

	Autumn 1	Autumn 2
<b>English Literary Curriculum</b>	<p align="center"><b>Leon and the Place Between</b></p> <p>Throughout this sequence of learning, children will explore the author's language and use it as the basis for their own descriptive writing. They will explore the characters' thoughts and emotions and take part in drama activities, leading to writing in role and the creation of dialogue. Using the structure of the original story, children will plan their own version of the story where their own character enters a magical world.</p> <p align="center"><b>The Pied Piper of Hamelin</b></p> <p>The Root begins with reading a range of myths, legends, fables and traditional tales, where children identify and discuss common themes, for example good over evil, wise over foolish, etc. The class then look at the Pied Piper of Hamelin and sequence the key events using a storyboard and describe the key characters, with reference to the text. Children prepare reports on rats in response to a request from the mayor. Using a familiar story theme, children plan and write own stories in style of myth/legend/fable.</p>	<p align="center"><b>Odd and the Frost Giants</b></p> <p>This Writing Root includes exemplified grammar activities throughout, as well as including drama techniques such as thought-tapping. Visual images are also incorporated.</p> <p align="center"><b>Escape from Pompeii</b></p> <p>Children begin by exploring a range of artefacts to try to determine the events that have taken place. They move on to re-enacting an everyday scene from the city of Pompeii before writing a setting description. Children will explore the main characters, including how their feelings change through the story, and will write letters of advice to help save them from the eruption. Through collecting banks of powerful vocabulary, children will write a vivid description of the eruption of Mount Vesuvius. In the final part of the sequence of learning, children will become journalists and write a newspaper article to report on the eruption, including quotes from survivors in the town.</p>
<b>Maths</b>	<p align="center"><u>White Rose</u></p> <p><b>Number:</b> Time, Multiplication, Division, Place Value, Money</p> <p><b>Geometry:</b> Shape</p>	<p align="center"><u>White Rose</u></p> <p><b>Number:</b> Addition, Subtraction, Multiplication, Division</p> <p><b>Geometry:</b> Length, Perimeter</p>
<b>RE</b>	<p align="center"><u>Come and See</u></p> <p align="center"><b>Domestic Church – Family: People</b> The Family of God in Scripture</p> <p align="center"><b>Baptism/Confirmation – Belonging: Called</b> Confirmation: a call to witness</p>	<p align="center"><u>Come and See</u></p> <p align="center"><b>Another Faith: Judaism</b></p> <p align="center"><b>Advent/Christmas – Loving: Gift</b> God's gift of love and friendship in Jesus</p>
<b>RSHE</b>	<p align="center"><b>Families and Relationships</b> KAPOW</p> <p>Children learn that families are varied and differences must be respected. They will understand physical and emotional boundaries in friendships and will explore the roles of a bully, a victim and a bystander. They will learn how behaviour affects others and will learn about bereavement.</p>	<p align="center"><b>Safety and the changing body</b> KAPOW</p> <p>Children build awareness of online safety and the benefits and risks of sharing information online. They will identify the difference between private and public and different age restrictions. Children will explore the physical and emotional changes in puberty, the risks associated with tobacco and knowing how to help someone with asthma.</p>
<b>Science</b>	<b>Rocks</b>	

	In this unit, children will discover the different types of rocks and how they are formed. Children will compare and group rocks based on appearance and simple properties. They will learn how fossils are formed and learn about the contribution of Mary Anning to the field of palaeontology. Children will understand how soil is formed and then investigate the permeability of different types of soil.	
History		<b>The Romans</b> This Romans unit will teach children about the impact the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location. A lesson on gods, goddesses and Roman religion will help the children to understand more about the culture and beliefs of Roman people.
Geography	<b>Physical Geography – Water and Rivers 1</b> This unit explores the water cycle. The children will learn about the features of rivers and locate the world's most famous rivers and look at how they are used.	
Art and Design	<b>Seascapes – Painting Project</b> The children will create a seascape using different media.	
DT		<b>Mechanical Systems – Levers and Linkages</b> The children will make a pop-up Christmas card for their families.
Computing	<b>Teach Computing – Creating Media – Desktop Publishing</b> During this unit, children will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Children will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Children will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.	<b>Teach Computing - Programming A - Sequencing sounds</b> This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Children also apply stages of program design through this unit.
Music	<b>KAPOW – Creating Compositions in Response to Animation</b>	<b>Christmas Concert – Musical Theatre</b>

	<p>Children will be listening to music and considering the narratice it could be. They will pay close attention to the dynamics, pitch and tempo and how they change.</p> <p><b>Y4 – Guitars</b> (Every Wednesday) Wigan Music Service teach children how to play the guitar.</p>	<p>Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.</p> <p><b>Y4 – Guitars</b> (Every Wednesday) Wigan Music Service teach children how to play the guitar.</p>
French	<p><u>Mrs Powell (Every Friday)</u> Children will learn to recognise and say food they eat.</p>	<p><u>Mrs Powell (Every Friday)</u> Children will learn about French food as well as learning about French food in school canteens.</p>
Key Dates/Information	<p>Fairtrade fortnight – 9.9.24-22.9.24 International Day of Peace – 21.9.24 Black History Month – October 2024 World Mental Health Day – 10.10.24 Recycle Week – 14.10.24-20.10.24</p>	<p>All Saints Day – 1.11.24 Anti-bulling week - 11.11.24-15.11.24 Remembrance Day - 11.11.24 Children in Need – 15.11.24 First Sunday of Advent – 1.12.2</p>
Blended Learning	<p>Kapow, Oddizzi, Discovery Education, Maths.co.uk, phonics play, BBC bitesize, Oak Academy, TT Rockstars, Top Marks, White Rose Maths</p>	

	Spring 1	Spring 2
English Literary Curriculum	<p><b>The BFG</b></p> <p>This Writing Root is based on the story of <i>The BFG</i> by Roald Dahl. It includes exemplified grammar activities throughout, as well as including drama techniques such as thought tapping. Visual images and music are also incorporated. The children will create diary entries as Sophie and write a new chapter/own version of what might happen before creating their own giant story.</p> <p><b>The Tear Thief</b></p> <p>After exploring the idea that emotions could be matched with tears (water beads), the children read the text <i>The Tear Thief</i> and then explore the figurative writing within. They create a shared poem, explore different verb forms and then write a letter in role using the present perfect form. Following this, the children explore the idea that tears are shed for different reasons and that crying is an inevitable part of being human. They explore the health benefits of crying and how crying is the body's way of dealing with intense emotions or overwhelming situations. They receive a letter from an anonymous child who feels embarrassed about crying. The children explore using a range of different grammatical forms of sentence to create an information/ persuasive poster before writing a letter, in the style of an agony aunt, to this child, giving him/her advice. Children will spend the final few sessions planning and writing a newspaper article about the mystery of the stolen tears.</p>	<p><b>The Mysteries of Harris Burdick</b></p> <p>Children begin by exploring the illustrations – left in a mysterious suitcase in the classroom – and creating mystery setting descriptions, using a variety of grammatical and authorial tools. They go on to create action, character and dialogue in their middle-sections and endings. Children will explore many of the illustrations in this text. In the final part of the Writing Root, children write their own fantasy stories, based upon the illustration Mr. Linden's Library. They will finally edit and publish their stories in a class collection for others to read. Afterwards, children will receive a letter from a mysterious H.B. thanking them for creating stories for these illustrations.</p>
Maths	<p><u>White Rose</u></p> <p><b>Number:</b> Addition, Subtraction, Money, Time, Multiplication, Division</p> <p><b>Geometry:</b> Length, Perimeter</p>	<p><u>White Rose</u></p> <p><b>Number:</b> Multiplication, Division, Fractions</p> <p><b>Geometry:</b> Length, Perimeter, Mass, Capacity, Area</p>
RE	<p><u>Come and See</u></p> <p><b>Local Church – Community: Community</b> Life in the local Christian community: ministries in the parish</p> <p><b>Eucharist – Relating: Giving and Receiving</b> Living in communion</p>	<p><u>Come and See</u></p> <p><b>Lent/Easter – Giving: Self Discipline</b> The family of God in Scripture</p>
RSHE	<p><b>Health and Wellbeing KAPOW</b></p> <p>Children develop emotional maturity in this unit, learning that we experience a range of emotions and are responsible for these. They will learn to appreciate the emotions of others and will develop a growth</p>	<p><b>Citizenship KAPOW</b></p> <p>Children learn about human rights and caring for the environment. They will explore the role of groups within the local community and appreciate community diversity. They will also look at the role of local government.</p>

	mindset. Children will identify calming and relaxing activities and develop independence in dental hygiene.	
Science	<p><b>Animals Including Humans</b></p> <p>This unit recaps the children's learning from year 2 about how animals survive and stay healthy and helps children to learn more about what makes a healthy, balanced diet. They learn about the nutrients that different foods provide and how these nutrients help our bodies. They also explore how different animals eat different types of foods and need different proportions of nutrients. They understand what food labels on packaging show and gather information from food labels to help them to answer questions. In this unit, children also explore the different types of skeletons that animals have and compare these. They learn some names of bones in the human body and learn about how muscles help us to move. Children briefly look at the digestive system in humans and animals and the functions of teeth.</p>	<p><b>Electricity</b></p> <p>This unit is the first introduction to studying electricity in Key Stage 2. Children will learn about what electricity is and how it was discovered. They will identify which appliances use electricity in their homes and how to keep themselves safe. Children will construct circuits, start to create pictorial circuits and conduct an investigation into how easily different types of switches can break and reconnect a circuit.</p>
History		<p><b>The Elizabethans</b></p> <p>Children will learn about the changes in power of monarchs. They will learn about the rule of Queen Elizabeth 1 and about the culture of the age of exploration and expansion abroad.</p>
Geography	<p><b>Physical Geography - Water and Rivers 2</b></p> <p>In this unit, the children will find how people use, effect and protect rivers. They will look at issues such as flooding and its consequences. They will use fieldwork to study Millingford Brook.</p>	
Art and Design		<p><b>Portraiture – Portraits</b></p> <p>The children will create portrait drawings.</p>
DT	<p><b>Electrical Systems – Circuits and Switches</b></p> <p>The children will make a buzzer for the school office.</p>	
Computing	<p><b>Teach Computing – Data and Information – Data Logging</b></p> <p>In this unit, children will consider how and why data is collected over time. Children will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Children will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Children will spend time using a computer to review and analyse data. Towards the end of the unit, children will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>	<p><b>Teach Computing – Creating Media – Photo Editing</b></p> <p>Children will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>

<p><b>Music</b></p>	<p><b>KAPOW – Adapting and Transposing Motifs (theme Romans – follow up to History last term)</b></p> <p>Drawing upon their understanding of repeating patterns in music, children are introduced to the concept of motifs.</p> <p><b>Y4 – Guitars (Every Wednesday)</b></p> <p>Wigan Music Service teach children how to play the guitar.</p>	<p><b>KAPOW Pitch, Tempo and Dynamics (theme Rivers – links to Geography)</b></p> <p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the children represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p> <p><b>Y4 – Guitars (Every Wednesday)</b></p> <p>Wigan Music Service teach children how to play the guitar.</p>
<p><b>French</b></p>	<p><b>Mrs Powell (Every Friday)</b></p> <p>Children will learn about different playground games. They will also look at numbers and age.</p>	<p><b>Mrs Powell (Every Friday)</b></p> <p>Children will about a French classroom.</p>
<p><b>Key Dates/Information</b></p>	<p>Epiphany – 6.1.25  World Religion Day 19.1.25  Holocaust Memorial Day 27.1.25  Safer Internet Day – 11.2.25  Random Act of Kindness day - 17.2.25</p>	<p>Epiphany – 6.1.25  World Religion Day 19.1.25  Holocaust Memorial Day 27.1.25  Safer Internet Day – 11.2.25  Random Act of Kindness day - 17.2.25</p>
<p><b>Blended Learning</b></p>	<p>Kapow, Oddizzi, Discovery Education, Maths.co.uk, phonics play, BBC bitesize, Oak Academy, TT Rockstars, Top Marks, White Rose Maths</p>	



	Summer 1	Summer 2
English Literary Curriculum	<p align="center"><b>The Story of Tutankhamun</b></p> <p>This is a Writing Root for <i>The Story of Tutankhamun</i> by Patricia Cleveland-Peck in which children begin by exploring the history of Tutankhamun and writing reports about Ancient Egypt before going on to find out about Howard Carter and exploring the stories and legends about the curse of Tutankhamun's tomb. The sequence of learning finishes with children writing a biography of Tutankhamun.</p> <p align="center"><b>Jonathan Swift's Gulliver</b></p> <p>Children will have read Gulliver's Travels and been immersed in the various settings that he explores. This will be used as a basis for a variety of persuasive short writing opportunities, such as a poster and a leaflet before children move on to creating a logbook. The final longer written outcome will be the children creating their own imaginary lands to use as settings for a new adventure story where they are the explorer.</p>	<p align="center"><b>The Lion, the Witch and the Wardrobe</b></p> <p>This is a four-week Writing Root for <i>The Lion, The Witch and The Wardrobe</i> by CS Lewis in which children explore the idea that a character can change over time. Children will develop the skills of prediction including evidencing from the text. They will write a poem about a sweet that bewitches a main character, an imaginary conversation between two characters and write in role. The sequence of learning includes exemplified grammar and spelling activities throughout. Drama techniques such as hot-seating and thought-tapping are used to support understanding and to develop writing.</p>
Maths	<p align="center"><u>White Rose</u></p> <p><b>Number:</b> Fractions, Decimals, Time</p> <p><b>Geometry:</b> Mass, Capacity, Position, Direction</p>	<p align="center"><u>White Rose</u></p> <p><b>Number:</b> Statistics, Time</p> <p><b>Geometry:</b> Mass, Capacity, Position, Direction</p>
RE	<p align="center"><u>Come and See</u></p> <p><b>Pentecost – Serving: New Life</b> To hear and live the Easter message</p> <p><b>Reconciliation – Inter-Relating: Building Bridges</b> Admitting wrong, being reconciled with God and one another</p>	<p align="center"><u>Come and See</u></p> <p><b>Another Faith: Sikhism</b></p> <p><b>Universal Church – World: God's People</b> Different saints show people what God's like</p>
RSHE	<p align="center"><b>Economic Wellbeing KAPOW</b></p> <p>Children will explore choices associated to spending. They will explore what makes something good value for money. They will explore career aspirations and what influences career choices.</p>	<p align="center"><b>Transition KAPOW</b></p> <p>Y3 – Helping Year 3 children to prepare for the transition to Year 4 and the changes that come with this.</p> <p>Y4 – Helping Year 4 children prepare for the transition into Year 5 and the changes, challenges and opportunities this brings.</p>
Science	<p align="center"><b>Living Things and Their Habitats</b></p> <p>In this unit, children explore a variety of ways to identify, sort, group and classify living things. They learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. They use and create classification keys to</p>	<p align="center"><b>Light</b></p> <p>This unit teaches children about light, reflections and shadows. They will learn about different sources of light, and that we need light to see. The children will work scientifically and collaboratively to investigate reflective materials, in the context of designing a new book bag. They will</p>

	<p>group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to human-made and natural changes, and that these changes can have a significant impact on living things. Throughout the unit, children work scientifically by gathering, recording and presenting information in different ways.</p>	<p>work in a hands on way to play a range of mirror games, finding out more about reflective surfaces. Furthermore, they will learn that the sun's light can be dangerous, and will create an advert for a pair of sunglasses or a sun hat that they have designed. The children will have chance to test which objects are opaque in an exciting investigation to design the most effective curtains, and will find out how shadows change when the distance between the object and light source changes. They will develop their scientific enquiry skills, making observations, predictions and conclusions.</p>
History	<p><b>Ancient Egypt</b></p> <p>This Ancient Egypt unit will teach children in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods.</p>	
Geography		<p><b>Local Area – Mapping</b></p> <p>The children will learn about the features of the school grounds and the settlements around the school area. They will use their mapping skills and mapping symbols to identify the features of the local area.</p>
Art and Design	<p><b>Textiles – Printing</b></p> <p>The children will print onto textile.</p>	
DT		<p><b>Food – Healthy and Varied Diet</b></p> <p>The children will make wraps for themselves for Sports Day.</p>
Computing	<p><b>Teach Computing – Computing Systems and Networks – Connecting Computers</b></p> <p>Children will be challenged to develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will start by comparing digital and non-digital devices, before being introduced to computer networks that include network infrastructure devices like routers and switches.</p>	<p><b>Teach Computing – Programming B – Events and Actions in Programs</b></p> <p>This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Children will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Children are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.</p>
Music	<p><b>KAPOW Pentatonic Melodies and Composition (theme Chinese New Year)</b></p> <p>Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.</p> <p><b>Y4 – Guitars (Every Wednesday)</b></p>	<p><b>KAPOW – Traditional Instrument and Improvisation (theme India)</b></p> <p>Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.</p> <p><b>Y4 – Guitars (Every Wednesday)</b></p>



	Wigan Music Service teach children how to play the guitar.	Wigan Music Service teach children how to play the guitar.
French	<u>Mrs Powell (Every Friday)</u> Children will learn how to read, say and write a variety of food and drink.	<u>Mrs Powell (Every Friday)</u> Children will learn how to read, say and write a variety of food and drink.
Key Dates/Information		World Fair Trade Day – 10.5.25 KS2 SATS – 12.5.25-15.5.25 Earth Day – 22.6.25 Pentecost – 8.6.25 World Ocean Day – 8.6.25
Blended Learning	Kapow, Oddizzi, Discovery Education, Maths.co.uk, phonics play, BBC bitesize, Oak Academy, TT Rockstars, Top Marks, White Rose Maths	