

Year	2025-26 Cycle A	2026-27 Cycle B
Reception - Hedgehog class	<p>Reception</p> <p>Exploring Maps – Links to Pirates topic, children learn about maps, make maps of our school and use these in storytelling</p> <p>Outdoor Adventures – Forest learning, exploring the environment and learning about weather</p> <p>Around the World – Children begin to learn about different environments in the UK and worldwide</p>	<p>Reception</p> <p>Exploring Maps – Links to Pirates topic, children learn about maps, make maps of our school and use these in storytelling</p> <p>Outdoor Adventures – Forest learning, exploring the environment and learning about weather</p> <p>Around the World – Children begin to learn about different environments in the UK and worldwide</p>
Year 1/2 - Owl and Ladybird classes	<p>Year 1/2</p> <p>What is it like here? Children use maps and observations to locate and investigate where they live and go to school.</p> <p>What is the weather like in the UK? Children learn to identify and locate the four UK countries, recognise their own country and describe locations using basic compass directions. They also measure different types of weather, using symbols used in weather forecasts, describe seasonal changes and suggest appropriate clothing and activities for each season.</p> <p>What can you see at the coast? Children learn about human and physical features of coastal environments, including learning to locate and name seas and oceans, follow routes and collect data.</p>	<p>Year 1/2</p> <p>Where am I? Children learn to recognise and name physical and human features of their local environment, before learning to identify and name the four nations of the United Kingdom.</p> <p>Would you prefer to live in a hot or cold place? Children learn about the continents, describing similarities and differences between the weather in countries closer and further away from the Equator.</p> <p>What is it like to live in Shanghai? Children identify human and physical features in their local area and then learn about similar and different features in Shanghai, China, after locating it on a map. <i>This unit builds on the prior learning within this year.</i></p>
Year 3/4 - Badger and Kingfisher classes	<p>Year 3/4</p> <p>Are all settlements the same? (Kapow B) Children learn about villages, towns and cities including land use. Then learn about how land is use similarly and differently in New Delhi, India. Note: This unit has been moved from Kapow B to prevent Year 4 from repeating prior learning. <i>This unit builds on prior learning and cities in 'Street Detectives' from Year 2.</i></p> <p>Where does our food come from? (A) Children learn about how food is grown and then transported. In this unit children investigate food miles to establish how far the food they eat has travelled, including locally sourced produce. <i>This unit builds on prior learning about land use in 'Let's Explore the World' from Year 2.</i></p> <p>Why are rainforests important to us? (A) Children learn about the layers of a rainforest, before considering how our local woodlands are used. <i>This builds on children's Forest Learning experiences.</i></p>	<p>Year 3/4</p> <p>What are rivers and how are they used? (B) Children learn about the water cycle and river formation, before investigating rivers and how they are used around the world and in our local area. <i>This unit has cross-curricular links to science about changing habitats.</i></p> <p>Why do people live near volcanoes? (Kapow A) Children learn about the layers of the Earth, plate tectonics and how mountains and volcanoes are formed, before considering why people live near volcanoes. Note: This unit has been moved from Kapow A <i>This unit links to learning in science about rocks and soils from Cycle A 25/26.</i></p> <p>Who lives in Antarctica? (B) Children learn about polar climate zones and why they are difficult to live in and explore, before planning their own local area expedition using compass directions and maps. <i>This unit builds on children's prior experience of comparing environments with different climates, including recent learning about living near volcanoes.</i></p>
Year 5/6 - Fox and Otter classes	<p>Year 5/6</p> <p>Autumn What is life like in the Alps? Children learn about mountain environments, including researching human and physical features of Innsbruck before comparing this location to where they live. <i>This builds on children's prior learning about mountains from Year 3/4.</i></p> <p>Spring Would you like to live in a desert? Children learn about desert biomes and how people have learnt to survive and live in a climate with very little rainfall. Children consider the impact of drought and flash floods on the physical environment and human settlements. <i>This builds on children's prior learning about North America, including revisiting learning about land use and growing food from Year 4, or Year 4/5.</i></p> <p>Summer Term: Where does our energy come from? <i>Children learn about sources of energy before considering where wind turbines could be placed on our school grounds.</i></p>	<p>Year 5/6</p> <p>Autumn Why does population change? In this unit children learn about environmental and economic reasons affecting populations, including migration and climate change, <i>This builds on children's prior learning about climates and environmental change from cycle A ('Would you like to live in a desert Y5/6, and 'Why are rainforests important to us? Y3/4').</i></p> <p>Spring Why do our oceans matter? In this unit children learn about the impact of pollution and ocean plastics on habitat degradation within seas and oceans. Children collect, record and present data about marine litter. <i>This builds on children's prior learning about pollution. Note: Whilst some children learnt about this in Year 4 (24/25), not all children will have had the same experience.</i></p> <p>Summer Term - Environment Enquiry <i>Children could carry out their own fieldwork investigation into our local environment, such as how we could decrease litter and increase recycling.</i></p>