



CURRICULUM MAP

KANDINSKY

AUTUMN B 2025



English 	<u>Take One Book</u> – the whole school will be developing a piece of writing using ‘Where the Poppies Now Grow’ by Hilary Robinson.  In Kandinsky, we will explore the narrative poetry structure and explore the illustrations using the five senses. We will focus on expanded noun phrases and create our own senses poem to retell the story. <u>Newspaper report</u> We will analyse and identify the structure of newspaper reports, looking at various sources. We will focus on the use of precise nouns, emotive language plus reported and direct speech. We will then create our own historical newspaper articles, based on the Viking raid of Lindesfarne. <u>Persuasion</u> We will identify the key features of persuasive writing using the AFOREST technique. We will then create a letter to persuade a company to produce our fabulous nightlights!
Maths 	<u>Year 3</u> <u>Number: Addition and Subtraction</u> • Use efficient mental strategies to add and subtract multiples of 1, 10 and 100. This includes using number bonds and counting on to find the difference. • Use efficient strategies to add and subtract 3 digit numbers. This will include exchanging. <u>Multiplication and Division</u> • Understand multiplication and division as equal groups. • Use arrays to represent multiplication and division. • Multiply and divide by 2, 3, 4, 8, 5 and 10. • Learn facts from the 2, 3, 4, 5, 8 and 10 times tables. <u>Year 4</u> <u>Number: Addition and Subtraction</u> • Use efficient strategies to add and subtract multiples of 10, 100 and 1000. • Use efficient strategies to add and subtract 4 digit numbers. This will include multiple exchanging. <u>Multiplication and Division</u> • Understand multiplication and division as equal groups. • Use arrays to represent multiplication and division. • Multiply and divide by 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. • Learn times table and division facts from the 2 to 12 times tables. • Multiply and divide by 10 and 100.
Science/DT	<u>Electrical circuits and conductors – making a nightlight</u> We will : • Investigate different types of electrical switch used in circuits • Investigate different nightlight designs, looking at how they are powered, switched on and used. • identify different materials suitable for making a nightlight. • Produce, construct and evaluate our own nightlight designs using materials available in school. 

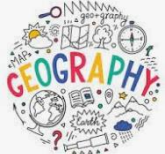


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RE/Class Collective Worship	<u>What do Christians mean when they talk about the Kingdom of God?</u> We will become familiar with the Lord's prayer and understand it was a prayer Jesus taught. We will describe how Christians believe Jesus is king and want to follow his way of life. We will also look at some parables Jesus taught about God's Kingdom. 
History Continued from Autumn A	<u>Invasion</u> Following our work on the Anglo-Saxons, we will now learn about the next set of invaders: the Vikings! We will: • Discover reasons why Vikings invaded and settled in Britain and explain the impact of the invasions. • Understand the chronology of the invasions. • Recognise similarities and differences between Vikings and Anglo-Saxons. • Identify the most important achievements of Alfred the Great and King Athelstan. 
Geography 	<u>Interconnected World</u> This project teaches geographical skills and knowledge. We will: • Learn about compass points and four and six-figure grid references. • Explore the physical and human geography of North and South America, focusing on similarities and differences.
Music	<u>The Nutcracker by Pyotr Illyich Tchaikovsky: Waltz of the Flowers and the Trepak (Russian Dance)</u> We will: • Listen and reflect on a piece of orchestral music • create their own dances to this music • create their own rhythmic ostinatos and structure them into a piece • perform a waltz as an ensemble • begin to learn simple staff notation
PSHE	<u>Anti-bullying</u> We will: • Understand that bullying is deliberately hurtful behaviour. • Describe how it may feel to be bullied or see someone else being bullied. • Explore how to respond to bullying including when it may help to be assertive. • Understand to be kind to children who are being bullied. • Identify places where bullying may occur. <u>Family & Friends</u> We will: • Describe some of the qualities of a good friend and with support, describe strategies for making and keeping friends online and/or offline. • Recognise some changes in their friendship patterns and be able, with support, to talk about some ways to cope with these and other friendship challenges. • Be able to describe some emotions felt by people experiencing friendship challenges. • Be able to describe some ways family members support each other. • Be able, with support, to identify special people in their networks, and know from whom and how to ask for help.



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PE 	On Thursdays, Kandinsky will continue to develop ball handling skills focusing on Basketball. We will: • Use simple tactics. • Apply rules and conventions. • Develop into making up small-sided games. • Playing games in pairs/small groups. On Fridays, Kandinsky will be doing Gymnastics. <u>Patterns and Pathways</u> We will create and perform a floor sequence using travel and balance actions. We will include arm patterns, whole body movement patterns and clear pathways
Computing 	<u>Digital Literacy</u> Year 3 – We will review online activity, including maintaining/amending online profiles without sharing personal details. We will learn to show respect for content created by others. We will identify a range of online risks including inappropriate contact or content and identify ways of reporting/ seeking support. Year 4 - Online Safety – We will consider our online identity and that of others, including how some people may not be who they seem online. We will think about our own behaviour online and how this impacts our reputations. We will consider ways bullying may occur online and how to deal with this including considering ways to ensure our own behaviour is kind and acceptable. We will look at different methods used to encourage people to make online purchases and consider the reliability of information we read. We will think about our own screen time usage and how to recognise when we might need time away.
French 	<u>J'apprends le francais</u> We will: • Say colours and numbers 1-10, say how we are and what our name is; • Listen to and understand questions such as 'What is your name?' and 'How are you?' • Read and match colours to written form and match written numbers to digits.
Please remember	Reading diaries and reading books should be in school daily. Please do take some time each day to share a book with your child – this could be asking them about the book that they are reading – are they are enjoying it? What is the main character like and how do they know? Where is it set? For more ideas for supporting reading in KS2 please click here. PE Kits should be worn on Thursday and Friday. Please practise TT Rockstars, as becoming fluent in times tables will help your child in all areas of their mathematics learning. There are many other excellent online resources which can help your child learn their times tables including www.timestables.co.uk. Another excellent app which covers all four operations is the White Rose Minute Maths app. It is also very useful for practising number bonds to 10, 20 and 100.