Thomlinson Junior School

Whole School Curriculum Overview

2026 - 2027

Learning through experience and adventure

English at Thomlinson Junior School

Whole School Curriculum Overview • Learning through experience and adventure

ACADEMIC YEAR
2026 – 2027

Term	Year 3	Year 4	Year 5	Year 6
Autumn	• **Instructions and Explanations:** Stone Age (Non-Fiction) • **Poetry:** Acrostic Poems • **Recounts and Diaries:** 'Flotsam' by David Wiesner (Non-Fiction) • **Poetry:** List Poems	• **Modern Fiction:** Mr Stink by David Walliams (Non-Fiction) • **Stories with historical settings:** 'Escape from Pompeii' by Christina Balit (Fiction) • **Poetry:** Shape Poetry • **Non-chronological reports: Storm Unicorn (Non-Fiction)** • **Poetry:** Descriptive Poetry using similes	• **Memoirs:** Hidden Figures by Margot Lee Shetterly (Non-Fiction) • **Poetry:** Classic Poetry • **Modern Fiction: '**The Boy at the Back of the Class' by Onjali Qu Rauf • **Poetry:** Modern Poetry	• **Historical Fiction:** 'Darwin's Dragons' by Lindsay Galvin • **Poetry:** Classic Poetry • **Argument:** 'Suffragette: The Battle for Equality' by David Roberts (Non-Fiction) • **Poetry:** Poetry with a conscience
Spring	• **Descriptive Settings: '**The Ancient Egypt Sleepover' by Stephen Davies (Fiction) • **Poetry:** Riddles • **Fiction from other cultures:** 'Gregory Cool' by Caroline Binch • **Poetry:** Caribbean Poetry	• **Biographical Recounts:** Narratives of Liberation, Rosa Parks (Non-Fiction) • **Poetry:** Narrative poetry • **Environmental Fiction:** 'One Plastic Bag' by Miranda Paul • **Poetry:** Environmental Poetry	• **Myths and Legends:** The adventures of Odysseus by Hugh Lupton (Fiction) • **Poetry:** Myths and Monsters Poetry • **Classic Plays: '**Macbeth' by William Shakespeare (Fiction) • **Poetry:** Rhyming Poetry	• **Narrative Poetry:** 'The Highwayman' by Alfred Noyes • **Fantasy:** 'Tyger' by S.F. Said (Fiction) • **Poetry:** Classic Poetry
Summer	• **Autobiographies and biographies:** British History Heroes (Non-Fiction) • **Poetry:** Michael Rosen • **Classic Fiction and Significant Authors:** 'The Twits' by Roald Dahl • **Poetry:** Roald Dahl	• **Classic Fiction:** The Iron Man by Ted Hughes • **Poetry:** Blackout Poetry • **Explanations:** Water Cycles and The Victorians (Non-Fiction) • **Poetry:** Performance Poetry	• **Historical Fiction:** 'Treason' by Berlie Doherty • **Poetry:** Narrative Poetry • **Persuasive Writing:** Muncaster Castle (Non-Fiction) • **Poetry:** Descriptive Poetry	• **Advancing Dialogue:** 'Broken' (Fiction) • **Film Narrative:** 'The Eye of the Storm' (Fiction) • **Poetry:** Poetry for Transition

Subject Notes: For a more detailed overview of the English curriculum, please visit the English page on our school website.

Maths at Thomlinson Junior School

Whole School Curriculum Overview • Learning through experience and adventure

ACADEMIC YEAR
2026 – 2027

Term	Year 3	Year 4	Year 5	Year 6
Autumn	• Place Value • Addition and Subtraction • Multiplication and Division (A)	• Place Value • Addition and Subtraction • Area • Multiplication and Division (A)	• Place Value • Addition and Subtraction • Multiplication and Division (A) • Fractions (A)	• Place Value • Addition, Subtraction, Multiplication and Division • Fractions (A) • Fractions (B) • Converting Units
Spring	• Multiplication and Division (B) • Length and Perimeter • Fractions (A) • Mass and Capacity	• Multiplication and Division (B) • Length and Perimeter • Fractions • Decimals (A)	• Multiplication and Division (B) • Fractions (B) • Decimals and Percentages • Perimeter and Area • Statistics	• Ratio • Algebra • Decimals • Fractions, Decimals and Percentages • Area, Perimeter and Volume • Statistics
Summer	• Fractions (B) • Money • Time • Shape • Statistics	• Decimals (B) • Money • Time • Shape • Statistics • Position and Direction	• Shape • Position and Direction • Decimals • Negative Numbers • Converting Units • Volume	• Shape • Position and Direction • Themed Projects and Problem Solving

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

Science at Thomlinson Junior School

Whole School Curriculum Overview • Learning through experience and adventure

ACADEMIC YEAR
2026 – 2027

Term	Year 3	Year 4	Year 5	Year 6
Autumn	• **Rocks**: compare physical properties, fossil formation, recognise soils are made from rocks and organic matter. • **Light:** 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.	• **Animals including Humans:** digestive system (simple), teeth (structure and function), construct food chains (producers, consumers, predators and prey). • **Electricity:** identify common appliances, construct simple circuit, series circuit, switches, common conductors and insulators.	• **Earth and Space:** describe movement of earth relative to sun and planets, describe movement of moon relative to earth, spherical nature of the sun, earth and moon, explain day and night and movement of sun across sky. • **Living Things:** life cycles of mammals, amphibians, insects and birds, describe reproduction in some plants and animals (sexual/asexual).	• **Evolution and Inheritance:** living things change over time (fossil evidence), recognise offspring may vary/non-identical to parents, explain how adaptation leads to evolution. • **Electricity:** 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	• **What Plants Need:** explore requirements for growth (air, light, nutrients, room) and how they vary, investigate transport of water, plant parts, identify and describe functions of parts (root, stem, leaf, flower), role of flowers in life cycle (pollination, seed formation and dispersal).	• **Living Things and Habitats:** recognise living things can be grouped in different ways, explore & use keys, identify and name a variety of living things in the environment, recognise environments change and pose dangers to living things.	• **Properties and Change of Materials:** compare and group materials based upon properties, explain dissolving to form a solution, recovery and separating mixtures, reasons for material uses based upon testing evidence, dissolving, mixing, changes in state are reversible, irreversible changes.	• **Light:** 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:** identify and name parts of human circulatory system, functions of heart, vessels and blood, impact of diet, exercise, drugs and lifestyle on body function, transport of water and nutrients in animals.
Summer	• **Magnets and Forces:** compare how things move on different surfaces, explore push and pull, contact forces and 'distance' forces (gravity/magnetism), magnets attract and repel, two poles, compare and group materials with magnets. • **Animals including humans:** nutrition from food, skeletal and muscular system (simple names) and functions, life cycle of bird and mammal.	• **Sound:** identify how sounds are made, how sounds travel through medium to ear (vibration), explain sound travels away from source and gets fainter, patterns in pitch and object, patterns in volume and vibration. • **States of Matter:** compare groups as solids, liquids and gases, explain change state with heating and cooling (°C), role of evaporation and condensation in water cycle.	• **Forces:** explain objects fall towards earth due to force of gravity, effects of air and water resistance and friction, mechanisms (levers, pulleys, gears) allow a smaller force to have greater effect. • **Animals including Humans:** changes as humans develop to old age (puberty).	• **Living Things and Habitats:** describe classification into broad groups (animals, plants, microbes) based on observable features, reasons for classifying plants and animals based on specific characteristics.

Computing at Thomlinson Junior School

Whole School Curriculum Overview • Learning through experience and adventure

ACADEMIC YEAR
2026 – 2027

Term	Year 3	Year 4	Year 5	Year 6
Autumn	• **Embedding Basic Digital Skills, Introduction to Purple Mash and Touch Typing:** switching on, basic troubleshooting, file management, accessing PM and 2Dos, use alerts, My Work areas, Tools and Topics, finger positions, numbers, shift key, punctuation marks, practise typing sentences. • **Presenting Ideas:** add and change text, add and edit slide designs, insert pictures, add animations, create an effective presentation, present to audience.	• **Unpacking Hardware and Software:** types of technology, how systems work together, identify hardware, understand software. • **Effective Searching:** using search engines, search rankings, reliable searching, search algorithms, collecting and comparing results.	• **Spreadsheets:** using formulae and functions, measurement conversions, create and interpret line graphs, analyse weather patterns, plan a budget/holiday, numerical investigations, computational models. • **3D Modelling:** working with viewpoints of 3D objects, adding and editing points on a model, designing for a purpose, refine, assemble and evaluate finished prototype.	• **Networks:** what is a network, examples of networks in real life, difference between internet and WWW, safe and respectful use of the internet for communication and collaboration, who is in charge of the internet, the effect of rules and website blocking on people, society and online platforms. • **Advanced Spreadsheets and Data Analysis:** create comparative bar charts, create pie charts, create line graphs, present data to support an argument, export and import files.
Spring	• **Coding:** understand what a flowchart is and how they are used, types of timers, use the repeat command, importance of nesting, design a program, use design documentation.	• **Coding:** use previously taught coding structures, understand selection, use co-ordinates, introduce loop, understand what a variable is, create a game that keeps score.	• **Coding:** coding efficiently by refining code, simulating a physical system, decomposition and abstraction, what a function is and how they work, what datatypes are and how to use them with variables, read code, predict outcomes and identify and fix bugs.	• **Coding:** use cloning in 2Code, explore the use of hotspots, options for generating and using user input, use flowcharts to test and debug a simulation, use program design documentation to produce a program, use 2Code to make a text-based adventure game.
Summer	• **Branching Databases:** yes/no questions to sort objects, use, plan, test and debug a branching database. • **Email:** how people communicate, understand and respond to an email, compose and send an email, email an attachment, using email safely, simulated email scenarios.	• **Introduction to AI:** what AI is and what tasks it can carry out, communicate effectively with AI tools, being a good digital citizen when using AI, how AI might develop in the future, comparing AI and human responses, evaluating reliability. • **Animation:** what animation is, use onion skinning for 2D animations, enhance simple animations, plan an animation, create narrative, evaluate.	• **Databases:** what a database is, design and create a database, build queries to find information, solve problems using a database. • **Game Creator:** evaluate video games, plan game in 2DIY3D, use game sprites, add features, check playability, evaluate games made by others.	• **Micro:bit:** using the micro:bit as a data logger, measuring, recording and analysing environmental data, collecting and exporting to graphical software—linked to DT.

Subject Notes: Online Safety is taught through both a series of assemblies (Managing Online Information, Privacy and Security and Copyright and Ownership) and through the PSHE curriculum (Self-image and identity, Online relationships, Online reputation, Online bullying, Health, well-being and lifestyle), as well as references through the computing and wider curriculum.

History at Thomlinson Junior School

Whole School Curriculum Overview • Learning through experience and adventure

ACADEMIC YEAR
2026 – 2027

Term	Year 3	Year 4	Year 5	Year 6
Autumn	• **How did Britain change from the Stone Age to the Iron Age?:** 'prehistory', how archaeologists find out about the past, cave Palaeolithic period, Mesolithic period, Neolithic period, Stonehenge, life in the Bronze Age and Iron age, how life developed from the Bronze Age, understanding of the Stone, Bronze and Iron Ages, ordering events and changes chronologically.	• **What happened when the Romans came to Britain?:** terms 'invade' and 'settle', Romans on a timeline, why and how the Romans successfully invaded Britain, Britain when the Romans invaded, Roman way of life, who Boudica was from different points of view, the results of Boudica's revolt, life in Roman Britain, how the Romans have influenced our lives today.		• **The Anglo Saxons Vs The Vikings:** what Britain was like before the first Viking invasions, Viking invasions and settlement of Britain and how this affected the Anglo-Saxons, why King Alfred was dubbed 'Alfred the Great', life was for Vikings living in Britain, how and when England became a unified country, the end of the Anglo-Saxon and Viking era in Britain.
Spring	• **How much did the ancient Egyptians achieve?:** Ancient Egypt in time and place, Egyptian landscape and how it impacted on people's lives, Tutankhamen and how artefacts can teach us about the past, importance of artefacts in helping us find out about the past, way of life in ancient Egypt, Egyptian tombs, pyramids and burial sites, recall, select and organise historical information.	• **Why should we remember the Maya?:** Europeans encountered the Mayan civilisation, Mayan civilisation and way of life, how Mayan society was organised and compare to modern society, Maya religious rites and rituals, what life was like for the Maya, achievements of the Maya (number systems, calendar), decline of the Mayan civilisation.	• **What should we thank the ancient Greeks for?:** who the ancient Greeks were, locate on a timeline, main types of government: monarchy, oligarchy and democracy, compare and contrast Athens and Sparta, daily life in ancient Greece, gods, goddesses and religious beliefs, lives and teachings of scholars and philosophers, how modern life has been influenced by the ancient Greeks.	• **What can we learn from the Transatlantic Slave Trade?:** define what a slave is, triangular Atlantic slave trade, experiences of slaves from historical sources, abolition of the slave trade and slavery in Britain, Harriet Tubman and the Underground Railroad, debate around some of the legacies of slavery in Britain, modern slavery.
Summer			• **How different was life for rich and poor Tudors?:** who the Tudors were and place them in British history, differences between rich and poor in Tudor times (food, homes, clothes and family life).	

Geography at Thomlinson Junior School

Whole School Curriculum Overview • Learning through experience and adventure

ACADEMIC YEAR
2026 – 2027

Term	Year 3	Year 4	Year 5	Year 6
Autumn	• **Why do people live near volcanoes?:** layers of the Earth, how and where mountains are formed, why volcanoes happen and where they occur, negative and positive effects of living near a volcano, what earthquakes are and where they occur.	• **Where does our food come from?:** impact of food choices on the environment, importance of trading responsibly, the journey of a cocoa bean, map and calculate the distance food has travelled, design and use data collection methods to find where our food comes from, advantages and disadvantages of buying both locally and imported food.	• **Why do oceans matter?:** importance of our oceans, significance of the Great Barrier Reef, impact humans have on coral reefs and oceans, ways to keep our oceans healthy and begin planning a fieldwork enquiry, data on the types of litter polluting a marine environment, present, analyse and evaluate data collected.	• **Why does population change?:** change and distribution of the global population, birth and death rates and why they change, push and pull factors influencing migration, impact climate change can have on the global population, collect data showing how population impacts the amount of traffic and litter in an area, write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.
Spring	• **Map Skills - Stockswood Trip:** exploring map symbols, using a key, 4 compass points and 4 figure grid references.	• **Map Skills - Stockswood Trip:** exploring map symbols, using a key, 8 compass points and 4 figure grid references. (6 figure next year)	• **Map Skills - Stockswood Trip:** exploring map symbols, using a key, understanding ordnance survey symbols, 8 compass points and 6 figure grid references.	• **Map Skills - Stockswood Trip:** 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.
Summer	• **Who lives in the Antarctic?:** position and significance of lines of latitude, location and physical features of Antarctica, human features of Antarctica, four-figure grid references to plot Shackleton's route to Antarctica, plan a simple route on a map using compass points, follow instructions involving compass points and map a simple route.	• **What are rivers and how are they used?:** how the water cycle works, features and courses of a river, name and locate some of the world's longest rivers, how rivers are used, human and physical features on a map, collect data on the features of a local river.	• **Would you like to live in the desert?:** characteristics of a desert biome, features of deserts, physical features of a desert environment, ways humans can use deserts, threats facing deserts, similarities and differences between two physical environments.	• **Where does our energy come from?:** why energy sources are important, benefits and drawbacks of different energy sources, how energy is generated in the United States, how energy sources are distributed in an area, reasons for choosing an energy source, collect and present data on where to position a solar panel on the school grounds.

Art at Thomlinson Junior School

Whole School Curriculum Overview • Learning through experience and adventure

ACADEMIC YEAR
2026 – 2027

Term	Year 3	Year 4	Year 5	Year 6
Autumn		• **Light & Dark (Painting and Mixed Media):** tint and shade, create a 3D effect when painting, apply paint using different techniques, choose suitable painting tools, create a still life composition, plan a painting by drawing first, organise painting equipment independently, making choices about tools and materials.	• **Depth, Emotion and Movement (Drawing):** lines to emphasise emotion or draw attention, how artists have shown emotion, how artists have created an effective composition using a focal point and balance, colour and line to convey emotion or movement, design a print, considering the composition, create tone and depth, how artists use tone to show depth in their artwork, create an effective printing plate, reflect and improve their sketchbook experiments and final work	• **Photo Opportunity (Craft and Design):** create a photomontage, create artwork for a design brief, use a tablet for photography, parts of a camera, macro photography, manipulate a photograph using photo editing tools, drama and props to recreate imagery, take a portrait photograph, grid method to copy a photograph into a drawing.
Spring	• **Growing Artists (Drawing):** shapes identified within objects as a method to draw, create tone by shading, even tones when shading, texture rubbings, create art from textured paper, hold and use a pencil to shade, tear and shape paper, paper shapes to create a drawing, drawing tools to make a rubbing, careful observations to accurately draw an object, abstract compositions to draw more expressively.		• **Portraits (Painting and Mixed Media):** develop a drawing into a painting, text as lines and tone, experiment with materials and create different backgrounds to draw onto, photograph as a starting point for a mixed-media artwork, 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.	• **Make my voice heard (Drawing):** symbolism as a way to create imagery, combine imagery into unique compositions, tonal technique called chiaroscuro, make handmade tools to draw with, charcoal to create chiaroscuro effects.
Summer	• **Abstract shape & space (Sculpture and 3D):** 2D shapes to make a 3D form, join larger pieces of materials, exploring stability, shape card in different ways, folding, negative spaces, plan a sculpture by drawing, scale up an idea, joins in card, add surface detail to a sculpture, display sculpture.	• **Fabric of Nature (Craft and Design):** select imagery and use as inspiration for a design project, make a mood board, themes and colour palettes, develop observational drawings, using a tracing method, make a repeating pattern tile, glue as an alternative batik technique, paint on fabric, finish a decorative fabric piece.		

Design Technology at Thomlinson Junior School

Whole School Curriculum Overview • Learning through experience and adventure

ACADEMIC YEAR
2026 – 2027

Term	Year 3	Year 4	Year 5	Year 6
Autumn	• **Cooking and Nutrition:** design product and label, identify and taste seasonal ingredients, follow instructions, peel foods by hand or with peeler, cut ingredients safely, choose ingredients based on brief, describe texture and flavour, benefits of seasonal fruits and impact on environment, meaning of 'seasonal', UK seasonal ingredients, eating seasonal ingredients, positive impact on environment, texture and flavour of food, importance of food appearance, similar fruit colours equal similar nutritional benefits.	• **Textiles:** Stuffed Christmas decoration (components, shape, proportions), paper template, 3D decoration from 2D template, measure, mark, cut using template, strong, secure, even, regular blanket/running stitches to join fabric, thread needles, applique to attach decoration, fastening/loop for hanging, test and evaluate product, improvement, blanket stitch to join or reinforce fabric edges, appendages separately to attach; small neat stitches pulled taut create strong decoration, retaining stuffing.	• **Electrical systems:** design and make doodlers, factors relating to existing products, develop design criteria, consider existing products and target audience, altering form and function, adapting configuration, functional series circuit with motor, construct product, break down construction process into steps, product purpose, strengths and weaknesses, function and form, positive and negative effects from change in configuration, effectiveness of process step breakdown, series circuits, circuit breaks, how motors work, product analysis.	• **Structures:** playgrounds, design playground with range of structures, consider how they will be used, build range of play apparatus, use wood, measure, mark, cut and make, materials to reinforce and decorate, peer design evaluation then improve, dynamic and ongoing evaluation, testing and adapting as it is developed, successful structures. change materials and shapes to strengthen structures, meaning of 'footprint plan' and 'prototype', effect of designs on consumers.
Spring	• **Textiles:** Egyptian Collars, collar template, adapt to fit design criteria, select fabrics, cut using fabric scissors, thread needles, tie knots, join fabric using cross or running stitch (or running stitch, applique to embellish, evaluate own and others' work, suggest modifications, applique used to mend and decorate, join fabric 'seam', space needed to allow for a seam, hiding stitching by turning inside out, thimble to protect fingers.	• **Structures:** Bridges, stable, aesthetically pleasing structure, frame structures to support weight, different shaped, free standing frame structures, appropriate materials, reinforcing corners, design in with plan, textural effects, evaluate other's work, effective and ineffective features of design and construction, frame structure, free-standing structure, aesthetics of some bridges, decoration and mouldings, meaning of 'aesthetics' and 'product function', light, shadow and pattern when designing.		
Summer			• **Mechanical Systems: s**lingshot car, shapes to reduce air resistance and increase/decrease speed, nets, personalise design, model with accurate measuring, marking, cutting, assembling, evaluate speed of product, effect of shape on speed, workmanship on performance kinetic energy, air resistance and drag, effect of shape of object, product change, aesthetics, templates, stencils, graphics.	• **Digital world:** Wearable Technology, problem solving, features of Micro:bit. Computer Aided Design, design sketch, design criteria, follow design requirements, write programme to control and monitor, LED algorithm, analyse and evaluate wearable tech, peer design evaluation then improve, meaning of 'loop' in programming, Micro:bit, 'simulator', 'Digital Revolution', 'point of sale display', 'CAD' , 'focus group'.

Personal, Social and Health Education at Thomlinson Junior School

Whole School Curriculum Overview • Learning through experience and adventure

ACADEMIC YEAR
2026 – 2027

Term	Year 3	Year 4	Year 5	Year 6
Autumn	• **Being Me in My World:** personal goals, Self-identity and worth, Positivity in challenges, Rules, rights and responsibilities, Rewards and consequences, Responsible choices, others' perspectives. • **Celebrating Difference:** Families and their differences, Family conflict and how to manage it, witnessing bullying and how to solve it, words can be hurtful, Giving and receiving compliments.	• **Being Me in My World:** part of a class team, school citizen, Rights, responsibilities and democracy, Rewards and consequences, decision-making, having a voice, what motivates behaviour. • **Celebrating Difference:** Challenging assumptions, judging by appearance, accepting self and others, influences, bullying, Problem-solving, identifying how special and unique everyone is, First impressions.	• **Being Me in My World:** Planning the year ahead, being a citizen, Rights and responsibilities, Rewards and consequences, how behaviour affects groups, Democracy, having a voice, participating. • **Celebrating Difference:** Cultural differences and how they can cause conflict, Racism, Rumours and name-calling, Types of bullying, Materials wealth and happiness, Enjoying and respecting other cultures.	• **Being Me in My World:** goals for the year, Global citizenship, universal rights, feeling welcome and valued, Choices, consequences, rewards, Group dynamics, Democracy, having a voice, Anti-social behaviour, Role-modelling. • **Celebrating Difference:** Perceptions of normality, understanding disability, Power struggles, bullying, Inclusion/exclusion, differences as conflict, difference as celebration, Empathy.
Spring	• **Dreams and Goals:** Challenges and achieving success, Dreams and ambitions, Motivation and enthusiasm, obstacles, evaluating learning, Processes, contributing to the community, Managing feelings, Simple budgeting. • **Healthy Me:** Exercise, Food labelling, healthy swaps, attitudes towards drugs, keeping safe on and off line, Respect for myself and others, Healthy and safe choices outdoors, Water safety, Asking for help.	• **Dreams and Goals:** Hopes and dreams, overcoming disappointment, creating new realistic dreams, achieving goals, working in a group, Celebrating contributions, Resilience, Positive attitudes. • **Healthy Me:** Healthier friendships, Peer influences, Railway safety, staying safe with friends, Smoking, Alcohol, vaping, Assertiveness, Peer pressure, Celebrating inner strength.	• **Dreams and Goals:** Future dreams, Spending, saving and value of money, Jobs and careers, Dream job and how to get there, Goals in different cultures, Supporting others Motivation. • **Healthy Me:** Smoking, vaping, Alcohol, anti-social behaviour, Emergency aid, Body image, Relationships with food, Healthy choices, Motivation and behaviour.	• **Dreams and Goals:** Personal learning goals, Success criteria, Emotions in success, making a difference in the world, Motivation, Recognising achievements, Compliments. • **Healthy Me:** Personal responsibility, How substances affect the body, Exploitation, 'county lines' and gang culture, Emotional and mental health, Managing stress.
Summer	• **Relationships:** Family roles and responsibilities, Friendship and negotiation, keeping safe online, Media influence, being a global citizen, how my choices affect others, other children's different lives, appreciation for family and friends. • **Changing Me:** How babies grow, Outside body changes, inside body changes, Personal hygiene, Family stereotypes, challenging my ideas, Preparing for transition.	• **Relationships:** Jealousy, Love and loss, Memories of loved ones, Falling Out, Girlfriends and Boyfriends, showing appreciation to people and animals. • **Changing Me:** Being unique, Girls and puberty, being part of a family, Confidence in change, accepting change, Preparing for transition, Environmental change.	• **Relationships:** Self-recognition, self-worth, self-esteem, Safer online communities, Rights and responsibilities online, gaming and risks, Reducing screen time, Dangers of online grooming, Internet safety rules. • **Changing Me:** Self and body image, Influence of online and media on body image, Puberty for girls, Puberty for boys, Conception, growing responsibility, coping with change, Preparing for transition	• **Relationships:** Mental health, mental health worries and sources of support, Love and loss, managing feelings, Power and control, Assertiveness, Technology safety, Take responsibility with technology use. • **Changing Me:** Self-image, Body-image, Puberty and feelings, Conception to birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/girlfriends, Sexting, Transition.

Religious Education at Thomlinson Junior School

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ACADEMIC YEAR
2026 – 2027

Term	Year 3	Year 4	Year 5	Year 6
Autumn	• **Islam:** Prayer - Does prayer at regular intervals help Muslims in their everyday life? • **Christianity:** Christmas - Has Christmas lost its true meaning? • **Christianity -** Christmas reflective Spaces	• **Islam:** Special Places - Does completing a pilgrimage make a person a better Muslim? • **Christianity:** Christmas - What is the most significant part of the Christmas story? • **Christianity -** Christmas Reflective Spaces	• **Islam:** Sacred Writings - How is the Qur'an vital to Muslims today? • **Christianity:** Christmas - Is the Christmas story true? • **Christianity -** Christmas Reflective Spaces	• **Islam:** Commitment - What is the best way for a Muslim to show commitment to God? • **Christianity:** Christmas - How significant is it that Mary was Jesus' mother? • **Christianity -** Christmas Reflective Spaces
Spring	• **Hinduism:** Pilgrimage - Does visiting the Ganges make a person a better Sanatani? • **Christianity:** Easter - What is 'good' about Good Friday? • **Christianity -** Easter Reflective Spaces	• **Buddhism:** Buddha's teachings - Is it possible for everyone to be happy? • **Buddhism:** Buddha's Teachings - The 8-fold Path: Can the Buddha's teachings make the world a better place? • **Christianity -** Easter Reflective Spaces	• **Hinduism:** Prayer and Worship - What is the best way for a Sanatani to show commitment to God? • **Hinduism:** Sanatani Beliefs - How can Brahman be everywhere and in everything? • **Christianity -** Easter Reflective Spaces	• **Christianity:** Beliefs and meanings - Is anything ever eternal? • **Christianity:** Beliefs and meanings - Is Christianity still a strong religion 2000 years after Jesus was on Earth? • **Christianity -** Easter Reflective Spaces
Summer	• **Christianity:** Jesus' Miracles - Could Jesus heal people? Were these miracles or is there some other explanation? • **Hinduism:** Hindu Beliefs - What do some deities tell Sanatanis about God?	• **Humanism:** What motivates Humanists to lead good lives? • **Christianity:** Prayer and Worship - Do people need to go to church to show they are Christians?	• **Hinduism:** Beliefs into action - Do beliefs in Karma, Samsara and Moksha help Sanatanis lead good lives? • **Christianity:** Beliefs and practices - What is the best way for a Christian to show commitment to God?	• **Humanism:** How do inspirational people impact on how Humanists live today? • **Islam:** Life After Death - Does belief in Akhirah (life after death) help Muslims lead good lives?

Modern Foreign Languages (French) at Thomlinson Junior School

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ACADEMIC YEAR
2026 – 2027

Term	Year 3	Year 4	Year 5	Year 6
Autumn	• **Cultural Capital:** learning French and the Francophone world • **Phonetics 1:** vowel sounds, French alphabet, key sounds: CH, OU, ON, OI • **I am Learning French:** France and French speaking countries on a map, 'How are you?', 'Hello', 'Goodbye', 'What is your name?', Count to 10, 10 colours • **Christmas traditions in France**	• **Cultural Capital:** learning French and the Francophone world • **Phonetics 2:** Key sounds: 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, where they live, their nationality, understand basic gender agreement rules. • **Christmas activities in France**	• **Cultural Capital:** learning French and the Francophone world • **Phonetics 1-3:** key sounds: EAU, EUX, E, E, E • **Do you have a pet?:** eight nouns for pets, Tell somebody if they have or do not have a pet, Ask if somebody has a pet, Tell the name of their pet, create a longer phrase using the conjunctions et or mais. • **Christmas activities in French**	• **Cultural Capital:** learning French and the Francophone world • **Phonetics 1-4:** Key sounds: QU, GNE, C, EN, AN • **At the Tea Room:** foods, snacks, drinks served in a salon de the, change a singular noun to plural form, short role-play ordering what they would like to eat and drink. • **Christmas activities in French**
Spring	• **Instruments:** 10 instruments with correct definite article/determiner, articles/determiners, definite article/determiner and plural form, 'I play an instrument', high frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments.	• **My Family:** words for family members, matching sounds to picture/word/phrase, orally present fictional family (names/ages), longer reading task about family members, count to 100, possessive adjectives, 1st person singular to 3rd person singular (high frequency verbs) s'appeller (to be called) and avoir (to have)	• **The Date:** months of the year, ask about birthdays and say when they have their birthday, say the date, Create French calendar, recognise key dates in the French calendar.	• **Clothes:** vocabulary for variety of clothes, appropriate genders and articles, verb porter, what to wear in different weather/situations, describe clothes in terms of their colour and apply adjectival agreement, possessives with increased accuracy.
Summer	• **Fruits:** 10 fruits and attempt to spell, Match sounds/key nouns to a picture/word/phrase, Short simple reading tasks, Indefinite article with fruits, simple opinion of fruits they like /dislike, fruit in plural form.	• **What's the Weather?:** vocabulary for weather, what the weather is like today, French weather map, weather in different regions of France, weather map with symbols.	• **My Home:** live in a house/apartment and where it is, up to 10 nouns (with correct article) of rooms in the house, what rooms they have or don't have in their home, create a longer spoken or written passage with personal details such as their name and age.	• **At School:** vocabulary for school subjects, subjects they like and dislike at school, why they like/ dislike certain school subjects, Tell the time (on the hour), what time they study certain subjects at school.

Physical Education at Thomlinson Junior School

Whole School Curriculum Overview • Learning through experience and adventure

ACADEMIC YEAR
2026 – 2027

Term	Year 3	Year 4	Year 5	Year 6
Autumn	• Multi-Skills • Team Games • Football • Gymnastics	• Multi-Skills • Cross County • Football • Tag Rugby	• Swimming • Netball • Multi-Skills • Benchball	• Swimming • Netball • Invasion Games • Team Games
Spring	• Swimming • Hockey • Invasion Games • Dance	• Swimming • Hockey • Tennis • Striking and Fielding	• 5S • Invasion Games • Hockey • Tri-Golf • Basketball • Dance	• Gymnastics • Tag Rugby • Defending Skills • Basketball
Summer	• Tri-Golf • Striking and Fielding • Athletics	• Tri-Golf • Athletics	• Striking and Fielding • Athletics	• Striking and Fielding • Athletics

Music at Thomlinson Junior School

Whole School Curriculum Overview • Learning through experience and adventure

ACADEMIC YEAR
2026 – 2027

Term	Year 3	Year 4	Year 5	Year 6
Autumn	• Settling in Singing • Moving towards Christmas: Movement based music • Carol Service • Oracy Skills – turn taking, conversation, sharing, non-verbal clues, verbal clues, Speaking and singing out	• Settling in Singing • Moving towards Christmas: Movement based music • Carol Service • Oracy Skills – turn taking, conversation, sharing, non-verbal clues, verbal clues, Speaking and singing out	• Settling in Singing • Moving towards Christmas: Movement based music • Carol Service • Oracy Skills – turn taking, conversation, sharing, non-verbal clues, verbal clues, Speaking and singing out	• Settling in Singing • Moving towards Christmas: Movement based music • Carol Service • Oracy Skills – turn taking, conversation, sharing, non-verbal clues, verbal clues, Speaking and singing out
Spring	• Band Bags and interpretation of music exploring dynamics. • Soundtrack Sensory Sessions • Composition using percussion and tuned instruments, electronic and technology, improvising and musical notation using traditional and creative methods, Impact of music on mood, 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.	• Band Bags and Musical Mark • Making exploring rhythm and dynamics. • Soundtrack Sensory Sessions • Composition using percussion and tuned instruments, electronic and technology, improvising and musical notation using 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.	• Composition Cooking Pot, the elements of composition. • Story telling sounds: Drama and Music • Composition using percussion and tuned instruments, electronic and technology, improvising and musical notation using 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.	• Play, Produce, Perform, including the elements of composition. • The Meaning of Music. • Composition using percussion and tuned instruments, electronic and technology, improvising and musical notation using 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.
Summer	• Application of call and response • Body percussion • End of Year Soundtrack • 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.	• Music as a Universal Language — sing and sign • End of Year Soundtrack • 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.	• Pop Goes the Classics • End of Year Soundtrack • 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.	• The Role of the Soundtrack • End of Year Soundtrack/Leavers performance. • 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.