

Saltmoor Curriculum, 2024-25

	Autumn	Spring	Summer
Art and DT	<ul style="list-style-type: none"> • DT: Asian food tour • Art: Chinese art • Christmas card • Interhouse photography competition 	<ul style="list-style-type: none"> • DT: Design and build a bridge • Art: Artist focus - Sandra Silberzweig • Interhouse cake decorating competition 	<ul style="list-style-type: none"> • DT: Fashion and Textiles -Stella McCartney and Laura Ashley (🌀DT, Y3, Autumn) • Art: Artist focus - Rene Magritte • Whole School Art Project • Interhouse art competition
Computing	<ul style="list-style-type: none"> • E-safety: 'I am kind and responsible' evaluating content • Computer Systems and Networks- Sharing information • (Career link- Life as a digital degree apprentice with EY: Hassan's story) • E-safety: 'I am kind and responsible' kindness • Creating Media- Video editing • (Career link- How to become a promotions producer: Kim's story) 	<ul style="list-style-type: none"> • E-safety: 'I am safe and secure' privacy • Programming A- Selection in physical computing • (Career link- How to become a gaming company director: Mike's story) • E-safety: 'I am safe and secure' relationships • Data and Information- Flat-file databases • (Career link- How can Flat-file databases be used in) • Safer Internet Day 	<ul style="list-style-type: none"> • E-safety: 'I am healthy' self-image • Creating Media- Vector drawing • (Career link- How to become a creative technologist: Timea's story) • E-safety: 'I am healthy' lifestyle choices • Programming B- Selection in quizzes • (Career link- How to become a user experience (UX) designer: Stephen's story)
English	<ul style="list-style-type: none"> • Texts with themes and conventions: narrative, persuasive text • Diary • Stories from other cultures: magazine article, non chron report • Poems with figurative language 	<ul style="list-style-type: none"> • Literary heritage: newspaper report • Discussion, formal debate and presentation • Modern Fiction: narrative missing chapter/diary/letter • Classic narrative poetry 	<ul style="list-style-type: none"> • Information text • Myths and legends narrative • Autobiography • Whole School Project • Poems on a theme
French	<ul style="list-style-type: none"> • 🌀 Food, Eurovision (1 session) • French monster pets (5 sessions) • Space exploration (5 sessions) • 🌀 Pets, space, assessment (1 session) 	<ul style="list-style-type: none"> • 🌀 Pets, space (1 session) • Shopping (5 sessions) • French speaking world (5 sessions) • 🌀 Shopping, French speaking world, assessment (1 session) 	<ul style="list-style-type: none"> • 🌀 Shopping, French speaking world (1 session) • Verbs (5 sessions) • Family (5 sessions) • 🌀 Verbs, family, assessment (1 session)

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"> • Physical geography including mountains globally. • Physical geography including rivers. <p>🌀 Water cycle, volcanoes</p> <p>Fieldwork: River Axe data collection: speed, width, depth, rock size, river samples, wildlife.</p> <p>Map Skills: Describe and interpret relief features on maps. Describing a grid square of a map.</p> <p>Place Study: India and Nepal.</p>	<p>“How is Brazil different to where I live?”</p> <ul style="list-style-type: none"> • Compare and contrast a region of the UK and North or South America. <p>🌀 Continents and Oceans.</p> <p>Fieldwork: Data collection for comparison.</p> <p>Map Skills: Using linear scale. Creating sketch maps. Using linear and area tools on Digimaps.</p> <p>Place Study: Brazil compared to the UK.</p>	<p>“Can I plan a UK wild camping holiday itinerary and route card?”</p> <p>🌀 Four-figure grid references.</p> <ul style="list-style-type: none"> • Six-figure Grid References and Mapwork. <p>Independent Enquiry Questions- Sustainability Focus.</p> <ul style="list-style-type: none"> • A study of the local area for human and physical features. <p>Fieldwork: Messy Maps independent local enquiry/data collection.</p> <p>Map Skills: Grid references including problem solving and navigation. Drawing plans with scale.</p> <p>Place Study: UK Mountains – mapwork</p> <ul style="list-style-type: none"> • Langport for local study.
History	<p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> • World War II: 1939-1945. • Remembrance: Women in wartime across the globe: 1914-2022. (🌀History, Y4, Spring) (🌀History, YR-4, Autumn) (History, Y5-6, Autumn🌀) 	<p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> • Industrial Revolution including railways, travel and transport: 1760-1840. (History, Y6, Autumn🌀) • Transatlantic slave trade: 1526-1867. 	<p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> • Glastonbury Abbey: 700 to present day. (History, Y3, Autumn 🌀)
Maths	<ul style="list-style-type: none"> • Place value • Addition and subtraction • Multiplication and division • Fractions 	<ul style="list-style-type: none"> • Multiplication and division • Fractions • Decimals and percentages • Perimeter and area • Statistics 	<ul style="list-style-type: none"> • Decimals • Negative numbers • Converting units • Volume • Shape • Position and direction
Music	<ul style="list-style-type: none"> • Composition notation (Ancient Egypt) • Blues 	<ul style="list-style-type: none"> • South and West Africa • Composition to represent the festival of colour (Holi Festival) 	<ul style="list-style-type: none"> • Instrumental: India • Instrumental: North America
PE	<ul style="list-style-type: none"> • Teambuilding • Dance – x3 Solo/partner, Artistry/lifts • Gymnastics – x4 Partner work/Balance 	<ul style="list-style-type: none"> • Swimming • Fitness 	<ul style="list-style-type: none"> • Skills - Coordination: ball skills • Agility- reaction/response • Athletics, Cricket, Rounders

	<p>Large apparatus</p> <ul style="list-style-type: none"> • Skills - Static balance: stance • Coordination: foot work • Invasion Games 		<ul style="list-style-type: none"> • Skills - Static balance: one leg • Dynamic balance to Agility: jumping and landing • Athletics, Cricket, Rounders
PSHE	<ul style="list-style-type: none"> • Transition: safeguarding, class charter, school rules and ethos. • Being me in my world – ‘Who am I and how do I fit?’ • Celebrating difference – Respect for similarity and difference. Anti-bullying and being unique. • Fire / firework safety (Jigsaw) 	<ul style="list-style-type: none"> • Dreams and goals - Aspirations, how to achieve goals and understanding the emotions that go with this (4 lessons) • Careers (2 lessons) • Healthy me - Being and keeping safe and healthy (including smoking, vaping, alcohol and anti-social behaviour) • Water safety (Jigsaw) • Rail safety (Network rail) • Safeguarding planner pages: safe adults and rail safety 	<ul style="list-style-type: none"> • Relationships -Building positive, healthy relationships (including online gaming and gambling and the dangers of online grooming) • Changing me - Coping positively with change (including puberty for girls and boys and conception and IVF) • Sun safety (Jigsaw) • Road Safety
RE	<ul style="list-style-type: none"> • ☯ Rituals, symbols and artefacts (1 session) • The arts in religion (7 sessions) • Reflection of a faith: Christianity (3 sessions) • ☯ Advent, Christmas and Christingle (1 session) 	<ul style="list-style-type: none"> • ☯ The arts in religion (1 session) • Jewish Synagogue (3 sessions) • ‘Food’ (7 sessions) • ☯ The Easter story (1 session) 	<ul style="list-style-type: none"> • ☯ ‘Food’ (1 session) • Good & bad, forgiveness, salvation (3 sessions) • Families of religions (6 sessions) • Reflection of a faith: Sikhism (2 sessions) • Samson and Delilah
Science	<ul style="list-style-type: none"> • Forces • Space • Global warming 	<ul style="list-style-type: none"> • Properties of materials • Reversible and irreversible changes • Plastic pollution • RSPB Big Garden Birdwatch (January) 	<ul style="list-style-type: none"> • Reproduction A • Animals including humans • Life cycles • Reproduction B • Relationship education (see PSHE overview)