















Westhouses Primary School Curriculum Map Year B 24/25 – Philosophers























	Term 1 (AT1)	Term 2 (AT2)	Term 3 (Sp1)	Term 4 (Sp2)	Term 5 (Su1)	Term 6 (Su2)
Topic Title	Stone Age	Bronze Age to Iron Age	Angry Earth	Romans	Europe	Mountains
Topic Question	Then vs Now: What's changed?	What was life like in prehistoric Britain?	What makes you blow?	What did the Romans ever do for me?	What does Europe have to explore?	A hill or a mountain; what makes them different?
Engage	Stone Age Day	Building shelters	Nearpod Virtual Trip	Mosaics	Cuisine across Europe	Mountain backpack
End Product	Stonehenge Virtual Trip	Excavation	Magna Visit	Roman Battle	European research project	Rock Climbing
Class Text	Varjak Paw – SF Said	The Iron Man – Ted Hughes	Lenora Bolt – Lucy Brandt & Gladys Jose	The Thieves of Ostia – Caroline Lawrence	The Creakers – Tom Fletcher	The Abominables – Iva Ibbotson
Reading Practice Text	Year 3: Bill's New Frock - Anne Fine (690L – Humour and Moral)  Year 4: Krindlekrax – Philip Ridley (640L – Moral)	Year 3: A Bear Called Paddington – Michael Bond (750L – Adventure) Year 4: Charlotte's Web – E.B White (750L – Animal)	Year 3: You're a Bad Man Mr Gum – Andy Stanton (900L – Comedy) Year 4: The Firework Maker's Daughter – Phillip Pullman (870L – Mystery)	Year 3: The Sheep Pig – Dick King Smith (980L – Morals) Year 4: Anglo-Saxon Boy – Tony Bradman (Historical Fiction)	Year 3: The Hodgeheg – Dick King Smith (920L – Warning) Year 4: The Lion, The Witch and The Wardrobe – C.S. Lewis (940L – 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 (940L – Fantasy and Adventure)
Unseen Comprehension	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>Protected Characteristics Text</p>	<p>Perfectly Normal – Tom Percival</p>  <p>Oliver – Birgitta Sif</p> 	<p>After the Fall: How Humpty Dumpty Got Back Up – Dan Santat</p> 	<p>The New Jumper – Oliver Jeffers</p>  <p>All about Diversity – Felicity Brooks</p> 	<p>Eric – Shaun Tan</p>  <p>Nelson Mandela – Maria Isabel Sanchez Vegara</p> 	<p>Dare to be Different – Michaela Morgan</p>  <p>My Princess Boy – Cheryl Kilodavis</p> 	<p>And Tango Makes Three – Justin Richardson</p>  <p>All about Families – Felicity Brooks and Mar Ferrero</p>  
<p>Spellings</p>	<p>Week 1 - /a/ phoneme Week 2 - /ay/ phoneme Week 3 - -ing, -ed, -er, -est Week 4 - /oo/ phoneme Week 5 - super-, anti-, auto- Week 6 – Review</p>	<p>Week 1 - /ow/ phoneme Week 2 - /e/ phoneme Week 3 - /ee/ phoneme Week 4 - -ation Week 5 - /u/ phoneme Week 6 - /ue/ phoneme Week 7 – Review</p>	<p>Week 1 - /h/ phoneme Week 2 – sub-, inter- Week 3 - /j/ phoneme Week 4 - -ous Week 5 - /kw/ phoneme Week 6 – Review</p>	<p>Week 1 - /sh/ phoneme Week 2 – homophones Week 3 - /shun/ phoneme Week 4 - /w/ phoneme Week 5 - /m/ phoneme Week 6 – Review</p>	<p>Week 1 - /k/ phoneme Week 2 - /z/ phoneme Week 3 - /aw/ phoneme Week 4 - /r/ phoneme Week 5 - /er/ phoneme Week 6 – Review</p>	<p>Week 1 - /n/ phoneme Week 2 - /p/ phoneme Week 3 – homophones Week 4 - /t/ phoneme Week 5 - /y/ phoneme Week 6 – Review</p>
<p>English (The Literacy Tree)</p> <p>(Bold is the main focus of the unit)</p>	<p><u>Imagination and Freedom</u></p> <p>Tar Beach – Faith Ringgold</p> <ul style="list-style-type: none"> Poetry Setting descriptions Formal letters Dialogue Narrative retelling of play script <p>The First Drawing – Mordical Gerstein</p> <ul style="list-style-type: none"> Character descriptions Diaries 	<p><u>Invention and Transformation</u></p> <p>The Tin Forest – Helen Ward</p> <ul style="list-style-type: none"> Persuasive posters Information leaflets Postcards Diaries Wishes Setting descriptions Persuasive information leaflets 	<p><u>Finding your future</u></p> <p>Granny came here on the Empire Windrush – Patrice Lawrence</p> <ul style="list-style-type: none"> Informal letters Factual statements future aspirations postcards diary entries a speech quotations factual reports 	<p><u>Taking Courage</u></p> <p>The Baker by the Sea – Paula White</p> <ul style="list-style-type: none"> Job applications Advertisements Setting descriptions Letter in role Tourist brochure <p>The Matchbox Diary – Paul Fleischman</p> <ul style="list-style-type: none"> Dialogue Diary entry 	<p><u>Unearthing civilisations</u></p> <p>Weslandia – Paul Fleischman</p> <ul style="list-style-type: none"> Retellings Character descriptions Book reviews Non-chronological reports <p>Flotsam – David Wiesner</p> <ul style="list-style-type: none"> postcard setting descriptions 	<p><u>Fantasy Worlds</u></p> <p>Jabberwocky – Lewis Carroll</p> <ul style="list-style-type: none"> Performance poetry Explanatory descriptions Nonsense Poems <p>The Day I Swapped my Dad for Two Goldfish – Neil Gaiman</p> <ul style="list-style-type: none"> Thought bubbles Missing scenes


	<ul style="list-style-type: none"> • Recounts • Own historical narratives 	<p>The Iron Man – Ted Hughes</p> <ul style="list-style-type: none"> • Character descriptions • Letters of advice • Short news bulletins • Diary entries • Menus • Logbook entries • Factual reports 	<p>The Selfish Giant – Oscar Wilde</p> <ul style="list-style-type: none"> • Letters • First person recounts • Diaries • Letters • Posters • Reports • Narrative about kindness 	<ul style="list-style-type: none"> • Re-telling • Mini autobiography • Fact file • Biography 	<ul style="list-style-type: none"> • non-chronological reports • message in a bottle letter • sequels (mystery narratives) 	<ul style="list-style-type: none"> • Diaries • Own version narratives
Foundation Writing Opportunities	<p>Geography: Write a diary entry from the perspective of either someone who lives in Skara Brae or the person who discovered Skara Brae.</p> <p>Science: Write a non-chronological report on light</p>	<p>History: Write a newspaper report about the discovery of Stonehenge.</p> <p>Science: Write a story imagining you are a sound wave on a journey.</p>	<p>Geography: Create a non-chronological report on natural disasters.</p> <p>Science: Create a leaflet comparing the different types of rocks.</p>	<p>History: Write a balanced argument comparing whether Boudicca was a hero or a villain.</p> <p>RE: Create an information poster comparing people's views on Jesus as an inspiration.</p>	<p>Geography: Create a factfile on a chosen Mediterranean country.</p> <p>Science: Create a non-chronological report on magnets and forces.</p>	<p>Geography: Create a travel brochure for mountain life.</p> <p>DT: Evaluation on product with a set of instructions about the process followed.</p>
Maths Year 3 and 4 (White Rose)	<p>Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division A Measurement: Area</p>		<p>Number: Multiplication and Division B Measurement: Length and Perimeter Number: Fractions A Measurement: Mass and Capacity Number: Fractions B</p>		<p>Measurement: Time Number: Decimals Measurement: Money Geometry: Shape Geometry: Position and direction Statistics</p>	

Science (Developing Experts)	<u>Light (Y3)</u>	<u>Sound (Y4)</u>	<u>Rocks (Y3)</u>	<u>Electricity (Y4)</u>	<u>Forces and Magnets (Y3)</u>	<u>Working Scientifically (Y3)</u>
	NC: Recognise that they need light in order to see things and that dark is the absence of Light.	NC: Identify how sounds are made, associating some of them with something vibrating.	NC: Compare and group together different kinds of rocks on the basis of their appearance	NC: Identify common appliances that run on electricity. Construct a simple series electrical circuit,	NC: Compare how things move on different surfaces. Notice that some forces need contact between	NC: See all working scientifically objectives

		<p>Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous 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.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	
Computing	CS	<p>Computer Systems and Networks Y4:</p> <p>The Internet (CS)</p>		<p>Programming B Y3:</p> <p>Events and actions (CS)</p>			<p>Programming B Y4:</p> <p>Repetition in games (CS)</p>
	IT		<p>Creating Media Y4:</p> <p>Photo editing (IT)</p>		<p>Creating Media Y4:</p> <p>Audio production (IT)</p>	<p>Data and Information Y4:</p> <p>Data Logging (IT)</p>	
	DL	<p>Privacy and Security</p> <p>School AUP</p>	<p>Online Bullying (PSHE)</p> <p>Self image and Identity</p>	<p>Online Relationships</p> <p>Online Reputation (PSHE)</p>	<p>Health, Wellbeing and Lifestyle (PSHE)</p>	<p>Managing Online Information</p>	<p>Copyright and Ownership</p>
History/ Geography		<p><u>Stone Age</u></p> <p>Changes in Britain from the Stone Age to Iron</p>	<p><u>Bronze to iron Age</u></p> <p>NC: Bronze Age religion, technology and travel, for</p>	<p><u>Earthquakes, Volcanoes etc.</u></p>	<p><u>The Roman Empire & its impact on Britain</u></p> <p>NC:</p>	<p><u>Europe</u></p> <p>NC: Locate the world's countries, using maps to</p>	<p><u>Mountains</u></p> <p>NC: Physical geography including mountains,</p>

	<p>Age - National curriculum objectives: Changes in Britain from the Stone Age to the Iron Age.</p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</p>  	<p>example, Stonehenge., Iron Age hill forts: tribal kingdoms, farming, art and culture, the Celts in Britain.</p>  	<p>NC: describe and understand key aspects of:</p> <p>physical geography, including: volcanoes and earthquakes, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>  	<p>Julius Caesar's attempted invasion in 55-54 BC.</p> <p>The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall.</p> <p>British resistance, for example, Boudica/ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>  	<p>focus on Europe (including the location of Russia)</p> <p>and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> 	<p>describe and understand key aspects of: physical geography, including: mountains, map work and use of compass points</p>  
<p>Art/DT</p> <p>(DT – Kapow)</p>	<p><u>Drawing (Art)</u></p> <p>Making natural paints, drawing on different textures, observational drawing</p>	<p><u>Structures (DT)</u></p> <p>Constructing a castle/hill fort/pavilion</p>	<p><u>Textiles (Art)</u></p> <p>Stitching techniques, fabric painting</p>	<p><u>Mechanical Systems (DT)</u></p> <p>Making a slingshot ca</p>	<p><u>Printing (Art)</u></p> <p>Printing methods, exploring European artists, printing tile patterns</p>	<p><u>Textiles (DT)</u></p> <p>Create own cushions</p>
<p>RE (Derbyshire Syllabus)</p> 	<p>L2.8 What does it mean to be a Hindu in Britain today? (part 2)</p>	<p>L2.7 What does it mean to be a Christian in Britain today? (Part 2)</p>	<p>L2.5 Why are festivals important to religious communities? Eid Focus</p>	<p>L2.3 Why is Jesus inspiring to some people?</p>	<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p>	<p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</p>
<p>PSHCE (Jigsaw)</p>	<p>Being Me in My world</p> 	<p>Celebrating Difference</p>   	<p>Dreams & Goals</p> 	<p>Healthy Me</p> 	<p>Relationships</p> 	<p>Changing Me</p> 

PE	Paceball (Coach) Swimming	Paceball (Coach) Forest School Swimming	Invasion Games (Coach) Swimming	Basketball (Coach) Swimming	Cricket (Coach) Swimming	Dance – Mountain jour- neys Swimming
French Y3 (Kapow)	<p><u>Portraits – describing in French</u></p> <p>Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.</p>	<p><u>Clothes – getting dressed in France</u></p> <p>Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.</p>	<p><u>French numbers, calendars and birthdays</u></p> <p>Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research of dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.</p>	<p><u>French weather and the water cycle</u></p> <p>Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast. The unit culminates in a French science lesson, where the children explore the water cycle and recognise scientific cognates.</p>	<p><u>French food – Miam, miam!</u></p> <p>French food, cafés, ordering and menus - 'Yum Yum'- or 'Miam, Miam' ! This unit introduces food vocabulary and revises numbers to 100, this time in the context of money and prices. The unit encourages children to develop their language detective skills and confidence with practical conversational French.</p>	<p><u>French and the Eurovision Song Contest</u></p> <p>This unit uses the concept of the Eurovision Song Contest to get pupils to work in groups writing their own original songs in French, using vocabulary largely drawn from years 3 and 4, including paying attention to rhyming sounds. The children learn additional musical instrument and musical genre vocabulary and expand their knowledge of the French names for European countries. They learn new sentence constructions to say that they play an instrument and live in a particular country and learn how to express likes and dislikes about different styles of music. The focus of lessons 4 and 5 provide opportunities to expand the learning over additional teaching time, to revise all vocabulary and grammar learning from years 3 and 4 and combine the unit with lessons in Art, Music and Geography.</p>

						
	Investigation of France culture, geography, and comparison to the UK (links to Geography PoS).					
Music	Wider Opps Music Tuition					