

Coalway Community Infant School

Curriculum 2024-2025, 2025-2026

Rolling programme A	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Art		Explore and draw Introducing the idea that artists can be collectors and explorers as they develop drawing and composition skills Christmas cards printed	Easter cards: collage Mother's Day cards: water colour	Expressive painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life		Be an Architect Exploring architecture and creating architectural models. Or Birds Fathers Dad cards
Computing	Technology around us and Online Safety Recognising technology in school and using it responsibly. (Y1)	Information technology around us and online safety Identifying IT and how its responsible use improves our world in school and beyond (Y2)	Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally. (Y1)	Digital photography Capturing and changing digital photographs for different purposes. (Y2)	Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions. (Y2)
DT	Wheels and Axels Design and vehicle that include wheels and axel holders, that when combined, will allow the wheels to move. Creating clearly labelled drawings that illustrate movement		Healthy wraps Design 3 wrap ideas based on a food combination which works well together		Making a pouch Sewing and jointing fabric	
Geography	Where in the World		What is it like to live in Antarctica?			Why are our coasts special?
History		Aviation How did we learn to fly? Within living memory and beyond living memory Human discovery, influence on the UK and World, significant people, events		Explorers Why are explorers so important? Within living memory and beyond living memory Human discovery, influence on the UK and	The sinking of the Titanic What did we learn from the sinking of the Titanic. Events beyond living memory , cause and	

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		within living memory, comparison, local history, everyday life		World, significant people.	consequence, human intervention, everyday life	
Music	Gloucestershire Music (Violin 8 weeks)	Gloucestershire Music (Violin 3 weeks) Kapow West African call and response song (animals) (3 lessons, 1, 2 and 3)	Kapow Orchestral instruments (Theme: Traditional Western stories)	Kapow Musical me	Kapow Dynamics, timbre, tempo and motifs (Theme: Space	Kapow Myths and legends
PE	Ball Skills Fundamentals	Dance Fitness	Target Games Yoga	Team Building Sending and Receiving	Net and Wall Games Gymnastics Swimming Y2 only	Athletics Striking and Fielding Swimming Y2 only
PSHE	Me and My Relationships 1	Me and My Relationships 2	Valuing Difference 1	Valuing Difference 2	Keeping Safe 1	Keeping Safe 2
RE	Unit 1.2 Who do Christians say made the world?	Unit 1.3 Why does Christmas matter to Christians?	Unit 1.9 How should we care for the world and for others, and why does it matter?	Unit 1.1 What do Christians believe God is like? Revisit the Easter story	Unit 1.6 Who is a Muslim and how do they live? Part 1	Unit 1.6 Who is a Muslim and how do they live? Part 2
Science	Living things and their habitats Y2 Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their	Animals including humans Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Identify and name a variety of common animals that are carnivores, herbivores and omnivores Y2 notice that animals, including humans, have offspring which grow into adults		Seasons Y1 Observe changes across the four seasons Observe and describe weather associated with the seasons How day length varies	Wetland project Animals need shelter Animals need food to survive What does a habitat need? Increase awareness of natural objects in the local environment Science afternoon linked to the Science week Science recap	

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	<p>habitats, including micro-habitats</p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, identify and name different sources of food</p>	<p>Find out about and describe the basic needs of animals, including humans for survival (water, food, air)</p> <p>The importance of hygiene</p> <p>Describe the importance for humans of exercise</p> <p>Describe the importance for humans of eating the right amount of different types of food</p>		
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Rolling programme B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Art		<p>Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> <p>Christmas cards printed</p>	<p>Easter cards: collage Mother's Day cards: water colour</p>		<p>Simple Print Making Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry</p>	<p>Playful Making Exploring materials and intention through a playful approach</p> <p>Fathers Dad cards</p>
Computing	<p>Grouping data Exploring object labels, then using them to sort and group objects by properties.</p>	<p>Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. (Y2)</p>	<p>Digital writing Using a computer to create and format text, before comparing to writing non-digitally.</p>	<p>Making music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. (Y2)</p>	<p>Programming animations Designing and programming the movement of a character on screen to tell stories.</p>	<p>Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.(Y2)</p>
DT	<p>Making a moving story Explain how to adapt mechanisms, using bridges or guides to control the movement. Designing a moving story book</p>		<p>Fruit salad or smoothly Chopping, grating, constructing Evaluating</p>	<p>Constructing a bridge Making a stable structure Clear design Assembling</p>		
Geography	<p>What's special about Bristol Local city study Mapping</p>		<p>What is the UK? Location Mapping</p>			<p>Where do we live? Local area Mapping</p>
History		<p>Inventors How have inventors modernised our homes? Beyond and within living memory Human invention, influence on the UK and world,</p>		<p>Engineers How have engineers shaped the UK? Beyond and within living memory Human discovery, influence on UK and the world, significant people,</p>	<p>The Great Fire of London What caused the Great fire? Cause and consequence, human discovery, inventions, comparison</p>	



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		significant people, local history,		events within living memory, comparison, local history, everyday life		
Music	Gloucestershire Music (Percussion 8 weeks)	Gloucestershire Music (Percussion 2 weeks) Kapow	Charanga My Musical Heartbeat (6 lessons) Kapow	Kapow Tempo (Snail and Mouse) (5 lessons)	Kapow Musical vocabulary (Under the sea) (5 lessons)	Kapow Pitch and tempo (Superheroes) (5 lessons)
PE	Ball Skills Fundamentals	Dance Fitness	Target Games Team Building	Invasion Games Sending and Receiving	Net and Wall Games Gymnastics Swimming Y2 only	Athletics Striking and Fielding Swimming Y2 only
PSHE	Rights and Respect 1	Rights and Respect 2	Being My Best 1	Being My Best 2	Growing and Changing 1	Growing and Changing 2
RE	Unit 1.4 What is the 'good news' Christians believe Jesus brings	Unit 1.10 What does it mean to belong to a faith community Revisit the Christmas Story	Unit 1.8 What makes some places sacred to believers?	Unit 1.5 Why does Easter matter to Christians?	Unit 1.7 Who is Jewish and how do they live? Part 1	Unit 1.7 Who is Jewish and how do they live? Part 2
Science	Materials Y1 Distinguish between an object and material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Y2 Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Properties of materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		Plants Y1 Name and identify common wild and garden plants Name and identify deciduous trees Name and identify evergreen trees Identify and describe the basic structure of plants Identify and describe the basic structure of trees Y2 Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and suitable temperature to grow and stay healthy		Wetlands Project Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identifying and naming different sources of food. Identify and name a variety of common animals that are carnivores, herbivores and omnivores Recap Science	