

Horningsham
Primary School

Curriculum Map



Together
We Learn



Our Curriculum

We want all of our pupils to receive an excellent education that fosters a love of learning, and develops their knowledge and skills so that they grow up to be curious and creative life-long learners and responsible citizens. Our curriculum covers everything your child learns, explores, experiences and enjoys while at Horningsham.

We aim to ensure that our ambitious and carefully designed curriculum:

- is broad and balanced, enabling pupils to develop a wide range of knowledge and skills
- is sequenced carefully so that children can build on their knowledge throughout their school journey, and make links and connections between areas of learning
- uses enquiry questions to inspire curiosity and promote deeper, critical thinking
- provides opportunities for children to share their voice and be open-minded about the ideas of others
- values the creative arts by interweaving creative opportunities
- reflects our locality in a small, rural village, alongside raising global awareness
- promotes spiritual, social, moral and cultural development
- is enriched with high quality resources, visits and experiences

Intent

Our curriculum provides a clear, ambitious and coherent overview in terms of content coverage and depth of understanding. Our curriculum is designed to give all pupils the knowledge and cultural capital they need to succeed in life.

The curriculum is mapped to identify the content for our children and our context and the sequence in which this content will be covered; building incrementally on previous knowledge and understanding.

We are committed to ensuring our children enjoy learning and that the curriculum we provided is both challenging and memorable with outcomes focussed on acquisition, retrieval and application of skills and knowledge and understanding.

Implementation

The curriculum is delivered through high quality teaching and assessment across the school. Subject leaders champion individual subjects to ensure consistency in expectations and effective teaching and learning.

Curriculum resources and opportunities enable effective implementation and ensure delivery is equitable and appropriate for all groups.

Our curriculum mapping ensures sufficient coverage across each subject over time, building on prior knowledge, through a two-year rolling programme for Woodpeckers and Robins and a three- year programme for Owls.

Impact

Our curriculum provides parity for all pupils and ensures knowledge progression in all subjects. Learning is engaging and inspiring, with creative and thematic opportunities bringing learning to life.

Our children leave Horningsham Primary School with the knowledge and understanding they need for the future as well as a thirst for learning and high aspirations and expectations of themselves.

Wider Curriculum Cycles

	2024-2025	2025-2026	2026-2027	2027-2028
Robins 2 year rolling programme	Cycle A	Cycle B	Cycle A	Cycle B
Woodpeckers 2 year rolling programme	Cycle A	Cycle B	Cycle A	Cycle B
Owls 3 year rolling programme	Cycle B	Cycle C	Cycle A	Cycle B

Horningsham Primary School: EYFS Curriculum

Subject/Term		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
General Themes		Cycle A	Amazing Animals	Superheroes	Fairytales	Transport	Knights and Castles	Go Wild!
		Cycle B	Terrific Toys	Brilliant Builders	Explorers	Farmyard Friends	Deep Blue Sea	How does my Garden Grow?
Prime Areas of Learning	Communication & Language	<p>The development of children’s spoken language underpins all areas of learning. In a language-rich environment, high-quality interactions with adults and peers help children to listen attentively, understand spoken language, and communicate effectively.</p> <p>Practitioners support language development by responding to children’s interests, modelling clear speech, and introducing new vocabulary through meaningful conversation. Frequent sharing of stories, non-fiction texts, rhymes, and poems further develops vocabulary and comprehension. Opportunities for talk are embedded throughout the day in: play, routines and group activities, allowing children to express ideas, thoughts and feelings with increasing confidence and complexity. At our school, this is promoted through everyday interactions as well as planned activities such as Talk Through Stories, Show and Tell, assemblies, role-play provision, and performances.</p>						
	Talk through Stories	<ul style="list-style-type: none"> Where the wild Things are Room on a broom The lion inside After the fall Elmer Owl babies 	<ul style="list-style-type: none"> Five minutes peace Zog Rajiv’s starry feelings Aliens love underpants The Wonky Donkey One snowy night 	<ul style="list-style-type: none"> The Rainbow fish The koala who could Small’s big dream, Giganotosaurus The wall and the wild 	<ul style="list-style-type: none"> Six dinner Sid Billy and the beast, Handa’s hen The owl who was afraid of the dark 	<ul style="list-style-type: none"> Ruby’s worry, Lost and found, Winnie the witch, Tiddler Ravi’s roar 	<ul style="list-style-type: none"> The Giant Jam sandwich The squirrels who squabbled Hugless Douglas, Rhincorn rules The bear and the piano 	
	Songs & Rhymes Pupils learn a range of nursery/rhymes songs which encourage counting, action and participation.	<ul style="list-style-type: none"> If you’re happy and you know it Humpty Dumpty Wind the bobbin up Down in the jungle 5 little Monkeys 	<ul style="list-style-type: none"> Incy Wincy Spider Dinosaurs Twinkle Twinkle Little Star Christmas/Nativity 	<ul style="list-style-type: none"> I hear Thunder Five little speckled frogs Its raining, its pouring 	<ul style="list-style-type: none"> Old Macdonald Had a farm Mary had a little lamb Busy Farmer Ben 5 Little Ducks 	<ul style="list-style-type: none"> Row Row Row your boat The Big ship sails A sailor went to sea, sea, sea I am a pirate 	<ul style="list-style-type: none"> Oats and beans and barley grow Do you know the muffin man? One man went to mow Mary Mary Quite Contrary 	
	Personal, Social and Emotional Development	Self Regulation: My Feelings	Building Relationships: Special Relationships People who help us	Managing Self: Taking on Challenges	Self Regulation: Listening and following instructions	Building relationships: My Family and Friends	Managing Self: My Wellbeing	
	Physical Development	Gross Motor Complete PE	Ball Skills: Hands & Feet	Gymnastics & Dance: Body Parts/Moving & Animals/Heroes	Locomotion, Health & Wellbeing	Gymnastics & Dance – Apparatus & Zodiac/Flamenco	Playing Games & Ball skills	Athletics & Outdoor Adventures
Fine Motor		Strengthening for pre-writing	Pre-writing activities	Using a large range of one-handed tools				

On starting school, EYFS pupils receive an 'Active Bag' to support the development of their fundamental movement skills and physical literacy. Each week, we introduce them to a new activity to try at home.

Subject/Term		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
Specific Areas of Learning	Literacy	Writing	Mark making Writing GPC's Name Writing	Write CVC words	Write CVC words and phrases	Write CVCC words and phrases	Write phrases and sentences	Write sentences	
		Handwriting	Learn name, mark make, seating position, pencil grip	Long letters Curly letters	One arm letters Zig zag letters Complex letters 0-9 Write name independently	Consolidation of lower-case letters Use and apply in writing activities			
			Continuously check the progression of children's handwriting (pencil grip, letter formation, including directionality) Provide extra help and guidance when need. Daily funky fingers.						
		Writing Cycle A	<ul style="list-style-type: none"> I am Henry Finch Super Milly and the Super School Day 	<ul style="list-style-type: none"> Billy and the Beast Anansi the Spider 	<ul style="list-style-type: none"> Ning and the Night Spirits Leo and the Octopus 	<ul style="list-style-type: none"> The Sea Saw The Extraordinary Gardener 	<ul style="list-style-type: none"> My Shadow is Pink Weirdo 	<ul style="list-style-type: none"> Lubna and Pebble Hairy Maclary from Donaldson's Dairy Beegu 	
		Writing Cycle B	<ul style="list-style-type: none"> Where the Wild things are Cave baby 	<ul style="list-style-type: none"> Halibut Jackson The Magic Paintbrush 	<ul style="list-style-type: none"> Little Red Stanley's Stick 	<ul style="list-style-type: none"> The Odd Egg Yeti and the bird 	<ul style="list-style-type: none"> The Night Pirates Lost and Found 	<ul style="list-style-type: none"> Oi Frog Iggy Peck Architect 	
		Word Reading Phonics: RWI	Read Set 1 sounds	Blend Set 1 sounds orally Blend Set 1 sounds to read words	Read Set 2 sounds	Blend set 2 sounds orally Blend Set 2 sounds to read words	Review Set 1 and Set 2 Sounds Stretch and challenge to Set 3 sounds if appropriate		
			We work through the sounds in this order: Set 1: m a s d t i n p g o c k u b f e l h sh r j v y w th z ch qu x ng nk Set 2: ay ee igh ow oo oo ar or air ir ou oy Set 3: ai er ea oi a-e i-e o-e u-e aw are ur ow oa ew ire ear ure						
		Comprehension	We use Talk Through Stories to support early comprehension. Through carefully structured storytelling and discussion, children learn to understand and retell stories, make predictions, and explore characters and events. This helps to develop listening skills, vocabulary, and the ability to think and talk about what they have heard.						
			Wordless books -> Big Cat Books/ RWI books						
		Mathematics White Rose	Match, Sort and Compare Talk about measure and patterns It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides			Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3-D <u>shapes</u>		To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections	

Subject/Term			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Specific Areas of Learning	Understanding the World	Past and Present	Toys	Guy Fawkes & Remembrance Day	Explorers		Pirates	
		People, culture and communities	How did the world begin?	Why do people care for the world?	Which buildings and places are special to us?		Why do people care for others?	Who is special to us and others?
		The Natural World	Animals including Humans	Seasonal Changes	Everyday Materials	Seasonal Changes	Plants	Seasonal Changes/Plants
	Expressive Arts and Design	Creating with materials	Drawing: Exploring line and shapes	Structures: Windmills	Sculpture and 3D: Paper play	Artist Study: Aboriginal Art: Indigenous Australian Art (Symbols & Storytelling)	Painting and mixed media: Colour Splash	Making Puppets & Artist Study: Andy Goldsworthy (Sculpture and Natural materials)
		Being Imaginative & Expressive		Artist Study: Piet Mondrian (Shape and Abstract Art)				
		Music	Exploring Sound	Christmas Play	Big Band	Music and Movement	Musical Stories	Instrumental Unit: Glockenspiel
Computing			Technology in role play	Computing Systems and networks 1: Using a computer	Programming 1: All about instructions	Computing Systems and networks 2: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data
Festivals & Celebrations			Birthdays Harvest Autumn Grandparents Day	Remembrance Day Bonfire Night Diwali Children in Need Christmas	Chinese New Year Valentine's Day Winter	Shrove Tuesday Easter Mothering Sunday Spring	D-Day Glastonbury May Day	Father's Day Sports Day Summer
Enrichment Examples			Trowbridge Museum Longleat: Acorn Project	Welly Walk Longleat Christmas Party Visitor: Police/Dr	Salisbury Cathedral Scootability	Welly walk Farm Visit Forest School Phunky Foods	Pirate Workshop Forest School West-Wilts Dance Festival	Welly walk Kew Gardens Longleat Trip

Robins Cycle A

Subject/Term		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History		How am I making history?		Why did the Great Fire of London cause so much destruction?		Who live in Farleigh Hungerford Castle?	
Geography			What is it like here?		What is it like in Shanghai?		What is it like at Warminster Town Park?
RE + Worldviews		How do different people show that new babies are special?	Why is Christmas Celebrated?	Which times of year are special?		What do some people believe God looks like?	What is God's job?
Science		Animals Including Humans	Seasonal Changes	Everyday Materials	Seasonal Changes	Plants	Seasonal Changes
PSHE	Rec	Self-regulation: My feelings	Building relationships: Special Relationships	Managing self: Taking on challenges	Self-regulation: Listening and Following Instructions	Building Relationships: My Family and Friends	Managing Self: My Wellbeing
	Y1	Family + Relationships	Health + Wellbeing	Safety and Changing Body	Citizenship	Economic Wellbeing	Transition
Art + Design		Drawing: Marvellous marks	Artist Study Henri Matisse	Painting and mixed media: Paint my world	Artist Study Wassily Kandinsky	Craft and design: Let's get crafty	Artist Study Faith Ringgold
Computing	Rec		Computing systems and networks 1: Using a computer	Programming 1: All about instructions	Computing systems and networks 2: Exploring hardware	Programming 2: programming Bee-Bots	Data Handling: Introduction to data
	Y1	Computing systems and networks: Technology around us	Creating media: Digital painting	Programming A: Moving a robot	Data and information: Grouping data	Creating media: Digital writing	Programming B: Programming animations
Design + Technology			Structures: Boats + Creative Opportunities	*Cooking lesson Phunky Foods: Spring Rolls	Mechanisms: Moving story		Textiles: Simple Stitches
Music		Pulse and Rhythm (All About Me)	Christmas Play	Timbre + Rhythmic Patterns (Fairytale)	Classical Music, Dynamics + Tempo (Animals)	Musical Vocabulary (Under the Sea)	Instrumental Unit: Glockenspiel
PE		Ball Skills: Hands	Dance: Animals	Learning Through Play	Dance: Chinese Zodiac	Attack vs Defence: Games for understanding	OAA: Cross-Curricular
		Ball Skills: Feet	Gymnastics: Moving	Locomotion: Jumping	Gymnastics: High, Low, Over, Under	Ball Skills: Rackets, Bats, Balls and Balloons	Athletics: Run, Jump, Throw

Robins Cycle B

Subject/Term		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History		How have toys changed?		Why do we remember explorers?		Should we call Grace O'Malley a pirate?	
Geography			Where is my school?		What is the weather like in the UK?		How do we encourage plant life at our school?
RE + Worldviews		How did the world begin?	Why do people care for the world?	Which buildings and places are special?		Why do people care for others?	Who is special to us and others?
Science		Animals Including Humans	Seasonal Changes	Everyday Materials	Seasonal Changes	Plants	Seasonal Changes
PSHE	Rec	Self-regulation: My feelings	Building relationships: Special Relationships	Managing self: Taking on challenges	Self-regulation: Listening and Following Instructions	Building Relationships: My Family and Friends	Managing Self: My Wellbeing
	Y1	Family + Relationships	Health + Wellbeing	Safety and Changing Body	Citizenship	Economic Wellbeing	Transition
Art + Design		Drawing: Exploring line and shapes	Artist Study Piet Mondrian	Sculpture and 3D: Paper play	Artist Study Indigenous Australian Art	Painting and mixed media: Colour splash	Artist Study Andy Goldsworthy
Computing	Rec		Computing systems and networks 1: Using a computer	Programming 1: All about instructions	Computing systems and networks 2: Exploring hardware	Programming 2: programming Bee-Bots	Data Handling: Introduction to data
	Y1	Computing systems and networks: Technology around us	Creating media: Digital painting	Programming A: Moving a robot	Data and information: Grouping data	Creating media: Digital writing	Programming B: Programming animations
Design + Technology			Structures: Stable Structures		Cooking + Nutrition: Fruit and Veg		Textiles: Puppets
Music		Exploring Sound	Christmas Play	Big Band	Music and Movement	Musical Stories	Instrumental Unit: Glockenspiel
PE		Ball Skills: Feet	Gymnastics: Body Parts	Health and Wellbeing	Gymnastics: Wide, Narrow or Curled	Attack vs Defence: Games for Understanding	Athletics: Run, Jump, Throw
		Ball Skills: Hands	Dance: Heroes	Locomotion: Running	Dance: Flamenco	Ball Skills: Sticks	Team Building

Woodpeckers Cycle A

Subject/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History	Why did the Romans settle in Britain?		What impact did Brunel have on Wiltshire?		How was school different in the past?	
Geography		Why do people live near volcanoes?		Are all settlements the same?		Why is our World Wonderful?
RE + Worldviews	Why and how do people give thanks?	What do candles mean to people?	What is a prophet?	Why do some people have a special connection to God?	Where do some people talk to God?	Why do some people talk to God?
Science	Animals including humans		Light		Living things and their habitats	
PSHE	Family + Relationships	Health + Wellbeing	Safety + Changing Body	Citizenship	Economic Wellbeing	Transition
Art + Design	Drawing: Understanding tone and texture	Artist Study Vincent van Gogh	Painting and mixed media: Life in colour	Artist Study William Morris	Sculpture and 3D: Clay Houses	Artist Study George O'Keefe
Computing	Computing systems and networks: IT around us	Creating media: Digital photography	Programming A: Robot algorithms	Data and information: Pictograms	Creating Media: Digital music	Programming B: programming quizzes
Design + Technology		Mechanisms: Moving Toys		Structures: Constructing a Castle		Cooking + Nutrition: A Balanced Diet
Music	Creating Compositions in response to animation (Mountains)	Christmas Play	Jazz	Pentatonic Melodies + Composition (Chinese New Year)	Instrumental Unit: Recorders	Traditional Instruments + Improvisations (India)
PE	Game Sense: Invasion	Gymnastics: Linking	Health and Wellbeing	Teambuilding	Ball Skills: Rackers, Bats and Balls	Athletics
	Attack v Defence	Dance: Rainforest	Locomotion: Dodging	Swimming Invasion Games: Rugby	OAA: Cross-Curricular Orienteering	Ball Skills: Sticks
French		French greetings with puppets		French adjectives of colour, size and shape		Playground games: number and age

Woodpeckers Cycle B

Subject/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History	How did Britain change during Prehistory?		Why do we still remember the Titanic today?		How did we learn to fly?	
Geography		Would you prefer to live in a hot or cold place?		What are the features of the UK and my region?		How can we make our school environment more bee friendly?
RE + Worldviews	What makes us human?	Why is water symbolic?	Is scripture central to religion?	Why are special times celebrated?	Where do morals come from?	What happens if people do wrong?
Science	Used of Everyday Materials	Rocks	Forces + Magnets		Plants	
PSHE	Family + Relationships	Health + Wellbeing	Safety + Changing Body	Citizenship	Economic Wellbeing	Transition
Art + Design	Painting and mixed media: pre-historic painting.	Artist Study Claude Monet	Drawing: Developing drawing skills	Artist Study Katsushika Hokusai	Craft and Design: Woven Wonders	Artist Study Henri Rousseau
Computing	Computing systems and networks: Connecting computers	Creating media: Stop-frame animation	Programming A: Sequencing sounds	Data and information: Branching databases	Creating media: Desktop publishing	Programming B: Events and actions in programs
Design + Technology		Textiles: Pouches		Mechanisms: Fairground Wheel		Cooking + Nutrition: Eating Seasonally
Music	On this Island: British Songs + Sounds	Christmas Play	Orchestral Instruments (Traditional Stories)	Instrumental Unit: Recorders	Musical Me	West African Call + Response Song (Animals)
PE	Game Sense: Invasion	Gymnastics: Canon + Unison	Health and Wellbeing: Mindfulness	Gymnastics: Symmetry + Asymmetry	Invasion Games: Hockey	Athletics: Competitions
	Inclusion Games: Boccia	Dance: Witches + Wizards	Game Sense: Net/Wall	Swimming	OAA: Cross-Curricular Orienteering	Striking + Fielding: Cricket
French		In a French classroom		Bon Appétit		Shopping for French Food

Owls Cycle A

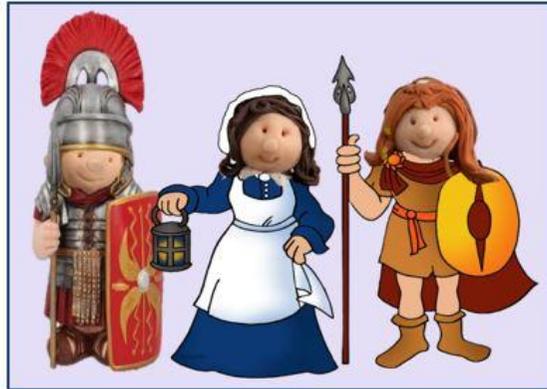
Subject/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History	How did Britain change between 1400AD and 1066?				How did the Maya civilisation compare to the Anglo-Saxons?	
	How hard was it to settle in Britain?	Were the Vikings raiders, traders or settlers?				
Geography			Why are rainforests important to us?	Where does our food come from?		How does my region compare to Northern Brazil?
RE + Worldviews	Why doesn't Christianity always look the same?	Who should be in charge?	Why are some places in the world significant to believers?	Who was Jesus really?	Why does religion look different around the world?	
Science	Animals Including Humans (Y4) Digestive, teeth, food chains	Living Things + Their Habitats (Y4 + Y6)	Evolution and Inheritance (Y6)		Properties + Changes of Materials (Y5)	
PSHE	Family + Relationships	Health + Wellbeing	Safety + Changing Body	Citizenship	Economic Wellbeing	Transition
Art + Design	Drawing: Exploring tone, texture and proportion	Artist Study: Banksy	Painting and mixed media: Light and dark	Artist Study: Lubaina Himid	Craft and design: Fabric of nature	Artist Study: Barbara Hepworth
Computing	Computing systems and networks: The Internet	Creating media: Audio production	Production A: Repetition in Shapes	Data and information: Data logging	Creating media: Photo editing	Programming B: Repetition in games
Design + Technology		Cooking and Nutrition: Adapting a recipe (Biscuits)		Mechanical Systems: Pop-Up Books		Structures: Playgrounds
Music	Advanced Rhythms	Christmas Play	Samba + Carnival Sounds + Instruments	Ten Pieces	Instrumental Unit: Recorders	Rock and Roll
PE	Game Sense: Net/Wall	Gymnastics: Counter Balance + Counter Tension	Invasion Games: Dodgeball	Gymnastics: Flight	Striking + Fielding: Cricket	Alternative Games: Foot Gold
	Swimming	Dance: The Circus	Health Related Exercise	Invasion Games: Football	OAA: Cross-Curricular Orienteering	Athletics: Throwing + Jumping
French	This is me	School days	Birthday celebrations	Colourful creatures	Fabulous French food	Gourmet tour of France

Owls Cycle B

Subject/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History	What was the impact of WW2 on the people of Britain?		Why are the Windrush Generation remembered?		What is the legacy of the ancient Greek civilisation?	
Geography		Why does population change?		Why do oceans matter?		How does my region compare to the South Aegean?
RE + Worldviews	What makes some text sacred?	What is the deeper meaning of festivals?	Why do people have to stand up for what they believe in?	Are all religions equal?	What so people believe God is like?	Why is it better to be there in person?
Science	Light	Electricity (Y4+Y6)	Living Things and Their Habitats (Y5)		Sound	
PSHE	Family + Relationships	Health + Wellbeing	Safety + Changing Body	Citizenship	Economic Wellbeing	Transition
Art + Design	Painting and mixed media: Portraits	Artist Study: Pablo Picasso	Sculpture and 3D: Interactive Installation	Artist Study: Jean-Michel Basquiat	Drawing: Expressing ideas	Artist Study: Romero Britto
Computing	Computing systems and networks: systems and searching	Creating media: Video production	Programming A: Selection in physical computing	Data and information: Flat-file databases	Creating media: Introduction to vector graphics	Programming B: Selection in quizzes
Design + Technology		Textiles: Stuffed Toys		Electrical Systems: Steady Hand Game		Cooking and Nutrition: Developing a Recipe
Music	Dynamics, Pitch and Temp (Fingal's Cave)	Christmas Play	Film Music	Ten Pieces	Instrumental Unit: Glockenspiel	Composition to represent the festival of colour
PE	Game Sense: Boccia	Gymnastics: Matching + Mirroring	Invasion Games: Hockey	Gymnastics: Creating Sequences	Striking + Fielding: Rounders	Striking: Golf
	Swimming	Dance: Broadway	Net/Wall: Badminton	Invasion Games: Basketball	OAA: Cross-Curricular Orienteering	Athletics: Triathlon
French	Portraits: Describing in French	Meet my French family	Clothes: Getting dressed in France	French weather	Exploring the French speaking world	Planning a French holiday

Owls Cycle C

Subject/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History	How do ancient civilisations compare? What was important to the Ancient Egyptians?		What was life like in Tudor England?		How did Longleat change during WW1?	
Geography		Would you like to live in the desert?		What are rivers and how are they formed?		How does my region compare to West USA?
RE + Worldviews	What do different people believe happens when we die?		What do people believe about suffering?		What place does religion have in our world today?	Just how important are our beliefs?
Science	Forces		Earth + Space	States of Matter	Animals Including Humans (Y6) Circulatory	
PSHE	Family + Relationships	Health + Wellbeing	Safety + Changing Body	Citizenship	Economic Wellbeing	Transition
Art + Design	Craft and design: Ancient Egyptian scrolls	Artist Study Bridget Riley	Drawing: Depth, emotion and movement	Artist Study Leonardo da Vinci	Sculpture and 3D: Mega Materials	Artist Study J.M.W Turner
Computing	Computing systems and networks: Communication and collaboration	Creating media: Web page creation	Programming A: Variables in games	Data and information: Introduction to Spreadsheets	Creating media: 3D modelling	Programming B: Sensing movement
Design + Technology		Mechanical Systems: Sling Shot Cars		Textiles: Fastenings (Book Cover)		Cooking and Nutrition: Come Dine with Me
Music	Composition notation (Ancient Egyptian Theme)	Christmas Play	Baroque Music	Ten Pieces	Instrumental Unit: Recorders	South + West Africa
PE	Game Sense: Invasion	Gymnastics: Levels and Direction	Invasion Games: Netball	Gymnastics: Bridges	Net/Wall: Tennis	Striking + Fielding: Rounders
	Swimming	Dance: Hip Hop	Alternative Games: Tchoukball	Invasion Games: Bath Rugby	OAA: Cross-Curricular Orienteering	Athletics: Running
French	French transport	In my French house	French music celebrations	Verbs in a French week	Visiting a town in France	French sport and the Olympics



Together We Learn