

# Lindal & Marton Primary School

## Scafell Pike Autumn, 2025 Curriculum Map



Autumn term															
1 <sup>st</sup> Half									2 <sup>nd</sup> Half						
Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7
<b>Maths</b>	Place Value in 5-digit and 6-digit numbers	Place value decimals. X10, 100, 1000	Rounding to the nearest decimal place.	Decimal addition formal written method.	Decimal subtraction formal written method.	Efficient strategies and word problems.	Factors, multiples, primes and cubes.	Assessment	Written multiplication	Written Division	Mental methods of x and division	Fractions ordering and equivalents	Fractions adding and subtracting	2D and 3D shapes and nets. Assessment	Coordinates, polygons & transformations.
<b>English</b>	<b>Letters</b> to my future self	<b>Classic Plays</b> Shakespear Pupils will learn how to: Read Romeo & Juliet, The Tempest, Macbeth for an in-depth study. Learn about relative clauses & prefixes/suffixes in context of Shakespeare's new words. Write and perform playscripts.  <b>SPAG:</b> Prefixes and suffixes Relative clauses Relative pronouns Adverbs						Assessment	<b>Poems on a Theme Text:</b> Diverse Voices Pupils will learn how to: Write poetry incorporating poetic techniques, modal verbs, and punctuation. Emphasizing diversity and self-expression, pupils write authentically and engage in meaningful discussions.  <b>SPAG:</b> Modal verbs Poem punctuation Comparative and superlative			<b>Information texts</b> Kings and Queens Pupils will learn how to: Discover more about kings and queens of Britain and write an information text about a chosen monarch. Look at formal and informal writing in different texts and learn about the active and passive voice.  <b>SPAG:</b> Formal/informal Active/passive Parenthesis			Assessment
<b>Science</b>	<b>Animals Including Humans</b> Pupils will learn how to: Describe the changes as humans develop to old age Draw a timeline to indicate stages in the growth and development of humans Learn about the changes experienced in puberty Work scientifically by researching the gestation periods of other animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows								<b>Living Things and their Habitats</b> Pupils will learn how to: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.						



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<b>Computing</b>	<p><b>Programming 2: Microbit</b></p> <p>Pupils will learn how to:</p> <p>Clip blocks together and predict what will happen. Make connections with previous programming interfaces they've used, e.g. Scratch.</p> <p>Create their own images to make the animation and recognise the difference between 'on start' and 'forever'.</p> <p>Recognise blocks they've used previously, identifying inputs and outputs used and make predictions about how variables work.</p> <p>Choose appropriate blocks to complete the program and attempt the challenges independently.</p> <p>Break a program down into smaller steps, suggesting appropriate blocks and match the algorithm to the program.</p>	<p><b>Data Handling: Mars Rover</b></p> <p>Pupils will learn how to:</p> <p>Identify some of the types of data that the Mars Rover could collect (for example, photos).</p> <p>Explain how the Mars Rover transmits the data back to Earth and the challenges involved in this.</p> <p>Read any number in binary, up to eight bits.</p> <p>Identify input, processing and output on the Mars Rovers.</p> <p>Read binary numbers and grasp the concept of binary addition.</p> <p>Relate binary signals (Boolean) to a simple character-based language, ASCII.</p>
<b>PE</b>	<p><b>Swimming</b></p> <p>Swim 25m using known strokes</p> <p>Understand water safety</p> <p><b>Basketball</b></p> <p>Pupils will learn how to:</p> <p>Apply aspects of fitness to the game. Choose and implement strategies. Grasp more technical aspects of the game.</p>	<p><b>Swimming</b></p> <p>Swim 25m using known strokes</p> <p>Understand water safety</p> <p><b>Gymnastics</b></p> <p>Pupils will learn how to:</p> <p>Lead group warm ups with an appreciation of strength and flexibility. Demonstrate accuracy, clarity and consistency within movement. Design sequences independently and in groups. Arrange own apparatus to develop ideas.</p>
<b>PSHE</b>	<p><b>Health and Wellbeing</b></p> <p>Pupils will learn how to:</p> <p>Describe how they can get a good night's sleep and explain why this is important.</p> <p>Describe why they should embrace failure.</p> <p>Describe a strategy to help manage feelings of failure and to help them to persevere.</p> <p>Set themselves goals and consider how they will achieve them.</p> <p>Describe a range of feelings and suggest two ways of dealing with a difficult situation.</p> <p>Demonstrate an understanding of what calories are and how to use them to help plan healthy meals.</p> <p>Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet.</p> <p>Understand how to keep safe in the sun and some of the risks, now and in the future, if they don't.</p>	<p><b>Family and Relationships</b></p> <p>Pupils will learn how to:</p> <p>Describe what qualities a good friend should have and recognise which of these they have and which they could develop.</p> <p>Recognise that friendships have ups and downs and this is normal.</p> <p>Understand what marriage is and know that it is a choice people make.</p> <p>Understand that we all have a range of attributes that make us who we are and we should be proud of these.</p> <p>Understand that sometimes families can make children feel unhappy or unsafe.</p> <p>Understand why someone might bully others.</p> <p>Understand that attitudes and laws around gender equality have changed over time.</p> <p>Understand that stereotypes exist and these can lead to discrimination.</p>

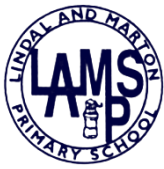


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<b>RE</b>	<b>Why do people have to stand up for what they believe in?</b> Pupils will learn how to: Identify challenges people face because of their religious beliefs. Suggest ways to create positive change. Express the different ways light symbolises celebration. Assess different points of view. Begin to use the terms bias, stereotype and prejudice. Explore various viewpoints surrounding religious prejudice. Consider why there are still issues regarding religious freedom today.	<b>Why do Dharmic religions look different around the world?</b> Pupils will learn how to: Recognise some ways Hindu worship is influenced by geography, history and culture. List how some people in the Hindu community practise their religion in the UK. Suggest similarities and differences between how people practise their religion in the UK and India. Understand that being part of a religion does not always mean a person is a theist. Consider how a person may identify as a Sikh. List ways some Sikhs feel part of the community. Consider the symbolism of light in different worldview stories. List some similarities and differences between the way Buddhist monks and lay people spend their day. Describe different ways a Buddhist can practice to fulfil a discipline.
<b>Art</b>	<b>Painting, Collage and Cubism</b> Pupils will learn how to: Demonstrate refined skills in layering and overworking. Select images, colours and textures to support their imagery. Understand the purpose of contrast by using opposing colours on the colour wheel. Combine colours as well as create tones and tints for effect and purpose.	<b>Drawing with scale and proportion</b> Pupils will learn how to: Use a wide range of drawing tools. Enlarge an image from a sketch. Explain their choices and the effects they intend to create.
<b>DT</b>	<b>Come dine with me</b> Pupils will learn how to: Find a suitable recipe for their course. Record the relevant ingredients and equipment needed. Follow a recipe, including using the correct quantities of each ingredient. Write a recipe, explaining the process taken. Explain where certain key foods come from before they appear on the supermarket shelf.	<b>Navigating the digital world</b> Pupils will learn how to: Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief. Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen. Identify errors (bugs) in the code and suggest ways to fix (debug) them. Self and peer evaluate a product concept against a list of design criteria. Identify key industries that use 3D CAD modelling. Recall and describe the name and use of key tools used in Tinkercad (CAD) software. Combine more than one object to develop a finished 3D CAD model in Tinkercad. Complete a product pitch plan that includes key information.



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<b>Geography &amp; History</b>	<p><b>Geography: Comparison of a region of the UK, Europe and North America</b></p> <p>Pupils will learn how to:</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North or South America (Caribbean, Jamaica).</p>	<p><b>History: Five Monarchs through time</b></p> <p>Pupils will learn how to:</p> <p>Compare battle, conflict and events through time. Understand and compare the legacy of rulers: William I, Henry VIII, Elizabeth I, Charles II and Queen Victoria.</p>
<b>Music</b>	<p><b>Film Music</b></p> <p>Pupils will learn how to:</p> <p>Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film.</p>	<p><b>Baroque</b></p> <p>Pupils will learn how to:</p> <p>Define some key features of Baroque music, including recitative, canon, ground bass and fugue. Take part in a vocal improvisation task based on Baroque recitative. Play several parts of a canon using staff notation, with or without letter names. Compose a ground bass melodic ostinato. Notate a ground bass pattern using staff notation. Name some well-known Baroque composers and describe what musical features they were known for. Learn a fugue part by reading staff notation, with or without note names. Perform a fugue.</p>
<b>British Values</b>	<p><b>Tolerance and Mutual respect</b></p> <p>Understand that we all don't share the same beliefs and values. Compare and contrast different religious beliefs and the significance of food and fasting. Respect for different cultures in Geography.</p> <p><b>Democracy</b></p> <p>Understand the role of parliament and the Monarch through History sessions.</p> <p><b>Rule of Law</b></p> <p>Understand the choices children and people have and how to keep our bodies safe in PSHE</p> <p><b>Individual Liberty</b></p> <p>Learn how to have individual responsibility in daily classroom routines and jobs. Make choices in daily lessons.</p>	