Curriculum Map 2024-25

Topic	WWII	Toys	The Stone Age	Where do I Belong?	Grace Darling	The Seaside
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer2**
English – writing focus / text	**Non-Narrative: Posters/ Persuasive Texts (Propaganda posters)** **Narrative:** **Carrie's War (Book Club)** (All About Me, WW11, Online Safety)	**Non-Narrative: Explanation Texts (link to WWII knowledge)** **Newspaper Reports** **Narrative: Diary Entries/Fantasy Stories** The Toymaker by Martin Waddell and Terry Milne Disney's Pinocchio (Film) **Diary of a Christmas Elf by Ben Miller (Book Club)** **Pinocchio by Michael Morpurgo (Book Club)**	**Non-Narrative: Instructional Texts (stone age recipe)** **Narrative: Letter Writing/Recounts** Stone Age Boy by Satoshi Kitamura (KC has) **The Wild Way Home by Sophie Kirtley (Book Club)**	**Non-Narrative:** Belonging Street by Mandy Coe (Poems) **Narrative:** The Girl Who Speaks Bear by Sophie Anderson **Call me Lion by Camilla Chester (Book Club)** **Finally Seen by Kelly Yang (Book Club)**	**Non-Narrative: Balanced Arguments (girls v boys' entitlements)** **Newspaper articles** **Narrative:** Sea shanties/Stories/ Poetry **Pirates- Pirates of Dark Sea by Catherine Boyle (Book Club)**	**Non-Narrative: Information texts/Diary entries/Poetry** **Narrative: Adventure stories** The Fossil Hunter by Kate Winter Stone Girl, Bone Girl by Laurence Anholt
Maths	Place Value Measure	Addition Perimeter Area	Subtraction Money	Division Time	Geometry Statistics	Multiplication Capacity
Science	Forces and Magnets Y3 • Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance	Forces Y5 • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect • Identify the effects of air resistance, water resistance and friction,	Animals, including Humans Y3 • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot	Animals, including Humans Y6 • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Evolution and Inheritance Y5 • Describe the changes as humans develop to old age Y6 • Recognise that living things have changed over	Rocks Y3 • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

	• Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing	that act between moving surfaces	make their own food; they get nutrition from what they eat • Identify that humans and some animals have skeletons and muscles for support, protection and movement		time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	• describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter
History	WWII (1850+) Toys from the Past • A study of an aspect or theme in British history that extends pupils' chronological understanding beyond 1066		The Stone Age (pre 1066) • Changes in Britain from the Stone Age to the Iron Age		Mary Anning 1799-1847 (Middle Ages) • A local history study	
Geography	Geographical Skills and Fieldwork Y3-Y6 • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		Human and Physical Geography Y3-Y6 • Human geography including types of **settlement and land use** • The distribution of natural resources including energy, food, minerals and water		Human and Physical Geography Y3-Y6 • Describe and understand key aspect of **The Water Cycle** • Physical geography including **rivers** Locational Knowledge Y3-Y6 • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, **mountains**, **coasts and rivers**) and land-use patterns; and understand how some of these aspects have changed over time.	
PE	Finding your stretch – developing fundamental	Developing creative skills through gymnastics and dance.	Understanding my body through	Exercise and my body through outdoor and	Creating fun competition	Developing health and wellbeing through athletics

	movement skills through multi-sport activities		health related activities	adventurous activities	through invasion games	and movement skills
PSHE (taken from PSHE Association thematic model) L.Os from NC Basic First Aid: How to make a clear and efficient call to emergency services if necessary Concepts of basic first aid, for example, dealing with common injuries, including head injuries	Relationships Families and Friendships • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's' lives • That others' families, either in school or in the wider world sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		Living in the Wider World Belonging to a Community Healthy Eating (linked to Science) • What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including • obesity and tooth decay) and other behaviours e.g the impact of alcohol on diet or health • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking		Health and Wellbeing Physical Health • How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body • About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing • The facts and science relating to allergies, immunisation and vaccination • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; e.g walking or cycling to school, a daily active mile or other forms of daily vigorous exercise • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if there are worried about their health Growing and Changing • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle	
Ethics and Philosophy	Christianity <u>Key Vocabulary:</u> Jesus Christians Trinity Ten Commandments Festival Bible- Old and New Testament	Judaism <u>Key Vocabulary:</u> God Commandments Identity Hebrew Bible Synagogue Torah	Islam <u>Key Vocabulary:</u> Islam Muslim Identity Prophet Mecca Fasting	Buddhism <u>Key Vocabulary:</u> Enlightenment Karma Buddha Morals Temple Meditation	Hinduism <u>Key Vocabulary:</u> India River Ganges Gods Devotion Temple Mantra	Sikhism <u>Key Vocabulary:</u> Punjab Guru Nanak Sharing Honesty Gurdwara Commitment

Music						
Drama	*All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.* • *Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.* • *Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.* • *In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.* • *Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.*					
	WWII Evacuation It's a lovely day tomorrow… Theatre Visit- 19/11/24	Christmas Celebrations Christmas Frieze	Journey back to Stone Age Stoneage daily life Charades	Mini-Scripts: The Clown Who Couldn't Smile!	Story Telling Through Puppets and Masks	The Lighthouse The Rescue- Linked to Grace Darling/Mary Anning
ICT	Digital Technology • Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content • Understand computer networks, including the internet; how they can provide multiple services, such as the www and the opportunities they offer for communication and collaboration	Don't Fall for Fake • Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Identify a range of ways to report concerns about content and contact	Coding- Bee-Bots (linked with DT) • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Coding- Boat Race? • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Digital Literacy- Videos • Use sequence, selection and repetition in programs; work with variables and various forms of input and output	Scratch Project • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

<table>
<tr><td rowspan="2">Art</td><td colspan="3">Exploring and Developing Ideas
Create sketch books to record their observations and use them to review and revisit ideas
Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay)
Learn about great artists, architects and designers in history</td></tr>
<tr><td>Drawing

Remembrance silhouettes
Poppies</td><td>Painting
Stone Age Art</td><td>Sculpture (3D Form)
Fossils</td></tr>
<tr><td>DT</td><td colspan="3">Design
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals of groups.
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
Make
Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately
Select from and use a wider range of components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Evaluate
Investigate and analyse a range of existing products
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Understand how key events and individuals in design and technology have helped shape the world
Moving Toys
Technical Knowledge
Understand and use mechanical systems in their products (e.g gears, pulleys, cams, levers and linkages)
Technical Knowledge
Apply their understanding of computing to program, monitor and control their products
Cooking and Nutrition
Understand and apply the principles of a healthy and varied diet
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</td></tr>
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Curriculum Map 2025-26

Topic	The Rainforest		The Victorians			
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer2**
English – writing focus / text	Key Text: The Great Kapok Tree By Lynne Cherry (KC has) **Journey to the River Sea by Eva Ibbotson (Book Club)** **Escape to the River Sea by Eva Ibbotson (Book Club)**					
Maths	Place Value Measure	Addition Perimeter Area	Subtraction Money	Division Time	Geometry Statistics	Multiplication Capacity
Science	Living things and their habitats Y4 • recognise that environments can change and that this can sometimes pose dangers to living things Y5 • describe the differences in	Electricity Y4 • identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery	Animals, including humans Y4 • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions Y6	States of Matter Y4 • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius • Identify the part played by evaporation and condensation in the	Properties and changes of materials Y5 • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and	Living things and their habitats Y4 • Construct and interpret a variety of food chains, identifying producers, predators and prey Y6 • Describe how living things are classified into broad groups according to

	• the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals	• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators and associate metals with being good conductors Y6 • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram	• Describe the ways in which nutrients and water are transported within animals including humans	water cycle and associate the rate of evaporation with temperature	thermal) and response to magnets • Know that some materials will dissolve in liquid to form a solution and escribe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formulation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid and bicarbonate of soda	common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based upon specific characteristics
History	The Great Fire of London (Middle Ages)		The Victorians 1837-1901 (Post Industrial Revolution)		The Vikings and Anglo Saxons (pre 1066)	

	• A study of an aspect or theme in British history that extends pupils' chronological understanding beyond 1066		• A local history study • A study of an aspect or theme in British history that extends pupils' chronological understanding beyond 1066		• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Britain's settlements by Anglo-Saxons and Scots	
Geography	Place Knowledge Y3-Y6 • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region in North or South America **(UK V Brazil)** Locational Knowledge Y3-Y6 • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and Physical Geography Y3-Y6 • Describe and understand key aspects of **climate zones, biomes** and **vegetation belts**		Locational Knowledge Y3-Y6 • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.		Human and Physical Geography Y3-Y6 • Describe and understand key aspects of physical geography, including **volcanoes** and **earthquakes**	
PE	Developing resilience through gymnastics and dance	Developing resilience through gymnastics and dance	Understanding my body through health related activities	Developing interpersonal skills through outdoor and adventurous activities	Creating fun competition movement skills and athletics	Developing health and wellbeing through net and wall games
PSHE (taken from PSHE Association thematic model) L.Os from NC Basic First Aid: How to make a clear and efficient call to emergency services if necessary Concepts of basic first aid, for example, dealing with common	Relationships Safe Relationships • How important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel		Living in the Wider World Media Literacy and Digital Resilience • That for most people, the internet is an integral part of life and has many benefits • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online Internet Safety and Harms		Health and Wellbeing Mental Wellbeing • That mental wellbeing is a part of normal daily life in the same way as physical health • That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences or situations • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • The benefits of physical exercise, time indoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	

injuries, including head injuries	unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • Know why some social media, some computer games and online gaming are age restricted • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online		• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's wellbeing or ability to control their emotions (including issues arising online) • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough Growing and Changing • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle	
Ethics and Philosophy	Forgiveness	Freedom and Justice	Peace	Eternity	Commitment	People of Faith
Music						
Drama	*All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.* • *Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.* • *Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.* • *In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.*					

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- *Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.*

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<tr><td></td><td>Journey through the Rainforest</td><td>The Great Fire of London</td><td>A Victorian Child-
Life in the Manor House</td><td>Drama through Poetry</td><td>Outdoor Locational Drama</td><td>Mini-Scripts
End of year</td></tr>
<tr><td>ICT</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Art</td><td colspan="6">Exploring and Developing Ideas
• Create sketch books to record their observations and use them to review and revisit ideas
• Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay)
• Learn about great artists, architects and designers in history</td></tr>
<tr><td></td><td colspan="2">Drawing</td><td colspan="2">Painting</td><td colspan="2">Sculpture (3D Form)</td></tr>
<tr><td>DT</td><td colspan="6">Design
• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals of groups.
• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make
• Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately
• Select from and use a wider range of components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate
• Investigate and analyse a range of existing products
• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
• Understand how key events and individuals in design and technology have helped shape the world
Technical Knowledge
(Shoebox Habitats)
• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Technical Knowledge
• Understand and use electrical systems in their products (for example series circuits, incorporating switches, bulbs, buzzers and motors)
Cooking and Nutrition
• Understand and apply the principles of a healthy and varied diet
• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
• Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</td></tr>
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Curriculum Map 2026-27

Topic	Our Local Area (pond dipping)	Puppets	India	The United Kingdom	Ancient Egypt	Ancient Greece
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer2**
English – writing focus / text	Romans on the Rampage by Jeremy Strong Black and British by David Olusoga **My Family and other Romans by Marie Basting (Book Club)**		Key Text: Lands of Belonging by Donna and Vikesh Amey Bhatt (KC has) The Little Giant by Pauline Francis (KC has) **Mohinder's War by Bali Rae (Book Club)**		**Narrative: Adventure stories** Cinderella of the Nile by Beverley Naidoo **Ancient Egypt gets Unruly by Greg Jenner (Book Club)** **A Mummy ate my Homework by Thiago de Moraes (Book Club)**	**Non-Narrative: Non-Chronological Reports** Athena: The Story of a Goddess by Imogen and Isabel Greenberg **Mark of the Cyclops by Saviour Pirotta (Book Club)**
Maths	Place Value Measure	Addition Perimeter Area	Subtraction Money	Division Time	Geometry Statistics	Multiplication Capacity
Science	Living things and their habitats Y4 • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their	Light Y3 • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous	Animals including humans Y6 • Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood	Earth and Space Y5 • Describe the movement of the Earth and other planets relative to the Sun in the solar system • Describe the movement of the Moon relative to the Earth • Describe the Sun, Moon and Earth	Plants Y3 • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaved and flowers • Explore the requirements of plants for life and growth (air, light,	Sound Y4 • Identify how sounds are made. Associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear

	local and wider environment	and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows change Y6 • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them		as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	water, nutrients from soil and room to grow) and how they vary from plant to plant • Investigate the way in which water is transported within plants • Explore the part that flowers play in the lifecycle of flowering plants, including pollination, seed formation and seed dispersal	• Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases
History	The Romans (Middle Ages) • The Roman Empire and its impact on Britain		The Industrial Revolution (Middle Ages) • A study of an aspect or theme in British history that extends pupils' chronological understanding beyond 1066		Ancient Egypt (pre 1066) • The achievements if the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study of- **Ancient Egypt** Ancient Greece (pre 1066)	

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<tr><td></td><td colspan="2"></td><td colspan="2"></td><td colspan="2">A study of Greek life and achievements and their influence on the western world</td></tr>
<tr><td>Geography</td><td colspan="2">Geographical Skills and Fieldwork
Y3-Y6
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</td><td colspan="2">Human and Physical Geography (Britain V India)
Y3-Y6
Describe and understand key aspects of economic activity and trade links
Locational Knowledge
Y3-Y6
Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</td><td colspan="2">Locational Knowledge
Y3-Y6
Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</td></tr>
<tr><td>PE</td><td>Developing communication through invasion games</td><td>Developing sporting values through gymnastics and dance</td><td>Developing fundamental movement skills through outdoor and adventurous activities</td><td>Developing a growth mindset through athletics and movement</td><td>Developing motivation through striking and fielding games.</td><td>Developing leadership skills through net and wall games.</td></tr>
<tr><td>PSHE
(taken from PSHE Association thematic model)
L.Os from NC

Basic First Aid:
How to make a clear and efficient call to emergency services if necessary
Concepts of basic first aid, for example, dealing with common injuries, including head injuries</td><td colspan="2">Relationships
Respecting Ourselves and Others
The importance of respecting others, even when they are very different from them (physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs
Practical steps they can take in a range of different contexts to improve or support respectful relationships
The conventions of courtesy and manners
The importance of self-respect and how this links to their own happiness
That in school and wider society they can be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting to an adult) and how to get help
What a stereotype is and how stereotypes can be unfair, negative or destructive
The importance of permission seeking and giving in relationships with friends, peers and adults</td><td colspan="2">Living in the Wider World
Money and Work</td><td colspan="2">Health and Wellbeing
Keeping Safe
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
How to recognise and report feelings of being unsafe or feeling bad about any adult
How to ask for advice or help for themselves or others, and to keep trying until they are heard
How to report concerns of abuse, and the vocabulary and confidence needed to do so
Where to get advice (family, school and or other services)
Growing and Changing</td></tr>
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					• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle	
Ethics and Philosophy	Worship	The true meaning of Christmas	Food and Fasting	The Easter Story	Creation Stories	Pilgrimages
Music						
Drama	*All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.* • *Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.* • *Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.* • *In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.* • *Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.*					
	Traditional Stories with Morals- Devising own	Christmas Mini-Script External theatre group visit	The Imaginary Journey Props			Drama to Music
ICT						

<table>
<tr><td rowspan="2">Art</td><td colspan="3">Exploring and Developing Ideas
Create sketch books to record their observations and use them to review and revisit ideas
Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay)
Learn about great artists, architects and designers in history</td></tr>
<tr><td>Drawing</td><td>Painting</td><td>Sculpture (3D Form)</td></tr>
<tr><td>DT</td><td colspan="3">Design
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals of groups.
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
Make
Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately
Select from and use a wider range of components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Evaluate
Investigate and analyse a range of existing products
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Understand how key events and individuals in design and technology have helped shape the world
Cooking and Nutrition
Understand and apply the principles of a healthy and varied diet
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</td></tr>
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