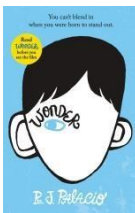
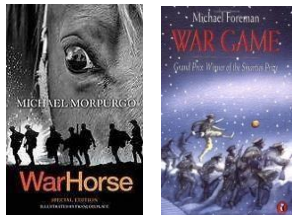
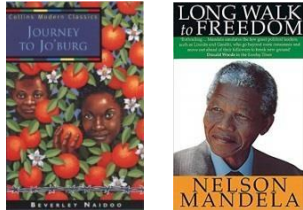
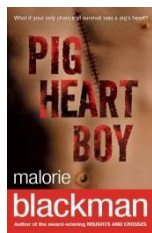

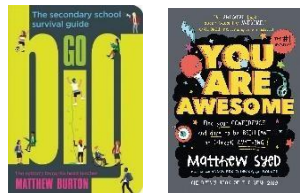


# Tetsworth Primary School

## Class 3 Curriculum Map 2021/2022

- Class 2 consists of Year 4/Year 5 and Year 6 pupils.
- Year 5 pupils work with Year 6 pupils for Jigsaw (RSE)/ Science/Mathematics/English
- Year 4 pupils work with Year 3 pupils for Jigsaw (RSE)/ Science/Mathematics/English – see Year 3/4 Curriculum Map
- Year 4 pupils, Year 5 pupils and Year 6 pupils work together for Computing/History/Geography/R.E/ Music/Art/Design Technology and games/P'E.
- Year 2 pupils work with Year 3 pupils for Computing/History/Geography/R.E/ Music/Art/Design Technology

Autumn Term		Spring Term		Summer Term	
PSHE Theme BEING ME IN MY WORLD		PSHE Theme DREAMS & GOALS		PSHE Theme RELATIONSHIPS	
CELEBRATING DIFFERENCE		HEALTHY ME		CHANGING ME	
Autumn 1 Me and My World	Autumn 2 Conflict, Duty and Sacrifice	Spring 1 Motivation for Change	Spring 2 Blood, Breath and Fears	Summer 1 Muggles, Magic & Malevolence	Summer 2 Be Awesome!
<p><b>Core Text:</b> Wonder</p> 	<p><b>Core Text:</b> War Horse / WarGame</p> 	<p><b>Core Text:</b> Journey to Jo'burg</p> 	<p><b>Core Text:</b> Pig Heart Boy</p> 	<p><b>Core Text:</b> Harry Potter &amp; the Philosophers Stone</p> 	<p><b>Core Text:</b> You Are Awesome &amp; Go Big</p> 
<p><b>PSHE Outcomes:</b> <b>Year 6</b> Identifying goals for the year. Promoting global citizenship. Children's universal</p>	<p><b>PSHE Outcomes:</b> <b>Year 6</b> Challenging perceptions of normality. Understanding disability. Exploring</p>	<p><b>PSHE Outcomes:</b> <b>Year 6</b> Setting personal learning goals, both in and out of school, creating and using success criteria. Exploring emotions in</p>	<p><b>PSHE Outcomes:</b> <b>Year 6</b> Taking personal responsibility. Understanding how substances affect the body.</p>	<p><b>PSHE Outcomes:</b> <b>Year 6</b> Identifying mental health worries and sources of support. Exploring love and loss. Managing feelings.</p>	<p><b>PSHE Outcomes:</b> <b>Year 6</b> Exploring self-image and body-image Understanding puberty and changeable feelings.</p>

<p>rights. Feeling welcome and valued. Choices, consequences and Rewards. Understanding group dynamics. Democracy &amp; having a voice. Exploring anti-social behaviour. Exploring positive role-models.</p> <p><b>Year 5</b> Understand how democracy and having a voice benefits the school community. Understand rights and responsibilities as a British citizen. Make choices about my own behaviour can impact on a group.</p>	<p>power struggles. Understanding bullying and peer-pressure. Promoting inclusion and challenging exclusion. Recognising differences as sources of conflict and celebration. Encouraging empathy.</p> <p><b>Year 5</b> Explain the differences between direct and indirect types of bullying. Know ways to encourage children who use bullying behaviours to make better choices and how to support children being bullied.</p>	<p>success. Making a difference in the world. Motivations for change. Recognising achievements. Giving and receiving compliments.</p> <p><b>Year 5</b> I can describe the dreams and goals of a young person in a culture different from mine. Reflect on how relate to my own.</p>	<p>Investigating exploitation, including 'county lines' and gang culture. Exploring emotional and mental health. Managing stress.</p> <p><b>Year 5</b> Describe the different roles food can play in people's lives and can explain how people can develop eating problems relating to body image pressures. Respect and value their body.</p>	<p>Exploring power and control. Exercising assertiveness. Take responsibility with using technology and being safe online.</p> <p><b>Year 5</b> Explain how to stay safe when using technology to communicate with my friends. Recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Understanding the process of conception to birth. Reflecting on change. Discuss physical attraction, respect and consent, boyfriends/girlfriends, awareness of sexting. Transition to secondary school.</p> <p><b>Year 5</b> Describe how boys' and girls' bodies change during puberty. Express how I feel about change that will happen to me during puberty.</p>
<p><b><u>Writing Opportunities:</u></b> <b><u>Years 5/6</u></b> Writer's perspective/changing viewpoint, diary entries, letters, debate, drama, characterization, reading aloud.</p>	<p><b><u>Writing Opportunities:</u></b> <b><u>Years 5/6</u></b> Recounts, diary entry, newspaper reports, letterwriting, war poetry, descriptive writing, narrative writing</p>	<p><b><u>Writing Opportunities:</u></b> <b><u>Years 5/6</u></b> Recounts, predictions, setting/character descriptions, diary entries, research and information texts (biography)</p>	<p><b><u>Writing Opportunities:</u></b> <b><u>Years 5/6</u></b> Diary entries, narrative writing, information texts, scientific research and formal writing, debate and persuasive writing,</p>	<p><b><u>Writing Opportunities:</u></b> <b><u>Years 5/6</u></b> Recounts, predictions, setting/character descriptions, diary entries, letters, play scripts, information texts (Fantastic Beasts) and newspaper reports.</p>	<p><b><u>Writing Opportunities:</u></b> <b><u>Years 5/6</u></b> Setting descriptions, character descriptions, scripts and drama. Transition writing: persuasive arguments</p>

<p><b><u>Topic overview:</u></b></p> <p>Non-European Society – Benin</p> <p>Locate the Kingdom of Benin &amp; the time it existed.</p> <p>Explore how we know about the Kingdom of Benin.</p> <p>To find out about the leaders of the Kingdom of Benin.</p> <p>To find out about the lives of the people.</p> <p>To find out about the trade network.</p> <p>To find out about the Benin Empire’s Golden Age.</p> <p>To find out about the decline of the Benin Empire.</p>	<p><b><u>Topic Overview:</u></b></p> <p>World War Two</p> <p>To understand how the World War began</p> <p>To learn about Dunkirk and the little ships</p> <p>To research the Battle of Britain</p> <p>To find out about the lives of evacuees</p> <p>To learn about rationing</p> <p>To understand how Britain achieved victory &amp; how they celebrated it.</p>	<p><b><u>Topic Overview:</u></b></p> <p>Ancient Egypt</p> <p>To compare the civilization with Britain at the time.</p> <p>To understand who Howard Carter is and what role he played in discovering Egypt’s history.</p> <p>To learn about pharaohs and pyramids.</p> <p>To learn about the tombs of the Egyptians.</p> <p>To discover the myths and tales the Egyptians told about the beginning of the world.</p> <p>To understand important aspects of the daily lives of the Egyptians.</p> <p>To learn about the incredible life-giving Nile.</p>	<p><b><u>Topic Overview:</u></b></p> <p>Medieval England</p> <p>To understand who the three competitors for the throne were in 1066.</p> <p>To learn about who won the battles for the throne.</p> <p>To learn about William the Conqueror.</p> <p>To understand why castles were built.</p> <p>To recognise changes England made once William was in charge.</p> <p>To learn what the Domesday Book was.</p>
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<p><b><u>Maths:</u></b> <b><u>Year 6</u></b> Place value revision, Four operations— formal/written methods and mental strategies, introduction to algebra, calculations with fractions, understanding word problems, converting units of measurement, times tables practice</p> <p><b><u>Year 5</u></b>  Number &amp; Place Value, Number Addition &amp; Subtraction, Statistics.</p>	<p><b><u>Maths:</u></b> <b><u>Year 6</u></b> Abacus and White Rose schemes of work and SATs practice (arithmetic &amp; problem- solving/reasoning) Four operations—formal written methods and mental strategies Introduction to algebra and decimals— including calculations with Fractions. Understanding word problems.</p> <p><b><u>Year 5</u></b>  Number: Multiplication and Division. Measurement: Perimeter &amp; Area.</p>	<p><b><u>Maths:</u></b> <b><u>Year 6</u></b> Abacus and White Rose schemes of work and SATs practice (arithmetic &amp; reasoning) Mental calculations Decimals, percentages, fractions Written methods (4 operations) Place value Properties of shape Measures (including time, money and conversions)</p> <p><b><u>Year 5</u></b>  Number: Multiplication &amp; Division. Fractions.</p>	<p><b><u>Maths:</u></b> <b><u>Year 6</u></b> Abacus and WhiteRose schemes of work SATs practice and revision (arithmetic &amp; reasoning).</p> <p><b><u>Year 5</u></b>  Fractions Number: Decimals &amp; Percentages Consolidation</p>	<p><b><u>Maths:</u></b> <b><u>Year 6</u></b> Abacus and WhiteRose schemes of work SATs practice and revision (arithmetic &amp; reasoning) Weekly after-school SATsrevision drop-in sessions.</p> <p><b><u>Year 5:</u></b> Decimals Geometry: Properties of shape</p>	<p><b><u>Maths:</u></b> <b><u>Year 6</u></b> Consolidation of arithmetic and reasoning through investigations and word problems. Transition project: numberwalls.</p> <p><b><u>Year 5</u></b>  Geometry: Position &amp; Direction Measurement: Converting Units Measurement: Volume</p>
<p><b><u>Science</u></b> <b><u>Years 5/6</u></b> <b>Animals including Humans</b> – Changes as they age.</p>	<p><b><u>Science</u></b> <b><u>Years 5/6</u></b> <b>Earth &amp; Space –</b> Movement of planets.</p>	<p><b><u>Science</u></b> <b><u>Years 5/6</u></b> <b>Forces -</b> Gravity, Water Resistance, Air Resistance &amp; Friction.</p>	<p><b><u>Science</u></b> <b><u>Years 5/6</u></b> <b>Animals including Humans</b> – Circulatory system, diet, exercise, drugs &amp; lifestyle.</p>	<p><b><u>Science</u></b> <b><u>Years 5/6</u></b> <b>Animals including humans –</b> Circulatory system, diet, exercise, drugs &amp; lifestyle.</p>	<p><b><u>Science</u></b> <b><u>Years 5/6</u></b> <b>Electricity</b></p>

<b><u>ICT</u></b> <b><u>Years 4/5/6</u></b>  Year 4 – Coding	<b><u>ICT</u></b> <b><u>Years 4/5/6</u></b>  Year 4 - Spreadsheets	<b><u>ICT</u></b> <b><u>Years 4/5/6</u></b>  Year 5 – 3D Modelling	<b><u>ICT</u></b> <b><u>Years 4/5/6</u></b>  Year 4 – Online Safety	<b><u>ICT</u></b> <b><u>Years 4/5/6</u></b>  Year 6 – Blogging	<b><u>ICT</u></b> <b><u>Years 4/5/6</u></b>  Year 6 – Text Adventures
<b><u>R.E.</u></b> <b><u>Years 4/5/6</u></b>  Hinduism - Worship, Pilgrimage and Special Places	<b><u>R.E.</u></b> <b><u>Years 4/5/6</u></b>  Christianity - Beliefs and Questions Christmas	<b><u>R.E.</u></b> <b><u>Years 4/5/6</u></b>  Christianity - The journey of life and death	<b><u>R.E.</u></b> <b><u>Years 4/5/6</u></b>  Christianity – Easter	<b><u>R.E.</u></b> <b><u>Years 4/5/6</u></b>  Hinduism – Beliefs and Questions	<b><u>R.E.</u></b> <b><u>Years 4/5/6</u></b>  Islam – Worship, pilgrimage and sacred places.
<b><u>Art/DT:</u></b> <b><u>Years 4/5/6</u></b>  African Art French Art Sikh Art	<b><u>Art/DT:</u></b> <b><u>Years 4/5/6</u></b>  World War Art Christmas Art Earth & Space Art	<b><u>Art/DT:</u></b> <b><u>Years 4/5/6</u></b>  Egyptian Art African Art Jewish Art	<b><u>Art/DT:</u></b> <b><u>Years 4/5/6</u></b>  Egyptian Art Easter Art	<b><u>Art/DT:</u></b> <b><u>Years 4/5/6</u></b>  Hinduism Art Medieval England Art Magical Art	<b><u>Art/DT:</u></b> <b><u>Years 4/5/6</u></b>  Medieval England Art Islamic Art
<b><u>Music</u></b> <b><u>Years 4/5/6</u></b> <b>Inside Music</b> ( a progressive musical education programme will be used to develop – pitch, rhythm [duration], structure, timbre, tempo, metre, dynamics and texture aligned to practical activities of performing, listening and thinking Musical notation and instrumental work will be used to enhance this programme		<b><u>Music</u></b> <b><u>Years 4/5/6</u></b> <b>Inside Music</b> ( a progressive musical education programme will be used to develop – pitch, rhythm [duration], structure, timbre, tempo, metre, dynamics and texture aligned to practical activities of performing, listening and thinking Musical notation and instrumental work will be used to enhance this programme		<b><u>Music</u></b> <b><u>Years 4/5/6</u></b> <b>Inside Music</b> ( a progressive musical education programme will be used to develop – pitch, rhythm [duration], structure, timbre, tempo, metre, dynamics and texture aligned to practical activities of performing, listening and thinking Musical notation and instrumental work will be used to enhance this programme	
<b>FRENCH</b> <b>Years 4/5/6</b> <a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4">https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4</a> Greetings, Name, Family.	<b>FRENCH</b> <b>Years 4/5/6</b> <a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4">https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4</a> Numbers, Age, Playground Games.	<b>FRENCH</b> <b>Years 4/5/6</b> <a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4">https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4</a> Happy Birthday, Party Games, Body Parts.	<b>FRENCH</b> <b>Years 4/5/6</b> <a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4">https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4</a> Colours, Monsters, On the way to School.	<b>FRENCH</b> <b>Years 4/5/6</b> <a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4">https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4</a> Where in the World is French spoken, On our Travels.	<b>FRENCH</b> <b>Years 4/5/6</b> <a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4">https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4</a> Weather, Numbers, Dates.

<u>Games/P.E.</u> <u>Years 4/5/6</u>	<u>Games/P.E.</u> <u>Years 4/5/6</u>	<u>Games/P.E.</u> <u>Years 4/5/6</u>	<u>Games/P.E.</u> <u>Years 4/5/6</u>	<u>Games/P.E.</u> <u>Years 4/5/6</u>	<u>Games/P.E.</u> <u>Years 4/5/6</u>
Tag-Rugby	Gymnastics	Dance	Netball	Cricket	Athletics
<b>Experiential Learning:</b>  Talk to a Policeman about rights and responsibilities as a British Citizen. Talk to a Sikh about Rites of Passage. Talking to somebody with a disability. Talk to a footballer about their journey.	<b>Experiential Learning:</b>  Talking to the Vicar about Christmas. Talking to someone who has trained as a soldier. Trip to the War Museum.	<b>Experiential Learning:</b>  Talking to somebody who is Jewish. Talking to somebody Egyptian. Talking to somebody who has faced racism.	<b>Experiential Learning:</b>  Talking to a Muslim about their beliefs. Talking to a nurse about how to stay healthy. Session with Personal Trainer.	<b>Experiential Learning:</b>  Talking to a Hindu about their beliefs. Session with Manoj Parmar playing Cricket. Trip to a Medieval Site. Trip to Harry Potter World.	<b>Experiential Learning:</b>  Talking to a Nurse about changes in life. Talking to a former pupil about the transition to Secondary School. Talking to a Vicar about what is a Church?
<b>EMOTIONAL LITERACY: EMPATHY –</b> <b>Years 5/6</b> Compare my own needs with children indifferent communities. Empathise with feelings and actions of others. <i>“Now that I know...I can understand why...”</i>	<b>EMOTIONAL LITERACY: CHALLENGING NORMAL –</b> <b>Years 5/6</b> Awareness of attitudes towards differences and perceived differences in society. <i>“..... could affect somebody’s life by....”</i> <i>“People may behave in this way because....”</i>	<b>EMOTIONAL LITERACY: RESILIENCE –</b> <b>Years 5/6</b> Understanding challenges and setting realistic goals. Work with others to make the world a better place. <i>“In light of..... we could .....to make the world a better place.”</i>	<b>EMOTIONAL LITERACY: WELL-BEING –</b> <b>Years 5/6</b> Keeping ourselves emotionally and physically healthy and developing strategies to manage stress and pressure. <i>“I recognise when I feel....”</i>	<b>EMOTIONAL LITERACY: RESPECT –</b> <b>Years 5/6</b> Exploring strategies to deal with extreme emotion and take responsibility for our own safety and well-being and recognise when someone is trying to dominate or over-power a situation. <i>“I recognise that....is trying to exert power by....”</i> <i>“I understand that.....may act in this way because....”</i>	<b>EMOTIONAL LITERACY: MANAGING CHANGE</b> <b>Years 5/6</b> Understanding relationships between people. Look at current personal, local and global changes and determine ways to address our own roles in making change happen. <i>“We need to change.....dueto”</i>



