




















## Westhouses Primary School Curriculum Map Year A 25/26 – Philosophers














	Term 1 (AT1)	Term 2 (AT2)	Term 3 (Sp1)	Term 4 (Sp2)	Term 5 (Su1)	Term 6 (Su2)
<b>Topic Title</b>	Rainforests	Ancient Egyptians	Ancient Greece	Scrumdilyumptious	Saxons	Vicious Vikings
<b>Topic Question</b>	Rain, Rain can you go away?	Who's the mummy?	Did the Ancient Greeks change the world?	Where does our food come from?	Were the Saxons crafty?	Victorious due to their viciousness?
<b>Engage</b>	Nearpod (virtual trip)	Mummify the TA	Jason and the Golden Fleece Visit	Chocolate Tasting Workshop	Class Invasion	Nearpod (virtual trip)
<b>End Product</b>	Butterfly House	Ancient Egyptian Day	Greek day	Cooking	Saxon Crafts	Saxon vs Vikings Battle!
<b>Class Text</b>	The Demon Headmaster – Gillian Cross	A Mummy Ate My Homework – Thiago de Moraes	The Great Chocoplot – Chris Callaghan	Beasts of Olympus: Beast Keeper – Lucy Coats	How to Train Your Dragon – Cressida Cowell	
<b>Reading Practice Text</b>	Year 3: Bill's New Frock – Anne Fine (69OL – Humour and Moral)  Year 4: Krindlekrax – Philip Ridley (64OL – Moral)	Year 3: A Bear Called Paddington – Michael Bond (75OL – Adventure)  Year 4: Charlotte's Web – E.B White (75OL – Animal)	Year 3: The Hodgeheg – Dick King Smith (92OL – Warning)  Year 4: The Firework Maker's Daughter – Phillip Pullman (87OL – Mystery)	Year 3: You're a Bad Man Mr Gum – Andy Stanton (90OL – Comedy)  Year 4: Anglo-Saxon Boy – Tony Bradman (Historical Fiction)	Year 3: The Sheep Pig – Dick King Smith (98OL – Morals)  Year 4: The Lion, The Witch and The Wardrobe – C.S. Lewis (94OL – Fantasy and Adventure)	Year 3: Zombierella: Fairy Tales Gone Bad – Joseph Coelho (Traditional)  Year 4: The Lion, The Witch and The Wardrobe – C.S. Lewis (94OL – Fantasy and Adventure)
<b>Unseen Comprehension</b>	Year 3: Habitats  Year 4: Madagascar	Year 3: Robin Hood  Year 4: Coasts	Year 3: Women of the Skies  Year 4: Spain	Year 3: Angry Earth  Year 4: The River Nile	Year 3: Urban Living  Year 4: The Romans	Year 3: The Stone Age  Year 4: Ancient Greece


<p><b>Protected Characteristics Text</b></p>	<p>The Flower – John Light</p>  <p>Just Ask! – Sonia Sotomayer</p> 	<p>Welcome to Our World – Noira Butterfiled</p>  <p>Harriet Tubman – Maria Isabel Sanchez Vegara</p> 	<p>Dogs Don't Do Ballet – Anna Kemp</p>  <p>Emmeline Pankhurst – Lisabeth Kaiser</p> 	<p>The Way Back Home – Oliver Jeffers</p>  <p>Questions and Answers about Racism – Jordan Akpojaró</p> 	<p>This is Our House – Michael Rosen</p>   <p>My Shadow is Pink – Scott Stuart</p>  	<p>The Whisperer – Nick Butterworth</p> 
<p><b>Spellings</b></p>	<p>Week 1 - /d/ phoneme Week 2 - /g/ phoneme Week 3 - /i/ phoneme Week 4 – -ing, -en, -er Week 5 - /igh/ phoneme Week 6 – un-, dis-, mis- Week 7 - Review</p>	<p>Week 1 - /f/ phoneme Week 2 – re- Week 3 - /z/ phoneme Week 4 – homophones Week 5 - /zh/ phoneme Week 6 - -ly Week 7 - Review</p>	<p>Week 1 -/ear/ phoneme Week 2 - /b/ &amp; /p/ phoneme Week 3 -/air/ phoneme Week 4 - -sion, -ssion, -tion, -cian Week 5 -/ng/ phoneme Week 6 -Review</p>	<p>Week 1 - -sure, -ture Week 2 - /th/ phoneme Week 3 – Homophones Week 4 - /o/ phoneme Week 5 - /ar/ phoneme Week 6 - Review</p>	<p>Week 1 - /l/ phoneme Week 2 - /ch/ phoneme Week 3 - /s/ phoneme Week 4 - -il, -im Week 5 - /ure/ phoneme Week 6 - Review</p>	<p>Week 1 – in-, ir- Week 2 - /o-e/ phoneme Week 3 – Homophones Week 4 - /oy/ phoneme Week 5 - /ul/ phoneme Week 6 – Review</p>
<p><b>English (The Literacy Tree)</b></p> <p>(Bold is the main focus of the unit)</p>	<p><b><u>Magic and Mystery</u></b></p> <p>Leon and the Place Between – Angella McAllister</p> <ul style="list-style-type: none"> <li>Persuasive Posters</li> <li>Setting Descriptions</li> <li>Thought bubbles/diaries</li> <li>Dialogues</li> <li><b>Fantasy Narratives</b></li> </ul> <p>The Heart and the Bottle – Oliver Jeffers</p> <ul style="list-style-type: none"> <li>Character Descriptions</li> <li>Narrative Retellings</li> </ul>	<p><b><u>Dreams and Desires</u></b></p> <p>The BFG – Roald Dahl</p> <ul style="list-style-type: none"> <li>Recount (diary entry)</li> <li>Character Descriptions</li> <li>Wanted Poster</li> <li>New chapter</li> <li>Instructions</li> <li><b>Fantasy Narratives</b></li> </ul> <p>The Tear Thief – Carol Ann Duffy</p> <ul style="list-style-type: none"> <li>Shared Poems</li> <li>Persuasive Posters</li> <li>Discussions</li> </ul>	<p><b><u>Hope and Healing</u></b></p> <p>Frindleswylde – Natalia O'Hara</p> <ul style="list-style-type: none"> <li>Letters</li> <li>Voting slips</li> <li>Dialogue</li> <li>Poetry</li> <li>Birds-eye view</li> <li>Descriptions</li> <li>Speeches</li> <li><b>Narrative Sequels</b></li> </ul> <p>Escape from Pompeii – Christina Balit</p> <ul style="list-style-type: none"> <li>Setting descriptions</li> <li>Diaries</li> <li>Letters</li> </ul>	<p><b><u>Overcoming Adversity</u></b></p> <p>Cloud Tea Monkeys – Mal Peet &amp; Elspeth Graham</p> <ul style="list-style-type: none"> <li>Descriptions</li> <li>'how to' guides</li> <li>Letters</li> <li>Discussions</li> <li><b>Non-Chronological Reports</b></li> </ul>   <p>Small in the City - Sydney Smith</p> <ul style="list-style-type: none"> <li>Setting descriptions</li> </ul>	<p><b><u>From mystery to discovery</u></b></p> <p>The Mysteries of Harris Burdick – Chris Van Allsberg</p> <ul style="list-style-type: none"> <li>Diary Entries</li> <li>Dialogue</li> <li>Setting descriptions</li> <li>Captions and titles</li> <li><b>Own version mystery narratives</b></li> </ul> <p>How to live forever – Colin Thompson</p> <ul style="list-style-type: none"> <li>Lost posters</li> <li>Dialogue</li> </ul>	<p><b><u>Pride and Downfall</u></b></p> <p>Jim, A Cautionary Tale – Hilaire Belloc</p> <ul style="list-style-type: none"> <li>Warning Posters</li> <li>Warning announcements</li> <li>Alternative endings</li> <li>Performance poetry</li> <li>Letters of apology</li> </ul> <p>Our Tower – Joseph Coelho</p> <ul style="list-style-type: none"> <li>Poems</li> <li>Setting Descriptions</li> </ul>

	<ul style="list-style-type: none"> <li><b>Dilemma Narratives</b></li> </ul> 	<ul style="list-style-type: none"> <li><b>Letters of explanation</b></li> </ul>	<ul style="list-style-type: none"> <li>Thought Bubbles</li> <li><b>Newspaper Reports</b></li> </ul>	<ul style="list-style-type: none"> <li>Poem</li> <li>Diary Entry</li> <li>Dialogue</li> <li>Letter of advice</li> <li>Lost poster</li> <li><b>Extended Narrative from alternative perspective</b></li> </ul>	<ul style="list-style-type: none"> <li>Setting and character descriptions</li> <li>Ledger entries</li> <li>Instructions</li> <li>Letters of warning</li> <li><b>Prequels</b></li> </ul>	<ul style="list-style-type: none"> <li>Diary Entries</li> <li>Dialogue</li> <li>Letters of thanks</li> <li><b>Extended Fantasy Narrative</b></li> </ul>
<b>Foundation Writing Opportunities</b>	<p>Geography: Deforestation writing based around the video 'There's a rang tan in my bedroom'.</p> <p>Science: Create a new living thing and write a letter to a taxonomist describing your new species.</p>	<p>History: Write a set of instructions about the mummification process used by the Ancient Egyptians.</p> <p>Science: Create an information leaflet explaining why and how we can look after the human body.</p>	<p>History: Write a newspaper report from the perspective of a spectator during the Olympics.</p> <p>DT: Evaluation write up including a set of instructions of the process used.</p>	<p>Geography: Create an information leaflet about fairtrade, what it is and how it helps.</p> <p>Science: Write a story from the perspective of a piece of food travelling through the digestive system.</p>	<p>History: Write a poem based on the daily life of a young Saxon child.</p> <p>Science: Write several short diary entries recording the growth of a plant.</p>	<p>Geography: Step into the role of a Viking Warrior and write a letter back home about your adventures on the longboat.</p> <p>Science: Write a report on the Water Cycle.</p>
<b>Maths Year 3 and 4 (White Rose)</b>	<p><b>Number:</b> Place Value  <b>Number:</b> Addition and Subtraction  <b>Number:</b> Multiplication and Division A  <b>Measurement:</b> Area</p>		<p><b>Number:</b> Multiplication and Division B  <b>Measurement:</b> Length and Perimeter  <b>Number:</b> Fractions A  <b>Measurement:</b> Mass and Capacity  <b>Number:</b> Fractions B</p>		<p><b>Measurement:</b> Time  <b>Number:</b> Decimals  <b>Measurement:</b> Money  <b>Geometry:</b> Shape  <b>Geometry:</b> Position and direction  <b>Statistics</b></p>	

<b>Science (Developing Experts)</b>	<u><b>Classifying Living Things and their Habitats (Y4)</b></u>  NC: Recognise that living things can be grouped in a variety of ways. Explore and use	<u><b>Animals, including Humans: Human body and skeletons (Y3)</b></u>  NC: Identify that humans and some other animals have skeletons and muscles for support,	<u><b>Living things and their habitats – Conservation (Y4)</b></u>  NC: Recognise that living things can be grouped in a variety of ways. Explore and use	<u><b>Animals, including Humans: Food and digestion (Y4)</b></u>  NC: Describe simple functions of the basic parts of the digestive system in humans	<u><b>Exploring the World of Plants (Y3)</b></u>  NC: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk,	<u><b>States of matter (Y4)</b></u>  NC: Compare and group materials together, according to whether they are solids, liquids or gases. bserve that some materials change state
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		classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	protection and movement.	classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	different types of teeth in humans and their simple functions interpret a variety of food chains, identifying producers, predators and Prey. identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	leaves and flowers. Explore the requirements of plants for life and growth (air, light, 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 life cycle of flowering plants, including pollination, seed formation and seed dispersal.	when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Computing	CS	Computer Systems and Networks Y3: Connecting Computers (CS)		Programming A Y3: Sequencing Sounds (CS)			Programming A Y4: Repetition in shapes (CS)
	IT		Creating Media Y3: Desktop Publishing (IT)		Data and Information Y3: Branching Databases (IT)	Creating Media Y3: Stop-frame Animation (IT)	
	DL	Privacy and Security School AUP	Online Bullying (PSHE) Self image and Identity	Online Relationships Online Reputation (PSHE)	Health, Wellbeing and Lifestyle (PSHE)	Managing Online Information	Copyright and Ownership
History/ Geography		<u>Place Knowledge/ subject knowledge of a Rainforest climate</u>	<u>Ancient Egypt</u> NC: the achievements of the earliest civilizations – an overview of where and	<u>Ancient Greece</u> NC: A study of Greek life and	<u>Fair Trade- where does our food come from?</u>	<u>Anglo-Saxons</u> NC: Anglo-Saxon invasions, settlements & kingdoms, place names	<u>Vikings</u> NC: the Viking and Anglo Saxon struggle for the Kingdom of England to

	<p>NC: Understand geographical similarities and difference human and physical geography of the UK and South America</p> 	<p>when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</p> 	<p>achievements and their influence on the western world.</p> 	<p>NC: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-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 geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>&amp; village life- National curriculum objectives: Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Christian conversion – Canterbury, Iona and Lindisfarne.</p> 	<p>the time of Edward the Confessor. NC: human geography, including: types of settlement and land use, economic activity including trade links</p> 
<p>Art/DT (DT – Kapow)</p>	<p><b><u>Collage (Art):</u></b></p> <p>Explore the work of Henri Rousseau, observe and experiment with shapes and patterns, design rainforest repeated patterns</p>	<p><b><u>3D (Art):</u></b></p> <p>Explore great artists in history, look at Egyptian masks or figures. Explore and create canopic jars and head masks.</p>	<p><b><u>Mechanical Systems (DT)</u></b></p> <p>Pneumatic toys</p>	<p><b><u>Food Technology (DT)</u></b></p> <p>Eating seasonally and adapting a recipe</p>	<p><b><u>Electrical systems DT)</u></b></p> <p>Electric Poster/torches</p>	<p><b><u>Painting (Art):</u></b></p> <p>Explore great artists in history, learn watercolour techniques, revisit drawing techniques, create a longship painting.</p>
<p>RE (Derbyshire Syllabus)</p> 	<p>12.7 What does it mean to be a Christian in Britain today? (part 1)</p>	<p>L2.8 What does it mean to be a Hindu in Britain today? (part 1)</p>	<p>L2.2 Why is the Bible so important for Christians today?</p>	<p>L2.5 Why are festivals important to religious communities? Easter Focus</p>	<p>L2.1 What do different people believe about God? Christian focus and either or both Hindus and Muslims</p>	<p>L2.4 Why do people pray?</p>
<p>PSHCE (Jigsaw)</p>	<p>Being me in my world</p> 	<p>Celebrating Difference</p> 	<p>Dreams &amp; Goals</p> 	<p>Healthy Me</p> 	<p>Relationships</p>	<p>Changing Me</p> 

						
PE	Paceball Swimming	Forest School Swimming	Invasion Games Swimming	Basketball Swimming	Cricket Swimming	Dance – Viking voy- ages/dance Swimming
French Y3 (Kapow)	<u>French greetings</u> Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.	<u>French adjectives of colour, size and shape</u> Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.	<u>French playground games – numbers and age</u> This KS2 unit sees children count in French from one to twelve, recognise the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games.	<u>In a French classroom</u> Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'	<u>French transport</u> Using their detective skills to spot cognates and working out meaning, children learn new transport-related vocabulary and construct sentences using parts of the verb 'aller' – to go, and prepositions to express going on holiday to a different country or going to school by a particular mode of transport. The children discover that French is spoken in many countries around the world other than France	<u>A circle of life in French</u> Using their dictionary skills to develop their animal vocabulary and habitat names. Building sentences and completing food chains to apply this vocabulary in writing. This unit has cross-curricular links with Science.
	Investigation of France culture, geography, and comparison to the UK (links to Geography PoS).					
Music	Wider Opps Music Tuition					