



Nantwich Primary Academy Curriculum Map

Last updated: September 2024

Teacher: L Bebbington

Maths Links

English Links

Outdoor Learning Links

	Link Opportunities	Autumn	Spring	Summer
		The Land before Time (The Stone Age/Iron Age)	Rivers (Exploring the River Weaver)	Tomb Raiders (Ancient Egyptians)
YEAR 3	The Hook / Enquiry Q	Was it better to live in the Stone, Bronze or Iron Age?	How does the River Weaver change over its course, in place and time?	Agree or disagree: The Ancient Egyptians are only known for their pyramids and mummies.
	Local / Community	<p>Focus: Investigate prehistoric life and local heritage.</p> <ul style="list-style-type: none"> Idea: Research any nearby areas with natural spaces or local museums with relevant artefacts. <p>Timelines / sequential events</p> <p>Storytelling / communication</p> <p>The Stolen Spear by Saviour Pirotta</p>	<p>Focus: Engage with local geography by exploring nearby rivers or natural water bodies.</p> <ul style="list-style-type: none"> Community Resource: Discussions on local water use and conservation, possibly with a community member or local council for practical insight. Nantwich Museum River Walk 	<p>Focus: Explore community links to ancient history or light-related phenomena.</p> <ul style="list-style-type: none"> Community Idea: Pupils could connect with a local astronomy club or science centre to understand light and shadows, or visit a nearby museum with Egyptian artefacts. (More likely to be Manchester Museum).
	Possible Trips / Guests	<p>Visiting Workshop: Darren Birchall has previously booked in to visit NPA and provided a Stone Age workshop.</p> <p>Alternative Options: Consider a virtual workshop on prehistoric life or resources from online museums focused on the Stone, Bronze, and Iron Ages.</p>	<p>Spring 1: Local Engineer or Scientist Guest Speaker</p> <ul style="list-style-type: none"> Possible visit from a local engineer to discuss the applications of forces in real-world contexts. <p>Spring 2: River Weaver Visit</p> <ul style="list-style-type: none"> Pupils visit the River Weaver to observe and discuss geographical features, flow patterns, and the river's impact on the local landscape. 	<p>Summer 1: Local Science Centre or Astronomy Visit</p> <ul style="list-style-type: none"> An interactive session on light and shadows to reinforce the Science unit. <p>Summer 2: Ancient Egypt Museum Visit or Virtual Workshop</p> <ul style="list-style-type: none"> If available, a trip to a museum with Egyptian exhibits or an online workshop focusing on Egyptian history and tombs. <p>Recounts / fact-files</p>

	<p>Parental Involvement</p> <ul style="list-style-type: none"> • <i>Ongoing opportunities for English, maths, and outdoor learning are embedded within tasks.</i> • <i>Parents are encouraged to support at home through reading, project work, and key theme discussions.</i> • <i>Regular updates will guide families in reinforcing classroom learning, with parental workshops providing chances to join activities in school.</i> 	<p>Home Project: Support a model-building activity where pupils create Stone Age shelters or Iron Age forts using household items, linked to DT and History.</p> <p>Homework Tasks:</p> <ul style="list-style-type: none"> • Encourage times-table practice with Times-Table Rockstars and regular reading log sign-offs. • Nature-based observation activities, like identifying flowers or growing cress/beans, reinforcing Science. • Craft activity: Create a “stained-glass window” using household materials, tying into RE. 	<p>Home Project: Families assist with exploring forces around the home (e.g., experimenting with levers or observing friction) or creating a simple river cross-section to preview the upcoming Rivers unit.</p> <p>Homework Tasks:</p> <ul style="list-style-type: none"> • Seasonal and nature observation, supporting Science and MFL (seasons vocabulary in French). • Gardening projects and simple experiments with light, supporting scientific concepts of life cycles and transparency. 	<p>Home Project: Engage with a shadow photography project or support the creation of a simple sundial to explore light properties.</p> <p>Homework Tasks:</p> <ul style="list-style-type: none"> • Conduct light-based experiments with torches and household items, examining transparency and opacity. • Creative projects: Families help pupils make a pyramid model, write in hieroglyphics, or develop an Egyptian god fact file, reinforcing the Ancient Egypt History unit.
	<p>I am ‘Happy!’ (EHWB)</p> <p>Speaking & Listening</p> <p>Counting breathing</p> <p>Mindfulness</p>	<p>Focus: Building resilience, social skills, and empathy.</p> <ul style="list-style-type: none"> • <i>My Happy Mind Programme:</i> “Meet Your Brain” module to understand brain function and emotional wellbeing. • <i>Circle Time:</i> Weekly sessions for pupils to share thoughts and build classroom empathy. 	<p>Focus: Build emotional awareness and empathy, continuing My Happy Mind’s modules.</p> <ul style="list-style-type: none"> • <i>Programme Focus:</i> Introduce “Celebrate” module, promoting positivity and recognising personal strengths. • <i>Activity:</i> Create individual “Celebration Jars” where pupils note their accomplishments each week. 	<p>Focus: Building self-reflection and celebrating achievements.</p> <ul style="list-style-type: none"> • <i>My Happy Mind:</i> “Appreciate” module, focusing on gratitude and self-worth. • <i>Activity:</i> Create a “Gratitude Wall” in the classroom, where pupils post notes of appreciation.
	<p>I am a ‘Philosopher!’ (P4C)</p>	<p>Activities: Encourage critical thinking and inquiry related to lifestyle choices in the Stone and Bronze Ages.</p> <p>Example Question: “What would life be like if we didn’t have modern tools?”</p>	<p>Activity: Facilitate reflective discussions on cause and effect.</p> <p>Example Question: “How would life change if there were no water?”</p>	<p>Activity: Encourage reflective discussion about life, death, and legacy inspired by Egyptian tombs.</p> <p>Example Question: “Why do people create memorials?”</p>

	<p>I am a 'Good Citizen!' (PSHCE)</p> <p><i>See NPA PSHE curriculum ladder for references</i></p>	<p>Focus: Developing Self-Awareness and Respect for Others</p> <p>Overview: Pupils learn about kindness, empathy, and respect within different communities, exploring the concept of belonging and shared responsibilities. Through discussions and group activities, they create a "classroom charter" that mirrors the values of early societies, fostering an understanding of friendship and community roles.</p> <p>Community roles / shared responsibilities</p>	<p>Focus: Responsibility, Resilience, and the Environment</p> <p>Overview: Pupils explore resilience and the importance of making positive choices, connecting responsibility to environmental awareness. They engage in fieldwork reflections on river conservation, creating projects to promote care for the environment and recognising their role in protecting natural resources.</p> <p>Journaling or making personal reflections</p> <p>Engagement with nature, environment</p>	<p>Focus: Celebrating Diversity and Understanding Differences</p> <p>Overview: Pupils appreciate individual strengths and cultural diversity, exploring unique traditions and beliefs. Through studies of Ancient Egyptian culture and classroom reflections, they celebrate differences and understand the significance of various cultural values in shaping identity.</p> <p>Writing about their unique strengths or interests</p>
	<p>I am 'British!' (British Values)</p> <p><i>Ongoing strands of NPA British Values permeate throughout each term</i></p>	<p>Ongoing Values:</p> <ul style="list-style-type: none"> British values permeate all units, with a focus on mutual respect, rule of law, and community. (Aut) Emphasis on responsibility, respect for the environment, and cooperation, particularly in caring for local water resources and appreciating shared natural resources. (Spr) Emphasis on tolerance, respect for other cultures, and reflection on how historical beliefs shape societies. (Sum) 		
	<p>I am an 'Engineer!' (STEM / STEAM)</p>	<p>Autumn: Exploring Structures and Materials</p> <ul style="list-style-type: none"> Pupils investigate stability and material strength by building models of prehistoric shelters or forts, connecting to early engineering concepts. <p>Measuring materials / calculations of amounts</p> <p>Describe the design process, use of subject-specific vocabulary</p>	<p>Spring: Exploring Mechanisms - Levers, Pulleys, and Gears</p> <ul style="list-style-type: none"> Pupils investigate simple machines, linking these to their understanding of forces. <p>Distance or angles</p> <p>Explaining the mechanics via short presentation</p>	<p>Summer: Exploring Simple Light Mechanisms</p> <ul style="list-style-type: none"> Pupils create simple devices or tools that show light paths or shadows, applying basic engineering principles. <p>Angles or distances of light paths and shadows / estimation and comparison skills to predict and measure shadow sizes (throughout the day)</p> <p>Explanations of light project</p>

	<p style="text-align: center;">I am a 'Scientist!' (Science)</p>	<p>Autumn 1: <i>Animals Including Humans</i></p> <ul style="list-style-type: none"> • Focus: Nutrition, skeletons, and muscles. • Cross-Curricular Link: <i>Eating Seasonally</i> unit in DT, focusing on nutrition. <p>Nutrition / diets / quantities</p> <p>Observation or nature-based activities</p> <p>Autumn 2: <i>Rocks and Fossils (and Soils)</i></p> <ul style="list-style-type: none"> • Focus: Types of rocks and fossil formation. • History Link: Understanding how early humans used natural resources. 	<p>Spring 1: <i>Forces</i></p> <ul style="list-style-type: none"> • Focus: Investigate push and pull, friction, and air resistance. • Cross-Curricular Link: Incorporate with engineering by creating simple machines. <p>Spring 2: <i>Magnets and Electricity</i></p> <ul style="list-style-type: none"> • Focus: Exploring magnetic materials, attraction, repulsion, and basic circuits. <p>Measurement or comparisons of force Practical measurement and data collection. Counting or organising magnetic objects / sorting</p> <p>Explaining processes or scientific observations</p> <p>Observing the effects of friction or air resistance</p>	<p>Summer 1: <i>Light</i></p> <ul style="list-style-type: none"> • Focus: Investigate how light travels, reflection, and how we see objects. • Cross-Curricular Link: Links with art projects focusing on light and shadow effects. <p>Measuring shadows or angles of light reflection</p> <p>Explaining or describing light experiments</p> <p>Outdoor shadow experiments</p> <p>Summer 2: <i>Revision and Consolidation</i></p> <ul style="list-style-type: none"> • Reinforce and review any content from previous Science units, using assessments to gauge understanding and fill gaps.
	<p style="text-align: center;">I am a 'Linguist!' (MFL: Francais)</p>	<p>Autumn 1: <i>Les Animaux</i></p> <ul style="list-style-type: none"> • Vocabulary for animals and simple sentences with "je suis." • Link to Science unit on animals. 	<p>Spring 1: <i>Les Saisons</i></p> <ul style="list-style-type: none"> • Vocabulary related to seasons, connecting to Geography and Science. <p>Spring 2: <i>Les Instruments</i></p> <ul style="list-style-type: none"> • Learn names of musical instruments and introduce phrases with "je joue" (I play), linking to the Music unit. 	<p>Summer 1: <i>Les Fruits</i></p> <ul style="list-style-type: none"> • Vocabulary for fruits, linking to healthy eating in PSHCE. <p>Summer 2: <i>Les Sports</i></p> <ul style="list-style-type: none"> • Vocabulary related to sports and activities, promoting conversation about interests and hobbies.

	<p style="text-align: center;">I am a 'Coder!' (Computing)</p>	<p>Autumn 1: Connecting Computers</p> <ul style="list-style-type: none"> Basics of networks and digital communication within the school. <p>Counting and categorising devices</p> <p>Explain digital communication concepts in simple terms e.g. networks, data transfer</p> <p>Autumn 2: Stop-frame Animation</p> <ul style="list-style-type: none"> Simple animations, ideal for depicting historical scenes. <p>Storyboards</p> <p>Frame counting / fps / sequences</p> <p>Outdoor 'background scenery'</p>	<p>Spring 1: Branching Databases</p> <ul style="list-style-type: none"> Learning to categorise and sort data through branching databases, which links to classification in Science. <p>Categorisation and sorting</p> <p>Spring 2: Sequencing Sounds</p> <ul style="list-style-type: none"> Using Scratch to create musical sequences, linking to Music. <p>Sequence of sounds in a rhythm / counting beats and repeating patterns</p>	<p>Summer 1: Desktop Publishing</p> <ul style="list-style-type: none"> Pupils create documents, combining text and images for presentation skills. <p>Writing and editing skills</p> <p>Summer 2: Events and Actions in Programs</p> <ul style="list-style-type: none"> Focus on creating interactive animations or sequences in Scratch, reinforcing programming fundamentals. <p>Logical sequencing / counting loops</p> <p>Set of instructions</p>
	<p style="text-align: center;">I am a 'Theologian!' (R.E)</p>	<p>Autumn 1: Christianity - Why do Christians believe God gave Jesus to the world?</p> <ul style="list-style-type: none"> Reflect on values of kindness and generosity. <p>Autumn 2: Festivals of Light</p> <ul style="list-style-type: none"> Learning about symbolism in light-related festivals from different religions. 	<p>Spring 1: Judaism - Why is Moses important to Jewish people?</p> <ul style="list-style-type: none"> Learning about Moses' story and discussing themes of leadership, bravery, and responsibility. <p>Spring 2: Holi and Celebrations</p> <ul style="list-style-type: none"> Explore the Hindu festival of Holi, discussing themes of renewal, forgiveness, and colour. <p>Retelling stories, explaining cultural tradition</p>	<p>Summer 1: Islam - What do Muslims learn from the Prophet Muhammad?</p> <ul style="list-style-type: none"> Pupils learn about the Prophet Muhammad's teachings and the core values of Islam. <p>Retell religious or cultural stories</p> <p>Summer 2: Ancient Egyptian Beliefs</p> <ul style="list-style-type: none"> Exploring the gods and beliefs of Ancient Egypt, with a focus on their role in daily life and the afterlife.

	<p style="text-align: center;">I am a 'Historian!' (History)</p>	<p>Autumn 1: Stone Age to Bronze Age</p> <ul style="list-style-type: none"> • Early human life, tools, and survival. <p>Role-playing daily life in the Age of choice e.g. hunting and gathering games or building simple shelters using natural materials.</p> <p>Autumn 2: Bronze Age to Iron Age</p> <ul style="list-style-type: none"> • Impact of metalworking and settlement development. 	<p>Relevant history elements identified on MTP</p>	<p>Summer 2: Tomb Raiders - Ancient Egypt</p> <ul style="list-style-type: none"> • Focus: Discover Ancient Egyptian civilisation, particularly tombs, mummification, and burial customs. • Activities: Pupils explore Egyptian society, examining the importance of preservation and cultural artefacts. <p>Sequence historical events or use basic calculations</p> <p>Storytelling or writing about Ancient Egyptian myths and gods</p> <p>Simulated sandbox excavations</p>
	<p style="text-align: center;">I am a Geographer! (Geography)</p>	<p>Relevant geography elements identified on MTP</p>	<p>Spring 2: Rivers</p> <ul style="list-style-type: none"> • Focus: Studying the River Weaver or other local river systems, examining the water cycle, and understanding erosion, deposition, and river features. <p>Measuring river features or distances, measurement skills</p> <p>Descriptive language / written observations / description of river features</p> <p>Fieldwork, river observation activities</p>	<p>Relevant geography elements identified on MTP</p>

	<p style="text-align: center;">I am an 'Artist!' (Art)</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> • Gestural Drawings with Charcoal • Create expressive lines, inspired by cave art. • Focus on mark-making techniques and texture. <p>Shapes, symmetry, structure</p> <p>Expressive language</p> <p>Drawing or sketching outdoors</p>	<p>Spring 1:</p> <ul style="list-style-type: none"> • Colour Theory and Mixing • Pupils learn primary, secondary, and complementary colours, exploring colour mixing and its effects. <p>Spring 2:</p> <ul style="list-style-type: none"> • Printmaking Inspired by Nature • Creating prints inspired by the textures and patterns of river landscapes and natural forms. <p>Outdoor sketching / Texture gathering</p>	<p>Summer 1</p> <ul style="list-style-type: none"> • Exploring Light and Shadow • Focus: Pupils experiment with shading and contrast, creating artworks that play with light sources. <p>Observing natural light effects or shadow textures</p> <p>Summer 2:</p> <ul style="list-style-type: none"> • Egyptian Art and Symbols • Focus: Pupils explore Egyptian art styles, creating artwork inspired by tomb paintings and hieroglyphics. <p>Symmetry or pattern recognition</p>
	<p style="text-align: center;">I am a 'Designer!' (Design & Technology)</p>	<p>Autumn 1: <i>Cooking and Nutrition - Eating Seasonally</i></p> <ul style="list-style-type: none"> • Exploring seasonal foods, hygiene, and basic cooking. <p>Autumn 2: <i>Structures - Constructing Iron Age Forts</i></p> <ul style="list-style-type: none"> • Building model forts, focusing on structural integrity. <p>Planning, material calculation</p> <p>Descriptive elements of the forts</p> <p>Gathering natural materials</p>	<p>Spring 1: <i>Textiles - Cross-Stitch and Appliqué</i></p> <ul style="list-style-type: none"> • Pupils work with textiles, learning stitching techniques to create designs. <p>Spring 2: <i>Digital World - Micro Programming</i></p> <ul style="list-style-type: none"> • Introduction to programming using Micro:Bit, applying it to problem-solving activities. <p>Calculations for building simple machines</p>	<p>Summer 1: <i>Mechanical Systems - Pneumatic Toys</i></p> <ul style="list-style-type: none"> • Pupils explore simple pneumatic systems to design and make moving toys, linking to understanding of forces. <p>Calculations or measurements</p> <p>Summer 2: <i>Consolidation and Review of DT Skills</i></p> <ul style="list-style-type: none"> • Pupils revisit projects from the year, refining skills and finishing any outstanding designs.

	<p style="text-align: center;">I am a 'Musician!' (Music)</p>	<p>Focus: Storytelling through Ballads and Musical Elements</p> <p>Overview: Pupils explore the narrative power of music by learning about ballads, focusing on rhythm, melody, and song structure. They create simple ballads linked to their learning themes and experiment with pitch, tempo, and dynamics inspired by natural sounds.</p> <p>Objective: By term's end, pupils perform their ballads, using pitch and dynamics to enhance storytelling, supporting literacy and creative expression through music.</p>	<p>Focus: Developing Instrumental Skills and Musical Performance</p> <p>Overview: Pupils will learn to play the violin with Miss Smith from the Love Music Trust, focusing on basic bowing and fingering techniques, learning to read simple musical notation, and practising rhythm and pitch.</p> <p>Objective: By the end of the term, pupils will be able to play basic melodies and perform in a class recital for parents, either at the end of Spring or in Summer 1. This performance will showcase their progress and introduce them to the fundamentals of musical ensemble work.</p>	<p>Focus: Exploring Rhythm, Beat, and Sound Sequences</p> <p>Overview: Pupils will develop rhythm and beat skills through sound sequencing activities, using their Computing knowledge in Scratch to compose and experiment with digital sounds.</p> <p>Objective: By the end of the term, pupils will create and perform their own rhythmic sound sequences, combining physical and digital compositions. This unit supports creativity, technological skills, and an understanding of musical structure.</p>
	<p style="text-align: center;">I am an 'Athlete' (P.E)</p>	<p>Autumn 1: Gymnastics</p> <p>Focus: Developing body control, balance, and coordination through gymnastics routines. Pupils will learn how to move smoothly and safely, with emphasis on sequences and posture.</p> <p>Skills: Balance, flexibility, body alignment, coordination, and rhythm.</p> <p>Autumn 2: Tag Rugby</p> <p>Focus: Developing teamwork, agility, and speed in tag rugby. Pupils will practice passing, running, and team communication while learning the rules of the game.</p> <p>Skills: Passing, running, agility, teamwork, and strategic thinking.</p>	<p>Spring 1: Football</p> <p>Focus: Enhancing skills in ball control, passing, dribbling, and shooting, with an emphasis on teamwork and fair play in football.</p> <p>Skills: Dribbling, passing, ball control, teamwork, and fitness.</p> <p>Spring 2: OAA (Outdoor Adventurous Activities)</p> <p>Focus: Engaging in outdoor physical challenges, such as orienteering and problem-solving activities that develop teamwork, resilience, and communication.</p> <p>Skills: Navigation, problem-solving, teamwork, resilience, and communication.</p>	<p>Summer 1: Tennis</p> <p>Focus: Developing hand-eye coordination, racket control, and understanding of tennis rules. Pupils will practice skills such as serving, rallying, and positioning.</p> <p>Skills: Hand-eye coordination, racket control, agility, and spatial awareness.</p> <p>Summer 2: Swimming</p> <p>Focus: Building swimming techniques, stamina, and water confidence, with pupils developing basic strokes and improving their swimming distance.</p> <p>Skills: Stamina, coordination, water safety, and stroke techniques.</p>

Last updated: Autumn | 2024-2025

Climate & Sustainability Opportunities

Autumn Term

- Science - Animals Including Humans:

- Climate and Sustainability Link: Discuss how diet, lifestyle, and human impact on animals' habitats contribute to climate change and sustainability. Explore how reducing waste and choosing sustainable food options can positively affect the environment.

- Outdoor Learning Opportunity: Pupils can observe and discuss local ecosystems, considering how human actions impact the climate and habitats, and engage in sustainability activities like recycling.

- Art - Gestural Drawings with Charcoal:

- Climate and Sustainability Link: Discuss how natural materials, such as charcoal and paper, are sourced and how sustainability practices in art (e.g., using recycled materials) contribute to environmental conservation.

- Outdoor Learning Opportunity: Outdoor art sessions using natural materials could also include conversations about sustainability and conservation.

Spring Term

- Science - Forces:

- Climate and Sustainability Link: Discuss how forces like wind, water, and gravity are key in renewable energy sources (e.g., wind and hydroelectric power). This provides a chance to link scientific understanding to sustainable energy solutions.

- Outdoor Learning Opportunity: Outdoor experiments could explore renewable energy sources, such as setting up simple wind or water-powered models.

- Geography - Rivers:

- Climate and Sustainability Link: Investigate how climate change is affecting river systems, including flooding, droughts, and pollution. Discuss sustainable practices for water conservation and the health of rivers.

- Outdoor Learning Opportunity: Field trips to local rivers can explore how communities manage water sustainably and protect natural water sources.

Summer Term

- Science - Light:

- Climate and Sustainability Link: Discuss the use of solar power as a renewable energy source and how sunlight is harnessed sustainably.
- Outdoor Learning Opportunity: Use outdoor learning activities like solar experiments or sunlight tracking to demonstrate how solar power works.

- Art - Egyptian Art and Symbols:

- Climate and Sustainability Link: Discuss how ancient Egyptians used natural materials for art and how modern sustainable practices could be inspired by ancient methods.
- Outdoor Learning Opportunity: Outdoor sketching using natural materials, emphasizing eco-friendly choices in art supplies and methods.

Other

PSHE - Celebrating Diversity and Environmental Responsibility

- Climate and Sustainability Link: Throughout the year, integrate discussions on the importance of caring for the environment and how diverse cultures around the world approach sustainability.
- Outdoor Learning Opportunity: Host events like a "Green Day" or environmental clean-up where pupils work together on sustainability projects.