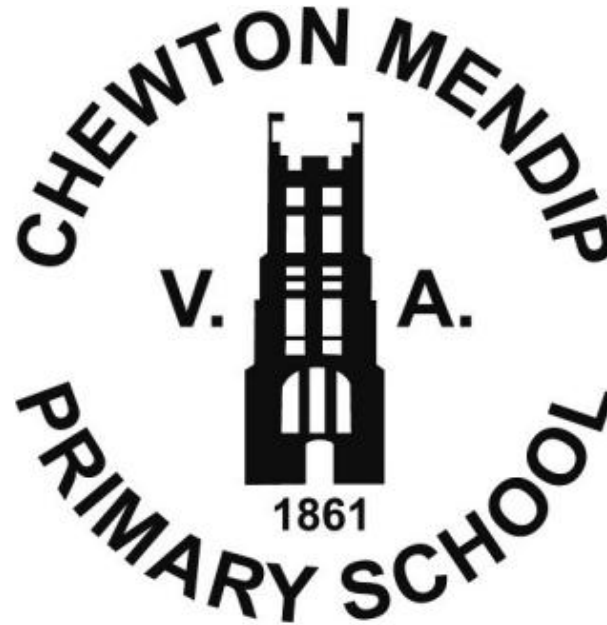




Curriculum Map 2025/2027

“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	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	-Character descriptions -Non-chronological reports -Narrative diary writing	-Recount -Formal and informal letters -Instructional texts	-Setting description -Informal letter writing -Narrative retelling	-Nonsense poetry -Non-chronological reports -Information leaflets	-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 *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	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	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	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 *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	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

	*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)	*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	*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	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	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	*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 Shackleton's route to Antarctica. *Plan a simple route on a map using compass points. *Follow instructions involving compass points and map a simple route. *Sustainability: Explore single-use plastic usage by applying the waste reduction hierarchy.	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. *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.	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. *Evaluate historians' claims on the decline of the ancient Maya cities.	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 in 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 Victoria ruled our country. *Discuss how the monarchy has changed. How was school different in the past? *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.	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.

					*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 Sports coaches	Football *Introduction *Dribbling *Passing *Shooting *Attacking play *Practise Sports coach: Invasion games *Introduction *Ball skills *Ball familiarisation *Aiming *Simple games *Practise	Dance *Introduction to dance *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	Fitness *Lower body circuits *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	Handball *Introduction *Ball control *Passing *Teamwork *Simple games *Practise Sports coach: Tennis *Introduction *Cooperative rallies *Court targets *Rules of mini tennis *Single games	Rounders *Introduction *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	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:

		*Circuit – skills and tactics *Competition		*Practise	*Practise	*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. *Use sketchbooks to practise skills. *Use vocabulary: tint, tone, shade, hue. Artistic enquiries: Georgia O’Keefe, Henry Rousseau	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. *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.	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 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.

				*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		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 (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 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.
	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. *Perform specific fingerings for notes. *Demonstrate and perform different dynamics on their instruments. *Identify various parts of a chosen string instrument.					

	*Understand how to care for an instrument. *Use performing as an outlet for creative expression.		*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	<u>What do Jewish people believe about God and the Covenant?</u> <u>What is the Torah?</u> <u>What is it like to be a Jewish person in the UK and Somerset?</u> Religion: Judaism Concept: Origins and expression, Time and place Discipline: theology, social sciences *I can say that Jewish people believe in one God. *I can explain what the Covenant is in simple terms. *I can retell the story of Abraham and the Covenant. *I can describe the story of Moses and the Ten Commandments. *I can explain why the Covenant is important to Jewish people today. *I can say what the Torah is and why it is special. *I can describe how the Torah is used in the synagogue. *I can identify ways Jewish people show respect for the Torah. *I can say that Jewish people live in the UK and Somerset. *I can describe aspects of Jewish family and community life in the UK.		<u>What do Christians believe about Salvation?</u> Religion: Christianity Concept: Origins and expression Discipline: Theology *I can explain the word Salvation in simple terms. *I can retell the story of Adam and Eve and explain why Christians think it shows the need for Salvation. *I can describe what Christians mean by sin and forgiveness. *I can identify teachings of Jesus that link to Salvation. *I can describe the key events of Holy Week and explain why they matter. *I can explain why Christians believe Jesus’ death is important for Salvation. *I can explain why Christians believe Jesus’ resurrection is important for Salvation. *I can identify ways Salvation is shown in Christian worship. *I can recognise Christian symbols linked to Salvation and explain their meaning. *I can describe how Salvation influences Christian behaviour. *I can compare Christian beliefs about Salvation with my own ideas about help and hope. *I can explain what Salvation means to Christians using key vocabulary.		<u>How do Muslims learn about Muhammad through stories and teachings, and how do these help them understand what God wants them to do?</u> Religion: Islam Concept: Origins and expression Discipline: Theology *I can explain who Muhammad is and why he is important to Muslims. *I can retell a story about Muhammad and identify the message or value it teaches. *I can describe how Muslims learn from Muhammad’s example today. *I can explain how stories and teachings help Muslims understand what God wants them to do.	<u>What helps people to make good decisions?</u> Religion: Christianity, Judaism, Islam and Non-religion-Humanism Concept: Ethics and values, meaning and purpose Discipline: Philosophy, Theology, Social sciences *I can explain what a decision is and identify factors that influence decision-making. *I can describe how Christians use Jesus’ teachings to help them make decisions. *I can explain how Jewish people use the Torah and commandments to guide their choices. *I can describe how Muslims use the Qur’an and Hadith to help them make good decisions.

	*I can talk about what life is like for Jewish children in the UK and Somerset. *I can talk about similarities and differences between my life and Jewish life.				*I can use key vocabulary accurately when discussing Islamic beliefs and practices. *I can reflect on what guidance means and compare it with guidance in my own life.	*I can explain how Humanists use reason, empathy, and consequences to make decisions. *I can compare different sources of guidance and reflect on what helps people make good decisions.
French	Family members	Sports	Numbers 20-31	Parts of the body	Months of the year. Birthdays	Conversations
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	*Arts week – visit to a gallery.			

Curriculum map- Cycle B 2026-2027

Woodpecker Class

	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	-Character descriptions -Non-chronological reports -Narrative diary writing	-Recount -Formal and informal letters -Instructional texts	-Setting description -Informal letter writing -Narrative retelling	-Nonsense poetry -Non-chronological reports -Information leaflets	-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	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	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 *Equivalent fractions as bar models Mass and Capacity	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 *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

Year 4	*Compare numbers to 1000 *Order numbers to 1000 *Count in 50s 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 (no exchange) *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	*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	Time *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	*Parallel and perpendicular *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
	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 *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	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	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 - Hundredths as fractions - Hundredths as decimals - Hundredths on a place value chart *Divide a 1- or 2-digit number by 100	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	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

	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)	*12 times-table and division facts *Multiply by 1 and 0 *Divide a number by 1 and itself *Multiply three numbers	*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 to the 24-hour clock *Convert from the digital 24-hour clock	
History/ Geography	History: British History 1: 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: British History 2: 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: 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: British History 3: What changed in Britain after the Anglo-Saxon invasion? * Recognise the causes and consequences of the Anglo-Saxon and Scot invasions of Britain. *To recognise change and continuity in Iron Age and Anglo-Saxon houses and settlements. *Make inferences about who was buried at Sutton Hoo and Anglo-Saxon beliefs. *Identify how Christianity spread in Britain in the Anglo-Saxon period. *Evaluate sources about Alfred the Great. *Understand how Anglo-Saxon rule ended.	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.	Energy – Electricity and circuits *Recognise how electrical appliances are powered. *Record and classify qualitative data.	Materials – States of matter *Identify solids 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.	Living things – Classification and changing habitats *Group animals in various ways.	Making connections – How does wind force affect seed dispersal? *Investigating seed dispersal – planning

	*Make predictions, suggest improvements and explain observations over time. *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.	*Construct an electrical circuit. *Draw a scientific 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.	*Ask relevant questions about the properties of solids. *Identify liquids and gases using their properties. *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	*Investigate how water is transported in plants. *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.	*Record data in different ways. - Group plants in various ways. *Apply and create classification keys. *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.	*Revise Forces and Magnets and Plant Reproduction. *Plan a comparative test. *Gather and record data. *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.	Mechanical systems: Mechanical cars *Build a simple prototype car chassis. To build a prototype of a sustainable slingshot car chassis. *To build a prototype of a durable slingshot car chassis. *Design a mechanised toy car. *Make a mechanical toy car from a kit.	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.

		*Print patterns observed in the natural and man-made world. *Use vocabulary: Collagraph, relief printing, positive space, negative space, pattern. Artistic enquiries: Glen Alps				
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 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. 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	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					freely express yourself at Carnival).	
	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 Year 4- Family members	Year 3- Personal information Year 4- Sports	Year 3- Numbers 1-20 Year 4- Numbers 20-31	Year 3- Colours Year 4- Parts of the body	Year 3- Pets Year 4- Months of the year. Birthdays	Year 3- Conversations Year 4- Conversations
RE	<u>What do Hindus believe about Dharma, Deity and Atman?</u> <u>How and why is Diwali celebrated by Hindus today?</u> Religion: Hinduism Concept: Origins and expression, personal and collective Discipline: Theology, Philosophy, Social sciences *I can identify Hinduism as a major world religion. *I can explain what Dharma means and give examples. *I can describe Hindu beliefs about Deity as one God in many forms. *I can name some Hindu deities and their qualities. *I can describe how Hindus worship at home and in a mandir. *I can explain that Atman means the inner self or soul.		<u>What is it like to be a Hindu in the UK and Somerset?</u> Religion: Hinduism Concept: Time and place, Personal and collective Discipline: Philosophy, Social sciences *I can describe key beliefs and practices of Hindus. *I can explain what happens in a mandir and why it is important to Hindus. *I can describe how Hindus celebrate festivals and practise their faith in the UK.	<u>What is the nature of God in Christianity and what is incarnation?</u> Religion: Christianity Concept: Origins and expression Discipline: Theology *I can describe Christian beliefs about what God is like. *I can explain that Christians believe God is Father, Son, and Holy Spirit. *I can explain that incarnation means God becoming human in Jesus.	<u>How do different people decide what is right and wrong?</u> Religion: Christianity, non-religion Humanism Concept: Ethics and values Discipline: Philosophy, Theology *I can describe what right and wrong mean and give examples. *I can explain how Christians use the Bible and Jesus’ teachings to decide what is right. *I	<u>What does religion say about how we should treat animals?</u> Religion: Christianity, Judaism, Hinduism, Islam Concept: Influence and power Discipline: Theology *I can explain why animals matter and why they need care. *I can describe Christian beliefs about caring for animals as part of God’s creation.

	*I can explain how Dharma, Deity and Atman influence Hindu behaviour. *I can identify Diwali as an important Hindu festival. *I can retell the story of Rama and Sita and explain its message. *I can describe how Hindus prepare for and celebrate Diwali. *I can explain what Diwali means to Hindus today. *I can explain how Diwali expresses Hindu beliefs and identity.		*I can explain how living in different places (UK, Somerset, India) can affect how Hindus express their beliefs. *I can identify ways Hindus maintain community, belonging, and tradition in places where Hindu populations may be small. *I can explain what it might be like to be a Hindu in the UK and Somerset, using examples from worship, festivals, daily life, and community.	*I can describe a story that shows Christians what God is like through Jesus. *I can identify ways Christians express their beliefs about God and incarnation. *I can explain why incarnation is important to Christians and express my own ideas clearly.	can explain how Humanists use reason, empathy, and consequences to decide what is right. *I can identify values shared by Christians and Humanists, such as kindness and fairness. *I can explain why some choices are difficult and give reasons for different viewpoints. *I can explain how different people decide what is right and wrong and express my own ideas clearly.	*I can describe Jewish and Muslim teachings about treating animals kindly and fairly. *I can explain Hindu beliefs about respect for all living beings and non-violence. I can identify similarities in how different religions teach kindness and responsibility toward animals. *I can explain how religious beliefs influence how people treat animals and express my own ideas clearly.
PSHE	Connecting with others: What helps us feel safe and included? Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.	The online world: How should we communicate online? Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.	Citizenship: What careers do people choose and why? Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.	Staying safe: What signs help me recognise what is safe or unsafe? Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.	Connecting with others: How can we respect each other? Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.	The online world: How can we decide what to trust online? Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.