Fountaindale School:
Moles: Overview 2026/27

Belong, Engage, Enjoy

Formal Pathway:	**Pathway Intent:** Learning is designed to provide a broad, balanced and ambitious curriculum that enables learners to develop subject-specific knowledge, skills and understanding while fostering independence, resilience and self-confidence. Through high-quality teaching and meaningful learning experiences, pupils are supported to achieve their individual potential, think critically, solve problems and apply their learning in a range of contexts. Opportunities to develop communication, social understanding and personal responsibility help learners become active members of their school and wider community.

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Topic Themes	**Bright Lights Big City**	**Seasonal changes**	**Misty Mountain, Winding River**	**Vista**	**Emperors and Empires**	**Plant Nutrition and Reproduction**
Numeracy	Understanding Number	Number, Shape and Measure	Exploring Number, Shape and Data	Developing Calculation and Fraction Understanding	Understanding Number and Measure	Exploring Multiplication, Fractions, Shape and Data
Literacy	Phonics and Word Reading	Reading Fluency and Understanding	Writing Mechanics	Composition and Vocabulary	Speaking and Expression	Communication and Engagement
Nature: Topic	Forest Schools	How nature changes through the seasons and how living things adapt to their environments	Exploring the beauty, power and mystery of natural landscapes	Exploring the beauty of the natural world through landscapes, seasons and living environments	Exploring how ancient people, places and civilisations connected with the natural world	Exploring the amazing journey of plants and how they grow, reproduce and support life
Place and Space	What makes London a special place to live and visit?	Seasonal Changes Around Us	How do mountains and rivers shape the world around us?	Exploring Views and Landscape	Where did ancient empires grow, and how did people use places?	Plants and their habitats
Humankind: PSHE	My Healthy Self	Connecting with others	The online world	Citizenship	Health protection	Staying safe

Exploration: Food Tech	Kitchen Safety & Basic Skills	Baking Basics	Healthy Eating	Foods Around the World	Cooking on a Budget	Celebration & Independent Cooking
PE	Gymnastics	Dance	Game Skills (multi)	Games Skills (Invasion)	Striking & Fielding	Athletics
Human Kind: RSHE	Self-Awareness	Self-Care, Support and Safety	Managing Feelings	Healthy Lifestyles	Changing and Growing	The World we Live in
Human Kind: Careers	People Who Help Us in Our Community Who helps our city work?	Working with Nature and the Environment How do people care for the world around us?	Explorers, Outdoor Workers and Protecting Places Who looks after our landscapes?	Creative Jobs and Sharing Ideas How do people use creativity in their jobs?	Jobs That Tell Stories About the Past Who helps us learn about history?	Growing, Caring and Sustainable Jobs Who helps plants and living things grow?
Human Kind: R.E	Who is special to us?	Festivals of Light	Special Stories	Easter	Special Places	Being Part of a Community
Creativity	Creating and Exploring City Landscapes	Creating Art Inspired by the Changing Seasons	Creating Art Inspired by Landscapes and Journeys	Creating Art Inspired by Views, Places and Perspectives	Creating Art Inspired by Ancient Civilisations, Power and Identity	Creating Art Inspired by Plant Life, Growth and the Natural World
Rights	1 – Everyone under 18 has these rights. 2 – All children have these rights. 8 – I have a right to an identity. 12 – I have the right to be listened to and taken seriously. 15 – I have the right to meet with friends and join groups. 28 – I have the right to an education. 31 – I have the right to relax and play.	36 – I have the right to be kept safe from things that could harm my development. 26 – My family should get the money they need to help bring me up. 38 – I am not allowed to join the army until I am 15. 19 – I have the right to be protected from being hurt or badly treated 34 – Nobody should touch me in ways that make me feel	6 – I should be supported to live and grow 14 – I have the right to have my own thoughts and beliefs and to choose my own religion with my parents' guidance 30 – I have a right to speak my own language and to follow my family's way of life 13 – I have the right to find out and share information 17 – I have the right to get information in	24 – I have the right to good quality health care, to clean water and good food 33 – I should be protected from dangerous drugs 32 – I should not be made to do dangerous work 37 – I have the right not to be punished in a cruel or hurtful way 39 – I have the right to help if I have been hurt, neglected or badly treated	3 – adults must do what's best for me. 9 – I have a right to live with a family who cares for me 27 – I have the right to have a proper house, food and clothing. 18 – I have the right to be brought up by both parents if possible 20 – I have the right to special protection and help if I can't live with my own family	7 – I have a right to a name and to a name and to belong to a country 10 – I have the right to see my family if they live in another country 11 – I have the right not to be taken out of the country illegally 22 – If I am a refugee, I have the same rights as children born in that country

		uncomfortable, unsafe or sad. 4 – The government should make sure my rights are respected 5 – The government should respect the right of my family to help me know about my rights	lots of ways, as long as it's safe 16 – I have the right to keep some things private		25 – If I am not living with my family, people should keep checking I am safe and happy 21 – I have the right to have the best care if I am adopted 40 – I have the right to legal help and to be treated fairly if I have been accused of breaking the law	35 – I should not be abducted, sold or trafficked 29 – I have the right to an education which develops my personality, respect for others' rights and the environment 23 – If I have a disability, I have the right to special care and education
Communication and Literacy	**Listening and Attention** What can we hear, see and notice in our city?	**Exploring Stories and Characters** Who helps us understand the changing seasons?	**Exploring Information and Non-Fiction** What can we discover about places, landscapes and nature?	**Communication Through Choice and Opinion** How can we share what we see and what we like?	**Understanding the World Through News** How can we learn about people, places and events from the past?	**Sharing Experiences and Celebrating Communication** How can we share what we have discovered about living things?
Suggested Texts	A Walk in London- Salvatore Rubbino Katie in London- James Mayhew The Queen's Hat – Steve Antony	We're Going on a Leaf Hunt Tree: Seasons Come, Seasons Go The Tiny Seed The Leaf Thief One Snowy Night	The Rhythm of the Rain – Grahame Baker-Smith The River: An Illustrated Journey – Charlotte Guillain The Secret of Black Rock – Joe Todd-Stanton The Storm Whale – Benji Davies	The Mountain That Loved a Bird – Alice McLerran Up and Down – Oliver Jeffers	The Emperor's New Clothes – Hans Christian Andersen The Emperor of Absurdia – Chris Riddell The Emperor's Egg – Martin Jenkins	Jasper's Beanstalk – Nick Butterworth & Mick Inkpen The Extraordinary Gardener – Sam Boughton The Little Gardener – Emily Hughes Tidy – Emily Gravett