

Thomlinson Junior School



Whole School Curriculum Overview

2025 2026

English at Thomlinson Junior School 2025 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> ● Non-Fiction – Instructions and Explanations: Stone Age ● Poetry: Acrostic Poems ● Non-Fiction - Recounts/Diaries: 'Flotsam' by David Wiesner ● Poetry: List Poems 	<ul style="list-style-type: none"> ● Fiction: Modern Fiction – Mr Stink by David Walliams ● Fiction: Stories with historical settings—'Escape from Pompeii' by Christina Balit. ● Poetry: Shape Poetry ● Non-Fiction: Non-chronological reports – Storm Unicorn ● Poetry: Descriptive Poetry using similes 	<ul style="list-style-type: none"> ● Non-Fiction: Memoirs—Hidden Figures by Margot Lee Shetterly ● Poetry: Classic Poetry ● Fiction: 'The Boy at the Back of the Class' by Onjali Qu Rauf ● Poetry: Modern Poetry 	<ul style="list-style-type: none"> ● Fiction: Historical Fiction – 'Darwin's Dragons' by Lindsay Galvin ● Poetry: Classic Poetry ● Non-Fiction: Argument—'Suffragette: The Battle for Equality' by David Roberts ● Poetry: Poetry with a conscience
Spring	<ul style="list-style-type: none"> ● Fiction – Descriptive Settings: 'The Ancient Egypt Sleepover' by Stephen Davies ● Poetry: Riddles ● Fiction from other cultures: 'Gregory Cool' by Caroline Binch ● Poetry: Caribbean Poetry 	<ul style="list-style-type: none"> ● Non-Fiction: Biographical Re-counts - Narratives of Liberation, Rosa Parks. ● Poetry: Narrative poetry ● Fiction: 'One Plastic Bag' by Miranda Paul ● Poetry: Environmental Poetry 	<ul style="list-style-type: none"> ● Fiction: Myths and Legends – The adventures of Odysseus by Hugh Lupton ● Poetry: Myths and Monsters Poetry ● Fiction: Classic Plays—'Macbeth' by William Shakespeare ● Poetry: Rhyming Poetry 	<ul style="list-style-type: none"> ● Poetry: Narrative Poetry—'The Highwayman' by Alfred Noyes ● Fiction: Fantasy—'Tyger' by S.F. Said ● Poetry: Classic Poetry
Summer	<ul style="list-style-type: none"> ● Non-Fiction: Autobiographies and biographies: British History Heroes ● Poetry: Michael Rosen ● Classic Fiction/Significant Authors: 'The Twits' by Roald Dahl ● Poetry: Roald Dahl 	<ul style="list-style-type: none"> ● Fiction: Classic Fiction – The Iron Man by Ted Hughes ● Poetry: Blackout Poetry ● Non-fiction: Explanations—Water Cycles and The Victorians ● Poetry: Performance Poetry 	<ul style="list-style-type: none"> ● Fiction: Historical Fiction – 'Treason' by Berlie Doherty ● Poetry: Narrative Poetry ● Non-Fiction: Persuasive Writing—Muncaster Castle ● Poetry: Descriptive Poetry 	<ul style="list-style-type: none"> ● Fiction: Advancing Dialogue—'Broken' ● Fiction: Film Narrative—'The Eye of the Storm' ● Poetry: Poetry for Transition

Maths at Thomlinson Junior School 2025 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> • Place Value • Addition and Subtraction • Multiplication and Division (A) 	<ul style="list-style-type: none"> • Place Value • Addition and Subtraction • Area • Multiplication and Division (A) 	<ul style="list-style-type: none"> • Place Value • Addition and Subtraction • Multiplication and Division (A) • Fractions (A) 	<ul style="list-style-type: none"> • Place Value • Addition, Subtraction, Multiplication and Division • Fractions (A) • Fractions (B) • Converting Units
Spring	<ul style="list-style-type: none"> • Multiplication and Division (B) • Length and Perimeter • Fractions (A) • Mass and Capacity 	<ul style="list-style-type: none"> • Multiplication and Division (B) • Length and Perimeter • Fractions • Decimals (A) 	<ul style="list-style-type: none"> • Multiplication and Division (B) • Fractions (B) • Decimals and Percentages • Perimeter and Area • Statistics 	<ul style="list-style-type: none"> • Ratio • Algebra • Decimals • Fractions, Decimals and Percentages • Area, Perimeter and Volume • Statistics
Summer	<ul style="list-style-type: none"> • Fractions (B) • Money • Time • Shape • Statistics 	<ul style="list-style-type: none"> • Decimals (B) • Money • Time • Shape • Statistics • Position and Direction 	<ul style="list-style-type: none"> • Shape • Position and Direction • Decimals • Negative Numbers • Converting Units • Volume 	<ul style="list-style-type: none"> • Shape • Position and Direction • Themed Projects and Problem Solving

For a more detailed overview of the Maths curriculum , please visit the Maths page on our school website.

Science at Thomlinson Junior School 2025 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> •Rocks <ul style="list-style-type: none"> •Compare on physical properties •Fossil formation •Recognise soils are made from rocks & organic matter •Light <ul style="list-style-type: none"> •Recognise need light to see things; dark is absence of light •Light can be reflected •Light from sun can be dangerous to eyes •Shadows (light blocked) •Patterns in the size of shadow 	<ul style="list-style-type: none"> •Living Things and Habitats <ul style="list-style-type: none"> •Recognise living things can be grouped in different ways •Explore & use keys. Identify/name variety of living things in environment •Recognise environments change & pose dangers to living things •Electricity <ul style="list-style-type: none"> •Identify common appliances •Construct simple circuit •Series circuit. Switches •Common conductors and insulators 	<ul style="list-style-type: none"> •Earth and Space <ul style="list-style-type: none"> •Describe movement of earth relative to sun & planets •Describe movement of moon relative to earth •Sun, earth, moon are spherical •Explain day/night & movement of sun across sky •Living Things <ul style="list-style-type: none"> •Life cycles of mammal, amphibian, an insect & a bird •Describe reproduction in some plants & animals (inc. sexual/asexual) 	<ul style="list-style-type: none"> •Evolution and Inheritance <ul style="list-style-type: none"> •Living things change over time (fossil evidence) •Recognise offspring may vary/non-identical to parents •Explain how adaptation leads to evolution •Electricity <ul style="list-style-type: none"> •Explain variation in brightness, loudness with number & voltage of cells used. •Explain variations in component function (brightness, loudness, on/off) •Recognise symbols in circuit diagram
Spring	<ul style="list-style-type: none"> •What plants need <ul style="list-style-type: none"> •Explore requirements for growth (air, light, nutrients, room) & how they vary •Investigate transport of water •Plant parts •Identify/describe functions of parts (root, stem, leaf, flower) •Role of flowers in life cycle (pollination, seed formation/dispersal) 	<ul style="list-style-type: none"> •States of Matter <ul style="list-style-type: none"> •Groups as solids, liquids, gases—compare •Explain change state with heating & cooling (°C) •Role of evaporation & condensation in water cycle •Sound <ul style="list-style-type: none"> •Identify how sounds are made •How sounds travel through medium to ear (vibration) •Explain sound travels away from source. Gets fainter. •Patterns in pitch & object, •Patterns in volume & vibration 	<ul style="list-style-type: none"> •Properties and Change of Materials <ul style="list-style-type: none"> •Compare/group materials based upon properties •Explain dissolving to form a solution. Recovery. Separating mixtures •Reasons for material uses based upon testing evidence •Dissolving, mixing, changes in state are reversible •Irreversible changes 	<ul style="list-style-type: none"> •Light <ul style="list-style-type: none"> •Light travels in straight lines from a light source or reflected into the eye •Ray model to explain size of shadows (prediction) •Animals including Humans <ul style="list-style-type: none"> •Identify/name parts of human circulatory system. Functions of heart, vessels & blood •Impact of diet, exercise, drugs & lifestyle on body function •Transport of water/nutrients in animals
Summer	<ul style="list-style-type: none"> •Magnets and Forces <ul style="list-style-type: none"> •Compare how things move on different surfaces •Explore push/pull •Contact forces & 'distance' forces (gravity/magnetism) •Magnets attract / repel; two poles •Compare/group materials with magnets •Animals including humans <ul style="list-style-type: none"> •Get nutrition from food •Skeletal/muscular system (simple names) & functions •Life cycle of bird & mammal 	<ul style="list-style-type: none"> •Animals including Humans <ul style="list-style-type: none"> •Digestive system (simple) •Teeth (Inc. structure/function) •Construct food chains (producers, consumers, predators & prey) 	<ul style="list-style-type: none"> •Forces <ul style="list-style-type: none"> •Explain objects fall towards earth due to force of gravity •Effects of air/water resistance & friction •Some mechanisms, Inc. levers, pulleys & gears, allow a smaller force to have greater effect •Animals including Humans <ul style="list-style-type: none"> •Changes as humans develop to old age (Inc. puberty) 	<ul style="list-style-type: none"> •Living Things and Habitats <ul style="list-style-type: none"> •Describe classification into broad groups (animals, plants, microbes) based on observable features •Reasons for classifying plants & animals based on specific characteristics

Computing at Thomlinson Junior School 2025 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> ●Online Safety <ul style="list-style-type: none"> ●Self-image and identity ●Online relationships ●Online reputation ●Online bullying ●Tablet Basics/Introduction to Purple Mash (Switching on, basic troubleshooting, navigating and using PM) ●Touch Typing (Posture, key positions, accuracy and speed) 	<ul style="list-style-type: none"> ●Online Safety <ul style="list-style-type: none"> ●Self-image and identity ●Online relationships ●Online reputation ●Online bullying ●Unpacking Hardware and Software (types of technology, how systems work together, identify hardware, understand software) ●Effective Searching (using search engine, search rankings, reliable searching, search algorithms) 	<ul style="list-style-type: none"> ●Online Safety <ul style="list-style-type: none"> ●Self-image and identity ●Online relationships ●Online reputation ●Online Bullying ●Spreadsheets (using formulae, measurement conversions, numerical investigations, computational models) ●Databases (records and fields, collaborative databases, searching databases, analysing data) 	<ul style="list-style-type: none"> Online Safety <ul style="list-style-type: none"> ●Self-image and identity ●Online relationships ●Online reputation ●Online bullying ●Networks (examples of networks, types of networks, internet services, positive and negative use of networks) ●Graphing (create a range of graphs, incorporating multiple databases, use graphs to solve problems, export and import files)
Spring	<ul style="list-style-type: none"> ●Online Safety <ul style="list-style-type: none"> ●Managing online information ●Health, well being and lifestyle ●Presenting Ideas (Using technology to effectively present information, adding media, animations and timings) ●Branching Databases (asking binary questions, using 2Question, create and test branching databases) 	<ul style="list-style-type: none"> ●Online Safety <ul style="list-style-type: none"> ●Managing online information ●Health, well being and lifestyle ●Animation (types of animation, onion skinning, animations features, storyboarding) ●Logo (Logo commands, writing commands in sequence, refine code using repetition and procedures) 	<ul style="list-style-type: none"> ●Online Safety <ul style="list-style-type: none"> ●Managing online information ●Health, well being and lifestyle ●Word Processing (creating documents, using images, entering and editing text, using tables and templates) ●Quizzing (features of a good quiz, appropriate question types, feedback and titles, testing and editing) 	<ul style="list-style-type: none"> ●Online Safety <ul style="list-style-type: none"> ●Managing online information ●Health, well being and lifestyle ●Spreadsheets (performing calculations, entering and using data, presenting data, solving real life problems) ●3D Modelling (Working with viewpoints of 3D objects, adding and editing points on a model, designing for a purpose)
Summer	<ul style="list-style-type: none"> ●Online Safety <ul style="list-style-type: none"> ●Privacy and security ●Copyright and Ownership ●Coding (using flowcharts and timers, introducing repetition, testing and debugging) 	<ul style="list-style-type: none"> ●Online Safety <ul style="list-style-type: none"> ●Privacy and security ●Copyright and Ownership ●Coding (Introducing selection, exploring design properties, introducing loops, coding number variables) 	<ul style="list-style-type: none"> ●Online Safety <ul style="list-style-type: none"> ●Privacy and security ●Copyright and Ownership ●Coding (coding efficiently by refining code, simulating a physical system, decomposition and abstraction, using functions and variables) 	<ul style="list-style-type: none"> ●Online Safety <ul style="list-style-type: none"> ●Privacy and security ●Copyright and Ownership ●Coding (using functions, flowcharts and control simulations, coding for user input) ●Micro:bit (using the micro:bit as a data logger, measuring, recoding and analysing environmental data, collecting and exporting to graphical software—linked to DT)

History at Thomlinson Junior School 2025 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> • How did Britain change from the Stone Age to the Iron Age? • Defining 'prehistory' and learning how archaeologists find out about the past Exploring cave men of the early Palaeolithic period of the Stone Age • Exploring the lives of people in the Mesolithic period of the Stone Age • Investigating technological advances in the Neolithic period of the Stone Age and investigating Stonehenge Finding out about life in the Bronze Age, and how bronze was made and used • Investigating the lives of people in the Iron Age and how life had developed from the Bronze Age • Consolidating understanding of the Stone, Bronze and Iron Ages, and ordering events and changes chronologically 	<ul style="list-style-type: none"> • What happened when the Romans came to Britain? • Understand the terms 'invade' and 'settle' and to place the Romans on a timeline • Finding out why and how the Romans successfully invaded Britain, who was in Britain when the Romans invaded and learn about their way of life • Explore who Boudica was from different points of view and find out about the results of Boudica's revolt • Find out about life in Roman Britain and know how the Romans have influenced our lives today 	<ul style="list-style-type: none"> • How different was life for rich and poor Tudors? • Find out who the Tudors were and place them in British history • Explore the differences between the rich and the poor in Tudor times, such as: food, homes, clothes and family life • Summarise what we have learnt about the lives of rich and poor Tudors 	<ul style="list-style-type: none"> • The Anglo Saxons Vs The Vikings • Explore what Britain was like before the first Viking invasions • Find out about the Viking invasions and settlement of Britain and how this affected the Anglo-Saxons • Find out why King Alfred was dubbed 'Alfred the Great' • Explore what life was like for Vikings living in Britain Find out how and when England became a unified country • Find out about the end of the Anglo-Saxon and Viking era in Britain
Spring	<ul style="list-style-type: none"> • How much did the ancient Egyptians achieve? • Locate ancient Egypt in time and place • Learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt • Find out about Tutankhamen and how artefacts can teach us about the past • Understand the importance of artefacts in helping us find out about the past • Find out about the way of life in ancient Egypt • Learn about Egyptian tombs, pyramids and burial sites Recall, select and organise historical information 	<ul style="list-style-type: none"> • Why should we remember the Maya? • Investigate how and when Europeans encountered the Mayan civilisation • Explore how we know about the Mayan civilisation and their way of life • Explore how Mayan society was organised and how this compares to modern society • Find out about what the Maya believed in, including their religious rites and rituals • Use a variety of sources to piece together what life was like for the Maya • Exploring the achievements of the Maya including their number systems and calendar • Investigate the reasons behind the decline of the Mayan civilisation 	<ul style="list-style-type: none"> • What should we thank the ancient Greeks for? • Find out who the ancient Greeks were and locate their civilisation on a timeline • Explore and discuss the three main types of government in ancient Greece: monarchy, oligarchy and democracy • Compare and contrast the two city states of Athens and Sparta • Use primary and secondary sources to find out about daily life in ancient Greece • Find out about gods, goddesses and religious beliefs in ancient Greece • Investigate the lives and teachings of the ancient Greek scholars and philosophers • Explore how modern life has been influenced by the ancient Greeks 	<ul style="list-style-type: none"> • What can we learn from the Transatlantic Slave Trade? • Use historical sources to define what a slave is • Understand and describe the triangular Atlantic slave trade • Learn about the experiences of slaves during the Atlantic slave trade from historical sources • Understand the abolition of the slave trade and slavery in Britain • Learn about Harriet Tubman and the Underground Railroad • Understand a debate around some of the legacies of slavery in Britain • Understand what modern slavery is
Summer				

Geography at Thomlinson Junior School 2024 2025

	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> Why do people live near volcanoes? <p>To name and describe the layers of the Earth. To explain how and where mountains are formed. To explain why volcanoes happen and where they occur. To recognise the negative and positive effects of living near a volcano. To explain what earthquakes are and where they occur.</p>	<ul style="list-style-type: none"> Where does our food come from? <p>To explain the impact of food choices on the environment. To understand the importance of trading responsibly. To describe the journey of a cocoa bean. To map and calculate the distance food has travelled. To design and use data collection methods to find where our food comes from. To discuss the advantages and disadvantages of buying both locally and imported food.</p>	<ul style="list-style-type: none"> Why do oceans matter? <p>To explain the importance of our oceans. To locate and describe the significance of the Great Barrier Reef. To explain the impact humans have on coral reefs and oceans. To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. To collect data on the types of litter polluting a marine environment. To present, analyse and evaluate data collected.</p>	<ul style="list-style-type: none"> Why does population change? <p>To understand the change and distribution of the global population. To define birth and death rates and describe why they change. To recognise the push and pull factors influencing migration. To begin to understand the impact climate change can have on the global population. To collect data showing how population impacts the amount of traffic and litter in an area. To write a report on the fieldwork process, analyse findings and make suggestions to</p>
Spring	<ul style="list-style-type: none"> Map Skills - Stockwood Trip <p>Exploring map symbols, using a key, 4 compass points and 4 figure grid references.</p>	<ul style="list-style-type: none"> Map Skills - Stockwood Trip <p>Exploring map symbols, using a key, 8 compass points and 4 figure grid references. (6 figure next year)</p>	<ul style="list-style-type: none"> Map Skills - Stockwood Trip <p>Exploring map symbols, using a key, understanding ordnance survey symbols, 8 compass points and 6 figure grid references.</p>	<ul style="list-style-type: none"> Map Skills - Stockwood Trip <p>Exploring map symbols, using a key, understanding ordnance survey symbols, interpret contours, 8 compass points and 6 figure grid references. Applying these to an OS map.</p>
Summer	<ul style="list-style-type: none"> Who lives in the Antarctic? <p>To understand the position and significance of lines of latitude. To describe the location and physical features of Antarctica. To describe the human features of Antarctica. To use four-figure grid references to plot Shackleton's route to Antarctica. To plan a simple route on a map using compass points. To follow instructions involving compass points and map a simple route.</p>	<ul style="list-style-type: none"> What are rivers and how are they used? <p>To describe how the water cycle works. To recognise the features and courses of a river. To name and locate some of the world's longest rivers. To describe how rivers are used. To identify and locate human and physical features on a map. To collect data on the features of a local river.</p>	<ul style="list-style-type: none"> Would you like to live in the desert? <p>To summarise the characteristics of a desert biome. To locate and explore features of deserts. To describe the physical features of a desert environment. To explain the different ways humans can use deserts. To describe some of the threats facing deserts. To explore the similarities and differences between two physical environments.</p>	<ul style="list-style-type: none"> Where does our energy come from? <p>To know why energy sources are important. To understand the benefits and drawbacks of different energy sources. To understand how energy is generated in the United States. To know how energy sources are distributed in an area. To explain reasons for choosing an energy source. To collect and present data on where to position a solar panel on the school grounds.</p>

Art at Thomlinson Junior School 2025 2026

	Year 3	Year 4	Year 5	Year 6
Autumn		<p>Light & Dark (Painting & Mixed Media)</p> <ul style="list-style-type: none"> ● Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials. 	<p>I need Space (Drawing)</p> <p>How to:</p> <ul style="list-style-type: none"> ● Analyse an image that considers impact, audience and purpose. ● Draw the same image in different ways with different materials and techniques. ● Make a collagraph plate. ● Make a collagraph print. ● Develop drawn ideas for a print. ● Combine techniques to create a final composition. ● Decide what materials and tools to use based on experience and knowledge. 	<p>Photo Opportunity (Craft & Design)</p> <p>How to:</p> <ul style="list-style-type: none"> ● Create a photomontage. ● Create artwork for a design brief. ● Use a camera or tablet for photography. ● Identify the parts of a camera. ● Take a macro photo, choosing an interesting composition. ● Manipulate a photograph using photo editing tools. ● Use drama and props to recreate imagery. ● Take a portrait photograph. ● Use a grid method to copy a photograph into a drawing.
Spring	<p>Growing Artists</p>		<p>Portraits (Painting & Mixed Media)</p> <p>Develop a drawing into a painting.</p> <ul style="list-style-type: none"> ● Create a drawing using text as lines and tone. ● Experiment with materials and create different backgrounds to draw onto. ● Use a photograph as a starting point for a mixed-media artwork. ● Take an interesting portrait photograph, exploring different angles. ● Adapt an image to create a new one. ● Combine materials to create an effect. ● Choose colours to represent an idea or atmosphere. ● Develop a final composition from sketchbook ideas. 	<p>Make my voice heard (Drawing)</p> <p>How to:</p> <ul style="list-style-type: none"> ● Use symbolism as a way to create imagery. ● Combine imagery into unique compositions. ● Achieve the tonal technique called chiaroscuro. ● Make handmade tools to draw with. ● Use charcoal to create chiaroscuro effects.
Summer	<p>Abstract shape & space (Sculpture & 3D)</p> <p>How to:</p> <ul style="list-style-type: none"> ● Join 2D shapes to make a 3D form. ● Join larger pieces of materials, exploring what gives 3D shapes stability. ● Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. ● Identify and draw negative spaces. ● Plan a sculpture by drawing. ● Choose materials to scale up an idea. ● Create different joins in card eg. slot, tabs, wrapping. ● Add surface detail to a sculpture using colour or texture. ● Display sculpture. 	<p>Fabric of Nature (Craft & Design)</p> <p>How to:</p> <ul style="list-style-type: none"> ● Select imagery and use as inspiration for a design project. ● To know how to make a mood board. ● Recognise a theme and develop colour palettes using selected imagery and drawings. ● Draw small sections of one image to docs on colours and texture. ● Develop observational drawings into shapes and pattern for design. ● Transfer a design using a tracing method. ● Make a repeating pattern tile using cut and torn paper shapes. ● Use glue as an alternative batik technique to create patterns on fabric. ● Use materials, like glue, in different ways depending on the desired effect. ● Paint on fabric. ● Wash fabric to remove glue to finish a decorative fabric piece. 		

Design Technology at Thomlinson Junior School 2025 2026

	Year 3	Year 4	Year 5	Year 6
Topic/Term	<p>Cooking and nutrition: Eating seasonally (Year 3) Adapting a recipe (Year 4) Developing a recipe (Year 5) Design: How climate affects where foods grow; (designing a product and label - Year 5), Make: Identify seasonal ingredients - UK, taste range of seasonal ingredients, follow instructions in recipe, peeling foods by hand or with peeler, cutting ingredients safely, choose ingredients based on design brief. (safety hygiene rules, adapting recipe - Year 4), Evaluate: Describe texture/flavour of ingredients, benefits of seasonal fruits and impact on environment, (evaluating adapted recipe, evaluating and comparing products, suggest modifications - Year 4), Knowledge: meaning of 'seasonal', UK seasonal ingredients, eating seasonal ingredients and positive impact on environment, describe texture and flavour of food, importance of food appearance, similar fruit colours = similar nutritional benefits, (nutritional information on food packaging, purpose of food packaging - Year 5)</p>	<p>Textiles: Christmas Decorations (Stuffed toys) (Year 5) (Fastenings) (Year 4) Design: Stuffed Christmas decoration - components, shape, proportions; Make: (Make paper template -Year 4); 3D decoration from 2D template; measure, mark, cut using template (independently); strong, secure, even, regular blanket stitches to join fabric (or running stitch - Year 4); thread needles; applique to attach decoration; (incorporate a fastening into design - loop for hanging decoration - Year 4) Evaluate: Test and evaluate end product (against original design - Year 4); points for further improvement . Knowledge: Blanket stitch to join or reinforce fabric edges; easier to finish simpler designs to a high standard; creating appendages separately to attach; small neat stitches pulled taut create strong decoration retaining stuffing; (discuss different fastenings - Year 4)</p>	<p>Mechanical Systems - Making a slingshot car (option 2) (Year 4) Design: Shapes - reduce air resistance/increase/decrease speed. Nets. Personalising design. Make: Making model with accurate measuring, marking, cutting, assembling. Evaluate: Speed of product: effect of shape on speed, workmanship on performance. Technical: Kinetic energy (motion), air resistance (drag), effect of shape of object. Additional: Product change, aesthetics, templates/ stencils, graphics,</p>	<p>Structures: Playgrounds (Year 6) Design: Design playground with range of structures, considering how they will be used. Make: Prior and new learning - build range of play apparatus. Using wood, measure, mark, cut and make. Materials to reinforce and decorate. Evaluate: Peer design evaluation then improve. Dynamic and ongoing evaluation - testing and adapting as it is developed. What makes a successful structure? Technical: Change materials and shapes to strengthen structures. Additional: Meaning of 'footprint plan' and 'prototype'. Effect of designs on consumers.</p>
Topic/Term	<p>Textiles: Egyptian Collars (Year 3) (Pouches) (Year 2) Design: Design and make a collar template, based on a theme and adapt to fit design criteria. Make: Create Egyptian collar following design criteria. Select fabrics and cut using fabric scissors; thread needles; tie knots; join fabric using cross stitch (or running stitch - Year 2); decorate using applique; embellishing the collars. Evaluate: Evaluate own and others' work - against finished product and original design. Suggest modifications of design. Knowledge: applique used to mend/decorate. (additional optional: 2 edges of fabric joined together = 'seam'; space is needed to allow for a seam; hiding stitching by turning inside out.); (a thimble can be used to protect fingers - Year 2)</p>	<p>Structures: Bridges (Pavilions) (Year 4) Design: Stable, aesthetically pleasing structure. Build frame structures to support weight. Make: Range of different shaped, free standing frame structures of different sizes. Appropriate materials to build strong structures. Reinforcing corners. Creating design in accordance with plan. Textural effects. Evaluate: Other's work; describing effective and ineffective features of design and construction. Technical: What a frame structure is. Understand/know what a free-standing structure is. Additional: Know about, in addition to the structure, the aesthetics of some bridges, including decoration and mouldings. Understand the meaning of 'aesthetics' and 'product function'. Architects consider light, shadow and pattern when designing. (e.g 'Piano' bridge).</p>	<p>Electrical systems: Doodlers (Year 5) Design: Factors -changed on existing products. Develop design criteria - consideration for existing products and target audience Make: Altering form and function - adapting configuration. Functional series circuit with motor. Construct product. Break down construction process into steps. Evaluate: Product purpose inc. strengths and weaknesses. Function and form. Positive and negative affects from change in configuration. Effectiveness of process step breakdown. Technical: Series circuits (one direction of flow), circuit breaks, how motors work, Additional: Product analysis: strengths/weaknesses.</p>	<p>Digital world: Wearable technology (Year 3) Design: Problem solving - useful features of Micro:bit. Computer aided design (2D shapes) to create badge. Design sketch. Design criteria. Make: Follow design requirements. Write programme to control/monitor - start LED algorithm Evaluate: Analyse/evaluate wearable tech. Peer design evaluation then improve. Technical: Meaning of: 'loop' in programming, Micro:bit, 'simulator'. Additional: What is meant by : 'Digital Revolution', 'point of sale display', 'CAD', 'focus group' (and take part in one).</p>

(Given key area and name of topic in Year group/class)

(Given name in Kapow scheme)

(Year in which the given Kapow scheme can be found)

Personal, Social and Health Education at Thomlinson Junior School 2025 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> • Being Me in my World • Celebrating Difference <ul style="list-style-type: none"> • I can tell you about a time when my words affected someone’s feelings and what the consequences were. • I can give and receive compliments and know how this feels. 	<ul style="list-style-type: none"> • Being Me in my World • Celebrating Difference <ul style="list-style-type: none"> • I can tell you a time when my first impression of someone changed as I got to know them. • I can explain why it is good to accept people for who they are. 	<ul style="list-style-type: none"> • Being Me in my World • Celebrating Difference <ul style="list-style-type: none"> • I can explain the differences between direct and indirect types of bullying. • I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. 	<ul style="list-style-type: none"> • Being Me in my World • Celebrating Difference <ul style="list-style-type: none"> • I can explain ways in which difference can be a source of conflict or a cause of celebration and can show empathy with people in either situation.
Spring	<ul style="list-style-type: none"> • Dreams and Goals <ul style="list-style-type: none"> • I can evaluate my own learning process and identify how it can be better next time. • I am confident in sharing my success with others and know how to store my feelings of success in my internet travel treasure chest. • Healthy Me <ul style="list-style-type: none"> • I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. • I can express how being anxious or scared feels. 	<ul style="list-style-type: none"> • Dreams and Goals <ul style="list-style-type: none"> • I know how to make a new plan and set new goals even if I have been disappointed. • I know what it means to be resilient and to have a positive attitude. • Healthy Me <ul style="list-style-type: none"> • I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. • I can identify feelings of anxiety and fear associated with peer pressure. 	<ul style="list-style-type: none"> • Dreams and Goals <ul style="list-style-type: none"> • I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how there relate to my own. • Healthy Me <ul style="list-style-type: none"> • I can describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures. • I respect and value my body. 	<ul style="list-style-type: none"> • Dreams and Goals <ul style="list-style-type: none"> • I can describe some ways in which I can work with other people to help make the world a better place. • I can identify why I am motivated to do this. • Healthy Me <ul style="list-style-type: none"> • I can evaluate when alcohol is being used responsibly, anti-socially and being misused. • I can tell you how I feel about using alcohol when I am older and my reasons for this.
Summer	<ul style="list-style-type: none"> • Relationships <ul style="list-style-type: none"> • I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices. • Changing Me <ul style="list-style-type: none"> • I can identify how girls’ and boys’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. • I recognise how I feel about these changes happening to me and know 	<ul style="list-style-type: none"> • Relationships <ul style="list-style-type: none"> • I can explain different points of view on an animal rights issue and express my own opinion about feelings on this. • Changing Me <ul style="list-style-type: none"> • I can identify what I am looking forward to when I am in Year 5. • I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this. 	<ul style="list-style-type: none"> • Relationships <ul style="list-style-type: none"> • I can explain how to stay safe when using technology to communicate with my friends. • I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others. • Changing Me <ul style="list-style-type: none"> • I can describe how boys’ and girls’ bodies change during puberty. • I can express how I feel about the changes that will happen to me during puberty. 	<ul style="list-style-type: none"> • Relationships <ul style="list-style-type: none"> • I can recognise when people are trying to gain power or control. • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. • Changing Me <ul style="list-style-type: none"> • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and • I recognise how I feel when I reflect on the development and birth of a baby.

Religious Education at Thomlinson Junior School 2025 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> ● Islam: Prayer <ul style="list-style-type: none"> ● Does prayer at regular intervals help Muslims in their everyday life? ● Christianity: Christmas - Incarnation <ul style="list-style-type: none"> ● Has Christmas lost its true meaning? ● Christianity - Christmas reflective Spaces 	<ul style="list-style-type: none"> ● Islam: Special Places <ul style="list-style-type: none"> ● Does completing a pilgrimage make a person a better Muslim? ● Christianity: Christmas - Incarnation <ul style="list-style-type: none"> ● What is the most significant part of the Christmas story? ● Christianity - Christmas reflective Spaces 	<ul style="list-style-type: none"> ● Islam: Sacred Writings <ul style="list-style-type: none"> ● How is the Qur'an vital to Muslims today? ● Christianity: Christmas - Incarnation <ul style="list-style-type: none"> ● Is the Christmas story true? ● Christianity - Christmas reflective Spaces 	<ul style="list-style-type: none"> ● Islam: Commitment <ul style="list-style-type: none"> ● What is the best way for a Muslim to show commitment to God? ● Christianity: Christmas - Incarnation <ul style="list-style-type: none"> ● How significant is it that Mary was Jesus' mother? ● Christianity - Christmas reflective Spaces
Spring	<ul style="list-style-type: none"> ● Christianity: Jesus' Miracles - Incarnation <ul style="list-style-type: none"> ● Could Jesus heal people? Were these miracles or is there some other explanation? ● Christianity: Easter - Forgiveness - Salvation <ul style="list-style-type: none"> ● What is 'good' about Good Friday? ● Christianity - Easter reflective Spaces 	<ul style="list-style-type: none"> ● Buddhism: Buddha's teachings <ul style="list-style-type: none"> ● Is it possible for everyone to be happy? ● Buddhism: Buddha's Teachings - The 8-fold Path <ul style="list-style-type: none"> ● Can the Buddha's teachings make the world a better place? ● Christianity - Easter reflective Spaces 	<ul style="list-style-type: none"> ● Hinduism - Prayer and Worship <ul style="list-style-type: none"> ● What is the best way for a Sanatani to show commitment to God? ● Hinduism: Sanatani Beliefs <ul style="list-style-type: none"> ● How can Brahman be everywhere and in everything? ● Christianity - Easter reflective Spaces 	<ul style="list-style-type: none"> ● Christianity: Beliefs and meanings - Salvation <ul style="list-style-type: none"> ● Is anything ever eternal? ● Christianity - Easter - Beliefs and meanings - Salvation <ul style="list-style-type: none"> ● Is Christianity still a strong religion 2000 years after Jesus was on Earth? ● Christianity - Easter reflective Spaces
Summer	<ul style="list-style-type: none"> ● Hinduism: Pilgrimage <ul style="list-style-type: none"> ● Does visiting the Ganges make a person a better Sanatani? ● Hinduism: Hindu Beliefs <ul style="list-style-type: none"> ● What do some deities tell Sanatanis about God? 	<ul style="list-style-type: none"> ● Humanism: <ul style="list-style-type: none"> ● What motivates Humanists to lead good lives? ● Christianity: Prayer and Worship <ul style="list-style-type: none"> ● Do people need to go to church to show they are Christians? 	<ul style="list-style-type: none"> ● Hinduism: Beliefs into action <ul style="list-style-type: none"> ● Do beliefs in Karma, Sam-sara and Moksha help Sanatanis lead good lives? ● Christianity: Beliefs and practices <ul style="list-style-type: none"> ● What is the best way for a Christian to show commitment to God? 	<ul style="list-style-type: none"> ● Humanism: <ul style="list-style-type: none"> ● How do inspirational people impact on how Humanists live today? ● Islam: Life After Death <ul style="list-style-type: none"> ● Does belief in Akhirah (life after death) help Muslims lead good lives?

Modern Foreign Languages (French) at Thomlinson Junior School 2025 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> • Cultural Capital • Learning about the Francophone world. • Phonetics 1 • Learning the vowel sounds, French alphabet choral repeat . Introduction to the key phonics sounds/phonemes: CH, OU, ON, OI • I am Learning French: • Introduction to learning French as a subject • Pinpoint France and other French speaking countries on a map of the world. • Ask and answer the question 'How are you?' in French. • Say 'Hello' and 'Goodbye' in French. Ask and answer the question 'What is your name?' in French. • Count to 10 in French. say 10 colours in French. • Christmas traditions in France 	<ul style="list-style-type: none"> • Cultural Capital • Recap, reasons for learning French and the Francophone world • Phonetics 2 • Introduction to the Key phonics sounds/ phonemes: I, IN, IQUE, ILLE • Presenting Myself • Count to 20. • Say name and age. • Say hello and goodbye. • Ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. • Christmas activities in France 	<ul style="list-style-type: none"> • Cultural Capital • Recap, reasons for learning French and the Francophone world • Phonetics 1-3 • Introduction to the key phonics sounds/ phonemes: EAU, EUX, E, E, E • Do you have a pet? • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but"). • Christmas activities in French 	<ul style="list-style-type: none"> • Cultural Capital • Recap, reasons for learning French and the Francophone world • Phonetics 1-4 • Introduction to the final set of phonics sounds/phonemes :QU, GNE, C, EN, AN • At the Tea Room • Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. • To understand better how to change a singular noun to plural form. • Perform a short role-play ordering what they would like to eat and drink. • Christmas activities in French
Spring	<ul style="list-style-type: none"> • Instruments • Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. • Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments. 	<ul style="list-style-type: none"> • My Family • Introduce the words for family members , matching sounds /to picture/word / phrase .Orally presenting a fictional family saying names and ages. Longer reading task about family members. • Continuing counting in French –100 • Understand the concept of possessive adjectives mon, ma , mes • Moving from 1st person singular to 3rd person singular of the 2 high frequency verbs in this unit : s'appeller (to be called) and avoir (to have) 	<ul style="list-style-type: none"> • The Date • Repeat and recognise the months of the year in French. • Ask when somebody has a birthday and say when they have their birthday. Say the date in French. • Create a French calendar. • Recognise key dates in the French calendar 	<ul style="list-style-type: none"> • Clothes • Repeat and recognise the vocabulary for a variety of clothes in French. • Use the appropriate genders and articles for these clothes. • Use the verb porter in French with increasing confidence. • Say what they wear in different weather/ situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy.
Summer	<ul style="list-style-type: none"> • Fruits • Name and recognise 10 fruits and attempt to spell some of these nouns. • Matching sounds /key nouns to a picture/ word /phrase . Short simple reading tasks. • Indefinite article with fruits , simple opinion of which fruits they like /dislike- 'j'aime and je n'aime pas' ..plus a fruit and also learning the fruit in plural form. 	<ul style="list-style-type: none"> • What's the Weather? • Repeat and recognise the vocabulary for weather in French. • Ask and say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols. 	<ul style="list-style-type: none"> • My Home • Say whether they live in a house/apartment and where it is • Repeat, recognise and try to spell up to 10 nouns (with correct article) of rooms in the house in French. • Questions and answers with somebody what rooms they have or don't have in their home in French. • Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age) 	<ul style="list-style-type: none"> • At School • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in French. • Say what time they study certain subjects at school.

Physical Education at Thomlinson Junior School 2025 2026

	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> • Multi-Skills • Team Games • Football • Gymnastics 	<ul style="list-style-type: none"> • Multi-Skills • Cross County • Football • Tag Rugby 	<ul style="list-style-type: none"> • Swimming • Netball • Multi-Skills • Benchball 	<ul style="list-style-type: none"> • Swimming • Netball • Invasion Games • Team Games
Spring	<ul style="list-style-type: none"> • Swimming • Hockey • Invasion Games • Dance 	<ul style="list-style-type: none"> • Swimming • Hockey • Tennis • Striking and Fielding 	<ul style="list-style-type: none"> • 5S • Invasion Games • Hockey • Tri-Golf • Basketball • Dance 	<ul style="list-style-type: none"> • Gymnastics • Tag Rugby • Defending Skills • Basketball
Summer	<ul style="list-style-type: none"> • Tri-Golf • Striking and Fielding • Athletics 	<ul style="list-style-type: none"> • Tri-Golf • Athletics 	<ul style="list-style-type: none"> • Striking and Fielding • Athletics 	<ul style="list-style-type: none"> • Striking and Fielding • Athletics

Music at Thomlinson Junior School 2025 2026

	Year 3	Year 4	Year 5	Year 6	National Curriculum Coverage/content	Enrichment
Autumn	<ul style="list-style-type: none"> Settling in Singing Moving towards Christmas—Movement based music 	<ul style="list-style-type: none"> Settling in Singing Moving towards Christmas—Movement based music 	<ul style="list-style-type: none"> Settling in Singing Moving towards Christmas—Movement based music 	<ul style="list-style-type: none"> Settling in Singing Moving towards Christmas—Movement based music 	<ul style="list-style-type: none"> Oracy Skills – turn taking, conversation, sharing, non-verbal clues, verbal clues. Speaking and singing out 	<ul style="list-style-type: none"> Developing new vocals and memory skills, well being through singing
	<ul style="list-style-type: none"> If applicable: Nativity/Winter Performance School to provide material and HT will support teaching of songs 					
Spring	<ul style="list-style-type: none"> Band Bags and interpretation of music exploring dynamics. Soundtrack Sensory Sessions 	<ul style="list-style-type: none"> Band Bags and Musical Mark Making exploring rhythm and dynamics. Soundtrack Sensory Sessions 	<ul style="list-style-type: none"> Composition Cooking Pot, the elements of composition. Story telling sounds: Drama and Music 	<ul style="list-style-type: none"> Play, Produce, Perform, including the elements of composition. The Meaning of Music. 	<ul style="list-style-type: none"> Composition using percussion and tuned instruments, electronic and technology if available, improvising and musical notation using both traditional and creative methods Impact of music on mood and how the composition elements play their part. Listen, draw, write, dance, tuning into our feelings Write own lyrics using well known or original backing tracks 	<ul style="list-style-type: none"> Musical Notation & Composition Appreciation of a range of instruments Music, mood and emotion, interpretation and expression
Summer	<ul style="list-style-type: none"> Application of call and response Body percussion End of Year Soundtrack 	<ul style="list-style-type: none"> Music as a Universal Language—sing and sign End of Year Soundtrack 	<ul style="list-style-type: none"> Pop Goes the Classics End of Year Soundtrack 	<ul style="list-style-type: none"> The Role of the Soundtrack End of Year Soundtrack/Leavers performance. 	<ul style="list-style-type: none"> Exploring the impact music has on us through song, composition, signing, modern composers influences, discussing time signatures, tempo and dynamics Recalling all of the skills learnt, appreciating the impact and application moving forward 	<ul style="list-style-type: none"> Appreciation of a range of composers and genres, and how music is explored Personal growth and understanding of music through the year