Curriculum Map 2025/2027

"The seed fell into good ground and grew up increasing and yielding thirty, sixty and a hundred times as much" Mark 4:8 (Parable of the Sower)

At Chewton Mendip Primary school we have 4 classes. These are mixed age group classes.
In order to ensure all children, cover the objectives from the national curriculum we work on a 2-year cycle.

Curriculum Map Cycle A 2025/2026

Woodpecker Class - Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Saving Species by Jess French Shackleton's Journey – William Grill	Dear Mrs. LaRue: Letters written from Obedience School by Mark Teague Dear Mr. Blueberry Macavity by T.S. Eliot	Meet the Ancient Romans – James Davies Diary of a Wimpy Kid Big Shot (book 16)	Buddy's Rainforest Rescue – A true story about deforestation by Ellis Jackson The Rainforest Poem by Judith Wright Starbird by Sharon King-Chai	The legend of Tutanhamun by Sally Morgan Scribbleboy By Philip Ridley Jumanji by Chris Van Allsburg	The Lottie Project by Jacqueline Wilson Arthur and the Golden Rope by What a Waste: Rubbish, Recycling and Protecting our Planet by Jess French
Writing outcomes	Narrative retelling -Informal letter writing -Character descriptions -Information leaflets -Non-chronological reports	-Recount -Formal and informal letters -Instructional texts	-Narrative diary writing -Setting description	-Nonsense poetry -Non-chronological reports	-Narrative character setting descriptions -Events from different perspectives	-Instructions -Setting descriptions -Diary writing
Year 3 SPAG	*Nouns and pronouns for clarity *Consonants and vowels *Suffixes: ly *Past tense *Subordinate clauses	*Adjectives *A' or 'An'? *Prefixes: super-, anti-, auto- *Present tense Apostrophes	*Verbs *Compound nouns *Prefixes: dis-, mis-, un *Subordinate conjunctions *Inverted commas	*Adverbs – Time, Place & Cause *Prefixes: in- *Suffixes: -action *Coordinating conjunctions *Organising devices	*Prepositions *Prefixes: re-, sub-, inter- *Suffixes beginning with vowels *Time conjunctions *Paragraphs	*Homophones *Suffixes: -ous *Word families *Place and cause conjunctions *Editing and evaluating
Year 4 SPAG	-Singular and plural nouns -Pronouns -Standard English -Compound words -Adverbs to express Time and Clause	-Progressive pronouns -Fronted adverbials -Prepositions to express Time and Clause -Plural and Possessive '-es- -Commas	-Adjectives -Homophones -Commas and Fronted Adverbials -Expanded Noun Phrases -Editing and Evaluating	-Determiners -Word Families -Prepositional phrases -Verb tenses – present -Inverted commas	-Verb Inflections -Conjunctions to express time and clause -Suffixes -Possessive apostrophes -Paragraphs	-Verb tenses – past -Prefixes -Plural possessive apostrophes -Subordinate clauses -Organisational devices
Maths **Year 4**	Place Value *Represent numbers to 1000 *Partition numbers to 1000 *Number line to 1000 *Thousands *Represent numbers to 10000 *Partition numbers to 10000	Addition and Subtraction *Efficient subtraction *Estimate answers *Checking strategies Measurement	Multiplication and Division *Factor pairs *Use factor pairs *Multiply by 10 *Multiply by 100 *Divide by 10	Fractions *Compare and order mixed numbers *Understand improper fractions *Convert mixed numbers to improper fractions	Decimals *Make a whole with tenths *Make a whole with hundredths *Partition decimals *Flexibly partition decimals *Compare decimals	Shape *Understand angles as turns *Identify angles *Compare and order angles *Triangles *Quadrilaterals *Polygons

	*Flexible partitioning of numbers to 10000 *Find 1, 10, 100, 1000 more or less *Number line to 10000 *Estimate on a number line to 10000 *Compare numbers to 10000 *Order numbers to 10000 *Roman numerals *Rounds to the nearest 10 *Round to the nearest 100 *Round to the nearest 1000 *Round to the nearest 10, 100, or 1000 Addition and Subtraction *Add and subtract 1s, 10s, 100s and 1000s *Add up to two 4-digit numbers (no exchange) *Add two 4-digit numbers (one exchange) *Add two 4-digit numbers (more than one exchange) *Subtract two 4-digit numbers (no exchange) *Subtract two 4-digit numbers (one exchange) *Subtract two 4-digit numbers (more than one exchange)	*What is area? *Count squares *Make shapes *Compare areas Multiplication and Division *Multiples of 3 *Multiply and divide by 6 *6 times-tables and division facts *Multiply and divide by 9 *9 times-table and division facts *The 3, 6 and 9 times tables *Multiply and divide by 7 *7 times-table and division facts *11 times-table and division facts *12 times-table and division facts *Multiply by 1 and 0 *Divide a number by 1 and itself *Multiply three numbers	*Divide by 100 *Related facts – multiplication and division *Informal written methods for multiplication *Multiply a 2-digit number by a 1-digit number *Multiply a 3-digit number by a 1-digit number *Divide a 2-digit number by a 1-digit number *Divide a 3-digit number by a 1-digit number *Correspondence problems *Efficient multiplication Length and Perimeter *Measure in kilometres and metres *Equivalent lengths (kilometres and metres) *Perimeter on a grid *Perimeter of a rectangle *Perimeter of rectilinear shapes *Calculate perimeter of rectilinear shapes *Perimeter of regular polygons *Perimeter of polygons Fractions *Understand the whole *Count beyond 1 *Partition a mixed number *Number lines with mixed numbers	*Convert improper fractions to mixed numbers *Equivalent fractions on a number line *Equivalent fraction families *Add two or more fractions *Add fractions and mixed numbers *Subtract two fractions *Subtract from whole amounts *Subtract from mixed numbers Decimals *Tenths as fractions *Tenths as decimals *Tenths on a place value chart *Tenths on a number line *Divide a 1-digit number by 10 *Divide a 2-digit number by 10 Hundredths as fractions *Hundredths as decimals *Hundredths on a place value chart *Divide a 1- or 2-digit number by 100	*Order decimals *Round to the nearest whole number *Halves and quarters as decimals Money *Write money using decimals *Convert between pounds and pence *Compare amounts of money *Estimate with money *Calculate with money *Solve problems with money Time *Years, months, weeks and days *Hours, minutes and seconds *Convert between analogue and digital times *Convert to the 24-hour clock *Convert from the digital 24-hour clock	*Lines of symmetry *Complete a symmetric figure Statistics *Interpret charts *Comparison, sum and difference *Interpret line graphs *Draw line graphs Position and Direction *Describe position using coordinates *Plot coordinates *Draw 2-D shapes on a grid *Translate on a grid *Describe translation on a grid
History/ Geography	Geography: Who lives in Antarctica? *Understand the position and significance of lines of latitude. *Describe the location and physical features of Antarctica. *Describe human features of Antarctica. *Use four-figure grid reference to plot Shakleton's route to Antarctica. *Plan a simple route on a map using compass points.	History: How have children's lives changed? *Identify the continuities and changes to children's lives using a range of sources. *Investigate why Tudor children worked and what working conditions were like. *Research and record the working conditions of Victorian children using reports and images. *Evaluate Lord Shaftesbury's significance to children's lives.	History: Ancient Maya *Explore the challenges faced by the ancient Maya when settling in the rainforest. *Infer how the ancient Maya valued and used cacao by exploring historical artefacts. *Describe the role of Maya gods and goddesses by studying images and scenarios. *Develop recording skills through exploration of ancient Maya inventions. *Make deductions about an ancient Maya city by exploring remains.	Geography: Are all settlements the same? *Describe different types of settlements. *Identify the human and physical features in the local area. *Discuss why physical features are n particular locations. *Describe how land use in the local area has changed. Identify land use in New Delhi. *Compare land use in two different locations.	History –The Victorians: The monarchy. *Explore the monarchy by finding out about King Charles III *Explore coronations by acting out a ceremony. *Discover Queen Victoria becoming Queen. *Explore how Queen Voctoria ruled our country. *Discuss how the monarchy has changed. How was school different in the past?	Geography: What are rivers and how are they used? *Describe how the water cycle works. *Recognise the features and courses of a river. *Name and locate some of the world's longest rivers. *Describe how rivers are used. *Identify and locate human and physical features on a map. *Collect data on the features of a local river.

	*Follow instructions involving compass points and map a simple route. *Sustainability: Explore single-use plastic usage by applying the waste reduction hierarchy.	*Explore the changes in children's leisure time using a range of sources. *Investigate the diseases children caught and their treatments in the Tudor and Victorian periods.	*Evaluate historians' claims on the decline of the ancient Maya cities.		*Find out how schools have changed since the Victorian times. *Investigate how school has changed within our living memory. *Investigate how schools were different in the 1900s. *Compare a modern classroom to one from Victorian times. *Compare schools from three different times, what is the same, similar and different. *Express a personal response to history.	
Science	Forces and Space: Forces and Magnets *Describe the effects of contact forces. *Label a digraph using arrows and scientific vocabulary. *Recognise the effects and uses of forces. *Write a scientific conclusion identifying cause and effect. *Investigation friction, interpret how and why things move differently on different surfaces. *Plan an investigation using variables. *Describe the effects of magnets. *Write a method. *Compare the properties of different types of magnets. *Display data using a bar chart. *Explain the uses of magnets. *Research the uses of magnets.	Energy: Light and shadows *Explain the role of light sources. *Plan and draw a results table. *Compare light reflecting on different surfaces. *Recognise which materials cast a shadow. *Ask testable questions and plan how to answer them. *Summarise how shadows change throughout the day. *Evaluate a method. *Investigate how the distance of the light source affects the size of its shadow. *Find patterns in data and form conclusions. *Tell a story using shadow puppets. *Recall how different people work with light and shadows.	Energy: Sound and vibrations *Describe how sounds are made. *Observe closely how different instruments create a sound. *Describe how whales and dolphins communicate underwater. *Describe how sounds are heard through different mediums. *Describe the relationship between vibration and volume. *Present results using a bar chart. *Describe the relationship between volume and distance. *Suggest which variables to measure and for how long. *Describe pitch and how to change it. *Design simple results tables. *Explain how insulating materials can be used to muffle sound. *Identify when results or observations do not match predictions.	Animals including humans- Movement and nutrition *Explain the role of a skeleton. *Group animals based on their physical properties. *Recognise the main bones in the body. *Measure and sort data. *Explain how muscles are used for movement. *Explore scientific advances. *Eating for survival, explain how food is an essential energy source for animals. *Gather and compare data to answer questions. *Identify the main nutrient groups and their simple functions. *Record information using secondary sources. *Explain what makes a balanced diet. *Explore how knowledge has progressed over time and how different jobs use this information.	Animals including humans- digestion and food *Describe the function of the human digestive system. *Evaluate a model. *Recognise the different types of human teeth and their roles in eating. *Describe real observation methods and evidence collected. *Explain how to care for our teeth. *Plan an enquiry by considering which variables should be changed, measured and controlled. *Recognise that differences in teeth relate to an animal's diet. *Group animals based on their diet. *Recognise producers, predators and prey in food chains. *Analyse patterns and form conclusions using scientific knowledge. *Recognise that animal poo can give us clues about digestion, teeth and diet. *Construct a results table for recording observations.	Making connections: How does food affect muscle fatigue? *Investigating muscle fatigue - planning *Revise movement and nutrition, digestion and food, and rocks and soil. *Plan a comparative test. *Gather and record data. *Analyse, conclude and evaluate the investigation. *Pose and investigate new questions. *Present findings.
PE	Football *Introduction	Dance *Introduction to dance	Fitness *Lower body circuits	Handball *Introduction	Rounders *Introduction	Swimming Knowledge:

Sports coaches	*Dribbling *Passing *Shooting *Attacking play *Practise Sports coach: Invasion games *Introduction *Ball skills *Ball familiarisation *Aiming *Simple games *Practise	*Performing in character *Building in character *Building the dance *To the dance *Group choreography *Performance Sports coach: Invasion games *Ball control and working as a team *Accurate passing and catching in a team *Attacking *Defending and tagging *Circuit – skills and tactics *Competition	*Aerobic circuits *Upper body circuits *Boxercise *Core circuits *Full body circuits Sports coach: Gymnastics *Travelling *Shapes and balances *Rolls *Jumps *Group sequences *Apparatus and performance	*Ball control *Passing *Teamwork *Simple games *Practise Sports coach: Tennis *Introduction *Cooperative rallies *Court targets *Rules of mini tennis *Single games *Practise	*Fielding – Throwing and catching *Batting – Hitting into a space *Bowling – underarm *Tournament *Practise Sports coach: Striking and fielding *Introduction *Ball flight *Throwing and catching *Game tactics *Simple games *Practise	*Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. *Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. *Water safety: know what to do if I fall in the water. *Rules: understand the water safety rules. Skills: *Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. *Breathing: demonstrate improved breathing technique in front crawl. *Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water. Sports coach: Athletics *Introduction *Running *Jumping *Throwing *Relay races *Practise
Art/ DT	Cooking and nutrition: Eating seasonally *Explain why food comes from different places around the world. *Explain the benefits of seasonal foods. *Develop cutting and peeling skills. *Taste and evaluate seasonal ingredients. *Design a mock-up using criteria. *Evaluate a dish.	Painting: How do you mix colours to match objects? *Demonstrate control and accuracy when painting using thick and thin paintbrushes and select for purpose. *Know precise colour language (e.g. tint, tone, shade, hue) *Demonstrate a secure knowledge of primary, secondary, complementary, warm and cold, and contrasting colours.	Digital World: Wearable Technology *Research and evaluate existing products. *Develop design criteria for light-up wearables. *Program and control a product. *Develop and communicate ideas for a product concept. *Develop ideas for point of sales displays. *Improve a design based on feedback.	Sculpture: Ceramics - Greek *Know that historical information can be discovered from a source including ceramic pottery. *Know that a range of clay tools can create different techniques and marks. *Make a Greek plate using clay. *Engrave Greek style patterns and pictures to the plate. *Paint the plate using traditional Greek colours.	Structures: Constructing a castle *Recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure. *Design a castle. *Construct 3D nets. *Construct and evaluate the final product.	Textiles: Weaving. *Explore and discuss the work of weaving artists. *Experiment with weaving a range of different materials including paper, fabric and threads. *Use sketchbooks to design weaving creations. *Create a 'God's Eye) weave. *Use vocabulary: Loom, warp and weft, selvedge, fibre, yarn, God's Eye. Artistic enquiries: Jay Mohler, Ojos de Dios

		*Use sketchbooks to practise skills. *Use vocabulary: tint, tone, shade, hue. Artistic enquiries: Georgia O'Keefe, Henry Rousseau		*Evaluate the end product. *Use vocabulary: design, engrave, evaluate, pattern, pressure, product, sculpture, source, technique, texture, tools. Artistic enquiries: Noriko Kuresumi, Barbara Hepworth. Textiles: Mosaics *Appreciate and discuss the work of mosaic artists. *Explore different roles and purposes of artists from different cultures. *Explore use of colour and pattern to create a design. *Use sketchbooks to design mosaic creations. *Create mosaic using tesserae. *Use vocabulary: mosaic, tesserae, mortar, motif, pattern, geometric design, border, hardie. Artistic enquiries: Emma Biggs		Printing: Lino printing *Examine artists and designers who use lino printing. *Explore positive and negative space in printing. *Discuss and explore relief prints. *Transfer design on to a press and print with rollers. *Create precise repeating patterns by creating accurate printing blocks. Use vocabulary: Collagraph, relief printing, positive and negative space, pattern. Artistic enquiry: Andrea Lauren.
Music **Year 3**	I've Been to Harlem Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. •Compose a pentatonic ostinato. •Sing a call-and-response song in groups, holding long notes confidently. •Play melodic and rhythmic accompaniments to a song. •Listen and identify where notes in the melody of the song go down and up.	Chilled Out Clap Rap Focus: Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest. *Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. •Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. •Rap accurately and rhythmically with dynamic contrasts. •Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.	March from the Nutcracker Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music. *Develop active listening skills by responding to musical themes through movement. •Understand the structure of rondo form (A-B-A-C-A). •Develop a sense of beat and rhythmic pattern through movement. •Experience call-and-response patterns through moving with a partner. From a Railway carriage Focus: Structure (repetition, round, pattern), texture	Latin Dance Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2. *Compose a 4-beat rhythm pattern to play during instrumental sections. •Working in small groups, sing a call-and-response song with an invented drone accompaniment. •Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. •Play a one-note part contributing to the chords accompanying the verses. •Listen to a range of Cuban pieces, understanding influences on the music and	Just Three Notes Samba with Sergio Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation. *Invent simple patterns using rhythms and notes C-D-E. •Compose music, structuring short ideas into a bigger piece. •Notate, read, follow and create a 'score'. •Recognise and copy rhythms and pitches C-D-E.	Fly with the Stars Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3. *Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. •Sing solo or in a pair in call-and-response style. •Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.

			(layers, unison), timbre beat, classical music. *Explore ways to create word-based pieces of music. •Explore ways to communicate atmosphere and effect. •Listen and compare how different composers have approached creating word-based compositions.	recognising some of its musical features.		
Year 4	Learning string instruments throughout the year *Learn how to hold the instruments correctly and maintain proper posture for playing. *Perform various rhythms, counting, and clapping simple rhythmic patterns. *Identify different string instruments by sight and sound. *Understand how to care for an instrument. *Use performing as an outlet for creative expression. *Perform specific fingerings for notes. *Demonstrate and perform different dynamics on their instruments. *Identify various parts of a chosen string instrument. *Understand basic musical terms related to string instruments.					
Computing	Computing Systems and Networks Connecting Computers *Explain how digital devices function. *Identify input and output *Recognise how digital devices can change the way we work. *Explain how a computer network can be used to share information. *Explore how digital devices can be connected. *Recognise the physical components of a network. Online Safety -ELIM: I am kind and responsible	Creating Media – Stop-frame Animation *Explain that animation is a sequence of drawings or photographs. *Relate animated movement with a sequence of images. *Plan an animation. *Identify the need to work consistently and carefully. *Review and improve an animation. *Evaluate the impact of adding other media to an animation. Online Safety -ELIM: I am kind and responsible	Programming A – Repetition in Shapes *Identify that accuracy in programming is important. *Create a program in a text-based language *Explain what 'repeat' means *Modify a count-controlled loop to produce a given outcome. *Decompose a task into small steps. *Create a program that uses count-controlled loops to produce a given outcome. Online Safety – ELIM: I am safe and secure	Creating Media – Desktop Publishing *Recognise how text and images convey information. *Recognise that text and layout can be edited. *Choose appropriate page settings. *Add content to a desktop publishing publication. *Consider how different layouts can suit different purposes. *Consider the benefits of desktop publishing. Online Safety – ELIM: I am safe and secure	Data and information – Data Logging *Explain that data gathered over time can be used to answer questions. *Use a digital device to collect data automatically. *Explain that a data logger collects 'data points' from sensors over time. *Recognise how a computer can help us analyse data. *Identify that data needed to answer questions. *Use data from sensors to answer questions. Online Safety: - ELIM: I am healthy	Programming B – events and actions in programs *Explain how a sprite moves in an existing project. *Create a program to move a sprite in four directions. *Adapt a program to a new context. *Develop my program by adding features. *Identify and fix bugs in a program. *Design and create a maze-based challenge. Online Safety: - ELIM: I am healthy
RE	Religion: Christianity Theme: God Key Question: What do Christians believe about God and Incarnation? *What is the Bible? *What does the Bible say about God – Father 1? *What does the Bible say about God – Father 2? *What does the Bible say about God – Holy Spirit? *Baptism and creed *Church	Religion: Christianity Theme: God Key Question: What di Christians believe about God and Incarnation? *Diamond Nines *Godly play *Who is Jesus? *Baptism of Jesus *Miracles *Healing Jairus daughter – Godly play *Feeding 5000 *Healing a paralysed man	Religion: Judaism Theme: Covenant Key Question: What do Jewish people believe about God and the Covenant? *Abraham *Abraham and The Great Family *Moses plagues *Moses Crossing Red Sea *God gives Law *Godly play *Resah, Passover	Religion: Judaism Theme: The Torah Key Question: What do Jewish people believe about God and the Torah? *Synagogue *The Torah *Tephilin *Jewish home AMV Unit 2.1	Religion: Islam Theme: Submission to Allah Key Question: What do Muslims believe about Islam and Iman? *Salat *Salat – prayer mat *Shahadah *Shahadah and arabesque *Allah *Allah's Prophets connection *Why Muhammad cried when he heard a camel cry. AMV Unit 2.2	

	*Exploring a church building AMV Unit 2.5	AMV Unit 2.5b	*Jewish special places AMV Unit 2.1			
French	**Family members** J'ai.. Je n'ai pas d… Il s'appelle/Elle s'appelle… …qui s'appelle	**Sports** Names of sports Likes and dislikes J'aime/Je n'aime pas J'adore/Je déteste Days of the week C'est quel sport? Aimes-tu le sport?	**Numbers** **20 to 31** Games, maths and counting activities	**Parts of the Body** Jacques a dit (Simon says) toucher… e.g. la tête, les oreilles Colour revision Describing monsters – body parts and colour Colour after noun	**Months of the Year** **Birthdays** Make a calendar Quelle est la date de ton anniversaire? Mon anniversaire est le 3 décembre. Et toi?	**Conversations** Role-play conversations, games and written tasks revising all topics learnt during the year
PSHE	Family and Relationships To recap what the subject of PSHE is and how we can help everyone to learn effectively in these lessons. To begin to understand the impact of bullying. To understand the impact of bullying and the responsibility of bystanders to help. To recognise that stereotypes are present in everyday life. To recognise that stereotypes exist based on a number of factors. To begin to understand the physical and emotional boundaries in friendships. To understand why trust is an important part of positive relationships. To begin to understand that families are very varied, in this country and across the world . To explore how we can help following a bereavement.	Health and Wellbeing To understand and plan for a healthy lifestyle including physical activity, rest and diet. To understand the benefits of healthy eating and dental health. To perform a range of relaxation stretches. To understand the different aspects of my identity. To identify my own strengths and begin to see how they can affect others. To recognise when to give consent. To identify what is important to me and to take responsibility for my own happiness.	Safety and the Changing Body Write an email with instructions written using positive language. Create a decision tree showing how to deal with unkind online behaviour and cyberbullying. Understand how quickly information can spread on the internet and some of the risks associated with that. Understand the difference between private and public, and secrets and surprises. Identify an allergic reaction to a bite or sting and how to seek medical help if required. Understand choices that they can make and those that are made for them. Understand it is most important to ensure the safety of myself and others when faced with an emergency situation. Explain rules for keeping safe near roads.	Citizenship Describe the benefits of recycling. Know that there are different groups within the local community and how they use community buildings/places. Be able to describe in simple terms the role of a local councillor. Be able to justify why one issue might be more important than another to local people. Understand the need for rules and the reason for having consequences of breaking rules. Understand how charities support the local community and how people can help. Understand what human rights are and why they are important.	Economic Wellbeing Understand the factors which can make something good value for money, as well as other factors that affect purchasing decisions. Understand how to keep track of money and why this is important. Understand ways in which we can lose money and the range of feelings associated with losing money. Understand that there are a range of influences on job choices and that these can be positive or negative. Understand that stereotypes sometimes exist about the jobs people do but these should not limit anyone.	Transition to Next Year Group Understanding past achievements and how goals can help us to achieve in the future. Understanding that change is part of life and that there are strategies that they can use to help them cope with change.
Enrichment Activities and Events		*Pantomime visit at theatre *Road safety week- 17th November				

Curriculum map- Cycle B 2026-2027

Woodpecker Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Stone Age Boy by Satoshi Kitamura Secrets of Stonehenge The Phantom Toll Booth	The Tin Forest by Helen Ward The Secret Garden – Frances Hodgkin	Timeless Thomas: How Thomas Eddison Changed Our Lives by Gene Barretta Storyworlds: A Moment in Time: A Perpetual Picture Atlas by Thomas Hegbrook The Diary of a Killer Cat by Anne Fine	The Village that Vanished by Ann Grifalconi Mufaro's Beautiful Daughter's: An African Tale by John Steptoe	The Lost Endings by Carole Ann Duffy The Accidental Prime Minister by Tom McLaughlin	The Bee is Not Afraid of Me, edited by Fran Long and Isabel Galleymore (Poetry) Small World: Earth by Lara Hawthorne and Camilla De La Bedoyere
Writing Outcomes	Narrative retelling -Informal letter writing -Character descriptions -Information leaflets -Non-chronological reports	-Recount -Formal and informal letters -Instructional texts	-Narrative diary writing -Setting description	-Nonsense poetry -Non-chronological reports	-Narrative character setting descriptions -Events from different perspectives	-Instructions -Setting descriptions -Diary writing
Year 3 SPAG	-Nouns and pronouns for clarity -Consonants and vowels -Suffixes '-ly' -Past tense -Subordinate clauses	-Adjectives -'A' or 'An'? -Prefixes: 'super-', 'anti-', 'auto-' -Present tense -Apostrophes	-Verbs -Compound nouns -Prefixes : 'dis-', 'mis-', 'un-' -Subordinating conjunctions -Subordinating conjunctions -Inverted commas	-Adverbs – Time, Place and Clause -Prefixes: 'in-' -Suffixes: '-ation' -Coordinating conjunctions -Organisational devices	-Prepositions -Prefixes: 're-', 'sub-', 'inter-' Suffixes beginning with vowels -Time conjunctions -Paragraphs	-Homophones -Suffixes: '-ous- -Word Families -Place and clause conjunctions -Editing and evaluating
Year 4 SPAG	-Singular and plural nouns -Pronouns -Standard English -Compound words -Adverbs to express Time and Clause	-Progressive pronouns -Fronted adverbials -Prepositions to express Time and Clause -Plural and Possessive '-es- -Commas	-Adjective-Homophones -Commas and Fronted Adverbials -Expanded Noun Phrases -Editing and Evaluating	-Determiners -Word Families -Prepositional phrases -Verb tenses – present -Inverted commas	-Verb Inflections -Conjunctions to express time and clause -Suffixes -Possessive apostrophes -Paragraphs	-Verb tenses – past -Prefixes -Plural possessive apostrophes -Subordinate clauses -Organisational devices
Maths **Year 3**	Place Value *Represent numbers to 100 *Partition numbers to 100 *Number line to 100 *Hundreds *Represent numbers to 1000 *Partition numbers to 1000 *Flexible partitioning of numbers to 1000 *Hundreds, tens and ones *Find 1, 10 or 100 more or less *Number line to 1000 *Estimate on a number line to 1000 *Compare numbers to 1000 *Order numbers to 1000 *Count in 50s	Addition and Subtraction *Subtract two numbers (across a 10) *Subtract two numbers (across a 100) *Add 2-digit and 3-digit numbers *Subtract a 2-digit number from a 3-digit number *Complements to 100 *Estimate answers *Inverse operations *Make decisions Multiplication and Division	Multiplication and Division *Multiples of 10 *Related calculations *Reasoning about multiplication *Multiply a 2-digit number by a 1-digit number (no exchange) *Multiply a 2-digit number by a 1-digit number (with exchange) *Link multiplication and division *Divide a 2-digit number by a 1-digit number (no exchange)	Fractions *Understand the denominators of unit fractions *Compare and order unit fractions *Understand the numerators of non-unit fractions *Understand the whole *Compare and order non-unit fractions *Fractions and scales *Fractions on a number line *Count in fractions on a number line *Equivalent fractions on a number line	Fractions *Add fractions *Subtract fractions *Partition the whole *Unit fractions of a set of objects *Non-unit fractions of a set of objects *Reasoning with fractions of an amount Money *Pounds and pence *Convert pounds and pence *Add money *Subtract money *Find change Time	Time *Days and hours *Hours and minutes – use start and end times *Hours and minutes – use durations *Minutes and seconds *Units of time *Solve problems with time Shape *Turns and angles *Right angles *Compare angles *Measure and draw accurately *Horizontal and vertical *Parallel and perpendicular

	Addition and Subtraction *Subtract 10s across a 100 *Make connections *Add two numbers (no exchange) *Subtract two numbers (no exchange) *Add two numbers (across a 10) *Add two numbers (across a 100)	*Multiplication – equal groups *Use arrays *Multiples of 2 *Multiples of 5 and 10 *Sharing and grouping *Multiply by 3 *Divide by 3 *The three times-table *Multiply by 4 *Divide by 4 *The four times-table *Multiply by 8 *Divide by 8 *The 8 times-table *The 2,4 and 8 times-table	*Divide a 2-digit number by a 1-digit number (flexible partitioning) *Divide a 2-digit number by a 1 digit number (with remainders) *Scaling *How many ways? Length and Perimeter *Measure in metres and centimetres *Measure in millimetres *Measure in centimetres and millimetres *Metres, centimetres and millimetres *Equivalent lengths (metres and centimetres) *Equivalent lengths (centimetres and millimetres) *Compare lengths *Add lengths	*Equivalent fractions as bar models Mass and Capacity *Use scales *Measure mass in grams *Measure mass in kilograms and grams *Equivalent masses (kilograms and grams) *Compare mass *Add and subtract mass *Measure capacity and volume in millilitres *Measure capacity and volume in millilitres *Measure capacity and volume in litres and millilitres *Equivalent capacities and volumes (Litres and millilitres) *Compare capacity and volume *Add and subtract capacity and volume	*Roman numerals to 12 *Tell the time to 5 minutes *Tell the time to the minute *Read time on a digital clock *Use am and pm *Years, months and days	*Recognise and describe 2-D shapes *Draw polygons *Recognise and describe 3-D shapes *Make 3-D shapes Statistics *Interpret pictograms *Draw pictograms *Interpret bar charts *Draw bar charts *Collect and represent data *Two-way tables
Year 4	Place Value *Represent numbers to 1000 *Partition numbers to 1000 *Number line to 1000 *Thousands *Represent numbers to 10000 *Partition numbers to 10000 *Flexible partitioning of numbers to 10000 *Find 1, 10, 100, 1000 more or less *Number line to 10000 *Estimate on a number line to 10000 *Compare numbers to 10000 *Order numbers to 10000 *Roman numerals *Rounds to the nearest 10 *Round to the nearest 100 *Round to the nearest 1000 *Round to the nearest 10, 100, or 1000 Addition and Subtraction *Add and subtract 1s, 10s, 100s and 1000s *Add up to two 4-digit numbers (no exchange)	Addition and Subtraction *Efficient subtraction *Estimate answers *Checking strategies Measurement *What is area? *Count squares *Make shapes *Compare areas Multiplication and Division *Multiples of 3 *Multiply and divide by 6 *6 times-tables and division facts *Multiply and divide by 9 *9 times-table and division facts *The 3, 6 and 9 times tables *Multiply and divide by 7 *7 times-table and division facts *11 times-table and division facts *12 times-table and division facts *Multiply by 1 and 0	Multiplication and Division *Factor pairs *Use factor pairs *Multiply by 10 *Multiply by 100 *Divide by 10 *Divide by 100 *Related facts – multiplication and division *Informal written methods for multiplication *Multiply a 2-digit number by a 1-digit number *Multiply a 3-digit number by a 1-digit number *Divide a 2-digit number by a 1-digit number *Divide a 3-digit number by a 1-digit number *Correspondence problems *Efficient multiplication Length and Perimeter *Measure in kilometres and metres *Equivalent lengths (kilometres and metres) *Perimeter on a grid *Perimeter of a rectangle	Fractions *Compare and order mixed numbers *Understand improper fractions *Convert mixed numbers to improper fractions *Convert improper fractions to mixed numbers *Equivalent fractions on a number line *Equivalent fraction families *Add two or more fractions *Add fractions and mixed numbers *Subtract two fractions *Subtract from whole amounts *Subtract from mixed numbers Decimals *Tenths as fractions *Tenths as decimals *Tenths on a place value chart *Tenths on a number line *Divide a 1-digit number by 10 *Divide a 2-digit number by 10	Decimals *Make a whole with tenths *Make a whole with hundredths *Partition decimals *Flexibly partition decimals *Compare decimals *Order decimals *Round to the nearest whole number *Halves and quarters as decimals Money *Write money using decimals *Convert between pounds and pence *Compare amounts of money *Estimate with money *Calculate with money *Solve problems with money Time *Years, months, weeks and days *Hours, minutes and seconds *Convert between analogue and digital times *Convert to the 24-hour clock *Convert from the digital 24-hour clock	Shape *Understand angles as turns *Identify angles *Compare and order angles *Triangles *Quadrilaterals *Polygons *Lines of symmetry *Complete a symmetric figure Statistics *Interpret charts *Comparison, sum and difference *Interpret line graphs *Draw line graphs Position and Direction *Describe position using coordinates *Plot coordinates *Draw 2-D shapes on a grid *Translate on a grid *Describe translation on a grid

	*Add two 4-digit numbers (one exchange) *Add two 4-digit numbers (more than one exchange) *Subtract two 4-digit numbers (no exchange) *Subtract two 4-digit numbers (one exchange) *Subtract two 4-digit numbers (more than one exchange)	*Divide a number by 1 and itself *Multiply three numbers	*Perimeter of rectilinear shapes *Calculate perimeter of rectilinear shapes *Perimeter of regular polygons *Perimeter of polygons Fractions *Understand the whole *Count beyond 1 *Partition a mixed number *Number lines with mixed numbers	Hundredths as fractions *Hundredths as decimals *Hundredths on a place value chart *Divide a 1- or 2-digit number by 100		
History/ Geography	History: Would you prefer to live in the Stone Age, iron Age or Bronze age? *Recognise the chronology and significance of prehistory. How long ago did prehistoric man live? *Use archaeological evidence to learn about the prehistoric dwellings of Skara Brae. *Use archaeological evidence to investigate the Bronze age. *Use deductions to explain how bronze transformed prehistoric life. *Understand the importance of trade during the Iron age. How did it change lives? *Compare settlements in the Neolithic period and Iron Age by exploring continuity and change.	Geography: why do people live near volcanoes? *Name and describe the layers of the Earth. *Explain how and where mountains are formed. *Explain why volcanoes happen and where they occur. *Recognise the negative and positive effects of living near a volcano. *Explain what earthquakes are and where they occur. *Observe and record the location of rocks around the school grounds and discuss findings.	History: What did the Ancient Egyptians believe? *Develop questioning skills using sources about ancient civilisations. *Explain the significance of the river Nile to ancient Egyptian civilisation. *Evaluate the importance of ancient Egyptian hieroglyphics. *Use a range of sources to explore the importance of gods and goddesses in ancient Egypt. *Investigate beliefs about the afterlife in Ancient Egypt. *Evaluate continuity and change by identifying what happened to the pharaohs when they died.	Geography: Why are rainforests important to us? *Describe and give examples of a biome and find the location and some features of the Amazon rainforest. *Describe the characteristics of each layer of a tropical rainforest. *Understand the lives of indigenous peoples living in the Amazon rainforest. *Describe why tropical rainforests are important and understand the threats to the Amazon. *Understand how local woodland is used using a variety of data collection methods. *Analyse and present findings on how local woodland is used. *Create a sustainability action plan by investigating how resources are used in the school.	History: Why did the Romans invade and settle in Britain? *Investigate life in Ancient Rome by looking at its buildings. *Explore the causes of the Roman invasion of Britain. *Investigate the different responses to the Roman invasion using a range of sources. *Explore how the Roman army was so successful using a range of sources. *Investigate the lives of Roman soldiers by examining artifacts found at Vindolanda. *Explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.	Geography: Where does our food come from? *Explain the impact of food choices on the environment. *Understand the importance of trading responsibly. *Describe the journey of a cocoa bean. *Map and calculate the distance food has travelled. *Design and use data collection methods to find where our food comes from. *Discuss the advantages and disadvantages of buying both locally and imported food.
Science	Materials – Rocks and soil *Group rocks using their appearance. *Group rocks using their physical properties. *Make predictions, suggest improvements and explain observations over time.	Energy – Electricity and circuits *Recognise how electrical appliances are powered. *Record and classify qualitative data. *Construct an electrical circuit. *Draw a scientific diagram.	Materials – States of matter *Identify solids using their properties. *Ask relevant questions about the properties of solids. *Identify liquids and gases using their properties.	Plants: Plant reproduction *Identify the growth and survival needs of plants. *Describe the relationship between structure and function in plants. *Design simple results tables. *Investigate how water is transported in plants.	Living things – Classification and changing habitats *Group animals in various ways. *Record data in different ways. Group plants in various ways. *Apply and create classification keys.	Making connections – How does wind force affect seed dispersal? *Investigating seed dispersal – planning *Revise Forces and Magnets and Plant Reproduction. *Plan a comparative test. *Gather and record data.

	*Describe the process of fossil formation. *Present research on fossil formation. *Identify fossils and rock groups accordingly. *Compare soils and how they were formed. *Describe a soil sample using sedimentation. *Draw and label a diagram.	*Explain the use of switches in a circuit. *Explain the use of materials as electrical conductors or insulators. *Write a method. *Investigate what affects bulb brightness. *Pose questions and plan ways to test them. *Explain how to be safe around electricity.	*Use results to draw simple conclusions about the properties of liquids. *Describe melting and freezing. *Describe condensing and evaporating. *Make predictions for new values about evaporation rates. *Describe the different stages of the water cycle. *Record the stages of the water cycle using a labelled diagram. *Describe how temperature affects evaporation rates and the water cycle. *Research climate change	*Plan a simple enquiry. *Explore the role of flowers in the life cycle of a plant. *Complete, read and interpret data in a bar chart. *Apply knowledge of plant life and growth when evaluating an enquiry. *Explore seed dispersal methods. *Use results to draw conclusions.	*Make careful observations. *Recognise and describe different habitats and their inhabitants. *Gather, record, classify and present data. *Recognise the impact humans can have on habitats. *Research using an information sheet. *Recognise the impact of natural disasters on habitats.	*Analyse, conclude and evaluate the investigation. *Pose and investigate new questions. *Present findings.
PE **Sports coaches**	Tag Rugby *Ball control and working as a team *Accurate passing and catching in a team *Attacking *Defending and tagging *Circuit – skills and tactics *Competition Sports coach: Invasion games *Introduction *Ball control *Aiming *Dodging *Simple games *Practise	Fitness *Lower body circuits *Aerobic circuits *Upper body circuits *Boxercise *Core circuits *Full body circuits Sports coach: Invasion games *Introduction *Ball control *Passing – catching *Passing – throwing *Simple games *Practise	Dance *Introduction to street dance *Fluency of movement *Choreography and cooperation *Partner work *Creative tutting *Performance Sports coach: Gymnastics *Travelling *Key shapes *Rolls *Jumps *Sequences *Apparatus work	Orienteering *Introduction *Teamwork *Map skills *Indoor mapping *Picture orienteering *Single control event Sports coach: Tennis *Introduction *Ball and racket familiarisation *Receiving skills *Cooperative rallies *Simple games *Practise	Cricket *Introduction *Fielding – ball skills *Throwing and catching *Batting – hitting the ball *Simple games *Practise Sports coach: Striking and fielding *Introduction *Fielding – ball skills *Fielding – throwing and catching *Batting – Hitting the ball *Simple games *Practise	Swimming Knowledge: *Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. *Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. *Water safety: know what to do if I fall in the water. *Rules: understand the water safety rules. Skills: *Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. *Breathing: demonstrate improved breathing technique in front crawl. *Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water. Sports coach: Athletics *Introduction

						*Coordination and movement *Running *Jumping *Throwing *Practise
Art/ DT	Drawing and painting: Landscape art. *Draw a realistic looking sketch of a landscape. *Use different techniques to show effect. *Mix different colours together and use appropriate colours to enhance the landscape. *Use different materials such as watercolours, acrylic paints and oil pastels. *Use vocabulary: acrylic paint, colour wash, landscape, sketching, stippling, watercolour.	Sculpture & 3D: How can paper be used to create sculptures? *Know different techniques to create 3D effects with paper. *Know about famous paper sculptors, Li Hongbo and Brian Dettmer. *Understand that there are a range of different types of sculptures. *Use vocabulary: roll, loop, fringe, tabs, cone, curls, spiral, fold, extrusions, slotted. Artist Enquiries: Li Hongbo, Brian Dettmer & Printing: Collagraph printing *Examine how artists and designers used colours, shapes and lines to create patterns. *Explore positive and negative space in printing. *Use card and string blocks for printing to create a collagraph printing block. *Experiment with a range of different materials and patterns on printing blocks. *Experiment with different materials to create collagraph prints and know which work best for purpose. *Print patterns observed in the natural and man-made world. *Use vocabulary: Collagraph, relief printing, positive space, negative space, pattern. Artistic enquiries: Glen Alps	Mechanical systems: Making a slingshot car. *Build a car chassis. *Design a shape that reduces air resistance. *Make a model based on a chosen design. *Assemble and test the completed product.	Drawing: How are hatching and cross hatching methods used to create tone in drawings? *Use an eraser to expose lighter tones to show texture in an artwork. *Know the difference between H and B pencils. Use vocabulary: Hatching / cross-hatching, textures, reflection, shades, first-hand observation, secondary source images. Artistic enquiries: Giorgio Morandi & How are shadows and reflections created in drawings? *Mark areas of light and shadow in an observational drawing. *Know how to draw and blend lines to create different textures, shades and tones. *Begin to select pencil grades for purpose. *Know how to create contrast and tone in drawings. Use vocabulary: drawing mediums, shades, textures, tone, graduating tones, shading. Artistic enquiries : Maurice Denis, Maurits Conelis Escher	Cooking and Nutrition: Adapting a recipe *Evaluate existing biscuit products. *Prepare and cook a basic biscuit. *Select ingredients and follow a budget. *Take inspiration from existing products. *Make and test a prototype biscuit for market research. *Evaluate the final product.	Structure: Pavilions *Create a range of different shaped frame structures. *Design a structure for a pavilion. *Build a frame structure for the pavilion. *Add cladding to a frame structure. & Painting & Collage: Artist study – Henri Matisse *Sketch a collage design that has two contrasting elements, such as curved and jagged shapes. *Mix tertiary colours *Create shades and tints. *Use a range of media, shapes and colours to design, create, overlap and layer collages. *Find out what colours are complementary by looking at which are opposite each other on the colour wheel. *Experiment with contrasting and complementary colours, shapes and designs. *Select and use a range of media in a collage. *Use vocabulary: background, collage, complementary colours, foreground, hue, jagged, shades, tint.

Music	I've Been to Harlem Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. •Compose a pentatonic ostinato. •Sing a call-and-response song in groups, holding long notes confidently. •Play melodic and rhythmic accompaniments to a song. •Listen and identify where notes in the melody of the song go down and up.	Chilled Out Clap Rap Focus: Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest. *Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. •Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. •Rap accurately and rhythmically with dynamic contrasts. •Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.	March from the Nutcracker Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music. *Develop active listening skills by responding to musical themes through movement. •Understand the structure of rondo form (A-B-A-C-A). •Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner. From a Railway carriage Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music. * Explore ways to create word-based pieces of music. •Explore ways to communicate atmosphere and effect. •Listen and compare how different composers have approached creating word-based compositions.	Latin Dance Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2. *Compose a 4-beat rhythm pattern to play during instrumental sections. •Working in small groups, sing a call-and-response song with an invented drone accompaniment. •Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. •Play a one-note part contributing to the chords accompanying the verses. •Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	Just Three Notes Focis: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation. •Invent simple patterns using rhythms and notes C-D-E. •Compose music, structuring short ideas into a bigger piece. •Notate, read, follow and create a 'score'. •Recognise and copy rhythms and pitches C-D-E. Samba with Sergio Focus: : Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community * Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. •Perform vocal percussion as part of a group. •Move in time with the beat of the music. •Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).	Fly with the Stars Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3. *Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. •Sing solo or in a pair in call-and-response style. •Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.
Year 4	Learning string instruments throughout the year *Learn how to hold the instruments correctly and maintain proper posture for playing. *Perform various rhythms, counting, and clapping simple rhythmic patterns. *Identify different string instruments by sight and sound. *Understand how to care for an instrument. *Use performing as an outlet for creative expression. *Perform specific fingerings for notes. *Demonstrate and perform different dynamics on their instruments. *Identify various parts of a chosen string instrument. *Understand basic musical terms related to string instruments.					

Computing	Computer Systems and Networks Connecting computers *Identify input and output devices *Recognise how digital devices can change the way we work. *Explain how a computer network can be used to share information. *Explore how digital devices can be connected. *Recognise the physical components of a network. Online Safety -ELIM: I am kind and responsible	Creating Media – Photo Editing *Explain that the composition of digital images can be changed. *Explain that colours can be changed in digital images. *Explain how cloning can be used in photo editing. *Combine images for a purpose. *Evaluate how changes can improve an image. Online Safety -ELIM: I am kind and responsible	Programming A – Sequencing Sounds *Explore a new programming environment. **Identify that commands have an outcome. *Explain that a program has a start. **Change the appearance of my project. *Create a project from a task description. Online Safety – ELIM: I am safe and secure	Creating Media – Audio Production *Identify that sound can be recorded. *Recognise the different parts of creating a podcast project. *Apply audio editing independently. *Combine audio to enhance my podcast project. *Evaluate the effective use of audio. Online Safety – ELIM: I am safe and secure	Data and Information Branching Data bases *Create questions with yes/no answers. *Identify the attributes needed to collect data about an object. *Create a branching database. *Explain why it is helpful for a database to be well structured. *Plan the structure of a branching database. *Independently create an identification tool. Online Safety: - ELIM: I am healthy	Programming B – Repetition in Games *Develop the use of count-controlled loops in a different programming environment. *Explain that in programming there are infinite loops and count controlled loops. *Develop a design that includes two or more loops which run at the same time. *Modify an infinite loop in a given program. *Design a project that includes repetition. *Create a project that includes repetition. Online Safety: - ELIM: I am healthy
French Year 3	**Greetings:** Bonjour Salut Au revoir Bonsoir Ça va? Ça va/ Ça va bien/mal Et toi?	**Personal information:** Asking and saying one's name Asking and saying one's age Asking and saying where one lives Et toi?	**Numbers** **1 to 20** Games, maths and counting activities	**Colours** Matching puzzles Writing colour names Colouring activities related to learning C'est quelle couleur? C'est …	**Pets** Animal names J'ai…/Je n'ai pas de… Qui s'appelle… (when talking about pets) Tu as un animal? Oui/Non J'ai/Je n'ai pas… Et toi?	**Conversations** Role-play conversations, games and written tasks revising all topics learnt during the year
Year 4	**Family members** J'ai.. Je n'ai pas d… Il s'appelle/Elle s'appelle… …qui s'appelle	**Sports** Names of sports Likes and dislikes J'aime/Je n'aime pas J'adore/Je déteste Days of the week C'est quel sport? Aimes-tu le sport?	**Numbers** **20 to 31** Games, maths and counting activities	**Parts of the Body** Jacques a dit (Simon says) toucher… e.g. la tête, les oreilles Colour revision Describing monsters – body parts and colour Colour after noun	**Months of the Year** **Birthdays** Make a calendar Quelle est la date de ton anniversaire? Mon anniversaire est le 3 décembre. Et toi?	**Conversations** Role-play conversations, games and written tasks revising all topics learnt during the year
RE	Religion: Hinduism Theme: Festivals and worship Key Question: What do Hindus believe about Dharma, Deity and Atman? *Gods *The Meaning of the Story of Rama *Celebrating Divali *Puja		Religion: Christianity Theme: Salvation Key Question: What do Christians believe about Salvation? *Introduction pictures *Why is Good Friday, good? *Why is the cross so important? *The Christian Salvation story		Religion: Christianity Theme: Agape Key Question: What do Christians believe about Agape? *The Good Samaritan *Godly play *Agape	Non-religion: Humanism Theme: Truth, right and wrong Key Question: How do humanists decide what is right and wrong?

	*Simran and Raj cards *Caring for living things *Tasks for Hinduism *Senses Poem – Divali *Puja – pictures from Charlie at Mandir *Puja – senses and Hindu worship *Visiting a mandir AMV Unit 2.3		*Lent – Godly play *What do Christians do in Lent? *Holy week and Easter *Zacchaeus and forgiveness *The Prodigal Son story *The unforgiving servant AMV Unit 2.4		*Love your enemies *The rich fool -selfishness and greed *The widow's gift *Feeding 4000 AMV Unit 2.6	*Truth, right and wrong *Meet a humanist AMV Unit LKS2
PSHE	Self-Regulation: My Feelings To recap what the subject of PSHE is and how we can help everyone to learn effectively in these lessons. <u>Year 3</u>: To understand that friendships have ups and downs and that problems can be resolved. <u>Year 4</u>: To begin to understand the impact of bullying. To understand that families love and support each other but sometimes problems can occur and help is available if needed. To recognise that stereotypes are present in everyday life. To recognise that stereotypes exist based on a number of factors. To understand that my behaviour can have an impact on others. To listen and communicate effectively. To develop understanding of courtesy and manners in a range of situations. <u>Year 3</u>: To begin to understand the differences between people and why it is important to respect these differences. <u>Year 4</u>: To begin to understand that families are very varied, in this country and across the world.	Building Relationships: Special Relationships To understand and plan for a healthy lifestyle including physical activity, rest and diet. To understand how we can look after our teeth. To understand what relaxation feels like. To understand that relaxation techniques can be used anywhere. To identify my own strengths and begin to see how they can affect others. To break down barriers into smaller, achievable goals. To understand a range of emotions. To recognise when to give consent. To begin to understand what mental health is and who can help if they need it.	Managing Self: Taking on Challenges To understand that not all emails are genuine. To understand that age restrictions are designed to protect us. To understand that not all information on search engines is valuable. To begin to understand the risks of smoking and the benefits of being a non-smoker. To understand how to help someone with asthma. To understand the choices people can make and those which are made or influenced by others. <u>Year 3</u> - To understand the role they can take in an emergency situation. <u>Year 4 only</u>- To recognise the physical differences between children and adults. <u>Year 3</u> - To develop an understanding of safety on or near roads. <u>Year 4 only</u> - To recognise that change is part of growing up (puberty).	Self-Regulation: Listening to and Following Instructions Describe the benefits of recycling. Know that there are different groups within the local community and how they use community buildings/places. Describe in simple terms the role of a local councillor. Being able to justify why one issue might be more important than another to local people. Understand the need for rules and the reason for having consequences of breaking rules. Understand that children have rights and how these benefit them. Understand what human rights are and why they are important.	Building Relationships: My Family and Friends Understand that a range of things might influence our spending decisions. Understand how to create a simple budget. Understand how situations involving money can affect our feelings. Understand that a wide range of jobs are available and that skills and interests lead people to certain jobs. <u>Year 4</u>: Understand the factors which can make something good value for money, as well as other factors that affect purchasing decisions. Understand how to keep track of money and why this is important. Understand ways in which we can lose money and the range of feelings associated with losing money. Understand that there are a range of influences on job choices and that these can be positive or negative. <u>Year 3 and 4</u> - Understand that people can change their job.	Managing Self: My Wellbeing Understand past achievements and how goals can help us to achieve in the future. Understand that change is part of life and that there are strategies that they can use to help them cope with change.
Enrichment Activities & Events						