AUGHTON CHRIST CHURCH CURRICULUM MAP YEAR: 2024 - 2025

SUBJECT	Autumn			Spring			Summer		
Theme	SMASHING SAXONS	EXPLORANDO CATALUNA!		IN A LAND PHAROAH WAY	IT'S JUST RUBBISH!		COTTON COUNTY		RIVER JOURNEY
Christian values	Generosity	Compassion		Courage	Forgiveness		Friendship		Respect
MATHS	Place Value, Addition and Subtraction, Length and Perimeter, Statistics, Addition and Subtraction, Multiplication, Division, Time, 3-D shape.			Place value, Multiplication, Division, Addition and Subtraction, Fractions, Addition and Subtraction and Money, 2-D Shape and Sorting, Position and Direction, Area, Statistics, Measures.			Place Value, Addition and Subtraction, Multiplication and Division, Fractions, 2-D and 3-D Shape, Statistics, Place Value.		
ENGLISH UNIT	Narrative - Stories with an historical setting: Beowulf by Rob Lloyd Jones	Narrative – Fantasy Stories The Dream Giver	Non- Fiction: Recounts Newspapers	Non-Fiction: Explanation Text	Issues and Dilemmas: The Promise by Nicola Davies	Poetry: Free Verse Poems	Narrative – Film play and scripts The Lion, Witch and the Wardrobe by Lewis Carroll	Poetry – Poems on a theme	Narrative - The Rhythm of the Rain by Grahame Baker-Smith
	Classic Poetry Jabberwocky by Lewis Carroll	Non Fiction – Information Booklets Kids' Travel Guide – Spain by Wendy Crawford		Narrative - Fairy tales Egyptian Cinderella by Shirley Climo	Non Fiction – Diary entry		Narrative Short animation – A Cloudy Lesson		
Reading for pleasure	The Danger Gang by Tom Fletcher			The Creakers by Tom Fletcher			My Story: Mill Girl by Sue Reid		
HISTORY	, BRITAIN'S SETTLEMENT BY THE ANGLO SAXONS AND SCOTS Children learn about Britain's settlement by Anglo Saxons and Scots and that people have been coming to settle in Britain for a long time. They learn where in Britain the Anglo Saxons settled, their ways of life and about some of the tensions caused by their settlement.			**Earliest Civilisations** In this theme children learn about the achievements of the earliest civilisations including those of the Ancient Sumer, the Indus Valley, Shang Dynasty and Ancient Egypt going on to study this in depth. Children will compare and contrast these periods, identifying strengths of each one and drawing parallels between them			**A theme in British history beyond 1066** Children learn about a significant event in British history which will extend their chronological knowledge beyond 1066. The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade.		
GEOGRAPHY		**Region in a European Country** Children explore in detail a region in a European Country and are aware of its broader geographical context such as the country and continent in which it is located. Children will explore similarities and differences between the region being studied and the regions of the UK with which they are more familiar, building on from work in Y3			**Rubbish and Recycling** Children learn about the importance of taking care or the environment. They consider environments at a range of scales from their classroom to the whole world. They explore issues around litter and waste eg; reducing level of resource use and reuse as well as recycling of resources. Children recognise how people can adversely affect, as well as improve the environment and begin to identify and explain differing views that people have about topical environmental and geographical issues			**Rivers** Children learn about rivers and the water cycle either in the context of a local river study (fieldwork) and/or the main rivers in the UK and wider world. Children learn that rivers have sources, channels, tributaries, and mouths, that they receive water from a wider area and that most eventually flow into the sea. They will learn that human activity affects and is influenced by rivers and link learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans.
SCIENCE	**Electricity** Pupils should be taught to: ▪ Identify common appliances that run on electricity. ▪ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. ▪ Identify whether or not a lamp will light in a simple series circuit, based	**Material Properties and Changes – States of Matter** Pupils should learn to: ▪ Compare and group materials together, according to whether they are solids, liquids or gases. ▪ Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).		**Sound** Pupils should learn to: ▪ Compare and group materials together, according to whether they are solids, liquids or gases. ▪ Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). ▪ Identify the part played by evaporation and condensation in the water cycle and	**Animals – Teeth, Eating and Digestion** Pupils should learn to: ▪ Describe the simple functions of the basic parts of the digestive system in humans. ▪ Identify the different types of teeth in humans and their simple functions. ▪ Construct and interpret a variety of food chains, identifying producers, predators and prey *(NB Link with types of teeth and eating in this unit but this concept could*		**Environment – Living Things and Their Habitats** ▪ Recognise that living things can be grouped in a variety of ways. ▪ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things		

	on whether or not the lamp is part of a complete loop with a battery. ▪ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	▪ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	associate the rate of evaporation with temperature. ▪	*be developed further in the yr4 Environment / habitats unit).* ▪ Describe how teeth and gums have to be cared for in order to keep them healthy.		

ART DESIGN

DIGITAL MEDIA
Record and collect visual information using digital cameras and video recorders.
Present recorded visual images using software.
Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision

PRINTING
Create printing blocks using a relief or impressed method.
Create repeating patterns.
Print with two colour overlays

TEXTILES
Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.
Match the tool to the material.
Develop skills in stitching, cutting and joining.
Experiment with paste resist.

DESIGN TECHNOLOGY

MECHANISMS
Develop vocabulary related to the project.
Use mechanical systems such as gears, pulleys, levers and linkages.
Incorporate a circuit into a model.
Use electrical systems such as switches bulbs and buzzers.
Use ICT to control products.
Use lolly sticks/card to make levers and linkages.
Use linkages to make movement larger or more varied

TEXTILES
Develop vocabulary for tools materials and their properties.
Understand seam allowance.
Join fabrics using running stitch, over sewing, blanket stitch.
Prototype a product using J cloths.
Use prototype to make pattern.
Explore strengthening and stiffening of fabrics.
Explore fastenings (inventors?) and recreate some.
Sew on buttons and make loops.
Use appropriate decoration techniques

FOOD
Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).
Find out which fruit and vegetables are grown in countries/continents studied in Geography.
Develop understanding of how meat/fish are reared/caught

PSHE
Delivered through SCARF

ME AND MY RELATIONSHIPS OK OR NOT OK (1) OK OR NOT OK (2) When feelings change? Under pressure	**VALUING DIFFERENCES** Islands Friends or Acquaintance That is such a stereotype	**KEEPING MYSELF SAFE** Keeping ourselves safe Raisin Challenge	**BEING MY BEST** What makes me ME!	**RIGHTS AND RESPONSIBILITIES** Who keeps us keep healthy and safe?	**GROWING AND CHAMGING** My feelings are all over the place! All change! Period positive Secret or surprise Together

COMPUTING
ONLINE SAFETY EACH HALF TERM

PROGRAMMING Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. · Understand the need to reuse code in programming · Create custom blocks (procedures) in Scratch · Understand that action can be programmed to synchronise · Explore that broadcasts can be used to change scenes in Scratch · Detect and correct errors in a computer program	**HANDLING DATA** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, evaluating and presenting data and information. · Understand that computers represent data as numbers and count using switches of 'on' 'off' (0 and 1) · To sort record cards using field names · Understand that information can be stored as numbers, text and choices (e.g. yes/no) · Know that storing information in an organised way helps answer questions · To search a database to answer question · Use information in a database to create a simple chart	**ANIMATION** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, evaluating and presenting data and information. · Understand what animation is · Know that you can move around the web using hyperlinks · Use basic navigation skills to browse the world wide web and to know the main features · Understand how to find reliable information using a search engine · Know that copyright is an authors right of ownership and it is illegal to steal other people's information	**MAIL – SENDING AND RECEIVING MESSAGE** Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, evaluating and presenting data and information. · Understand that technology can be used as a control sound and know that sound can be stored digitally · Know what a podcast is, plan and record a podcast · Use digital tools to edit a podcast · Combine audio sound and effects · Identify good features of a podcast · Suggest improvements for a podcast	**PROGRAMMING** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. · Understand that a program is a sequence of statements written in a programming language · To understand that computer programs consist of statement and perform a specific task · Know that statements can be altered · To amend an algorithm to change its size of its shape · Program a virtual robot to move and draw	

					· Understand that commands and actions can be programmed · Develop algorithms and combine repetition · Solve problems by splitting them into smaller parts (decomposition) · Plan and develop algorithms and programs · To use repetition in programs	
	· Know how to import pictures from a computer or internet.					
RE Key Question: **How should we live our lives?**	**ISLAM** Why do Muslims fast during Ramadan?	**CHRISTIANITY-GOD** How and why might Christians use the Bible?	**HINDUAISM** What might Hindus learn from celebrating Diwali?	**CHRISTIANITY –JESUS** Is sacrifice an important part of religious life?	**SIKH DHARAM** How do Sikhs express their beliefs and values?	**CHRISTIANITY-THE CHURCH** What does 'love your neighbour' really mean?
MUSIC	Ukulele	Ukulele	Blackbird - Charanga	Mamma Mia – Charanga	Glockenspiel Stage 2	Reflect Rewind and Replay
PE	**Hockey** **Health and Fitness and Dance - WLSP**	**Football** **Health and Fitness and Dance - WLSP**	**Multi-Skills** **Invasion Games - WLSP**	**Swimming** **Invasion Games - WLSP**	**Swimming** **Gymnastics - WLSP**	**Swimming** **Gymnastics - WLSP**
MFL - French	**J'apprends le français** (I Am Learning French)	**Petit Chaperon rouge** (Little Red Riding Hood)	**Les forms** (Shapes)	**Les légumes** (Vegetables)	**Les glaces** (Ice-Creams)	**Je peux...** (I Am Able...)

ENRICHMENT OPPORTUNITY

Outdoor Learning	Cultural Diversity	Community Opportunities	Outdoor Learning	Cultural Diversity	Community Opportunities	Outdoor Learning	Cultural Diversity	Community Opportunities
Anglo-Saxon experience at Martin Mere	Differences and similarities between Anglo-Saxon people Comparisons between Aughton and a European region Black History Month - music and art project	Visiting a local library. Church visit. Community police talk about online safety.	Outdoor classroom day.	Differences and similarities between Ancient Egyptian people.	Protecting and cleaning up the local environment (litter pick) Dentist visit.	River Studies Field Trip Minibeast hunt on the school grounds. Adventure Camping Trip	Understand how events in the past shaped today.	Church visit.