

Kite Curriculum Overview 2026/27 Year B

Autumn		
English	Short burst writing Non-Fiction – A Royal Wedding – Recount - Newspaper Report Rags to Riches – Cinderella – Focus: Setting Invent writing Poetry	
Maths	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	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
Science	Animals including humans: - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - Identify that humans and some animals have skeletons and muscles for support, protection and movement Light: - Recognise that they need light in order to see things and that dark is the absence of light - Notice that light is reflected from surfaces - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes - Recognise that shadows are formed when the light from a light source is blocked by a solid object - Find patterns in the way that the sizes of shadows change.	
RE	Unit 25 What kind of world did Jesus want? In this unit, pupils will learn about the concept of ‘Gospel’* which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus’ actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus’ good news for Christians is. Later in the	

	unit. They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people. *note the concept of Gospel in this unit is referring to the life and teaching of Jesus and the meaning for Christians of the 'good news' they believe he brought. This includes but is not limited to the first 4 books of the New Testament. Unit 20 What is the 'Trinity' and why is it important for Christians? In this unit, pupils will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impact their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today.
History	'What impact might Monarchy have made to Long Sutton over time To know sequence time periods studied up to the present on a scaled time line both in British history and those studied worldwide Able to identify several causes of a significant event and the subsequent consequences. To know how religion and government changed in this area from ancient times To know the history of the Monarchs and their impact on local area (eg King Ina of Wessex was an Anglo-Saxon king who reigned 688-726AD and that he was a 'Church Builder' due to his support for Christianity To be able to use maps, photos and pictures to understand the changes over time To know what was the Magna Carta and how did it affect King John? To be able to identify key similarities and differences in the lives of two significant individuals from history in more a terms, e.g. how they both overcame challenges To begin to link significant events in national and international history to their impact on a local scale – King Henry VI- What impact did King Henry VIII have on religion in the local church? To begin to understand that there can be more than one interpretation of the past and asks questions of the origin and purpose of sources and artefacts.- Church visit A study over time tracing how <i>several aspects of national history are reflected in the locality.</i>
Geography	What is like to live in Italy? • To be able to locate Italy on a map • To be able to locate key European countries on a map • To know the key cities, environmental regions and characteristics • To understand the similarities and difference to the UK • To identify the climate zones, rivers, mountains, volcanoes and earthquakes. • To know what it is like to live in Italy • To explore the types of settlement, land use and economic activity NC:

	- To understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting European country – Italy - locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,	
Art	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Diego Fazio (Pencil drawing)	
	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	Identify and draw the effect of light Scale and proportion. Accurate drawings of whole people including proportion and placement. Work on a variety of scales. Computer generated drawings.
	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.	Colour mixing and matching; tint, tone, shade Observe colours – Suitable equipment for the task Colour to reflect mood
PE	Autumn A: Tag Rugby and Netball	
	Autumn B: Gym and Dance	
Music	Changes in pitch, tempo & dynamics (Rivers) Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	
PSHE	Rules and My Classroom NSPCC work Zone of Regulation Careers work Families and friends – emotions work What makes a healthy relationship To understand when to say no All about feelings Anti Bullying Negotiation skills Non verbal communication and personal space Online safety, Health, well being and life style	

DT	Food: Adapting a recipes • Follow a recipe, with some support. • Describe some of the features of a biscuit based on taste, smell, texture and appearance. • Adapt a recipe by adding extra ingredients to it. • Plan a biscuit recipe within a budget.
Computing	https://www.dlcorwall.org/computing-curriculum/year-3/ 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. Computing Systems and Networks – the internet Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Vocab: internet, network, router, security, switch, server, wireless access point (WAP), website, web page, web address, routing, web browser, World Wide Web, content, links, files, use, download, sharing, ownership, permission, information, accurate, honest, content, adverts Creating media – Audio production Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. They will learn about ownership and copyright before using iMovie on iPads. They will record, edit and combine multiple audio tracks, learning how to trim, align, layer, save and export their work. Pupils will also evaluate their recordings and respond to feedback. Vocab: audio, microphone, speaker, headphones, input device, output device, sound, podcast, edit, trim, align, layer, import, record, playback, selection, load, save, export, MP3, evaluate, feedback.
MFL	French greetings: Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.

Spring	
English	Invent writing

	Losing Tale – George’s Marvellous Concoction – Focus: Character and dialogue Poetry Non-Fiction – Don’t be mean Grandma – Persuasion Non fiction invent possibly linked to history Poetry	
Maths	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	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
Science	States of Matter: • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Sound: • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from a sound travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.	
RE	Unit 27 What do Hindus believe God is like? This unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.	

	People of God: Unit 19 What is it like for someone to follow God? Pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers.
History	What did the Romans do for us? History: • The Roman Empire and impact on Britain • A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1666 – legacy of Roman culture on later parts in history. Key Question: What was the Roman Empires most significant impact on Britain. (A study of changes in Britain's social history and settlements) • To know that Britain has been invaded and settled in. • To know that people come to / invade a country because of the resources that it offers. • To know that the Romans invaded Britain in 43AD. (chronology) • To know that the Romans invaded from the South-East of Britain. • To know that the spread of the Roman Empire was due to conquering land across Europe, the East and the Mediterranean. • To identify what made the Roman army so successful (military power, political flexibility, economic expansion, well organised, ambitious). (innovation) • To know about the Romanisation of Britain (Roman roads; religion; language, writing and numbers; town construction). • To know that Boudicca rebelled against the Romans in order to protect her property. • To know that the fall of the Roman Empire was caused by: -Corrupt politicians and rulers -Fighting and civil wars within the Empire -Attacks from barbarian tribes -The Roman army was no longer a dominant force - The Empire became so large it was difficult to govern • To know that within the same period of time, there were different parts of the world that were both similar and different to Britain. • To know that different people who have invaded and settled have brought different technology, culture and beliefs to the country that are still prevalent / evidenced today • To know that invasion and settling has led to significant changes that have impacted on everyday life.
Geography	What causes Volcanoes and earthquakes?

	To understand how the earth moves and the causes of earthquakes and volcanoes To locate key volcanoes. To know the structure of volcanoes and the features of an eruption To understand that the earth's crust is split into tectonic plates To understand why people live near volcanoes To understand the causes of earthquakes and the features of these To locate earthquakes using longitude and latitude NC: - Physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,	
Art	Texture (textiles, clay, sand, plaster, stone) Edward Said (Tingatinga art)	
	Use smaller eyed needles and finer threads Weaving Tie dying, Batik	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) Zaha Hadid (Architect)	
	Shape, form, model and construct (malleable and rigid materials) Plan and develop Understanding of different adhesives and methods of construction aesthetics	Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction
PE	Spring A: Invasion Games (Hockey) and Fitness/Cross Country	
	Spring B: Invasion Games (Tag Rugby) and Fitness/Cross Country	
Music	Adapting and transposing (Romans) - Learn a new song, singing in time and in tune while following the lyrics. - Identify motifs aurally and play a repeated pattern on a tuned instrument. - Create and performing a motif, notating it with reasonable accuracy. - Transpose their motif, using sharp or flat notes where necessary and change the rhythm. - Combine different versions of a musical motif and perform as a group using musical notation.	
PSHE	What makes a good friend? Courageous Advocacy Safer Internet Day Online safety – privacy and security, Copywrite and ownership Careers work Rights and responsibilities Being a bystander	
DT	Electrical systems: Torches Identify electrical products and explain why they are useful.	

	• Help to make a working switch. • Identify the features of a torch and how it works. • Describe what makes a torch successful. • Create suitable designs that fit the success criteria and their own design criteria. • Create a functioning torch with a switch according to their design criteria.
Computing	Programming – Repetition in shapes This unit looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. Vocab: Logo (programming environment), program, turtle, commands, code snippet, algorithm, design, debug, pattern, repeat, repetition, count-controlled loop, value, trace, decompose, procedure Data and information – Data logging microbits In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Vocab: data, table, layout, input device, sensor, logger, logging, data point, interval, analyse, dataset, import, export, logged, collection, review, conclusion.
MFL	French adjectives of colour ,size and shape

Summer		
English	Warning Tale – Reilly – Focus: Suspense and action /openings and endings Invent Writing Non-fiction – Wizards – Information Text	
Maths	Year 4: 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	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

	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	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
Science	Rocks: • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter.	
RE	The Kingdom of God – Unit 26 When Jesus left, what was the impact of Pentecost? Christians believe that Jesus inaugurated the ‘Kingdom of God’ – i.e. Jesus’ whole life was a demonstration of his belief that God is king, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). • Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. Unit 30: How and why do people mark the significant events of life? In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. Pupils will learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.	
History	Early Islamic civilisation, including Baghdad c AD 900 NC: A non-European society that provides contrasts with British history – early Islamic civilisation, including a study of Baghdad c AD 900. How different was Baghdad to London around 900AD? To place Baghdad in a spatial and temporal framework To learn about everyday life in Baghdad and compare to London To be able to explain the importance of learning to the life of Baghdad To be able to reach a judgement based on the evidence To compare life in 900 AD to life today	

Geography	Climate change – How is our world impacted by plastic? - To understand what climate change is - To know the causes of climate change - To begin to understand the evidence for climate change - To understand the effects of plastic on our world - To know the alternatives for plastics - To understand the effects of plastics on our oceans NC: 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. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate	
Art	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	
	Relief and impressed printing Recording textures/patterns Monoprinting Colour mixing through overlapping colour prints	Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns. Modify and adapt prints
	Pattern (paint, pencil, textiles, clay, printing)	
	Pattern in the environment Design using ICT Make patterns on a range of surfaces Symmetry	Explore environmental and manmade patterns Tessellation
PE	Summer 1: Athletics and Fielding and Striking Games (Cricket)	
	Summer 2: Fielding and Striking games (Rounders) and swimming	
Music	Body and tuned percussion (Rainforests) - Identify the structure of a piece of music. - Have an idea as to when there is one layer in a piece of music and when there are two. - Play a sequence in the correct order in time with their partner. - Have two contrasting rhythms being played together. - Have two different melodies being played together. - Have a complete piece of music with four different layers with an appropriate structure	
PSHE	- What keeps us healthy? - Keeping safe – medicines - First Aid - My feelings are all over the place - Online bullying, self image and indemnity online - All change	

	• Puberty Year 5 – Puberty/changes Y5 Scarf Growing up and changing bodies
DT	Mechanical: Making a sling shot car Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets. •
Computing	Creating media – Photo editing Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices. Vocab: image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette, image, retouch, clone, select, combine, made up, real, composite, cut, copy, paste, alter, background, foreground, zoom, undo, font. Programming – Repetition in games This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout. Vocab: Scratch, programming, sprite, blocks, code, loop, repeat, value, infinite loop, count-controlled loop, costume, repetition, forever, animate, event block, duplicate, modify, design, algorithm, debug, refine, evaluate
MFL	Playground games – numbers and age Counting in French from one to twelve, recognising the written number words, talking about ages, comparing sentence structures in French and English and practicing vocabulary by playing counting and traditional French games.