

Saltmoor Curriculum, 2026-27

	Autumn	Spring	Summer
Art and DT	- DT: Asian food tour - Art: Chinese art - Interhouse digital art/DT competition	- DT: Design and build a bridge - Art: Artist focus - Sandra Silberzweig - Interhouse cookery competition - World book day competition	- DT: Fashion and Textiles -Stella McCartney and Laura Ashley (DT, Y2/3, Summer) - Art: Artist focus - Rene Magritte - Whole School Art Project - Interhouse art/DT competition
Computing	- E-safety: 'I am kind and responsible' evaluating content - Computer Systems and Networks- Sharing information <i>AI link- Think about how search results are ranked. Does this process involved AI at all? Discuss.</i> (Career link- Life as a digital degree apprentice with EY: Hassan's story) - E-safety: 'I am kind and responsible' kindness - Creating Media- Video editing <i>AI link- Look at an AI generated video. Discuss the fact that AI can be used to edit quickly by giving precise instructions. Discuss the benefits and limitations.</i> (Career link- How to become a promotions producer: Kim's story) Written to typed piece of work.	- E-safety: 'I am safe and secure' privacy - Programming- Physical computing- Selection with micro:bit (Computing at School module) (Dance Mat Typing) (Career link- How to become a gaming company director: Mike's story) Safer Internet Day - E-safety: 'I am safe and secure' relationships - Data and Information- Flat-file databases (Dance Mat Typing) <i>AI link- How could AI help you to organise information? What are the benefits and limitations?</i> (Career link- How can Flat-file databases be used in) Written to typed piece of work.	- E-safety: 'I am healthy' self-image - Creating Media- Vector drawing (Dance Mat Typing) <i>AI Link- Vector drawing can be created by AI. It is difficult to spot the differences between pictures created by humans and pictures generated by AI. Why can this be problematic?</i> (Career link- How to become a creative technologist: Timea's story) - E-safety: 'I am healthy' lifestyle choices - Programming B- Selection in quizzes (Dance Mat Typing) (Career link- How to become a user experience (UX) designer: Stephen's story) Written to typed piece of work.

English	• Texts with themes and conventions: narrative, persuasive text • Diary • Stories from other cultures: magazine article, non chron report • Poems with figurative language	• Literary heritage: newspaper report • Discussion, formal debate and presentation • Modern Fiction: narrative missing chapter/diary/letter • Classic narrative poetry	• Information text • Myths and legends narrative • Autobiography • Whole School Project • Poems on a theme
French	• Portraits and descriptions (4 sessions) • Clothes and dressing (4 sessions) • Weather and water (4 sessions)	• 🌀 Description, weather (1 session) • Shopping (5 sessions) • French-speaking world (5 sessions)	• 🌀 Shopping, French-speaking world (1 session) • Verbs (5 sessions) • Family (5 sessions)
Geography	“How are rivers being polluted across the globe and what could be done to improve this?” • Physical geography including mountains globally. • Physical geography including rivers. 🌀 Water cycle, volcanoes Fieldwork: River Axe data collection: speed, width, depth, rock size, river samples, wildlife. Map Skills: Describe and interpret relief features on maps. Describing a grid square of a map. Map making: map of India Place Study: Mount Everest India and Nepal.	“How is Brazil different to where I live?” • Compare and contrast a region of the UK and North or South America. 🌀 Continents and Oceans. Independent Enquiry Questions- Sustainability Focus. • A study of the local area for human and physical features. Fieldwork: Data collection for comparison. Messy Maps independent local enquiry/data collection. Map Skills: Using linear scale. Creating sketch maps. Using linear and area tools on Digimaps. Map making: map of an area of Brazil Place Study: Brazil compared to the UK.	“Can I plan a UK wild camping holiday itinerary and route card?” 🌀 Four-figure grid references. • Six-figure Grid References and Mapwork. Fieldwork: Route planning, itinerary development, risk assessment Map Skills: Grid references including problem solving and navigation. Map making: Drawing plans with scale. Place Study: Dartmoor – mapwork Langport for local study.
History	🕒 Each topic to start with a timeline. • World War II: 1939-1945.	🕒 Each topic to start with a timeline.	🕒 Each topic to start with a timeline.

	• Remembrance: Women in wartime across the globe: 1914-2022. (🌀History, Y4, Spring) (🌀History, YR-4, Autumn) (History, Y5-6, Autumn🌀)	• Industrial Revolution including railways, travel and transport: 1760-1840. (History, Y6, Autumn🌀) • Transatlantic slave trade: 1526-1867.	• Glastonbury Abbey: 700 to present day. (History, Y3, Autumn 🌀)
Maths	• Place value • Addition and subtraction • Multiplication and division • Y4 Length and perimeter • Y5 Fractions	• Multiplication and division • Fractions • Decimals and percentages • Y4 Area • Y5 Perimeter and area • Statistics	• Decimals • Y4 Money • Y4 Time • Y5 Negative numbers • Y5 Converting units • Y5 Volume • Shape • Position and direction
Music	• Composition notation (Ancient Egypt) • Blues	• South and West Africa • Looping and remixing	• Instrumental: South America • Instrumental: Indonesia
PE	• Skills - Coordination: sending and receiving Teambuilding, Invasion games – Netball • Gymnastics - Balance, rotation Acrobatic sequences Hand apparatus	• Swimming • Dance – Lifts, Artistry. Partner/Solo • Skills - Dynamic balance: on a line Coordination: ball skills Teambuilding, Invasion games – Hockey, Tag Rugby	• Skills - Agility: reaction/response Static balance Athletics/Cricket Fitness
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

PSHE Y5	- Autumn 1 - My healthy self: How can I support my mind and body as I grow? - NSPCC Speak Out Stay Safe - Autumn 2 - Connecting with others: Why are healthy relationships important? - Fire / firework safety	- Spring 1 - The online world: How am I influenced by what I see online? - Road safety - Rail safety (Network rail) - Spring 2 - Citizenship: How can we make a difference in our communities and beyond? - Safeguarding planner pages: safe adults and rail safety	- Summer 1 - Citizenship: How can we be in control of our money? - Water safety - Summer 2 - Growing up: How can I manage the changes to my body and emotions as I grow up? (+ conception linked to science curriculum) - Sun safety
RE	- What do people think about God? (1 session) - Why are some places in the world significant to believers (6 sessions) - What does ahimsa mean in Buddha Dharma? (6 lessons) 🌀 Advent, Christmas and Christingle (1 session)	🌀 'Ahimsa' (1 lesson) - What is it like to be a Buddhist in the UK? (5 lessons) - What was significant about how Jesus treated people? What impact has that had on the world today? (5 lessons)	🌀 'How did Jesus treat people? (1 lesson) - Are all religions equal? (6 lessons) - What part did Wells cathedral play in the transatlantic slave trade? (6 lessons)
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 - Relationship education. See PSHE overview
Science Y5	- Forces - Space - Global warming	- Properties of materials - Reversible and irreversible changes - Plastic pollution RSPB Big Garden Birdwatch (January)	- Reproduction A - Animals including humans - Life cycles - Reproduction B - Relationship education (see PSHE overview)

