GOOSE GREEN CURRICULUM 2019/20

In line with best practice, we pursue the children's interests, curiosities and passions. We follow the EYFS development matters and National Curriculum. Our curriculum map gives suggested content but the learning experience is not limited to what appears below. The exact content will vary according to the individual children, their interests and learning goals.

Life	**Learning**	**Laughter**

Year N	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Focus area	PSED	PD	EAD	UW	Maths	UW
Topic	Where are we from?	Superheroes	Imagination	Our Garden	Giants	Climate change
Key Texts	"Anne Hibiscus's Song" - Atinuke	"Super Daisy and the Peril of Planet Pea" - Kes Gray and Nick Sharratt	"Stanley's Stick" Neal Layton and John Healy	"Aaaarrgggghh Spider!" Lydia Monks	"The Smartest Giant in town" Julia Donaldson	"No One Is Too Small To Make a Difference" Greta Thunberg
Additional supporting texts	"The Family Book" – Todd Parr	"Emergency" - Margaret Mayo and Alex Ayliffe "Eat your peas" Kes Gray	"Whatever next? – Jill Murphy "The most Magnificent Thing" - Ashley Spires	"Yucky Worms" Vivian French	"You can't take an elephant on the bus?" Patricia Cleveland-Peck and David Tazzyman "Why does the Giraffe have a long neck?" Tiger Aspect	
Possible Educational Visit/ Visitors	Home visits	Visit from Peckham Fire Department	The Tate or the Tate modern or Dulwich Gallery	Bug man coming into school Marsden Wild Life Centre	Natural History Museum to look at giant creatures Crystal Palace Park	Recycled modelling workshop

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Life		Learning		Laughter	
Year R	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Focus area	PSED	PD	CLL/L	Philosophy	UW	UW
Topic	All about me	Food	Fantasy	Water	Animals	Climate Change
Key Texts	"So Much" by Trish Cooke "Catch that goat" by Polly Alakija	"Biscuit Bear" by Mimi Grey "The Ravenous Beast" by Niamh Sharkey	"Captain Flynn and the Pirate Dinosaurs" by Giles Andreae "Room on the Broom" by Julia Donaldson	"Billy's Bucket" – Kes Grey "Fatou Fetch the water" – Neil Griffiths	"Farmer Duck" – Martin Waddell "We're Going on a Lion Hunt" David Axtell	"No One Is Too Small To Make a Difference" Greta Thunberg
Additional supporting texts		"Eat up Gemma" Sarah Hayes	"The Gruffalo" – Julia Donaldson "Zog" by Julia Donaldson "The Tiger Who Came to Tea" by Judith Kerr	**"**Water Can Be" – Laura Purdie Salas	"Handa's Hen" – Eileen Brown "What the ladybird Heard" – Julia Donaldson	
Possible Educational Visit/ Visitors	Home visits to children.	Parents invited in to cook traditional foods for the children to taste. Visit to Sainsbury's to look at variety of fruits and vegetables from different places. Moxons, Nero's visits.	Theatre trip to see a play.	Horniman Museum.	Visit to/ from the city farm (Surrey Quays/ Crystal Palace/ Mudshoot) Hatching eggs in the classroom.	Recycled modelling workshop

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Life		Learning		Laughter	
Year 1	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Focus area	Science	Geography	History	PSHE	Science	Science
Topic	The body	Polar Explorers	Toys – old and new	Where do we belong?	Conservation of animals	Climate change
Key Texts	"Beegu" Alexis Deacon	"Lost and Found" Oliver Jeffers	"Major Glad Major Dizzy" Jan Oke "Naughty Bus" Jan Oke (Author Study)	"Wild" Emily Hughes	"One Day on Our Blue Planet" Ella Bailey	"No One Is Too Small To Make a Difference" Greta Thunberg
Additional supporting texts		"Blue Penguin" Peter Horacek "Emperor's egg" Martin Jenkins	Non fiction toy books			"10 Things I can do to Help My World." Melanie Walsh
Possible Educational Visit/ Visitors	Goose Green Park Local area walk Horniman Traingle	The Horniman Museum – Polar explorer workshop Dulwich Picture House Unicorn Theatre	Bethnal Green Childhood Museum Toy making workshop	London Symphony Orchestra performance Marsden Wildlife centre	London Zoo	Recycled modelling workshop
Science	<u>Animals including humans</u> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<u>Seasonal changes</u> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	<u>Every day Materials</u> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.	<u>Plants</u> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.	<u>Animals including humans</u> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	<u>Seasonal changes</u> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.
	Working scientifically Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.					

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Computing Studies	**We are storytellers (1.5)**: Producing a talking book. **NC link (KS1)**: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**We are painters (1.3)**: Illustrating an eBook. **NC link (KS1)**: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**We are treasure hunters (1.1)**: Using programmable toys **NC link (KS1)**: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school.	**We are celebrating (1.6)**: Creating a card digitally. **NC link (KS1)**: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**We are collectors (1.4)**: Finding images using the web. **NC link (KS1)**: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**We are TV chefs (1.2)**: Filming the steps of a recipe. **NC link (KS1)**: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use technology purposefully to create, organise,
Geog		Human and physical geography- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		Locational knowledge- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		
	Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.					

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RE	**How do you live well?** Name and talk about objects, artefacts, beliefs, teachings and practices in different religions Understand how the everyday actions of people are influenced by their beliefs and values Suggest meanings for religious actions and symbols Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)	**How do Christians celebrate Christmas?** Name and talk about key Christian objects, artefacts, beliefs, teachings and practices Retell Christian stories and explain what is important to a Christian person in the story and why Suggest meanings for religious actions and symbols Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)		**How do you belong to Christianity?** Name and talk about key Christian objects, artefacts, beliefs, teachings and practices Suggest meanings for religious actions and symbols Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.) **How do you belong to Hinduism?** Name and talk about key Hindu objects, artefacts, beliefs, teachings and practices Understand how the everyday actions of a Hindu are influenced by their beliefs and values Retell Hindu stories and messages and explain what is important to a Hindu person and why Suggest meanings for religious actions and symbols Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.) **How do you belong to Islam?** Name and talk about key Muslim objects, artefacts, beliefs, teachings and practices Understand how the everyday actions of a Muslim are influenced by their beliefs and values Retell Muslim stories and messages and explain what is important to a Muslim person and why Suggest meanings for religious actions and symbols Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.) **How do you belong to Sikhism?** Name and talk about Sikh objects, artefacts and practices Retell Sikh stories and messages and explain what is important to a Sikh person and why Discuss and connect ideas between different religions (e.g. how you show that you belong)		
History	The lives of significant Individuals who contributed to national and international achievements. Changes within living memory and how these have affected national life. Emily Davison contrasted with Rosa Parks	The lives of significant Individuals who contributed to national and international achievements.	Changes within living memory and how these have affected national life. Toys and play and how this has developed. How are toys the children play with changed from these their parents play with?		Events beyond living memory that are significant nationally or globally. Extinction of the dinosaurs.	Changes within living memory and how these have affected national life. Greta Thunberg and her climate change protest.

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	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.					
PSHE	**Feelings** Recognising and naming feelings, recognising when I'm angry or worried, thinking about the consequences of my actions.	**Safety** Know where I live, strategies to stop you getting lost, what to do if I'm lost, bring safe indoors and outdoors.	**Healthy living, medicines and drugs** Understand how healthy people look and feel, healthy days, physical and emotional health, sun safety and medicine safety.	**Citizenship** Basic human and animal's needs, about responsibility for caring for a pet, about how wild animals are different, about habitat destruction and about how animals and humans are dependent on each other	**Relationships** Being alike and unique, being different and bullying. Being left out, what's a good friend, getting help when being a good friend is tricky?	**Growing up** We belong to a family group, memories about being younger, that humans produce babies that children can do more than babies, what babies need to help them grow, that perseverance is needed to learn new things.
Music	Use the inter-related dimensions of music: Pulse and Rhythm differentiate between pulse and rhythm Listening with concentration	Use the inter-related dimensions of music: Pitch recognise and demonstrate varying pitch through movement Use voices expressively: Nativity performance song preparation	Use the inter-related dimensions of music: Musical Literacy begin reading rhythms (graphic notation) Listening with concentration and respond to recorded music	Use the inter-related dimensions of music: Visual representation of pitch and use voices expressively and creatively by singing songs and speaking rhymes: begin learning solfa 'so' 'mi' and rhythm 'ta' 'te-te'	Use the inter-related dimensions of music: Pitch and rhythm Combine pitch and rhythm notation Play tuned and un-tuned instruments musically Listening with concentration. Experiment with, create select and combine sounds using the inter-related dimensions of music: composition	Use the inter-related dimensions of music: Musical Literacy reading rhythms using 'sticks' Experiment with, create select and combine sounds using the inter-related dimensions of music: composition
PE	To participate in team games, developing simple tactics for attacking and defending.		To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		To perform dances using simple movement patterns.	
	• develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives.					
Art	Drawing & Painting: Making different marks with materials Know what primary and secondary colours are. Make secondary colours Understanding how to use tools and materials e.g. paint/ washing brush, using brushes etc	Painting & collage: Using different materials. Comparing materials To know how to make a wash To record from observation with some accuracy	Drawing & sculpture: Begin to change the shape of objects by cutting or tearing to suit their purpose Selecting a joining material which is most suitable to a task e.g. masking tape, sellotape, glue	Sculpture & painting: To be able to create patterns or shapes using natural or found objects Using objects to print a pattern or design Make a simple printing plate using polystyrene	Sculpture, Drawing & painting To shape malleable materials to suit their purpose To record from observation with some accuracy Matching the colour to an object	To record from observation with some accuracy. Working on different scales- understanding the movement of the body to do this. To know how to make a wash.
	Sketchbooks: Begin to understand a purpose of a sketchbook To know how to use the space on a page Thinking, speaking and evaluating: Describe what they have done using appropriate language e.g. oil pastel, wash Respond to a work of art by describing what they can see					
DT	DT runs through the curriculum. Every topic will cover the 3 elements of the design process (design, make and evaluate(including improving/adapting)) and key stage appropriate subject content from the national curriculum. Skills and technical knowledge are developed and built upon year on year through experience and evaluation.					

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Life	Learning	Laughter

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Area	History	PSHE	Geography	History	Science	Science
Topic	What makes a real hero?	Facing Fears	Where in the world is China?	How has London changed since the great fire of London?	Minibeasts	Climate change
Core Texts	"Traction Man is Here" by Mini Grey "The story of Ruby Bridges" Robert Coles Benjamin Zephaniah - Poetry	"Black Dog" by Levi Pinfold	"Shen and the Magic Paintbrush" Julia Donaldson	"The Great Fire of London" Emma Adams and Weston Lewis	"Tadpole's promise" Jeanne Willis	"No One Is Too Small To Make a Difference" Greta Thunberg
Additional supporting texts	"Amazing Grace" Mary Hoffman "Down by the River" (Caribbean songs and rhymes) Compiled by Grace Hallworth		"Wishbones" Barbara Ker Wilson	"Iggy Peck, Architect" by Andrea Beaty	"Anansi the Spider" Gerald McDermott "Diary of a Worm" Doreen Cronin	
Possible Educational Visit/ Visitors	Kidzania Visits into school by local heroes/ parents	Unicorn theatre/Puppet theatre/Deptford theatre Cinema trip	British Museum – Chinese galleries for print-making workshop/ Horniman museum (oriental section/China workshop China town/Chinese restaurant Visit from families with Chinese heritage.	The Monument/Pudding Lane/Museum of London/St.Paul's Cathedral/Houses of parliament (Fire service)	Bug Man visit/London Zoo insect house/Wildlife Centre at Marsden road/ Dawson's Hill.	South London Botanical Institute Local Apiary (Peckham/Bermondsey) Recycled modelling workshop
Science		<u>Animals including humans</u> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		<u>Everyday Materials</u> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<u>Living Things and their habitats</u> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	<u>Plants</u> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
	<u>Working scientifically</u> Working scientifically Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.					

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Computing Studies	**We are astronauts (2.1)**: Programing on screen. **NC links (KS1)**: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	**We are detectives (2.5)**: Emails and online safety. **NC links (KS1)**: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**We are researchers (2.4)**: Researching a topic using the internet. **NC links (KS1)**: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**We are photographers (2.3)**: Taking better photos. **NC links (KS1)**: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**We are zoologists (2.6)**: collecting data about bugs. **NC links (KS1)**: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**We are games testers (2.2)**: Exploring how computer games work. **NC links (KS1):** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning
Geog			Locational knowledge - Name and locate the world's seven continents and five oceans Place Knowledge - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography - Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Geographical skills and fieldwork - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key		Geographical skills and fieldwork -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
	Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.					
RE	**Forgiveness** Collect use and respond to ideas in R.E. Consider, link and ask questions, ideas and points of view. Notice and find out about religions and worldviews. Evaluate questions and arguments personally and critically. Apply ideas about religions and worldviews thoughtfully. Investigate and explain why religions and worldviews matter. Enquire into and interpret ideas, sources and arguments	**Why did Jesus tell stories?** Consider, link and discuss questions, ideas and points of view. Investigate and explain why religions and worldviews matter. Enquire into and interpret ideas, sources and arguments. **Special books** Used varied disciplines of religious study to research religious sacred texts Investigate religions. Apply ideas about religions and worldviews thoughtfully. Collect, use and respond to ideas in RE. Evaluate questions	**Food and Fasting** Investigate fasting Apply ideas about religions and worldviews thoughtfully. Notice and find out about religion and worldviews. Collect, use and respond to ideas in RE. Evaluate questions	**How do we know Easter is coming?** Notice and find out about the Christian religion and Easter Collect, use and respond to ideas in RE. Consider, link and discuss questions, ideas and points of view.		**Where does the world come from?** Notice and find out about religions and worldviews. Collect, use and respond to ideas in RE. Consider, link and discuss questions, ideas and points of view. Apply ideas about religions and worldviews thoughtfully.

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History	The lives of significant individuals in the past who have contributed to national and international achievements. Contrasting with Malaika Maoh Eyoh – South African school girl leading civil rights movement			Events beyond living memory that are significant nationally or globally - Great fire of London. significant Historical events, people and places in their own locality – how London was changed by the Great Fire. The lives of significant individuals in the past who have contributed to national and international achievements. Samuel Pepys and Sir Christopher Wren.		Changes within living memory and how these have affected national life. Greta Thunberg and her climate change protest.
	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.					
PSHE	**Feelings** Recognising and managing feelings when working towards a goal and know who to ask for help.	**Safety** Understand what feeling safe and unsafe means, know about uncertainty and fear, how to ask for help, fire safety, differences between secrets and surprises.	**Healthy living, medicines and drugs** Balanced diets, food, exercise, emotions all contribute to health, what is safe to go in the body, injections and where they go inside.	**Citizenship** What is a community? Which communities do we belong to?, how to have a positive impact on the community, about how people are elected and how to work together.	**Relationships** My family and network is special, skills for making friends, strategies for repairing friendships, recognising how others feel.	**Growing up** As we grow we become more independent but still need help, how our needs change as we grow, the names of the external parts of the body, who to turn to for support.
Music	Experiment with and combine sounds using the inter-related dimensions of music: Musical Literacy reading and writing using non-standard notation Listening with concentration	Experiment with and combine sounds using the inter-related dimensions of music: Musical Literacy reading and writing using non-standard notation Use voices expressively Performance prepare for performance.	Listening with concentration. Play tuned and un-tuned instruments musically focus song-perform pulse, rhythmic and playing skills	Use voices expressively and creatively singing songs and speaking chants and rhymes :Traditional Songs and Games explore songs, sing, move with good sense of pulse and rhythm	Use voices expressively and creatively singing songs and speaking chants and rhymes: Musical Literacy begin reading known pitches (so, mi) from simplified stave. Listening with concentration experiment with, create select and combine sounds: composition using tuned and un-tuned percussion.	Use voices expressively and creatively singing songs and speaking chants and rhymes and Use the inter-related dimensions of music: Musical Literacy continue with basic stave.
PE	To participate in team games, developing simple tactics for attacking and defending.		To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		To perform dances using simple movement patterns.	
	• develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives.					
Art	Painting: Apply paint using a range of different brushstrokes e.g. using different brushes for different marks Making tints by adding colour to white (add dark colour to light colour)	Drawing and painting: Experiment with lines colours and techniques confidently in sketchbooks Being able to respond to the work of artists commenting on colour and mood To be able to make connections between line, colour, pattern and emotion	Painting & Printing: Comparing different kinds of paints Apply paint using a range of different brushstrokes e.g. using different brushes for different marks Making tints by adding colour to white (add dark colour to light colour) To make a two colour relief print To be able to use different marks and materials to create a monoprint	Drawing & Sculpture: To begin to create tone. Thinking about the pressure applied with pencil/ graphite/ charcoal Thinking about relative size when drawing e.g. orange and grape To explore ways to create texture and apply to drawing e.g. through use of different materials To be able to observe and record objects from different angles	Sculpture: Use straws and pipe cleaners to build a 3D structure Making specific 3D shapes with modelling material e.g. clay To know how to join two pieces of clay together To tie appropriate materials together e.g. withy, textiles	Painting: Apply paint using a range of different brushstrokes e.g. using different brushes for different marks Making tints by adding colour to white (add dark colour to light colour)
	Sketchbooks: Experiment with lines, colours and techniques confidently in sketchbooks Begin to make some notes – what they've done, learnt, like etc Thinking, speaking and evaluating: Being able to respond to the work of artists commenting on colour and mood Expressing their own feelings about their own and other artists work Beginning to recognise that artists use a range of different materials for different purposes					

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Life		**Learning**		**Laughter**		
Year 3	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Focus Area	History	PSHE	History	Science	Geography	Science
Topic	Stone Age	Bravery	Mayans	Space exploration	The Caribbean	Climate change
Core Texts	"Ug" Raymond Briggs "Stone Age Boy" Satoshi Kitamura	"Varjack Paw" SF Said	"Charlie and the Chocolate Factory" Roald Dahl "The Chocolate Tree- A Mayan folktale" Linda Lowery	"Katherine Johnson" Leila Rasheed	"Gregory Cool" Caroline Binch	"No One Is Too Small To Make a Difference" Greta Thunberg
Additional supporting texts	"The Pebble in My Pocket" Meredith Hooper		"The night the moon fell" (A Mayan Myth) Pat Mora "Rain Player" David Wisniewski	"FaRther" Grahame Baker-Smith "Moon Man"Tomi Ungerer	"A nest full of stars" James Berry (Poetry)	
Possible Educational Visit/ Visitors	Museum of London for a stone age work shop. Natural history museum- fossil workshop	Horniman museum	Mayan workshop Chocolate shop Brixton chocolate factory	Greenwich observatory Space dome	Science museum- forces and magnets workshop Market visit Parents invited in to talk about own or family knowledge and experience	Recycled modelling workshop

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Science	Rocks compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter.			Light/ Forces and Magnets/ Space recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change. compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth	Animals including humans identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
	Working Scientifically asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.					

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Computing Studies	**We are vloggers (3.4)**: Making and sharing a short screencast presentation. **NC links (KS2)**: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.	**We are opinion pollsters (3.6)**: Collecting and analysing data. **NC links (KS2)**: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	**We are presenters (3.3)**: Videoing performance. **NC links (KS2)**: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Work with variables and various forms of input and output.	**We are programmers (3.1)**: Programming an animation. **NC links (KS2):** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**We are communicators (3.5)**: Communicating safely on the internet (email and video conferencing). **NC links (KS2)**: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**We are bug fixers (3.2)**: Finding and correcting bugs in programmes. **NC links (KS2):** Debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Geog	<u>Locational knowledge</u> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		<u>Place knowledge</u> - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		<u>Locational knowledge</u> - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (Caribbean study)	
	<u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					

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RE	**Sign, Symbols and Sayings** Collect use and respond to ideas in R.E. Consider, link and ask questions, ideas and points of view. Thoughtfully consider different ideas and practices within and between religions	**How do Jews celebrate?** Notice and find out about religions and worldviews. Collect, use and respond to ideas in RE. Consider, link and discuss questions, ideas and points of view. Evaluate questions and arguments personally and critically.	**Sikh beliefs (contrast and compare with Mayan beliefs)** Connect ideas Express ideas thoughtfully Discuss questions, ideas and points of view Learn about Sikh symbols, the Guru Granth Sahib and the 5Ks.	**What is the special about light?** Notice and find out about religions and worldviews. Collect, use and respond to ideas in RE. Apply ideas about religions and worldviews thoughtfully. Investigate and explain why religions and worldviews matter **Why is Holi important?** Connect ideas Express ideas thoughtfully Discuss questions, ideas and points of view Understand Hindu beliefs about God. Learn about Hindu stories.		**Jesus and Buddha** Outline religious ideas and practices Connecting ideas Express thoughtful ideas
History	Changes in Britain from the Stone Age to the Iron Age. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae		A non-European society that provides contrasts with British history – Mayan civilization c. AD 900;			
	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.					
PSHE	**Safety** What is risk, how do I assess it? Water safety, cycling and scooter safety, know how our actions can affect others safety.	**Healthy living, medicines and drugs** The food groups and balanced diets, emotional health, exercise, spread of bacteria and viruses, the role of the doctor and prescriptions.	**Feelings** Recognising feelings in others, managing anger, confidence and feelings of inadequacy, not hiding feelings.	**Citizenship** How humans affect the environment and some damage can be repaired, about the ecology of the school, listening, compromising and consulting, laws and rules.	**Relationships** Extended relationship networks, managing change, about special care, making people feel welcome, seeing others points of view.	**Growing up** Ways in which we have changed in a year, how our capabilities change, emotional and physical changes and how to manage them,
Music	Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Recorder Preparation Reading pitches (so, la, mi) and rhythms on stave	Play and perform in solo and ensemble contexts playing musical instruments Use and understand staff and other musical notations Recorder begin technique, first notes, prepare for performance.	Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations Listen with attention to detail and recall sounds with increasing aural memory: Recorder Play simple 2 part pieces Appreciate and understand a wide range of high-quality recorded music and Develop understanding of the history of music: Listening	Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations Recorder . Continue learning new pitches and rhythms. Play simple rounds.	Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations Recorder Learn to read and play further notes from the stave. Play and sing tunes using fixed and relative pitch.	Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations: Recorder prepare for Carnival Performance
PE	• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming – one class		• use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • perform dances using a range of movement patterns Swimming – one class		• take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	
	• develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives.					

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Art	Drawing & painting: Continual experimentation with a range of materials and marks To use different techniques for applying paint e.g. wash for background, dabbing marks for foreground Begin to consider composition of work	Sculpture: Applying texture or pattern to modelling materials To be able to compare techniques and materials To know what they like about their work and what they need to improve	Drawing: Portray depth of field by overlapping objects e.g. one object in front of another To explore and develop techniques for showing tone e.g. cross hatching, shading To be able to use viewfinders Increase the scale of an object Continual experimentation with a range of materials and marks	Collage & printing: Creating a collograph block using different materials and texture Understanding how a change in paper can change the quality of the print Make and use tints and shades To begin to consider why artists might make particular choices about materials and techniques	Sculpture: To be able to compare techniques and materials To know how to use paper lamination Applying texture or pattern to modelling materials	Sculpture: To be able to use wire to create a freestanding form To know how to use paper lamination (wrapping scrunched newspaper in something e.g. cellulose), to use as joining technique
	Sketchbooks: Make notes about artist techniques and improvement to their own work To use sketchbooks to plan a piece of work and understand the relevance in doing this Thinking, speaking and evaluating: To be able to compare techniques and materials To begin to consider why artists might make particular choices about materials and techniques To know what they like about their work and what they need to improve					
DT	DT runs through the curriculum. Every topic will cover the 3 elements of the design process (design, make and evaluate(including improving/adapting)) and key stage appropriate subject content from the national curriculum. Skills and technical knowledge are developed and built upon year on year through experience and evaluation.					
MFL	**Hola (Greetings and conversations)** **Unit 1** To greet and say goodbye to another person appropriately. To say what their name is. To ask someone else's name. How people meet and greet in Spain compared to the UK. To say how they feel when asked. To ask someone else how they feel.	**Vamos a Contar Unit 2a and 2b** To ask someone how old they are? To learn how to say how old they are? To count from 1 to 15 in Spanish with correct pronunciation. To explore which letters or combinations of letters make the [th], [b] and [kw] sounds in Spanish. To explore the sounds of the vowels in Spanish. To be able to reply to the question ¿Cuántos años tienes?	**Colores** **Unit 3** To develop their understanding of the way sounds are represented in writing. Copy the colours accurately in writing Say 11 colours in Spanish. To say the eleven colours with correct pronunciation.	**En mi estuche** **Unit 4a and 4b** To say and understand 6 classroom items. To say yes and no. To develop their understanding of the way sounds are represented in writing. To copy accurately in writing some of the key words from the unit. To say and understand some classroom items. To say yes and no appropriately. To identify the gender of nouns ending in o or a. To identify the gender of nouns using the indefinite article un / una. To find the English meaning of a Spanish noun using a bilingual dictionary.	**Frutas y verduras** **Unit 5a and 5 b** To recognise and understand fruits and vegetables words in written form To identify the gender and number of nouns To say 12 nouns - 6 fruits and 6 vegetables - in Spanish. To identify the gender and number of these nouns. To ask and answer simple questions about likes and dislikes. To recognise a negative statement. To write simple phrases using a model. To use (no) me gusta(n) and me encanta(n) correctly to express their own likes and dislikes. To ask someone else what they like.	**Las formas** **Unit 6** To join in with descriptions from memory using actions. To write short phrases that contains an adjective with an appropriate feminine agreement. To have a deeper understanding of the flags of the world's countries, their colours and their shapes. Have a deeper understanding of the mosaics of Gaudi in Barcelona. To describe shape pictures using correctly agreed adjectives and actions

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Life	Learning	Laughter

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Area	History	PSHE	Science	History	Geography	Science
Topic	Ancient Egypt	What makes me, me?	Inventions vs discoveries	Vikings	Waterways	Climate Change
Key Texts	"There's a Pharaoh in our Bath" Jeremy Strong	"Jemmy Button" Jennifer Uman	"The Iron Man" Ted Hughes	"How to Train Your Dragon" Cressida Cowell	"Oliver & the Sea Wigs" Philip Reeve	"No One Is Too Small To Make a Difference" Greta Thunberg
Additional supporting text	"Stories from Ancient Egypt" Joyce A Tyldsley	"A Nest Full of Stars" James Berry (poetry)		"There's a Viking in my Bed and Other Stories" Jeremy Strong	"Shackleton's Journey" William Grill	
Possible Educational Visit/ Visitors	Chiddingstone Castle	Parents/grandparents/members of local community Brixton	Science Museum Crystal Palace park Design museum	Viking visitor British Museum	Horniman Museum Cutty Sark	Recycled modelling workshop
Science	<u>Animals Including humans</u> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>Living things and their habitats</u> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things.	<u>Electricity/ States of matter</u> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		<u>Sound</u> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.	

	Working Scientifically asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.					
Computing Studies	**We are HTML editors (4.4)**: Editing and writing HTML **NC links (KS2)**: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**We are musicians (4.3)**: Producing digital music. **NC links (KS2)**: Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**We are software developers (4.1)**: Develop a simple educational game. **NC links (KS2)**: Design, write and debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	**We are co-authors (4.5)**: Producing a wiki. **NC links (KS2)**: Solve problems by decomposing them into smaller parts. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**We are meteorologists (4.6)**: Presenting the weather. **NC links (KS2)**: Work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**We are toy designers (4.2)**: Prototyping an interactive toy. **NC links (KS2)**: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
History	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. Ancient Egypt.			Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – Comparing and contrasting Saxon and Viking invasion	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Significant turning points in Britain – polar exploration – Earnest Shackelton.	
	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.					

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Geog		Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a non-European country.			Locational knowledge - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	
	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					
RE		**What makes me?** Suggesting meaning to stories Connect ideas between religions Apply religious ideas thoughtfully **Religions in our neighbourhood** Ask questions and be able to discuss beliefs and ideas Connecting ideas between religions seeing similarities and differences Linking different points of views about religions and the role they take within the community **Why do some people get married?** Evaluate questions and arguments personally and critically. Enquire into and interpret ideas, sources and arguments Apply ideas about religions and worldviews thoughtfully Consider, link and discuss questions, ideas and points of view		**Why is the bible important to Christians?** Evaluate questions and arguments personally and critically. Apply ideas about religions thoughtfully Consider, link and discuss questions, ideas and points of view. Notice and find out about religions. **Why is Easter important?** Evaluate questions and arguments personally and critically. Apply ideas about religions thoughtfully Consider, link and discuss questions, ideas and points of view. Notice and find out about religions.		**Hinduism** Evaluate questions and arguments personally and critically. Apply ideas about religions thoughtfully Consider, link and discuss questions, ideas and points of view. Notice and find out about religions. Find out about Hindu worship and symbolism.

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PSHE	**Healthy living, medicines and drugs** About the digestive system and teeth health, about smoking and how it damages health.	**Feelings** Recognising 'moods' and coping with them, coping with loss/separation, recognising difference in people's feelings. Asking for help. **Citizenship** About managing the environment, endangered and extinct animals, moral issues, protecting habitats and decision processes.	**Relationships** What is bullying, why people bullying, about stereotypes, how to deal with bullying, dilemmas about witnessing bullying, recognising critical moments.	**Safety** Recognise people, places and things that are unsafe, road safety, water safety, fire safety and how to ask for help.		**Growing up** The stages of life – pregnancy to old age, to understand how humans reproduce, as we grow we become more responsible-money, can I reflect on what I want to be like as I grow?
Music	Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations: Pentatonic Scale Beginning learning pitches of pentatonic scale, reading and writing. Perform in ensemble contexts using voices with increasing accuracy, fluency, control and expression: Performance prepare song	Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations: Pentatonic Scale continue; reading from stick and standard notation. Improvise and compose music for a range of purposes using the inter-related dimensions of music and Appreciate and understand a wide range of high-quality recorded music and Develop understanding of the history of music: Listening Composition project	Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations and playing and singing with increasing accuracy and improvise using inter-related dimensions of music. Pentatonic Scale continue reading, singing, playing pitches. Play simple rounds and ostinato.	Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression Playing in Parts sing and play in small and large groups, maintaining own part Compose using inter-related dimensions of music. Appreciate and understand high- quality live music: visit to orchestral performance	Use and understand staff and other musical notations: Musical Literacy understanding symbols in musical notation. Appreciate and understand a wide range of high-quality recorded music and develop an understanding of the history of music: Listening project	Rhythm Learning new rhythms. Using tuned percussion to play in groups with strong sense of pulse and rhythm.
PE	• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.		• use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • perform dances using a range of movement patterns		• take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Swimming	
	• develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities lead healthy, active lives.					
Art	Drawing & painting: To be able to choose relevant media for working on a range of scales e.g. charcoal for bigger drawings Identifying their challenges and beginning to offer solutions	Painting: To be able to blend colours Can they create mood by using colour Have an awareness that different kinds of brushstrokes can give more information about an object To explore the effects of paint on different surfaces	Drawing & painting: To be able to represent perspective in their drawing Use their sketchbooks to develop and adapt ideas Use an artist's work to influence and inspire their own work	Collage & painting: To create a relief with paper or found objects To create mood by using colour Apply a finish to a sculpture using appropriate materials	Printing: Use lines imaginatively in a response to a range of stimuli, e.g. words, sounds, music Explore a range of strategies for drawing e.g. single line, wrong handed, minimum number of lines etc. To print on different materials To incorporate pattern and texture into printing plate	Drawing and painting: To be able to choose relevant media for working on a range of scales e.g. charcoal of bigger drawings. Identifying their challenges and beginning to offer solutions.
	Sketchbooks: Use their sketchbooks to develop and adapt ideas Make more detailed notes about their skill development Thinking, speaking and evaluating: Identifying their challenges and beginning to offer solutions Use an artist's work to influence and inspire their own work (starting point)					

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DT	DT runs through the curriculum. Every topic will cover the 3 elements of the design process (design, make and evaluate(including improving/adapting)) and key stage appropriate subject content from the national curriculum. Skills and technical knowledge are developed and built upon year on year through experience and evaluation.					
MFL	**Cuando** **Unit 7a** To say the days of the week with correct pronunciation. Join in with the repeated sections of "La Oruga muy hambrienta". Use a dictionary to find nouns to put into original sentences following a familiar pattern. Use a dictionary to find meaning of unknown Spanish words.	**A que' fetcha estamos?** **Unit 7b** To understand numbers 16-31 and use some of these out of sequence. To count from 1-31. To begin to understand about simple plurals and pronounce these correctly.	**A que' fetcha estamos?** **Unit 7c** To say the month of their birthday. To describe a Spanish fiesta and say which month it happens in. To say the months of the year in Spanish with correct pronunciation.	**A que' fetcha estamos?** **Unit 7d** To respond appropriately when asked the date. To put together a date containing a day, a number and a month with some support. To say and write dates using the formula "[day] el [number] de [month]".	**Descubrimos los animals** **Unit 8a and 8b** To say and recognise parts of the face. To describe the number and colour of facial features. To copy accurately in writing some of the key words from this unit. Write familiar words and phrases from a model. To describe nouns (singular and plural) using colours. To form plurals. To put together descriptions in Spanish using correct word order. To describe what a cognate is. To say the phonemes that makes Spanish different to English.	**Descubrimos los animals** **Unit 8c** To ask and answer questions about animals. To describe animals using both genders and numbers. To use structures learnt in this and previous units.

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Life	Learning	Laughter

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Area	History	PSHE	History	Science	Geography	Science
Topic	Greeks	Perseverance and Resilience	Victorians	Engineering	Immigration	Climate Change
Key Texts	"The Adventures of Odysseus" Daniel Morden and Hugh Lupton	"Major Taylor – Champion Cyclist" Lesa Cline-Ransome	"Oliver Twist" Charles Dickens	"Raven" Edgar Allan Poe "Highwayman" Alfred Noyes	"The Arrival" – Shaun Tan "The Other side of Truth" – Beverley Naidoo	"No One Is Too Small To Make a Difference" Greta Thunberg
Additional supporting texts	"Greek Myths" Marcia Williams				"The Journey" F Sanna "Refugee Boy" Benjamin Zephaniah	
Possible Educational Visit/ Visitors	The British Museum – Ancient Greece	Herne hill Velodrome	Ragged School Museum	Brunel Museum	Visitors into class to talk about their migration stories and experiences.	Visit to Southwark Recycling Centre
Science	<u>Space</u> Describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	<u>Animals including humans</u> Describe the changes as humans develop to old age.	<u>Properties of Materials</u> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	<u>Forces</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<u>Living Things and their habitats</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals.	

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	Working Scientifically planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.					
Computing Studies	**We are artists (5.3)**: Fusing geometry and art. **NC links (KS2)**: Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**We are game developers (5.1)**: Developing an interactive game. **NC links (KS2)**: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**We are web developers (5.4)**: Creating a website about cyber safety. (Research skills). **NC links (KS2)**: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**We are architects (5.6)**: Creating a virtual space. **NC links (KS2)**: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**We are bloggers (5.5)**: Sharing experiences and opinions. **NC links (KS2)**: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content.	**We are cryptographers (5.2):** Cracking codes. **NC links (KS2)**: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer.
Geog	<u>Locational knowledge</u> - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, Capricorn, Artic and Antarctic circle the prime/Greenwich Meridian and time zones (including day and night)		<u>Locational knowledge</u> - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		<u>Locational knowledge</u> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <u>Human and physical geography</u> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
	<u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					

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<table>
<tr><td>RE</td><td>Thankfulness
Consider, link and discuss ideas and themes
Apply ideas from religious and world views thoughtfully
Investigate and explain why religious and world views matter
Enquire into and interpret ideas, sources and arguments</td><td>Inner forces
And
Christmas
Consider, link and discuss ideas and themes
Apply ideas from religious and world views thoughtfully
Investigate and explain why religious and world views matter
Enquire into and interpret ideas, sources and argument</td><td></td><td></td><td>Why is Mohammad and the Quran important?
Consider, link and discuss ideas and themes
Apply ideas from religious and world views thoughtfully
Investigate and explain why religious and world views matter
Enquire into and interpret ideas, sources and arguments
Why is Mohammad and the Quran important? Pt.2
Five pillars of Isla
Stories from Islam</td><td>God is everywhere (Humanism)
Consider, link and discuss ideas and themes
Apply ideas from religious and world views thoughtfully
Investigate and explain why religious and world views matter
Enquire into and interpret ideas, sources and arguments
od is everywhere pt. 2
Consider, link and discuss ideas and themes
Apply ideas from religious and world views thoughtfully
Investigate and explain why religious and world views matter
Enquire into and interpret ideas, sources and arguments</td></tr>
<tr><td rowspan="2">History</td><td>Ancient Greece – a study of Greek life and achievements and their influence on the western world</td><td>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Changes in an aspect of social history – attitudes towards race and diversity – part 1</td><td>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Changes in education from the Victorians to modern day.</td><td></td><td>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Changes in an aspect of social history – attitudes towards race and diversity – part 2</td><td></td></tr>
<tr><td colspan="6">Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</td></tr>
<tr><td>PSHE</td><td>Feelings
How to manage strong feelings and set goals, managing the feelings associated with these.</td><td>Safety
Identify danger in the local community, keeping physically and emotionally safe, recognising and managing critical moments.</td><td>Healthy living, medicines and drugs
Understanding viruses & bacteria and how to reduce the spread, knowing the categories of drugs, what is illegal and not, about alcohol and its effects how to keep safe around drugs and alcohol.</td><td>Citizenship
About human rights and responsibilities, empathy, organisations for human rights, the laws on animals and human responsibilities to uphold these.</td><td>Relationships
Qualities of good friends, dealing with peer pressure, seeing others point of view, conflict resolution, being assertive, focussing on the person not the problem.</td><td>Growing up
about human reproduction as an adult activity, about what babies need, about physical and emotional changes at puberty and how these happen at different times, how to ask for help, about having autonomy over your body.</td></tr>
<tr><td>Music</td><td colspan="2">Steel Pans
Play and perform in solo and ensemble contexts playing a musical instrument with increasing fluency, accuracy control and expression.
Other group
Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</td><td colspan="2">Steel Pans
Listen with attention to detail and recall sounds with increasing aural memory
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<tr><td rowspan="2">PE</td><td colspan="2">• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
• take part in outdoor and adventurous activity challenges both individually and within a team
• compare their performances with previous ones and demonstrate improvement to achieve their personal best.
• Swimming – one class</td><td colspan="2">• use running, jumping, throwing and catching in isolation and in combination
• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
• compare their performances with previous ones and demonstrate improvement to achieve their personal best.
• perform dances using a range of movement patterns
• Swimming – one class</td><td colspan="2">• take part in outdoor and adventurous activity challenges both individually and within a team
• compare their performances with previous ones and demonstrate improvement to achieve their personal best.
• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</td></tr>
<tr><td colspan="6">• develop competence to excel in a broad range of physical activities
• are physically active for sustained periods of time
• engage in competitive sports and activities
lead healthy, active lives.</td></tr>
</table>

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Art	Drawing, painting & sculpture: Develop technique of sgraffito To be able to use a coil construction to build a form from clay Select from a number of ideas to create a composition and experiment with these e.g. what's interesting to you and the viewer	Drawing: To use different energies to explore the impact on a range of different marks e.g. fast, slow, light, heavy Develop layering techniques by using acetates, tracing paper and markers	Drawing, painting & printing: Develop a 3 colour relief print Select from a number of ideas to create a composition and experiment with these e.g. what's interesting to you and the viewer Understand the use of contrasting adjacent colours To be able to make their own viewfinder thinking about size and shape that suits them	Printing To be able to combine printing with painting/ drawing and collage	Work in the negative using graphite, rubbers, chalk on black paper e.g. cover with graphite rub out Select from a number of ideas to create a composition and experiment with these e.g. what's interesting to you and the viewer	Sculpture: To be able to work collaboratively to create a group sculpture
	Sketchbooks: To use their sketchbooks to compare and discuss ideas with others Thinking, speaking and evaluating: Increasing use of subject specific language to describe and discuss other artists work To know what they have learnt from something, and how they might use that learning in the future					
DT	DT runs through the curriculum. Every topic will cover the 3 elements of the design process (design, make and evaluate(including improving/adapting)) and key stage appropriate subject content from the national curriculum. Skills and technical knowledge are developed and built upon year on year through experience and evaluation.					
MFL	**Mi familia y yo** **Unit 9a and 9b** To say and recognise family words. To apply previously learned gender rules to family words and adjectives. To adapt the language they learn and use it to create something new. To remember a sequence of spoken words. To read familiar words and join in with a text. To join in with parts of a story from memory. To retell the story of *El Rábano Gigante* with correct pronunciation and intonation and using actions to emphasise the repetitive nature of the story.	**Mis Mascotas** **Unit 10** To say and understand nine pet words. To use their knowledge of English and cognates to work out new vocabulary. To use their knowledge of Spanish phonics to decode pet names. To write and say sentences saying which pet they have and what its name is. To make plurals of nouns end in vowels and nouns ending in consonants. Write familiar words and phrases using a model.	**Me encantan los deportes** **Unit 11a and 11b** To copy accurately in writing key words from this unit. To distinguish masculine from feminine nouns. To distinguish singular from plural nouns. To apply correct definite and indefinite articles using support. To find the key words in a short reading text To write short sentences about sports using an appropriate verb form. To write negative To sentences about sports To express opinions about sports with support.	**Que' tiempo hace?** **Unit 12** To **u**nderstand and say weather phrases. To say and recognise weather phrases in Spanish. To say what the weather is like in different parts of a country, using compass points. **Nume'ros grandes Unit 13** To count upwards from 31, using tens, hundreds and thousands. To say and write numbers from 31 upwards. To say and write prices in Euros and cents. To read a table giving distances in kilometres between Spanish cities.	**Que' hora es?** **Unit 14** To say and write the time in Spanish on the hour. To say and write the time in Spanish on the quarter hours. To say and write the time in Spanish every five minutes.	**Yo Soy Mu'sico** **Unit 15a and 15b** To express opinions about different styles of music. To justify their opinions using adjectives. To enhance their dictionary skills. To use their knowledge of English to decipher the names of instruments in Spanish. To sing "Yo soy músico" and make up their own verses using the instruments learned.

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Life	Learning	Laughter

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Area	Science	History	Geography	History	Literacy/PSHE	Geography
Possible Starting point for enquiry	Adaptability	World War Two	Mama Africa	Gentrification	Romans	Climate Change
Key Texts	"Floodlands" Marcus Sedgwick	"Friend or Foe" Michael Morpurgo	'The Garbage King' by Elizabeth Laird	"Boy in The Tower" - Polly Ho-Yen	"Escape from Pompeii" Christina Balit	"No One Is Too Small To Make a Difference" Greta Thunberg
Additional Texts		"The Lion and the Unicorn" Shirley Hughes "Jonny and the Bomb" Terry Pratchett "Goodnight Mister Tom" Michelle Magorian			"Tiger Tiger" By Lynne Reid Banks	
Possible Educational Visit/ Visitors	London Zoo	Imperial War Museum	Horniman Museum	Local area walk	Talk on Romans British Museum	Recycled modelling workshop
Science	<u>Evolution and inheritance</u> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<u>Electricity</u> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.			<u>Light</u> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	<u>Living things and their habitats/Animals including humans</u> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.
	<u>Working Scientifically</u> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.					

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Computing Studies	**We are adventure gamers (6.1)**: Making a text-based adventure game. **NC links (KS2)**: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	**We are publishers (6.6):** Creating a magazine, large collaborative project. **NC links (KS2)**: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly.	**We are travel writers (6.5)**: Using media and mapping to document a trip. **NC links (KS2)**: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly.	**We are advertisers (6.3)**: Creating a short television advert. **NC links (KS2)**: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**We are computational thinkers (6.2)**: Mastering algorithms for searching, sorting and mathematics. **NC links (KS2)**: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	**We are network technicians (6.4):** Exploring computer networks including the internet. **NC links (KS2)**: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Geog	Locational knowledge: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical Geography: physical geography, including: **climate zones, biomes and vegetation belts, rivers**, mountains, volcanoes and earthquakes, and the **water cycle** - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human geography: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Human geography: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Physical geography: - including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					

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RE		**Religious leaders** Collect and use information Consider, link and discuss ideas Apply ideas thoughtfully Investigate and explain ideas around religions and worldviews Interpret ideas and arguments Evaluate questions and arguments personally and critically **Similarities and differences** Collect and use information Consider, link and discuss ideas Apply ideas thoughtfully Investigate and explain ideas around religions and worldviews Interpret ideas and arguments In learning about and understanding religion and world views: Pupils can describe and make connections between different features if religions and worldviews they study. They can discover more about rituals and practices that mark important actions in lives and reflect on their own ideas about these.		**Art in Christianity** Collect and use information Consider, link and discuss ideas Apply ideas thoughtfully Investigate and explain ideas around religions and worldviews Interpret ideas and arguments In learning about and understanding religion and world views: Pupils can describe and make connections between different features if religions and worldviews they study. They can discover more about rituals and practices that mark important actions in lives and reflect on their own ideas about these **Easter support** Collect and use information Consider, link and discuss ideas Apply ideas thoughtfully Investigate and explain ideas around religions and worldviews Interpret ideas and arguments In learning about and understanding religion and world views: Pupils can describe and make connections between different features if religions and worldviews they study. They can discover more about rituals and practices that mark important actions in lives and reflect on their own ideas about these.	**What do people believe about life after death?** Collect and use information Consider, link and discuss ideas Apply ideas thoughtfully Investigate and explain ideas around religions and worldviews Interpret ideas and arguments **How do religions create celebrations?** Collect and use information Consider, link and discuss ideas Apply ideas thoughtfully Investigate and explain ideas around religions and worldviews Interpret ideas and arguments Evaluate questions and arguments personally and critically	
History		A local history study - WW2	A non-European society that provides contrasts with British history –Benin (West Africa) c. AD 900-1300.		The Roman Empire and its impact on Britain.	
	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.					
PSHE	**Feelings** Dealing with conflicting feelings, dealing with conflict, asking for help, negotiating and compromising.	**Safety** The difference between risks and hazards, mobile phone safety, local community safety, knowing there can always ask for help.	**Healthy living, medicines and drugs** About what happens to food inside people, about making goals to increase health, finding health information, about dependency and addiction, long term and short term harm and assessing risk.	**Citizenship** Issues such as wealth, greed and fairness, Fairtrade, different values, human rights and moral decisions, the media and challenges to cooperation.	**Relationships** Family values and their differences, about body language, about how we can affect others feelings, that attraction is more than being friends, how to resolve tension in networks,	**Growing up** About puberty and timescales, about how the media affects body image, about transitions, about how to get help.

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Music	Perform in ensemble contexts using instruments with increasing accuracy, fluency, control and expression and develop an understanding of the history of music: African Drumming building rhythmic skills. Beginning to maintain independent part.	Play and perform in ensemble contexts using instruments with increasing accuracy, fluency, control and expression and improvise and compose music for a range of purposes using the inter-related dimensions of music and appreciate and understand a wide range of high-quality recorded music: African Drumming learn performance pieces. Perform piece including independent parts. Compose drumming piece demonstrating different aspects of African drumming (call and response, solo)	Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations and listen with attention to detail and recall sounds with increasing aural memory: Ukulele Reading different notations. Beginning chords.	Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations and listen with attention to detail and recall sounds with increasing aural memory: Ukulele begin building simple chord progressions to perform pieces.	Improvise and compose music for a range of purposes using the inter-related dimensions of music: Composition use ukulele to compose a group song.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments: Performance. Prepare for end of term performances
PE	• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Swimming – one class		• use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • perform dances using a range of movement patterns • Swimming – both classes		• take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Swimming – one class	
	• develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives.					
Art	Drawing, painting & collage Choose combinations of media to fit the purpose of the drawing To be able to use interesting patterns and textures in their work	Painting & collage: To be able to use a wide range of techniques in their work To be able to mix a colour palette e.g. different oranges/ blues To be able to use a limited colour palette selected for a particular purpose To understand the historical context of an artist's work and how they fit into an artistic movement	Sculpture: To be able to choose a technique from those they know to create a sculpture To use a range of decorative techniques Can they create work which is open to interpretation by an audience Can they include both visual and tactile elements to their work	Printing: To make a 3 colour relief print To know how to make a simple screen print To use print in a mixed media way e.g. adding layers with different materials To understand how printmaking is used in various creative industries	Sculpture: To be able to choose a technique from those they know to create a sculpture To use a range of decorative techniques Can they create work which is open to interpretation by an audience Can they include both visual and tactile elements to their work	Drawing: Using magnifying glasses to do detailed drawings on a range of scales
	Sketchbooks: To compare their methods to those of others, keeping notes in their sketchbooks To keep notes on how and why they have adapted their work Thinking, speaking and evaluating: Can they explain and justify why they have combined different tools to create their art work To say what their work has been influenced by To understand the historical context of an artist's work and how they fit into an artistic movement					
DT	DT runs through the curriculum. Every topic will cover the 3 elements of the design process (design, make and evaluate (including improving/adapting)) and key stage appropriate subject content from the national curriculum. Skills and technical knowledge are developed and built upon year on year through experience and evaluation.					

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MFL	**En mi pueblo** **Unit 16a** To name places in town in Spanish. To say what there is and what there isn't in a town, using hay and no hay. To describe places using pequeño and grande.	**En mi pueblo** **Unit 16b** To identify infinitives from amongst other words. To identify infinitives in a dictionary. To write sentences with infinitives and places.	**En mi pueblo** **Unit 16c** To identify and pronounce the names of transports. To understand and write a short text using structures from the unit.		**Then and Now** **Unit 17** To understand the names of key places in town. To describe a present-day town and compare it with the past. To begin to use the 3rd person singular of the verbs haber, ser and estar in the imperfect tense. To use imperfect tenses había, era and estaba to say what a town used to be like. To describe masculine and feminine, singular and plural nouns accurately.	**Los Planetas** **Unit 18** To describe the position of the planets and some of their characteristics. To write short sentences in a mini-book. To decipher large numbers.