Stoneferry Primary School

THE CONSTELLATION TRUST

LONG TERM PLAN

2026-27









Stoneferry Primary School

	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SCIENCE	EY	**Material/ Chemistry** - Senses	Change, Energy and Light -States of Matters	Earth Science - Weather and Seasons	Forces and Energy/ Physics – Space -	Animals including humans/Biology - Lifecycles	Animals including humans/ Biology - Growth/Plants
	1	**Biology: Animals including humans** The human body **Seasonal changes**	**Chemistry: Materials** Identifying materials Physical properties Comparing/grouping **Seasonal changes**	**Biology: Plants** Planting	**Biology: Animals including humans** Looking at animals **Sustainability**: Caring for the planet **Seasonal changes**	**Biology: Plants** Identify and name Structure of plants and trees	**Biology: Sustaintability** Growing and cooking **Seasonal changes**
	2	**Biology: Animals including humans** Animals' needs for survival Humans	**Chemistry Materials:** Suitability of materials Changing shapes	**Biology: Plants** Conditions for growth	**Biology: Living things and their habitats**	**Biology: Plants** Bulbs and seeds growing into mature plants	**Biology: Animals including humans** Growing up **Sustainabilty** Wildlife
	3	**Biology: Animals including humans** Skeletons and movement Nutrition and diet	**Chemistry: Materials:** Rocks	**Chemistry: Materials:** Fossils Soils	**Physics: Energy** Light.	**Biology: Plants** Pollination/seed dispersal	**Physics: Forces** Forces and magnets
	4	**Biology: Living things and their habitats** Classification/Keys	**Chemistry: States of Matter**	**Physics: Energy** Sound	**Physics: Energy** Electricity	**Biology: Living things and their habitats** Habitats Food chains	**Biology: Animals including humans** The digestive system
	5	**Physics: Forces**	**Physics: Earth science**	**Chemistry: Materials** Properties of materials	**Biology: Animals including humans** Life Cycles	**Biology: Animals including humans** Reproduction, inheritance & evolution.	**Chemistry: States of matter** Reversible and irreversible changes

	6	**Biology:** **Living things and their habitats**	**Physics:** **Energy-** Electricity	**Physics:** **Energy –** Light	**Biology:** **Animals including humans** The circulatory system Diet, drugs and lifestyle	**Biology:** **Animals including humans** Variation Adaptations	**Biology:** Fossils

	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	EYFS	ICT Fundamentals	Programming	Data & Information	Computer System & Network	Creating Media	Digital Literacy
COMPUTING	1	**1.1 Computing Systems and Networks:** Technology Around Us **Project EVOLVE** Personal and Private		**1.3 Programming:** Moving a Robot		**1.4 Data and Information –** Grouping Data	**1.5 Creating Media:** Digital Writing
	2	**2.1 Computing Systems and Networks:** Information Technology Around Us **Project EVOLVE** Making Choices		**2.3 Programming:** Robot Algorithms **Project EVOLVE** How Going Online Makes You Feel		**2.5 Creating Media:** Making Music	**2.4 Data and Information:** Pictograms **Project EVOLVE** Tech Talk and Truth
	3	**3.1 Computing Systems and Networks:** Connecting computers (Extend up for Year 4) **Project EVOLVE** Identifying Online Profiles		**3.3 Programming:** Sequencing sounds (Extend up for Year 4) **Project EVOLVE** Timetable		**3.4 Data and Information:** Branching databases	**3.2 Creating Media:** Animation **Project EVOLVE** Password Generation
	4	**4.1 Computing Systems and Networks:** The internet **Project EVOLVE** How to Spot If Someone is Being Bullied Online		**4.3 Programming:** Repetition in shapes **Project EVOLVE** Safety first		**4.2 Creating Media:** Audio Production	**4.4 Data and Information:** Data Logging **Project EVOLVE** Open Book?
	5	**5.5 Creating Media:** Vector drawing **Project EVOLVE** Community Spirit		**5.1 Computing Systems and Networks:** Systems and Sharing **Project EVOLVE** Adapting Use Before Sleep		**5.3 Programming:** Selection in physical computing **Project EVOLVE** Where's the Harm in that?	**5.4 Data and Information:** Flat-file databases **Project EVOLVE** Are You a Privacy Pro?

	6	**6.3 Programming:** Variables in games Sensing	**6.2 Creating Media:** Webpage creation **Project EVOLVE** Age Related content	**6.1 Computing Systems and Networks:** Communication and Collaboration **Project EVOLVE** What I Know and What I Share	**6.4 Data and Information:** An Introduction to Spreadsheets **Project EVOLVE** Toy Advert

	Year	Autumn	Spring	Summer
HISTORY	EY	**All About Me/Celebrations** Family History Community Significant events	**People who help us/Space** Similarity and difference: Occupations Travel	**Lifecyle's and Growth**
	1	**The Great Fire of London** Events beyond living memory Culture Conflict and disaster	**Toys through the ages** Changes within living memory Culture Discovery and invention	**Amy Johnson** Significant local events, people, places The lives of significant individuals Culture Discovery and invention
	2	**Guy Fawkes and the Gunpowder Plot** **(Change to Florence Nightingale from next year)** The lives of significant individuals Culture, Power Conflict and disaster	**Transport through the ages** Changes within living memory Culture Discovery and invention	**Grace Darling** **(Change for next year – Mary Murdoch?)** The lives of significant individuals Culture Discovery and invention Conflict and disaster
	3/4	**Ango Saxons and Scots** Anglo-Saxon settlement *Culture,* *Power* *Discovery and invention*	**Ancient Egypt** Achievements of the earliest civilizations *Culture, Power* *Discovery and invention* *Conflict and disaster*	**The Vikings and Anglo Saxons** Viking and Anglo-Saxon struggle for England *Culture, Power* *Discovery and invention/ Conflict and disaster*
	5	**William Wilberforce** Local history study *Culture* *Power*	**Hull and Proud – Trawlers** Local history study *Culture* *Discovery and invention* *Conflict and disaster*	**Mayans** Contrasting non-European Society *Culture* *Discovery and invention*
	6	**Changing Power of Monarchs** **Britain since 1066** *Culture* *Power*	**Black History** **Britain since 1066** *Culture* *Power*	**Ancient Greece** Study of Greek Life and achievements Their influence on the western world *Culture* *Power* *Discovery and invention*
	Y6 2029	**Hull Fair** Local history study *Culture*	**The Stone Age to the Iron Age** Changes from Stone Age to Iron Age *Culture* *Discovery and invention*	**Romans and the impact on Britain** The Roman Empire & its impact on Britain Roman withdrawal from Britain *Culture, Power* *Discovery and invention* *Conflict and disaster*


RAISING AMBITION
We believe in ourselves,
we do our best and we aim for the stars


RESPONSIBLE
We do our best, care for
ourselves, others and our world


REFLECTIVE
We get better by looking back,
thinking and learning from our experiences


RESPECTFUL
We listen, we value everybody
and we celebrate what makes us all unique


Stoneferry
Primary
School

Geography Long Term Plan 26-27 onwards

	Year	Autumn	Spring	Summer
GEOGRAPHY	EY	All about me/Celebrations My Street/City Maps	People who help us/Space Weather Other countries Maps	Weather Responsibility to the planet
	1	**Where in the world do I live?** Local area, Hull, The UK, Introduction to human and physical geography.	**The local park** Local area, fieldwork, landmarks Human geography: leisure facilities Navigation: aerial photos / maps Fieldwork: observation	**Our school grounds** Basic human and physical features: impact of humans on the environment Navigation: aerial photos / maps Fieldwork: observation
	2	**Me and my world** UK capital cities, continents, oceans Comparing localities Navigation: Compass / directions	**Me and my world 2** Compare UK and Egypt (contrasting non-European) – Physical and human. Navigation (maps and atlases)	**Weather and climate** Seasonal weather patterns UK weather and climate Fieldwork – collect, measure, present
	3/4	**Local geography – Hull** Human geography and land use Physical features Reading and interpreting maps	**Contrasting locality (South Aegean) - including Tectonic Activity** Physical features: volcanoes Physical processes: earthquakes and volcanoes	**Weather and climate 2** Locate/compare 6 major climate zones Use range of instrument and techniques to collect and present weather data – Weather trends and patterns
	5	**Rivers** Physical features of rivers Physical processes in rivers River Trent / River Hull (Fieldwork)	**Biomes and ecosystems (UK)** Locational knowledge Physical features Impact of humans Fieldwork	**Contrasting Locality : USA** Locational knowledge Compare physical and human features Water cycle: rivers in different regions Mountains, biomes, climate zones USA
	6	**Environmental impact of humans** Impact of plastic waste Reducing plastic waste Fieldwork: collect and present findings	**Economic activity & sustainability** Sustainability in the UK – agriculture, energy generation, water use, waste management. Human impact. Trade links	**Locality and further map skills** Locational knowledge – local area 6 figure grid references, scale, distance. Land use changes over time – evidence from maps
	Y6 2029	**The United Kingdom** Locate all countries in the UK Physical and human features UK Plan routes using compass Navigation – features on OS maps	**Local geography – Land Use** Physical and human features Influence of landscape on settlements Compare places (within UK) Fieldwork	**Sustainability and conservation** Human impact on environment Navigation – creating maps Conservation project and fieldwork









Stoneferry Primary School

	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ART	EY	**Drawing**: Andy Warhol and Picasso		**Painting**: Kandinski and Seurat		**Mixed Media:** Eric Carle Van Gogh	
	1	**Drawing**: Original drawings with wax crayons Paul Klee		**Painting**: Paining in the style of Yayoi Kusama		**Mixed Media: 3D** Natural world sculptures Louise Bourgeois	
	2	**Drawing**: Self expression in the style of Julian Opie		**Painting**: Pop art in the style of Roy Lichtenstein		**Mixed Media:** Class sculpture using weaving techniques in style of Judith Scott	
	3/4	**Painting** Still life in style of Paul Cezanne		**Drawing:** Still life observational drawing in style of Georgia O'Keeffe		**Mixed Media:** Clay sculptures linked to Egypt Topic in style of Grayson Perry	
	5	**Painting** Landscape paintings in style of Van Gogh		**Drawing** Optical illusions and perspective in the style of Bridget Riley		**Mixed Media:** Flower sculptures in style of Owen Mann	
	6	**Painting** Tonal techniques and complex colour theory combined with photography in style of Jenny Saville		**Drawing** Realistic images of moving people in the style of Keith Haring		**Mixed Media:** Clay food sculptures in style of Stephanie Kilgast	
	Y6 2029	**Drawing**: 3D sketching techniques		**Painting:** Botanical illustrations in the style of Sarah Featon and Anna Maria Hussey		**Mixed Media:** Collage and print. Design T-Shirt in style of Vivianne Westwood	

	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design and Technology	EY		**Cooking and nutrition:** Sorting healthy and unhealthy foods **Textiles** Make a Christmas decoration with threading.		**Cooking and nutrition:** Make Chinese noodles. **Structures:** Make a spaceship out of junk modelling.		**Cooking and nutrition:** Make a fruit kebab. **Mechanics:** Pop-up flower.
	1		**Structures** Model buildings: nets and 3D shapes		**Textiles** Easter pouches or baskets		**Cooking and nutrition** Healthy wraps
	2		**Mechanics** Moving story book		**Textiles** Hand puppets		**Cooking and nutrition** Smoothies
	3/4		**Mechanics** Slingshot cars		**Electrical and digital: Digital World** Monitoring device		**Electrical and digital: Electrical systems** Electrical systems – torches
	5		**Structures** Bridges		**Textiles** Stuffed toys		**Cooking and nutrition** Three course meal
	6		**Electrical and digital: Electrical systems** Steady hand game		**Electrical and digital: Digital World** Navigation device		**Mechanics** Automata toys
	Y6 2029		**Structures** Fairground structures eg: Ferris wheel		**Textiles** Cushions		**Cooking and nutrition** Seasonal Pizzas









Stoneferry Primary School

	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	EYFS	Love is something if you give it away	Christmas Songs	I'm a little firefighters	5 little men in a flying saucer Spring chicken	Butterfly Butterfly Fuzzy Little Caterpillar	Growing song You are my sunshine
MUSIC	1	**Hey you – Old school hip hop** How pulse, rhythm and pitch work together Hey You!	**Nativity – performance** – singing songs from memory and performing	**In the groove** - Blues, Baroque, Latin, Bhangra, Folk, Funk How to be in the groove with different styles of music In The Groove	**Whole school performance** and concert to parents (Old school hip hop and different styles of music)	Using your imagination – pop **Singing simple songs** Your Imagination	**Let's perform together** Plan a concert together to celebrate all the songs you have learnt this year.
	2	**Hands, feet, heart -** Afropop, South (African music) Hands, Feet, Heart/	**Christingle and Carol service** – singing songs from memory and performing	**I wanna play in a band** – rock (playing together in a band) I Wanna Play	**Whole school performance** and concert to parents - (African music and Rock)	Friendship song – pop (A song about being friends) Friendship Song	**Reflect, rewind and replay.** **Let's perform together** Plan a concert together to celebrate all the songs you have learnt this year
	3/4	Hull music service Violin	Hull music service Violin	Hull music service Violin	Hull music service Violin	Hull music service Violin	**Let's perform together** Hull music service Violin Concert to parents at Connexin arena
	5	**Livin' on a prayer – Rock (Rock anthems)** Listen and appraise classic rock songs Livin' On A Prayer	**Christingle and Carol service** – singing songs from memory and performing	**Classroom Jazz – Bossa Nova and Swing** Jazz and improvisation Listen and appraise Jazz songs Classroom Jazz	**Whole school performance** and concert to parents – (Rock and Jazz)	**Fresh Prince of Bel-Air (Whole school hip-hop)** Listen and appraise classic hip-hop songs The Fresh Prince Of Bel-Air	**Reflect, rewind and replay.** **Let's perform together** Plan a concert together to celebrate all the songs you have learnt this year
	6	**Happy (Pop / Neo-soul)** Listen and appraise classic pop songs Happy/	**Christingle and Carol service** – singing songs from memory and performing	**Glockenspiel stage 2** Play melodies on tuned percussion following staff notation. Develop the skill of playing by ear Glockenspiel Stage 2/	**Whole school performance** and concert to parents – (Pop and Jazz)	**Music and me –** Creating and composing own music inspired by own identity and women in the music industry. Women in Music	**Reflect, rewind and replay.** **Let's perform together** Plan a concert together to celebrate all the songs you have learnt this year

	Y6 2029	**Glockenspiel –stage 1** Develop facility in playing a tuned instrument. Introduce staff notation and begin to read notation. Understand the difference between types of musical notes. Glockenspiel Stage 1/	**Christingle and Carol service** – singing songs from memory and performing	**Three little birds – Reggae** Listen and appraise reggae music and develop knowledge and understanding of the stories, origins, traditions, history and social context of the music Three Little Birds/	**Whole school performance** and concert to parents (Glockenspiel and Reggae)	**Bringing us together - Disco** (Disco, friendship hope and unity) Bringing Us Together	**Reflect, rewind and replay.** **Let's perform together** Plan a concert together to celebrate all the songs you have learnt this year









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	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	EYFS	**Intro to PE -** Movement Safety Instructions	**Ball skills -** Rolling Tracking Kicking Dribbling	**Dance skills -** Timing Emotions Music Repeated actions	**Fundamentals -** Balancing Equipment Running Stopping	**Games -** Instructions Scoring Team work Coordination	**Gymnastics -** Sequences Apparatus Travelling Movement
	1	**Fundamental Gymnastics**	**Football (Tigers Trust)** Multiskills	**Target Games** **Dance (Dance Coach)**	**Yoga** **Net and Wall**	**Striking and Fielding** **Target Games**	**Athletics** **Team Building**
	2	**Fundamentals Gymnastics**	**Football(Tigers Trust)** **Dance (Dance Coach)**	**Target Games** **Gymnastics**	**Yoga** **Net and Wall**	**Striking and Fielding** **Target Games**	**Athletics** **Team Building**
	3/4	**Football(Tigers Trust)** **Netball**	**Hockey** **Dance (Dance Coach)**	**Badminton** **Gymnastics**	**Basketball** **Cricket**	**Swimming**	**Athletics** **OAA**
	5	**Football (Tigers Trust)** **Dance (Dance Coach)**	**Hockey** **Netball**	**Badminton** **Gymnastics**	**Basketball** **Rounders**	**Athletics** **Hockey**	**Rounders** **OAA**
	6	**Netball** **Dance (Dance Coach)**	**Gymnastics** **Hockey**	**Football(Tigers Trust)** **Gymnastics**	**Basket ball** **Rounders**	**Cricket** **Athletics**	**Rounders** **OAA**
	Y6 2029	**Athletics** **Football**	**Gymnastics** **Dance**	**Badminton** **Gymnastics**	**Basketball** **OAA**	**Netball** **Cricket**	**Rounders** **athletics**

	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Nursery	What makes people special to me and others? Christianity/Judaism	What is Christmas to me and others? Christianity concept: Incarnation	How do I and other people celebrate? Sanatana Dharma,	What is Easter to me and others? Christianity concept: Salvation	What can I and other people learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special to me and others? Christianity, Islam, Judaism
	Reception	What makes people special? Christianity and Judaism	What is Christmas? Christianity concept: Incarnation	Celebrations Sanatana Dharma,	What is Easter? Christianity concept: Salvation	What can we learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special? Christianity, Islam, Judaism
	1	**Theology** **5-6 Christianity Autumn 1** **What do Christians believe about God?** Who was Jesus? What is the Jewish name for G-d?	**Theology** **5-6 Christianity Autumn 1** **What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?** Who was Jesus? What happened at the first Christmas?	**Social Sciences** **5-7 Judaism Enquiry 1: Who is God to Jews?** What are the important symbols for Hindus?	**Theology** **5-6 Christianity Spring 1** **Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?** Who was Jesus?	**Theology, Philosophy** **5-7 Judaism Enquiry 2: Is Shabbat important to Jewish children?** What is the first story in the Bible? What is an important story for Hindus? What questions do Christian stories make us ask? What questions do Hindu stories make us ask? What questions do Muslim stories make us ask? What questions do Sikhi stories make us ask?	**Social Sciences** **5-7 Judaism Enquiry 3: Does visiting the synagogue help Jewish children feel closer to God?** What are the special things in a Christian home? What are special places for Christians? What are the special things in a Jewish home? What are special places for Jewish people? What are the special things in a Muslim home? What are special places for Muslims?
	2	**Theology** **6-7 Christianity Autumn 1** **Is it possible to be kind to everyone all of the time?** What do faith stories say about the value of each individual?	**Social Sciences** **6-7 Christianity Autumn 2** **Why do Christians believe God gave Jesus to the world?** How does a person of faith live their life? What are the special rules and values that religious people follow? Which festivals are important to faith members?	**Theology** **5-7 Islam Enquiry 1: Who is God to Muslims?** Who is God to people of faith?	**Philosophy** **5-7 Christianity Spring 2** **1 How important is it to Christians that Jesus came back to life after his crucifixion?** What are life's big questions? How do people decide what is right and wrong	**Theology** **5-7 Islam Enquiry 2: How important is the Prophet Muhammad to Muslims?** What do people of faith believe?	**Philosophy** **5-7 Humanism Enquiry 1 What do Humanists believe?** How do people decide what is right and wrong?









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	3/4	**Theology** **8-9 Christianity Optional** **Why are there four Gospels and how are they relevant for Christians?** What do religions teach about forgiveness and reconciliation?	**Social Sciences** **8-9 Christianity Autumn 2 What is the most significant part of the nativity story for Christians today?** Which festivals are important to faith members?	**Social Sciences** **7-9 Judaism Enquiry 2:** **How do Jewish beliefs, teachings and stories impact on daily life?** Which religious rituals show identity and belonging for different traditions?	**Philosophy** **8-9 Christianity Spring 2** **Is forgiveness always possible for Christians?** Why should people be good?	**Philosophy** **7-9 Humanism Enquiry 1: What motivates Humanists to lead good lives?** Why should people be good?	**Social Sciences** **7-9 Judaism Enquiry 3: How does celebrating Shavuot help Jewish children feel closer to God?** What is the value of participating in a religious festival or ritual?
	5	**Theology,** **Social Sciences** **9-12 Islam Enquiry 1: What is the best way for a Muslim to show commitment to God?** Why do people of faith make a pilgrimage? How is commitment demonstrated in the lives and work of significant people of faith?	**Theology** **9-10 Christianity Autumn 2 Is the Christmas story true?** What do religions teach about forgiveness and reconciliation?	**Theology** **9-12 Islam Enquiry 2 How is the Qur'an vital to Muslims today?** How do the lives of faith founders influence believers?	**Theology** **9-10 Christianity Spring 2 How significant is it for Christians to believe that God intended Jesus to die?** What do religions teach about forgiveness and reconciliation?	**Philosophy,** **Social Sciences** **9-12 Judaism Enquiry 2 What is the best way for a Jew to show commitment to God?** Why should people be good? How is commitment demonstrated in the lives and work of significant people of faith?	**Philosophy** **9-10 Christianity Summer 2** **What is the best way for a Christian to show commitment to God?** Why is it important to look after the Earth?
	6	**Philosophy** **9-12 Humanism Enquiry 1: How do inspirational people impact on how Humanists live today?** Why should people be good?	**Social Sciences** **10-11 Christianity Aut 2 Alt Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?** What motivates people to get involved in different causes?	**Philosophy** **10-11 Christianity Spring 1** **Is anything ever eternal?** What is an ultimate question?	**Theology** **10-11 Christianity Spring 2 Alt How do the events of Easter and Pentecost impact on Christians today?** What do religions teach about forgiveness and reconciliation?	**Philosophy** **9-12 Islam Enquiry 3: Does belief in Akirah (life after death help Muslims lead a good life?** Why should people be good?	**Philosophy** **9-12 Sanatana Dharma Enquiry 3: Do beliefs in Karma, Samsara and Moksha help Sanatanis lead good lives?** Why should people be good?

	Y6 2029	**Theology** **7-9 Sanatana Dharma Enquiry 2:** **What do some deities tell Sanatanis about God?** Who is God?	**Theology** **7-8 Christianity** **Autumn 2** **Has Christmas lost its true meaning?** How do the lives of faith founders influence believers?	**Theology** **7-8 Christianity** **Spring 1** **Could Jesus heal people? Did He perform miracles or was there some other explanation?** What do key religious figures teach?	**Theology** **7-8 Christianity** **Spring 2** **What is 'good' about Good Friday?** What do religions teach about forgiveness and reconciliation?	**Theology** Social Sciences **7-9 Judaism Enquiry 1:** **What is the best way for a Jew to lead a good life?** How do the lives of faith founders influence believers? What is the value of participating in a religious festival or ritual?	**Theology** **7-9 Sanatana Dharma Enquiry 1:** **Does visiting the Ganges make a person a better Sanatani?** What makes a place sacred? Why do people of faith make a pilgrimage?

	Year	Autumn 1 **Being Me in My World**	Autumn 2 **Celebrating Differences**	Spring 1 **Dreams and Goals**	Spring 2 **Healthy Me**	Summer 1 **Relationships**	Summer 2 **Changing Me**
PSHE	EYFS	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
	1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
	2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
	3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes

		consequences Responsible choices Seeing things from others' perspectives	Recognising how words can be hurtful Giving and receiving compliments	enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Challenging my ideas Preparing for transition
	4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
	5	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Cuture dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
	6	Identifying goals for the year Global citizenship Children's universal rights	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict,	Personal learning goals, in and out of school Success criteria	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect

		Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	difference as celebration Empathy	Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	gang culture Emotional and mental health Managing stress	Power and control Assertiveness Technology safety Take responsibility with technology use	and consent Boyfriends/girlfriends Sexting Transition

LANGUAGE ANGELS

Stoneferry Primary School | THE CONSTELLATION TRUST

KS2 MFL Teaching Units For Each Year Group 2026-27

	Year 3/4	Year 5	Year 6
Autumn Term	Phonetics 1+ 2 & Vegetables (E)	Phonetics 3 & My Home **(I)**	Phonetics 4 & What's the Weather Today? **(I)**
Spring Term	Presenting Myself **(I)**	Do You have a Pet? (I)	At School **(P)**
Summer Term	Classroom **(I)**	At the Café (I)	The Weekend **(P)**









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E	Early language unit
I	Intermediate language unit
P	Progressive language unit