

# Saltmoor Curriculum, 2022-23

	Autumn	Spring	Summer
Art and DT	<ul style="list-style-type: none"> <li>DT: Asian food tour</li> <li>Art: Chinese art</li> </ul>	<ul style="list-style-type: none"> <li>DT: Design and build a bridge</li> <li>Art: Artist focus - Sandra Silberzweig</li> </ul>	<ul style="list-style-type: none"> <li>DT: Fashion and Textiles (🌀DT, Y3, Autumn)</li> <li>Art: Artist focus - Rene Magritte</li> <li>Whole School Art Project</li> </ul>
Computing	<ul style="list-style-type: none"> <li>Sharing information</li> <li>Video editing</li> </ul>	<ul style="list-style-type: none"> <li>Selection in physical computing</li> <li>Flat-file databases</li> </ul>	<ul style="list-style-type: none"> <li>Vector drawing</li> <li>Selection in quizzes</li> </ul>
English	<ul style="list-style-type: none"> <li>Texts with themes and conventions</li> <li>Narrative</li> <li>Persuasion</li> <li>Diary</li> <li>Stories from other cultures</li> <li>Magazine articles</li> <li>Non-chronological report</li> <li>Poems with figurative language</li> <li>Author of the term: Robert MacFarlane, Maz Evans</li> </ul>	<ul style="list-style-type: none"> <li>Literary heritage</li> <li>Newspaper report</li> <li>Discussion – formal debate and presentation</li> <li>Modern fiction</li> <li>Narrative missing chapter</li> <li>Diary</li> <li>Letter</li> <li>Classic narrative poetry</li> <li>Author of the term: Gill Lewis, Katherine Rundell</li> </ul>	<ul style="list-style-type: none"> <li>Information text</li> <li>Myths and legends</li> <li>Narrative</li> <li>Autobiography</li> <li>Poems on a theme</li> <li>Author of the term: Joseph Coelho, David Walliams</li> </ul>
French	<ul style="list-style-type: none"> <li>Telling the time (🌀French, Y4, Autumn)</li> <li><b>Revisit: Transport, direction and movement</b></li> </ul>	<ul style="list-style-type: none"> <li>Getting to know you (🌀French, Y3, Autumn)</li> <li><b>Revisit: Telling the time</b></li> </ul>	<ul style="list-style-type: none"> <li>All about us (🌀French, Y3, Spring)</li> <li><b>Revisit: Getting to know you</b></li> </ul>
Geography	<p>“How are rivers being polluted across the globe and what could be done to improve this?”</p> <ul style="list-style-type: none"> <li>Physical geography including mountains</li> <li>Physical geography including rivers</li> </ul> <p><b>Revisit:</b> Water cycle, volcanoes</p> <p><b>Fieldwork:</b> River Parrett data collection: speed, river samples, sketching.</p>	<p>“How is X different to where I live?”</p> <ul style="list-style-type: none"> <li>Compare and contrast a region of the UK and North or South America</li> </ul> <p><b>Revisit:</b> Continents and oceans</p> <p><b>Fieldwork:</b> Data collection for comparison</p> <p><b>Map Skills:</b> Using linear scale. Creating sketch maps. Using linear and area tools on digimaps.</p>	<p>“Can I plan a UK wild camping holiday itinerary and route card?”</p> <ul style="list-style-type: none"> <li>Six figure grid references and mapwork</li> </ul> <p><b>Revisit:</b> Four Figure grid references</p> <p>Independent Enquiry Questions</p> <ul style="list-style-type: none"> <li>A study of the local area for human and physical features</li> </ul>

	<p>Creating a model of a mountain.</p> <p><b>Map Skills:</b> Describe and interpret relief features on maps.</p> <p>Describing a grid square of a map.</p> <ul style="list-style-type: none"> <li>• <b>Place Study:</b> India and Nepal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Place Study:</b> The Americas</li> </ul>	<p><b>Fieldwork:</b> Messy maps independent local enquiry/data collection.</p> <p><b>Map Skills:</b> Six figure grid references including problem solving and navigation.</p> <p>Drawing plans with scale.</p> <p><b>Place Study:</b> UK mountains – mapwork</p> <ul style="list-style-type: none"> <li>• Langport for local study</li> </ul>
History	<ul style="list-style-type: none"> <li>• World War II: 1939-1945</li> <li>• Remembrance: Women in wartime across the globe: 1914-2022 (🌀History, Y4, Spring)</li> <li>• (🌀History, YR-4, Autumn)</li> <li>• (History, Y5-6, Autumn🌀)</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial Revolution including railways, travel and transport: 1760-1840 (History, Y6, Autumn🌀)</li> <li>• Transatlantic slave trade: 1526-1867</li> </ul>	<ul style="list-style-type: none"> <li>• Stone Age to Iron Age: 10,000BC-4,000BC</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Number – place value (0-1,000,000), addition, subtraction, multiplication inc all 0-12 times tables, division (0-1,000,000)</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Number – fractions, decimals and percentages</li> <li>• Measurement – perimeter, area</li> </ul>	<ul style="list-style-type: none"> <li>• Number – algebra, ratio</li> <li>• Measurement – volume, converting units</li> <li>• Geometry – properties of shape, position and direction</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Singing: Christmas songs observing accurate phrasing, pitching and appropriate style. Revisit national anthem.</li> <li>• Listening: Mendelssohn, Wagner, Strauss ii, Elgar</li> <li>• Composing: Use chords to compose a specific atmosphere linked to winter.</li> <li>• Performance: Christmas songs in Carol Service, perform simple chordal accompaniments to familiar songs in celebration assembly.</li> </ul>	<ul style="list-style-type: none"> <li>• Singing: Sing three part rounds, partner songs and songs with a verse and chorus</li> <li>• Listening: Popular music from 1960 to present, South Africa Choral, Inkanyezi Nezazi</li> <li>• Composing: Use chords to compose a specific atmosphere linked to the industrial revolution.</li> <li>• Performance: perform simple chordal accompaniments to familiar songs to an increasingly higher standard in celebration assembly.</li> </ul>	<ul style="list-style-type: none"> <li>• Singing: Musicals from the last 50 years</li> <li>• Listening: with Music Professional tuition.</li> <li>• Composing: through Music Professional tuition, compose a short ternary piece in pairs</li> <li>• Performing: Music Professional tuition performed in celebration assembly including using notes within the middle C-C’do-do range</li> <li>• Notation: understand the differences between the 2/4, 3/4, and 4/4 time signatures</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Invasion games, hockey, football, team building (PE)</li> <li>• Static balance stance, coordination foot work (PE)</li> <li>• Personal, partner work, balance, large apparatus (Gym)</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming most sessions (Swimming)</li> <li>• Dynamic balance on a line, counter balance with a partner, static balance one leg, dynamic balance to agility jumping and landing (PE)</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics, cricket, rounders (PE)</li> <li>• Coordination ball skills, agility-reaction/response (PE)</li> <li>• Creative, solo/partner, artistry abstraction, lifts (Dance)</li> </ul>

PSHE	<ul style="list-style-type: none"> <li>• Transition: safeguarding, class charter, school rules and ethos.</li> <li>• E-safety: 'I am kind and responsible' evaluating content</li> <li>• Communities: different groups, contributions, diversity, stereotypes, prejudice.</li> <li>• Economic wellbeing, money: different ways to pay, saving and spending attitudes, spending decisions and the environment, needs and wants, keeping track of money, money risks, gambling, impact on feelings and emotions.</li> <li>• Transition: safeguarding, class charter, school rules and ethos.</li> <li>• E-safety: 'I am kind and responsible' kindness</li> </ul>	<ul style="list-style-type: none"> <li>• E-safety: 'I am safe and secure' privacy</li> <li>• Economic wellbeing, aspirations, work and career: positive self-image, careers and jobs, stereotypes, career influences, salaries and voluntary work, skills for careers, identifying careers, variety of routes into careers.</li> <li>• Safeguarding planner page: safe adults</li> <li>• E-safety: 'I am safe and secure' relationships</li> </ul>	<ul style="list-style-type: none"> <li>• E-safety: 'I am healthy' self-image</li> <li>• Revisit: communities; economic wellbeing, money; and economic wellbeing, aspirations, work and career.</li> <li>• Bikeability (2 days)</li> <li>• Transition: safeguarding, class charter, school rules and ethos.</li> <li>• E-safety: 'I am healthy' lifestyle choices</li> </ul>
RE	<ul style="list-style-type: none"> <li>• How did the first five Sikh Gurus shape Sikhism? (6 sessions)</li> <li>• <b>The Sikh Creation story</b></li> <li>• What does it mean to be a Sikh? (6 sessions)</li> <li>• <b>Milk and the Jasmine Flower</b></li> <li>• <b>Duni Chand and the Silver Needle</b></li> </ul>	<ul style="list-style-type: none"> <li>• What happens in churches during Lent, Holy Week and Easter Sunday? (6 sessions?)</li> <li>• What do the miracles tell us about Jesus? (6 sessions)</li> <li>• <b>Samson and Delilah</b></li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean to be a Buddhist? (6 sessions) (🌀RE, Y3, Summer)</li> <li>• <b>Siddhartha and the Swan and Monkey King</b></li> <li>• (🌀RE, Y3, Summer)</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Earth and space</li> <li>• Living things and their habitats</li> <li>• RSE: reproduction, body development, care and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Properties and changes of materials</li> <li>• RSPB Big Garden Birdwatch (January)</li> <li>• RSE: revisit from autumn term and extend</li> </ul>	<ul style="list-style-type: none"> <li>• Animals including humans</li> <li>• Forces</li> <li>• RSE: revisit from spring term and extend</li> </ul>