

WCEJS Curriculum Map: Spring term 1 & 2 2025

| | Year 3 | Year 4 | Year 5 | Year 6 | | |
|---------------------|--|-------------------------------------|---------------------------------|----------------------------------|--|--|
| Collective Worship | Main themes: Vision and Values, high participation, deep thinking and positive choices. | | | | | |
| | How we are flourishing. Belonging (friends, clubs, community) Learning (how I learn, new skills, aspiration) | | | | | |
| English | Reading skills, vocabulary, | Reading skills, vocabulary, | Reading skills, vocabulary, | Reading skills, vocabulary, | | |
| | grammar, punctuation, spelling | grammar, punctuation, spelling | grammar, punctuation, spelling | grammar, punctuation, spelling | | |
| | Historical story 'Stone Age Boy' | Playscript 'The Plague Village' | Non-chronological report | Mystery story 'The Arrival' | | |
| | Persuasive writing – Skara Brae | Adventure story 'Charlie and the | 'Emperor Penguins' | Poetry <i>'Hope-o-potamus'</i> | | |
| | Diary 'The Journal of Iliona' | chocolate factory' | Diary 'Scott of the Antartic' | Non-chronological report | | |
| | Poetry 'I asked the little boy who | Science fiction 'The Iron Man' | Mystery story 'The Nowhere | 'Everest' | | |
| | couldn't see' | Poetry 'Still I rise' | Emporium' | Persuasive speech 'Greta' | | |
| | | | Biography 'David Atttenborough' | | | |
| Maths | Multiplication & division, length & | Multiplication & division, length & | Multiplication & division, | Ratio, algebra, decimals, | | |
| | perimeter, fractions, mass & | perimeter, fractions, decimals | fractions, decimals & | fractions, decimals & | | |
| | capacity | | percentages, perimeter & area, | percentages, area, perimeter & | | |
| | | | statistics | volume, statistics | | |
| Science | Rocks | States of Matter | Properties and Changes of | Animals Including Humans | | |
| | Plants | | Materials | | | |
| Religious Education | Is a Jewish child free to choose | Pilgrimages: Is a holy journey | Mosques and the Muslim | Do clothes express beliefs? | | |
| | how to live? | necessary for believers? | community | | | |
| | Does Easter make sense without | Lent and Easter: Should believers | Was the death of Jesus a | Is the resurrection important to | | |
| | Passover? | give things up? | worthwhile sacrifice? | Christians? | | |
| Computing | Online Safety | Online Safety | Online Safety | Online Safety | | |
| | Online bullying | Online bullying | Online bullying | Online bullying | | |
| | Managing online information | Managing online information | Managing online information | Managing online information | | |
| | Sequencing Sounds | Programming - Repetition in | Selection in physical computing | Programming – Variables in | | |
| | Programming A - Scratch | shapes | Flat file databases | Games | | |
| | Desktop publishing | Data logging | | Spreadsheets | | |
| Art & Tech | | | Design for a Purpose | | | |
| | Prehistoric art | Every Picture Tells a Story | ('The Big Build') | World War I Silhouette Art | | |
| | | | Victorian Toys | | | |

| Humanities | Stone Age Britain | The Anglo Saxons | The Victorians | World War I |
|--------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| | | | Europe | |
| Music | Stone Age Music | South African instrumental music | Blues Music | World War I and World War II |
| | | Anglo-Saxon music | | music |
| Physical Education | Outdoor & adventurous activities |
| | Gymnastics | Gymnastics | Gymnastics | Gymnastics |
| | Multi skills | Multi skills | Multi skills | Multi skills |
| Relationships, | Vision & Values | Vision & Values | Vision & Values | Vision & Values |
| Health & Sex | Keeping Safe | Keeping Safe | Keeping Safe | Keeping Safe |
| Education | Rights and Responsibilities | Rights and Responsibilities | Rights and Responsibilities | Rights and Responsibilities |
| Spanish | All about me (revision) | My Class | The Weather | Around Town |
| | Seasons and Growing | My House | Clothing | |