters of thanks*<br>***Narrative*** | *Biography of Harvey Milk Thought bubbles, speech, simple leaflet* |
| **Related texts** | ***Earth Shattering Events***<br>***Robin Jacobs*** | ***Annie Lumsden, The Girl from the Sea***<br>**David Almond** | ***The BFG*** | ***The Wild Robot*** | ***The Green Ship*** | | ***Old Possum's Book of Practical Cats***<br>***T. S. Eliot*** | ***The Humans*** | ***Mr Penguin and the Lost Treasure***<br>***Alex T. Smith*** | ***Poems from a Green and Blue planet*** | ***I am the Seed that Grew the Tree***<br>***Fiona Waters*** | |

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| LKS2 A 2027-2028 | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Stones and Bones | | From Farm to Fork | | River Thames | | Ancient Eyptians | | Electric World | | Holiday! | |
| ***Year Group*** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** |
| ***Kent Science*** | **Y3 Rocks:** Stones, rocks, fossils, soils | | **Y3 Animals including Humans:** Nutrition, muscles, skeletons | | **Y4 Living Things and Habitats:** Group, classify, identify living things in local area, dangers to environment | | **Y3 Forces and magnets:** Friction – link to pyramid building | | **Y4 Electricity:** Electricity generation, series circuits, conductors, components | | **Y3 Light:** How we see, light reflection, shadow formation, danger of sunlight, | |
| ***History*** BIG IDEAS | **British History: Stone Age Bronze Age** **Black History Month Activities** EVERYDAY LIFE / TECH AND INVENTION | | **British History: Iron Age** Early Farming EVERYDAY LIFE / TECH AND INVENTION | | **Local History:** Deptford Creek – Creekside Education LONDON | | **Ancient History: Ancient Egypt** EMPIRES AND CIVILISATIONS | | Key figures in electricity: Tesla, Edison, Lewis Latimer (BAME), Limor Fried (woman/today) TECH AND INVENTION | | | |
| ***Geography*** BIG IDEAS | LK: Globe, Equator, latitude/longitude PG: Geology, crust, plates, earthquakes, volcanoes PLANET EARTH | | LK: UK Land use patterns **OF: Local food markets and shops** HG: natural resources (farming/food) **Fairtrade** UNITED KINGDOM / HUMAN IMPACT | | LK: UK/London/Deptford, **GSF: River Thames** GSM: OS Maps, symbols, simple scale LONDON AND LOCAL AREA / PLANET EARTH / MAPS AND ROUTES | | LK: North Africa, Egypt PG: Biomes – desert, climate zones PG: Rivers – Nile Delta WORLD / WEATHER, CLIMATE AND HABITAT | | **HG:** electricity generation **PG:** Resources- fossil/renewable energy in UK regions HUMAN IMPACT | | **PK:** UK Region study - Lake District, Cornwall **LK:** day length, seasons, weather **HG:** camping, hotel, pier, footpath **PG:** coast, beach, cliff, hill, lake UNITED KINGDOM / HUMAN IMPACT | |
| ***Art and Design*** | **KAPOW Painting & mixed media** Prehistoric painting | | | | **KAPOW Drawing** Developing drawing skills | | **KAPOW Craft and Design** Ancient Egypt Scrolls | | | | **KAPOW Drawing:** Exploring tone, texture and proportion | |
| ***Artists*** | | | | | | | | | | | | |
| ***Design Technology*** | **Challenge:** Stone Age tools | | Porridge/Oat Cakes HISTORY | | Boats with sails | | **Mechanisms:** Drag bricks SCIENCE | | **Electrical Components** Morse Code | | **Design/Make:** Sunglasses SCIENCE | |
| ***BAME topic link*** | **Benjamin Banneker** MATHS | | ***Steve McQueen (Artist)*** | | **Xu Guangqi** MATHS | | ***Egyptian Rulers**: HISTORY* **Hypatia / Euclid** MATHS | | ***Lewis Latimer** (light bulb engineer) HISTORY* | | ***Nichelle Nichols** Actress/Singer* | |
| ***BAME author*** | *Year 3 poet – **James Berry*** *Year 4 poet – **John Lyons*** | | | | | | *Year 3 poet – **Valerie Bloom*** | | | | | |
| ***RE*** | What is the Bible's big story and what does it reveal about having faith in God? | | Do fame and Christian faith go together? Divali | How do Advent and Epiphany show us what Christmas is really about? | How did belief in God affect the actions of people in the Old Testament? (link to other faiths) | | Jesus' new commandment and the 2 greatest commandments | Easter people – who is the most important person in the Easter story? | What is the importance of Symbols, Beliefs and Teaching in Hinduism? Hindu temple visit | | What do the miracles of Jesus teach? | |
| ***Computing*** | Using Technology Safely | | Coding and Programming Part 1 | | Playing/Analysing Computer Games | | Coding Computer Games | | Real World Technology | | Using Technology Safely | |
| ***Cross curricular computing focus*** | Digital Publishing | | Digital Data | | Digital Publishing | | Digital Media | | Digital Data | | Digital Publishing | |
| ***PE*** | Invasion Games (Netball) | | Gymnastics and Dance Activities | | Invasion Games (Basketball) | | Net and ball games (Tennis) | | Striking and Fielding Games | | Athletics and Team Building Activities | |
| ***Music*** | Human Body | Trumpet Lessons | Food And Drink | Trumpet Lessons | Poetry | Trumpet Lessons | Up And Down | Trumpet Lessons | Time | Trumpet Lessons | Building | Trumpet Lessons |
| ***French*** | Unit 1 Moi | Unit 7 On y va! | Unit 2 Jeux et Chansons | Unit 8 L'argent de poche | Unit 3 On fait le fete | Unit 9 Raconte-moi une histoire | Unit 4 Portraits | Unit 10 Vive le sport! | Unit 5 Les quatre amis | Unit 11 Le Carnaval des animaux | Unit 6 Ca pousse! | Unit 12 Quel temps fait-il? |

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| LKS2 B 2026-2027 | Autumn 1 (8/7 weeks) | | Autumn 2 (7 weeks) | | Spring 1 (6 weeks) | | Spring 2 (6 weeks) | | Summer 1 (5 weeks) | | Summer 2 (7 weeks) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Pole to Pole** | | **Stormy Weather** | | **Chocolate** | | **Roman Empire** | | **London/Londinium** | | **Green for Growth** | |
| ***Trips*** | ***Nat Maritime Museum Greenwich Natural History Museum*** | | ***Maritime Museum Cinema*** | | ***National Gallery*** | | ***British Museum*** | | ***Mus London, Lullingstone Villa Sivan Temple*** | | ***Science Museum Greenwich Park*** | |
| ***Enrichment*** | • *Black History Month*<br>• *Prayer Day*<br>• *African Drumming*<br>• *School Food Matters Cooking* | | • *Times Table Challenge*<br>• *Pantomim/Talent Show*<br>• *Platform Cricket – Year 4*<br>• *Turning of the Year concert* | | • *Internet Safety Day*<br>• *Poetry Competiton*<br>• *Curriculum cooking workshops* | | • *World Book Day*<br>• *Comic /Sports Relief* | | • *Swimming Lessons (Y4) – 2 weeks*<br>• *Young Marketeers – Year 4*<br>• *Curriculum cooking workshops*<br>• *Spelling Bee* | | • *Science Day/Aspiration Week*<br>• *Health Week / Sports Day*<br>• *Cricket Festival – Year 4*<br>• *School Newspaper* | |
| ***Festivals*** | • *Diwali*<br>• *Harvest* | | • *Hanukah*<br>• *Advent / Christmas* | | • *Chinese New Year*<br>• *Ash Wednesday / Lent* | | • *Easter*<br>• *Ramadan / Eid* | | • *St. George's Day* | | • *Pentecost* | |
| ***Contextual Safeguarding*** | • *Coram Life Education visit - physical health and mental well-being workshops*<br>• Asthma assembly - community nurse<br>• *Roots of Empathy* | | • *Police visit* Safer Neighbourhoods<br>• *Anti-Bullying week Roots o E*<br>• *Streetsafe workshops*<br>• *Remembrance Day/Odd Socks*<br>• Firework Safety/Road Safety | | • *DR texts*<br>• Breck Foundation – Online Safety<br>• *Year 3 Girls BelEve Transitions*<br>• *Roots of Empathy* | | • *Pupil Survey – responses followed up in class*<br>• *Year 3 Girls BelEve Transitions*<br>• *Roots of Empathy*<br>• NSPCC Speak Out Stay Safe | | • *For2Feet Road Safety Workshops*<br>• *Walk to School Week*<br>• *Roots of Empathy*<br>• RNLI Water Safety Talks | | • *Roots of Empathy*<br>• Refugee Week | |
| **Year Group** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** |
| ***Maths*** | Place Value within 1,000 Addition and Subtraction | Place Value Addition and Subtraction | Addition and Subtraction Multiplicationan d Division | Addition and Subtraction Area Multiplication and Division | Multiplication and Division Length and Perimeter | Multiplication and Division Length and Perimeter Fractions | Fractions Mass Capacity | Fractions Decimals | Fractions Money Time | Decimals Money Time | Angles and Properties of Shapes Statistics | Statistics Geometry- Properties of Shape / Position and Direction |
| ***Maths Problem Solving Focus*** | Trial and Improvement | | Working Systematically | | Pattern Spotting | | Working Backwards | | Logical Reasoning | | Visualising | |
| ***Maths Links*** | Measuring distance | | Measuring Temperature | | Data Handling | | Roman Numerals | | Time | | Patterns and sequences | |
| **Year Group** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** | **Year 3** | **Year 4** |
| **Literacy Unit 1** | **Black Dog** | **Shackleton's Journey** | **Cinderella of the Nile (History/Geography Link)** | **FArTHER** | **Escape from Pompeii (Slight Gegraphy link)** | **The Iron Man** | **Flotsam** | **The Lion and the Unicorn** | **The Pied Piper of Hamelin (Michael Morpurgo) (Science Link)** | **The Matchbox Diary** | **The last Garden (Topic ink)** | **The Lion the Witch and the Wardrobe** |
| **Outcomes** | *Postcard, dialogue, retelling, description*<br>***Suspense narrative*** | *Packing lists (justifications), letters (formal and informal), setting descriptions, interviews, diaries, dialogue*<br>***Newspaper report*** | *Short news report, diary entry, character description, advert*<br>***Traditional Tale*** | ***Sequel Story*** *Retellings, recounts (postcards), setting descriptions, diary entries, instructions* | *Setting descriptions, diaries, letters, thought bubbles*<br>***News report*** | ***Mystery narrative*** *Character descriptions, short news report, letter of advice, diary entry, menu (using descriptive devices), logbook entry* | *Postcards, setting descriptions, non-chronological reports, message in a bottle letters*<br>***Sequel*** | ***Own version historical narratives*** *Letters, diaries, character and setting descriptions, non-* | *Writing in role, information reports, adverts, formal letters*<br>***Myth/legend*** | ***Non-chronological report*** *Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, ship's log* | *Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates, dialogue*<br>***Extended narrative*** | ***Own version narratives (set in other worlds)*** *Poems, eyewitness reports, imaginary conversations, writing in role* |
| **Related texts** | | | | | | | | | | | ***The Enchanted Wood*** | |
| **Literacy Unit 2** | **The Barnabus Project** | **The Everchanging Earth** | **Leon and the Place Between** | **Winter's Child (Link to Season and passing of Xmas)** | **Our Tower** | **The Selfish Giant (Values link – Love)** | **Jim, A Cautionary Tale** | **The Story of Tutankhamun (History/Geography Link)** | **OWN SCHOOL REPORTS** | **OWN SCHOOL REPORTS Weslandia** | **The Tin Forest (Topic link)** | **Pride, The Story of Harvey Milk and the Rainbow Flag (PSHCE link)** |
| **Outcomes** | *Brochures Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue* | ***Own version legends*** *Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue* | *Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue*<br>***Own version fantasy narratives*** | ***Fantasy story*** *Postcard (recount), dialogue, setting description as a letter, retelling* | *Poems, setting descriptions, diary entries, dialogue, letters of thanks*<br>***Narrative*** | ***Own version narrative about kindness*** *Letters, first person recount, diaries, letters, posters, reports* | *Warning poster, warning announcement, alternative ending, performance poetry, letter of apology*<br>***Poem*** | ***Biography of Tutankhamun*** *Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters* | *Use paragraphs and adverbs/adverbial phrases.*<br>***Non-chronological report*** | ***Imagined land narratives*** *Character description, informative posters, persuasive leaflets, logbook* | *Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions*<br>***Persuasive information poster*** | *Biography of Harvey Milk*<br>*Thought bubbles, speech, simple leaflet* |
| **Related texts** | **The Barnabus Project by The Fan Brothers** | | | | | | **The BFG** | | **The Pied Piper of Hamelin Robert Browning**<br>**The Naming of Tishkin Silk** | | **Thr Green Ship** | |

**Key:** ***Statutory History content*** ***Links to school community/equalities/diversity*** ***Local area links***

# St Mary's Lewisham CE Primary School Thematic Curriculum 2026-2027-2028 Long Term Plan

| LKS2 B 2026-2027 | Autumn 1 (8/7 weeks) | | Autumn 2 (7 weeks) | | Spring 1 (6 weeks) | | Spring 2 (7 weeks) | | Summer 1 (5 weeks) | | Summer 2 (7 weeks) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pole to Pole | | Stormy Weather | | Chocolate | | Roman Empire | | London/Londinium | | Green for Growth | |
| Year Group | Year 3 | Year 4 | Year 3 | Year 4 | Year 3 | Year 4 | Year 3 | Year 4 | Year 3 | Year 4 | Year 3 | Year 4 |
| ***Kent Science*** | **Y3 Forces and Magnets**: Magnets, magnetic materials and their properties | | **Y4 Animals including Humans:** Teeth, Digestion<br>**Y4 States of Matter:** change of state | | **Y4 States of Matter:** Water cycle and evaporation | | **Y4 Sound**: How sound travels, vibrations, volume, pitch, hearing | | | | **Y3 Plants:** Lifecyle, seeds, flowers, water, nutrient transport, growth reqs | |
| ***History*** BIG IDEAS | **Black History Month Activities**<br>***Mathew Henson: black explorer***<br>EXPLORATION, INVASION, MIGRATION | | | | **Non-European Society:** The Mayans<br>EMPIRES AND CIVILISATIONS | | **Roman Empire:** overview<br>EMPIRES AND CIVILISATIONS / EVERYDAY LIFE | | **Roman London,** legacy, archaeology LONDON / EXPLORATION, INVASION, MIGRATION | | **Women in History: Wangari Maathai, Green Activitst in Kenya**<br>TECHNOLOGY AND INVENTION | |
| ***Geography*** BIG IDEAS | LK: Hemispheres, Poles, Lat/Long<br>GS: Plotting routes, compass points<br>PG: Climate Zones/Biomes- polar<br>PLANET EARTH / WEATHER, CLIMATE AND HABITAT | | LK USA region Kansas – Tornado alley / PK: **Compare weather**<br>PG: Weather/climate, water cycle<br>GS: weather maps/symbols<br>WORLD / WEATHER, CLIMATE | | LK: South/Central America<br>HG: land use, economic activity, Fairtrade, natural resources<br>WORLD / HUMAN IMPACT | | LK: Roman Empire, Italy and Rome<br>PK: Compare London and Rome<br>WORLD / MAPS AND ROUTES | | GS: **Maps of Roman London**<br>LONDON AND LOCAL AREA | | LK: **Kenya rural/urban Nairobi/Nyeri**<br>PG: natural environments, forests, grasslands<br>HG: Human impact on environment<br>WORLD / CLIMATE / IMPACT | |
| ***Art and Design*** | **KAPOW Craft and Design**<br>Fabric of nature | | **KAPOW Painting & mixed media**<br>Light and dark | | | | **KAPOW Sculpture and 3D**<br>Mega Structures | | | | **KAPOW Sculpture and 3D**<br>Abstract shape and space | |
| ***Artists*** | *William Morris, Ruth Daniels, and Senaka Senanayake* | | | | | | *Barbara Hepworth, El Anatsui, and Sokari Douglas Camp* | | | | *Anthony Caro and Ruth Asawa* | |
| ***Design Technology*** | **Design/Make**<br>Magnet Game SCI | | | | **Food**<br>Chocolate cooking | | | | **Structures**<br>Roman Aqueducts | | | |
| ***BAME topic link*** | **Benjamin Banneker** MATHS<br>***Mathew Henson*** *- HISTORY* | | ***Charles E Anderson*** *(meteorologist) GEOGRAPHY* | | **Xu Guangqi** MATHS | | ***Ruth Asawa*** *– ART*<br>***Evonne Goolagong*** *– Tennis player* | | | | ***Wangari Maathai*** *– SCIENCE AND HISTORY* | |
| ***BAME author*** | *Y3 poet* ***James Berry*** *Y4 poet* ***John Lyons*** | | | | | | *Year 3 poet –* ***Valerie Bloom*** | | | | | |
| | | | | | | | | | | | | |
| ***PSHCE*** | Being Me In My World | | Celebrating Difference | | Dreams and Goals | | Healthy Me | | Relationships | | Changing Me | |
| ***RE*** | Who is Jesus? | | What can we learn from Wisdom? | Jesus and the gift of Peace – is Peace the most important message at Christmas? | What does it mean to be a Hindu? | | What do the Monastic traditions within Christianity show us about living in Community? | How does Holy communion build a Christian community? | What does it mean to be a Jew? Synagogue visit | | How has the Christian message survived for 2,000 years? | |
| ***Computing*** | Using Technology Safely | | Coding/Programming Part 1 | | Analysing Computer Games | | Coding Computer Games | | Real World Technology | | Using Technology Safely | |
| ***Cross curricular computing focus*** | Digital Publishing | | Digital Data | | Digital Publishing | | Digital Media | | Digital Data | | Digital Publishing | |
| ***PE*** | Invasion Games (Football) | | Gymnastics and Dance Activities | | Invasion Games (Tag Rugby) | | Net and ball games (Tennis) | | Striking and Fielding Games | | Athletics and Team Building Activities | |
| ***Music*** | Life At Sea | Trumpet Lessons | Environment | Trumpet Lessons | Food And Drink | Trumpet Lessons | Sounds | Trumpet Lessons | Singing French | Trumpet Lessons | Ancient World | Trumpet Lessons |
| ***French*** | Unit 1 Moi | Unit 7 On y va! | Unit 2 Jeux et Chansons | Unit 8 L'argent de poche | Unit 3 On fait le fete | Unit 9 Raconte-moi une histoire | Unit 4 Portraits | Unit 10 Vive le sport! | Unit 5 Les quatre amis | Unit 11 Le Carnaval des animaux | Unit 6 Ca pousse! | Unit 12 Quel temps fait-il? |

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# St Mary's Lewisham CE Primary School Thematic Curriculum 2026-2027-2028 Long Term Plan

| UKS2 A 2027-2028 | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Caribbean Islands** | | **Lewisham Then & Now** | | **Anglo Saxon Treasure** | | **Ships and Sails** | | **Eco-Warriors** | | **Out of This World** | |
| ***Trips and Visits*** | ***William Morris Gallery*** | | ***Local Church / Cinema*** | | ***British Museum (Sutton Hoo)*** | | | | ***Science Museum*** | | ***Greenwich Planitarium*** | |
| ***Enrichment*** | • *Black History Month*<br>• *Prayer Day / African Drumming*<br>• *School Food Matters Cooking*<br>• *AHOY Sailing – Year 5*<br>• *Year 6 – football at St Dunstan's*<br>• *Karrabing Art workshops* | | • *Times Table Challenge*<br>• *Pantomime*<br>• *Talent Show*<br>• *Year 6 – football at St Dunstan's*<br>• *Turning of the Year concert* | | • *Internet Safety Day*<br>• *Poetry Competiton*<br>• *Year 6 – swimming at St Dunstan's*<br>• *Curriculum cooking workshops* | | • *World Book Day*<br>• *Comic /Sports Relief*<br>• *STEM challenge at St Dunstan's*<br>• *Year 6 – swimming at St Dunstan's*<br>• *Curriculum cooking workshops*<br>• *Swimming Gala* | | • *Year 6 – hockey at St Dunstan's*<br>• *Spelling Bee*<br>• *Wonder Maths*<br>• *Debate Mate*<br>• *Year 5 – Walk Through the Bible* | | • *Science Day*<br>• *Aspiration Week*<br>• *Health Week / Sports Day*<br>• *Year 6 production*<br>• *Year 6 – hockey at St Dunstan's*<br>• *School Newspaper* | |
| ***Festivals*** | • *Diwali*<br>• *Harvest* | | • *Hanukah*<br>• *Advent / Christmas* | | • *Chinese New Year*<br>• *Ash Wednesday / Lent* | | • *Easter*<br>• *Ramadan / Eid* | | • *St. George's Day* | | • *Pentecost* | |
| ***Contextual Safeguarding*** | • *Coram Life Education visit - physical health and mental well-being workshops*<br>• *Asthma assembly - community nurse* | | • *Police visit Safer Neighbourhoods*<br>• *Anti-Bullying week / Local area walk*<br>• *Streetsafe &Talk Consent workshops*<br>• *Remembrance Day / Odd Socks*<br>• *Firework Safety / Road Safety* | | • *Visit to River Thames – water safety*<br>• *Fire Brigade visit – Year 5*<br>• *RE – local area focus*<br>• *Breck Foundation – Online Safety* | | • *Pupil Survey – responses followed up in class*<br>• *Local area visit*<br>• *Bikeability / DR texts*<br>• *NSPCC Speak Out Stay Safe* | | • *For2Feet Road Safety Workshops*<br>• *Walk to School Week / DR texts*<br>• *TfL Travel & Transition Events Year 6*<br>• *RNLI Water Safety Talks*<br>• *Year 6 Girls BelEve Transitions* | | • *Year 6 Girls BelEve Transitions*<br>• *Year 6 Boys – Transition workshops*<br>• *Refugee Week* | |
| ***PSHCE*** | **Being Me In My World** | | **Celebrating Difference** | | **Dreams and Goals** | | **Healthy Me** | | **Relationships** | | **Changing Me** | |
| **Year Group** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** |
| ***Maths*** | Place value within 100,000 and 1,000,000<br>Addition and Subtraction | Place Value<br>Addition and Subtraction | Multiplication and Division<br>Fractions | Multiplication and Division<br>Fractions<br>Measures | Multiplication and Division<br>Fractions<br>Decimals and Percentages | Ratio and Proportion<br>Algebra<br>Decimals | Decimals and Percentages<br>Measure – Area and Perimeter<br>Graphs and Tables | Percentages<br>Perimeter, Area and Volume | Geometry – Properties of Shapes<br>Geometry – Position and Direction | Statistics<br>Geometry – Properties of Shapes | Decimals<br>Negative Numbers<br>Measure – Converting Units, Volume and Capacity | Geometry – Position and Direction<br>Problem Solving |
| ***Problem Solving*** | Trial and Improvement | | Working Systematically | | Pattern Spotting | | Working Backwards | | Logical Reasoning | | Visualising | |
| ***Maths Links*** | Problem Solving | | Data Handling | | Angle and Turn | | Shape and Patterns | | | | Big Numbers | |
| **Year Group** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** |
| ***Literacy Unit 1*** | **The Man Who Walked Between the Towers** | **The Arrival (LONG) (Topic Link)** | **Robot Girl (BHM link)** | **The Promise (SHORT)** | **The Island (Invaders and Settlers Theme)** | **Freedom Bird (Migration Theme)** | **The Sleeper and the Spindle - Neil GaimanChris Riddell** | **Beowolf (Michael Morpurgo) (History Link)** | **Children of the Benin Kingdom (Rainforest Setting)** | **Own School reports** | **High Rise Mystery** | **Romeo and Juliet (Performance Link)** |
| ***Outcomes*** | *Information writing (Wikipedia page), letters of advice (formal), writing in role, interviews, persuasive speeches* ***Biography / autobiography*** | *Letters, character descriptions, diaries, short playscripts, guides* ***Extended own version narrative*** | *Discussion, debate, dialogue, character comparisons, review* ***Science-fiction narrative*** | *Experimentation with figurative language, report* ***Sequel to continue the cyclical story*** | *A welcome guide; description; letter of advice; analysis; comparison; diary entry in role; imagined conversation* ***Narrative sequel from diff character's perspective*** | *Writing in role, thought bubbles, dialogue, postcard, recount, poem* ***Biography*** | Warning poster, diary entry, dialogue, estate agent's description, character description, missing narrative **Fairytale reworking (prequel or sequel)** | *Letter of advice, diary entry, dialogue, character and setting description, action scenes, obituary* ***Own version legend or missing chapter*** | *Informal letters, contrasting diary entries, survival guides, eyewitness reports, story summaries* ***Non-chronological report*** | ***Non-Chronological Report*** | *Character Description, Police Report, Setting Description, Newspaper Article, Dialogue, Formal Persuasive Letter, Extended Narrative* ***Extended Narrative*** | *Diaries, letters, narratives, dialogue, setting descriptions, character descriptions, oral debate* ***Playscript*** |
| ***Related texts*** | | ***On the Move Incredible Journeys Levison Wood*** | ***Black and British: a Short, Essential History*** | ***The Little match Girls Strikes back*** | ***Me, My Dad and the End of the Rainbow*** | | ***Viking Voyagers (Y4)*** | ***Norse Myths (Y4) Sir Gawain and the Green Knight (Y5)*** | | | *Overheard in a Tower Block Joseph Coelho* | ***Poetry for Kids: William Shakespeare illustrated edition*** |
| ***Literacy Unit 2*** | **Hidden Figures (History/Geography Link) (BHM link)** | **Windrush Child (LONG) (Topic Link)** | **Percy Jackson** | **Suffragette: Battle for Equality (SHORT) (Topic Link Lewisham Suffragettes)** | **The Invention of Hugo Cabret Brian Selznick** | **The Three Little Pigs Project The Guardian** | **Boy in the Tower** | **Grimm Tales for Young and Old Phillip Pullman** | **The Last Bear (Topic Link)** | **Own School reports** | **Curiosity: The Story of a Mars Rover (Science Link)** | **PERFORMANCE/ TRANSITION Some places more than others** |
| ***Outcomes*** | *Non-chron reports, job adverts, formal persuasive letters, informal letters, diary entries, character descrips, opinion pieces* ***Memoir for one of the women*** | *Thought bubble, informal letter, poem, diary entry, advice* ***Persuasive pitch to the local council*** | *Poetry in the form of an ode, soliloquy, setting descriptions, diary entries, additional chapter, non-chronl reports* ***Own version mythical narrative*** | *Formal letters, diary entries, balanced arguments, speeches, short news report* ***Persuasive campaign*** | *Diary entry, journalistic writing, flashback narrative, speech, discussion, letter, film critique* ***Biography*** | *News report, persuasive speeches, narrative from a particular point of view, interview scripts, diaries, debate* ***Discussion text*** | *Warning posters, packing lists, journalistic writing, formal letters, non-chron reports, narrative retellings* ***Own version narrative (past/ present tense)*** | *Retelling from a particular viewpoint, analyses, dialogue* ***Own version traditional tale*** | *Character profile, figurative descriptions, dialogue, monologue, logbook entry, scientific report* ***Newspaper article*** | ***Non-Chronological Report*** | *Proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report* ***Expanded explanation for a new rover*** | *Transition project to represent children: maps, recipes, poems, photos and biography* |
| ***Related texts*** | ***Hidden Figures Young Readers' Edition*** | ***Fly me Home Poetry for Young People: Langston Hughes*** | ***The Wonderling*** | ***Politics for Beginners Two Poems about Freedom (Caged Bird and I, Too)*** | ***The Invention of Hugo Cabret Brian Selznick*** | | ***The Tiger Rising Beetle Boy*** | ***Grimm Tales for Young and Old Phillip Pullman*** | ***The Tiger Rising Kate DiCamillo*** | | ***Cosmic*** | |

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# St Mary's Lewisham CE Primary School Thematic Curriculum 2026-2027-2028 Long Term Plan

| UKS2 A 2027-2028 | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Caribbean Islands | | Lewisham Then & Now | | Anglo Saxon Treasure | | Ships and Sails | | Humans and the World | | Out of This World | |
| **Year Group** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** |
| ***Kent Science*** | **Y6 Living Things and Habitats:** Classification of living things, plants and their habitats, microorganisms | | **Y6 Electricity:** Electrical circuit component symbols, effect of changing components, bulb brightness | | **Y5 Forces:** Gears, levers and pulleys | | **Y5 Forces:** Friction, water resistance air resistance | | **Y5 Living Things and Habitats:** Animal and plant life cycles and reproduction | | **Y5 Earth and Space:** Sun, Earth and Moon, day and night, our solar system<br>**Y5 Forces**: Gravity | |
| ***History*** BIG IDEAS | **Black History Month Activities Immigration and Windrush** EXPLORATION, INVASION, MIGRATION | | **Local History:** Lewisham Timeline, St Mary's Church and Town Centre EVERYDAY LIFE / LONDON | | **British History: Anglo Saxons Local History Jutes, King Alfred** EXPLORATION, INVASION, MIGRATION | | **British History: Vikings** EXPLORATION, INVASION, MIGRATION | | | | **Timeline: Women in Space - Valentina Tereschova, Mae Jemison** TECHNOLOGY AND INVENTION | |
| ***Geography*** BIG IDEAS | LK: **Caribbean countries**<br>HG: Human settlement<br>PG: Islands and Oceans<br>WORLD / PLANET EARTH / MAPS AND ROUTES | | LK: **Local Area – Lewisham**<br>GSF: Sketches, maps and fieldwork<br>LONDON AND LOCAL AREA / MAPS AND ROUTES | | LK: Northern Europe, Germany<br>GS: UK regions, Anglo-Saxon legacy - place names WORLD / UNITED KINGDOM / MAPS AND ROUTES | | LK: Scandinavia<br>GS: plotting Viking invasion routes<br>PG: Coastlines, tides<br>WORLD / UNITED KINGDOM / MAPS AND ROUTES | | PG: Natural Resources/Land use<br>HG: Trade links/ distribution of natural resources/Impact of trade | | LK: USA space port location - Florida<br>GS: Time zones, lat/long, meridians<br>PG: Seasons, day and night | |
| ***Art and Design*** | | | **KAPOW Sculpture and 3D** Making memories | | | | | | **KAPOW Drawing:** Depth, emotion and movement | | **KAPOW Drawing** Expressing ideas and emotion | |
| ***Artists*** | | | Joseph Cornell, Judith Scott, Louise Bourgeois, and Yinka Shonibare. | | | | | | Jean-Michel Basquiat, Charlie Mackesy, Elizabeth Catlett, and John Muafangejo | | | |
| ***Design Technology*** | **Food** Caribbean Food GEOGRAPHY | | | | **Mechanisms:** Watermill levers and pulleys and gears | | **Textiles** Viking shoes CHALLENGE | | | | | |
| ***BAME topic link*** | ***BHM:*** *Lenny Henry, Sam Beaver King MBE, Dianne Abbot, David Lammy Baroness Lawrence, Yvonne Connolly* ***Maxi Priest, Mica Paris / Windrush passengers: HISTORY*** | | | | ***Malala Yousafzai*** *PSHCE*<br>**Xu Guangqi** MATHS | | ***Lenny Henry*** | | ***Mikaela Loach (environmentalist)*** *GEOGRAPHY*<br>***Yinka Shonibare*** | | ***Mae Jemison (astronaut) HISTORY***<br>***Maggie Aderin-Pocock (astronomer)***<br>**Katherine Johnson** MATHS | |
| ***BAME author - Poet*** | *Y5* ***Grace Nichols*** *Y6* ***Maya Angelou*** | | *Year 5 poet* ***– Benjamin Zephaniah*** | | | | | | | | | |
| ***RE*** | How does worship and liturgy enable a Christian to grow and express their faith?<br>Prayer and Worship | | Why is Remembrance important? | How do art and music convey Christmas? | What do Sikhs believe?<br>Gurdwara visit | | How do 'Bishops in Action' help lead Anglican Church in the Christian faith today? | What happens in Churches during Lent and at Easter? | What is Buddhism? | | The journey of life and death<br>Link to Islam | |
| ***Computing*** | Using Technology Safely | | Coding/Programming Part 1 | | Analysing Computer Games | | Coding Computer Games | | Real World Technology | | Using Technology Safely | |
| ***Cross curricular computing focus*** | Digital Publishing | | Digital Data | | Digital Publishing | | Digital Media | | Digital Data | | Digital Publishing | |
| ***PE*** | Invasion Games (Netball) | | Gymnastics and Dance Activities | | Invasion Games (Tag Rugby) | | Net and ball games (Tennis) | | Striking and Fielding | | Athletics and Team Building Activities | |
| ***Music*** | Our Community | Roots | Keeping Healthy | Journeys | At The Movies | World Unite | Celebration | Growth | Life Cycles | Moving On | Solar System | Year 6 Performance |
| ***French*** | Unit 13 Bonne appetite, bonne sante | Unit 19 Notre ecole | Unit 14 Je suis le musicien | Unit 20 Notre mode | Unit 15 En route pour l'ecole | Unit 21 Le passe et le present | Unit 16 Scene de plage | Unit 22 Ici et la | Unit 17 Les quatre saisons | Unit 23 Monter un café | Unit 18 Les planetes | Unit 24 Quoi de nouf? |

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# St Mary's Lewisham CE Primary School Thematic Curriculum 2026-2027-2028 Long Term Plan

| UKS2 B 2026-2027 | Autumn 1 (8/7 weeks) | | Autumn 2 (7 weeks) | | Spring 1 (6 weeks) | | Spring 2 (7 weeks) | | Summer 1 (4 weeks) | | Summer 2 (7 weeks) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | African Kingdom | | Detectives | | Ancient Greece – The Olympians | | Ancient Greece – Who's in Charge? | | London at War | | Seeing is Believeing | |
| ***Trips*** | ***National Portrait Gallery PGL School Journey*** | | ***Pantomime at Greenwich Theatre Cinema*** | | ***Brisih Museum, Olympic Park*** | | ***Houses of Parliament Local Council*** | | ***Imperial War Museum / National Gallery / KS1 Bright Sparks concert*** | | ***Tate Modern*** | |
| ***Enrichment*** | • *Black History Month*<br>• *Prayer Day / African Drumming*<br>• *School Food Matters Cooking*<br>• *AHOY Sailing – Year 5*<br>• *Year 6 – football at St Dunstan's*<br>• *Karrabing Art workshops* | | • *Times Table Challenge*<br>• *Pantomime*<br>• *Talent Show*<br>• *Year 6 – football at St Dunstan's*<br>• *Turning of the Year concert* | | • *Internet Safety Day*<br>• *Poetry Competiton*<br>• *Year 6 – swimming at St Dunstan's*<br>• *Curriculum cooking workshops* | | • *World Book Day*<br>• *Comic /Sports Relief*<br>• *STEM challenge at St Dunstan's*<br>• *Year 6 – swimming at St Dunstan's*<br>• *Curriculum cooking workshops*<br>• *Swimming Gala* | | • *Year 6 – hockey at St Dunstan's*<br>• *Spelling Bee*<br>• *Wonder Maths*<br>• *Debate Mate*<br>• *Year 5 – Walk Through the Bible* | | • *Science Day*<br>• *Aspiration Week*<br>• *Health Week / Sports Day*<br>• *Year 6 production*<br>• *Year 6 – hockey at St Dunstan's*<br>• *School Newspaper* | |
| ***Festivals*** | • *Diwali*<br>• *Harvest* | | • *Hanukah*<br>• *Advent / Christmas* | | • *Chinese New Year*<br>• *Ash Wednesday / Lent* | | • *Easter*<br>• *Ramadan / Eid* | | • *St. George's Day* | | • *Pentecost* | |
| ***Contextual Safeguarding*** | • *Coram Life Education visit - physical health and mental well-being workshops*<br>• *Asthma assembly - community nurse* | | • *Police visit Safe Neighbourhoods*<br>• *Anti-Bullying wek /Talk Consent*<br>• *Streetsafe workshops*<br>• *Remembrance Day /Odd Socks*<br>• *Local Area Walk*<br>• *Firework Safety /Road Safety* | | • *Visit to River Thames – water safety*<br>• *Fire Brigade visit – Year 5*<br>• *RE – local area focus*<br>• *Breck Foundation – Online Safety* | | • *Pupil Survey – responses followed up in class*<br>• *Local area visit*<br>• *Bikeability*<br>• *DR texts*<br>• *NSPCC Speak Out Stay Safe* | | • *For2Feet Road Safety Workshops*<br>• *Walk to School Week / DR texts*<br>• *TfL Travel & Transition Events – Y6*<br>• *RNLI Water Safety Talks*<br>• *Year 6 Girls BelEve Transitions*<br>• *Year 6 Boys – Transition workshops* | | • *Year 6 Girls BelEve Transitions*<br>• *Year 6 Boys – Transition workshops*<br>• *Refugee Week* | |
| **Year Group** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** |
| ***Maths*** | Place value within 100,000 and 1,000,000<br>Addition and Subtraction | Place Value<br>Addition and Subtraction | Multiplication and Division<br>Fractions | Multiplication and Division<br>Fractions<br>Measures | Multiplication and Division<br>Fractions<br>Decimals and Percentages | Ratio and Proportion<br>Algebra<br>Decimals | Decimals and Percentages<br>Measure – Area and Perimeter<br>Graphs and Tables | Percentages<br>Perimeter, Area and Volume | Geometry – Properties of Shapes<br>Position and Direction | Statistics<br>Geometry – Properties of Shapes | Decimals<br>Negative Numbers<br>Measure – Converting Units, Volume Capacity | Geometry – Position and Direction<br>Problem Solving |
| ***Problem Solving Focus*** | Trial and Improvement | | Working Systematically | | Pattern Spotting | | Working Backwards | | Logical Reasoning | | Visualising | |
| ***Maths Links*** | Data Handling | | Time | | Problem solving | | Revision | | Measuring distance | | Data Handling | |
| **Year Group** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** |
| ***Literacy Unit 1*** | **Children of the Benin Kingdom** | **The Arrival (LONG) (Topic Link)** | **Hidden Figures (BHM link)** | **The Promise (SHORT)** | **Percy Jackson** | **The Invention of Hugo Cabret<br>Brian Selznick** | **The Man Who Walked Between the Towers** | **Boy in the Tower** | **Anne Frank** | **The Last Bear (Topic Link)** | **Robot Girl** | **Romeo and Juliet (Performance Link)** |
| ***Outcomes*** | *Informal letters, contrasting diary entries, survival guides, eyewitness reports, story summaries* | *Letters, character descriptions, diaries, short playscripts, guides*<br>***Extended own version narrative*** | *Non-chronological reports, job adverts, formal persuasive letters, informal letters, diary entries, character descriptions, opinion pieces* ***Memoir for one of the women*** | *Experimentation with figurative language, report*<br>***Sequel to continue the cyclical story*** | *Poetry in the form of an ode, soliloquy, setting descriptions, diary entries, additional chapter, non-chronological reports*<br>***Own version mythical narrative*** | *Diary entry, journalistic writing, flashback narrative, speech, discussion, letter, film critique*<br>***Biography*** | *Information writing (Wikipedia page), letters of advice (formal), writing in role, interviews, persuasive speeches*<br>***Biography / autobiography*** | *Warning posters, packing lists, journalistic writing, formal letters, non-chronological reports, narrative retellings*<br>***Own version narrative (past and present tense)*** | *Letters, short descriptions, extended diary entries, obituary, optional opinion piece*<br>***News report*** | *Character profile, figurative descriptions, dialogue, monologue, logbook entry, scientific report*<br>***Newspaper article*** | *Discussion, debate, dialogue, character comparisons, review*<br>***Science-fiction narrative*** | *Diaries, letters, narratives, dialogue, setting descriptions, character descriptions, oral debate*<br>***Playscript*** |
| ***Related texts*** | | | | | | | | | | | | |
| ***Litaracy Unit 2*** | **Freedom Bird (Migration Theme)** | **Windrush Child (LONG) (Topic Link)** | **High Rise Mystery** | **Suffragette: The Battle for Equality (SHORT)** | **The Island** | **The Three Little Pigs Project<br>The Guardian** | **Beowolf (Michael Morpurgo)** | **Grimm Tales for Young and Old<br>Phillip Pullman** | **Own School reports** | **Own School reports** | **Curiosity: The Story of a Mars Rover (Science Link)** | **PERFORMANCE/ TRANSITION<br>Some places more than others** |
| ***Outcomes*** | *Writing in role, thought bubbles, dialogue, postcard, recount, poem*<br>***Biography*** | *Thought bubble, informal letter, poem, diary entry, advice*<br>***Persuasive pitch to the local council*** | *Character Description, Police Report, Setting Description, Newspaper Article, Dialogue, Formal Persuasive Letter, Extended Narrative*<br>***Extended Narrative*** | *Formal letters, diary entries, balanced arguments, speeches, short news report*<br>***Persuasive campaign*** | *A welcome guide; description; letter of advice; analysis; comparison; diary entry in role; imagined conversation*<br>***Narrative sequel from a different character's perspective*** | *News report, persuasive speeches, narrative from a particular point of view, interview scripts, diaries, debate*<br>***Discussion text*** | *Letter of advice, diary entry, dialogue, character and setting description, action scenes, obituary*<br>***Own version legend or missing chapter*** | *Retelling from a particular viewpoint, analyses, dialogue*<br>***Own version traditional tale*** | ***Non-Chronological Report*** | ***Non-Chronological Report*** | *Proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report*<br>***Expanded explanation for a new rover*** | *Transition project to represent children: maps, recipes, poems, photos and biography* |
| ***Related texts*** | | | | | | | | | | | | |

**Key:** ***Statutory History content*** ***Links to school community/equalities/diversity*** ***Local area links***

# St Mary's Lewisham CE Primary School Thematic Curriculum 2026-2027-2028 Long Term Plan

| **UKS2 B** 2026-2027 | **Autumn 1** (8/7 weeks) | | **Autumn 2** (7 weeks) | | **Spring 1** (6 weeks) | | **Spring 2** (7 weeks) | | **Summer 1** (4 weeks) | | **Summer 2** (7 weeks) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **African Kingdom** | | **Detectives** | | **Ancient Greece** | | | | **London at War** | | **Seeing is Believeing** | |
| | | | | | **The Olympians** | | **Who's in Charge?** | | | | | |
| **Year Group** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** | **Year 5** | **Year 6** |
| ***KENT Science*** | **Y6 Evolution & Inheritance:** Fossils, inheritance, variation, adaptation, evolution | | **Y5 Properties Changes of Materials**: Mixing and separating, reversible and irreversible changes, new materials | | **Y6 Animals inc Humans:** Human heart and circulatory system, nutrient and water transport in animals/humans | | **Y6 Animals inc Humans:** Diet and nutrition, healthy lifestyle, drugs | | **Y6 Light:** Human Eye, light travelling in straight lines, shadows *Y5: Human lifecycle?* | | | |
| ***History*** BIG IDEAS | Black History Month Activities **Non-European Society: Benin** EMPIRES AND CIVILISATIONS | | | | **Ancient Greeks:** Olympics, Legacy EMPIRES AND CIVILISATIONS | | **Ancient Greeks:** Government and democracy, important world leaders EMPIRES AND CIVILISATIONS | | **British History after 1066:** WW2 **Local History, Blitz, Lewisham Market bomb,** Evacuees EVERYDAY LIFE / LONDON | | **Timeline:** History of lighting from fire torches to LEDs TECHNOLOGY AND INVENTION | |
| ***Geography*** BIG IDEAS | LK: **Africa - Nigeria** PK: **Identifying key Benin locations** PG: Rainforest Biome, tropics, equator WORLD / WEATHER, CLIMATE AND HABITAT | | GS: Map reading, 4/6 figure grid references, compass directions – treasure maps MAPS AND ROUTES | | LK: Modern/Ancient Greece HG: World Olympic Stadiums – Legacy **London Olympic Stadium** WORLD / MAPS AND ROUTES | | MF: EU, Capital cities, borders, nations LK: UK Regions, local gov, **Lewisham Town Hall, London Assembly** UNITED KINGDOM / LONDON AND LOCAL AREA | | LK: UK regions evacuation rural v urban GS: plotting evacuee journeys OF: **Survey local WW2 bombs** LONDON AND LOCAL AREA / MAPS AND ROUTES | | | |
| ***Art and Design*** | **KAPOW Painting & mixed media** Artist Study | | **KAPOW Sculpture and 3D:** Interactive Installation | | **KAPOW Craft and Design** Architecture | | | | | | **KAPOW Painting and Mixed Media:** Portraits | |
| ***Artists*** | *David Hockney, Paula Rego, John Singer Sargent, Fiona Rae, and Lubaina Himid* | | *Olafur Eliasson, Lorenzo, Cai Guo-Qiang* | | *Friedensreich Hundertwasser, Zaha Hadid* | | | | | | *Frida Kahlo, Chila Kumari Singh Burman, and Njideka Akunyili Crosby* | |
| ***Design Technology*** | | | **Design/Make** Guess Who Game | | | | **Structures** Greek Temple | | **Food** Ration Book Recipes SCIENCE | | | |
| ***BAME topic link*** | ***Nike Okyunde-Davis*** *ART AND DESIGN* **Benjamin Banneker** MATHS | | | | ***Mo Farah, Dina Asher-Smith, Kye Whyte (Olympic athletes)*** *PSHCE* | | ***Nelson Mandela*** *HISTORY* | | ***Billy Strachan, Naik Yeshwant Ghadge Wah Kau Kong (military)*** *HISTORY* | | ***Derek O Boateng*** *– ART* **Doctor Gladys West** MATHS | |
| ***BAME author*** | *Year 5 poet* ***– Grace Nichols*** *Year 6 poet* ***– Maya Angelou*** | | *Year 5 poet* ***– Benjamin Zephaniah*** | | ***Chila Kumari Singh Burman*** *ART* | | | | | | | |
| ***PSHCE*** | Being Me In My World | | Celebrating Difference | | Dreams and Goals | | Healthy Me | | Relationships | | Changing Me | |
| ***RE*** | What does it mean to be a Buddhist? Visitor | | What are the Beatitudes and what do they mean to Christians? | How would Christians advertise Christmas? | Understanding Faith in Lewisham Link to Islam | | How does the Christian festival of Easter offer hope? | | Should every Christian go on a pilgrimage? Link to Islam | | 1. What does it mean to be a Sikh? 2. Rules and responsibilities (bridging unit to KS3) | |
| ***Computing*** | Using Technology Safely | | Coding and Programming Part 1 | | Playing/Analysing Computer Games | | Coding Computer Games | | Real World Technology | | Using Technology Safely | |
| ***Cross curricular computing focus*** | Digital Publishing | | Digital Data | | Digital Publishing | | Digital Media | | Digital Data | | Digital Publishing | |
| ***PE*** | Invasion Games (Football) | | Gymnastics and Dance Activities | | Invasion Games (Tag Rugby) | | Striking and Fielding (Cricket) | | Invasion Games (Basketball) | | Athletics and Team Building Activities | |
| ***Music*** | Our Community | Roots | At The Movies | Journeys | Keeping Healthy | World Unite | Life Cycles | Growth | Say It With Sound | Moving On | Celebration | Year 6 Performance |
| ***French*** | Unit 13 Bonne appetite, bonne sante | Unit 19 Notre ecole | Unit 14 Je suis le musicien | Unit 20 Notre mode | Unit 15 En route pour l'ecole | Unit 21 Le passe et le present | Unit 16 Scene de plage | Unit 22 Ici et la | Unit 17 Les quatre saisons | Unit 23 Monter un café | Unit 18 Les planetes | Unit 24 Quoi de nouf? |

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