

Clapham Manor Primary School Foundation Curriculum Map 2025-26

Science	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Managing Self: Manage their own basic hygiene and personal needs: dressing, going to the toilet, and understanding healthy food choices.</p> <p>The Natural World: Explore the natural world: observing & drawing pictures of animals and plants.</p> <p>Understanding some important processes and changes in the natural world: seasons and changing states of matter.</p>	<ul style="list-style-type: none"> Seasonal Changes & Daily Weather Introduce Plants (Trees) Animals, including Humans 	<ul style="list-style-type: none"> Living Things and their Habitats Animals, including Humans 	<ul style="list-style-type: none"> Rocks Animals, including humans Revisit rocks 	<ul style="list-style-type: none"> Living things and their habitat States of Matter 	<ul style="list-style-type: none"> Rocks Electricity Electrical Systems 	<ul style="list-style-type: none"> Animals including humans (circulatory system) Animals including humans (water transport)
Spring		<ul style="list-style-type: none"> Everyday Materials Revisit Animals, including Humans 	<ul style="list-style-type: none"> Uses of Everyday Materials Revisit Living things and their Habitats/materials 	<ul style="list-style-type: none"> Forces and magnets Plants 	<ul style="list-style-type: none"> Animals inc. Humans Electricity 	<ul style="list-style-type: none"> Climate Change All Change project Revisit Forces 	<ul style="list-style-type: none"> Living things and their habitats Animals inc. humans (puberty)
Summer		<ul style="list-style-type: none"> Plants Revisit Plants, Animals including humans 	<ul style="list-style-type: none"> Plants Revisit Living things and their habitats/ Animals, including humans 	<ul style="list-style-type: none"> Light Revisit Animals 	<ul style="list-style-type: none"> Sound Re-visit Living things and their habitat 	<ul style="list-style-type: none"> Animals inc. humans (puberty) Living Things and their Habitat (reproduction) 	<ul style="list-style-type: none"> Living Things and their Habitat (reproduction)) Evolution and inheritance
History	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Past and Present: Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their</p>	<ul style="list-style-type: none"> Changes within living memory 	<ul style="list-style-type: none"> Events beyond living memory (Great Fire of London) 	<ul style="list-style-type: none"> Stone Age to Iron Age 	Study Britain's settlement by Anglo-Saxons and Scots AD Version	The Shang Dynasty of Ancient China	<ul style="list-style-type: none"> Local History Study - how did conflict change our locality in World War 2?
Spring 1		<ul style="list-style-type: none"> The lives of significant people (Mary Anning & David Attenborough) 	<ul style="list-style-type: none"> Revisit – Events beyond living memory 	<ul style="list-style-type: none"> Stone Age to Iron Age Rome and the impact on Britain 	Viking and Anglo-Saxon struggle for the Kingdom of England		<ul style="list-style-type: none"> Windrush generation

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Summer 1	<p><i>experiences and what has been read in class</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>	<ul style="list-style-type: none"> • More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr. & Tim Peake) 	<ul style="list-style-type: none"> • Significant historical events, people, places in our locality 	<ul style="list-style-type: none"> • Rome and the impact on Britain 	Ancient civilisation - Egypt	<p>Compare the Kingdom of Benin (West Africa) and Britain AD 900 – AD 1300</p>	<ul style="list-style-type: none"> • Battle of Britain
Geography	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2	<p>People, Culture and Communities</p> <p><i>Describe their immediate environment using knowledge from observation, discussion, texts and maps.</i></p>	<ul style="list-style-type: none"> • Continents, Oceans & Countries of UK 	<ul style="list-style-type: none"> • Human and Physical features – Local Area Study • Compare a small part of the UK to a non-European location – London and Nairobi 	<ul style="list-style-type: none"> • Fieldwork – human and physical features 	<ul style="list-style-type: none"> • Rivers • Water cycle 	<ul style="list-style-type: none"> • Map Skills – Four and Six Figure Grid References 	<ul style="list-style-type: none"> • Physical processes – earthquakes, mountains and volcanoes
Spring 2	<p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and texts.</i></p>	<ul style="list-style-type: none"> • Capital cities of UK & Seas around UK • Hot and cold places 	<ul style="list-style-type: none"> • Fieldwork and map skills 	<ul style="list-style-type: none"> • UK Study 	<ul style="list-style-type: none"> • Latitude and longitude 	<ul style="list-style-type: none"> • Ordnance Survey (OS) map skills and fieldwork 	<ul style="list-style-type: none"> • Settlements • UK, Europe and North America comparison study
Summer 2	<p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge</i></p>	<ul style="list-style-type: none"> • Mapping and fieldwork 	<ul style="list-style-type: none"> • Compare a different non-European location to our locality - Amazon Rainforest 	<ul style="list-style-type: none"> • OS Maps and Scale • Revisit countries, regions 	<p>Map skills – environmental regions</p>	<p>Physical processes – earthquakes, mountains and volcanoes</p>	<ul style="list-style-type: none"> • UK, Europe and North America comparison study • OS Maps and fieldwork (orienteering)

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RE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	What makes people special to me and others?	Who am I? / Belonging	Hinduism 1 -Diwali	How did the world Begin?	Judaism 3 Abraham	Hinduism 4 God and Beliefs	Christianity 9 Christian festivals
Autumn 2	What is Christmas to me and others?	Christianity 1 Birth of Jesus Christmas Christianity Visit	Celebrations Linked to Hinduism	Sikhism 2 Sikh teaching and life	Hinduism 3 Living life as a Hindu	Peace	Buddhism 3 Buddhist Teaching
Spring 1	How do I and other people celebrate?	Sikhism 1 Guru Nanak and His teaching	Judaism 1 Shabbat A Day of Rest	Christianity 5 The Bible	Sikhism 3 The Gurdwara	Islam 4 Hajj	Christianity 9 Leading a Christian Life
Spring 2	What is Easter to me and others?	Christianity 2 Jesus the Teacher	Christianity 3 Easter Symbols	Judaism 2 Jewish Festivals	Islam 3 Ramadan and Eid ul Fitr	Christianity 7 Who was Jesus?	The End of Life's Journey
Summer 1	What can I and other people learn from stories?	Islam 1 Prophet Muhammad	Hinduism 2 Hindu Worship	Buddhism 1 The Buddha	Christianity 6 Local place of worship	Judaism 4 Prayer and worship	Buddhism 4 Buddhist Community
Summer 2	What makes places special to me and others?	Islam 2 Five Pillars of Islam	Christianity 4 Local Church	Buddhism 2 Living as a Buddha	Sikhism 4 Belonging to the Sikh community	Weddings Linked to Christianity	Understanding faith and belief in Lambeth.
Art	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2	Creating with Materials: <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i>	Drawing (Block A) Mark making <i>Albrecht Durer</i>	Drawing (Block A) Mark making to create varied effects <i>Beth Krommes</i>	Drawing and Painting (Block A) Identify lines and patterns in nature <i>Vincent Van Gogh</i>	Drawing (Block A) Use fine control to add detail <i>Giorgio Morandi</i>	Drawing (Block A) Use the technique of subtractive drawing	Drawing (Block A) Shape, line, form, texture, colour, value and space <i>Frida Kahlo</i>
Spring 2		Painting (Block B) Make thick and thin marks Identify shades of primary colours <i>Piet Mondrian</i>	Painting (Block B) Select colours and painting tools Make painted marks to express feelings <i>Wassily Kandinsky</i>	Printmaking (Block B) Make printing blocks and print on different surfaces. <i>Neil Bousfield</i>	Printmaking and Textiles (Block C) Printing to represent kente designs, inc. Tie dye <i>Gilbert Ahiagble</i>	Textiles (Block C) Combine fabrics in a range of ways	Painting and Collage (Block B) Still life <i>Pablo Picasso</i>

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Summer 2	<p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Printmaking (Block C) Apply paint using brush strokes and stippling Stencilling and relief printing <i>Karen Lederer</i></p>	<p>Textiles and Collage (Block D) Select appropriate materials <i>Katie Vernon</i></p>	<p>3D (Block D) Relief work, placing objects into gesso Wire insects <i>Louise Bourgeois</i></p>	<p>3D and Collage (Block D) Illusion of movement Proportionate and disproportionate figures <i>Alberto Giacometti</i></p>	<p>3D (Block D) Learn techniques to join and seal clay sections</p>	<p>3D (Block D) Understand visual and tactile elements to create visual balance <i>Dale Chihuly</i></p>
DT	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Mechanisms - Block A A moving story book</p>	<p>Textiles - Block A Patchwork - Repurposing old fabric</p>	<p>Food & Nutrition - Block D How food can help their body and mind</p>	<p>Systems - Block B Design and make a road safety belt.</p>	<p>Food and Nutrition – Block D Learn from different cultures’ diets</p>	<p>Mechanisms - Block B Pully systems and gears - make a model Ferris wheel</p> <p>Electrical System - Block E</p>
Spring 1	<p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Structures - Block B A free-standing structure</p>	<p>Food Nutrition - Block E The difference between fresh food and ultra-processed foods.</p>	<p>Systems - Block E Exploring different types of energy - renewable and not</p>	<p>Food & Nutrition -Block A Exploring healthy food from different countries</p>	<p>Textiles – Block C How fabric is ideal for creating a functional and hard wearing lunch bag.</p>	<p>Textiles - Block F Repurposing recycled materials</p>
Summer 1	<p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Food & Nutrition - Block F Peel, grate, season a range of vegetables</p>	<p>Mechanisms - Block C Make a car - wheels and axels</p>	<p>Structures - Block F Explore and make a bridge</p>	<p>Structures - Block E Frames – strengthening bridges</p>	<p>Mechanisms – Block F Exploring how you can lift a car onto a roof.</p>	<p>Food & Nutrition - Block C The difference between slow release and quick release carbs</p>
PE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<ul style="list-style-type: none"> ● Fundamental Movement ● EYFS stories 1 	<ul style="list-style-type: none"> ● Fundamental Movement ● Innovation unit: Fun Fitness 	<ul style="list-style-type: none"> ● Fundamental Movement ● Innovation unit: Fun Fitness 	<ul style="list-style-type: none"> ● Football ● Innovation unit: Handball 	<ul style="list-style-type: none"> ● Football ● Innovation unit: Handball 	<ul style="list-style-type: none"> ● Football ● Innovation unit: Netball 	<ul style="list-style-type: none"> ● Football ● Innovation unit: Netball

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Autumn 2	<ul style="list-style-type: none"> Fundamental Movement Pirate Gymnastics 	<ul style="list-style-type: none"> Spatial Awareness (tagging games) Gymnastics 	<ul style="list-style-type: none"> Tag Rugby Gymnastics 	<ul style="list-style-type: none"> Tag Rugby Gymnastics 	<ul style="list-style-type: none"> Tag Rugby Gymnastics 	<ul style="list-style-type: none"> Tag Rugby Gymnastics 	<ul style="list-style-type: none"> Tag Rugby Gymnastics
Spring 1	<ul style="list-style-type: none"> Ball Skills Unit 1 EYFS stories 2 	<ul style="list-style-type: none"> Ball Skills Unit 3 Dance - Dinosaur Dance 	<ul style="list-style-type: none"> Ball Skills Unit 5 Dance - Rock and roll 	<ul style="list-style-type: none"> Basketball Dance - Bollywood 	<ul style="list-style-type: none"> Basketball Dance - Morris Dance 	<ul style="list-style-type: none"> Basketball Dance - Maori Haka 	<ul style="list-style-type: none"> Basketball Dance - Ballroom
Spring 2	<ul style="list-style-type: none"> Ball Skills Unit 2 A trip to the... 	<ul style="list-style-type: none"> Ball Skills Unit 4 Innovation unit: Introduction to team Sports 	<ul style="list-style-type: none"> Hockey Innovation unit: Dodgeball 	<ul style="list-style-type: none"> Hockey Innovation unit: Baseball & Rounders 	<ul style="list-style-type: none"> Hockey Innovation unit: Baseball & Rounders 	<ul style="list-style-type: none"> Hockey Innovation unit: Flag football 	<ul style="list-style-type: none"> Hockey Innovation unit: Flag football
Summer 1	<ul style="list-style-type: none"> Mini Athletics Mini Olympics 	<ul style="list-style-type: none"> Mini Athletics Kwik cricket 	<ul style="list-style-type: none"> Athletics Kwik cricket 	<ul style="list-style-type: none"> Athletics Cricket 	<ul style="list-style-type: none"> Athletics Cricket 	<ul style="list-style-type: none"> Athletics Cricket 	<ul style="list-style-type: none"> Athletics Cricket
Summer 2	<ul style="list-style-type: none"> Mini Tennis Mini Cricket 	<ul style="list-style-type: none"> Mini Tennis Innovation unit: Futsal 	<ul style="list-style-type: none"> Tennis Innovation unit: Futsal 	<ul style="list-style-type: none"> Tennis Innovation unit: Target Games, Archery / Golf 	<ul style="list-style-type: none"> Tennis Innovation unit: Target Games, Archery / Golf 	<ul style="list-style-type: none"> Tennis Innovation unit: Health and Fitness SAQ 	<ul style="list-style-type: none"> Tennis Innovation unit: Health and Fitness SAQ
Music	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Being Imaginative <i>Invent, adapt and recount narratives and stories with peers and their teacher.</i></p> <p><i>Sing a range of well-known nursery rhymes and songs, using instruments to explore their sounds, techniques and musical foundations.</i></p> <p><i>Perform songs, rhymes, poems</i></p>	Singing Techniques	Discovering Rhythmic patterns following different pulses using instruments around the classroom.	Studying in depth pitch and pitched instruments, playing simple melodic patterns and Improvisation.	Learning and composing rhythmic patterns using percussion instruments.	Study the history of music throughout the ages and their key features and known composers.	Study the impact and techniques of Music Tech - using Garage band for Music Tech compositions.
Autumn 2		Prepare songs for our Christmas/Winter using actions and dance moves	Prepare songs for our Christmas/Winter using actions and dance moves	Prepare songs for our Christmas/Winter using actions and dance moves	Prepare songs for our Christmas/Winter using actions and dance moves	Prepare songs for our Christmas/Winter using actions and dance moves	Prepare songs for our Christmas/Winter using actions and dance moves
Spring 1		Prepare a wide selections of songs for our in-school "Spring Sing Festival"	Prepare a wide selections of songs for our in-school "Spring Sing Festival"	Playing techniques and songs using a Recorder, reading simple melodic pieces in one-line melodies.	Introduction to Samba instruments and its history, learning rhythmic patterns on multiple instruments	Discover rhythmic cycles from around the world, their instruments, theoretical knowledge and playing skills.	Explore the impact of Film Music over the 20th century and the impact music has on screen.
Spring 2		Prepare a wide selections of songs for our in-school "Spring Sing Festival" Sing	Prepare a wide selections of songs for our in-school "Spring Sing Festival"	Further enhance playing techniques and songs using a Recorder, reading more complicated melodic pieces in two/three parts melodies.	Further develop Samba rhythmical patterns and playing techniques on Brazilian instruments.	Enhance knowledge of rhythmic patterns from around the world and learn playing techniques from those cultures.	Study composition techniques to write a composition to support a short scene from film.

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Summer 1	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
Summer 2	Changing Me	Changing Me	Changing Me	Changing Me	Changing Me	Changing Me	Changing Me
Languages	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1				French A new start	French Welcome to school	French Me and my friends	Mandarin Numbers
Autumn 2				French Calendar and celebrations	French My town, your town	French Time in the city	Mandarin Greetings
Spring 1				French Animals	French Alien faces and family	French At the market	Mandarin Family
Spring 2				French Carnival and numbers	French Moving our bodies	French Clothes	Mandarin Pets
Summer 1				French The hungry giant	French At the doctors Jungle animals	French Out of this world	Mandarin Hobbies 1
Summer 2				French Going on a picnic Where I live	French Summertime	French Going to the seaside	Mandarin Hobbies 2