





CURRICULUM MAP

KANDINSKY

SUMMER 2026



<p>English</p>  	<p>Literacy shed Animation – Tadeo Jones <u>Setting Description</u> Write a setting description of the inside of the tomb. <u>Diary Entry</u> Write a diary entry telling Tadeo's story with a focus on building tension. <u>Persuasive leaflet</u> We will create our own theme parks and write a persuasive leaflet encouraging people to visit them. We will use a variety of persuasive techniques</p> <p>Supporting text – Marcy and the Riddle of the Sphinx – Joe Todd-Stanton <u>Informal letter</u> We will read and identify features of different letters. We will write an informal letter from Marcy to her grandfather about her adventures in Egypt.</p> <p>Link with D&T - Tomb Builders <u>Instructions</u> We will read and identify features of instructions. We will use these features to write a set of instructions for how to make a machine to help Egyptian pyramid builders do their job.</p>
<p>Maths</p>	<p><u>Year 3</u></p> <p>Fractions</p> <ul style="list-style-type: none">• To add and subtract fractions.• To find unit and non-unit fractions of a set of object.• To solve reasoning problems with fractions of an amount. <p>Mass and Capacity</p> <ul style="list-style-type: none">• To measure mass in grams and kilograms.• To compare, add and subtract mass.• To measure capacity and volume in litres and millilitres.• To compare, add and subtract volume and capacity. <p>Money</p> <ul style="list-style-type: none">• To add and subtract amounts of money in pound and pence and find change. <p>Time</p> <ul style="list-style-type: none">• To tell the time to a minute on an analogue and digital clock.• To solve problems involving time. <p>Shape</p> <ul style="list-style-type: none">• To recognise and describe angles, including right angles.• To recognise and describe 2D and 3D shapes. <p>Statistics</p> <ul style="list-style-type: none">• To interpret and draw pictograms, bar charts and two-way tables. <p><u>Year 4</u></p> <p>Decimals</p> <ul style="list-style-type: none">• To understand tenths and hundredths as fractions and decimals.• To divide 1 and 2 digit numbers by 10 and 100.• To partition, compare and order decimals.• To round decimals to the nearest whole number.• To understand halves and quarters as decimals. <p>Money</p> <ul style="list-style-type: none">• To write amounts of money using decimals.• To solve problems about money by selecting calculations. <p>Time</p> <ul style="list-style-type: none">• To convert between analogue and digital times.• To convert between 12-hour and 24-hour clock <p>Statistics</p> <ul style="list-style-type: none">• To interpret charts and line graphs.










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<p>Science</p>	<p style="text-align: center;"><u>Grouping and Classifying (continued from Spring 2)</u></p> <p>We will learn about grouping living things, known as classification. We will study the animal and plant kingdoms and use and create classification keys to identify living things.</p>  <p style="text-align: center;"><u>Food and the Digestive System</u></p> <p>We will be learning about the human digestive system. We explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. We will link this learning to animals' diets and construct food chains to show the flow of energy.</p> 
<p>RE</p>	<p style="text-align: center;"><u>Sikhism</u></p> <p>How do the gurus move Sikhs from dark to light? We will engage with the idea of someone moving you from dark to light. We will enquire into the idea of Nanak as a guru. We will explore how Nanak became a guru in Sikh narrative and how the Guru Granth Sahib is a living guru. We will also explore how Sikhs focus on listening to the true Guru as they live their lives.</p>  <p style="text-align: center;"><u>Sikhism</u></p> <p>How do Sikhs put their beliefs about equality into practice? We will explore the importance of equality to the Sikh community. We will look at Sikh beliefs in Sikh story and religious text.</p>  
<p>Art</p>	<p style="text-align: center;"><u>Making Animated Drawings</u></p> <p>We will explore how artists can make animations by creating drawings which move in a sequence. We will use our mark making skills and imagination to make our drawings visually engaging and use our moving drawings to share narratives. We will explore the way artist Lauren Child works.</p> 
<p>History</p>	<p style="text-align: center;"><u>Ancient Civilisations</u></p> <p>We will be learning about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. We will learn about the rise, life, achievements and eventual end of each civilisation.</p> 
<p>Design and Technology</p>	<p style="text-align: center;"><u>Tomb builders</u></p> <p>We will be learning about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads. We will design and make simple machines.</p>
<p>Music</p>	<ul style="list-style-type: none"> • We will continue to learn notes and tunes on the recorder, beginning to use music notation • We will listen and explore the music of South America, particularly samba • In Summer 2, we will focus on the songs for the end of term performance
<p>PSHE</p>	<p style="text-align: center;"><u>Myself & My Relationships: Managing Change</u></p> <p>We will:</p> <ul style="list-style-type: none"> • Identify some changes which have happened in our lives and those of others, and changes which may happen in the future; • Explain why friendships might change and how they might cope with these; • Describe possible feelings linked to loss and change, and understand that these feelings can change over time; • Suggest how someone might feel and behave when someone they love dies;

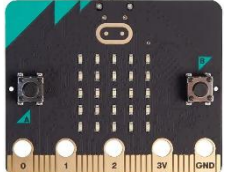


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	<ul style="list-style-type: none"> • Have some strategies for coping with feelings related to changes in their lives; • Know who to approach for support with changes and associated feelings • Give some examples of temporary and permanent, as well as planned and unplanned changes; • Be able to explain how sometimes change can be a positive experience and something to look forward to. <p>SRE (Sex and Relationships Education) – Summer 2</p> <ul style="list-style-type: none"> • A letter will go home to give more details about this unit
<p style="text-align: center;">PE</p>	<p>Friday afternoons, outdoor kit needed <u>Athletics</u> We will practise our running, jumping and throwing skills in preparation for Sports Day.</p> <p>Thursday afternoons, outdoor kit needed <u>Cricket</u> We will: Develop throwing and catching skills working on technique, accuracy and distance; Develop striking skills working on technique, accuracy and distance; Develop an understanding of associated rules within games they play.</p> <p><u>Machines – Summer 2</u> We will compare, develop and adapt movement motifs to create longer dances. We will use dance vocabulary to compare and improve our work.</p>
<p style="text-align: center;">Computing</p>	<p style="text-align: center;"><u>Computer Science</u></p> <p>Year 3 – Branching databases. Children will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. They will then create physical and on-screen branching databases and consider real world applications for them.</p> <p>Year 4 – Computer Science – Introduction to Microbits as data-loggers. We will consider how and why data is collected over time using special input devices called sensors. We will collect data as well as access data captured over long periods of time. We will look at data points, data sets, and logging intervals.</p> 
<p style="text-align: center;">French</p>	<p>Complete Je peux unit from last term, then:</p> <p>Je me présente (Introducing myself)</p> <p>We will: Count to 20; Say our name and age; Say hello and goodbye, then ask how somebody is feeling and answer how we are feeling; Say where we live; Say our nationality and understand basic gender agreement rules.</p>
<p style="text-align: center;">Please remember</p>	<p>Reading diaries and reading books should be in school daily.</p> <p>PE Kits should be worn on Thursday and Friday.</p> <ul style="list-style-type: none"> • Daily reading remains a vital home learning task so please do continue to ensure that reading is a key part of your child's daily routine. Research is clear that reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.



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| | <ul style="list-style-type: none">• TT Rockstars is also a great resource provided by school and just 5 minutes each day will really improve vital skills in times tables including the inverse division facts. |
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