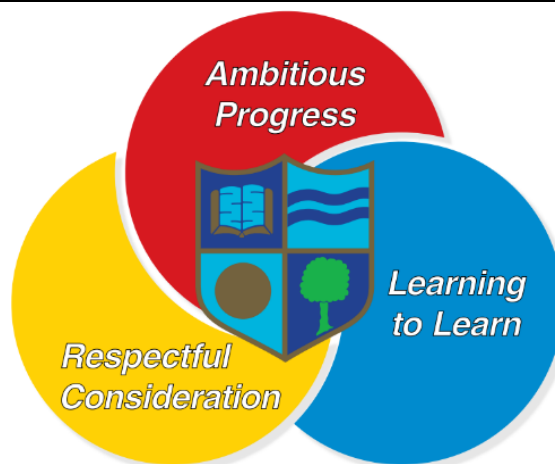




Marwood is a small, rural school in North Devon. Our constantly evolving curriculum in Class 3 is planned over a three-year cycle (Year A, B and C) as this is the only class with three year groups. Our core values (ambitious progress, respectful consideration and learning to learn) underpin the curriculum and subjects are taught in four areas with links made where appropriate:

*The Arts* – including English, Art and Music  
*STEM* – including Science, Design & Technology, Computing and Mathematics

*Humanities* – including Geography, History and Religious Education

*Physical and Social Development* – including PE, PSHE and RSE

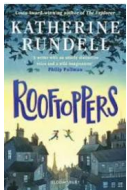
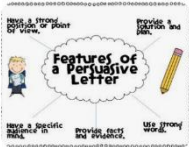
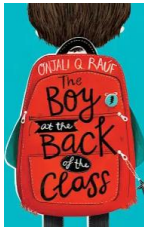
Subject  
Area

**Autumn**

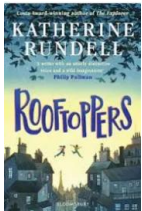
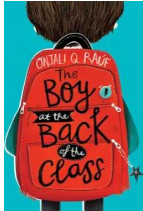
**Spring**

**Summer**

## Arts (English, Art, Music and Languages)

|                            |                                                                                                                             |                                                                                                              |                                                                                                            |                                                                                                                                        |                                                                                                                |                                                                                                                                                      |                                                                                                                                 |                                                                                                                         |                                                                                                             |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| English<br><u>Planning</u> | Rooftops<br>Katherine<br>Rundell<br><br> | Persuasive letters<br><br> | Information text<br><br> | The Shark Caller<br>by<br>Zillah<br>Bethell<br><br> | Smart about Sharks<br><br> | History of Papa New<br>Genea<br><br>Papua New<br>Guinea<br><br> | The Boy at the<br>back of the class<br><br> | The Bristol Bus<br>Boycott<br><br> | Swing of change<br><br> |
| Genre                      | Narrative/<br>poetry                                                                                                        | Persuasive letter                                                                                            | Information text                                                                                           | Narrative                                                                                                                              | Explanation text                                                                                               | Chronological report                                                                                                                                 | Narrative                                                                                                                       | Formal letter                                                                                                           | Narrative                                                                                                   |

**Class 3 (Year 4/5/6)**
**Marwood Curriculum Map 2026-27**
**Year C**

|                                                    |                                                                                                                                                    |                                                                                                                                                                                                              |                                                                        |                                                                                     |                                                                                                                                                      |                                   |                                                                                                         |                                                                                                                                               |                                                                                                                                                             |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome                                            | During our work Rooftoppers we will have a focus on; newspaper reporting, journalistic writing, setting descriptions, narrative writing and poetry | During our work on persuasive writing, we will be writing a concise introduction summarising the letter's purpose, presenting the argument persuasively, and engaging the reader with clarity and precision. | We will be writing information texts about the changing role of women. | During this unit of work, we will focus on narrative writing.                       | We will be writing an explanation text on how sharks display remarkable intelligence through efficient hunting, keen senses, and adaptive behaviour, | We will be writing our own myths. | During this unit of work, we will focus on formal letters, diary writing, and writing from a viewpoint. | During this unit of work, we will focus on formal letters, developing precise, courteous, and appropriately structured written communication. | During this unit, we will focus on narrative writing, including setting and character description, dialogue, summary, inner monologue, and personification. |
| Class Text                                         |                                                                   |                                                                                                                                                                                                              |                                                                        |  |                                                                                                                                                      |                                   |                      |                                                                                                                                               |                                                                                                                                                             |
| The Arts (Art, Music) Planning Access Art Charanga | Fashion design                                                                                                                                     |                                                                                                                                                                                                              | My best friend                                                         | Exploring identity                                                                  |                                                                                                                                                      | Heal the earth                    | Activism                                                                                                |                                                                                                                                               | Hip Hop project                                                                                                                                             |
| MFL (French) Planning Pilton Community College MFL | GETTING TO KNOW YOU<br>ALL ABOUT OURSELVES                                                                                                         |                                                                                                                                                                                                              |                                                                        | THAT'S TASTY<br>FAMILY AND FRIENDS                                                  |                                                                                                                                                      |                                   | SCHOOL LIFE<br>TIME TRAVELLING                                                                          |                                                                                                                                               |                                                                                                                                                             |

## Science, Technology, Engineering and Maths (STEM)

|                                                                |                        |                                    |                                        |                        |                                          |                                         |                                     |                          |                                       |                                                |                                          |                  |                        |                                    |                             |                           |
|----------------------------------------------------------------|------------------------|------------------------------------|----------------------------------------|------------------------|------------------------------------------|-----------------------------------------|-------------------------------------|--------------------------|---------------------------------------|------------------------------------------------|------------------------------------------|------------------|------------------------|------------------------------------|-----------------------------|---------------------------|
| Maths (grouped)<br><br>Planning<br>White Rose<br>TT Rock Stars | Place Value<br>3 weeks | Addition and Subtraction<br>1 week | Multiplication and division<br>2 weeks | Fractions A<br>4 weeks | Multiplication and division B<br>2 weeks | Multiplication and division B<br>1 week | Fractions B<br>2 weeks              | Decimals<br>2 weeks      | Area, perimeter and volume<br>2 weeks | Fractions, decimals and percentages<br>2 weeks | Algebra<br>1.2 week                      | Shape<br>3 weeks | Ratio<br>1.2 week      | Position and direction<br>1.1 week | Statistics<br>1.2 week      | Measurement<br>2 weeks    |
| Y5/6 children                                                  |                        |                                    |                                        |                        |                                          |                                         |                                     |                          |                                       |                                                |                                          |                  |                        |                                    |                             |                           |
| Maths (grouped)<br><br>Planning<br>White Rose                  | Place Value<br>3 weeks | Addition and Subtraction           | Multiplication and Division            | Fractions              | Shape                                    | Fractions                               | Negative Numbers and Roman Numerals | Addition and Subtraction | Time and Measure                      | Shape including coordinates                    | Addition and subtraction including money |                  | Fractions and decimals |                                    | Multiplication and division | Shape, area and perimeter |

**Class 3 (Year 4/5/6)**
**Marwood Curriculum Map 2026-27**
**Year C**

|                                                                        |                                                                                                                                |  |  |                                                  |            |                                                                                           |  |                                |                                                                                                                |                       |                                                                              |  |                         |                                  |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--|--|--------------------------------------------------|------------|-------------------------------------------------------------------------------------------|--|--------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------|--|-------------------------|----------------------------------|
| TT Rock Stars<br>Y4 children<br>(to be part of<br>Y3/4 Maths<br>group) |                                                                                                                                |  |  |                                                  |            |                                                                                           |  |                                |                                                                                                                |                       |                                                                              |  |                         |                                  |
| Science<br><br>WRS                                                     | Properties of materials                                                                                                        |  |  | Space                                            |            | Reversible and<br>irreversible<br>changes                                                 |  | The circulatory system         |                                                                                                                |                       | Adaptations                                                                  |  |                         | Diet, drugs and<br>lifestyle     |
| Design<br>Technology<br>and<br>Computing<br>Planning<br>Purple Mash    | Year 5 -Concept Maps<br>Year 4 - AI<br>(4 Sessions in 3 Weeks)<br>Year 4 - Effective Searching                                 |  |  | Textiles Combining<br>different fabric<br>shapes |            | Year 5 - Game<br>Creator<br>Year 5 -<br>Spreadsheets                                      |  | Mechanisms Cams                |                                                                                                                |                       | Year 6 - Blogging<br>Year 6 - Spreadsheets<br>Year 6 -Introduction to Python |  |                         | Frame<br>structures using<br>CAD |
| Humanities (History, Geography and RE)                                 |                                                                                                                                |  |  |                                                  |            |                                                                                           |  |                                |                                                                                                                |                       |                                                                              |  |                         |                                  |
| Humanities<br>History<br>Geography<br>Planning<br>Plan Bee             | The changing role of<br>women                                                                                                  |  |  | Exploring Paris                                  |            | Indigenous people of<br>Papa New Genea                                                    |  | Tectonic plates                |                                                                                                                |                       | The Bristol Bus Boycott                                                      |  |                         | Rebuilding<br>Britain            |
| RE<br>Planning<br>Devon RE<br>Syllabus                                 | 2b.2CREATION/<br>FALL: Creation & Science - Conflict or Complimentary?<br>2b.4 INCARNATION<br>Was Jesus the Messiah? Christmas |  |  |                                                  |            | 2b.5 GOSPEL: What would Jesus do?<br>What does it mean to be a Humanist in Britain today? |  |                                | U2.13 What can be done to reduce racism? Can religion help?<br>Why is the Torah so important to Jewish people? |                       |                                                                              |  |                         |                                  |
| Physical and Social Development (PSHE, RSE and PE)                     |                                                                                                                                |  |  |                                                  |            |                                                                                           |  |                                |                                                                                                                |                       |                                                                              |  |                         |                                  |
| PE<br>Planning<br>Get Set for<br>PE                                    | Invasion games - Football/ Netball                                                                                             |  |  |                                                  | Gymnastics |                                                                                           |  | Dance                          |                                                                                                                | Striking and Fielding |                                                                              |  | Athletics               |                                  |
| RSHE<br>Planning<br>SCARF                                              | Me and my relationships                                                                                                        |  |  | Valuing<br>Differences                           |            | Keeping myself safe                                                                       |  | Rights and<br>Responsibilities |                                                                                                                | Being my Best         |                                                                              |  | Growing and<br>Changing |                                  |