

Perrymoor Curriculum, 2026-27

	Autumn	Spring	Summer
Art and DT	- DT: Pull along toy - Art: Artist focus - Julian Opie - Interhouse digital art/DT competition	- DT: Food from around the UK - Art: Artist focus - Basquiat - Interhouse cookery competition - World book day competition	- DT: Mrs Noah's Pocket (DT, Y5, Summer🌀) - Art: Artist focus - Claude Monet - Whole School Art Project - Interhouse art/DT competition
Computing	- E-safety: 'I am kind and responsible' agreement/kindness - Computer Systems and Networks- Connecting computers <i>AI link- At the end of the unit, help children to identify technology that they use that uses AI e.g. smart speakers, google maps. Are there any more they can think of?</i> - E-safety: 'I am kind and responsible' kindness/evaluating content/reporting & supporting - Creating Media- Stop-frame animation <i>AI link- Look at an AI generated animation. Discuss the advantages and disadvantages.</i> Written to typed piece of work.	- E-safety: 'I am safe and secure' privacy - Programming A- Sequencing sounds (Dance Mat Typing including use of number pad) Safer Internet Day - E-safety: 'I am safe and secure' privacy/relationships - Data and Information- Branching databases (Dance Mat Typing including use of number pad) <i>AI link- Use Microsoft co-pilot to demonstrate to the children how quickly AI can sort given data. What are the benefits and limitations?</i> Written to typed piece of work.	- E-safety: 'I am healthy' lifestyle choices - Creating Media- Desktop publishing <i>AI link- Use Microsoft co-pilot to show the children how quickly AI tools can produce information. Discuss benefits and limitations?</i> (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) Written to typed piece of work.
English	- Modern fiction: narrative chapter, letter - Information text	Literary heritage: narrative/ discussion for and against/newspaper report	- Stories from other cultures/narrative - Non-chronological report

	• Texts structured in different ways: narrative, recount, diary • Free verse	• Instructional text/ Narrative setting description • Poems with a structure	• Myths and legends: playscript • Whole School Project • Information text • Poems on a theme
French	• French greetings (4 sessions) • French adjective of colour, size and shape (5 sessions)	• 🌀 Greetings, adjectives (1 session) • Playground games – numbers and age (5 sessions) • In a French classroom (5 sessions)	• 🌀 Numbers, classroom (1 session) • Bon appetit (5 sessions) • Shopping for French food (5 sessions)
Geography	“Can I use a map to describe an area and what it might look like?” • UK counties and capital cities • Identifying key topological features • Physical Geography description 🌀 Introduction to mapwork. 🌀 Compass directions and place prepositions. 🌀 <i>Countries in the UK – revisiting capital cities.</i> • Also identifying other major cities. 🌀 <i>Mapping of oceans –</i> • also using 4 main compass points. 🌀 <i>Continents –</i> • use of prepositional phrases in comparison to the seas/oceans. Fieldwork: sketches in local area Map Skills: OS maps and thematic maps: 3d contour maps and topological features. 🌀 Identifying human and physical features in maps.	“If water makes up 96% of planet earth, why is it scarce in some communities?” • Water use and water cycle “Can I give an accurate location for key places on an OS map?” • Eight-point compass mapwork and simple grid references. (Langport and Bristol) 🌀 Compass work Fieldwork: compass work – navigation in surrounding areas of the school site. Plan and follow route to Tesco. Mapwork: Grid reference work including problem solving. Map making: map of Bristol Place Study: Water availability and usage – UK compared to Kenya.	“How can we ensure we are being environmentally sustainable?” • Natural resources and human geographical distribution. 🌀 Water use. Fieldwork: messy map data collection – indicators of sustainability in Langport. 🌀 Visit to local water treatment centre. Mapwork: plotting/finding data on a digital map. Map making: map of the Grand Canyon Place Study: Topography in US Grand Canyon/The Rockies.

	Map making: map of Ben Nevis using contour lines Place Study: Scotland (Ben Nevis) and Wales (Snowdonia).		
History	🕒 Each topic to start with a timeline. • The Tudors: 1485-1603. (🌀History, Y5, Summer) • Remembrance: Children WWI and WWII including evacuation: 1914-1945. (History, Y4-6, Autumn🌀)	🕒 Each topic to start with a timeline. • Vikings and Anglo Saxons. • Great explorers from around the world	🕒 Each topic to start with a timeline. • The Mayan Civilisation: 1,500BC-900.
Maths	• Place value • Addition and subtraction • Multiplication and division • Multiples of 0, 1, 2, 3, 4, 5, 8, 10, 11, 50, 100	• Addition and subtraction • Multiplication and division • Length and perimeter • Y3 Fractions • Mass and capacity • Money • Y2 Shape	• Multiplication and division • Time • Shape • Statistics • Position and direction • Fractions
Music	• Ballads • Creating compositions in response to animations: mountains	• Developing singing technique: Vikings • Pentatonic melodies and composition	• Jazz • Traditional instruments and improvisation: India
PE	• Skills - Dynamic balance to Agility: jumping and landing Static balance: seated Teambuilding - Multi-skills - Invasion games • Dance – Shapes, Partner/solo, Artistry	• Skills - Dynamic balance: on a line Static balance: stance Multi-skills, invasion games • Gymnastics - Flight, rotation, sequence	• Skills - Coordination: sending and receiving Agility: reaction/response • Skills - Agility: ball chasing Static balance: floor work Athletics, invasion games

			Swimming
PSHE Y2	- Autumn 1 - My healthy self: How can we look after our bodies? - NSPCC Speak Out Stay Safe - Autumn 2 - Connecting with others: How can I build safe, kind and caring relationships with others? - Fire / firework safety	- Spring 1 - The online world: How can we stay safe online? - Spring 2 - Citizenship: How do people belong to a community and earn money? - Safeguarding planner page: road safety	- Summer 1 - Staying safe: How can I make safe choices in different places? - Water Safety - Rail safety - Summer 2 -Growing up: How can we look after and respect our bodies as we grow? - Sun safety
PSHE Y3	- Autumn 1 - My healthy self: How can I take care of my mind and body? - Sanitary products (girls only) - NSPCC Speak Out Stay Safe - Autumn 2 - Connecting with others: What helps us feel safe and included? - Fire / firework safety	- Spring 1 - The online world: How should we communicate online? - Road safety - Rail safety (Network rail) - Spring 2 - Citizenship: What rights and responsibilities do we have? - Safeguarding planner page: emergency services	- Summer 1 - Citizenship: What careers do people choose and why? - Water Safety - Summer 2 - Health protection: How can we prevent illness and injury and respond if they happen?
RE	☯ What are big questions? (1 lesson) - How do some people talk to God? (6 lessons) - What is the impact of Christmas celebrations on the environment and does it matter? (6 lessons) ☯ Advent, Christmas and Christingle (1 lesson)	☯ 'Prayer' (1 lesson) - Who was Muhammad and what was important to him? (5 lessons) - Where do some people talk to God? (4 lessons) ☯ The Easter story (1 session)	☯ Where do some people talk to God? (1 lesson) - Why are Glastonbury and Wells special to the Somer people? (6 lessons) - Why do we need to give thanks (6 lessons)
Science Y2	Animal needs for survival	Plants (light and dark)	Plants (bulbs and seeds)

	• Humans • Materials • Plastic	• Living things and their habitats • Light and dark	• Relationship education: growing up A • Bulbs and seeds • Relationship education: growing up B • Wildlife • Relationship education. See PSHE overview • Butterfly conservation Big Butterfly Count (July)
Science Y3	• Skeletons • Movement • Nutrition and diet • Food waste • Rocks	• Fossils • Soils • Light • RSPB Big Garden Birdwatch (January)	• Plants A • Forces • Magnets • Plants B • Biodiversity • Relationship education (see PSHE overview)