

CURRICULUM FRAMEWORK

CURRICULUM OVERVIEW- *KEY THREADS IDENTIFIED BELOW*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (cycle 1 -20/21)	Ourselves and Nursery Rhymes <i>London</i> <i>What do I know about me and my family?</i>	Celebrations and Food <i>Where does our food come from?</i>	Traditional Tales and Storytelling <i>What skills or lessons can we learn from traditional tales? (e.g stranger danger, perseverance)</i>	Buildings <i>Settlements</i> <i>What do different buildings look like?</i>	Animals <i>The Environment</i> <i>Which animals can I talk about?</i>	Water <i>Rivers</i> <i>What can I do with water?</i>
EYFS (cycle 2 -21/22)	Ourselves and Nursery Rhymes <i>London</i> <i>Can you find the words that rhyme?</i>	Light and Dark <i>What things create light?</i>	Stories and Storytelling <i>How many different ways can we tell stories?</i>	People who Help Us <i>Who can I ask for help?</i>	In the Garden <i>The Environment</i> <i>What do we find in a garden?</i>	Journeys <i>Rivers</i> <i>What are all the different ways I can get about?</i>
Rainbow (cycle 1 -20/21)	All About Me <i>London</i> <i>What are the differences between me and my grandparents?</i>		Heroines and Heroes <i>Conflict and Invasion</i> <i>How have people helped us have better lives?</i>		Saving Planet Earth <i>Rivers, The Environment</i> <i>What might the future be like if we don't look after our planet?</i>	
Rainbow (cycle 2 -21/22)	The Romans <i>London, Immigration, Conflict and Invasion, Democracy, Settlements</i> <i>How did the Romans change Europe?</i>		Chocolate (& The Maya) <i>Settlements</i> <i>How have the discoveries from the Maya shaped our lives today?</i>		Wild Weather <i>Rivers, The Environment</i> <i>How have the achievements of explorers impacted the world today?</i>	
Rainbow (cycle 3 -22/23)	London <i>London, Rivers, Settlements, Democracy</i> <i>What clues are there in London today about people that lived and events that happened before I was born?</i>		Explorers <i>Rivers, Immigration</i> <i>How have humans explored countries, continents and the globe?</i>		The Natural World <i>Rivers, The Environment</i> <i>Who and what do we share the Earth with?</i>	
Year 1	All About Me <i>London</i>		Heroines and Heroes <i>Conflict and Invasion</i>		Amazing Africa <i>Immigration, The Environment,</i>	

CURRICULUM FRAMEWORK

	<p><i>What are the differences between me and my grandparents?</i></p>	<p><i>How have people helped us have better lives?</i></p>	<p><i>Settlements</i> <i>What has Africa given to us?</i></p>
Year 2	<p>London <i>London, Rivers, Settlements, Democracy</i> <i>What clues are there in London today about people that lived and events that happened before I was born?</i></p>	<p>Explorers <i>Rivers, Immigration</i> <i>How have humans explored countries, continents and the globe?</i></p>	<p>The Natural World <i>Rivers, The Environment</i> <i>Who and what do we share the Earth with?</i></p>
Year 3	<p>Stone Age to Iron Age <i>The Environment, Settlements</i> <i>What was daily life like for a hunter/gatherer?</i></p>	<p>Ancient Egypt <i>Rivers, Settlements</i> <i>How different were the lives of the rich and the poor in Ancient Egypt?</i></p>	<p>Saving Planet Earth <i>Rivers, The Environment</i> <i>What might the future be like if we don't look after our planet?</i></p>
Year 4	<p>The Romans <i>London, Immigration, Conflict and Invasion, Democracy, Settlements</i> <i>How did the Romans change Europe?</i></p>	<p>The Maya <i>Settlements</i> <i>How have the discoveries from the Maya shaped our lives today?</i></p>	<p>Wild Weather <i>Rivers, The Environment</i> <i>How have the achievements of explorers impacted the world today?</i></p>
Year 5	<p>Vikings and Anglo Saxons <i>London, Conflict and Invasion, Settlements, Rivers</i> <i>Who were the Vikings and how did they change Britain?</i></p>	<p>Trade and Travel <i>Rivers, Immigration, Conflict, Democracy</i> <i>What are all the different ways the River Thames has been used throughout history?</i></p>	<p>Victorian London <i>London, Rivers</i> <i>How did Britain build its wealth during the Victorian Era?</i></p>
Year 6	<p>WW2 <i>London, Conflict and Invasion, Democracy</i> <i>Is it true to say that Britain won the Second World War?</i></p>	<p>Evolution and Inheritance <i>Immigration</i> <i>Should the work of Charles Darwin be celebrated today?</i></p>	<p>Greece <i>Democracy, Settlements</i> <i>How have the Ancient Greeks influenced our lives today?</i></p>

CURRICULUM FRAMEWORK

EYFS CYCLE 1 (2020-2021)

NURSERY	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Ourselves & Nursery Rhymes	Food	Traditional Tales & Storytelling	Buildings	Animals	Water
PSED – Making relationships	Seeks out others to share experiences (22-36) Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and adults (30-50)	Initiates play, offering cues to peers to come and join them (30-50)	Interested in others play and starting to join in (22-36) Can play in a group extending and elaborating play ideas e.g. role play activity (30-50)	May form a special relationship with another child (22-36) Keeps play going by responding to what others are saying or doing (30-50)	Shows affection and concern for people who are special to them (22-36)	
PSED – Self confidence and Self Awareness	Separates from main carer with support and encouragement from familiar adult (22-36) Is more outgoing towards unfamiliar people and more confident in new social situations (30-50)	Expresses own preferences and interests (22-36) Confident to talk to other children when playing and will communicate freely about own home and community (30-50)	Separates from main carer with support and encouragement from familiar adult (22-36) Can select and use activities and resources with help (30-50) Shows confidence in asking adults for help (30-50)	Expresses own preferences and interests (22-36) Welcomes praise and values praise for what they have done (30-50) Enjoys responsibility for carrying out small tasks (30-50)	Separates from main carer with support and encouragement from familiar adult (22-36)	Expresses own preferences and interests (22-36)
PSED – Managing Feelings and Behaviour	Shows understanding and cooperates with some boundaries and routines (22-36) Seeks comfort from familiar adult when needed (22-36) Can express own feelings such as sad, happy, cross, scared etc (22-36) Aware of own feelings and knows that some actions and words can hurt others (30-50)	Growing ability to distract self when upset (22-36) Responds to the feelings and wishes of others (22-36) Aware that some actions can hurt or harm others (22-36) Begin to accept the needs of others and can take turns and share resources, sometimes with support from others (30-50)	Shows understanding and cooperates with some boundaries and routines (22-36) Seeks comfort from familiar adult when needed (22-36) Can express own feelings such as sad, happy, cross, scared etc (22-36) Tries to help or give comfort when distressed (22-36) Can usually tolerate delay when needs are not immediately met, understands wishes may not always be met (30-50)	Growing ability to distract self when upset (22-36) Responds to the feelings and wishes of others (22-36) Aware that some actions can hurt or harm others (22-36) Can inhibit own actions/behaviours (22-36) Can adapt behavior to different events, social situations and changes in routine (30-50)	Shows understanding and cooperates with some boundaries and routines (22-36) Seeks comfort from familiar adult when needed (22-36) Can express own feelings such as sad, happy, cross, scared etc (22-36) Tries to help or give comfort when distressed (22-36)	Growing ability to distract self when upset (22-36) Responds to the feelings and wishes of others (22-36) Aware that some actions can hurt or harm others (22-36) Can inhibit own actions/behaviours (22-36)

CURRICULUM FRAMEWORK

PD – Moving and Handling	Objectives span daily activities and access to both indoor and outdoor space – children learn how to move around the environment safely in different ways and on different equipment, they develop their fine motor skills and begin to use scissors and paintbrushes with some control. They learn how to use a pencil to draw and form some letters.					
PD – Health and Self Care	Objectives span daily activities throughout the year – children learn how to use the toilet, feed themselves, dress themselves, wash their hands by themselves, communicate hunger/thirst/tiredness to familiar adults and how to be safe in the Nursery environment					
CL – Listening and Communication	Every day planned experiences give children opportunities to develop their communication and language skills. They learn to listen and respond to different sounds with interest and with growing attention. They enjoy rhymes and songs and start to join in with repeated refrains. They will listen to stories with more attention and recall. They become more attentive and learn to listen to others in small groups and can follow instructions as part of the whole class.					
CL - Understanding	Every day planned experiences give children opportunities to develop their communication and language skills. They begin to understand more complex sentences (such as 2 step instructions) and can understand ‘who’ ‘what’ ‘where’ in simple questions. They develop their understanding of simple concepts and what things are used for. They will respond to simple instructions.					
CL – Speaking	Every day planned experiences give children opportunities to develop their communication and language skills. When speaking children will quickly learn new words and expand their vocabulary in relation to their own experience. They will use gestures and talk to communicate and will enjoy using language to share feelings or experiences. They will ask simple questions and then start to give explanations. They will develop their sentence structures and start to use a range of tenses in their speech. They will use talk for pretend play, to explain what is happening, to retell familiar events and will be able to make themselves clearly understood.					
UW – People and Communities	Has a sense of own immediate family and relations (22-36) Learns that they have similarities and differences that connect them to and distinguish them from others (22-36) Knows some things that can make them unique and can talk about some of the similarities and differences in relation to friends and family (30-50)	In pretend play, imitates everyday actions and events from own family and cultural background (22-36) Remembers and describes special times for family or friends (30-50)	In pretend play, imitates everyday actions and events from own family and cultural background (22-36)	Beginning to have their own friends (22-36) Shows interest in different occupations and ways of life (30-50)	Shows interest in different occupations and ways of life (30-50)	Remembers and talks about significant events in their own experience (30-50)

CURRICULUM FRAMEWORK

<p>UW – The World</p>	<p>Enjoys playing with small world models such as a farm a garage or train track (22-36) Comments and asks questions about aspects of their familiar world (30-50) Developing an understanding of growth, decay and change over time (30-50)</p>	<p>Enjoys playing with small world models such as a farm a garage or train track (22-36) Talks about why things happen and how things work (30-50) Developing an understanding of growth, decay and change over time (30-50)</p>	<p>Enjoys playing with small world models such as a farm a garage or train track (22-36)</p>	<p>Notices detailed features of objects in the environment (22-36) Comments and asks questions about aspects of their familiar world such as the place they live (30-50) Can talk about some of the things that they have observed, such as animals, plants, natural and found objects (30-50) Shows care and concern for living things and the environment (30-50)</p>	<p>Notices detailed features of objects in the environment (22-36) Comments and asks questions about aspects of their familiar world such as the place they live or the natural world (30-50) Can talk about some of the things that they have observed, such as animals, plants, natural and found objects (30-50) Shows care and concern for living things and the environment (30-50) Developing an understanding of growth, decay and change over time (30-50)</p>	<p>Notices detailed features of objects in the environment (22-36) Comments and asks questions about aspects of their familiar world such as the place they live or the natural world (30-50) Can talk about some of the things that they have observed, such as animals, plants, natural and found objects (30-50) Developing an understanding of growth, decay and change over time (30-50) Shows care and concern for living things and the environment (30-50)</p>
<p>UW - Technology</p>	<p>Knows how to operate simple equipment e.g. turns on CD player and uses remote control (30-50) Shows an interest in technological toys with knobs and pullets or real objects such as cameras or phones (30-50)</p>		<p>Seeks to acquire basic skills in turning on and operating ICT equipment (22-36) Operates mechanical toys e.g. turns the knob on a wind up toy (22-36)</p>	<p>Shows skill in making toys work by pressing parts or lifting flaps to achieve sound effects or new images (30-50)</p>	<p>Knows information can be retrieved from computers (30-50)</p>	<p>Knows information can be retrieved from computers (30-50)</p>
<p>EAD – Exploring and Using Materials</p>	<p>Joins in favourite songs (22-36) Enjoys dancing and joining in with ring games (30-50) Beginning to move rhythmically (30-50) Uses various construction materials (30-50) Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects (30-50)</p>	<p>Joins in favourite songs (22-36) Creates sounds by banging, shaking, tapping or blowing (22-36) Sings a few familiar songs (30-50) Imitates movement in response to music (30-50) Beginning to be interested and describe the texture of things (30-50)</p>	<p>Experiments with blocks, colours and marks (22-36) Taps out simple rhythms (30-50) Explores colour and how colour can be changed (30-50)</p>	<p>Experiments with blocks, colours and marks (22-36) Joins construction pieces together to build and balance (30-50) Beginning to construct stacking blocks vertically and horizontally (30-50) Realises tools can be used for a purpose (30-50)</p>	<p>Beginning to be interested and describe the texture of things (30-50)</p>	<p>Joins in favourite songs (22-36) Shows an interest in the way that musical instruments sound (22-36) Explores and learns how sounds can be changed (30-50)</p>

CURRICULUM FRAMEWORK

<p>EAD – Being Imaginative</p>	<p>Beginning to use representation to communicate, eg drawing a line and saying that's me (22-36) Engages in role play based on own first hand experiences (30-50) Developing preferences for forms of expression (30-50)</p>	<p>Uses movement to express feelings (30-50) Creates movement in response to music (30-50) Notices what adults do, imitating what is observed and then doing it spontaneously (30-50)</p>	<p>Beginning to make believe by pretending (22-36) Uses available resources to create props for role play (30-50)</p>	<p>Beginning to make believe by pretending (22-36) Uses available resources to create props for role play (30-50) Notices what adults do, imitating what is observed and then doing it spontaneously (30-50) Builds stories around toys e.g. farm animals need rescuing (30-50)</p>	<p>Builds stories around toys e.g. farm animals need rescuing (30-50)</p>	<p>Captures experiences and responses with a range of media such as music, paint and other materials and words (30-50) Makes up rhythms (30-50) Sings to self and makes up simple songs (30-50)</p>
<p>Trips/Visits/ Projects/ Festivals and celebrations/Sig nificant People/Useful Websites</p>	<p>Baseline Assessment Birthdays – ages, timelines International Week Families, Family trees, baby photos, All about me bags project Different family cultures and nationalities round the world</p>	<p>Divali, Christmas, Bonfire Night, Halloween) Winter Concert for families Borough Market, Supermarket trip, Pizza Express Visitors – Chef/baker, parents to share food from their countries Garden School TB Reception starts The tropics by Henri Rousseau 1907 Jamie Oliver.</p>	<p>Library Trip, Discover Centre Stratford Storyteller visit Pancake Day Chinese New Year Unicorn Theatre</p>	<p>Local Area Walk – buildings and maps Easter Tower of London, Sky Garden, The Shard, Tower Bridge Junk modeling buildings – using different materials Holi Festival</p>	<p>Zoo, Surrey Docks Farm, Visit from reptile man Pets, guide dog visit Spring Fair Steve Irwin Ramadan/Eid</p>	<p>Trip on the River Thames, London Aquarium Sports Day, Graduation Monet- Water Lilies 1899. Making boats Floating and sinking Water in different forms – ice, steam etc Life in water – plants/other creatures Beach day - turn the playground into a beach for the day</p>
<p>Possible texts</p>	<p>Range of Nursery rhymes Round and round the garden. Little blue and little yellow. A chair for my grandma I don't want curly hair by Laura Ellen Anderson Bertie and Blue, The Girls, So Much The COlour Monster, The Family Book Super Duper You</p>	<p>Pass the Jam Jim, Lima's Red Hot Chilli, Mog's Christmas, Rama and Sita story, Jolly Christmas Postman, Handa's Surprise, Green Eggs and Ham, I will Not Ever Eat a Tomato, Bread and Jam for Frances, Mr Wolf's Pancakes, Recipe books, The Very Hungry Caterpillar, Oliver's Vegetables, Supertato, The Tiger who Came to Tea, The King Breakfast poem by AA Milne, Grandma Saturday soup.</p>	<p>Cinderella, Goldilocks, Jack and the Beanstalk, Red Riding Hood, Billy Goats Gruff, Gingerbread Man, Little Red Hen, The Elves and the Shoemaker. The Hare and the Tortoise Hansel and Gretel, Puss in Boots, Magic Porridge Pot, CHicken Licken</p>	<p>The Three Pigs, Crescent Moons and Pointed Minarets, If I built a House, Sandcastle that Lola Built, Iggy Peck Architect, Squash and a Squeeze The Journey (wordless book), The House that Jack built. Step inside homes through history. Let's build a house by Mick and Brita Manning. All kind of homes</p>	<p>Bear hunt, Brown Bear, Brown Bear, Owl Babies, Dear Zoo, Slinky Malinky/Hairy McLary, Rumble in the Jungle, Six Dinner Sid, You're Called What? Non fiction books about animals, Noah's Ark. The Ugly Duckling. The Town Mouse and the Country Mouse. Who's in the shed? Giraffes can't dance. We are going on a Lion Hunt</p>	<p>Rainbow Fish, The Snail and The Whale, Tiddler, Commotion in the Ocean, Pirates Love Underpants, A planet full of plastic, Captain Flinn and the Pirate Dinosaurs, Mr Gumpy's Outing Lost and Found, Somebody swallowed Stanley, Come away from the water, Andrew's bath, Tiddalik the frog Billy's bucket, Splash, Anna Hibiscus, Hooray for Fish</p>

CURRICULUM FRAMEWORK

		Feast for Ten, Yoko, Little Pea		The Pesky Rat, The Three Little Wolves and the big bad pig		
EVENTS	INTERNATIONAL WEEK – BHM CHARITY DAY – School Council WINTER CONCERT		SAFER INTERNET DAY WORLD BOOK DAY		SUMMER FAIR (Summer 1) SPORTS DAY (Summer 2) CHARITY DAY – Race for Life	

RECEPTION	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Ourselves and Nursery Rhymes	Food	Traditional Tales and Storytelling	Buildings	Animals	Water
PSED – Making relationships	Explains own knowledge and understanding and asks appropriate questions of others	Initiates conversations, attends to and takes account of what others say Children play co-operatively, taking turns with others	Takes steps to resolve conflicts with others e.g. finding a compromise Children show sensitivity to others needs and feelings and form positive relationships with adults and other children	Children take account of one another's ideas about how to organize activities		
PSED – Self confidence and Self Awareness	Can describe self in positive terms and talk about abilities		Confident to speak to others about own needs, wants, interests and opinions Children are confident to speak in a familiar group and will talk about their ideas	Children will choose the resources they need for activities and say when they do or don't need help	Children are confident to try new activities and say why they like some more than others	

CURRICULUM FRAMEWORK

<p>PSED – Managing Feelings and Behaviour</p>	<p>Aware of the boundaries set and of behavioural expectations in the setting</p>	<p>Understands that own actions affect other people eg becomes upset or tries to comfort another child when they realize they have upset them</p>	<p>Beginning to be able to negotiate and solve problems without aggression eg if someone has taken their toy</p> <p>Children talk about how they and others show feelings.</p>	<p>Children work as part of a group or class and understand and follow the rules</p> <p>They talk about their own and others behaviour and know that some behaviour is unacceptable</p>	<p>Children adjust their behaviour to different situations and take changes of routine in their stride</p>	<p>Children adjust their behaviour to different situations and take changes of routine in their stride</p>
<p>PD – Moving and Handling</p>	<p>Objectives span daily activities and access to both indoor and outdoor space – children learn how to move around the environment in a range of ways, they negotiate space safely, becoming more confident on climbing and balancing equipment. They develop their fine and gross motor skills using a range of equipment such as balls, beanbags etc. and are able to handle tools effectively including pencils for writing recognizable letters</p>					
<p>PD – Health and Self Care</p>	<p>Objectives span day-to-day provision. Children develop their independent self-care skills including dressing and using the toilet. They learn about how to keep physically healthy including what they need for a healthy diet. They understand the need to keep them safe and use equipment safely.</p>					
<p>CL – Listening and Attention</p>	<p>Every day children have opportunities to develop their communication and language skills. They learn to maintain attention and sit quietly when appropriate. They can do this in a range of situations. They develop their listening skills so that they can answer questions about stories and recall and retell main events. They are able to listen carefully and respond appropriately in a range of situations.</p>					
<p>CL – Understanding</p>	<p>Every day children have opportunities to develop their communication and language skills. They respond to instructions involving several ideas and understand humour. They develop their understanding of ‘how’ and ‘why’ questions and can answer them when they relate to their own experiences or stories.</p>					
<p>CL - Speaking</p>	<p>Every day children have opportunities to develop their communication and language skills. They continue to extend their vocabulary and use talk for a range of purposes – in role-play, to explain and organize thinking and to communicate with peers and adults. They become more confident when talking and show an awareness of their listener’s needs. They use a range of tenses correctly and develop narratives connecting ideas and events.</p>					

CURRICULUM FRAMEWORK

<p>UW – People and Communities</p>	<p>Enjoys joining in with family customs and routines</p> <p>Children talk about past and present events in their own lives and in the lives of their family members</p> <p>They know that other children do not always enjoy the same things and are sensitive to this</p>	<p>Enjoys joining in with family customs and routines</p> <p>Children talk about past and present events in their own lives and in the lives of their family members</p> <p>They know that other children do not always enjoy the same things and are sensitive to this</p> <p>Children know about the similarities and differences between themselves and others and among families, communities and traditions</p>		<p>Children know about the similarities and differences between themselves and others and among families, communities and traditions</p>		
<p>UW – The World</p>		<p>Looks closely at similarities and differences, patterns and change</p> <p>Children talk about features of their own immediate environment and how environments might differ</p> <p>Children make observations of animals and plants and explain why some things occur and talk about changes</p>		<p>Looks closely at similarities and differences, patterns and change</p> <p>Children talk about features of their own immediate environment and how environments might differ</p> <p>Children know about similarities and differences in relation to places, objects and living things.</p>	<p>Looks closely at similarities and differences, patterns and change</p> <p>Children make observations of animals and plants and explain why some things occur and talk about changes</p> <p>Children talk about features of their own immediate environment and how environments might differ</p> <p>Children know about similarities and differences in relation to places, objects and living things</p>	<p>Looks closely at similarities and differences, patterns and change</p> <p>Children make observations of animals and plants and explain why some things occur and talk about changes</p> <p>Children talk about features of their own immediate environment and how environments might differ</p> <p>Children know about similarities and differences in relation to places, objects and living things</p>

CURRICULUM FRAMEWORK

<p>UW - Technology</p>	<p>Uses ICT hardware to interact with age appropriate computer software</p> <p>Children recognize that a range of technology is used at home and at school</p> <p>E-safety – DigiDuck</p>	<p>Uses ICT hardware to interact with age appropriate computer software</p> <p>Children recognize that a range of technology is used at home and at school</p> <p>Typing games</p>	<p>Completes a simple program on the computer</p> <p>Bee-Bots</p>	<p>Completes a simple program on the computer</p> <p>Typing games</p>	<p>Children select and use technology for particular purposes</p>	<p>Children select and use technology for particular purposes</p> <p>Typing games</p>
<p>EAD – Exploring and Using Materials</p>	<p>Explores what happens when they mix colours</p> <p>Uses simple tools and techniques competently and appropriately</p>	<p>Begins to build a repertoire of songs and dances</p> <p>Manipulates materials to achieve a planned effect</p> <p>Uses simple tools and techniques competently and appropriately</p>	<p>Explores the different sounds of instruments and how to change them</p> <p>Constructs with a purpose in mind using a variety of resources</p> <p>Selects appropriate resources and adapts work where necessary</p>	<p>Begins to build a repertoire of songs and dances</p> <p>Explores the different sounds of instruments and how to change them</p> <p>Understands that different media can be combined to create new effects</p> <p>Manipulates materials to achieve a planned effect</p> <p>Constructs with a purpose in mind using a variety of resources</p> <p>Selects appropriate resources and adapts work where necessary</p>	<p>Experiments with different textures</p> <p>Selects tools and techniques needed to shape, assemble, and join materials</p>	<p>Begins to build a repertoire of songs and dances</p> <p>Experiments with different textures</p> <p>Understands that different media can be combined to create new effects</p> <p>Selects tools and techniques needed to shape, assemble, and join materials</p>
<p>EAD – Being Imaginative</p>	<p>Create simple representations of events, objects and people</p> <p>Chooses colours to use for a purpose</p> <p>Plays alongside children who are engaged in the same theme</p>	<p>Chooses colours to use for a purpose</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p>	<p>Introduces a storyline or narrative into their play</p> <p>Plays co-operatively as part of a group to act out a narrative</p>	<p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p>	<p>Plays co-operatively as part of a group to act out a narrative</p>	<p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p>

CURRICULUM FRAMEWORK

<p>Trips/Visits/ Projects/ Festivals and celebrations/Sign ificant People/Useful Websites</p>	<p>Baseline Assessment Birthdays – ages, timelines International Week Families, Family trees, baby photos, All about me bags project Different family cultures and nationalities round the world</p>	<p>Divali, Christmas, Bonfire Night, Halloween) Winter Concert for families Borough Market, Supermarket trip, Pizza Express Visitors – Chef/baker, parents to share dishes from their countries Garden School TB Reception starts The tropics by Henri Rousseau 1907. Jamie Oliver.</p>	<p>Library Trip, Discover Centre Stratford Storyteller visit Project floor books/display from topic Pancake Day Chinese New Year Unicorn Theatre</p>	<p>Local Area Walk – buildings and maps Easter Tower of London, Sky Garden, The Shard, Tower Bridge Junk modeling buildings – using different materials Holi festival</p>	<p>Zoo, Surrey Docks Farm, Visit from reptile man Pets Spring Fair Steve Irwin Guide Dog visit Ramadan/Eif</p>	<p>Trip on the River Thames, London Aquarium Sports Day Graduation Monet- Water Lilies 1899. beach day - turn the playground into a beach for the day</p>
<p>Possible texts</p>	<p>Range of Nursery rhymes Round and round the garden. Little blue and little yellow. A chair for my grandma I don't want curly hair by Laura Ellen Anderson Bertie and Blue, The Girls, So Much The COlour Monster, The Family Book Super Duper You</p>	<p>Pass the Jam Jim, Lima's Red Hot Chilli, Mog's Christmas, Rama and Sita story, Jolly Christmas Postman, Handa's Surprise, Green Eggs and Ham, I will Not Ever Eat a Tomato, Bread and Jam for Frances, Mr Wolf's Pancakes, Recipe books, The Very Hungry Caterpillar, Oliver's Vegetables, Supertato, The Tiger who Came to Tea, The King Breakfast poem by AA Milne, Grandma Saturday soup. Feast for Ten, Yoko, Little Pea</p>	<p>Cinderella, Goldilocks, Jack and the Beanstalk, Red Riding Hood, Billy Goats Gruff, Gingerbread Man, Little Red Hen, The Elves and the Shoemaker. The Hare and the Tortoise Hansel and Gretel, Puss in Boots, Magic Porridge Pot, CHicken Licken</p>	<p>The Three Pigs, Crescent Moons and Pointed Minarets, If I built a House, Sandcastle that Lola Built, Iggy Peck Architect, Squash and a Squeeze The Journey (wordless book), The House that Jack built. Step inside homes through history. Let's build a house by Mick and Brita Manning. All kind of homes The Pesky Rat, The Three Little WOLves and the big bad pig</p>	<p>Bear hunt, Brown Bear, Brown Bear, Owl Babies, Dear Zoo, Slinky Malinky/Hairy McLary, Rumble in the Jungle, Six Dinner Sid, You're Called What? Non fiction books about animals, Noah's Ark. The Ugly Duckling. The Town Mouse and the Country Mouse. Who's in the shed? Giraffes can't dance. We are going on a lion hunt</p>	<p>Rainbow Fish, The Snail and The Whale, Tiddler, Commotion in the Ocean, Pirates Love Underpants, A planet full of plastic, Captain Flinn and the Pirate Dinosaurs, Mr Gumpy's Outing Lost and Found, Somebody swallowed Stanley, Come away from the water, Andrew's bath, Tiddalik the frog Billy's bucket, Splash, Anna Hibiscus, Hooray for Fish</p>
<p>EVENTS</p>	<p>INTERNATIONAL WEEK – BHM CHARITY DAY – School Council WINTER CONCERT</p>		<p>SAFER INTERNET DAY WORLD BOOK DAY CLASS ASSEMBLY</p>		<p>SUMMER FAIR (Summer 1) SPORTS DAY (Summer 2) CHARITY DAY – Race for Life</p>	

CURRICULUM FRAMEWORK

EYFS CYCLE 2 (2021-2022) - OBJECTIVES REMAIN THE SAME FOR NURSERY AND RECEPTION

<u>NURSERY & RECEPTION</u>	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves & Nursery Rhymes	Light and Dark	Stories and Storytelling	People Who Help Us	In the Garden	Journeys
Trips/Visits/ Projects/ Festivals and celebrations/Significant People/Useful Websites	<p>Baseline Assessment</p> <p>Birthdays – ages, timelines</p> <p>International Week</p> <p>Families, Family trees, baby photos, All about Me bag project</p> <p>Different family cultures and nationalities round the world</p>	<p>(Divali, Christmas, Bonfire Night, Halloween)</p> <p>Winter Concert for families</p> <p>Seasons</p> <p>Starry Night by Vincent Van Gogh.</p>	<p>Pantomime</p> <p>Immersive story-telling</p> <p>Unicorn theatre, Library visit</p> <p>Book making</p> <p>Invite visitors/parents to come and tell their favourite story</p> <p>Chinese New Year, Pancake Day, Easter</p>	<p>Firefighters, Teddy Bear Hospital, Animal Carers, Dentists, Police, Lollipop lady, Nurse</p> <p>Trip to Sainsbury's</p> <p>Florence Nightingale, Mary Seacole</p>	<p>Insect person</p> <p>Garden/park visits</p> <p>Planting herbs, potatoes, flowers</p> <p>Caterpillars/butterflies</p> <p>Natural History Museum</p> <p>London Wetlands Centre</p> <p>HOorniman Museum</p> <p>Local Gardener</p>	<p>A riverboat trip, ride on the bus, cross Tower Bridge, visit bridge opening</p> <p>H&M Belfast.</p> <p>Neil Armstrong</p> <p>Tim Peake</p> <p>Transport for journeys, holidays</p>
Possible texts	<p>Range of Nursery rhymes</p> <p>Round and round the garden.</p> <p>Little blue and little yellow.</p> <p>A chair for my grandma</p> <p>I don't want curly hair by Laura Ellen Anderson</p> <p>Bertie and Blue, The Girls, So Much</p> <p>Super Duper You, The Colour Monster, The Family Book</p>	<p>The Grotlyn, Where the wild things are, A tale of two feathers, Divali, Oscar and the Moth, Can't You Sleep Little Bear?</p> <p>Owl babies, The Owl who was afraid of the Dark, Night Monkey Day</p> <p>Monkey, The Magic Sky, Rama and Sita</p>	<p>Julia Donaldson, Dr Zeuss, 1001 Arabian Nights, Hans Anderson Fairy Tales, Grimms Brothers, We're going on a bear hunt, Cuddly Dudley, Elmer</p>	<p>Through my window, The Jolly Postman, The Zoo Vet, Burglar Bill, Naughty Bus, Doctor Dog, Zog and the Flying Doctors, Non fiction books, Mog and teh Vet, After the Storm, The Lighthouse Keeper's Kunch</p>	<p>The Bad-tempered ladybird, The Very Hungry Caterpillar, The Tadpole's Promise, Superworm. The Very Greedy Bee. Oliver's fruit salad Oliver's vegetables. Jack and the beanstalk. The tiny seed</p>	<p>'The Journey', The way to school, Lost and found, The Train Ride, Whatever Next, Man on The Moon</p>

CURRICULUM FRAMEWORK

Possible music links	Heads, Shoulders, Knees and Toes Can you sing the song on your own? What other body parts can you name?			Early Years Song – People Who Help Us (Sue Bleazard) Listen to the song and list some people who can help us. Can you name any others?	In the Garden – Song for Children Listen to the song and watch the video. Name 3 things that you can find outdoors.	
	EVENTS	INTERNATIONAL WEEK – BHM CHARITY DAY – School Council WINTER CONCERT	SAFER INTERNET DAY WORLD BOOK DAY CLASS ASSEMBLY (RECEPTION)	SPRING FAIR (Summer 1) SPORTS DAY (Summer 2) CHARITY DAY – Race for Life		

RESOURCE BASE (RAINBOW CLASS)

The children follow individual programmes alongside the curriculum, these allow the children to meet the targets identified on their Education and Health Care Plans. The Curriculum is carefully planned to meet the needs of all the children and links closely with the topics taught in EYFS and Key Stage 1. Children who are integrating into mainstream classes will also follow the curriculum for that year group where appropriate.

CYCLE 1 (2020 - 2021)

	Autumn	Spring	Summer
Area of Learning	All About Me	Heroines and Heroes	Saving Planet Earth
Engaging Starting Points	Who we are and where we come from. Favourite foods- likes and dislikes. Our bodies- naming different parts of the body. Growing food, healthy eating, food from different cultures, where does food come from? Tasting different food. Shop/ restaurant role play Writing recipes, instructions, menus. Measuring – cooking, money- shopping. Trip to shop to buy food	<i>Continuing to develop chronology- use of language- past/ present. Recognising that events may be fictional or real.</i> Fictional Heroes and Heroines vs Real life Heroes and Heroines. People who help us - police, doctors, fire fighters, parents, family members	Forest School- Looking after our local environment

CURRICULUM FRAMEWORK

History			Study of significant people - Children to identify their own Heroines and Heroes- what makes someone a hero or heroine?		
Geography	identify seasonal and weather patterns. Use geographical vocabulary e.g. soil, farm, season, weather		Identify seasonal and weather patterns. Use geographical vocabulary e.g. soil, farm, season, weather	Locational knowledge using maps, globes, atlases, digital maps – South America. Latitude, longitude, tropic of capricorn. Place Knowledge of South America- similarities and differences to a place in the UK. Human and Physical Geography of Rainforests. Develop Geographical skills- use eight points of a compass and begin to use grid references. Understanding of climate.	
Science	Animals including humans, materials Planting- mustard/ cress.		Seasonal changes, plants	Animals including humans (Y1) Plants (Y3)	
Design and Technology/ ART/Music	Art: Drawing-line, shape. Self Portraits-Vincent Van Gogh Beautiful Oops-looking at lines-Mondrian Extend variety of drawing tools. Use drawing as a medium to develop and share ideas. Explore using lines and known geometric shapes to create. Draw people/faces accurately/ Self portrait	DT: Structures Investigating structure-homes To explore how built structures can be made stronger, stiffer and more stable.	Art: Colour-painting,space Artists:Kandinsky and Yayoi Kusama Use painting as a medium to develop and share ideas. Begin to mix colours. Know the primary colours. Use colour and space for effect. Use a range of materials creatively to design and make art work.	DT: Mechanisms – Make a moving toy using levers and sliders. To explore and use mechanisms (levers, sliders, wheels and axles) in products.	Music Can distinguish pulse and rhythm. Play instruments and use the voice in different ways as part of a class piece based on a story. Move appropriately to music. Play a short sound sequence with a partner using short and long sounds. Sing with good posture and breathing. Play a rhythmic line of a song
Computing	E-safety – Hector’s World 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. Digital Technology: Logging in and typing games. How to use technology safely and respectfully.		E-Safety Digital Literacy Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Introduction to data – learning that data can be presented in different ways. Representing data digitally e.g. bar charts and pictograms. (Maths) Computer Science: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs are executed by following precise and unambiguous instructions. <i>Espresso block coding – unit 1a</i>	E-Safety Digital Literacy: Purple Mash – Unit 1.6 Animated storybooks using 2CreateAStory. Creating, saving and retrieving digital content (English/Fact file on Africa) Computer Science:. Understanding what an algorithm is and creating simple programs. <i>Espresso block coding - unit 1b Simple Inputs ‘Obey My Command’</i>	

CURRICULUM FRAMEWORK

PSHE	Recipes from different cultures- bring from home. Link to international week/ Black History Month.	What is a hero/heroine?	Looking after plants and animals, looking after each other
PE			
Texts	Poetry, Me and you, Naughty Bus, Beegu, Cave Baby, The Jolly Postman, Burglar Bill , etc.	Traction Man, Send for a Superhero, I want my hat back , Princess and giant, Peter Pan, Pinocchio, Puss in Boots, 3 pigs, Me and You, Jack and the Beanstalk, Jim and the Beanstalk, Hansel and Gretel, Fairytales for Mr Barker, Goldilocks and just the 1 bear, Where the wild things are, Princess Smartypants, The Goldilocks Project, The Paper Bag Princess	The Story of Tutankhamun, Egyptian Cinderella, The day I swapped my Dad for a Goldfish, Reading- The heart and the bottle Horrible Histories Filming news reports, Diaries, fact files, news reports
Events	INTERNATIONAL WEEK – BHM CHARITY DAY – School Council	SAFER INTERNET DAY WORLD BOOK DAY	SUMMER FAIR (Summer 1) SPORTS DAY (Summer 2) CHARITY DAY – Race for Life

CYCLE 2 (2021 - 2022)

	Autumn	Spring	Summer
Area of Learning	Romans	Chocolate and The Maya	Wild Weather
Engaging Starting Points	Local walk- Roman features.	Chocolate tasting day	Weather observation in the garden- Weather station
History	Timeline to set the context. Use of different sources of historical information- including artefacts. Explore what it was like for children in Ancient Rome.	History of chocolate - when did it become popular?	Comparison of Great explorers- reason/ drive/ ambition/ training etc. Make a timeline of Shackleton's expedition. Look at the achievements of Matthew Henson – black African explorer (first person to stand on top of the world). Historical records – how do we know so much about this journey i.e. photographs, diary, newspaper reports (primary and secondary sources).

CURRICULUM FRAMEWORK

Geography	Settlement and land use- how was land use influenced by the Romans? Roman Roads – identify on maps- use to plan routes. Knowledge of Europe- using maps to locate countries. Compare and contrast-Pompeii (and surrounding area) in Italy with UK area(European study)		Cacao trees - where do they grow? What do they need? Climate. Countries where cacao is grown.	Exploring a world map – cold/hot countries and why? (equator, North & South poles) - How does a map show climate zones? world weather types. Drawing conclusions about locations around the world. Using a key and map coordinates. Exploring why and how maps show different features etc.	
Science	Sound Electricity		Animals including humans States of matter	Living things and their habitats	
Design and Technology/Art/ Music	<p>DT-cooking Making bread Exploring Roman foods-where they come from how they grow etc</p> <p>Cooking and nutrition— To understand and apply the principles of a healthy and varied diet. To prepare and cook basic savoury and sweet dishes using a range of cooking techniques.</p>	<p>Art- textiles Design pattern/motif and print/batik on fabric M.C Escher Orla Kiely Althea Mcnish</p> <p>Create visual texture using different marks and tools. Create patterns/ motifs with repeated mark making. Evaluate beginning to use artistic language. Compare different fabrics. Use tessellation to create work.</p>	<p>Music</p> <p>Improvise 4 phrase rhythms. Sing a pentatonic song. Perform a sound picture in a small group Tap a 4 beat rhythm accurately including quavers, crotchets and crotchet rest. Adapt and perform a playground song in a small group.</p>	<p>Art-painting, colour and mood Picasso-The Blue Period-investigate use of colour to convey mood</p> <p>Plan, create and evaluate a painting. Incorporate what has been found in the painting into creating something (colour and mood). Students refer to the sketch book and use it for planning. Evaluate by beginning to use artistic language.</p>	<p>DT-computer controlled Lego WeDo using programming to make a robot move</p> <p>To understand and use electrical systems such as simple circuits incorporating switches, bulbs, buzzers and motors.</p>
Computing	<p>E-Safety Identifying factors that affect search results, understanding the impact of cyberbullying, how to create a secure password, ways of reporting concerning content.</p> <p>Digital Literacy Selecting software to accomplish different goals, select, use and combine internet services. <i>Purple Mash – Unit 4.4 Writing for different audiences (History - Creating newspaper reports Romans)</i></p>		<p>Computer Science Use sequence, selection and repetition in programs. <i>Espresso Block Coding – Unit 4a Introduction to variables Design and create a program that accomplishes specific goals.</i> <i>Espresso Block Coding – Unit 4b Repetition and loops Use repetition and loops in a program</i></p>	<p>Digital Literacy Select a variety of software to accomplish given goals Select, use and combine internet services Analyse information Evaluate information Collect data Present data Purple Mash – Unit 4.3 Spreadsheets Crash Course Collect, present, analyse and evaluate data. (Summer Fair - Maths - Budgeting a stall)</p>	
PSHE			Healthy Eating	Looking after each other and keeping safe	
PE					

CURRICULUM FRAMEWORK

Texts	Romans (Usborne/Beginners), What the Roman did for us Who were the Romans? Horrible Histories- Rotten Romans,	Charlie and the Chocolate factory, The Hero Twins, The Chocolate Tree- a Mayan Folk Tale	Famous Explorers), Henry the Explorer, Picture History of Great Explorers
Events	INTERNATIONAL WEEK – BHM CHARITY DAY – School Council	SAFER INTERNET DAY WORLD BOOK DAY	SUMMER FAIR (Summer 1) SPORTS DAY (Summer 2) CHARITY DAY – Race for Life

CYCLE 3 (2022 - 2023)

	Autumn	Spring	Summer
Area of Learning	London	Explorers	Natural World
Engaging Starting Points	Walk of Great Fire of London sites London Landmarks	Data handling- modes of transport used - how do you get to school? How do you visit family? How do you go to the park? Disney's "Up" .	Forest school sessions in garden
History	Study of events beyond living memory , and significant events . How buildings have changed, comparing London- now and then. Study of Samuel Pepys and a significant event- Great Fire of London – make timeline of events. History of firefighters Kings and Queens who is the Queen? How long has she reigned? Royal buildings- timelines. Guy Fawkes and Bonfire Night/ Gunpowder Plot.	Changes within living memory- transport. Study of a significant individual- Transport inventor or Explorer- how have they contributed to national achievements? How transport has changed- historical study (old and new) Differences and similarities in the experiences of the great explorers studied. Key facts about the explorers experience.	Significant person – Marianne North, Charles Darwin
Geography	Maps and landmarks in London- linked to the Great Fire of London, Royal buildings, Houses of Parliament. Use maps and atlases to identify the UK.	Name and locate continents and oceans/seas, use atlases and globes etc. Name and locate countries and capitals of the UK. How do we travel across different countries? Local transport and features- e.g. River, train and tube. Use aerial photos/ plans and devise maps. Local transport maps. Use compass directions (N, S, E and W), locational and directional language (near / far / left/ right) to describe the location of features and routes on a map. use messy maps to create/ recreate routes	Understand that the world is spherical. Similarities and differences – comparing the UK with a contrasting non-European country. Identifying Oceans/ continents on a map. Comparing where different animals live- land and water Oceans and Continents. Comparing animal habitats.
Science	Everyday materials Animals including humans	Plants	Living Things and their properties

CURRICULUM FRAMEWORK

<p>Design and Technology/Art/Music</p>	<p>Music Sing soh/me phrases following teacher's hand signs. Follow symbols to play percussion instruments. Perform a song in a small group in two ways, eg. loud and soft. Has played 4 beat rhythms using quavers and crotchets accurately in a group</p>	<p>DT: Mechanisms – use wheels and axles to design a mode of transport to carry a load over an uneven surface without damaging it.</p> <p>To explore and develop the use of mechanisms (levers, sliders, wheels and axles) in products.</p>	<p>ART: Drawing, charcoal, chalk, pastels City-scape and the night sky – buildings (silhouettes) , sky, Artist study: Kara Walker Exploration of other/new materials i.e. charcoal, chalk, pastels proportion Discuss use of shadows and light and dark Sketch to make records Darken colours without using black To make as many tones of one colour as possible</p>	<p>DT: Cooking and Nutrition- design a healthy smoothie</p> <p>To understand the principles of a healthy and varied diet. To begin to understand where food comes from and use the principles of a healthy diet to prepare and create their own dishes.</p>	<p>ART: Pattern and sculpture Fish Scales Shell patterns Use a range of materials creatively to design and make art work. Create repeated patterns. Create using imagination through painting. Create collages and model with clay (shells)</p>
<p>Computing</p>	<p>E- Safety – Lee & Kim Understand where to go for help – identifying trusted adults. Use technology respectfully – understand what behaviour others value both online and off. Digital Literacy Recognise common uses of information technology beyond school <i>Purple Mash Unit 2.3 Spreadsheets Crash Course using 2Calculate – Organising digital content (English/History)</i></p>	<p>Computer Science Create and debug simple programs Espresso coding Use Beebot to create a coding sequence <i>Year 2 Unit 2a</i> <i>Different sorts of inputs</i> Use logical reasoning to predict the behaviour of simple programs. <i>Year 2 Unit 2b Buttons and instructions</i></p>	<p>Digital Literacy Photo Story/Animation/Stop Motion Studio (iPad) –Natural world topic Purple Mash – Creating leaflets Manipulating digital content Purple Mash Unit 2.8 Presenting Ideas Organising and manipulating digital content <i>(Science - presenting information on animals and their habitats)</i></p>		
<p>PSHE</p>	<p>Where we live and relationships. Similarities and differences</p>		<p>Looking after the world and each other</p>		
<p>PE</p>					
<p>Texts</p>	<p>Katie in London, The Great Fire of London, diary entries, non-Chronological reports. A walk in London, The Big picture book of London, Guy Fox- The Fire of London</p>	<p>Into the Forest, Rosie Revere, engineer, Amelia Earhart biography, The Owl and the Pussycat, Sydney, Stella and the moon</p>	<p>The Tadpole’s Promise, The Journey Home, The House held up by Trees, Wolves, Ocean meets Sky</p>		
<p>Events</p>	<p>INTERNATIONAL WEEK – BHM CHARITY DAY – School Council</p>	<p>SAFER INTERNET DAY WORLD BOOK DAY</p>	<p>SUMMER FAIR (Summer 1) SPORTS DAY (Summer 2) CHARITY DAY – Race for Life</p>		

CURRICULUM FRAMEWORK

YEAR 1

	Autumn Term Topic	Spring Term Topic	Summer Term Topic
Subjects	All About Me	Heroines and Heroes	Amazing Africa
History	<p>Awareness of the past, chronology, vocabulary etc. Changes within living memory. – Changes to ourselves and changes in the local area. Study of a significant person.</p> <p>Develop awareness of the past and key vocabulary/ sources, Study of artefacts from the past- e.g. toys- what do they tell us about the past? How have toys changed?</p> <p>Significant people- Mary Seacole, Florence Nightingale, Key Vocabulary: Past, time, change, present, timeline, then, now, old, new, family tree, artefact, sources</p> <p>PS: I can explain how I have changed since I was born I can spot old and new things in a picture I can explain how some people have helped us to have better lives I can use words and phrases like: old, new and a long time ago I can explain what an object from the past might have been used for I can ask and answer questions about old and new objects I can recognise that some objects belonged to the past</p>	<p>Continuing to develop chronology- use of language- past/ present. Recognising that events may be fictional or real. Fictional Heroes and Heroines vs Real life Heroes and Heroines.</p> <p>Study of significant people- Children to identify their own Heroines and Heroes- what makes someone a hero or heroine? examples: Albert Mackenzie, Charles Babbage, Isambard Kingdom Brunel (local people), Captain Tom Moore (recent), Malala (young), Emma Gonzales</p> <p>Key Vocabulary: Past, time, change, present, timeline, then, now, old, new, source,</p> <p>PS: I can explain how some people have helped us to have better lives I can use words and phrases like: old, new and a long time ago</p>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time. Celebrate African heritage within the class/school community. My African family history.</p> <p>Significant People- Nelson Mandela Key Vocabulary: history, heritage, relative, ancestor, Great African Kings and Queens: Queen of Sheba, Queen Aminatu King Musa Keita, King Sonni Ali (Shongai Empire)</p>
Geography	<p>Use field work and observational skills to study geography of our school and grounds, key features of the local area and geographical vocabulary, weather charts (introduce). Use maps and atlases to identify UK. Use compass directions, directional language. Use aerial photos/ plans and devise maps. Use simple fieldwork skills- geography of school grounds and surrounding area.</p> <p>Key Vocabulary: City, Town, Street, House, Building, Flats, School, Shop, Office, Market, Season, Weather</p> <p>PS: I can keep a weather chart and answer some questions about the weather I can explain where I live and tell someone my address I can name the four countries in the UK and locate them on a map I can name some of the main towns and cities in the UK.</p>	<p>Geographical Skills and Fieldwork: using stories, use simple compass directions (NSEW) and directional language (left, right, near, far) to describe the location of features and routes on a map. Devise simple maps (messy mapping) use and construct basic symbols in a key) Identify seasonal and daily weather patterns- link to Science topics.</p> <p>Key vocabulary e.g. house, office, shop, castle, forest, weather (sun, cloud, rain, warm, cold etc), directional language (North, South, East, West, Left, Right, Near, Far), map, symbol, key, directions, seasons (Autumn, Winter, Spring, Summer) etc.</p> <p>PS: I can explain how the weather changes throughout the year and name the seasons (Link to Science)</p>	<p>Develop place knowledge- continents and countries – including comparison of London as a capital city to a non-European capital city (Nairobi-Kenya). Locate country on world map/globe- identify continents and oceans (particularly oceans around Africa). Identify animals that live in Kenya begin to explain the concept of endangered species. Ask geographical questions - Where is it? How near/far is it? Describe and compare human and physical features. Identify weather patterns in hot and cold areas of the world. Use maps and atlases to identify UK as well as African countries.</p> <p>Key vocabulary- continent, ocean, country, equator, north, south, coast, hill, mountain, sea, river, soil, valley, vegetation, weather, city, town, village, farm, factory, house,</p> <p>PS: I can keep a weather chart and answer some questions about the weather I can name the four countries in the UK and locate them on a map I can explain where I live and tell someone my address I can explain some of the main things that are in hot and cold places</p>

CURRICULUM FRAMEWORK

						<p>I can name the four countries in the UK and locate them on a map</p> <p>I can name some of the main towns and cities in the UK</p>
Science	<p>Animals including humans Pupils should be taught:</p> <ul style="list-style-type: none"> 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 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Key Vocabulary: fish, reptiles, mammals, birds, amphibians (+ examples of each), herbivore, omnivore, carnivore, leg, arm, elbow, head, ear, nose, back, wings, beak</p>	<p>Everyday Materials Pupils should be taught to:</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made 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. <p>Key Vocabulary: Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth</p>	<p>Seasonal Changes Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p>Key Vocabulary: Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark</p>	<p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>Key Vocabulary: Deciduous, Evergreen trees, Leaves, Flowers (blossom), Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem</p>	<p>Animals including humans Pupils should be taught:</p> <ul style="list-style-type: none"> 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. <p>Key Vocabulary: fish, reptiles, mammals, birds, amphibians (+ examples of each), herbivore, omnivore, carnivore, leg, arm, elbow, head, ear, nose, back, wings, beak</p>	Local/National Issue
	<p>Working Scientifically Questions</p> <p>Comparative testing: https://www.ogdentrust.com/resources/working-scientifically-comparative-testing</p> <p>Pattern seeking: https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking</p> <p>Research: https://www.ogdentrust.com/resources/working-scientifically-research</p> <p>Observing over time: https://www.ogdentrust.com/resources/working-scientifically-observing-over-time</p> <p>Identifying and classifying: https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying</p> <p>Ideas over time: https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time</p>					
Design and Technology/ ART/Music	<p>Art: Drawing-line, shape. Self Portraits-Vincent Van Gogh Beautiful Oops-looking at lines-Mondrian Extend variety of drawing tools. Use drawing as a medium to develop and share ideas. Explore using lines and known geometric shapes to create. Draw people/faces accurately/ Self portrait</p>	<p>DT: Structures Investigating structure-homes To explore how built structures can be made stronger, stiffer and more stable.</p>	<p>Art: Colour-painting,space Artists:Kandinsky and Yayoi Kusama Use painting as a medium to develop and share ideas. Begin to mix colours. Know the primary colours. Use colour and space for effect. Use a range of materials creatively to design and make art work.</p>	<p>DT: Mechanisms – Make a moving toy using levers and sliders. To explore and use mechanisms (levers, sliders, wheels and axles) in products.</p>	<p>Music Can distinguish pulse and rhythm. Play instruments and use the voice in different ways as part of a class piece based on a story. Move appropriately to music. Play a short sound sequence with a partner using short and long sounds. Sing with good posture and breathing. Play a rhythmic line of a song</p>	

CURRICULUM FRAMEWORK

<p>Computing/ PSHE (SMSC & P4C)</p>	<p>Relationships:</p> <ul style="list-style-type: none"> • I know about people who care for me, for example my parents, siblings, grandparents, friends, teachers • I know the role these different people play in children's lives and how they care for them • I understand what it means to be a family and how families are different for example, single parents, same sex parents etc. • I know the importance of telling someone if I am worried about something in my family <ul style="list-style-type: none"> • I know there are situations when someone's body or feelings might hurt and who to go for help • I know how to respond if being touched makes feel uncomfortable or unsafe 	<p>E-safety – Hector's World 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. Revisited each unit</p> <p>Digital Literacy Purple Mash-unit 1.9 Technology outside school Logging in and typing games. How to use technology safely and respectfully. DL – Recognize uses of information technology outside of school</p>	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> • I understand what it means to be healthy and why it is important. • I know how to take care of myself on a daily basis. • I know about basic hygiene routines for example regular hand washing • I know about healthy and unhealthy foods including sugar intake • I know about physical activity and how it keeps people healthy • I know about different types of play, including balancing indoor, outdoor and screen-based play • I know about people who can help me to stay healthy such as my parents, doctors, nurses, dentists, Midday Meal Supervisors 	<p>E-Safety Computer Science: <i>Begin with Bee-bot unit and move to Espresso Block Coding Unit 1b Simple Inputs</i> <i>CS – Understand what algorithms are, create simple programs</i></p>	<p>Living in the Wider World:</p> <ul style="list-style-type: none"> • I can list examples of rules in different situations, for example, class rules, rules outside and rules at home. • I understand that different people have different needs • I know how we care for people, animals and other living things in different ways • I know how to look after the environment for example, recycling • I know about people whose jobs it is to help us in the community • I know about different jobs and the work people do 	<p>E-Safety Information Technology Introduction to Data unit-see computing map. IT - Create content and present ideas IT - Store and retrieve digital content</p>
<p>PE</p>	<p>Multi-skills</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Multi-skills (LPESN)</p>	<p>Invasion Games</p>	<p>Athletics</p>
<p>RE What does it mean to Belong?</p>	<p>What does it mean to belong to Christianity?</p>	<p>Why do Christians celebrate Christmas?</p>	<p>How do you belong to Hinduism?</p>	<p>How do you belong to Islam?</p>	<p>How do you belong to Sikhism?</p>	<p>How do you live well?</p>
<p>Trips/Visits/ Projects/ Useful Websites</p>	<p>Local studies- our school and community. Museum of Childhood Visit from Doctor, firefighters, police, parents to talk about their jobs Trip to City Farm/ Surrey Docks, reptile/ animal visit. Link to Christmas play- donkey/ sheep etc.</p>		<p>Tate Modern (Art)</p>	<p>Drama workshop, Trip to the Zoo- Horniman Museum https://www.bbc.co.uk/teach/class-clips-video/pshe-evfs-ks1-go-letters-continent-of-africa/zfv7d6f https://www.bbc.co.uk/bitesize/clips/zmqtf8</p>		
<p>Possible texts Texts in bold-on Literacy Tree</p>	<p>Poetry, Me and you, Naughty Bus, Beegu, Cave Baby, The Jolly Postman, Burglar Bill, The Odd Egg, There's a Boy Like Me, Super Duper You, I am Perfectly Designed Texts in bold-on Literacy Tree</p>		<p>Traction Man, Send for a Superhero, I want my hat back, Princess and Giant, Peter Pan, Pinocchio, Puss in Boots, 3 pigs, Me and You, Jack and the Beanstalk, Jim and the Beanstalk, Hansel and Gretel, Fairytales for Mr Barker, Goldilocks and Just the 1 Bear, Where the wild Things Are, Princess Smartypants, The Goldilocks Project, Billy and the Beast*</p>		<p>We're going on a Lion Hunt, The Hunter, African Tales, Anansi the Spider, Africa is not a Country, Bringing the rain to the Kapiti Plain, Mama Panya's Pancakes, Handa's Hen, Handa's Noisy Night, One Day on our Blue Planet: In the Savannah, Amazing Africa</p>	

CURRICULUM FRAMEWORK

Possible music links	This is Me – The Greatest Showman What is the song about? Why is this important?	I Need a Hero – Bonnie Tyler Can you describe how the song makes you feel? The song is about a male superhero; can women be superheroes too?	African Rhythms – Relax with Nature (YouTube) What instruments can you name? When do you think this type of music was performed?
Events	International Week- Black History Month International Evening Charity Day – School Council Christmas Production	Safer Internet Day World Book Day Class assembly	Summer Fair Sports’ Day - Race for Life

YEAR 2

	Autumn Term Topic	Spring Term Topic	Summer Term Topic
Subjects	London	Explorers	The Natural World
History	<p>Study of events beyond living memory, and significant events. How buildings have changed, comparing London- now and then. Study of Samuel Pepys and a significant event- Great Fire of London – make timeline of events. History of firefighters Kings and Queens who is the Queen? How long has she reigned? Royal buildings- timelines. Guy Fawkes and Bonfire Night/ Gunpowder Plot. Key Vocabulary: Sources, compare, same, different, change, old, past, before, then, now, sequence, events, timelines, earlier, later Significant people: Samuel Pepys, Kings and Queens of England (The Queen), Guy Fawkes PS: I can use words and phrases like: before, after, past, present, then and now. I can research the life of a famous person from the past using different sources of evidence I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later</p>	<p>Changes within living memory- transport. Study of a significant individual- Transport inventor or Explorer- how have they contributed to national achievements? How transport has changed- historical study (old and new) Differences and similarities in the experiences of the great explorers studied. Key facts about the explorers experience. Understand the chronology of the historical period the explorers lived. Timelines of famous explorers and their journeys- link to modes of transport used. Key Vocabulary: Sources, compare, same, different, change, old, past, before, then, now, sequence, events, timelines, earlier, later Significant people: Elijah McCoy, Amelia Earhart, Jessica Watson, Christopher Columbus, Ibn Battuta Matthew Henson - polar explorer Compare and contrast the way Edmund Hillary and Tenzing Norgay’s achievements were recognised after simultaneously reaching Everest’s summit. PS: I can use words and phrases like: before, after, past, present, then and now I can research the life of a famous person from the past using different sources of evidence I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later I can answer questions using books and the internet</p>	<p>Significant person – Marianne North, Charles Darwin PS: I can use words and phrases like: before, after, past, present, then and now</p>

CURRICULUM FRAMEWORK

<p>Geography</p>	<p>Maps and landmarks in London- linked to the Great Fire of London, Royal buildings, Houses of Parliament. Use maps and atlases to identify the UK. Use aerial photos/ plans and devise maps (and messy maps). Use simple fieldwork skills. Maps of London- link to walk- recognise landmarks- devise maps and use symbols in a key.</p> <p>Key Vocabulary: map, globe, capital city, city, town, river, factory, sea, houses, port, bridge, landmarks, symbols, key</p> <p>PS: I can name the capital cities of England, Wales, Scotland and Ireland</p> <p>I can find where I live on the map of the UK</p> <p>I can say what I like and do not like about the place I live in</p> <p>I can say what I like and do not like about a different place</p>		<p>Name and locate continents and oceans/seas, use atlases and globes etc. Name and locate countries and capitals of the UK. How do we travel across different countries? Local transport and features- e.g. River, train and tube. Use aerial photos/ plans and devise maps. Local transport maps. Use compass directions (N, S, E and W), locational and directional language (near / far / left/ right) to describe the location of features and routes on a map. use messy maps to create/ recreate routes</p> <p>Key Vocabulary: river, route, map, transport, atlas, globe, hill, mountain, sea, ocean, station, street, road, lane, port, airport, harbour (Human Features/ Physical Features)</p> <p>PS: I can describe some of the features of an Island</p> <p>I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valle</p> <p>I can name the world oceans and locate them on a map</p>	<p>Understand that the world is spherical. Similarities and differences – comparing the UK with a contrasting non-European country. Identifying Oceans/ continents on a map. Comparing where different animals live- land and water Oceans and Continents. Comparing animal habitats. News reports- natural world and environment. Develop fieldwork skills including use of aerial photos, devising maps (and messy maps). Identifying weather patterns and hot/ cold places on globe (North and South Poles). Use and follow simple compass directions, directional language.</p> <p>Key Vocabulary: North/ South Pole, Equator, Climate, Ocean, Sea, Beach, Cliff, River, Season, Weather, Hot, Cold, Soil, Valley, Hill, Farm</p> <p>PS: I can describe a place outside Europe using Geographical words</p> <p>I can explain how an area has been spoilt or improved and give reasons</p> <p>I can explain the facilities that a village, town and city may need and give reasons</p> <p>I can name the world oceans and locate them on a map</p>		
<p>Science</p>	<p>Everyday materials and their uses</p> <p>Pupils should be taught</p> <ul style="list-style-type: none"> ♣ 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. <p>Key Vocabulary: Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foil</p>	<p>Animals including humans</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ 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. <p>Key Vocabulary: Survival, Water, Air, Food, Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene</p>	<p>Plants</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ 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. <p>Key Vocabulary: Seeds, Bulbs, Water, Light, Temperature, Growth</p>		<p>Living things and their habitats</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ 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. <p>Key Vocabulary:</p>	<p>Local/National Issue</p>

CURRICULUM FRAMEWORK

					<p>Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert</p>	
<p>Design and Technology/Art/Music</p>	<p>Music Sing soh/me phrases following teacher's hand signs. Follow symbols to play percussion instruments. Perform a song in a small group in two ways, eg. loud and soft. Has played 4 beat rhythms using quavers and crotchets accurately in a group</p>	<p>DT: Mechanisms – use wheels and axles to design a mode of transport to carry a load over an uneven surface without damaging it.</p> <p>To explore and develop the use of mechanisms (levers, sliders, wheels and axles) in products.</p>	<p>ART: Drawing, charcoal, chalk, pastels City-scape and the night sky – buildings (silhouettes) , sky, Artist study: Kara Walker Exploration of other/new materials i.e. charcoal, chalk, pastels Proportion Discuss use of shadows and light and dark Sketch to make records Darken colours without using black To make as many tones of one colour as possible</p>	<p>DT: Cooking and Nutrition- design a healthy smoothie</p> <p>To understand the principles of a healthy and varied diet. To begin to understand where food comes from and use the principles of a healthy diet to prepare and create their own dishes.</p>	<p>ART: Pattern and sculpture Fish Scales Shell patterns Use a range of materials creatively to design and make art work. Create repeated patterns. Create using imagination through painting. Create collages and model with clay (shells)</p>	
<p>Working Scientifically Questions Comparative testing: https://www.ogdentrust.com/resources/working-scientifically-comparative-testing Pattern seeking: https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking Research: https://www.ogdentrust.com/resources/working-scientifically-research Observing over time: https://www.ogdentrust.com/resources/working-scientifically-observing-over-time Identifying and classifying: https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying Ideas over time: https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time</p>						

CURRICULUM FRAMEWORK

<p>Computing/ PSHE (SMSC & P4C)</p>	<p>Relationships:</p> <ul style="list-style-type: none"> • I know how to be a good friend, e.g. kindness, listening, honesty • I know about different ways that people meet and make friends • I know strategies for positive play with friends, e.g. joining in, including others, etc. • I know about reasons that cause arguments between friends • I know how to positively resolve arguments between friends • I know what bullying is and different types of bullying • I understand how someone may feel if they are being bullied • I know how to resist pressure to do something that feels uncomfortable or unsafe 	<p>E- Safety – Lee & Kim Understand where to go for help – identifying trusted adults. Use technology respectfully – understand what behaviour others value both online and off. Revisited each unit</p> <p>Computer Science Espresso coding Year 2 Unit 2a Different sorts of inputs CS - Understand algorithms are implemented as programs CS - Understand that programs follow precise instructions CS – Debug simple programs CS - Predict the behaviour of simple programs</p>	<p>E-Safety Information Technology Data and Information Purple Mash Unit 2.3 Spreadsheets Crash Course using 2Calculate IT - organise digital content IT –manipulate digital content</p>	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> • I know that I need routines and habits for maintaining good physical and mental health • I understand why sleep and rest are important for growing and keeping healthy • I understand that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • I know the importance of regularly brushing teeth and visiting the dentist • I know about food and drink that can affect dental health • I can describe how my needs and body change as I grow up • I can identify and name the main parts of the body 	<p>E-Safety Digital Literacy Information Technology Creating Media (Science - presenting information on animals and their habitats) Purple Mash Unit 2.8 Presenting Ideas IT - organize digital content IT –manipulate digital content</p>	<p>Living in the Wider World:</p> <ul style="list-style-type: none"> • I know that I can be part of different groups and the role I play in these groups: class, teams, faith groups etc. • I understand the rights and responsibilities that I have in school and the wider community • I understand how a community can help people from different groups to feel included • I can recognise that I belong to different communities as well as the school community • I recognise that all members of my community are equal, and ways in which they are the same and different • I recognise the purpose and value of the internet in everyday life
<p>PE</p>	<p>Fitness</p>	<p>Gymnastics</p>	<p>Tudor dancing</p>	<p>Running and jumping/multi-skills</p>	<p>Attack and defend games</p>	<p>Athletics (Sports day events)</p>
<p>RE Can stories change people?</p>	<p>Why did Jesus tell stories?</p>	<p>Forgiveness Special Books</p>	<p>How do we know Easter is coming?</p>	<p>What special story is told at Easter?</p>	<p>Special foods and fasting</p>	<p>Where does the world come from?</p>
<p>Trips/Visits/ Projects/ Useful Websites</p>	<p>Trips to Monument and Museum of London. Walk of Great Fire of London sites London Landmarks</p>		<p>Data handling- modes of transport used</p>		<p>Natural History museum, Seaside/ Forest</p>	
<p>Possible texts Texts in bold-on Literacy Tree</p>	<p>Katie in London, The Great Fire of London, diary entries, non-Chronological reports. A walk in London, The Big Picture Book of London, Guy Fox- The Fire of London</p>		<p>Into the Forest, Rosie Revere, Engineer, Amelia Earhart biography, The Owl and the Pussycat, Sydney, Stella and the moon</p>		<p>The Tadpole’s Promise, The Journey Home, The House held up by Trees, Wolves, Ocean meets Sky, Bingo and the Burlbies</p>	

CURRICULUM FRAMEWORK

Possible music links	Coronation Anthem What instruments can you hear? How do you feel when you listen to the music? How does the music change when the singers begin?	KS1 Music: History – Christopher Columbus and Ferdinand Magellan (BBC Bitesize) What can you tell me about the explorers from listening to the lyrics?	This is Nature – Save The Earth (HiDino Kids) Why is it important to preserve nature? What can we do to help save the natural world?
Events	International Week – Black History Month International Evening Charity Day – School Council Christmas Production	Safer Internet Day World Book Day Class assembly	Summer Fair, Sports’ Day - Race for Life

YEAR 3

	Autumn Term Topic	Spring Term Topic	Summer Term Topic
Subjects	Stone Age to Iron Age	The Egyptians	Saving Planet Earth
History	<p>Changes in Britain from the Stone Age to the Iron Age. Using time line to develop understanding of chronology. Local archaeology. Changes in Britain from the Stone Age to the Iron Age.</p> <p>Significant people: Bog Man/ Lindow man, Mary Anning</p> <p>PS: I can describe events from the past using dates when things happened</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened</p> <p>I can use my mathematical knowledge to work out how long ago events happened</p> <p>I can use research skills to find answers to specific historical questions</p>	<p>Achievements of early civilisations, Using a timeline, developing chronology linked to prior learning. overview of where first civilisations appeared and in depth study of Ancient Egypt.</p> <p>Significant people: Howard Carter, Tutankhamun</p> <p>PS: I can research in order to find similarities and differences between two or more periods of history</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people</p> <p>I can use research skills to find answers to specific historical questions</p>	<p>The rainforest, conservation, recycling and endangered species. Exploring Change over time.</p> <p>Significant People – Chico Mendes, Greta Thunberg</p> <p>PS: I can describe events from the past using dates when things happened</p>

CURRICULUM FRAMEWORK

<p>Geography</p>	<p>Fieldwork skills- early maps. Where were early settlements and why? Messy maps of early settlements. Devise keys. Types of settlement and land use. Identify physical characteristics and changes to these over time. Compare to where we live today- why do we live where we live? How did we get here? Key Vocabulary: rivers, sea, coast, hills, valleys, climate, weather, stones, rocks, soil, vegetation, farming, trade, natural resources- food and water PS: I can name a number of countries in the Northern Hemisphere I can name and locate the capital cities of neighbouring European countries. I can name the areas of origin of the main ethnic groups in the UK in our school.</p>		<p>Locating Egypt on a map/ atlas- use of grid references, mapping a trip to Egypt, trip down the Nile, landmarks. Developing knowledge and vocabulary of Physical geography- features of Egypt, Nile delta Key Vocabulary: river, delta, sea, ocean, continent, country, climate, weather, vegetation, settlement, northern hemisphere, equator, PS: I can use grid references on a map I can use an atlas by using the index to find places I can use some basic Ordnance Survey map symbols</p>	<p>Locational knowledge using maps, globes, atlases, digital maps – South America. Latitude, longitude, tropic of capricorn. Place Knowledge of South America- similarities and differences to a place in the UK. Human and Physical Geography of Rainforests. Develop Geographical skills- use eight points of a compass and begin to use grid references. Understanding of climate, vegetation, water cycle, trade links. Fieldwork skills/ maps/ atlases/ compass points etc. Use fieldwork to collect rainfall/ temperatures and compare to rainforest. Key Vocabulary: Climate zones, biomes, vegetation belts, rivers, water cycle, land ue, trade links, natural resources, food, water PS: I can use the correct geographical words to describe a place I can devise a key to describe features on a map I can locate the Tropic of Cancer and the Tropic of Capricorn I can describe the main features of a rainforest I can explain where rainforests are found and locate them on a map.</p>		
<p>Science</p>	<p><u>Forces and magnets</u> Pupils should be taught to: § 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, Key Vocabulary:</p>	<p><u>Light</u> Pupils should be taught to: § 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 Key Vocabulary: Light, shadows, mirror, reflective, dark, reflection</p>	<p><u>Animals including humans</u> Pupils should be taught to: § 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. Key Vocabulary: Movement, muscles, bones, skull, nutrition, skeletons</p>	<p><u>Rocks and Fossils</u> Pupils should be taught to: § 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 Key Vocabulary: Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, Absorbent</p>	<p><u>Plants</u> Pupils should be taught to: § 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. Key Vocabulary: Air, light, water, nutrients, soil, reproduction,</p>	<p>Local/National issue</p>

CURRICULUM FRAMEWORK

	Magnetic, force, contact, attract, repel, friction, poles, push, pull				transportation, dispersal, pollination, flower	
<p>Working Scientifically Questions Fair testing: https://www.ogdentrust.com/assets/general/working-scientifically-fair-tests-compressed.pdf Observing over time: https://www.ogdentrust.com/resources/working-scientifically-observing-over-time Pattern seeking: https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking Identifying and classifying: https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying Research: https://www.ogdentrust.com/resources/working-scientifically-research Ideas over time: https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time</p>						
Design and Technology/Art /Music	<p>DT-Structures Photograph frames</p> <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Art-sculpture Study of Andy Goldsworthy</p> <p>Plan, create and evaluate a sculpture based on artist/sculptor studied. Pattern in the environment. Shape, form, model and construct.</p>	<p>Music</p> <p>Sing soh/me/lah phrases following teacher's hand signs Create and perform a descriptive piece of music in a group. Develop in a class ostinato building piece using instruments Work out and write rhythm notation the rhythm of one line of a known song, Find the melody of known songs.</p>	<p>Art-drawing-tone, texture, shading Study of Frida Kahlo, Henri Rousseau (Tiger)</p> <p>Experiment with different pencils.(texture, shading,tone) Close observation in drawings. Draw both positive and negative shapes. Initial sketches as a preparation for painting. Incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space.</p>	<p>DT-Mechanisms-motorised scuttlers</p> <p>Using a motorised mechanism- children design and create a beetle or lizard that scuttles to move.</p> <p>To understand and use mechanical systems such as levers and linkages.</p>	
Computing/ PHSE	<p>Relationships (refer to R&PHSE)</p> <ul style="list-style-type: none"> I recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents I understand that being part of a family provides support, stability and love I know about the positive aspects of being part of a family, such as spending time together and caring for each other I know about the different ways that people can care for 	<p>E-Safety SMART Crew – Know how to use technology responsibly and what behaviour is concerning online and how to report these concerns to a trusted adult. Revisited each unit Computer Science-Programming Espresso Coding Year 3 Unit 3a Sequence and animation CS – Write programs that accomplish specific goals CS – Use sequence in programs CS – Work with various forms of input and output</p>	<p>Health and Wellbeing (refer to R&PHSE)</p> <ul style="list-style-type: none"> I know about the choices that people make in daily life that could affect their health I can identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) I know what can help people make healthy choices and what might negatively influence them I know about habits and that sometimes they can be maintained, changed or stopped I can identify the positive and negative effects of habits, 	<p>E-Safety Information Technology-Creating Media Stop motion Animation IT – Present information IT – Design and create content <i>(History presentation on Ancient Egyptians)</i></p>	<p>Living in the Wider World (refer to R&PHSE)</p> <ul style="list-style-type: none"> I know the reasons for rules and laws in wider society I understand the importance of abiding by the law and what might happen if rules and laws are broken I know what human rights are and how they protect people I can identify basic examples of human rights including the rights of children I know have rights and also responsibilities I understand that with every right there is also a 	<p>E-Safety Information Technology Data and Information Purple Mash – Unit 3.6 Branching Databases IT – Use a variety of software to accomplish specific goals IT - Collect and present information <i>(Yes / No databases based on knowledge of topic)</i></p>

CURRICULUM FRAMEWORK

	each other e.g. giving encouragement or support in times of difficulty		such as regular exercise or eating too much sugar, on a healthy lifestyle		responsibility e.g. the right to an education and the responsibility to learn • I understand how the internet can be used positively for leisure, for school and for work	
RE How are symbols important in religion?	How did Jesus and Buddha make people stop and think?	What is the significance of light?	How do Jews celebrate their beliefs at home and at the synagogue?	How and why do Hindu's celebrate Holi?	What can we learn about special symbols and signs used in special religions?	What do Sikh sayings tell us about Sikh beliefs?
PE	Football	Fitness	Indoor Athletics	Gymnastics	Tennis	Athletics (Sports Day events)
French	<p>RB - Moi - All about me Simple greetings • Making simple statements (about name and age) • Asking simple questions (about name and age) • Numbers 1–10 Core Language: • Bonjour! Salut! • Ça va? • Ça va bien/mal. Et toi? • Au revoir • Monsieur, Madame • oui/non • Je m'appelle • Comment tu t'appelles? • Voici ... • un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix • Quel âge as-tu? • J'ai sept/huit ans</p>	<p>RB - Jeux et Chansons • Responding to a song in French • Understanding simple instructions • Making a game Numbers 11–20 • Simple instructions • Expressing preference • Singular and plural nouns • onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt • Combien de ...? • Je préfère • é, er, ez • Silent -s (simple plurals) • on, oi</p>	<p>SNS - Moi - All about me Simple greetings • Making simple statements (about name and age) • Asking simple questions (about name and age) • Numbers 1–10 Core Language: • Bonjour! Salut! • Ça va? • Ça va bien/mal. Et toi? • Au revoir • Monsieur, Madame • oui/non • Je m'appelle • Comment tu t'appelles? • Voici ... • un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix • Quel âge as-tu? • J'ai sept/huit ans</p>	<p>TB - Moi - All about me Simple greetings • Making simple statements (about name and age) • Asking simple questions (about name and age) • Numbers 1–10 Core Language: • Bonjour! Salut! • Ça va? • Ça va bien/mal. Et toi? • Au revoir • Monsieur, Madame • oui/non • Je m'appelle • Comment tu t'appelles? • Voici ... • un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix • Quel âge as-tu? • J'ai sept/huit ans</p>	<p>SNS - Jeux et Chansons • Responding to a song in French • Understanding simple instructions • Making a game Numbers 11–20 • Simple instructions • Expressing preference • Singular and plural nouns • onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt • Combien de ...? • Je préfère • é, er, ez • Silent -s (simple plurals) • on, oi</p>	<p>TB - Jeux et Chansons • Responding to a song in French • Understanding simple instructions • Making a game Numbers 11–20 • Simple instructions • Expressing preference • Singular and plural nouns • onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt • Combien de ...? • Je préfère • é, er, ez • Silent -s (simple plurals) • on, oi</p>
	<p>Listening: I can understand single words. I can understand short, simple statements. I can accurately transcribe single words.</p>	<p>Speaking: I can repeat single words that I hear. I can make simple statements. I can answer simple questions.</p>	<p>Reading: I can understand single words. I can understand short, simple statements.</p>	<p>Writing: I can copy words correctly. I can complete sentences by inserting single, familiar words. I can translate simple words into French.</p>		

CURRICULUM FRAMEWORK

	I can translate single words into English.		
Trips/Visits/ Projects/ Useful Websites	Museum of London, local parks (to create art with the autumn leaves)	The British Museum, Soane Collection	London Zoo/ Kew Gardens/ Tate Modern/ Horniman Museum. Planting at Potters Fields
Possible texts Texts in bold-on Literacy Tree	The First Drawing , Poetry, Fossil- picture book, Stone Girl, Bone Girl (about Mary Anning) ,Stone Age Boy. Ug: Boy Genius of the Stone Age, Stig of the Dump,	The Story of Tutankhamun, The day I Swapped My Dad for a Goldfish, The heart and the bottle , Horrible Histories, Cinderella of the Nile	The Vanishing Rainforest, The Great Kapok Tree, Where the Forest meets the Sea, The Tear Thief , The Invisible Boy
Possible music links	Shamanic Tones – Sounds of our Eldest Ancestors (YouTube) What were the instruments made out of? Why was music important to people of the Stone Age?	Ancient Egyptian Music – Land of the Pharaohs (YouTube) When was music performed in traditional Ancient Egyptian culture? Why did they mostly use rhythm and chants?	Circle of Life – The Lion King What is the circle of life? Why is it imperative that we protect life on Earth?
Events	International Week- Black History Month, International Evening, Talent show, charity day-School Council	Safer Internet Day, World Book Day, Class Assembly	Summer Fair, Sports Day- Race for Life,

YEAR 4

	Autumn Term Topic	Spring Term Topic	Summer Term Topic
Subjects	The Romans	The Maya	Wild Weather
History	<p>The Roman Empire and its impact on Britain today. Local History, Romans in London. Britain's Settlement by Anglo-Saxons- withdrawal of the Romans/ fall of the Roman Empire. Timeline to set the context. Use of different sources of historical information- including artefacts. Explore what it was like for children in Ancient Rome. Explore own interests e.g: battles/confilcts, entertainment, education, slavery, food, buildings, inventions etc. Reference the Roman's use of slaves.</p> <p>Significant People: Boudicca</p> <p>PS: I can plot events of a timeline using centuries</p>	<p>Study of a non-European society that contrasts with British History- Maya Civilization AD 900. Early trade and fair trade- compare trade now and then. What evidence do we have to know what life was like? Use a timeline to set context. Reference the slave trade that evolved from this and colonisation (Spanish conquest).</p> <p>Significant People: Roald Dahl, John Cadbury, Tim Berners-Lee</p> <p>PS: I can explain how historic items and artefacts can be used to help build up a picture of the past I can explain how an event from the past has shaped our lives today</p>	<p>Comparison of Great explorers- reason/ drive/ ambition/ training etc. Make a timeline of Shackleton's expedition. Look at the achievements of Matthew Henson – black African explorer (first person to stand on top of the world). - research his history of how he escaped racial violence by the KKK to move to Washington DC and then went to sea at 12 years old.</p> <p>Historical records – how do we know so much about this journey i.e. photographs, diary, newspaper reports (primary and secondary sources). Significant People: Ernest Shackleton, Matthew Henson</p> <p>PS: I can research two versions of an event and explain how they differ</p>

CURRICULUM FRAMEWORK

	<p>I can use my mathematical skills to round up time differences into centuries and decades</p> <p>I can explain how historic items and artefacts can be used to help build up a picture of the past</p> <p>I can explain how an event from the past has shaped our lives today</p> <p>I can explain some of the times when Britain has been invaded</p> <p>I can research what it was like for children in a given period of history and present my findings to an audience</p>	<p>I can plot events of a timeline using centuries</p> <p>I can use my mathematical skills to round up time differences into centuries and decades</p>	<p>I can explain how historic items and artefacts can be used to help build up a picture of the past</p>			
<p>Geography</p>	<p>Develop locational knowledge of the UK and Europe- using maps. Identify which cities / towns have Roman origins/ history. How do we know? Identify equator and other significant latitude/ longitude. Settlement and land use- how was land use influenced by the Romans? Roman Roads – identify on maps-use to plan routes. Knowledge of Europe- using maps to locate countries and identify latitude and longitude. Compare and contrast-Pompeii (and surrounding area) in Italy with UK area(European study)</p> <p>Key Vocabulary: UK, Europe, Italy, map/atlas/globe/digital maps, rivers, mountains, coasts, Tropic of Cancer, town, city, village, distribution of natural resources (food, water, energy, minerals), settlements, land use</p> <p>PS:I can carry out research to discover features of villages, towns or cities</p> <p>I can explain the difference between the British Isles, Great Britain and the UK</p> <p>I can name some of the main Islands that surround the UK</p> <p>I know the countries that make up the EU</p> <p>I can find at least six cities in the UK on a map using keys, co-ordinates, index etc</p> <p>I can plan a journey to a place in England</p>	<p>Develop place knowledge- revise knowledge of South America from Year 3. Understanding of physical geography. Characteristics of places- vocabulary and understanding of topographical features. Identify equator and other significant latitude/ longitude. Links to crops, farming, trade links and settlements.</p>	<p>Exploring a world map – cold/hot countries and why? (equator, North & South poles) - How does a map show climate zones? world weather types. Drawing conclusions about locations around the world. Using a key and map coordinates. Exploring why and how maps show different features etc. Understand and describe the key aspects of volcanoes and earthquakes. Mapping Shackleton’s journey (England to South Georgia)- physical maps and messy maps. Using Fieldwork skills to collect weather data. Describing what it would be like to live in extreme weather conditions/ places where earthquakes/hurricanes etc. are more likely etc.</p> <p>Key Vocabulary: climate zones, hot/cold/temperate/arid etc. Volcano, earthquake, mountain, rocks, fault, pressure, landscape, settlement, minerals, mining, weather, typhoon, storm, cyclone, monsoon, tornado, hurricane etc.</p> <p>PS: I can collect and accurately measure information (rainfall, temperature etc.)</p> <p>I can explain why people may be attracted to live in cities and why people may choose to live in one place rather than another</p> <p>I can describe how volcanoes are created and I can locate some of the world’s most famous volcanoes</p> <p>I can describe how earthquakes are created</p>			
<p>Science</p>	<p>Sound</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ identify how sounds are made, associating some of them with something vibrating ♣ recognise that vibrations from sounds travel through a medium to the ear 	<p>Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 	<p>Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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, 	<p>States of Matter</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 	<p>Living things and their Habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 	<p>Local/National Issue</p>

CURRICULUM FRAMEWORK

	<ul style="list-style-type: none"> ♣ 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. <p>Key Vocabulary: Volume, Vibration, Wave, Pitch, Tone, Speaker</p>	<ul style="list-style-type: none"> ♣ 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 <p>Key Vocabulary: Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators</p>	<p>identifying producers, predators and prey</p> <p>Key Vocabulary: Mouth, Tongue, Teeth, Oesophagus, Stomach, Small, Intestine, Large Intestine, Herbivore, Carnivore, Canine, Incisor, Molar</p>	<p>happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> ♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Key Vocabulary: Solid, Liquid, Gas, Evaporation, Condensation, Particles, Temperature, Freezing, Heating</p>	<ul style="list-style-type: none"> ♣ recognise that environments can change and that this can sometimes pose dangers to living things <p>Key Vocabulary: Vertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Invertebrates, Snails, Slugs, Worms, Spiders, Insects, Environment, Habitats</p>	
	<p>Working Scientifically Questions</p> <p>Fair testing: https://www.ogdentrust.com/assets/general/working-scientifically-fair-tests-compressed.pdf Observing over time: https://www.ogdentrust.com/resources/working-scientifically-observing-over-time Pattern seeking: https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking Identifying and classifying: https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying Research: https://www.ogdentrust.com/resources/working-scientifically-research Ideas over time: https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time</p>					
<p>Design and Technology/Art /Music</p>	<p>DT-cooking Making bread Exploring Roman foods-where they come from how they grow etc</p> <p>Cooking and nutrition— To understand and apply the principles of a healthy and varied diet. To prepare and cook basic savoury and sweet dishes using a range of cooking techniques.</p>	<p>Art- textiles Design pattern/motif and print/batik on fabric M.C Escher Orla Kiely Althea Mcnish</p> <p>Create visual texture using different marks and tools. Create patterns/ motifs with repeated mark making. Evaluate by beginning to use artistic language. Compare different fabrics. Use tessellation to create work.</p>	<p>Music and Drumming</p> <p>Improvise 4 phrase rhythms. Sing a pentatonic song. Perform a sound picture in a small group Tap a 4 beat rhythm accurately including quavers, crotchets and crotchet rest. Adapt and perform a playground song in a small group.</p>	<p>Art-painting, colour and mood Picasso-The Blue Period-investigate use of colour to convey mood</p> <p>Plan, create and evaluate a painting. Incorporate what has been found in the painting into creating something (colour and mood). Students refer to the sketch book and use it for planning. Evaluate by beginning to use artistic language.</p>	<p>DT-computer controlled Lego WeDo using programming to make a robot move</p> <p>To understand and use electrical systems such as simple circuits incorporating switches, bulbs, buzzers and motors.</p>	

CURRICULUM FRAMEWORK

Computing/ PHSE	Relationships (refer to R&PHSE) <ul style="list-style-type: none"> • I know about the features of positive healthy friendships such as mutual respect, trust and sharing interests • I know strategies to build positive friendships • I know how to seek support with relationships if I feel lonely or excluded • I know how to communicate respectfully with friends when using digital devices • I understand how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone I don't know • I know what to do or whom to tell if I am worried about any contact online 	E-Safety Identifying factors that affect search results, understanding the impact of cyberbullying, how to create a secure password, ways of reporting concerning content. Revisited each unit Computer Science-Programming Espresso Block Coding – Unit 4a Introduction to variables CS – Use selection in programs CS – Use logical reasoning to detect and correct errors in programs CS – Design and create a program CS – Design programs that accomplish specific goals <i>(History - Creating newspaper reports Romans)</i>	Health and Wellbeing (refer to R&PHSE) <ul style="list-style-type: none"> • I can identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • I know what good physical health means and how to recognise early signs of physical illness • I know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • I know how to maintain oral hygiene and dental health, including how to brush and floss correctly • I know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	E-Safety Digital Literacy-computer systems and networks Journey Inside a Computer Unit – see Planning and Resources BBC - How does the internet work? Significant person: Tim Berners-Lee DL – Understand the opportunities computer networks offer for communication and collaboration CS – Understand computer networks including the internet	Living in the Wider World (refer to R&PHSE) <ul style="list-style-type: none"> • I know the meaning and benefits of living in a community • I recognise that I belong to different communities as well as the school community • I know about the different groups that make up and contribute to a community • I know about the individuals and groups that help the local community, including through volunteering and work • I know how to show compassion towards others in need and the shared responsibilities of caring for them • I know that everything shared online has a digital footprint 	E-Safety Information Technology-Data and Information Purple Mash - Unit 4.3 Spreadsheets IT – Analyse and evaluate information IT – Collect and present data IT – Select a variety of software to accomplish given goals <i>(Summer Fair - Maths - Budgeting a stall)</i>
RE What is special to me and the people in my community?	How and why do Hindus worship in the home and in the Mandir?	Why is the Bible special for Christians?	What religions are represented in our neighbourhood?	Why is Easter important to Christians?	What makes me the person I am?	What happens when someone gets married?
PE	Fitness	Multiskills	Benchball	Gymnastics	OAA	Athletics
French	RB- On y va! Making statements (about travel) <ul style="list-style-type: none"> • Describing the weather • Days of the week Core Language: Je vais à l'école <ul style="list-style-type: none"> • à pied • en voiture/vélo/bus • Où vas-tu? • Je vais ... • en Belgique/France 	RB - L'argent de poche <ul style="list-style-type: none"> • Expressing opinions about likes and dislikes • Expressing likes and dislikes (about food and toys) Justification of opinions • Numbers 21–39 <ul style="list-style-type: none"> • Simple prices • C'est + adjective <ul style="list-style-type: none"> • avoir: négative je n'ai pas • de after negative 	SNS - On y va! Making statements (about travel) <ul style="list-style-type: none"> • Describing the weather • Days of the week Core Language: Je vais à l'école <ul style="list-style-type: none"> • à pied • en voiture/vélo/bus • Où vas-tu? • Je vais ... • en Belgique/France 	TB - On y va! Making statements (about travel) <ul style="list-style-type: none"> • Describing the weather • Days of the week Core Language: Je vais à l'école <ul style="list-style-type: none"> • à pied • en voiture/vélo/bus • Où vas-tu? • Je vais ... • en Belgique/France 	SNS - L'argent de poche <ul style="list-style-type: none"> • Expressing opinions about likes and dislikes • Expressing likes and dislikes (about food and toys) Justification of opinions • Numbers 21–39 <ul style="list-style-type: none"> • Simple prices • C'est + adjective <ul style="list-style-type: none"> • avoir: négative je n'ai pas • de after negative 	TB - L'argent de poche <ul style="list-style-type: none"> • Expressing opinions about likes and dislikes • Expressing likes and dislikes (about food and toys) Justification of opinions • Numbers 21–39 <ul style="list-style-type: none"> • Simple prices • C'est + adjective <ul style="list-style-type: none"> • avoir: négative je n'ai pas • de after negative

CURRICULUM FRAMEWORK

	<ul style="list-style-type: none"> • Il fait chaud/froid/beau/ mauvais • Il fait du soleil / du vent • Il pleut • lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche 	<ul style="list-style-type: none"> • J'adore • Je déteste • ça • vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt sept, vingt-huit, vingt-neuf, trente, etc • C'est combien? • un euro • C'est super, magnifique, fantastique • Je n'ai pas de ... • in • Revision of nasal sounds 	<ul style="list-style-type: none"> • Il fait chaud/froid/beau/ mauvais • Il fait du soleil / du vent • Il pleut • lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche 	<ul style="list-style-type: none"> • Il fait chaud/froid/beau/ mauvais • Il fait du soleil / du vent • Il pleut • lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche 	<ul style="list-style-type: none"> • J'adore • Je déteste • ça • vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt sept, vingt-huit, vingt-neuf, trente, etc • C'est combien? • un euro • C'est super, magnifique, fantastique • Je n'ai pas de ... • in • Revision of nasal sounds 	<ul style="list-style-type: none"> • J'adore • Je déteste • ça • vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt sept, vingt-huit, vingt-neuf, trente, etc • C'est combien? • un euro • C'est super, magnifique, fantastique • Je n'ai pas de ... • in • Revision of nasal sounds
	<p>Speaking: I can understand more complicated words. I can understand longer statements. I can transcribe shorter sentences.</p>	<p>Listening: I can pronounce familiar words accurately. I can speak in full sentences on familiar topics. I can ask questions and answer those using full sentences.</p>	<p>Reading: I can understand more complicated words. I can understand longer statements. I can translate simple sentences into English</p>	<p>Writing: I can copy short sentences correctly. I can spell familiar words from memory. I can translate short, simple sentences into French.</p>		
Trips/Visits/ Projects/ Useful Websites	Trips to Lullingstone, Museum of London. British Museum. All Hallows Church. Local walk- Roman features.		Hotel Chocolat, Chocolate factory		Maritime Museum (Shackleton exhibition), Natural History Museum - earthquake experience	
Possible texts Texts in bold-on Literacy Tree	Boudicca strikes back, Weslandia , Horrible Histories- Rotten Romans, The Roman Record, Mouse, Bird, Snake, Wolf, Icenii Village, Escape from Pompeii		Charlie and the Chocolate factory, The Hero Twins, The Chocolate Tree- a Mayan Folk Tale, The Mayan Project		Shackleton's Journey , Race to the Pole - documentary extracts, Trapped by the Ice, Incredible Journeys , Survivors	
Possible music links	Roman Rhythm/Roman Horns (YouTube) Why did they make and use horns? What was the purpose? Who played them?		Chocolate Explorers – Charlie and the Chocolate Factory (remake) What is the overall tone of the song? Why is the song called 'Chocolate Explorers'? Could you add some lyrics to the music?		KS1 Music: Thunder Jam – Weather (BBC Bitesize video) How can you use drawing to reflect what you hear? How can people write music to reflect their mood? What instruments or sounds might they use to represent a particular feeling?	
Events	International Week- Black History Month, International Evening, Talent show, charity day-School Council		Safer Internet Day, World Book Day, Class Assembly, Prop-making (PWC)		Summer Fair, Sports Day- Race for Life,	

CURRICULUM FRAMEWORK

YEAR 5

	Autumn Term Topic	Spring Term Topic	Summer Term Topic
Subjects	Vikings/Anglo Saxons	Trade and Travel	Victorian London
History	<p>Roman withdrawal from Britain. Anglo Saxon invasions/ settlements/ culture/art. The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking History- following on from anglo-saxons to the Battle of Hastings. Reasons for immigration and what the UK provided. How civilisations of the past migrated. Sustainable life - building a community – and how we know about this decade i.e. Sutton Hoo archaeology discoveries. Anglo Saxon laws and justice- compare to now. Historical timeline Significant People: Ethlebert of Kent, Alfred the Great, Ethelred the Unready, Edward the Confessor <i>PS: I can compare two or more historical periods; explaining things which change and things which stayed the same</i> <i>I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently)</i> <i>I can summarise the main events from a period of history, explaining the order of events and what happened</i> <i>I can describe how crime and punishment has changed over a period of time</i></p>	<p>Timeline of modern history and events Explore key historical figures who achieved historical milestones. Examine the Titanic , Windrush and Mayflower - reasons passengers travelled (immigration - poorer, holidays - richer) Trade - How has the use of the Thames changed over time- link to the establishment and growth of cities. (Local History) Tower of London - how did the river support the Tower? Traitor's gate. Houses of Parliament Social Class system. Immigration British Transatlantic slave trade Reference links to slavery and the Docklands. Significant people: Alfred Salter, Peter Street, sailors from Rotherhithe on the Mayflower, Mary Prince - abolitionist. Mae Jameson, Miss Mary Ann Charlotte Davis (Titanic survivor born in Southwark), Malala Yousafzai, Marcus Garvey- Civil right activist <i>PS: I can summarise the main events from a period of history, explaining the order of events and what happened</i> <i>I can test out a hypothesis in order to answer questions, eg. Would more people have survived the Titanic disaster if the ship was designed to hold more lifeboats?</i> <i>I can draw a timeline with different historical periods showing key historical events or lives of significant people</i> <i>I can explain how Parliament affects decision making in England</i> <i>I can describe how crime and punishment has changed over a period of time</i></p>	<p>'The Industrial Revolution'. <i>Britain's influence on the world:</i> the height of the British Empire (the largest empire in history) and colonialism, advancements made in Science during that time, inventions such as the steam engine and the railway. Britain's global imperial expansion, particularly in Asia and Africa, and how Britain obtained its wealth, and the impact of this on today - the 'Commonwealth' and what this means. Explore how the 'Industrial revolution' was based on cotton production shipped from slave cotton plantations Slavery Abolition Act 1833 just before Victoria's reign Local History Study/ Study an aspect of history that extends pupils' chronological knowledge beyond 1066 Significant people: Elizabeth Garret Anderson (first female doctor) William Wilberforce and Thomas Clarkson (Campaigner to end slavery) Emmeline Pankhurst (British suffragette) George Stephenson (built the world's first railway and changed the face of Victorian society) Robert Browning (supported the emancipation of women, and opposed slavery, championed animal rights, opponent of anti-Semitism) <i>PS: I can draw a timeline with different historical periods showing key historical events or lives of significant people</i> <i>I can compare two or more historical periods; explaining things which changes and things which stayed the same</i> <i>I can test out a hypothesis in order to answer questions</i> <i>I can describe how crime and punishment has changed over a period of time</i> <i>I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently)</i> <i>I can summarise the main events from a period of history, explaining the order of events and what happened</i></p>
Geography	<p>Locational knowledge: Identify significant countries, routes of travel. Environmental conditions. Identify equator and other significant latitude/ longitude. Place knowledge- understanding of Viking communities. Change of land use over time in UK.</p>	<p>Locational knowledge – locating the countries identified on maps. Identify their key features and why people wanted to travel there. Comparing localities in relation to their human and physical features. Identifying Tropics of Cancer/ Capricorn and time zones. Arctic and Antarctic Circle. Recap names of countries</p>	<p>Locational knowledge- locating counties and cities of the United Kingdom, human and physical characteristics. Identify the world's countries (commonwealth countries)</p>

CURRICULUM FRAMEWORK

	<p>Settlement and land use. Geographical skills: Fieldwork skills/ maps/ atlases/ compass points etc. Using maps to track and plot the Viking invasion - what settlements and the geographical reasons why. Messy maps of Viking settlements and journeys. Key Vocabulary: climate zones, economic activity, latitude, longitude, vegetation, rivers, sea, route, human features, physical features, resources, PS: I can plan a journey to another place in the world, taking account of distance and time I can explain why many cities are located on or close to rivers I can explain why people are attracted to live by rivers</p>	<p>and cities in UK and geographical regions. Identify the human and physical characteristics and topological features- hills, mountains, coasts and rivers- following the route of the river Thames. More in depth study of London. Place knowledge: comparing and contrasting locations using maps to support this. Making connections to prior learning about rivers and identifying similarities and differences. Human and Physical Geography: Settlements/ Trade/ Farming and links to rivers. Pollution and the environment. Develop geographical skills: Using maps, aerial photos to describe what a locality might be like, creating own messy maps to show route and journeys. Ask geographical questions. Sensory investigation/ physical and natural features AND an emotional response. Fieldwork skills/ maps/ atlases/ compass points etc. Use of 6 figure grid references. Key Vocabulary: climate zones, latitude, longitude, tropics, equator, conditions, land use, natural resources, human features, physical features, rivers, source, water cycle, lakes, streams, coast, sea, ocean, tributary, mouth, trade, port, harbour, land use, settlements, economic activity PS: I can name and locate many of the world's most famous mountainous regions in an atlas. I can explain how a location fits into its wider geographical location with reference to human and economical features. I can explain why many cities are located on or close to rivers I can explain why people are attracted to live by rivers I can explain the course of a river I can name and locate many of the world's most famous rivers in an atlas</p>	<p>Place knowledge- Understand similarities and differences through study of human and physical geography of London- build on knowledge from Spring Term. Human and Physical Geography: build on knowledge of human geography- settlement, land use, economic activity, distribution of natural resources (energy, minerals, water) Develop geographical skills: use fieldwork to record features of the local area (linked to Victorian times). Use maps and atlases to identify key countries that are studied. Key Vocabulary: City, town, settlement, trade, land use, resources, energy, minerals, water (build on Spring term knowledge) PS: I can explain why many cities are located on or close to rivers I can explain how a location fits into its wider geographical location with reference to human and economical features.</p>			
<p>Science</p>	<p>Living things and their habitats Pupils should be taught to: ♣ 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. Key Vocabulary: Mammal, Reproduction, Insect, Amphibian, Bird, Offspring</p>	<p>Animals including Humans Pupils should be taught to: ♣ describe the changes as humans develop to old age – link to SRE Key Vocabulary: Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty</p>	<p>Earth and Space Pupils should be taught to: ♣ 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 ♣ 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. Key Vocabulary:</p>	<p>Forces Pupils should be taught to: ♣ 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 Key Vocabulary: Air resistance, Water</p>	<p>Properties and changes of materials Pupils should be taught to: ♣ 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</p>	<p>Local/National Issue</p>

CURRICULUM FRAMEWORK

			Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation	resistance, Friction, Gravity, Newton, Gears, Pulleys	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 Key Vocabulary: Hardness, Solubility, Transparency, Conductivity, Magnetic, Filter, Evaporation, Dissolving, Mixing	
	<p>Working Scientifically Questions</p> <p>Fair testing: https://www.ogdentrust.com/assets/general/working-scientifically-fair-tests-compressed.pdf</p> <p>Observing over time: https://www.ogdentrust.com/resources/working-scientifically-observing-over-time</p> <p>Pattern seeking: https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking</p> <p>Identifying and classifying: https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying</p> <p>Research: https://www.ogdentrust.com/resources/working-scientifically-research</p> <p>Ideas over time: https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time</p>					
Design and Technology/Art /Music	<p>Art-Drawing with perspective Study of an architect-Zaha Hadid</p> <p>Artist: LS Lowry</p> <p>Drawing with perspective - Using a 1 or 2 point perspective line.</p> <p>Drawing 3D shapes</p> <p>Exploring pencil choices, line and shadow to create a foreground and background.</p> <p>Observational sketches from real life</p> <p>Using different mediums to create different textures</p> <p>Creating shadows using different techniques - identifying a light source</p> <p>Vanishing line and perspective to draw buildings</p>	<p>DT-Structures-Lantern project with Helen</p> <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures to develop and analyse their own products.</p>	<p>ART: Colour project Artist study: Jean-Michel Basquiat</p> <p>Create a piece inspired by Basquiat's work.</p> <p>Children are to create a sketch book, record, revisit and review their ideas.</p> <p>Refer to artists, architects and designers in history to explain choices.</p> <p>Use a range of materials (e.g. pencil, charcoal, paint, pastels) to create work.</p> <p>Incorporate a mixture of hues, tints, tones and shades.</p> <p>Use colour to convey mood.</p>	<p>DT: Pneumatic/hydraulic rockets/boats</p> <p>To understand and use mechanical systems such as pneumatic systems, pulleys, gears, cams, levers and linkages.</p>	<p>MUSIC: DRUMMING, SPLASH</p> <p>Hold a steady rhythmic part in a 3 or 4 part class piece</p> <p>Sing a two part song in a small group.</p> <p>Play a tuned instrument as part of class performance of a known song.</p>	
PE	Fitness	Gymnastics	Dance	Basketball	Rounders	Athletics

CURRICULUM FRAMEWORK

<p>Computing/R&PSHE (SMSC, P4C)</p>	<p>Relationships (refer to R&PSHE)</p> <ul style="list-style-type: none"> • I know what makes a healthy friendship and how I can make people feel included • I know some strategies to help someone feel included • I know about peer influence and how it can make people feel or behave • I know the impact of the need for peer approval in different situations, including online • I know some strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • I know that it is common for friendships to experience challenges 	<p>E-Safety Understanding common internet scams, use search technologies effectively, how to report concerns about content and appreciate how search results can be ranked.</p> <p>Revisited each unit Computer Science - Programming Espresso Block Coding Unit 5a Speed, direction and coordinates CS – Use repetition in programs CS - Use logical reasoning to explain how algorithms work, and detect and correct errors CS - Solve problems by decomposing them into smaller parts</p>	<p>Health and Wellbeing (refer to R&PSHE)</p> <ul style="list-style-type: none"> • I know how sleep contributes to a healthy lifestyle • I know some healthy sleep strategies and how to maintain them • I understand the benefits of being outdoors and in the sun for physical and mental health • I know how to manage risk in relation to sun exposure, including skin damage and heat stroke • I know how medicines can contribute to health and how allergies can be managed • I know that some diseases can be prevented by vaccinations and immunisations • I know that bacteria and viruses can affect health 	<p>E-Safety Information Technology– Creating Media Purple Mash- Unit 5.5 Game Creator IT – Design & create systems IT – Analyse and evaluate data IT - Select use and combine software on a range of digital devices IT – Combine a variety of software to accomplish given goals (Science Create database of Space information)</p>	<p>E-Safety Digital Literacy – Computer Systems and Networks Understanding Networks IT - Understand how computer networks can provide multiple services, such as the world wide web</p>	<p>Living In The Wider World (refer to R&PSHE)</p> <ul style="list-style-type: none"> • I know how resources are allocated and the effect this has on individuals, communities and the environment • I know the importance of protecting the environment and how everyday actions can either support or damage it • I know how to show compassion for the environment, animals and other living things • I know about the way that money is spent and how it affects the environment • I can express my own opinions about my responsibility towards the environment
<p>RE - How do beliefs influence actions?</p>	<p>What inner forces affect how we think and behave?</p>	<p>How is Christmas celebrated around the world?</p>	<p>London City Mission How do Christians try to follow Jesus’s example?</p>	<p>Why is Muhammed and the Qu’ran important to Muslims?</p>	<p>Should all creatures be treated equally?</p>	<p>What do religions believe about God?</p>

CURRICULUM FRAMEWORK

French	<p>RB- Bon appetit- (Enjoy your meal!)</p> <ul style="list-style-type: none"> • Food and drink • Understanding instructions • Giving instructions <p>Talking about what has been eaten and drunk</p> <ul style="list-style-type: none"> • Expressing likes, dislikes and preferences (about food and drink) • Following and writing instructions (as in a recipe) <p>Core Language:</p> <ul style="list-style-type: none"> • J'ai mangé • J'ai bu • Tu as mangé (une banane)? • et • mais • un sandwich • un gâteau • une banane • une crêpe • du fromage • de la salade • de l'eau (f) • des chips (m pl) 	<p>RB- Responding to a song in French</p> <ul style="list-style-type: none"> • Expressing and qualifying opinions (about musical preferences) • Expressing future intentions (about playing a musical instrument) <p>jouer + du, de la (with a musical instrument)</p> <ul style="list-style-type: none"> • Immediate future: aller + infinitive (Je vais jouer, Je vais chanter) • un saxophone • un piano • un violon • une guitare • une clarinette • une trompette • la batterie • Je vais jouer du ... / de la ... • Je vais chanter • C'est génial! • C'est nul/affreux/ennuyeux! 	<p>SNS- Bon appetit- (Enjoy your meal!)</p> <ul style="list-style-type: none"> • Food and drink • Understanding instructions • Giving instructions <p>Talking about what has been eaten and drunk</p> <ul style="list-style-type: none"> • Expressing likes, dislikes and preferences (about food and drink) • Following and writing instructions (as in a recipe) <p>Core Language:</p> <ul style="list-style-type: none"> • J'ai mangé • J'ai bu • Tu as mangé (une banane)? • et • mais • un sandwich • un gâteau • une banane • une crêpe • du fromage • de la salade • de l'eau (f) • des chips (m pl) 	<p>TB - Bon appetit- (Enjoy your meal!)</p> <ul style="list-style-type: none"> • Food and drink • Understanding instructions • Giving instructions <p>Talking about what has been eaten and drunk</p> <ul style="list-style-type: none"> • Expressing likes, dislikes and preferences (about food and drink) • Following and writing instructions (as in a recipe) <p>Core Language:</p> <ul style="list-style-type: none"> • J'ai mangé • J'ai bu • Tu as mangé (une banane)? • et • mais • un sandwich • un gâteau • une banane • une crêpe • du fromage • de la salade • de l'eau (f) • des chips (m pl) 	<p>SNS- Responding to a song in French</p> <ul style="list-style-type: none"> • Expressing and qualifying opinions (about musical preferences) • Expressing future intentions (about playing a musical instrument) <p>jouer + du, de la (with a musical instrument)</p> <ul style="list-style-type: none"> • Immediate future: aller + infinitive (Je vais jouer, Je vais chanter) • un saxophone • un piano • un violon • une guitare • une clarinette • une trompette • la batterie • Je vais jouer du ... / de la ... • Je vais chanter • C'est génial! • C'est nul/affreux/ennuyeux! 	<p>SNS- Responding to a song in French</p> <ul style="list-style-type: none"> • Expressing and qualifying opinions (about musical preferences) • Expressing future intentions (about playing a musical instrument) <p>jouer + du, de la (with a musical instrument)</p> <ul style="list-style-type: none"> • Immediate future: aller + infinitive (Je vais jouer, Je vais chanter) • un saxophone • un piano • un violon • une guitare • une clarinette • une trompette • la batterie • Je vais jouer du ... / de la ... • Je vais chanter • C'est génial! • C'est nul/affreux/ennuyeux!
	<p>Listening: I can follow instructions. I can write down the main points from short passages and conversations. For Greater Depth: I can transcribe sentences with opinions.</p>	<p>Speaking: I can answer questions with more accurate pronunciation. I can ask longer questions and ask for help. For Greater Depth: I can give more detailed answers to questions using opinions.</p>	<p>Reading: I can look up the meaning of simple unknown words in a dictionary. I can write down the main points from short texts which include peoples' opinions. I can translate sentences with opinions into English.</p>	<p>Writing: I can write simple sentences. I can give my opinion on familiar topics. I can translate sentences with opinions into French.</p>		
Trips/Visits/ Projects/ Useful Websites	Maritime Museum, Museum of London (Sutton Hoo Exhibition), Beowulf at Unicorn, Director visit, St John's Churchyard BBC Primary History resources. Is it right to invade other countries? Viking influences.	Science Museum, Immigration Museum Tower of London, beaches and bridges- foreshore, Museum of London, Local walks, Thames Clipper/ Boat trip. London Eye.	Victoria and Albert Museum, Victorian Experience at the City Mission, Docklands Museum,			
Possible texts	The Cursed Sword, How to train your dragon , Beowulf , Hobbit, Norse tails, Odd and the Frost Giants , Viking Boy	Kaspar, the Prince of Cats , Little People, Big Dreams - Stephen Hawking, Hidden Figures Survival in Space, Pie in the Sky, No	Oliver Twist, Street Child, Cogheart , The Adventures of the New Cut Gang,			

CURRICULUM FRAMEWORK

Texts in bold-on Literacy Tree	Anglo-Saxon Boy, Riddle of the Runes	Ballet Shoes in Syria, Welcome to Nowhere, The Colour of Home, River Boy, The River poem, London Eye Mystery , Tuesday, Varmints , Sherlock Holmes, Journey to the River Sea.	
Possible music links	They're Coming – Viking Battle Drums Music (YouTube) Why does this music relate to an invasion or battle? What could the drums represent?	People Get Ready – Eva Cassidy What is the message of the song? Why is this song significant to African Americans?	Will You Buy? - Oliver Listen to the lyrics and use them to compare Victorian life with life today.
Events	International Week - Black History Month International Evening Charity Day - School Council Lantern Parade Talent Show	Safer Internet Day World Book Day Class Assembly	Summer Fair Sports Day - Race for Life Splash Project

YEAR 6

Subjects	Autumn Term Topic WW2	Spring Term Topic Evolution and Inheritance	Summer term Topic Ancient Greece
History	<p>Local history study and a study that extends pupils' chronological knowledge beyond 1066. Local area during WW2. Explore how this shaped/changes the lives of ALL British people during this time – rations, evacuees, etc. Different sources of evidence: posters, radio and news reports, poetry. War time recipes. Diaries, reports, biographies. Air raid shelters. Propaganda and speeches. The role of the Empire, how this was reported and the immigration that followed. Winston Churchill - racist views, Adolf Hitler and Nazi ideology</p> <p>Significant Person: Marie Christine Chilver (Agent Fifi), Margary Booth, Josephine Baker, Anne Frank</p> <p>PS: I can explain how our locality has changed over time I can identify and explain propaganda I can describe a key event from Britain's past using a range of evidence from different sources I can summarise how Britain has had a major influence on the world</p>	<p>Charles Darwin - his biography and how he changed thinking for many by his theory of Evolution. Use primary and secondary sources to explore historical figures. i.e. diary extract, newspaper articles, photographs etc Abolitionists used the writing of Darwin's <i>On the Origin of Species</i> as the suggestion that all human beings, of whatever race or colour, share a common ancestry supported the argument against slavery. However, some used Darwin's work on natural selection to justify European imperialism (Darwin objected to this).</p> <p>The Commonwealth Significant Person: Marianne North, Charles Darwin PS: I can summarise how Britain has had a major influence on the world I can place features of historical events and people from the past societies and periods in a chronological framework</p>	<p>The study of Ancient Greece, The legacy of Greek Culture on later periods in British history, including the present day.</p> <p>Artefacts (Greek pots) as hooks. How do we know about this ancient civilisation? Focus on the sporting events of the ancient Greek Olympics. Explore how civilisation was structured – introduce the class system (wealthy who watched the games and athletes who competed). Compare to modern games. Introduce democracy and freedom to help compare. Explore the concepts of democracy and freedom in relation to the rights of slaves during Ancient Greek times. Explore the participation of black people in sport. Greek Philosophy. How laws and rules were established in Ancient Greece - similarities and differences to today. How The Greeks have influenced life today. Greek education - preparing (boys) for their future - modern education - same links (for all) SIGNIFICANT PERSON: HYPATIA OF ALEXANDRIA, HYDNA OF SCIONE, GREEK PHILOSOPHERS Reflection of modern times - black empowerment and social justice - Stormzy - funding scholarships for black UK students to study at Cambridge.</p>

CURRICULUM FRAMEWORK

	I can place features of historical events and people from the past societies and periods in a chronological framework			PS: I can identify and explain differences, similarities and changes between different periods of history I can describe the features of historical events and way of life from periods I have studied; presenting to an audience		
Geography	<p>Locational knowledge: locate key countries involved in the conflict. Use maps to focus on Europe (including Russia) Identify characteristics.</p> <p>Place knowledge: Key aspects of human and physical geography at the time of WW2. How did the Geography serve the war by the Allies and Axis forces? Immigration. Land use patterns.</p> <p>Geographical skills: Fieldwork and mapping skills to identify features in the local area with connections to WW2. Plot routes taken by different armies- what do the maps tell us?</p> <p>Key Vocabulary: physical features- mountains, hills, valleys, coast, sea, ocean, rivers, vegetation, Human features: city, town, village, trade links</p> <p>PS: I can answer questions by using a map I can use Ordnance Survey symbols and 6 figure grid references I can use maps, aerial photos and e-resources to describe what a locality might be like</p>		<p>Locational knowledge: locate the countries identified using maps and identify environmental conditions. Use latitude, longitude, equator, time zones, GMT, to understand journeys made.</p> <p>Place knowledge: develop an understanding of the geographical similarities and differences- that led to the journeys being made, and how these would have impacted on the journey. Explore the reasons for movement and relocation (link to settlement, resources, climate, trade links). Ask historical questions.</p> <p>Map the journey Darwin made on The Voyage of the Beagle. Discuss the climates of the stops he made and compare.</p> <p>Key Vocabulary: climate zones, desert, arctic, antarctic, biomes, vegetation belts, rivers, mountains, oceans, seas, land use, natural resources, trade links</p> <p>PS: I can answer questions by using a map I can name the largest desert in the world and locate desert regions in an atlas I can identify and name the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles I can explain how time zones work and calculate time differences around the world.</p>		<p>Develop locational knowledge with a focus on Europe- recap prior learning</p> <p>Place knowledge- understanding of another place in Europe (previously studied Italy / Pompeii) identify similarities and differences with UK.</p> <p>Geographical skills: Map out the route ran to marathon - hills etc - what symbols would show steep hills on maps? Messy maps.</p> <p>Key Vocabulary: climate zones, rivers, mountains, settlements, natural resources, land use, economic activity, trade links,</p> <p>PS: I can describe how some places are similar and dissimilar in relation to their human and physical features I can answer questions by using a map</p>	
Science	<p>Electricity Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. <p>Key Vocabulary: Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators, Amps, Volts, Cell</p>	<p>Light Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. <p>Key Vocabulary: Refraction, Reflection, Light, Spectrum, Rainbow, Colour</p>	<p>Evolution and Inheritance Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. <p>Key Vocabulary:</p>	<p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. <p>Key Vocabulary: Classification, Vertebrates, Invertebrates, Micro-organisms, Amphibians, Reptiles, Mammals, Insects</p>	<p>Animals including Humans Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 <p>Key vocabulary: Circulatory, Heart, Blood Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Exercise, Respiration</p>	Local/National Issue

CURRICULUM FRAMEWORK

	<p>Scientist: William Kamkwamba (wind turbines)</p>		<p>Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics</p>			
<p>Working Scientifically Questions Fair testing: https://www.ogdentrust.com/assets/general/working-scientifically-fair-tests-compressed.pdf Observing over time: https://www.ogdentrust.com/resources/working-scientifically-observing-over-time Pattern seeking: https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking Identifying and classifying: https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying Research: https://www.ogdentrust.com/resources/working-scientifically-research Ideas over time: https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time</p>						
<p>Design and Technology/Art/ Music</p>	<p>Music and Drumming Articulate musical elements and their function. Compose a song. Play a known song of up to 5 notes on the xylophone. Recognise the association of music with particular occasions, places and historic periods. Tap 2 bar compound time (6/8) rhythm phrases including rests.</p>		<p>ART: Wire Sculpture-Alberto Giacometti-cover wire sculpture with papier mache/plaster of paris (Look at bronze figures by Augusta Savage) Plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Evaluate and edit using artistic language.</p>	<p>DT: Cooking-Design a dish using seasonal and local produce? To understand, apply and reflect upon the principles of a healthy and varied diet. To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. To prepare and cook a range of savoury and sweet dishes using a range of cooking techniques.</p>		
<p>PE</p>	<p>Football or Basketball</p>	<p>Gymnastics</p>	<p>Dance</p>	<p>Fitness</p>	<p>Cricket</p>	<p>Swimming/Athletics</p>
<p>Computing/ R&PSHE (SMSC, P4C)</p>	<p>Relationships (refer to R&PSHE) <ul style="list-style-type: none"> I know what it means to be attracted to someone and different kinds of loving relationships I know that people who love each other can be of any gender, ethnicity or faith I know about the qualities of healthy relationships that help individuals flourish I know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults </p>	<p>E-Safety Digital Citizenship Revisited each unit Computer Science - Programming SEN/LA – Espresso Block Coding Year 6 – Starter Unit IT - Undertake creative projects with challenging goals IT - Work with applications across a range of devices IT - Use multiple applications</p>	<p>E-Safety Information Technology– Creating Media Purple Mash – Unit 6.4 Blogging CS - Solve more complex problems by decomposing them into smaller parts CS - Use computational abstractions IT - Use multiple applications</p>	<p>Health and Wellbeing (refer to R&PSHE) <ul style="list-style-type: none"> I know that mental health is just as important as physical health and that both need looking after I recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support I know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing I know some positive strategies for managing feelings I know that there are situations when someone may experience mixed or conflicting feelings </p>	<p>E-Safety Computer Science - Creating media Espresso Coding HTML Unit 1 - Introduction to HTML (web page development) CS - Solve more complex problems by decomposing them into smaller parts CS - Use computational abstractions IT - Use multiple applications</p>	<p>Living In The Wider World (refer to R&PSHE) <ul style="list-style-type: none"> I know what prejudice means I know to differentiate between prejudice and discrimination I can recognise acts of discrimination I know strategies to safely respond to and challenge discrimination I know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups I know how stereotypes are perpetuated and how to challenge this I understand the benefits of safe internet use e.g. learning, </p>

CURRICULUM FRAMEWORK

						connecting and communicating • I know how and why images online might be manipulated, altered, or faked
RE - How important are the similarities and differences between and within religions?	Similarities and Differences	What do people believe about Life after Death?	London City Mission What are the sources for the first Easter Sunday	Celebrations	What qualities are important to present day religious leaders?	How do Christians express faith through arts?
French	<p>RB- Bon appetit- (Enjoy your meal!)</p> <ul style="list-style-type: none"> • Food and drink • Understanding instructions • Giving instructions <p>Talking about what has been eaten and drunk</p> <ul style="list-style-type: none"> • Expressing likes, dislikes and preferences (about food and drink) • Following and writing instructions (as in a recipe) <p>Core Language:</p> <ul style="list-style-type: none"> • J'ai mangé • J'ai bu • Tu as mangé (une banane)? • et • mais • un sandwich • un gâteau • une banane • une crêpe • du fromage • de la salade • de l'eau (f) • des chips (m pl) 	<p>RB- Responding to a song in French</p> <ul style="list-style-type: none"> • Expressing and qualifying opinions (about musical preferences) • Expressing future intentions (about playing a musical instrument) <p>jouer + du, de la (with a musical instrument)</p> <ul style="list-style-type: none"> • Immediate future: aller + infinitive (Je vais jouer, Je vais chanter) <ul style="list-style-type: none"> • un saxophone • un piano • un violon • une guitare • une clarinette • une trompette • la batterie • Je vais jouer du ... / de la ... • Je vais chanter • C'est génial! • C'est nul/affreux/ennuyeux! 	<p>SNS- Bon appetit- (Enjoy your meal!)</p> <ul style="list-style-type: none"> • Food and drink • Understanding instructions • Giving instructions <p>Talking about what has been eaten and drunk</p> <ul style="list-style-type: none"> • Expressing likes, dislikes and preferences (about food and drink) • Following and writing instructions (as in a recipe) <p>Core Language:</p> <ul style="list-style-type: none"> • J'ai mangé • J'ai bu • Tu as mangé (une banane)? • et • mais • un sandwich • un gâteau • une banane • une crêpe • du fromage • de la salade • de l'eau (f) • des chips (m pl) 	<p>TB - Bon appetit- (Enjoy your meal!)</p> <ul style="list-style-type: none"> • Food and drink • Understanding instructions • Giving instructions <p>Talking about what has been eaten and drunk</p> <ul style="list-style-type: none"> • Expressing likes, dislikes and preferences (about food and drink) • Following and writing instructions (as in a recipe) <p>Core Language:</p> <ul style="list-style-type: none"> • J'ai mangé • J'ai bu • Tu as mangé (une banane)? • et • mais • un sandwich • un gâteau • une banane • une crêpe • du fromage • de la salade • de l'eau (f) • des chips (m pl) 	<p>SNS- Responding to a song in French</p> <ul style="list-style-type: none"> • Expressing and qualifying opinions (about musical preferences) • Expressing future intentions (about playing a musical instrument) <p>jouer + du, de la (with a musical instrument)</p> <ul style="list-style-type: none"> • Immediate future: aller + infinitive (Je vais jouer, Je vais chanter) <ul style="list-style-type: none"> • un saxophone • un piano • un violon • une guitare • une clarinette • une trompette • la batterie • Je vais jouer du ... / de la ... • Je vais chanter • C'est génial! • C'est nul/affreux/ennuyeux! 	<p>SNS- Responding to a song in French</p> <ul style="list-style-type: none"> • Expressing and qualifying opinions (about musical preferences) • Expressing future intentions (about playing a musical instrument) <p>jouer + du, de la (with a musical instrument)</p> <ul style="list-style-type: none"> • Immediate future: aller + infinitive (Je vais jouer, Je vais chanter) <ul style="list-style-type: none"> • un saxophone • un piano • un violon • une guitare • une clarinette • une trompette • la batterie • Je vais jouer du ... / de la ... • Je vais chanter • C'est génial! • C'est nul/affreux/ennuyeux!

CURRICULUM FRAMEWORK

	<p>Listening I can understand sentences spoken at normal speed. I can pick out the main points of longer dialogues and passages, including some authentic materials. For Greater Depth: I can accurately transcribe sentences with connectives and opinions.</p>	<p>Speaking I can present simple descriptions of people, places and things with support, using simple opinions and connectives. My pronunciation when speaking or reading aloud is reasonably accurate. For Greater Depth: I can use opinions with connectives to give longer answers to questions</p>	<p>Reading I can understand the main points of songs, poems and stories in French. I can use a dictionary to correctly look up words I do not understand. I can accurately translate paragraphs on familiar topics into English.</p>	<p>Writing I can write a paragraph with support describing people, places and things. I have memorized the main forms of the verbs <i>to have</i>, <i>to be</i>, and <i>to go</i> in the present tense. I can translate a short paragraph into the target language.</p>
Trips/Visits/ Projects/ Useful Websites	History walks, War Memorial, Imperial War Museum, HMS Belfast, Churchill War Rooms. Make your own history.co.uk www.IWM.org.uk	Natural History Museum, Immigration Museum.	The British Museum, Houses of Parliament	
Possible texts Texts in bold-on Literacy Tree	Rose Blanche, Goodnight Mister Tom, Otto , The Lion, The Witch and The Wardrobe Wall- about the Berlin Wall, Boy in the Striped Pyjamas, Anne Frank , Friend or Foe, Letters from the Lighthouse , The Lion and the Unicorn , Medal for Leroy	The Lost Thing , The Arrival , What Darwin Saw: The Journey That Changed the World, Charles Darwin's Around-the-World Adventure, The Promise , Can We Save the Tiger , The Hidden Forest	Battle of Marathon, Pandora's Box, The Night of the Gargoyles, The Twelve Labours of Herakles, Jason and the Argonauts. Greek Myths, Aesop's Fables, Mythologica , Who let the Gods Out	
Possible music links	We'll Meet Again – Vera Lynn What is the significance of the lyrics? Why do you think the song became so popular?	The Earth Song – Michael Jackson How does the song express the importance of the environment?	Bang the Drum – Nelly Furtado and Bryan Adams How do the lyrics reflect the mindset of Ancient Greeks? What was their attitude like regarding competition?	
Events	International Week - Black History Month International Evening Charity Day - School Council Talent Show	Safer Internet Day World Book Day Class Assembly	Summer Fair School Journey Sports Day/Race for Life Y6 Production	