

Year [] Curriculum Map 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
RE	Branch 1 - Recognise the different types of writing in the bible - Understand and explain the story of the Fall - Use theological words to explain the consequences of the first sin - Explain what John's Gospel tells us about Jesus and his place in covenant history - Explain Christian beliefs about the sacrament of baptism - Identify and explain parts of the Nicene Creed that reflect Christian beliefs on the Father, Son and Holy Spirit - Explain how the Nicene Creed is a guide for practical action in everyday life - Describe how humans should care for the world to repair relationships that were damaged by sin					

	- Explain how science and religion can work together					
Texts English Driver and Cross Curricular Links	Book – Theres a Boy in the Girls’ Bathroom Newspaper Report – A boy went into the Girls bathroom - To use passive voice effectively - To use inverted commas accurately Formal Letter - Write a letter in role as Bradley replying to Carla, using an appropriate tone. - 1st person Recount Use figurative devices including juxtaposition, amplification and ambitious vocabulary to create suspense.	Book – Skellig (Also Guided reading book) Diary Entry - Michael recounting when he first met Skellig in the garage - To use inference to understand a character and convey emotion. - To use cohesive devices Newspaper report – a creature is found in the garage - To use passive voice effectively - To use inverted commas accurately Setting description - clip from the film when Skellig flies with Michael. - Use the subjunctive form effectively - Use a range of figurative techniques to enhance meaning Explanation Text – How to steal Christmas - Write a set of instructions explaining how to steal Christmas	Video – Sainsbury’s Christmas advert (Link to History topic WWII) Informal Letter – writing in role as a soldier back to a loved one - Appropriate tone for an informal letter - Use of colloquial contractions - Use inference to convey a character’s feelings Video - Alma Narrative – the story of Alma - Use a range of figurative language - Use symbolism effectively - Use short sentences to create suspense	Link to science topic Evolution Biography – Charles Darwin - Use bullet points to plan a biography - Use a range of layout devices effectively - Use varied sentence length and structure to aid cohesion Video – Road’s End Narrative – the story of Roads End - Use dialogue to convey a character - Create implicit links within writing - Use a variety of sentence structures for effect	Balanced argument – should school uniform be banned? - Justify two points of view - Use of cohesive devices to link arguments between and across paragraphs - Use correct formal tone Explanation Text – Circulatory System (Link to science topic Animals Including Humans)	Persuasive argument – should children be allowed to have mobile phones in class? - Justify a point of view - Use correct tone and features for a formal argument - Use persuasive features 3rd person narrative – the story of Francis - Use symbolism effectively - Use short sentences for effect Use Hypophora effectively

Maths	Place Value - Read, write and identify on a number line numbers 1 - 10,000,000 - Powers of 10 - Compare, order and round any integer - Negative numbers Addition, Subtraction, Multiplication, Division - Add and subtract integers - Common factors and multiples and rules of divisibility - Primes to 100 - Square and cube numbers - Multiply 2 by 4 digit numbers - Short division and division using factors - Long division with and without remainders - Solve problems with multiplication division and multistep problems - Order of operations - Mental calculations - Reason from known facts Fractions A - Equivalent fractions - Compare and order fractions	Fractions B - Multiply fractions by fractions and integers - Divide fractions by integers - Mixed questions with fractions - Fraction of an amount Fraction of an amount, find the whole Converting Units - Metric measures - Convert metric measures - Calculate with metric measures - Miles and kilometres Imperial measures	Ratio - Use ratio language and the ration symbol - Ratio and fractions - Use scale factors and scale drawing - Similar shapes - Ratio and proportion problems - Recipes Algebra - 1 & 2 step function machines - Form expressions - Substitution - Formulae - 1 & 2 step equations - Find pairs of values - Solve problems with 2 unknowns Decimals - Place value within 1 integers and decimals - Round decimals - Add and subtract decimals - Multiply and divide by 10, 100 and 1000 Multiply and divide by integers in context	Fractions, Decimals and Percentages (FDP) - Decimal and fraction equivalents - Fractions as division - Understand percentages - Fractions to percentages - Equivalent FDP - Order FDP - Percentage of an amount - Percentages missing values Statistics - Line graphs - Dual bar charts - Read, draw and interpret pie charts with percentages - The mean Area, Perimeter and Volume - Shapes same area - Area and perimeter of rectilinear shapes - Area of a triangle, counting squares - Area of any triangle - Area of a parallelogram - Volume, counting cubes - Volume of a cuboid	Shape - Measure, calculate and classify angles - Vertically opposite angles - Angles and missing angles in triangles, quadrilaterals and polygons - Circles - Draw shapes accurately - Nets of 3D shapes Position and Direction - The first quadrant - Read and plot points in 4 quadrants - Solve problems with co-ordinates - Translations - Reflections	Themed projects and consolidation - Bakery - Futures - Tours - Gnome homes

	- Add and subtract fractions and mixed numbers - Multi-step problems					
Science	Habitats - Give reasons for classifying plants and animals based on specific characteristics - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	Animals Including Humans - Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood - Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function - Describe the ways in which nutrients and water are transported within animals, including humans	Evolution and Inheritance - Recognise that living things have changed over time and that fossils provide information about living things that I habited 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	Electricity - 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	Light - 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 objects that cast them	
History/Geography	History – What can the census tell us about local areas? - Identify the type of information the census gives about	Geography: Why does population change? - Identify the most densely and sparsely populated areas	History – What was the impact of WW2 on the people of Britain? - Identify the causes of WW2 - Identify the	Geography – Where does our energy come from? - Describe the significance if energy and give	History – Unheard Histories: Who should go on the £10 banknote - Name the features of a banknote - Make inferences	Geography – Can I carry out an independent fieldwork enquiry? - Identify questions to be asked to find relevant data

	people and make inferences about people from the past - Create questions about Victorian working conditions and the thoughts and feelings of a Victorian child working at the time - Identify and describe the changes between periods of time using the census - Use a range of primary and secondary sources to verify data and build an understanding of a time period - Plan a local history enquiry using the census	- Describe the increase in global population and what might influence the environments people live in - Define birth and death rates and what might influence them - Define migration discussing push and pull factors - Explain the impact climate change has on global population and how you can take action against it - Calculate the length of a route to scale - Follow a route on an OS map - Collect information from a member of the public - Create a map to plot and compare data collected from two locations - Suggest an idea to improve an environment Opportunity for fieldwork in Lesson 5	different phases of the Battle of Britain - Make deductions about the Blitz from photographs - Describe how children may have felt when evacuated - Evaluate the accuracy, reliability and usefulness of sources - Describe the impact WW2 had on women's and African-Caribbean migrant lives	examples of energy sources and their trading routes - Define renewable and non-renewable energy and discuss their benefits and drawbacks - Describe the significance of the prime meridian - Identify human features and locate cities using 6 figure grid references on a digital map - Consider and justify the location of energy sources - Design and use interview questions - Plot points on a sketch map Opportunity for fieldwork in Lesson 6	about a historical figure using a banknote - Research and explore the achievements of different historical figures from sources - Describe the legacies of historically significant people - Apply criteria to decide if a person is historically significant and explain why	- Justify a suitable data collection method and design a template - Identify areas that are best used for data collection - Discuss how to mediate potential risks and manage them during a fieldwork trip - Collect data at points located on an OS map - Identify outcomes from collected data - Map data digitally - Describe the enquiry process Opportunity for fieldwork in Lesson 4
Computing	Bletchley Park and the history of computers (computing systems and networks)	AI (Computing systems and Networks) - Exploring AI and how it generates texts, images and	Intro to Python (programming) - Learning the fundamentals of the program	Online Safety Learning how to navigate the internet in an informed, safe and respectable way	Data Handling (Big Data 1) - Understand the use of big data including barcodes,	Skills showcase (inventing a product) Designing a new product using CAD software and designing

	Exploring code breaking at Bletchley Park. Historical figures in computing and the evolution of computers	code. Learning how to refine prompts to improve AI response	Python		QR codes and infra-red technologies	an appropriate housing for it
Art/DT	Art – Drawing: expressing ideas - To explore how street artists use art to convey messages and provoke thought - To understand and apply one-point perspective in a drawing inspired by street art - To understand and use scale and proportion effectively in drawings - To design a street-art-inspired piece using a brief and conveys a message using perspective, scale and proportion	DT – Structures: Playgrounds - Create five apparatus designs, applying the design criteria to their work - Make suitable changes to their work after peer evaluation - Make roughly three different structures from their plans using the materials available - Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas - Secure their apparatus to a base - Make a range of landscape features using a variety of materials which will enhance their apparatus	Art – Painting and Mixed Media: Artist Study - To understand how to analyse a famous painting - To understand how to find meaning in a painting - To apply drama techniques to explore the meaning of a painting - To apply interpretation skills to analyse and respond to an abstract painting - To understand how art can tell stories or portray messages - To develop starting points for creative outcomes - To demonstrate an understanding of painting techniques to make personal choices	DT – Electrical systems: Wobble bots - To investigate motors by creating circuits - To make a motorised product and test its function - To apply knowledge of circuits to experiment with product design - To design a motorised product for a specific purpose - To make and evaluate the effectiveness of a motorised product	Art – Sculpture and 3D: Making Memories - To analyse how art can explore the concept of self - To explore sculptural techniques - To use creative experience to develop ideas and plan a sculpture - To apply an understanding of materials and techniques to work in 3D - To problem solve, evaluate and refine artwork to achieve a chosen outcome	DT – Digital World: Navigating the World - To write a design brief and criteria based on a client request - To write a program to include multiple functions as part of a navigation device - To develop a sustainable product concept - To develop 3D CAD skills to produce a virtual model - To present a pitch to ‘sell’ the product to a specified client
PE						
	Basketball - How to counterattack using the fast break	Dance - To portray the theme of gangs through our	Gymnastics - To perform a 10-element sequence	Badminton - The smash shot technique and when to use it	Athletics - Sprint start technique to	Rounders - Attacking tactical bowling to make it

	- The retreat dribble to maintain possession - To perform a free throw with consistency - To use speed and agility to perform a v-cut to get free from a defender - To drive to the basket using strength and co-ordination - The three-point shot and how different points are awarded	- movements and gestures - To use devices such as contrast and variation in a group dance - To use formations to demonstrate tension in relationships between performers - To use claps, stamps and slaps to perform a live aural setting - To dance as opposing gangs attacking each other - To show performance qualities in our gang dance and evaluate our work	- using both floor and apparatus - To perform with equipment and respond creatively to music - To create judging criteria and assess performances against it - To create and perform interesting patterns as part of a group - To select and apply the appropriate walk and presentation to start a sequence - To perform a 10-element sequence with a 1-minute time limit	- To use the smash shot in a doubles game - To hit a drop shot using the correct technique to outwit an opponent - To develop reaction time to hit shots when close to the net - To communicate with a partner in a doubles match to ensure court positioning is correct - To use defensive formation in a doubles game to prevent opponents from scoring points	- increase our running speed - The three phases of triple jump - The heave throw technique and what it is used for - To assess our own ability to play our role in parlauff - The scissor jump technique and when it would be used in athletics - To record and relay results over a range of track and field events	- more difficult for the batter to hit - To track and catch a high ball - The difference between attacking and defensive batting - To work in a pair in the field to restrict scoring - To apply tactics when running around bases to avoid overtakes - To apply attacking and defensive tactics in a competitive situation
Music						
	- Dynamics, Pitch and Texture - Engage in discussion about the sounds of an orchestral piece. - Have a selection of varied vocabulary in response to what they hear.	- Composition – Movie Music - Identify how different styles of music contribute to the feel of a film - Participate in discussions, sharing their views and	- Performance – Songs of WWII - Use musical and comparative language in discussion. - Follow the melody line. - Follow the scores with a good sense of timing, showing that	-	-	- Theme and Variation – Pop Art - Performing rhythms confidently either on their own or in a group. - Identify the sounds of different instruments and discuss

	- Change dynamics and pitch, differentiating between the two. - Take the role of conductor or follow a conductor - Change texture within their group improvisation and talk about its effect. - Create a graphic score to represent sounds. - Follow the conductor to show changes in pitch, dynamics and texture.	- justifying their answers. - Use the terms 'major' and 'minor'. - Identify different instruments to describe how music evokes different emotions. - Identify pitch, tempo and dynamics and use these to explain and justify their answers. - Give reasonable and thought-out suggestions for what different graphic scores represent. - Use their body, voice and instruments to create sounds to represent a given theme	- they understand which section of pitch they are singing. - Sing the correct words at the correct time. - Recall the counter-melody line.			- what they sound like. - Make reasonable suggestions for which instruments can be matched to which art pieces. - Recall the names of several instruments according to their orchestra sections. - Keep the pulse using body percussion. - Sing with control and confidence. - Name rhythms correctly. - Copy rhythms accurately with a good sense of pulse. - Draw rhythms accurately.
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		- Create a musical score to represent a composition. - Interpret their graphic score and perform their composition appropriately with their group. - Create sounds that relate to the scene of a film.				- Show a difference between musical variations. - Show creativity in a finished musical product.
French	Little Red Riding Hood - Use nouns with the correct determiner for characters and objects related to the story of Little Red Riding Hood - To be able to say some parts of the body - Put vocabulary into context through listening to and reading a story		Seasons - Recognise, spell and recall the four seasons - Learn descriptive phrases to describe the seasons		Vegetables - Recognise, recall and spell the French words for vegetables - Learn how to say measurements relating to vegetables - Formulate short phrases using the language taught - Take part in Role Play using the language taught	
PSHE/RSE		Created to love others Part 1 - Explore the nature of God's		Created to love others part 2 - Make safe and sensible decisions about		Created to live in community - Work together for the common good

		call to love others - Reflect imaginatively on the story of Zacchaeus' conversation and explore ways in which they can hear God's call in their lives - Learn strategies for conflict in relationships including pressure and consent - Understand, recognise and respond to the concept of fairness considering bullying, prejudice and discrimination. - Understand the Christian belief that everyone is made in the image of God and loved unconditionally by Him		what online content we should/shouldn't share - Understand cyberbullying and how to report it and get help when we encounter inappropriate messages or material - Consider safety in the real world and British Law - Discuss how to make good choices even in pressured situations - Learn essential first aid		to fulfil our purpose of making a difference in the world around us - Explore the world of work including: getting and changing jobs, aspiration, gender stereotypes and unemployment - Consider what influences our money choices, including God's call to live generously and consider why some people have more than others
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