

Kite Curriculum Overview Year A 2025/2026

Autumn		
English	Fiction: Nail Soup –Cumulative story Focus: Character and dialogue Non-Fiction – Should Children be taught cookery at school? Discussion text Fiction: Little Red Riding hood – Warning Tale – Focus: Setting Invent writing Poetry	
Maths	Year 3: Read and write 3-digit numbers Compare and order numbers up to 1000 Finding 10 or 100 more or less than a given number Recognise and count in tenths Recognise horizontal, vertical, perpendicular and parallel lines Add numbers with up to 3-digits mentally Subtract numbers with up to 3-digits mentally Know and use multiplication facts for 3, 4 and 8 multiplication tables Know and use division facts for 3, 4 and 8 multiplication tables	Year 4 Read and write 4-digit numbers Compare and order numbers up to 10,000 Round any number up to 4-digits to the nearest 10, 100 or 1000 Classify quadrilaterals Add and subtract numbers with up to 4-digits mentally Know and use multiplication facts for 6, 7 and 9 multiplication tables Know and use division facts for 6, 7 and 9 multiplication tables
Science	Electricity: - Identify common appliances that run on electricity - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - Recognise some common conductors and insulators, and associate metals with being good conductors.	
RE	What do Christians learn from the Creation story? https://www.natre.org.uk/primary/primary-re-curriculum/primary-re-curriculum-key-stage-2/primary-re-curriculum-year-3/what-do-christians-learn-from-the-creation-story/ This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible. Christmas	
History	How did life for people change from the Stone Age to the Iron Age?	

	• To know that the Neolithic Age (started in 4000BC) was when there was a shift from hunting and gathering to agriculture. • To know that Bronze Age (started in 2400BC) was when humans started to work with metal. • To know that the Iron Age (started in 800BC) was characterised by the smelting of iron and its use in industry. • To identify the characteristic features of each period. To identify how changes happened and what stayed the same or became different. • To understand why changes happened and what their consequences were. During this unit of learning, children will begin to understand how society in the British Isles began, from the earliest hunter-gatherers, through to early agricultural settlements and onto collections of Iron Age hillforts. There is considerable focus during the unit on chronological understanding, placing prehistory as a vast time period on a scaled timeline. Children will begin to understand the concepts of society, settlement and civilization in some depth, which will be built on in future areas of learning. This sequence of learning will be complemented by a visit to Avebury stone circle, seeing the history in the field and learning about how archaeologists and historians have interpreted their findings and building a picture of the past
<u>Geography</u>	Where in the world is....? Map work – based local • To be able to use a n atlas and globe to locate key countries around the world • To be able to use 4 figure grid references • To locate and know countries of the UK, major cities and topographical features • To use a local OS map to find key places and follow a route. • To draw plans and maps • To understand about different types of settlement and land use through the use of maps NC: Geographical skills and fieldwork: • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To use 4 Figure grid references and OS maps including symbols and keys • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans Locational Knowledge: • Name and locate counties and cities of the United Kingdom, , key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

	Human Geography Human geography, including: types of settlement and land use Students will understand key geographical concepts related to political, physical and topographical maps. They will 'zoom in' from a global viewpoint, developing their knowledge of the Equator, Tropics of Cancer and Capricorn and begin to understand lines of latitude and longitude. They will understand how continents are divided into countries and be aware of the distribution of the world's population. They will study on a global scale, zooming in to the UK and their local area. During fieldwork, students will be able to use their map skills by creating their own maps of Long Sutton, to show key geographical features of their local areas. They will then compare their maps and identify features on an OS map.
<u>Art</u>	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Artist: Experiment with a variety of pencils to explore potential. Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting. Accurate drawings of people – particularly faces Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Colour mixing. Make colour wheels. Introduce different types of brushes Techniques- apply colour using dotting, scratching, splashing.
<u>PE</u>	Invasion games (Netball) Multi-Skills Gym Yoga
<u>Music</u>	Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad. (poetry link)
<u>PSHE</u>	Rules and my classroom No Outsiders: discrimination NSPCC work Family and fiends Safe Relationships No Outsiders – Bullying Respecting ourselves and others – Anti bullying Respect and challenge Online Safety
<u>DT</u>	Pneumatic Toys Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams.
<u>Computing</u>	Logging on using own password Word Save as Open documents.

	Text- font size, colour Using dictate tool on Word Online safety – using a search engine. Creating media – stop frame animation Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.
<u>MFL</u>	In a French classroom Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'

<u>Spring</u>		
<u>English</u>	Invent writing Fiction: Adventure at Camberry Park – Finding Tale – Focus: Suspense Poetry Non-Fiction – Precious Jewels Found! Newspaper Report Non fiction invent possibly linked to history Shakespeare week Poetry	
<u>Maths</u>	Year 3: Compare and order fractions with same numerator or same denominator Add numbers with up to 3-digits using a formal written method Subtract numbers with up to 3-digits using a formal written method Choose efficient methods to add and subtract numbers up to 3-digits Multiply 2-digit by 1-digit numbers mentally Divide 2-digit by 1-digit numbers mentally Multiply 2-digit by 1-digit numbers using a formal written method	Year 4: Add and subtract numbers with up to 4-digits using a formal written method Know and use multiplication facts for 11 and 12 multiplication tables Know and use division facts for 11 and 12 multiplication tables Choose efficient methods to add and subtract Multiply 2-digit by a 1-digit using the distributive law Multiply 3-digit by a 1-digit using a formal written method Divide a 3-digit by a 1-digit number Use place value, known and derived facts to multiply and divide mentally Identify acute and obtuse angles
<u>Science</u>	Magnets: • Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having two poles	

	• Predict whether two magnets will attract or repel each other, depending on which poles are facing. Animals including Humans: • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey.
RE	What do Muslim people believe about Islam and Iman? Islam (AMV) Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah. • Identify the two main beliefs of Islam as: • the belief in only one God, and • the belief that Muhammad is the Messenger of God • Understand that praying 5 times a day, which is prescribed in the Qur’an, is one way Muslims submit to the will of Allah. They do this by: • Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path • The sujud position (prostration) reflects Muslim submission as a physical act. • Salah can take place anywhere, as God created everything • Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah. • Attempt to support their answers using reasons and/or information Know that Muslims believe that Muhammad had many revelations over 22 years. • Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they wrote formed a book – the holy Qur’an. • Know that Muslims believe that the angel Gabriel was ‘sent down’ with God’s holy book – the Mother of the Book. This was the book that was shown to Muhammad. So the Qur’an is a copy of God’s holy book. • Understand that the Qur’an is treated with great respect by Muslims, including that it is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book. • Know that God’s message is known as the ‘Straight Path’ or the Shariah • Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah. • Attempt to support their answers using reasons and/or information Salvation: Why do Christians call the day Jesus died ‘Good Friday’? https://www.natre.org.uk/primary/primary-re-curriculum/primary-re-curriculum-key-stage-2/primary-re-curriculum-year-4/why-do-christians-call-the-day-jesus-died-good-friday/ Within this unit, pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these

	events and life in the world today, suggesting why some Christians live their lives in the way that they do.
<u>History</u>	What is it like to live in Ancient Egypt? <i>Achievements of the earliest civilizations. Overview of where first civilizations appeared and in-depth study of Ancient Egypt.</i> • To know where the ancient Egyptian civilisation appeared. • To understand that ancient Egyptian civilisation appeared around 3100BC. • To understand that archaeology helps us to find out about the past. • To use sources of evidence to understand about archaeologists and the life of the ancient Egyptians (ensuring sources of evidence are evaluated). • To understand about daily life in Ancient Egypt. • To understand what the ancient Egyptians achieved and value their contribution to society then and now (inventions, maths, writing, medicine, religion, sports, music, building construction). • To know that hieroglyphics were used as a way to communicate; know that they can tell us about life in Ancient Egypt. • To know that Ancient Egypt was ruled by kings and queens called pharaohs. • To know that there have been significant people in history that have had more power over others. To know that Ancient Egypt had a social structure: upper, middle and lower class. Children will learn that Howard Carter was an English archaeologist who discovered King Tutankhamun's tomb in 1922, revealing golden treasures. Ancient Egypt was ruled by pharaohs like Tutankhamun and Cleopatra, seen as gods. They built pyramids as tombs, wrote in hieroglyphs, and practiced mummification for the afterlife. They will discover the importance of the Nile River and how it supported farming, travel, and daily life through its yearly floods. They will also have a Egyptian specialist who will bring in artefacts to view and discuss, as well as other learning activities.
<u>Geography</u>	What's it like to live in Bristol compared to Long Sutton? • To be able to locate Bristol on a map • To look at the similarities and differences of Bristol and Long Sutton • To understand the features of a city • To begin to understand the diversity within Bristol • To investigate the topographical feature of Bristol – river, coast, hills • To understand how the history and geographical position of Bristol has impacted its development NC Human and physical Geography: • To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - Bristol Locational Geography:

	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), This sequence of learning aims to enhance understanding of geography and the unique features of Bristol compared to Long Sutton. They will locate Bristol on a map and know the surrounding physical and human features. They will research how Bristol embraces its diversity through vibrant cultural festivals like St. Pauls Carnival, inclusive neighbourhoods such as Stokes Croft and Easton, and initiatives as a City of Sanctuary. They will look at how multicultural population, events, shops, and community programs foster unity, celebrate different cultures, and promote equality and belonging for all.
<u>Art</u>	Texture (textiles, clay, sand, plaster, stone) Artist: Edward Said (Tingatinga art) Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement- Compare different fabrics Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Artist: Zaha Hadid (Architect) Shape, form, model and construct (malleable and rigid materials) Plan and develop Understanding of different adhesives and methods of construction & aesthetics
<u>PE</u>	Invasion games (Hockey) Dance – Romeo and Juliet Invasion games (Tag Rugby) Fitness
<u>Music</u>	Pentatonic Melodies and composition (Chinese new year) Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.
<u>PSHE</u>	No Outsider – feeling like an outsider Belong to a community Online safety No Outsiders – Older people Money Anti Bullying re-cap
<u>DT</u>	Textiles: Cross stitch and applique – making an Egyptian collar Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make an Egyptian collar.
<u>Computing</u>	Programming A – Sequencing sounds This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit. Data and information – branching databases Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of

	what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.
<u>MFL</u>	Bon Appetit Learning about French food and exploring different cultural customs; using language detective skills to spot cognates and near cognates; expressing opinions and using their knowledge to role-play a visit to a French market.

<u>Summer</u>		
<u>English</u>	Fiction: Elf Road – Portal tale – Focus: Description Invent Writing Non-fiction – Why are Pixie’s extinct? - Explanation Non-Fiction – The magic worlds behind the door – Information	
<u>Maths</u>	Year 3: Divide 1 and 2-digit numbers by 10 and 100 Add and subtract fractions with the same denominator beyond the whole Find families of equivalent fractions Recall factor-factor-product relationships for 6,7,9,11 and 12 multiplication tables Add and subtract decimal numbers (up to 2 decimal places) including measures and money Find the area of rectilinear shapes by counting squares Describe and plot positions on a 2-D grid as coordinates in the first quadrant Convert between analogue and digital 12 and 24-hour clocks and other units of time	Divide 1 and 2-digit numbers by 10 and 100 Add and subtract fractions with the same denominator beyond the whole Find families of equivalent fractions Recall factor-factor-product relationships for 6,7,9,11 and 12 multiplication tables Add and subtract decimal numbers (up to 2 decimal places) including measures and money Find the area of rectilinear shapes by counting squares Describe and plot positions on a 2-D grid as coordinates in the first quadrant Convert between analogue and digital 12 and 24-hour clocks and other units of time
<u>Science</u>	Plants: - Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. - Investigate the ways in which water is transported within plants. - Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal All Living things: - Recognise that living things can be grouped in a variety of ways - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - Recognise that environments can change and that this can sometimes pose dangers to living things	
<u>RE</u>	Judaism What do Jewish people believe about God and the Covenant and Torah? (Links with Passover) – Torah (AMV)	

	On the Shabbat Jews attend the synagogue, where they worship God. Doing this develops a sense of community. • The reading of the Torah is central to the service: during the service there will be readings from the Torah. • In the synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of the scrolls is shown by the way they are: • Never touched by human hands- a special pointer is used • Each scroll has a mantle (cover) • Once they have been used, they are returned to the Ark • There is an ever-burning lamp outside the Ark to show God is always present • Know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they must love God with all their heart. • Know the Torah is written in Hebrew. • Raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah. • Attempt to support their answers using reasons and/or information. Judaism – God and the covenant (AMV) God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan. • Recall the story of the giving of the 10 commandments to Moses: The people of Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; the Jews spent 40 years as nomads; Moses went up Mt Sinai to receive from God the 10 commandments and other commandments which were the rules Jews had to live by. • Understand that the Jews made an agreement or covenant with God: If Jews agree to obey His commandments; the Jews would be His Chosen people. • Know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews re-tell the story of the Exodus using symbolic food. The festival recalls this as a key event in their history because it shows: (a) God was at work in the events of history (b) they have been chosen to have a special relationship with God. • Understand that Jews believe there is one God who should be placed above all else. • The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezezah. • Raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments. • Attempt to support their answers using reasons and/or information.
<u>History</u>	How has crime and punishment changed overtime? <i>A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066</i> • To understand what we mean by crime and punishment • To know some of the main features of crime and punishment over time. To know some of the main changes over time to the types of crime committed • To understand how and why have punishments changed over time • To begin to understand how have crimes been investigated over time • To investigate how have our views about crime changed over time To investigate how realistic the stories are about crime and punishment in the past
<u>Geography</u>	Rivers • To understand the key processes of the water cycle. • To identify the features of a river system.

	• To identify the characteristics of the three stages of a river. • To investigate features of the River Thames on maps and satellite photos. • To think about the different ways we use water. • To understand the impact of floods and droughts. – local link to Somerset Levels 2014 floods • To identify rivers using an atlas. NC Geographical skills and fieldwork: • Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. Locational knowledge: • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Human & physical geography: - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
<u>Art</u>	Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns. Modify and adapt prints Pattern (paint, pencil, textiles, clay, printing) Explore environmental and manmade patterns Tessellation
<u>PE</u>	Athletics Fielding and striking (cricket) Fielding and striking (rounders) Swimming
<u>Music</u>	Traditional instruments and improvisation (India) Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.
<u>PSHE</u>	No Outsiders – Being different Physical and Mental Health Medicines and drugs No Outsiders – Stereotypes and racism Difference Online safety
<u>DT</u>	Eating Seasonally Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.
<u>Computing</u>	Creating Media – desktop publishing During this unit, learners will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how

	these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world. Programming B – Events and actions in programs This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.
<u>MFL</u>	Shopping for French food Exploring different ways to say ‘the’ when talking about shopping; applying new vocabulary and sentence structures to tell their own simple story about a trip to the shops.