

Christ Church C of E School
Long Term Curriculum Map 2024-2025



Cedar Class

Autumn

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|-----------------------|---|---|--|---|--------------------------|---|---|--|-----------------------------|----|--|----|------------|----|
| | Equality and Diversity: -supportive learning environments -learning about people's actions being impacted by belief -themes of peace in The Iron Man and in class reading book | | | | | | | Equality and Diversity: -Christmas around the world -online safety -themes of compromise in The Winter's Child | | | | | | |
| English | Varmints | | Taking Flight (film) by Brandon Oldenbug | | Publishing | | | The Winter's Child | | | The Greatest Gift (film) | | Publishing | |
| Storytime text | Kate on the Case by Hannah Peck I Am the Seed That Grew the Tree by Fiona Waters & Frann Preston-Gannon (poetry) | | | | | | | The Templeton Twins by Ellis Weiner I Am the Seed That Grew the Tree by Fiona Waters & Frann Preston-Gannon (poetry) | | | | | | |
| Maths | Place Value | | | | Addition and Subtraction | | | Measureme nt/Area | Multiplication and Division | | | | | |
| Science | Digestion and Food | | | | | | | Electricity and Circuits | | | | | | |
| Computing | Computing Systems - The Internet | | | | | | | Creating Media- Audio Editing | | | | | | |
| RE | How did belief in God affect the actions of people from the Old Testament? | | | | | | | What are the Beatitudes and what do they mean to Christians? | | | Christmas; Is the Christmas message of peace still relevant in today's world? | | | |
| PSHE | To explore what makes a supportive learning environment To set a goal To understand the responsibilities of an elected representative School Council To understand that food gives us energy To understand the importance of nutrients To learn that there are drugs (other than medicines) which are common in everyday life, and why people choose to use them | | | | | | | To learn about the effects and risks of drinking alcohol To explain the importance of asking questions. To develop an awareness of the role of victims, bullies and bystanders. To make decisions on what they trust online using agreed criteria To understand how a child's online actions can affect others To understand how images are manipulated online. | | | | | | |
| Humanities | Why are rainforests important to us? Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the | | | | | | | History: How have children's lives changed? Investigating the lives of children in history, pupils study leisure activities, health issues, and work from the past, recognising both continuities and changes. They explore the working conditions of Tudor and Victorian children. | | | | | | |

| | | | | | | | |
|---------------|---|-----------|----------------|--|---|---------|-----------|
| | global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest. | | | | | | |
| PE | Invasive games To develop attacking and defending skills through netball and be able to think like an attacker and a defender in a game Fitness and leadership To be able to take increased responsibility for preparing body for different types of activities with a small group | | | | Gymnastics Developing different combinations of actions through the theme of flight | | |
| Art/DT | Painting: Exploring still life Georgio Moandi | | | | Collage: Gaudi | | |
| Music | Musical Foundations – Reinforcing rhythm, pitch, and ensemble awareness. | | | | Christmas Performance Project – Practising group coordination and performance etiquette. | | |
| French | Greetings | Greetings | Places in Town | | Colours | Clothes | Christmas |
| Trip | Gallery trip – still lifes. | | | | Young V and A “Think Small” workshop A Christmas Trip – lights being switched on? | | |

Spring

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|-----------------------|--|---|----------------|---|----------------------|---|---|---|---|---|----|------------|----|
| | Equality and Diversity: -themes of acceptance and love in English texts -access to clean water a human right -managing a range of feelings and emotions -learning how Hindus worship | | | | | | Equality and Diversity: -learning about community building -diverse human communities of London -diverse visual representations shown in art unit -recognise range of emotions in others -loving who you are in I Am Perfectly Designed | | | | | | |
| English | Cinnamon | | The Tear Thief | | | | Moana (film) | | | I Am Perfectly Designed by Karamo Brown | | Publishing | |
| Storytime text | The Girl Who Stole an Elephant by Nizrana Farook Welcome to Wild Town by Dom Conlon & AF Harold (poetry) | | | | | | Danny Chung Does Not Do Maths by Maisie Chan Welcome to Wild Town by Dom Conlon & AF Harold (poetry) | | | | | | |
| Maths | Multiplication and Division | | | | Length and Perimeter | | Fractions | | | Decimals | | | |
| Science | States of Matter | | | | | | Sound and Vibrations | | | | | | |
| Computing | Coding- Repetition in Shapes | | | | | | Data Logging | | | | | | |
| RE | Hinduism How do Hindus worship? | | | | | | Do fame and Christian faith go together? | | What is Holy Communion and how does it build a Christian Community? | | | | |
| PSHE | To understand what we spend money on To understand ways to save and the benefits of saving To understand the water crisis around the world To explain how to keep safe around water To learn about the intensity of feelings To know how to recognise, identify, discuss and manage a range of feelings and emotions | | | | | | To recognise and manage a range of emotions in ourselves and others To learn some positive coping strategies to help us manage our feelings To compare a fixed and a growth mind-set. To understand the power of positive thought. To identify and resist pressurising and manipulative behaviour | | | | | | |
| Humanities | Geography: Where does our food come from? To explain the impact of food choices on the environment. To understand the importance of trading responsibly. To describe the journey of a cocoa bean. To map and calculate the distance food has travelled. To design and use data collection methods to find where our food comes from. To discuss the advantages and disadvantages of buying both locally and imported food | | | | | | History: How hard was it to invade and settle in Britain? Children learn about the Anglo-Saxon invasion and Viking raids. | | | | | | |

| | | | | |
|---------------|---|----------------|---|---------|
| PE | Dance Developing imaginative responses with the stimulus of river and the water cycle to explore, improvise and choose material, including the use of props, to perform longer dances | | Athletics Sustaining pace over longer distances and show increase power and control in jumping and throwing | |
| Art/DT | Drawing: Story telling through drawing | | Textiles: Festival feasts | |
| Music | Ukulele Introduction – Learning basic chords and strumming patterns to accompany songs. | | Ukulele Development – Expanding knowledge of chords, strumming techniques, and accompanying songs. | |
| French | Classroom | Everyday items | Everyday items | Animals |
| Trip | Oxford Street walk (Geography) Y3+4 visit to the Royal Academy | | National Portrait Gallery British Library Neasden Temple | |

Summer

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|----------------|---|---|--------------------|---|------|------------|---|---|---|----|---|----|------------------------|----|
| | <u>Equality and Diversity:</u> -origin stories in Sofia the Dreamer -learning about Hindu identity -equality regardless of gender in PSHE | | | | | | | <u>Equality and Diversity:</u> -feelings of belonging explored in The Baker by the Sea -friendship and responsibilities covered in PSHE -caring for the environment | | | | | | |
| English | Cinderella of the Nile | | One For All (film) | | | Publishing | | How to Live Forever | | | Women Who Led the Way (which will have been the storytime text for the past 3 weeks too) | | Publishing | |
| Storytime text | The Last Firefox by Lee Newbery Fire Burn, Cauldron Bubble by Paul Cookson (poetry) | | | | | | | Women Who Led the Way by Mick Manning Fire Burn, Cauldron Bubble by Paul Cookson (poetry) | | | | | | |
| Maths | Decimals | | Money | | Time | | | Shape | | | Statistics | | Position and Direction | |
| Science | Classification and Changing Habitats | | | | | | | How does the flow of liquids compare? | | | | | | |
| Computing | Photo Editing | | | | | | | Coding- Repetition in Games | | | | | | |
| RE | Hinduism What does it mean to be a Hindu? | | | | | | | Liturgy Why is liturgy important to many Christians? | | | | | | |
| PSHE | To understand aspects of discrimination To understand that every individual no matter what their gender should be treated with equal respect and opportunities To understand how stereotypes can label people To consider how to help include others without judgement. To understand rights in a friendship. | | | | | | | To understand responsibilities in a friendship To understand rights and responsibilities in a friendship To understand the importance of personal hygiene at puberty To know about different items that help keep us clean To feel positive about growing up To celebrate our achievements and consider our next steps | | | | | | |
| Humanities | Geography: What are rivers and how are they used? To describe how the water cycle works. | | | | | | | History: How did the achievements of the Ancient Maya impact their society and beyond? | | | | | | |

| | | | |
|--------|---|------------|--|
| | <p>To recognise the features and courses of a river.</p> <p>To name and locate some of the world's longest rivers.</p> <p>To describe how rivers are used.</p> <p>To identify and locate human and physical features on a map.</p> <p>To collect data on the features of a local river.</p> | | |
| PE | <p>Striking and fielding games</p> <p>To use batting and throwing skills to make a game more difficult for an opponent through cricket</p> | | <p>Invasive games</p> <p>To be able to use a range of skills at greater speed and improved fluency with a focus on hockey</p> |
| Art/DT | Print: Printing and architecture | | Sculpture: Mexican Mayan Masks |
| Music | Ensemble Skills – Combining singing, ukulele, and recorder to create cohesive group performances. | | Ensemble Skills Development – Refining group performance skills across instruments and voice. |
| French | Prepositions | Body parts | Body parts |
| Trip | British Museum – Ancient Egypt Lord's Cricket Ground | | Natural History Museum – LEGO Save our Planet workshop |