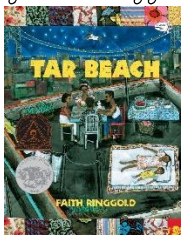
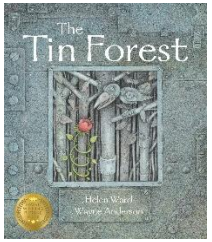
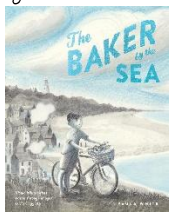
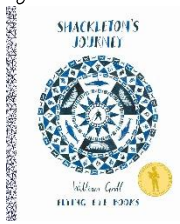
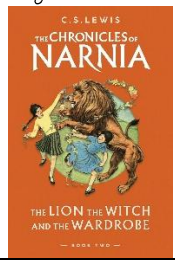
"Together, with Jesus, we can LOVE, LEARN and SUCCEED"

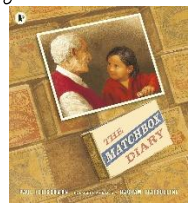
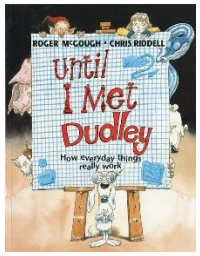
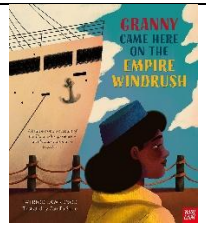
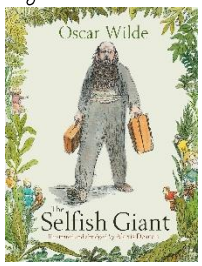
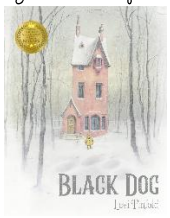
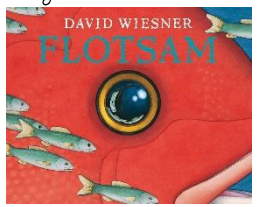
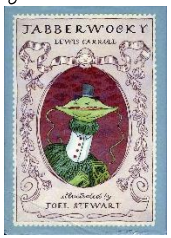
Ribchester St Wilfrid's C. E. Primary School
Curriculum Map

Ribble

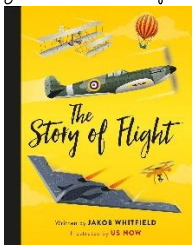
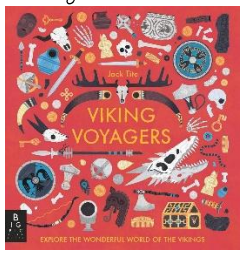
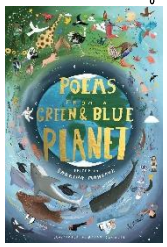
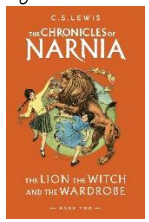
2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths White Rose Maths	Year 3 – place value, addition and subtraction, multiplication and division (A) Year 4 – place value, addition and subtraction, measurement – area, multiplication and division (A), consolidation		Year 3 – multiplication and division (B), length and perimeter, fractions (A), mass and capacity Year 4 – multiplication and division (B), length and perimeter, fractions, decimals (A)		Year 3 – fractions (B), money, time, shape, statistics, consolidation Year 4 – decimals (B), money, time, consolidation, shape, statistics, position and direction	
English Literacy Tree	Writing					
	Autumn 1 **Imagination and Freedom** **Tar Beach** By Faith Ringgold 	**Autumn 2** **Invention and Transformation** The Tin Forest by Helen Ward 	**Spring 1** **Finding Your Future** **Granny Came Here on the Empire Windrush** By Patrice Lawrence	**Spring 2** **Taking Courage** **The Baker by the Sea** By Paula White 	**Summer 1** **Unearthing Civilisations** **Shackleton's Journey** By William Grill 	**Summer 2** Fantasy Lion the Witch and the Wardrobe By CS Lewis 

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	Poetry, setting descriptions, formal letters, dialogue (as a script) **The Matchbox Diary** By Paul Fleischman  Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact-file	Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions **Until I Met Dudley** By Roger McGough and Chris Riddell  Explanatory poster, letter, short explanatory paragraph	 Informal letters, factual statements, future aspirations, postcard, diary entry, a speech, quotations **The Selfish Giant** By Oscar Wilde  Letters, first person recount, diaries, letters, posters, reports	Job applications, advertisements, setting descriptions, letter in role **Black Dog** By Levi Pinfold  Postcard, dialogue, retelling, description	Packing lists (justifications), letters (formal and informal), setting descriptions, interviews, diaries, dialogue **Flotsam** By David Wiesner  Postcards, setting descriptions, non-chronological reports, message in a bottle letters	Poem, eyewitness report, an imaginary conversation, writing in role **Jabberwocky** By Lewis Carroll  Performance poetry, explanatory descriptions
	Reading					

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Zombirella: Fairytales Gone Bad By Jospeh Coelho 	The Story of Flight By Jakob Whitfield 	Tamarind and the Star of Ishta By Jasbinder Bilan 	Viking Voyagers By Jack Tite 	Poems from a Green and Blue Planet By Sabrina Mahfouz 	Lion the Witch and the Wardrobe By CS Lewis 
Science White Rose Science Cycle A	Electricity Sustainability: Energy Light		Rocks and Fossils Sound		Animals including Humans Sustainability: Food waste	
	All children take part in Forest School throughout the whole year. There is a separate Forest School curriculum.					

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RE Questful	Unit 3.2: Why Do Christians Believe Jesus Was 'God With Us'?	Unit 3.3: How Did/Does Jesus Change Lives? Unit S7: Change the world	Unit 4.1 Revised: Which Values Are Considered To Be Important by People of Faith?	Unit 4.4: Easter: A Story of Betrayal or Trust?	Unit 4.2: Why Is Light An Important Symbol In World Faiths?	Unit 4.5: Why Are Holy Buildings and Places Important to People of Faith? Unit 4.6: What is Prayer?
Geography KAPOW		Why do people live near volcanoes? (Cycle A)		Why are rainforests important to us? (Cycle A)		Who lives in Antarctica? (Cycle B)
History KAPOW	British History 1: Would you prefer to have lived in the Stone, Bronze or Iron Age? (Cycle A)		British History 2: Why did the Romans invade and settle in Britain? (Cycle A)		British History 3: What changed in Britain after the Anglo-Saxon invasion? (Cycle A)	
Art KAPOW	Drawing: Developing drawing skills (Cycle A)		Craft and design: Fabric of nature (Cycle A)		Painting and mixed media: Light and dark (Cycle B)	
DT KAPOW Cycle A		Digital World: Wearable technology		Electrical systems: Digital poster		Structures: Product packaging
Computing	Connecting computers	Stop-frame animation	Sequencing sounds	The internet	Audio production	Events and actions in programs

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Teach Computing Cycle A	• To know a selection of input and output devices. • To know that digital devices can change the way we work • To know that a computer network can be used to share information • To begin to understand how digital devices can be connected To know some of the physical components of a network	• To know that animation is a sequence of drawings or photographs • To know that animated movement is a sequence of images • To know that you need to work consistently and carefully	• To know that commands have an outcome • To know that a program (algorithm) has a start • To know that a sequence of commands can have an order	• To know how networked devices, make up the internet • To know that websites can be shared via the World Wide Web (WWW) • To know that the content of the WWW is created by people • To know that the (WWW) can contain unreliable content	• To know that sound can be recorded • To explain that audio recordings can be edited • To recognise the different parts of creating a podcast project • To know and apply audio editing skills independently	• To explain how a sprite moves in an existing project • To know how to create a program to move a sprite in four directions • To know how to adapt a program to a new context • To know how to identify and fix bugs in a program (debug).
	Managing Online Information • To know how to use key phrases in search engines to gather accurate information online.		**Managing Online Information** • To analyse information to make a judgement about probable accuracy and to understand why it is important to make		**Copyright and Ownership** • To explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	

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	• To explain what autocomplete is and how to choose the best suggestion. • To explain how the internet can be used to sell and buy things. • To explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). • To describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened **Copyright and Ownership** • To explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. To be able to give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	my own decisions regarding content and that my decisions are respected by others. • To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). • To describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. • To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. • To explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. To explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	• When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. To be able to give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

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Music KAPOW Cycle A	Unit 1: South Africa (instrumental lessons)	Developing singing technique (Theme: the Vikings)	Unit 2: Caribbean (instrumental lessons)	Body and tuned percussion (Theme: Rainforests)	Jazz	Adapting and transposing motifs (Theme: Romans)
MFL **French** **KAPOW** **Cycle A**	Unit 1: French greetings with puppets	Unit 2: French adjectives of colour, size and shape	Unit 3: Playground games – numbers and age	Unit 4: In a French classroom	Unit 5: Bon appetit	Unit 6: Shopping for French food
PE Coach PE Passport						
PE Class Teacher PE Passport						
PSHE Scarf	Year 3 **Me and My Relationships** • I know that we don't always agree with each other and can usually accept the views of others.	Year 3 **Valuing Difference** • I know examples of different community groups and know what is good about having different groups.	Year 3 **Keeping Safe** • I know what I could do to make a situation less risky or not risky at all. • I know why medicines can be	Year 3 **Rights and Respect** • I know some ways of checking whether something is a fact or just an opinion. I know how I can help the people who	Year 3 **Being my Best** • I know a few examples of things that I can do to take ownership of my health. • I know and can give an example	Year 3 **Growing and Changing** • I know a few things that make a positive relationship and some things that make a negative relationship. • I know what happens to the

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	• I know lots of ideas about what I do to be a good friend. I know some different ideas for how I make up with a friend if we've fallen out.	• I know examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	helpful or harmful. • I know a few things about keeping my personal details safe online. I know why information I see online might not always be true.	help me, and how I can do this.	of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.	woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. • I know when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.