

Portmoor Curriculum, 2026-27

	Autumn	Spring	Summer
Art and DT	- DT: European food tour - Art: Artist focus - Sofia Bonati - Interhouse digital art/DT competition	- DT: Light up signs - Art: Artist focus - Alberto Giacometti and Barbara Hepworth - Interhouse cookery competition - World book day competition	- DT: Story books - Art: Artist focus - Van Gogh - Whole School Art Project - Interhouse art/DT competition
Computing	- E-safety: 'I am kind and responsible' agreement - Computer Systems and Networks- The internet <i>AI link- The internet is used every day. Think through the school day and write down what activities use AI during your day.</i> - E-safety: 'I am kind and responsible' evaluating content - Creating Media- Audio editing <i>AI link- Look at an AI generated audio. Discuss the fact that AI can be used to edit quickly by giving precise instructions. Discuss the benefits and limitations.</i> Written to typed piece of work.	- E-safety: 'I am safe and secure' privacy/relationships - Programming A- Repetition in shapes (Dance Mat Typing) Safer Internet Day - E-safety: 'I am safe and secure' protecting devices - Data and Information- Data logging (Dance Mat Typing) <i>AI link- Input the data that has been gathered into Microsoft co-pilot and ask it to produce a graph to display the information. Discuss the benefits and limitations.</i> Written to typed piece of work.	- E-safety: 'I am healthy' self image/lifestyle choices - Creating Media- Photo editing (Dance Mat Typing) <i>AI link- show the children AI generated photos and real photos. Can the children tell which is which? Discuss the benefits and limitations.</i> - E-safety: 'I am healthy' age-appropriate/lifestyle choices - Programming B- Repetition in games (Dance Mat Typing) Written to typed piece of work.
English	- Texts with themes and conventions: narrative, persuasive text - Diary	- Literary heritage: newspaper report - Discussion, formal debate and presentation	- Information text - Myths and legends narrative - Autobiography - Whole School Project

	• Stories from other cultures: magazine article, non chron report • Poems with figurative language	• Modern Fiction: narrative missing chapter/diary/letter • Classic narrative poetry	• Poems on a theme
French	• 🌀 Transport, circle of life (1 session) • Portraits and descriptions (5 sessions) • Clothes and dressing (5 sessions) • 🌀 Description, clothes, assessment (1 session)	• 🌀 Description, clothes (1 session) • Numbers, calendar, birthdays (5 sessions) • Weather and water (5 sessions) • 🌀 Calendar, weather, assessment (1 session)	• 🌀 Calendar, weather (1 session) • Food (5 sessions) • Eurovision song contest (5 sessions) • 🌀 Food, Eurovision, assessment (1 session)
Geography	“Why might people move to another country?” • Locate countries in Europe and beyond and major cities, including Russia. • Push and pull factors. “How do we know the climate is changing?” • Climate zones. • 🌀 Seasonal weather. Fieldwork: European food taste and evaluation. Speaker from European country. Map Skills: analysing atlas data, measuring distance on larger scale maps. Map making: map of Europe (plotting push/pull factors) Place Study: Poland, Europe – compared to the UK.	“How do some volcanoes and earthquakes cause more damage than others?” • Physical geography including earthquakes and volcanoes. • 🌀 Topological mapwork Fieldwork: Environmental quality survey to find out the riskiest and safest place in school in the event of an earthquake (observe, measure and record possible risks). Map Skills: Replicate an aerial image as a map using key conventions. Map making: map of the ring of fire Place Study: Earthquake - Haiti, North America/ Christchurch, New Zealand. Volcano - Mount Etna.	“Is all trade fair?” • Human geography including types of settlements, land use and economic activity. • 🌀 KS1 Human and Physical Features. Fieldwork: data collection: Where are our products made? (clothing, technology, etc – not food) Map Skills: Digimaps: plot and label a trade route on a large-scale map. Identify types of settlement on OS maps, Study changes in historical maps. Map making: map of a trade route Place Study: Silk Road trade route, Eastern Asia.
History	• 🕒 Each topic to start with a timeline. • Ancient Greece: 700BC-480BC. • Remembrance: The life of a soldier in WWI and today (diversity): 1914-2022.	• 🕒 Each topic to start with a timeline. • Democracy, and the Suffragette movement: 1867-1918. (History, Y5, Autumn🌀)	• 🕒 Each topic to start with a timeline. • Stone Age to Iron Age: 10,000BC-4,000BC.

	(🌀History, YR-3, Autumn) (History, Y5-6, Autumn🌀)		
Maths	• Place value • Addition and subtraction • Area • Multiplication and division • Y4 Decimals	• Multiplication and division • Length and perimeter • Y4 Area • Y4 Decimals • Fractions • Decimals • Y3 Mass and capacity	• Fractions • Money • Time • Statistics • Shape • Position and direction
Music	• Body and tuned percussion (Rainforests) • Rock and roll	• Haiku, music and performance (Haiku, music and performance. • Samba and carnival sounds and instruments: South America	• Instrumental: South Africa • Instrumental: Caribbean
PE	• Skills - Agility: ball chasing, attacking/defending - Static balance: stance - Teambuilding, Invasion games, Football, Bench ball • Dance – Shape, Turning, moving, jumping, Partners/solo, Artistry	• Gymnastics – Flight, Balance • Skills - Dynamic balance: on a line - Coordination: ball skills, attacking/defending • Invasion games – Hockey, Netball • Swimming	• Swimming - Fitness Skills • Dynamic balance to Agility: jumping and landing - Static balance - Athletics, Cricket
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?	• 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?	• Summer 1 - Citizenship: What careers do people choose and why? • Water Safety • Summer 2 - Health protection: How can we prevent illness and

	• Fire / firework safety	• Safeguarding planner page: emergency services	injury and respond if they happen?
PSHE Y4	• Autumn 1 - My healthy self: How can I make healthy choices? • NSPCC Speak Out Stay Safe • Autumn 2 - Connecting with others: How can we respect each other? • Fire / firework safety	• Spring 1 - The online world: How can we decide what to trust online? • Spring 2 - Citizenship: How can I spend money wisely? • Safeguarding planner page: water safety	• Summer 1- Staying safe: What signs help me recognise what is safe or unsafe? • Rail safety • Summer 2 - Growing up: How will my body and emotions change as I grow up? • Sun safety
RE	• How can we talk about religion and worldviews respectfully (1 lesson) • What happens if we do something wrong? (who has the authority to decide?) (6 lessons) • What is the Torah? (6 lessons) • Advent, Christmas and Christingle (1 lesson)	• What is the Torah? (1 lesson) • What is it like to be a Jewish person in the UK) (5 lessons) • Who was Jesus really? (4 lessons) • The Easter story (1 lesson)	• Who was Jesus? (1 lesson) • What is God like according to Hindu Dharma? (6 lessons) • What does Christianity and other worldviews say about how we should treat the environment? (7 lessons)
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
Science Y4	• Group and classify things • Data collection A • States of matter	• Sound • Data collection B • Electricity • Energy • RSPB Big Garden Birdwatch (January)	• Data collection C • Habitats • Deforestation • The digestive system • Food chains

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