

Perrymoor Curriculum, 2025-26

	Autumn	Spring	Summer
Art and DT	<ul style="list-style-type: none"> DT: Mrs Noah's Pocket (DT, Y5, Summer🌀) Art: Artist focus - Julian Opie Interhouse digital art competition 	<ul style="list-style-type: none"> Art: Artist focus - Basquiat DT: Packaging Interhouse cookery competition 	<ul style="list-style-type: none"> DT: Basic meals from around the UK Art: Artist focus - Claude Monet Whole School Art Project Interhouse art/DT competition
Computing	<ul style="list-style-type: none"> E-safety: 'I am kind and responsible' agreement/kindness Computer Systems and Networks- Connecting computers E-safety: 'I am kind and responsible' kindness/evaluating content/reporting & supporting Creating Media- Stop-frame animation <p>Written to typed piece of work.</p>	<ul style="list-style-type: none"> E-safety: 'I am safe and secure' privacy Programming A- Sequencing sounds (Dance Mat Typing including use of number pad) E-safety: 'I am safe and secure' privacy/relationships Data and Information- Branching databases (Dance Mat Typing including use of number pad) <p>Safer Internet Day Written to typed piece of work.</p>	<ul style="list-style-type: none"> E-safety: 'I am healthy' lifestyle choices Creating Media- Desktop publishing (Dance Mat Typing including use of number pad) E-safety: 'I am healthy' age-appropriate/lifestyle choices Programming B- Events and actions in programs (Dance Mat Typing including use of number pad) <p>Written to typed piece of work.</p>
English	<ul style="list-style-type: none"> Fairy tales with a twist: narrative/playscript/persuasive letter Texts structured in different ways: narrative/recount/diary Poems with a structure 	<ul style="list-style-type: none"> Modern fiction: narrative Modern fiction: discussion Explanation text Classic poetry 	<ul style="list-style-type: none"> Myths and legends: narrative Non-chron reports Information text Whole School Project Free verse
French	<ul style="list-style-type: none"> Classroom instructions (1 session) Greetings (4 sessions) Adjectives: colour, size and shape (5 sessions) 🌀 Greetings, adjectives, assessment (1 session) 	<ul style="list-style-type: none"> 🌀 Greetings, adjectives (1 session) Playground games: numbers and age (5 sessions) School and classroom (5 sessions) 🌀 Numbers, classroom, assessment (1 session) 	<ul style="list-style-type: none"> 🌀 Numbers, classroom (1 session) Transport (5 sessions) Circle of life (5 sessions) 🌀 Transport, circle of life, assessment (1 session)

Geography	<p>“Can I use a map to describe an area and what it might look like?”</p> <ul style="list-style-type: none"> • UK counties and capital cities • Identifying key topological features • Physical Geography description <p>🌀 Continents, UK Countries and surrounding seas.</p> <p>Fieldwork: sketches of local area.</p> <p>Map Skills: OS maps and thematic maps: 3d contour maps and topological features.</p> <p>🌀 Identifying human and physical features in maps.</p> <p>Map making: map of Ben Nevis using contour lines</p> <p>Place Study: Scotland (Ben Nevis) and Wales (Snowdonia).</p>	<p>“If water makes up 96% of planet earth, why is it scarce in some communities?”</p> <ul style="list-style-type: none"> • Water use and water cycle <p>“Can I give an accurate location for key places on an OS map?”</p> <ul style="list-style-type: none"> • Eight-point compass mapwork and simple grid references. (Langport and Bristol) <p>🌀 Compass work</p> <p>Fieldwork: plan and navigate a route in the local area.</p> <p>Mapwork: Grid reference work including problem solving.</p> <p>Map making: map of Bristol</p> <p>Place Study: Water availability and usage – UK compared to Kenya. 🌀</p>	<p>“How can we ensure we are being environmentally sustainable?”</p> <ul style="list-style-type: none"> • Natural resources and human geographical distribution. <p>🌀 Water use.</p> <p>Fieldwork: messy map data collection – indicators of sustainability in Langport.</p> <p>🌀 Visit to local water treatment centre.</p> <p>Mapwork: plotting/finding data on a digital map.</p> <p>Map making: map of the Grand Canyon</p> <p>Place Study: Topography in US Grand Canyon/The Rockies.</p>
History	<p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> • The Tudors: 1485-1603. (🌀 History, Y5, Summer) • Remembrance: Children in wartime WWI and WW11 including evacuation: 1914-1945. (🌀 History, YR-2, Autumn) (History, Y4-6, Autumn🌀) 	<p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> • Anglo Saxons and Scots 410-1066. • Vikings and Anglo Saxons. 	<p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> • The Mayan Civilisation: 1,500BC-900.
Maths	<ul style="list-style-type: none"> • Place value • Addition and subtraction • Multiplication and division • Multiples of 0, 1, 2, 3, 4, 5, 8, 10, 11, 50, 100 	<ul style="list-style-type: none"> • Multiplication and division • Length and perimeter • Fractions • Mass and capacity 	<ul style="list-style-type: none"> • Money • Time • Shape • Statistics • Position and direction
Music	<ul style="list-style-type: none"> • Ballads • Creating compositions in response to animations: mountains 	<ul style="list-style-type: none"> • Developing singing technique: Vikings • Traditional instruments and improvisation: India 	<ul style="list-style-type: none"> • Instrumental: South Africa • Instrumental: Caribbean
PE	<ul style="list-style-type: none"> • Skills - Agility: ball chasing, attacking/defending 	<ul style="list-style-type: none"> • Gymnastics – Flight, Balance • Skills - Dynamic balance: on a line 	<ul style="list-style-type: none"> • Swimming • Fitness Skills

	Static balance: stance Teambuilding, Invasion games, Football, Bench ball <ul style="list-style-type: none"> • Dance – Shape, Turning, moving, jumping, Partners/solo, Artistry 	<ul style="list-style-type: none"> • Coordination: ball skills, attacking/defending • Invasion games – Hockey, Netball 	<ul style="list-style-type: none"> • Dynamic balance to Agility: jumping and landing • Static balance • Athletics, Cricket
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. • Sanitary products (girls only) • Fire / firework safety 	<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 attitudes towards drugs) • Water safety • Safeguarding planner page: emergency services 	<ul style="list-style-type: none"> • Relationships -Building positive, healthy relationships. • Changing me - Coping positively with change (including how babies grow, outside body changes and inside body changes) • Sun safety (Jigsaw) • Road safety (Jigsaw) • Rail safety (Network rail)
RE	<ul style="list-style-type: none"> • ☸ Rites of passage: welcoming into faith (1 session) • Rites of passage: adulthood and marriage (9 sessions) • ☸ Hannukah (1 session) • ☸ Advent, Christmas and Christingle (2 sessions) 	<ul style="list-style-type: none"> • ☸ Rites of passage: adulthood and marriage (1 session) • Buddhist Temple (3 sessions) • Lent (1 session) • Rites of passage: death (7 sessions) 	<ul style="list-style-type: none"> • ☸ Rites of passage: death (1 session) • Rules and guiding principles (6 sessions) • British Values (2 sessions) • The story of Moses (2 sessions) • Noah’s Ark (1 session)
Science	<ul style="list-style-type: none"> • Skeletons • Movement • Nutrition and diet • Food waste • Rocks 	<ul style="list-style-type: none"> • Fossils • Soils • Light • RSPB Big Garden Birdwatch (January) 	<ul style="list-style-type: none"> • Plants A • Forces • Magnets • Plants B • Biodiversity • Relationship education (see PSHE overview)