



The mustard seed, the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.

MATTHEW: 13, V 32

Curriculum Progression at Wilden VA Church of England Primary School. Timetable A (2023/24, 2025/26)

Year Group	In God We Trust Geography and History	Class Focus	Curriculum Delivery and Links
Chipmunks Nursery	English	Topic Texts: Noah's Ark, The Nativity, Leaf Man How do you make a rainbow?- Caroline Crowe, The Leaf Hunt, A Walk in the Woods, The Greatest Journey – Bible Society, The Foggy Foggy Forest—Nick Sharratt, Down by the cool of the Pool—Tony Mitton, Pumpkin Soup—Helen Cooper Core Texts: The Jolly Postman, The Gruffalo, Stick Man, We're going on a bear hunt, We're going on a Leaf Hunt, The Jazz Man, Jojo and Gran Gran, Goldilocks, The Ghanaian Goldilocks, Diwali information books, Child Atlases, All aboard for the Bobo road	
	Knowledge and Understanding of the World	Cold and Windy	As Summer turns into Autumn and Autumn transitions into Winter, Chipmunks will be exploring how the world around them changes. We will explore the world around us using our 5 senses and think of ways to help the wildlife in the area thrive over the colder months. We will also be exploring how Harvest, Remembrance and Christmas are remembered in school and in our homes.
Hedgehogs Reception	English <i>Same/similar to nursery/squirrels as chn access both</i>	Topic Texts: Noah's Ark, The Nativity, Leaf Man Core Texts: The Jolly Postman, The Gruffalo, Stick Man, We're going on a bear hunt, We're going on a Lion Hunt, The Jazz Man, Jojo and Gran Gran, Goldilocks, The Ghanaian Goldilocks, Diwali information books, Child Atlases, All aboard for the Bobo road Hedgehogs access books from Nursery and Squirrels and outcomes/discussions are differentiated	
	Knowledge and Understanding of the World	What is America and how is it different to Wilden?	Over the course of the term, Hedgehogs will be finding out about America and how this is different from where we live. We will be thinking about animals, different habitats and considering how Cities are different to Wilden village. In addition to this, children will have opportunities to find out about people and celebrations that are important to them- leading on from Chipmunk learning and explore using age-appropriate apps safely.
Squirrel Class Year 1&2	English	Nelly Takes New York (Adventure Narrative), Town Mouse Country Mouse (Setting Descriptive Writing), A Bear called Paddington, The Story of Babar, The Journey The children will take part in a debate as they consider if Central Park should be built on land owned by African Americans. Speaking and Listening activities. Text types include: Adventure Narrative, Instructions, Setting Descriptive writing, Poems (BBC Teach & Poetry Day) and writing a recount.	
	Science	Year 1 unit Everyday Materials Year 2 Living Things and their	Children will be identifying a range of everyday materials and naming the material they are made from, describing the properties/characteristics of different materials, identifying materials that suit a purpose best after testing predictions, identifying and describing how different materials can be changed and developing use of relevant technical vocabulary. Children will connect their knowledge when studying materials in buildings of New York as well as connections with the topic 'To Infinity and Beyond' as they consider materials in space suits and later materials studied in LKS2

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		Habitats	<p>Children will explore and compare the differences between things that are living, dead, and things that have never been alive. They will 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 - identifying and naming a variety of plants and animals will also form part of their learning. We will explore habitats in the United Kingdom and research those found in the USA and the Himalayas to make comparisons. Following on from this, children will describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Children will develop their working scientifically skills by asking simple questions, making observations and use these to suggest answers to questions.</p> <p><i>(NB: Taught during the Spring term 2023-24)</i></p>
	Geography Locational Knowledge Place Knowledge Human and Physical Geography	Bright Lights, Big City New York & a study of Thyangboche a Himalayan town with monasteries	<p>Children will be locating USA and New York, finding continents and oceans bordering New York, name capital cities and states in North America</p> <p>They will locate Thyangboche a Himalayan town and compare physical and human characteristics . They will practice map skills (Birds eye view of Thyangboche, Wilden and New York). This connects to EYFS topics as they have explored environments and used simple maps</p> <p>Comparing use of Bright Lights of New York to candle lights in Thyangboche and no lights in Wilden what is the impact on the environment</p>
	History	Christopher Columbus Rosa Parks Buildings of New York Monasteries of Thyangboche	<p>Who discovered America? Why did explorers cross oceans?</p> <p>The children will study the history of skyscrapers and create a timeline of how they were built - Twin towers, compare images of skyline over time, sequence in chronological order. A further look into America will be in Space topic so chn can explore more of North America.</p> <p>A study of a Buddhist Monastery in Thyangboche; how do Buddhists live compared to New Yorkers?</p> <p>Black History: Central park was built on African American land (Seneca Village) that was destroyed to build a park, what would the impact be on people like Rosa Parks? Who was she and what impact does she have on our lives today?</p>
Otter Class Year 3&4	English	The Story of Erebus (Diary writing & Character Description), Scott's Diary (Adventure Writing inc dialogue), Race to the Frozen North- The Matthew Henson story- The Story of Erebus provides links to writing letters, instructional writing and an adventure story. The main text types will include: Diary Writing, Narrative, Biographies of Malcolm X/Captain Scott and a Recount of Malcolm X	
	Science	Animals including Humans for year 3 and year 4 units	<p>The children will identify that animals and humans need the right nutrition and types of food for correct nutrients as they can not make it themselves, they will also identify humans and some animals have skeletons and muscles for support, protection and movement. This connects with their study of Scott of Antarctica and they understand that Antarctica cannot provide nutrients and so how will the explorers overcome this? This also links with Space as explorers and astronauts have the same problems to face. The children also study the digestive system teeth and interpret food chains. Children also look at how long the sun is above the horizon at the poles and how this changes according to the time of year.</p>

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			Connections with Space as chn discover the different lengths of days on the planets
	Geography Locational Knowledge Place Knowledge Human and Physical Geography	North America Pole to Pole	Building on work in KS1, children name and locate countries and identify geographical features, understand the position and significance of latitude, longitude, equator, Northern Hemisphere and Southern Hemisphere. Otters will recognise different climate zones as they explore the human and physical geographical features of locations. When naming and locating oceans - use the route of the NorthWest passage between the Pacific and Atlantic oceans. Children will use maps, atlases and globes to plot the route of Franklin and his crew and where they went missing, demonstrating their knowledge of locating oceans and seas in the North West Passage between the Pacific and Atlantic oceans. Otters will compare maps to digital/computer mapping used today to scan under the sea, mapping our oceans. Whilst studying about the Pole to Pole expeditions, children will refer to their locational knowledge of the Arctic and Antarctic circles. Drawing upon their knowledge of how climates and physical environments, pupils form a wider understanding of how the environment challenges and impacts the ways in which communities live. This understanding of environmental and human impact will build upon prior learning from the Space topic in KS1 and living conditions on the moon.
	History	Erebus and Terror John Rae Franklin Race to the Pole	To use primary and secondary sources to solve the mystery of the missing Erebus (identify differences between secondary/primary and put them in order)- sequencing events and evaluating the usefulness of sources. The children will use and create timelines To write a diary entry to explain the challenges faced by the crew and therefore understanding why people in history have acted as they did and understanding their issues and problems. Mid topic will include a visit to Scott Research Institute, Cambridge to see artifacts from Erebus and set up Scott and Shackleton topic. Connections with KS1 study of Christopher Columbus and exploration of space. Black History: Who was Malcolm X? Use a range of sources to create a biography of Malcolm X, linking to other figures of Black History (such as Nelson Mandela and MLK) as well as to polar explorers - ie: what traits did they share? Who was Matthew Alexander Henson? Learn about the life of African-American polar explorer as link between polar topic and Black History month as well as link to future space topic (crater on moon's south pole named after him).
Muntjac Class Year 5&6	English	Myths and Legends: Sekhmet and the Destruction of Humankind, Thor and Utgard-Loki, The Story of Blodeuwedd from the Mabinogion, Amaterasu and the Cave, Diver's Daughter by Patrice Lawrence, Letter writing: Feather-Snake: An Aztec Myth, The Conquest of New Spain by Bernal Diaz, In Flanders Fields by John McCrae. Additional texts: Persephone and the Pomegranate Seeds, Ishtar and Tammuz, The Chocolate tree- a mayan folktale, Rain Player, Middleworld (jaguar stones), Cross curricular english links include Writing balanced arguments in History, Geography (Fair Trade) and an Adventure Narrative inspired by Aztec myths/history.	
	Science	Year 5 unit Animals including Humans Year 6 unit Evolution and Inheritance	Children will; be taught to describe the changes as humans develop into old age. Cross curricular links to Adaptation, reproduction link to geography focus on Central America during the year 6 topic of Evolution and Inheritance

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	Geography Locational Knowledge Place Knowledge Human and Physical Geography	South America	Muntjacs will be exploring Central America, and in the first half term particularly the Yucatan Peninsula of Mexico, the seat of the Maya civilisation and a fascinating corner of the world, full of diverse ecosystems. The children will understand the human and physical features of Central and South America and use atlases and digital computer mapping to locate. They will also use directional language; 8-point compasses and six figure grid references and a range of resources to compare human and physical geography of Europe and Mesoamerica. A study of Fair trade also connects learning with other classes about how we can change the environment as well as developing the flourishing child as they consider fairness and responsibility
	History	Mayans and Aztecs	A study of the Aztec Empire and the Maya civilisation and the children begin to develop their questioning skills as they ask 'How Did the Environment Affect Maya Society and Culture?' They will more confidently answer a big question - 'To What Extent Were the Aztecs the Romans of Mesoamerica?' - making connections therefore with other time periods previously studied. Black History: Topic between Maya and Aztecs - What Happened to the Mary Rose? - provides a link to the time period of the Aztec conquest and develops chn's ability to put evidence together to answer a big question.

Year Group	To Infinity and Beyond History and Science	Knowledge Content	Curriculum Delivery and Connections
Chipmunks Nursery	English	Topic Texts: How to Catch and Star, The Way back home, A Windy Day, Whatever Next Core Texts: The Easter Story, The Runaway Pancake, The Gingerbread Man, The Runaway Chapati, Jack and the Beanstalk, The Hungry Caterpillar, A Tiny Seed, Tiger who came to Tea, Superworm Aliens in Underpants save the world—Claire Freedman and ben Cort The train ride- June Crebbin, Come on Daisy- Jane Simmonds, The Snail and the Whale— Julia Donaldson/Alex Scheffler, Tanka Tanka Skunk—Steve Web , Doing the Animal Bop— Jan Ormerod and Lindsey Gardiner, Lots of dots- Pippa Goodheart	
	Knowledge and Understanding of the World	Flight	Animals, superheroes and Space Rockets Begin to make sense of their own life-story and family's history. Show interest in different occupations. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Children will begin to understand that there are places beyond their local area and that these places may be different to the ones that they experience on a daily basis (home, school, extended family homes) As children become more familiar with the concept of a journey, they will start to consider modes of transport and what they

Year Group	To Infinity and Beyond History and Science	Knowledge Content	Curriculum Delivery and Connections
			may see on a journey, using this knowledge and understanding to enhance their oral story telling and map making.
Hedgehogs Reception	English Same/similar to nursery/squirrels as chn access both	Topic Texts: How to Catch and Star, The Way back home, A Windy Day, Whatever Next Core Texts: The Easter Story, The Runaway Pancake, The Gingerbread Man, The Runaway Chapati, Jack and the Beanstalk, The Hungry Caterpillar, A Tiny Seed, Tiger who came to Tea, Superworm	
	Knowledge and Understanding of the World	The Moon	<p>Recognise that we can live and survive on Earth but we can't on the moon because there is no air. There are no living things on the Moon unlike the Earth. People have been to the moon because they travel in fast rockets and wear special suits with an oxygen supply from the Space Rocket</p> <p>Children will draw upon their understanding of journeys and places around the world to continue to develop their map making skills. They will start to use everyday words to describe position and direction when describing routes and journeys. Children will start to compare the similarities and differences between the environments of the earth and moon. Through everyday experiences, children will continue to discover the natural world around them and the developing seasons and weather patterns change over time.</p> <p>Space, planets/moon and stars, astronauts, Flight, Wright brothers Season: weather, wind, snow/ice, Spring – Growth, lifecycles, plants Chinese New Year/Mother's Day/Easter</p>
Squirrel Class Year 1&2	English	<p>Beegu, Don't Look in this Book by Langley- Swain, Aliens in Underpants save the World. Tim Peake Recount. Further texts to include: Dr Xargle's Book of Earthlets by Jeanne Willis. There is No Place Like Space by Dr Seuss. The Darkest Dark by Chris Hadfield. Hello, World! Solar System by Jill McDonald. Look Inside Space by Jones Lloyd. The sea of tranquility. Man on the Moon- Simon Bartram.</p> <p>Text types: Recount. Diary Entry. Character description. Poems. Letters. Writing facts</p>	
	Science	<p>Year 2 Everyday materials Seasons (ongoing)</p> <p>Year 2 Animals, including humans</p>	<p>Children will further enhance their science learning of materials as they identify and compare and contrast materials. What would be suitable for a space suit or rocket? They will discover how solid objects can change shape by ending, twisting and shaping. Pupils look at reflective materials and understand how these keep you safe and look at how NASA produced this material for many uses. Children will discuss why it is darker in the evenings compared to Autumn term, change of weather. Name the planets in order and compare living conditions to Earth. Use satellite images to look at the weather around the world.</p> <p>Children will be recognising that animals have offspring which grow into adults and will find out about and describe the basic needs of animals for survival (water, food and air) - humans will be included in both of these aspects. The children will describe the importance of exercise, eating the right amounts of different types of food and hygiene for humans. To link with our topic, the children will explore how astronauts in space achieve meeting these basic needs, and will further enhance their learning about animals and plants to find out whether either could survive in space.</p>

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			Children will develop their working scientifically skills specifically by asking simple questions and recognising that they can be answered in different ways, performing simple tests and using their observations to suggest answers to questions.
	History	Space firsts How did it feel, Neil?	A topic of firsts! The first satellite: Sputnik. The first animals in space. The first man in Space: Yuri Gargarin. The first man on the moon Neil Armstrong. The first British Astronaut on the ISS; Tim Peake. The first black person in space. How have these developments shaped our lives today?What would it be like to be the first to do something? Connections with In God We Trust as the chn look at Neil Armstrong and the crew who were an American Team and so chn can explore more of America.
Otter Class Year 3&4	English	Dr Maggie's grand tour of the solar system- Non Fiction, The Jamie Drake Equation, Fortunately the milk..., The Snow Walker's Son (character description) Cakes in Space, Red Moon Rising by Matthew Brzezinski Text types include a Non- chronological report, Fact files- Katherine Johnson, Character description, Poetry and Fables- Aztec rabbit/moon, links to UKS2 Aztec topic and Space topic as they reflect on why they thought the moon was created in that way. Poetry and play scripts	
	Science	Year 4 unit Sound Year 3 unit Light	The absence of sound in space leads the children into exploring how sound is made and how it travels. The children also study light and understand how shadows are made and can change. Light being reflected off surfaces links to how the sun reflects off the moonlight. The children explore how long it takes for the sun to move around the earth and the effects of this on the poles and how this affects the length of a day/year on other planets. Which planet has the longest year and why?
	History	The Space Race Katherine Johnson Mae Jemison	The Space Race; Why did the end of WWII mean the start of the space race? (Connections with Pole to Pole as children use timelines to discover which country was first at each stage; V2 rockets, satellites, rockets in space, space walk, moon landing, first woman in space. How did ex-Nazis help the USA get to the moon first? How did women help the USA get to the moon first? A study of Katherine Johnson leads the children to reflect on Martin Luther King and Nelson Mandela
Muntjac Class Year 5&6	English	Where we once stood, Cosmic- Frankie Cottrell Boyce, War of the Worlds by H G Wells Text types studied will include: Biographies, Newspaper reports, Poetry and a Diary Entry.	
	Science	Year 5 unit Earth and Space Year 6 unit Light	Describing the movement of the Sun and the Earth and how this is different for other planets. Children will explain how day and night is affected. Children build on their year 3 topic of Light as they dig deeper into and understand how objects reflect light onto the eye. They explore further by looking at the scientists who developed the James Webb and Hubble telescopes and discover what these telescopes have seen and the images they've sent back to Earth and why they are important. Children will start looking into AI technology and use of robots as further advancements are made. How have astronauts used AI and what has been discovered?

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	History	From the Naked Eye to James Webb Black History: The dancing stones of Namoratunga near Lake Turkana in modern Kenya	Children are introduced to evidence of astronomy in the ancient world (1800BCE Babylonians document the movements of the sun and moon, Eratosthenes's measurements of the Earth's circumference (link to Maths), pyramids of Giza, Stonehenge, Maya astral and solar calendars (link to previous topic), the Dunhuang Star Atlas, etc) and to Galileo as they discover how we knew about the solar system before the invention of telescopes; does this explain Aztec mythology and beliefs about how the sun and moon raced through the sky. The discovery of telescopes and how powerful they can be helps scientists understand more of our galaxy. Evening campout with binoculars and telescopes towards end of 'naked eye' portion and children to go to the planetarium at Bedford School and see the telescopes in action and use them to make their own discoveries as hook to begin the 'lens' topic

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Chipmunks Nursery	Reading	Topic Texts: Three Little Pigs, Oliver's Vegetables, Minibeast information books, Core Texts: Handa's Surprise, The Journey Home, You choose – Pippa Goodhart, Pip and Egg- Alex Latimer, A good place- Lucy Cousins Jaspers Beanstalk- Transition: The Colour Monster goes to School, Ten Little Ladybirds– Melanie Gerth and Laura Huliska– Beith Ten Wriggly Caterpillars– Debbie Tarbett Puff the magic Dragon—Peter Yarrow, Lenny Lipton The Gruffalo , The Gruffalo's Child, Room on the broom, What the Ladybird heard, Superworm ,	
	Knowledge and Understanding of the World	Growing Plants, humans and animals	Children will continue to explore the features of their local environment through first hand experiences outdoors, including at Forest School. They will develop a deep sense of duty to show respect and care for the natural environment and all living things. Children will continue to discover that Wilden is one tiny part of the world as they start to find out about other places that they have visit or plan to visit on holidays Understand the key features of the life cycle of a plant and an animal.
Hedgehogs Reception	Reading Same/similar to nursery/squirrels as chn access both	Topic Texts: Three Little Pigs, Oliver's Vegetables, Minibeast information books, Core Texts: Handa's Surprise, The Journey Home, Transition: The Worry monster,	
	Knowledge and Understanding of the World		Children will access photographs, maps and plans to enhance their understanding of the wider world, building upon their knowledge of their locality and places that they have experienced through holidays and visits. They will describe places using their observations from fieldwork, books, maps and discussions. They will notice how homes around the world may vary and start to think about reasons for this. Children will start to think about the

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			<p>impact that humans place on the environment and how recycling can help their local environment and the living things that inhabit it.</p> <p>Whole School Topic: Recycling, Homes Plants, gardening, humans, minibeasts/bees, Season: Holidays, sun safety, Father's Day, Eid, Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things</p>
Squirrel Class Year 1&2	Reading Writing	<p>George's Marvelous Medicine, Revolting Rhymes, The Magic Porridge Pot by Rosie Dickens, Tasty Poems by Jill Bennet, The Day the Crayons Quit by Drew Daywalt Writing revolting recipes, descriptions, persuasive writing, short narratives and leaflets- non-fiction texts.</p>	
	Science	<p>Muck Mess Mixtures Seasons (ongoing) Wriggle and crawl</p> <p>Year 2 Everyday Uses of Materials</p> <p>Y2 Plants</p>	<p>Children use Forest School as an opening to creating potions and lotions out of everyday materials. They link their findings to their English work as they create their own 'Wilden's Marvelous Medicine'</p> <p>Year 2 Uses of everyday materials delves deeper in materials that children discovered in 'To Infinity and Beyond'. Children uncover the best material for making boats or rafts. They link this to the inventor Charles Macintosh and other developers of materials to understand why materials are used for specific purposes</p> <p>Children will identify a range of everyday materials (including wood, metal, plastic, glass, brick, rock, paper and cardboard), describing their properties and uses. Learning will link this to the inventor Charles Macintosh and other developers of materials to understand why materials are used for specific purposes and they will explore this for themselves through our own investigations. Through further exploration, children will investigate how some materials can be changed by squashing, bending, twisting and stretching. Through our 'Plant' unit, children will have first hand experience of growing different seeds and bulbs, observing how they grow into mature plants. They will find out what plants need to stay healthy (water, light and a suitable temperature to grow) and learning will link back to the habitats learning in the autumn term. We will link to our materials learning, considering which plants are used as a natural material, e.g. cotton, wool, silk etc.</p> <p>Children will develop their working scientifically skills specifically by observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observational skills, and gathering and recording data to help in answering questions. <i>(NB: Taught during the Autumn term 2023-24)</i></p>
	Geography	<p>Christopher Columbus (To be studied in 2024 only as it fits better in 'In God We Trust')</p>	<p>Who discovered new countries? Where did we go and why? A study of Italy where Christopher Columbus started from and identify physical and human features. They begin to look at mountains in the UK and compare to European Mountain ranges and this links back to In God We Trust as they should have an understanding of Mount Everest.</p> <p>From 2026 onwards, children will recap the different environments around the globe, refining their locational</p>

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			knowledge of the UK, World Continents and Oceans of the world. As they continue to explore the Material World, pupils will use a variety of geographical language to describe the locations of places (including points of the compass) and routes that can be taken using directional language. Pupils will strengthen their broadening knowledge about physical and human features of landscapes and use local field trips to rehearse their geographical skills.
	History	Christopher Columbus	Who is he and why did he cross oceans to explore? A further in depth study from the introduction of Christopher Columbus in 'In God We Trust'. How many times did he travel to America and why did he go? What was the route he was planning on taking and where was he hoping to go to? Did anyone get there before him? Does he deserve to be seen as a hero?
Otter Class Year 3&4	English	Iron Man, The Firework-maker's daughter Newspaper reports, Instructions, Narrative, Letters and persuasive writing	
	Science	Mighty Metals Yr 3 Rocks and Soils Yr 4 States of Matter	A link with our English reading as children discover different metals and what they are used for. The children have looked at bridges in 'In God We Trust' but how about famous bridges of the UK? Consider the Iron Bridge inn Shrewsbury and how this helped the industrial revolution they have studied in Victorians in our Wilden topic.
	Geography	A Watery World Water cycle	Rivers/mountains and the water cycle geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Links with mountains studied in Squirrel class and the children link changes to the poles with how coastlines are changing. How does water affect the landscape and what can we do as humans to help?
Muntjac Class Year 5&6	English	The Explorer- Katherine Rundell, The Shaman's Apprentice- Lynne Cherry, Rainforests in 30 seconds Persuasive writing, Narrative, Explanation texts and playscripts	
	Science	Climate Change Animals including humans (year 6) Properties and changes of materials year 5	
	Geography	Rainforests of South America Volcanoes and	Children recap their understanding of the tropics of cancer and capricorn. Ring of Fire; where is this and why is it called this?

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		Mountains	
	History	Colonialism/Exploration and Discovery	What Happened to Percy Fawcett? Children to self-direct an investigation to solve this mystery. Link to Geography and previous topics and topics in other year groups (Erebus, Aztecs)