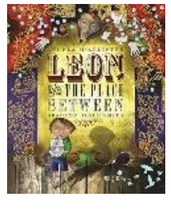
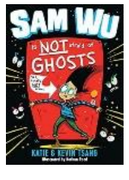
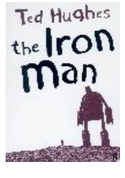
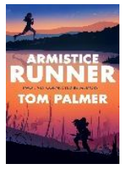
Class 3, Years 3 & 4, Long Term and Medium Term Curriculum Map 2026-2027

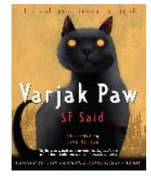
<table>
<tr><th></th><th colspan="2">Autumn Term</th><th>Spring Term</th><th colspan="2">Summer Term</th></tr>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th></th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Subject/Study</td><td colspan="2">Anglo-Saxons and Scots
A study of Britain’s settlements by the Anglo-Saxons and Scots</td><td>The Railway Revolution
A study of the railways from the Industrial Revolution to the present day (Post 1066 unit)</td><td colspan="2">Local History
A study of the Border Reivers and their local significance</td></tr>
<tr><td>Maths</td><td colspan="2">Number: Place Value
-Compare and order numbers to 1,000.
-Count in multiples of 4 ,8, 50 and 100.
-Find 10, 100 or 1000 more or less than a given number.
-Round to the nearest 10, 100 and 1,000.
-Read Roman numerals to 100.
-Negative numbers.
Number: Addition and Subtraction
-Add and subtract numbers with up to 3 or 4 digits mentally and using formal written methods.
-Estimate answers to calculations and solve number problems.
Number: Multiplication and Division
-Recall and use multiplication and division facts up to 12x12.
-Multiply by 0, 1, 10 and 100.
Measurement: Area
-What is area?
-Counting squares
-Comparing area</td><td>Number: Multiplication and Division
-Factor pairs.
-Progress to formal written methods for multiplication and division.
-Solve number problems.
Measurement: Length and Perimeter
-Equivalent lengths using mm, cm and m.
-Perimeter on a grid.
-Perimeter of rectangles.
-Perimeter of rectilinear shapes.
Number: Fractions A
-Unit and non-unit fractions.
-Equivalent fractions.
-Count in fractions.
-Converting mixed to improper.
-Fraction families.
Measurement: Mass and Capacity
-Measure and compare mass and capacity.
-Add and subtract mass and capacity.
Number: Fractions B
-Add fractions and mixed numbers.
-Subtract fractions.
-Including from whole amounts.
-Unit and non-unit fractions of amounts.
Reasoning</td><td colspan="2">Measurement: Time
-Months and years.
-Hours in a day.
-Telling time to 5 minutes and nearest minute.
-12 and 24-hour clock.
-Finding and comparing durations.
-Analogue and digital times.
Number: Decimals
-Write, compare and order decimals.
Measurement: Money
-Pounds and pence.
-Convert money.
-Add and subtract money.
-Give change.
-Ordering and estimating money.
Measurement: Shape
-Comparing angles.
-Triangles, quadrilaterals and polygons.
-Symmetry.
-2D shapes.
Geometry: Position and Direction
-Plot coordinates.
-Draw 2D shapes.
-Translations.
-Statistics.
-Pictograms.
-Bar charts.
-Tables.
-Interpret charts.
-Line graphs.</td></tr>
<tr><td>English</td><td><u>Key text:</u>
Leon and the place between by Angela McAllister.
 

<u>Fiction:</u></td><td><u>Key text:</u>
Last Bear by Hannah Gold.
 

<u>Fiction:</u></td><td><u>Key text:</u>
Sam Wu is not afraid of ghosts by Katie and Kevin Tsang.
 

<u>Fiction:</u></td><td><u>Key text:</u>
The Iron Man by Ted Hughes.
 

<u>Non-fiction:</u></td><td><u>Key text:</u>
Armistice runner by Tom Palmer.
 

<u>Fiction:</u></td><td><u>Key text:</u>
Varjak Paw by S.F. Said.
 

<u>Non-fiction</u></td></tr>
</table>

	Genre: Portal story. **Focus:** Setting description. **Task:**. Write a portal story. **Key text:** Cat from Peru. **Poetry:** Limericks	**Genre:** Warning tale. **Focus:** Fronted adverbials. **Task:**. Write a warning tale based on April's father warning her not to explore the island alone. **Non-fiction:** **Genre:** Letter writing. **Focus:** Sentence structures and prepositional phrases. **Task:**. Write a letter from April to her father.	**Genre:** Suspense tale. **Focus:** Verbs and adverbs for effect. **Task:**. Write a narrative about a mysterious ghost encounter.	**Genre:** Persuasion. **Focus:** Modal verbs and use of present perfect form of verbs. **Task:**. Write a persuasive poster to spare the Iron Man. **Key text:** The Sound Collector by Roger McGough. **Poetry:** Narrative list / performance poetry.	**Genre:** Finding tale. **Focus:** Figurative language and setting description. **Task:**. Write an opening of a finding tale to create a vivid description.	**Genre:** Non-chronological report. **Focus:** Formal language and conjunctions. **Task:**. Write a non-chronological report about the similarities / differences between Mesopotamian blue cats and the street cats who live in the city. **Key text:** I am four. **Poetry:** Tetractys
History	**Britain's Settlement of Anglo-Saxons and Scots.** **Specifically: Anglo-Saxon invasions, settlements and kingdoms: place names and village life.** -Why did the Anglo-Saxons come to Britain? -Where did the Anglo-Saxons come from? -What was life like for Anglo-Saxons in Britain? -What kingdoms were formed by the Anglo-Saxons? -How do we know about the Anglo-Saxons? -How did religion influence the Anglo-Saxons? How do we know this?		**The Railway Revolution – beyond 1066 study** -Find out how transport changed the Industrial Revolution. -Find out about the technological developments that changed transport and travel during the Industrial Revolution. -Learn about the development of the first steam-powered railways in Britain. -Learn about the way rail travel changed the lives of people living in Britain since 1830. -Find out about the development of underground railways, and how the changed the lives of Londoners. -Consider how developments in rail travel have changed the lives of people in Britain.		**Local history study – Who were the Border Reivers? Why are they so significant to our local area?** -Learn about the Border Reivers and their impact on the area. -Look in detail at William Armstrong of Kinmont – Kinmont Willie. -Explore details of the 1596 escape from Carlisle Castle.	
Geography	**Why do people live near volcanoes?** Pupils will be able to: -Name all four layers of the Earth in the correct order, stating one fact about each layer. -Explain one or more ways a mountain can be formed. -Give a correct example of a mountain range and its continent. -Describe a tectonic plate and know that mountains occur along plate boundaries. -Correctly label the features of shield and composite volcanoes and explain how they form. -Name three ways in which volcanoes can be classified. -Describe how volcanoes form at tectonic plate boundaries. -Explain a mix of negative and positive consequences of living near a volcano. -State whether they would or would not want to live near a volcano. *Fieldwork opportunities – school grounds		**Why are rainforests important to us?** Pupils will be able to: -Describe a biome and give an example. -State the location and some key features of the Amazon rainforest. -Name and describe the four layers of tropical rainforests. -Understand that trees and plants adapt to living in the rainforest and give an example. -Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. -Name one way in which the Amazon is changing. -Articulate why the Amazon rainforest is important. -Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. -Use a variety of data collection methods with support. -Summarise how the local woodland is used and suggest changes to improve the area. *Fieldwork opportunities – school grounds/local woodland		**Where does our food come from?** Pupils will be able to: -Identify that different foods grow in different biomes and say why. -Explain which food has the most significant negative impact on the environment. -Consider a change people can make to reduce the negative impact of food production. -Describe the intentions around trading responsibly. -Explain that food imports can be both helpful and harmful. -Describe the journey of a cocoa bean. -Locate countries on a blank world map using an atlas. -Use a scale bar correctly to measure approximate distances. -Collect data through an interview process. -Analyse interview responses to answer an enquiry question. -Discuss any trends in data collected. *Fieldwork opportunities – school grounds	
Science	**Forces and space: Forces and magnets** *Exploring contact and non-contact forces, including friction and magnetism and their effects.*	**Materials: States of matter** *Exploring states of matter and changes of state.* -Identify solids, liquids and gases using their properties.	**Energy: Sound and vibrations** *Exploring volume, pitch and how sound travels.*	**Living things: Classification and changing habitats** *Grouping and classifying living things and exploring habitat changes.*	**Plants: Plant reproduction** *Describing the life cycle of a flowering plant and carrying out tests to investigate plant structure and function.*	**Making connections: How does wind force affect seed dispersal?** *Exploring the relationship between the force of the wind and distance seeds are dispersed.*

	-Identify examples of pushes, pulls and twists. -Define a force, including describing, naming and classifying contact and non-contact forces. -Describe the relationship between friction and the roughness of a surface. -Identify examples of friction being useful or not. -Predict attraction and repulsion between like and opposite poles. -Identify examples of magnetic and non-magnetic materials. -Name some examples of types of magnets and compare their strengths. -Describe some examples of the uses of magnets.	-Describe melting, freezing, condensing and evaporating. -Describe the different stages of the water cycle. -Describe how temperature affects the rate of evaporation and, therefore, the water cycle.	-Describe how sounds are made. -Describe how sounds are heard through different mediums. -Explain the relationship between vibration strength and volume. -Describe the relationship between volume and distance. -Describe pitch and how to change it. -Explain how insulating materials can be used to muffle sound.	-Group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates. -Group plants in various ways, including flowering and non-flowering plants. -Recognise and describe different habitats and their inhabitants. -Recognise the impact humans can have on habitats. -Recognise the impact of natural disasters on habitats.	-Identify what plants need to grow healthily. -Describe the structure and function of the parts of flowering plants. -Investigate how plants transport water. -Describe the life cycle of a flowering plant. -Explain seed dispersal methods. **Scientist/Botanist study:** David Attenborough	-Recall key knowledge in new contexts. -Apply knowledge in new contexts.
Working Scientifically	**<u>Working Scientifically:</u>** -Use arrows and scientific vocabulary to show the direction of a contact force. -Use evidence to support conclusions. -Identify the variables to change, measure and control. -Write a method to explain how to use a magnet to sort and classify materials as magnetic or non-magnetic. -Label the axes of a bar chart. -Draw bars on a chart accurately. -Identify key information from a source. -Use more than one source to research a question. **<u>Main practical investigation:</u>** -Investigate magnet strength.	**<u>Working Scientifically:</u>** -Ask relevant questions. -Use results to draw simple conclusions. -Use thermometers to take accurate measurements. -Make predictions for new values. -Record findings using labelled diagrams. -Research using more than one source.	**<u>Working Scientifically:</u>** -To observe closely how different instruments create a sound. -Research how whales and dolphins communicate underwater. -Present results using a bar chart. -Suggest which variables to measure and for how long. -Design simple results tables. -Identify when results or observations do not match predictions.	**<u>Working Scientifically:</u>** -Record data in different ways. -Apply and create classification keys. -Make careful observations. -Make and use classification keys. -Present information in different ways. -Research using an information sheet.	**<u>Working Scientifically:</u>** -Pose relevant questions. -Design and record in results tables. -Plan a simple enquiry. -Complete, read and interpret data in a bar chart. -Identify and suggest changes to an enquiry. -Use results to draw conclusions.	**<u>Working Scientifically:</u>** -Carry out a full scientific enquiry. **<u>Main practical investigation:</u>** -Investigating seed dispersal.
Computing	**<u>Digital Literacy/Information Technology - Email</u>** -To understand how people communicate with each other. -To understand and respond to an email. -To compose and send an email. -To send an email attachment. -To learn how to use email safely. -To explore simulated email scenarios.	**<u>Digital Literacy/Information Technology - Unpacking Hardware & Software</u>** -To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond. -To identify and describe different pieces of computer hardware and understand their functions. -To understand what software is and how we use it to complete tasks. -To explore how hardware and software interact to complete everyday tasks.	**<u>Information Technology – Route Planners</u>** -To create simple commands in 2Go to move the turtle along a route. -To create commands in 2Go in which the turtle turns using rotation. -To plan algorithms and write 2Go code that uses angles of turn. -To use 90° and 45° angles in 2Go. -To use the repeat algorithm and coding in 2Go.	**<u>Computer Science - Coding</u>** -To understand what a flowchart is and how flowcharts are used in computer programming. -To understand that there are different types of timers. -To know what selection means in computer programming. -To know how to use co-ordinates in computer programming. -To understand the importance of nesting when coding, testing and debugging.	**<u>Information Technology – Microsoft PowerPoint</u>** -To learn how to open PowerPoint, add text and change how it looks. -To learn how to add slides, change slide designs and insert pictures into a presentation. -To add animations to pictures and text, and transitions between slides. -To create an effective presentation. -To complete and present a slideshow to an audience.	**<u>Information Technology - Spreadsheets</u>** -To understand the layout and features of 2Calculate in Advanced Mode. -To use the arrows toolbar to be able to automatically total rows and columns. -To use simple formulae in a spreadsheet by using the formula wizard. -To use advanced formulae in a spreadsheet to calculate totals, averages and to find the highest and lowest values. -To apply spreadsheet skills to solve real-world problems. -To design and use a spreadsheet to answer a series of questions.

				-To create a simple computer program using coding structures previously encountered.		
French	**<u>All around town</u>** -To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. -To listen attentively to spoken language and show understanding by joining in and responding. -To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. -To present ideas and information orally to a range of audiences. -To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	**<u>On the move</u>** -To present ideas and information orally to a range of audiences. -To understand basic grammar appropriate to the language. -To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. -To describe people, places, things and actions orally and in writing. -To engage in conversations; ask and answer questions.	**<u>Going shopping</u>** -To engage in conversations; ask and answer questions. -To engage in conversations; ask and answer questions -To engage in conversations; ask and answer questions. To engage in conversations; ask and answer questions.	**<u>Where in the world?</u>** -Speak in sentences, using familiar vocabulary, phrases and basic language structures. -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	**<u>What's the time?</u>** -To speak in sentences, using familiar vocabulary, phrases and basic language structures. -To engage in conversations; ask and answer questions. -To read carefully and show understanding of words, phrases and simple writing. -To listen attentively to spoken language and show understanding by joining in and responding.	**<u>Holidays and hobbies</u>** -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences. -Speak in sentences, using familiar vocabulary, phrases and basic language structures. -Present ideas and information orally to a range of audiences. -Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English. -Engage in conversations; ask and answer questions; express opinions and respond to those of others.
Art & Design	**<u>Drawing:</u>** **<u>Exploring tone, texture and proportion</u>** -Create a three-dimensional effect by using contrasting tones to show light and dark. -Combine lines and marks to represent different textures. -Use lines and marks in different ways to represent dark and light areas (tone). -Comparing the sizes of different objects to draw them in proportion. -Represent the size of one object relative to another. -Consider where the place each element thinking carefully about the space. -Show texture in the collage. -Use the impasto technique to create textured effects. **<u>Artists / Significant people:</u>** Sarah Graham, Nicola McBridge, Joel Penkman.		**<u>Painting and mixed media:</u>** **<u>Light and dark</u>** -Share their ideas about painting. -Describe the difference between tint and shade. -Mix tints and shades by adding black or white paint. -Discuss their real-life experiences of how colours can appear different. -Use tints and shades to paint an object in 3D. -Try different arrangements of objects for a composition, explaining their decisions. -Produce a clear sketch that reflects the arrangement of their objects. -Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. -Paint with care and control to make a still life with recognisable objects. **<u>Artists / Significant people:</u>** Paul Cezanne, Clara Peeters, Audrey Flack,	**<u>Craft and Design:</u>** **<u>Fabric of nature</u>** -Describe objects, images and sounds with relevant subject vocabulary. -Create drawings that replicate a selected image. -Select imagery and colours to create a mood board with a defined theme and colour palette. -Complete four drawings, created with confident use of materials and tools to add colour. -Understand the work of William Morris, using subject vocabulary to describe his work and style. -Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. -Identify and explain where a pattern repeats. -Follow instructions to create a repeating pattern, adding extra detail. -Understand different methods of creating printed fabric in creative industries. -Use sketchbooks to evaluate patterns. -Produce ideas to illustrate products using their designs. **<u>Artists / Significant people:</u>** Ruth Daniels and Senaka Senanayake	
Design & Technology	**<u>Electrical systems</u>** **<u>Torches</u>** -Identify electrical products and explain why they are useful. -Help to make a working switch. - Identify the features of a torch and how it works.		**<u>Structures</u>** **<u>Earthquake resistant pavilion</u>** -Produce a range of free-standing frame structures of different shapes and sizes.	**<u>Digital world</u>** **<u>Wearable Technology</u>** - Give a brief explanation of the digital revolution and/or remember key examples. -Suggest a feature from the virtual micro:bit that is suitable for the product.		

	-Describe what makes a torch successful. -Create suitable designs that fit the success criteria and their own design criteria. -Create a functioning torch with a switch according to their design criteria. -Pupils will design, make, test and evaluate their product against set design criteria.		-Design a pavilion that is strong, stable and aesthetically pleasing. -Produce a product that is earthquake resistant. -Select appropriate materials and construction techniques to create a stable, free-standing frame structure. -Select appropriate materials and techniques to add cladding to their earthquake resistant pavilion. -Pupils will design, make, test and evaluate their product against set design criteria. -		-Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro:bit when a button is pressed. -Identify errors, if testing is unsuccessful, by comparing their code to a correct example. -Explain the basic functionality of their finished program. -Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user. -Create annotated diagrams to help illustrate how their product is worn. -Describe what is meant by 'point of sale display' with an example. -Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration. -Evaluate their design using a focus group.	
Music	**<u>Writing down music</u>** Exploring musical symbols, staves and special musical names.	**<u>Playing in a Band</u>** Exploring playing together in a band and looking at time signatures.	**<u>Enjoying improvisation</u>** Exploring the structure of songs.	**<u>Opening Night</u>** Creating and presenting a performance.	**<u>Ukuleles – Cumbria Music Service</u>** Learning to play simple chords. Learning to play along to familiar music/songs.	**<u>Ukuleles – Cumbria Music Service</u>** Learning to play simple chords. Learning to play along to familiar music/songs.
RE	**<u>Islam</u>** *Does praying at regular intervals help Muslims in their everyday lives?* Prayer (Salat/Salah) and prayer times, why Muslims might pray, prayer at home and at the mosque, story of the Night Journey, preparations for prayer, some of the 99 names of Allah, and the impact of prayer on the life of a Muslim.	**<u>Christianity</u>** *What is the most significant part of the nativity story for Christians today?* Revisiting the Christmas story with a focus on the symbolism of different parts and how they might be meaningful in different ways to different people, including the use of the Christingle	**<u>Islam</u>** *Does completing a pilgrimage make a person a better Muslim?* Pilgrimage - preparations for visiting Makkah, clothes worn and actions taken there, conditions for pilgrimage to Makkah, impact on life of a Muslim.	**<u>Christianity</u>** *Is forgiveness always possible for Christians?* Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him).	**<u>Islam</u>** *What is the best way for a Muslim to lead a good life?* Pillars, belief in life after death and the role of the two angels and the judgement of Allah, teachings from the Qur'an and Hadith, Zakat, Sadaqah, fasting during Ramadan.	**<u>Humanism</u>** *What motivates Humanists to lead good lives?* Humanists beliefs on how the world began and why it is important to look after it, using the example of Humanist Climate Action.
PSHE	**<u>Me and My Relationships</u>** -Human machines. -Ok or not ok? (part 1) -Ok or not ok? (part 2) -An email from Harold! -Different feelings. -When feelings change. -Under pressure.	**<u>Valuing Difference</u>** -Can you sort it? -What would I do? -The people we share our world with. -That is such a stereotype! -Friend or acquaintance? -Islands.	**<u>Keeping Myself Safe</u>** -Danger, risk or hazard? -How dare you! -Keeping ourselves safe. -Raisin challenge (2). -Picture wise. -Medicines: check the label. -Know the norms. -Traffic lights.	**<u>Rights and Respect</u>** -Who helps us stay healthy and safe? -It's your right. -How do we make a difference? -In the news! -Safety in numbers. -Harold's expenses. -Why pay taxes? -Logo quiz.	**<u>Being My Best</u>** -What makes me ME! -Making choices. -SCARF hotel. -Harold's seven R's. -My school community (1). -Basic first aid. -Volunteering is cool.	**<u>Growing and Changing</u>** -Moving house. -My feelings are all over the place! -All change! -Preparing for changes at puberty (preparing for periods). -Secret or surprise? -Together.

PE	**Ball Skills** Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others. **Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.	**Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations. **Gymnastics** Pupils will focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	**Dance** Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. **Football** Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	**Drumba** Physical activity combined with drumming. Improving fitness levels through physical activity Archery – Spring 2025 with Ric Armstrong **Hockey** Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.	**Tennis** Pupils will develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. **Athletics** Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.	**Dodgeball** Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances. **Orienteering** An introduction to map reading. An introduction to orienteering techniques. Work as part of a team using tactical thinking.

2024-2025	Possible visits	Possible visitors/Experience Days
Autumn 1	Tullie workshop – Anglo Saxon	Tullie workshop – Anglo Saxon
Autumn 2	Cinema trip	
Spring 1	Direct Rail/Carlisle to Settle Railway visit	
Spring 2		RE Visitor
Summer 1		DT - Phunky foods – workshop.
Summer 2	Tullie House and/or Carlisle Castle – Border Reivers	

*Current planned visits / visitors, they are subject to change due to availability and cost