

Key Stage Two Curriculum Map 2025 – 2026 (Cycle A)

Autumn (15 wks)	English	History	Geography	Art	STEM (Science Cycle A)
Cross-Curricular Theme THE PREHISTORIC WORLD (STONE AGE TO IRON AGE)	<p>Writing: Back in time adventures, using the Stone Age as a setting for their own stories. Producing non-chronological reports using research gathered during topic lessons; Planning a set of instructions about washing a woolly mammoth</p> <p>Fiction: Stone Age Boy (Satoshi Kitamura), Stig of the Dump (Clive King), <i>Fiction: How to Wash a Woolly Mammoth</i> (Michelle Robinson)</p> <p>Non-fiction: Stone Age to the Iron Age</p> <p>Read aloud: The Twits (Roald Dahl), The Pied Piper of Hamelin (Michael Morpurgo)</p>	<p>Study changes in Britain from the Stone Age to the Iron Age: How early hunter-gatherers lived; What life was like for Neolithic farmers – the tools they used and who lived at Skara Brae; What Bronze Age Britain was like; How bronze tools were made and who the Amesbury archer was; What life was like in Iron Age Britain; About hill forts & Iron Age tools</p> <p>Educational Visits: The Great North Museum Hancock Rising Sun Country Park – Stone Age workshops</p>	<p>Investigating places: Find out about the settlement of Skara Brae; Consider the best places to build Iron Age settlements were and why.</p> <p>Geographical skills and fieldwork: Locate ancient sites using a range of maps including OS & digital and identify features on aerial photographs.</p> <p>Communicate geographically: Make a visitor's guide to an ancient monument</p>	<p>Developing Ideas:</p> <ul style="list-style-type: none"> -Celtic brooches -Stone Age necklaces -Designing tartan <p>Mastering Techniques:</p> <p>Painting Skills</p> <ul style="list-style-type: none"> -Standing Stones (Light & Shadow) <p>Drawing Skills</p> <ul style="list-style-type: none"> -Cave drawings <p>Sculpture Skills</p> <ul style="list-style-type: none"> -Making a tin foil and papier maché mannequin of a Stone Age artefact, 'Lion Man' <p>Christmas art & craft</p>	<p>Animals (inc. humans) Identifying and labelling bones in a skeleton.</p> <p>How does a skeleton from a modern-day human compare with a Stone Age person? Using scientific skills and knowledge to find out how people lived in the Stone Age – Activities link to learning about teeth, a balanced diet, the digestive system and working scientifically, based upon archaeological finds at Stonehenge and nearby sites.</p> <p>Design and technology Food and Nutrition: Understand and apply principles of a healthy and varied diet through preparing and cooking Stone Age Soup</p>
October: Black History Month	<p>Read aloud: Coming to England (Floella Benjamin), Windrush Child (Benjamin Zephaniah)</p>	<p>Finding out about Black history as part of our national story; Significant black figures in science, politics, popular culture and the arts.</p>	<p>Looking at why people migrated from the Caribbean to England on the Empire Windrush. Comparing Kingston, Jamaica and Brixton, England.</p>	<p>Creating a self-portrait in the style of <i>Jean-Michel Basquiat</i>, using the crown motif to express special qualities about ourselves. Exploring and representing identity with work based on <i>Yinka Shonibare's 'Line Painting'</i></p>	

	Autumn Term 1	Autumn Term 2
Maths	Number & Place Value / Addition & Subtraction <i>ongoing: development of number sense, number & place value, addition & subtraction / measures (time) / statistics – recording in all STEM subjects</i>	Addition & Subtraction / Geometry (Shape) / Multiplication & Division
PE	Andy Cartwright FC: Invasion Games – Handball / Gymnastics: Individual Sequences / Swimming	Andy Cartwright FC: Gymnastics / Dance: Hip Hop / Swimming
Computing	Digital literacy and online safety	Searching the web
French	French Greetings	French colour, size and shape
Music	Prehistoric Music: Making instruments from natural objects Y3: Charanga Let Your Spirit Fly / Y4: Charanga Mamma Mia / Ukulele	Y3: Charanga Glockenspiel 1 / Ukulele / Y4: Charanga Glockenspiel 2
PSHE/RSE	Relationships: Valuing Difference	Health & Wellbeing: Healthy Lifestyles
RE	What do we know about the Bible and why is it important to Christians? / Religious Calendar: Harvest Festivals	Why do Christians call Jesus the light of the world? / Religious Calendar: Christmas & Festivals of Light

Spring 1 (7 weeks)	English	History	Geography	Art	STEM (Science Cycle A)
LIFE ON THE WALL (ROMAN BRITAIN)	<p>Writing: Cross-curricular study of Roman Britain provides opportunities to write in role through letters, diary entries, and fictional recounts, as well as to build on non-fiction skills, producing information texts about Roman Britain.</p> <p>Fiction: Romans on the Rampage (Jeremy Strong), The Orchard Book of Roman Myths (Geraldine McCaughrean & Emma Chichester Clark)</p> <p>Nonfiction: Selection about Ancient Rome and Roman Britain</p> <p>Read Aloud: The Hodgeheg (Dick King Smith), Voices in the Park (Anthony Browne), The Barnabus Project (Eric Fan)</p>	<p>Investigating the impact of the Roman invasion on Britain: What did the Romans do for us? Exploring the legacy the Romans left behind. Who were the Roman army (exploring diversity)? Local study: What was life like for Roman soldiers stationed along Hadrian's Wall</p> <p>Educational Visit: Vindolanda Roman Fort</p>	<p>Investigating places: What did Roman Britain look like compared to now? Types of settlement and land use; Economic activity including trade links (roads); Distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork: Plot the locations of forts and find out about trade along Hadrian's Wall.</p> <p>Communicate geographically: Produce a holiday brochure and itinerary for a visit to Rome</p>	<p>Developing Ideas: <i>Celtic Design</i> Tartans and knots</p> <p>Roman Design: Coins and shields</p> <p>Mastering Techniques:</p> <p>Drawing Skills: <i>Roman Sculpture</i> as a basis for drawings, focussing on light and shade.</p> <p>Collage skills: <i>Enviro-cycled Mosaics</i> inspired by Shelley Schenker</p> <p>Painting Skills: <i>Frescos</i> based on those at Segedunum Bath House</p> <p>Design and technology:</p> <p>Textiles: Design and make a sandal for a Roman Emperor</p>	<p>States of Matter</p> <p>Compare and group materials according to whether they are solids, liquids or gases</p> <p>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)</p> <p>Design and technology:</p> <p>Mechanical systems:</p> <p>Linkages and Levers - Design and make a catapult</p> <p>Food and Nutrition:</p> <p>Further explore states of matter through designing, preparing and cooking a Fairtrade dessert menu</p>
Spring 2 (6 weeks)	<p>International Women's Day and Earth Hour provide opportunities for writing biographies, and recounts about famous female activists and writing persuasively on a number of issues. Earth Hour provides the inspiration for writing poetry for change.</p> <p>Fiction: Malala's Magic Pencil – Malala Yousafzai</p> <p>Poetry: Poetry for a Change anthology, All the Wild Wonders (Various Poets, Wendy Cooling – Editor & Piet Grobler – Illustrator)</p> <p>Nonfiction: We Are All Born Free: The Universal Declaration of Human Rights in Pictures (Amnesty International), What A Waste: Rubbish, Recycling, and Protecting our Planet (Jess French), No One Is Too Small to Make a Difference – Greta Thunberg</p> <p>Read Aloud: Bill's New Frock (Anne Fine), The Tin Forest (Helen Ward),</p>		<p>Unravelling the Thread: The Story of Fairtrade Cotton – understanding the impact of fast fashion and highlighting the difference consumers can make to people's lives through their buying choices.</p> <p>Finding out about climate issues such as global warming and its effects on the weather and climate.</p>	<p>Y3 Arts Award – Environmental Art inspired by Andy Goldsworthy</p> <p>Design a (Fairtrade cotton) campaign T-shirt, inspired by ethical fashion designers Stella McCartney, Vivienne Westwood and upcycling designer, Sandra Sandor.</p> <p>Easter art & craft</p>	
TAKE ACTION! International Women's Day (7th March) & Earth Hour – 23rd March					

	Spring Term 1	Spring Term 2
Maths	Multiplication & Division / Fractions ongoing: development of number & place value/addition & subtraction/ multiplication & division/ fractions / measures (time) / statistics – recording in all STEM subjects	Geometry (Position & Direction) / Addition & Subtraction
PE	Andy Cartwright FC: Dance / Y4 – Robinwood / Swimming	Andy Cartwright FC: Striking and Fielding – Cricket / Swimming
Computing	Programming Scratch Maze Games	3D Design
French	Playground games – numbers and age	In a French Classroom
Music	Y3: Charanga Three Little Birds / Y4: Charanga Stop! / Ukulele	Y3: Charanga The Dragon Song / Ukulele / Y4: Charanga Lean on Me
PSHE/RSE	Relationships: Feelings & Emotions/ Healthy Relationships	Health & Wellbeing: growing & Changing / Living in the Wider World: Taking Care of the Environment
RE	What do Christians believe about Jesus? / Religious Calendar: Epiphany & New Year Celebrations	Why is Lent such an important period for Christians? / Religious Calendar: Passover & Easter

Summer 1 (5 weeks)	English	History	Geography	Art	STEM (Science Cycle A)
THE KINGDOM OF NORTHUMBRIA (ANGLO SAXONS AND SCOTS)	<p>Writing: Inspired by Anglo-Saxon Myths and Legends, children create their own local legend with a perilous journey or quest for the hero.</p> <p>Fiction: Illustrated Tales of King Arthur (Sarah Courtauld & Natasha Kuricheva), The Buried Crown (Ally Sherrick), The Princess Who Hid in a Tree (Jackie Holderness), various local legends</p> <p>Poetry: Crazy Camelot: Excalibur the Magic Sword (Tony Mitton – Hachette Books)</p> <p>Non-fiction: Selection about Anglo-Saxons and Scots, The History Detective Investigates: Anglo-Saxons (Neil Tonge)</p> <p>Read Aloud: Llama Out Loud (Annabelle Sami), The Wolves in the Walls (Neil Gaiman)</p>	<p>Finding out why the Romans left Britain; what happened across Britain and in the North East after the Romans left; Who the Anglo-Saxons were, where they came from, and when and why they came to Britain; How early Christianity influenced the North East; About key events in the history of the border areas and Scotland; and what happened to the kingdom of Northumbria</p> <p>(Educational Visits: Jarrow Hall and Tynemouth Priory & Castle)</p>	<p>Investigating places: Looking at the evidence of Anglo-Saxon settlement in our area – Tynemouth Castle and Priory: Why was it a good place to build a coastal defence?</p> <p>Communicate geographically: Use grid references, symbols and a key to map the key features</p>	<p>Developing Ideas: <i>Jewellery-making</i> – Design and make an Anglo-Saxon pendant</p> <p>Mastering Techniques: <i>Printing Skills</i> Creating a printing block of Tynemouth Priory and Castle</p> <p>Taking inspiration from the greats Designing illuminated letters based on the Lindisfarne Gospels</p>	<p>Plants – Investigating how water is transported within plants; Exploring the part that flowers play in the life cycle of plants; Propagating plants and ‘growing our own’ Anglo Saxon vegetable garden – garlic, turnips, beetroot, carrots (white at the time), parsnip, cabbage, peas, beans and onions to make pottage</p>
Summer 2 (7 weeks)	<p>Developing performance and play-writing techniques – Children role-play, write and perform their own play scripts inspired by the local coastal environment.</p> <p>Creating mystery stories, using the familiar setting of Rockcliffe for scene-setting and building tension and suspense.</p> <p>Fiction: The Invention of Hugo Cabret (Brian Selznick), The Iron Man (Ted Hughes), Jumanji (Chris Van Allsburg)</p> <p>Non-fiction: Selection about film-making & the movie industry</p> <p>Read Aloud: The Boy Who Grew Dragons (Andy Shepherd), Leon and the Place in Between (by Angela Mcallister/Grahame Baker-Smith)</p>	<p>Exploring changes in an aspect of social history – leisure and entertainment in the 20th Century: A depth study of the history and development of film; finding out about the early technology involved in projecting movies and exploring how stories were told on screen before the advent of highly sophisticated special effects, dialogue and sound effects</p> <p>Educational Visit: Jam Jar Cinema</p>	<p>Investigating places: On Location! A production company needs locations for its new film... Identify the human and physical features of our local area</p> <p>Geographical skills and fieldwork: Creating a sketch map of the coastline from St. Mary’s Lighthouse to Tynemouth Priory & Castle, mapping key geographical features</p> <p>Communicate geographically: Write a report describing the local coastline</p>	<p>Developing Ideas: Making moving pictures with a thaumatrope, flick book & zoetrope</p> <p>Mastering Techniques: <i>Digital media</i> Creating our own short video /animations based on our local area</p> <p>Drawing Skills Creating a Manga character</p>	<p>Sound – Creating sound effects for our own short films and animations: Identifying how sounds are made, associating some of them with something vibrating; Finding patterns between the pitch of a sound and features of the object that produced it; Finding patterns between the volume of a sound and strength of vibrations that produced it</p> <p>Design and technology</p> <p>Electrical Systems Make It Move Project - Simple circuits and switches, including programming and control using Lego WeDo</p>
	Summer Term 1		Summer Term 2		
Maths	Addition & Subtraction / Multiplication & Division / Measures ongoing: development of number & place value/addition & subtraction/ multiplication & division/ fractions / measures (time) / statistics – recording in all STEM subjects		Measures		
PE	Net 360: Net and Wall – Tennis / Fitness – Fundamental Fitness 1 / Swimming		Net 360: Athletics – Track / Andy Cartwright FC: Invasion Games – Netball / Swimming		

Computing	Kodu – An Independent Project	Making our own stop motion animation movie / Computational Thinking – Alien Contact!
French	Bon appetit!	Shopping for Food
Music	Y3: Charanga Bringing Us Together / Y4: Charanga Blackbird / Ukulele	Creating sound effects for our own film / Y3: Charanga Reflect, Rewind and Replay / Ukulele / Y4: Charanga Reflect, Rewind and Replay
PSHE/RSE	Health & Wellbeing: Growing & Changing / Keeping Safe	Living in the Wider World: Money Matters / Rights and Responsibilities
RE	How and why do people show care for others? / <i>Religious Calendar: Eid-al-Fitr</i>	Why do people visit Durham Cathedral today?