

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS (cycle 1 -24/25)</b>	Ourselves and Nursery Rhymes <i>London</i> <i>What do I know about me and my family?</i>	Light and Dark <i>What things create light?</i>	Transport <i>What are all the different ways I can get about?</i>	Around the World <i>London</i> <i>What can I learn from stories around the world?</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>
<b>EYFS (cycle 2 -25/26)</b>	People Who Help Us <i>Who can I ask for help?</i>	Celebrations and Food <i>Where does our food come from?</i>	Homes and Buildings <i>Settlements</i> <i>What do different buildings and homes look like?</i>	Around the World <i>London</i> <i>What can I learn from stories around the world?</i>	In the Garden <i>The Environment</i> <i>What do we find in a garden?</i>	Monster Mayhem <i>What is a monster and are they real?</i>
<b>Rainbow (cycle 1 23/24)</b>	<b>All About Me</b> <i>London</i> <i>What are the differences between me and my grandparents?</i>		<b>Heroines and Heroes</b> <i>Conflict and Invasion</i> <i>How have people helped us have better lives?</i>		<b>Saving Planet Earth</b> <i>Rivers, The Environment</i> <i>How can we look after our planet?</i>	
<b>Rainbow (cycle 2 24 /25)</b>	<b>London, Homes and Buildings</b> <i>London, Immigration, Settlements</i> <i>How has London Changed from before I was born?</i>		<b>Explorers and Transport</b> <i>Rivers, Immigration</i> <i>How do people travel?</i>		<b>Water</b> <i>Rivers, The Environment</i> <i>How do we use water?</i>	
<b>Year 1</b>	<b>All About Me</b> <i>London</i> <i>What are the differences between me and my grandparents?</i>		<b>Heroines and Heroes</b> <i>Conflict and Invasion</i> <i>How have people helped us have better lives?</i>		<b>Amazing Africa</b> <i>Immigration, The Environment, Settlements</i> <i>What has Africa given to us?</i>	
<b>Year 2</b>	<b>London</b> <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>		<b>Explorers</b> <i>Rivers, Immigration</i> <i>How have humans explored countries, continents and the globe?</i>		<b>The Natural World</b> <i>Rivers, The Environment</i> <i>Who and what do we share the Earth with?</i>	

Year 3	<b>Stone Age to Iron Age</b> <i>The Environment, Settlements</i> <i>What was daily life like for a hunter/gatherer?</i>	<b>Ancient Egypt</b> <i>Rivers, Settlements</i> <i>How different were the lives of the rich and the poor in Ancient Egypt?</i>	<b>Saving Planet Earth</b> <i>Rivers, The Environment</i> <i>What might the future be like if we don't look after our planet?</i>
Year 4	<b>The Romans</b> <i>London, Immigration, Conflict and Invasion, Democracy, Settlements</i> <i>How did the Romans change Britain?</i>	<b>The Maya</b> <i>Settlements</i> <i>How have the discoveries from the Maya shaped our lives today?</i>	<b>Wild Weather</b> <i>Rivers, The Environment</i> <i>How have the achievements of explorers impacted the world today?</i>
Year 5	<b>Vikings and Anglo Saxons</b> <i>London, Conflict and Invasion, Settlements, Rivers</i> <i>Who were the Vikings and how did they change Britain?</i>	<b>Trade and Travel</b> <i>Rivers, Immigration, Conflict, Democracy</i> <i>What are all the different ways the River Thames has been used throughout history?</i>	<b>Victorian London</b> <i>London, Rivers</i> <i>How did Britain build its wealth during the Victorian Era?</i>
Year 6	<b>WW2</b> <i>London, Conflict and Invasion, Democracy</i> <i>Is it true to say that Britain won the Second World War?</i>	<b>Evolution and Inheritance</b> <i>Immigration</i> <i>Should the work of Charles Darwin be celebrated today?</i>	<b>Greece</b> <i>Democracy, Settlements</i> <i>How have the Ancient Greeks influenced our lives today?</i>

EYFS CYCLE 1 (2024-25)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves and Nursery Rhymes <i>London</i> <i>What do I know about me and my family?</i>	Light and Dark <i>What things create light?</i>	Transport <i>What are all the different ways I can get about?</i>	Around the World <i>London</i> <i>What can I learn from stories around the world?</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>

<p><b>Outcomes Nursery</b></p>	<ul style="list-style-type: none"> <li>-To be happy to say goodbye to parent/carer.</li> <li>-To mark make lines and circles to create pictures of our families</li> <li>-To understand behaviour expectations in nursery (and might behave differently elsewhere)</li> <li>-To learn about our senses and talk about tastes, smells, sounds that they experience in Nursery</li> <li>-To remember many songs and rhymes</li> <li>-To remember and talk about my family and experiences</li> </ul>	<ul style="list-style-type: none"> <li>-To sit and listen during a short story session (whole class or small group)</li> <li>-Through shared practical activity respond appropriately to some positional language (eg put the owl on the branch, put the glue on the box...)</li> <li>-To use the skills of drawing circles to create pictures of characters - owls, people etc and talk about them to others.</li> <li>-To talk about what I can see <ul style="list-style-type: none"> <li>- colours, patterns and lights.</li> </ul> </li> <li>-To recite numbers to 5 in order in play and singing songs.</li> <li>-To begin to make up my own stories when playing</li> </ul>	<ul style="list-style-type: none"> <li>-To use a range of different resources and tools to represent different vehicles</li> <li>-To talk about their experiences of vehicles</li> </ul>	<ul style="list-style-type: none"> <li>-To know where they are from and know some other countries in the world (linked to stories)</li> <li>-To explore, make and talk about foods from around the world including using the language of measurement</li> <li>-To use talk to describe different environments</li> </ul>	<ul style="list-style-type: none"> <li>-To understand and explain the key features of life-cycles</li> <li>- To be able to identify a range of different animals found throughout the world</li> </ul>	<ul style="list-style-type: none"> <li>-To name ways to travel across water</li> <li>-To identify different uses of water</li> <li>-To understand how to keep themselves safe in and around water</li> </ul>
<p><b>Outcomes Reception</b></p>	<ul style="list-style-type: none"> <li>-To see self as a valuable individual</li> <li>-To write own name with good pencil control</li> <li>-To draw picture of ourselves and name different body parts</li> <li>-To measure the size of our shoes using cubes and compare</li> <li>-To use photos to make a family tree and label family members</li> <li>- To retell stories using story props</li> <li>-To talk about things that happened in my past (when I was a baby)</li> <li>-To remember many songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>-To join in with discussion about similarities between different cultural events or celebration</li> <li>-To use phonics knowledge to write independently (Invitations)</li> <li>-To know that the world is made up of different countries.</li> <li>-To talking about the seasons</li> <li>-To choose different materials to create texture in my pictures (Owl Babies)</li> <li>-To join in discussions about how to resolve social conflicts constructively</li> </ul>	<ul style="list-style-type: none"> <li>-To label parts of a vehicle and make signs</li> <li>-To design and and make a vehicle using 2D and 3D shapes and talk about it</li> <li>-To explore and compare vehicles from the past and present day</li> </ul>	<ul style="list-style-type: none"> <li>-To write words and simple phrases to describe different environments</li> <li>-To learn the names of particular countries and places around the world</li> <li>-To explore, make and talk about foods from around the world including using the language of measurement</li> </ul>	<ul style="list-style-type: none"> <li>-To know some similarities and differences between contrasting environments</li> <li>- To be able to name different animal body parts</li> <li>- To understand where their food comes from e.g hens lay eggs</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to identify major waterways/ features in the local area, including key landmarks</li> <li>-To understand the human impact on our waterways and oceans</li> <li>- To know the difference between salt water and fresh water and be able to identify some animals who live in these environments</li> </ul>

<b>Books/texts</b>	<b>Books</b> So much, Monkey Puzzle Colour Monster Ten Little fingers and Ten Little toes The Family Book The Great Big Book of Families Families, Families, Families Heather has two mummies Daddy, Papa and Me My Two Daddies <b>Songs:</b> Busy Body Song, If you're happy and you know it, Heads, shoulders, knees and toes, <b>Rhymes:</b> Hickory Dickory Dock	<b>Books</b> Owl Babies Peace at last, Night Monkey, Day Monkey Wow Said the Owl, Shark in the dark The Gruffalo's Child Oscar and the Moth  <b>Songs:</b>  <b>Rhymes:</b> Twinkle, Twinkle	Naughty Bus Rosie's Walk Who Sank the Boat? Mr Gumpy's Motorcar The Train Ride Man On The Moon Whatever Next Motor Miles/Air Miles My Nanny went to the Market	Handa's Surprise Tinga Tales - "How the leopard got his spots...etc" Lima's Red Hot Chilli The Queen's Hat Possum Magic Lost and Found Katie Morag The Ugly Duckling The Gift of the Sun	The Great Pet Sale Bertie and Blue A Squash and a Squeeze Giraffes Can't Dance Dear Zoo What the Ladybird Heard Handa's Surprise Brown Bear, Brown Bear what do you See? Hairy MaClary I Want My Hat Back Farmer Duck Rumble in the Jungle	Mr Gumpy's outing Lost and Found Snail and the Whale Rainbow Fish Bright Stanley Sharing a Shell Tiddler The Singing Mermaid This is Not my Hat Shark in the Park The Crocodile Who Didn't Like water 1 is a Snail 10 is a Crab The Storm Whale Commotion in the Ocean The Journey Home The Night Pirates Pirates Love Underpants
<b>Science investigation</b>	<b>Senses</b> (link to talking about what I like/don't like, trying different food, building vocabulary to describe touch, taste, smell, sound and sight etc) Heart rate	Explore shadows To explore how light shines through different materials Experiment in 'dark area' <i>What helps me to see things?</i>	Floating and sinking Water displacement Cars and ramps	Cooking from around the world Exploring foods from around the world (link to texts/books)	Camouflage experiments Minibeast hunt Sorting and classifying animals Key features of habitats How to keep pets healthy/look after living things	What makes a good container to transport water? Changing states water to ice Floating and sinking Is it waterproof?
<b>Trips/visitors</b>	Parents as a valuable resource! New baby visit		Transport Museum Boat trip Trip to Bus depot Bus driver/train driver HMS Belfast/Golden Hinde	Storyteller eg "Teach it Through Drama" Discovery Centre Stratford Unicorn Theatre Library visit	Farm Zoo Chicks/ducks Animal show	Aquarium River thames Boat trip Maritime Museum/cutty sark HMS belfast Golden Hinde Ruskin Park Elephant Park Paddling pool party

	People Who Help Us <i>Who can I ask for help?</i>	Celebrations and Food <i>Where does our food come from?</i>	Homes and Buildings <i>Settlements</i> <i>What do different buildings and homes look like?</i>	Around the World <i>London</i> <i>What can I learn from stories around the world?</i>	In the Garden <i>The Environment</i> <i>What do we find in a garden?</i>	Monster Mayhem <i>What is a monster and are they real?</i>
Outcomes Nursery	<ul style="list-style-type: none"> <li>-To be happy to say goodbye to parent/carer.</li> <li>-To mark make lines and circles to create pictures of our families and people who help us</li> <li>-To understand behaviour expectations in nursery (and might behave differently elsewhere)</li> <li>-To learn about our senses and talk about tastes, smells, sounds that they experience in Nursery</li> <li>-To remember many songs and rhymes</li> <li>-To remember and talk about my family and experiences</li> </ul>	<ul style="list-style-type: none"> <li>To sit, listen and join in during a short story session (whole class or small group)</li> <li>-Through shared practical activity respond appropriately to some positional language (eg put the candles on the cake, put the glue on the box)</li> <li>-To use my skills at drawing circles to create pictures of characters - drawing 10 heads on Ravana's body etc.</li> <li>-To talk about what I can see - colours, patterns and lights.</li> <li>-To recite numbers to 5 in order in play and singing songs.</li> <li>-To begin to make up my own stories when playing</li> </ul>	<ul style="list-style-type: none"> <li>-To use a range of different resources and tools to represent different buildings and homes</li> <li>-To talk about their experiences of their homes and buildings</li> </ul>	<ul style="list-style-type: none"> <li>-To know where they are from and know some other countries in the world (linked to stories)</li> <li>-To explore, make and talk about foods from around the world including using the language of measurement</li> <li>-To use talk to describe different environments</li> </ul>	<ul style="list-style-type: none"> <li>-To understand and explain the key features of life-cycles</li> <li>-To know what plants need to stay healthy</li> <li>-To design and make items that help support life in the garden such as bug hotel/fat balls for birds</li> <li>-To treat living things with care and respect</li> </ul>	<ul style="list-style-type: none"> <li>-To create your own monster using a variety of different textures and materials. CL link describe your monster and how it looks/feels.</li> <li>To collaborate with others to learn a monster mash dance incorporating a range of movements.</li> <li>-To understand that we are all different and not judging people for how they look.</li> <li>-To recognise a range of different emotions and create a mood monster to express an emotion.</li> </ul>
Outcomes Reception	<ul style="list-style-type: none"> <li>-To recall questions and or respond to factual information I have read or have had read to me</li> <li>-To form letters with increasing accuracy</li> <li>-To begin to express thoughts and feelings through dance, music, drama and visual arts</li> <li>-To talk about the key roles people have in my community</li> <li>-To match, sort and compare size</li> <li>-To know that the world needs to be looked after</li> </ul>	<ul style="list-style-type: none"> <li>-To join in with discussion about similarities between different cultural events or celebration</li> <li>-To use phonics knowledge to write independently (Invitations/ party shopping list, Christmas wish lists, recipes)</li> <li>-To know that the world is made up of different countries.</li> <li>-To talk about the seasons (Harvest)</li> <li>-To choose a range of materials to create different</li> </ul>	<ul style="list-style-type: none"> <li>-To make a simple map (eg messy map) of their local area and be able to name key landmarks</li> <li>-To design and and make a building using 2D and 3D shapes and talk about it</li> <li>-To label parts of a building and make signposts</li> </ul>	<ul style="list-style-type: none"> <li>-To write words and simple phrases to describe different environments</li> <li>-To learn the names of particular countries and places around the world</li> <li>-To explore, make and talk about foods from around the world including using the language of measurement</li> </ul>	<ul style="list-style-type: none"> <li>-To explain the key features of a life cycle</li> <li>-To understand the effect of changing seasons on the natural world around them</li> <li>-To make observations of plants and animals</li> <li>-To use appropriate vocabulary when describing plants and animals</li> <li>-To design a vegetable/herb plot and evaluate how successful it has been and why. What would we do differently next time.</li> </ul>	<ul style="list-style-type: none"> <li>-To design a monster that is either odd or even using odd/even body parts.</li> <li>-To make a Wanted/Missing poster children to write simple sentences with adjectives that describe a monster.</li> <li>-P4C discussion: What is a monster? Would a monster make a good friend?</li> <li>-To use online platforms to create monsters</li> </ul>

	-To develop a storyline (Role play - people who help us)	effects in my pictures (light representation) -To join in discussions about how to resolve social conflicts constructively -To talk about 2D and 3D shapes -To say quickly how there are up to three in different arrangements				
<b>Books/texts</b>	Maisie Goes to Hospital Alan's Big scary Teeth Leaders Peppa and the Police Car Zog and the Flying Doctor Mog and the Vet	Alfie's Birthday Eight Nights of Chanukah Rama and Sita (The Ramayana) Stickman Julian and the Wedding Mog's Birthday	So Much The House that Jack Built Three Little Pigs Mr Big Jack and the Beanstalk Squash and a Squeeze Iggy Peck Architect Peepo	Handa's Surprise Tinga Tales - "How the leopard got his spots..etc" Lima's Red Hot Chilli The Queen's Hat Possum Magic Lost and Found Katie Morag The Ugly Duckling The Gift of the Sun	The Very Hungry Caterpillar The Bog Baby Arghhh Spider! Superworm The Very Busy Spider The King of Tiny Things Tadpole's Promise Jasper's Beanstalk The Tiny Seed The Very Greedy Bee The Bad Tempered Ladybird	Where the Wild Things Are The Gruffalo The Gruffalo's Child Not Now Bernard Emily Brown and the Thing Room on the Broom The Colour Monster The Book That Eats People My Monster and Me Harry and the Monster Glad Monster Sad Monster Two Monsters The Very Worst monster Monsters Don't eat Broccoli
<b>Science investigation</b>	Teeth experiment Germs (Glitter)	State of matters (Solid/Liquid)	Exploring materials and their purpose eg for windows Testing material strengths - bridges Den building Marshmallow towers	Cooking from around the world Exploring foods from around the world (link to texts/books)	Insect lore-observe the caterpillars over time. Bean in a bag experiment Dyed water and a carnation Growing in different environments	Grow a balloon monster-bicarb and vinegar. What's happening? Rushing monster Flying monsters with magnets Shadow monsters
<b>Trips/visitors</b>	Guide dog PC Hazel Male nurse Parents Firefighters- Female firefighter Local postman/postwoman		Local Walk Visit local landmarks - Tower Bridge, Shard, Sky Garden	Storyteller eg "Teach it Through Drama" Discovery Centre Stratford Unicorn Theatre Library visit	Local walk-messy map Garden Centre The Garden Museum Horniman Museum	Shrek Adventure Monster Day/monster tea party Theatre visit Slime-outing/or make it in class

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 (2023 - 2024)

	Autumn	Spring	Summer
Area of Learning	All About Me (EYFS, Y2)	Heroines and Heroes (Y1)	Saving Planet Earth (Y2)
Engaging Starting Points	<p>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 foods.</p> <p>Role Play: Shop/ restaurant                      Writing recipes, instructions, menus. Measuring – cooking, money- shopping.                      Trip to shop to buy food</p>	<p>Fictional Heroes and Heroines vs Real life Heroes and Heroines.                      People who help us - police, doctors, fire fighters, parents, family members</p> <p>Role play: dentist, doctors, postman, looking after a baby, bathing and feeding, vets                      Sorting activities</p>	<p>Forest School- Looking after our local environment                      Litter Picking in the playground/ local area                      Recycling - where does our rubbish go?</p> <p>Role play:Flower shop/ garden centre, we're going on a bear hunt</p>
Salt/ Key Vocabulary	Now and Next, family, mum, dad, brother, sister names for grandparents, old, new, spring, summer, autumn, winter	Now, next, heroine, hero, police officer, fire fighter, doctor, nurse, vet, science vocabulary, teacher, brother sister, parents, dentist, grandparents, family, Windrush generation,	Earth, litter, recycling, recycle, reduce, reuse, waste, animals, fish, people, human, oceans, water, bin, plastic, metal, wood, bees, honey, beehive, caterpillars, butterflies
History	<p><b>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. 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? Significant people- Mary Seacole, Rosa Parkes, Windrush,</b></p> <p><b>Key Vocabulary:</b> Past, time, change, present, timeline, then, now, old, new, family tree, artefact, sources  <b>Now &amp; Next</b>                      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</p>	<p><b>Continuing to develop chronology- use of language- past/ present. Sources of historical information-</b> e.g. recognising that events may be fictional or real.  <b>Real life Heroes and Heroines. Historical figures. Marie Curie, Judith Kerr, Shirley Hughes, Eileen Browne, Michael Rosen, Benjamin Zephaniah</b>  <b>Study of significant people- Children to identify their own Heroines and Heroes- what makes someone a hero or heroine?</b></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>Study of significant people-Wangari Maathai, Greta Thunberg, Rachel Carson</p> <p>PS: I can use words and phrases like: before, after, past, present, then and now and next</p>

	<p>I can explain what an object from the past might have been used for</p> <p>I can ask and answer questions about old and new objects</p> <p>I can recognise that some objects belonged to the past</p>					
<p><b>Geography</b></p>	<p>Identify seasonal and weather patterns. Use geographical vocabulary e.g. soil, farm, season, weather</p> <p><b>PS: I can keep a weather chart and answer some questions about the weather</b></p> <p>I can explain where I live and tell someone my address</p> <p>I can name the four countries in the UK and locate them on a map</p> <p>I know I live in London</p>		<p>Identify seasonal and weather patterns. Use geographical vocabulary e.g. soil, farm, season, weather</p> <p><b>PS: I can keep a weather chart and answer some questions about the weather</b></p> <p>I can explain where I live and tell someone my address</p> <p>I can name the four countries in the UK and locate them on a map</p> <p>I know I live in London</p> <p>Where did our signifiant live?</p>	<p>Locational knowledge using maps, globes, atlases, digital maps – Place Knowledge linked to the children’s heritage/ cross curricular links e.g. Monet - similarities and differences to a place in the UK. Human and Physical Geography of Rainforests. Develop Geographical skills- locating a country on a map, planning routes from home to school. Understanding of climate. Locate and identify water, oceans, rivers on a map/globe.</p> <p><b>I can keep a weather chart and answer some questions about the weather</b></p> <p><b>I can explain some of the main things that are in hot and cold places</b></p> <p><b>I can locate countries around the world on a map/globe.</b></p>		
<p><b>Science</b></p>	<p><b>Seasonal changes (Autumn to winter)</b></p> <p><b>Scientific enquiry:</b> Observing over time</p> <p><b>Question:</b> How does the oak tree change over the year?</p> <p><b>Objectives:</b> (Focus on Summer to Autumn to winter) - To know the four seasons and identify when in the year they occur. - To be able to describe weather in different seasons over a year. - To be able to describe the features that change over the year. - To know how animals are affected by each season. (Link to autumn 1) - To know how humans are affected by each season. (Link to Autumn 1) - To know how day length changes.</p> <p><b>Key Vocabulary:</b> Weather (sunny, rainy, windy, snowy etc.) Seasons (winter, summer, spring, autumn)</p>	<p><b>Animals including humans</b></p> <p><b>Scientific enquiry:</b> Observing over time</p> <p><b>Question:</b> What do animals including humans need to survive?</p> <p><b>Objectives:</b> To be able to identify animals and their offspring To know the basic needs of animals and humans for survival To know about the importance of hygiene for humans To know about the importance of exercise for humans To know how eating the right types of food impacts humans</p> <p>To ask simple questions and recognise that they can be answered in different ways</p> <p>To research the answers to questions using books, tablets or computers</p> <p><b>Key Vocabulary:</b> survival, water, air, food, baby,</p>	<p><b>Uses of everyday materials</b></p> <p><b>Scientific enquiry:</b> Research</p> <p><b>Question:</b> Why do we use certain materials for different objects? How has John McAdam’s invention impacted life today?</p> <p><b>Objectives:</b> To know the uses of everyday materials To be able to record observations To know the suitability of different everyday materials To be able to explain how the shape of objects made from some materials can be changed To know the process of recycling plastic To perform simple identifying and classifying, grouping using basic observations To know how John McAdam’s invention has impacted life today</p> <p><b>Key Vocabulary:</b> recycle, materials, uses, shape, wood, metal, plastic, glass, change, sort, compare, invent</p>	<p>Recap Previous Learning</p>	<p><b>Plants</b></p> <p><b>Scientific enquiry:</b> Observing over time/ research</p> <p><b>Question:</b> How do flowers in a vase change over time? Which conditions help seeds germinate faster?</p> <p>What are all the different ways that seeds disperse?</p> <p><b>Objectives:</b> - To know the function of the parts of a flowering plant - To know the life cycle of flowering plants, including pollination, seed formation, seed dispersal, and germination. - To know the different methods of pollination and seed dispersal, including examples. - To be able to observe the changes of plants over time. - To know the features of seeds to decide on their method of dispersal - To be able to draw and label a diagram of their created flowering plant to show its parts, their role and the</p>	<p>Local/National Issue</p>



	<p>Sun, sunrise, sunset, day length</p> <p><a href="https://drive.google.com/drive/u/1/folders/1xZ7IVJolJ6oLB_YW_FvwVkDUDnV0ydsM">https://drive.google.com/drive/u/1/folders/1xZ7IVJolJ6oLB_YW_FvwVkDUDnV0ydsM</a></p> <p><b>Scientists to research:</b></p>	<p>offspring, calf, kitten, puppy, exercise, hygiene, adult</p> <p><a href="https://drive.google.com/drive/u/1/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9bqIH">https://drive.google.com/drive/u/1/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9bqIH</a></p> <p><b>Scientists to research:</b></p>	<p><a href="https://drive.google.com/drive/u/1/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9bqIH">https://drive.google.com/drive/u/1/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9bqIH</a></p> <p><b>Scientists to research:</b></p>		<p>method of pollination and seed dispersal</p> <p><b>Key Vocabulary:</b> Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)</p> <p><a href="https://drive.google.com/drive/u/1/folders/1q4iFz3Fa4nSfVhg_nTxet4FKhRL34Qr">https://drive.google.com/drive/u/1/folders/1q4iFz3Fa4nSfVhg_nTxet4FKhRL34Qr</a></p> <p><b>Scientists to research:</b></p>	
<p><b>Design and Technology/ ART/Music/ Life skills</b></p>	<p><b>Art:</b> <b>Drawing-line, shape.</b> <b>Self Portraits-Vincent Van Gogh</b> <b>Looking at lines-Mondrian</b> Extend variety of drawing tools e.g. finger. Hand, pencil, paintbrush. 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><b>DT: Structures Year1</b> <b>Investigating structures-chairs</b> To explore how built structures can be made stronger, stiffer and more stable. <a href="#">Look at chairs, what are chairs used for, look around school at the different types of chairs. Use key vocabulary, legs, and strength.</a> <a href="#">Can you build a chair for a character using duplo and/ or junk modelling resources?</a> <a href="https://www.designtechnology.org.uk/resource-shop/primary/chairs-for-three-bears/">(https://www.designtechnology.org.uk/resource-shop/primary/chairs-for-three-bears/)</a></p>	<p><b>Music (Unicorn)</b> 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. Learn favourite songs. Play a rhythmic line of a song. Listen and respond to different music genres.</p> <p><b>Art: Year1</b> <b>Colour-painting, space</b> <b>Artists: Kandinsky and Yayoi Kusama,</b> Use painting as a medium to develop and share ideas. Begin to mix colours name the colours made. Name the primary colours. Use colour and space for effect. Use a range of materials creatively to design and make art work.</p>			
<p><b>Computing</b></p>	<p><b>E- Safety</b> I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. <a href="#">Privacy and Security</a></p> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>Understand the outcome when making choices of which command to use and explain the outcome.</li> <li>Understand the commands and know what will happen when given.</li> <li>Give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware</li> </ul>	<p><b>E-Safety</b> I can explain why it is important to be considerate and kind to people online and to respect their choices. <a href="#">Online Relationships</a></p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>Manage a device by correctly closing websites or apps and safely turning on and off.</li> <li>Input commands using a mouse to control a cursor and use the left click to select options OR use finger control to interact with a tablet (double tap, swipe)</li> <li>Log on and off a range of platforms- Reading Eggs,</li> </ul>	<p><b>E-Safety</b> I can explain rules to keep myself safe when using technology both in and beyond the home. <a href="#">Health, Well-being and Lifestyle</a></p> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>Know technology that is used at home and in school.</li> <li>Recognise technology that is used at home and in school. Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc.</li> </ul>			

	<ul style="list-style-type: none"> <li>Make choices about the buttons/icons to press, touch or click on when using simple software/hardware.</li> <li>Complete a simple program on the computer</li> </ul>	<ul style="list-style-type: none"> <li>Mathletics, Mini Mash, Teach your Monster to Read</li> <li>Log on and to Google classroom to complete a simple task</li> </ul>				
<b>PSHE/ Life Skills</b>	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>To know what kind and unkind behaviour mean both in and out of school</li> <li>I know about people who care for me, for example my parents, siblings, grandparents, friends, teachers</li> <li>To know what it means to be a family and how families are different for example, single parents, same sex parents etc.</li> <li>To know the importance of telling someone if I am worried about something in my family <ul style="list-style-type: none"> <li>To know what it means to keep something private, including parts of the body that are private and know how to respond when feeling uncomfortable</li> </ul> </li> </ul>	<p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>To be able to list examples of rules in different situations, for example, class rules, rules outside and rules at home. <ul style="list-style-type: none"> <li>I know how we care for people, animals and other living things in different ways</li> </ul> </li> <li>To know that everyone has strengths in and out of school</li> <li>To know how to look after the environment for example, recycling</li> <li>To know about different jobs and the work people do and to understand what strengths and interests are needed to do different jobs</li> <li>To know about people whose job it is to help us in the community.</li> </ul>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>			
<b>PE, daily mile &amp; sensory circuit</b>	Y1 Games (throwing towards a target)	Y1 Gymnastics	Y1 Games (send and receive)	Y1 Dance and Problem Solving	Y1 Athletics	Y1 Games (using a racket)
<b>Texts</b>	Poetry, Me and you, <b>Naughty Bus</b> , <b>Beegu</b> , <b>Cave Baby</b> , <b>The Jolly Postman</b> , <b>Burglar Bill</b> , The gingerbread man, The three little pigs, Topsy and Tim and the dentist.		<b>Traction Man</b> , <b>Send for a Superhero</b> , <b>I want my hat back</b> , 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, Fairy Tales for Mr Barker, Goldilocks and just the 1 bear, Where the Wild things are, Princess Smartypants, The Goldilocks Project, The Paper Bag Princess, The Tiger who came to tea, Through my window, Dogger, Chocolate Cake,		<b>The Journey Home</b> , <b>Somebody Swallowed Stanley</b> , <b>The Lorax</b> , Wangari Maathai, Clean up, We're going on a bear hunt, The tiny seed, The storm whale, The bee books, Usborne book about bees. Great and the giants	Horrible Histories Filming news reports, Diaries, fact files, news reports
<b>Events</b>	INTERNATIONAL WEEK – BHM CHARITY DAY – School Council		SAFER INTERNET DAY SAFETY WEEK WORLD BOOK DAY INTERNATIONAL WOMEN'S DAY		SUMMER FAIR SPORTS DAY NEURODIVERSITY DAY	

CYCLE 2 (2024 - 2025)

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Area of Learning</b>	<b>London (Y2) Homes and Buildings (EYFS)</b>	<b>Explorers (Y2) &amp; Transport (EYFS)</b>	<b>Water (EYFS)</b>

<b>Engaging Starting Points</b>	Great Fire of London sites London Landmarks Buildings we know e.g. Train station, school, church, mosque, supermarket		Data handling- modes of transport used - how do you get to school? How do you visit family? How do you go to the park? <b>Disney's "Up"</b> .	Water play, water plants, ice, google earth - looking at green land and blue oceans		
<b>Salt/ Key vocabulary</b>	London, home, building, Buckingham Palace, Shard, King Charles, fire, river thames, science key vocabulary		Explorer, Transport, car, bus, lorry, police car, ambulance, fire truck/fire engine, bike, scooter,	Water, blue, green, ice, hot, cold, science key vocabulary, boat, swim, bath, shower,		
<b>History</b>	<p><b>To know about changes beyond living memory- such as how they have changed, grown and developed.</b>          Link to changes in national life (e.g. death of the Queen and the King's Coronation)          To compare aspects of life from different periods, e.g How buildings have changed, comparing London- now and then.          Study of Samuel Pepys and a significant event- Great Fire of London .          Kings and Queens who is the King? How long has he reigned?          Royal buildings- timelines.          Guy Fawkes and Bonfire Night/ Gunpowder Plot.</p> <p><b>To know how objects used in the past have evolved/changed over time</b>  <b>To know about a significant historical person</b></p> <p><b>To be able to use words and phrases like: before, after, past, present, then and now</b></p>		<p><b>Changes within or beyond living memory- transport. Study of a significant individual e.g. Amelia Earhart</b>          - 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.  <b>To know about a significant historical person</b></p> <p><b>To be able to use words and phrases like: before, after, past, present, then and now</b></p> <p><b>To know how objects used in the past have evolved/changed over time</b></p>	<p><b>Changes within living memory- transport. Study of a significant individual– e.g. David Attenborough, Boyan Slat, Rachel Carson, John Jack Cousteau</b></p> <p><b>PS: I can use words and phrases like: before, after, past, present, then and now</b></p>		
<b>Geography</b>	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.  Locate London on a map of the UK. Locate the UK on a world map  <b>PS To know that the UK is made up four countries</b>		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 <b>To know the seven continents of the world</b> <b>To know the names of the oceans of the world</b> <b>To know the four countries of the UK and their capital cities</b>  <b>To be able to say what I like and do not like about a different place</b>	Understand that the world is spherical. Identifying Oceans/ continents on . Comparing where different animals live- land and water Oceans and Continents. Comparing animal habitats. <b>To know the seven continents of the world</b> <b>To be able to locate the world oceans on a map/ atlas/ globe</b>  <b>To know the names of the oceans of the world</b> <b>To know the four countries of the UK and their capital cities</b>  <b>To be able to say what I like and do not like about a different place</b>		
<b>Science</b>	<u><b>Animals including humans</b></u>  <u><b>Scientific enquiry: Observing over time</b></u>  <u><b>Question: What do animals including humans need to survive?</b></u>	<u><b>Uses of everyday materials</b></u>  <u><b>Scientific enquiry: Research</b></u>  <u><b>Question: Why do we use certain materials for different objects?</b></u>	<u><b>Living things and their habitats</b></u>  <u><b>Scientific enquiry: Identifying and Classifying</b></u>  <u><b>Question: Where do animals live?</b></u>	Recap previous learning	<u><b>Plants</b></u>  <u><b>Scientific enquiry: Observing over time</b></u>  <u><b>Question: How do plants grow?</b></u>  <u><b>Objectives:</b></u>	Local National/ Issue

	<p><b>Objectives:</b> To be able to identify animals and their offspring To know the basic needs of animals and humans for survival To know about the importance of hygiene for humans To know about the importance of exercise for humans To know how eating the right types of food impacts humans</p> <p>To ask simple questions and recognise that they can be answered in different ways To research the answers to questions using books, tablets or computers</p> <p><b>Key Vocabulary:</b> survival, water, air, food, baby, offspring, calf, kitten, puppy, exercise, hygiene, adult</p> <p><a href="https://drive.google.com/drive/u/1/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9bqiH">https://drive.google.com/drive/u/1/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9bqiH</a></p> <p><b>Scientists to research:</b></p>	<p>How has John McAdam's invention impacted life today?</p> <p><b>Objectives:</b> To know the uses of everyday materials To be able to record observations To know the suitability of different everyday materials To be able to explain how the shape of objects made from some materials can be changed To know the process of recycling plastic To perform simple identifying and classifying, grouping using basic observations To know how John McAdam's invention has impacted life today</p> <p><b>Key Vocabulary:</b> recycle, materials, uses, shape, wood, metal, plastic, glass, change, sort, compare, invent</p> <p><a href="https://drive.google.com/drive/u/1/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9bqiH">https://drive.google.com/drive/u/1/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9bqiH</a></p> <p><b>Scientists to research:</b></p>	<p><b>Objectives:</b> To be able to compare the differences between things that are living, dead and have never been alive. To begin to group using prior knowledge To be able to identify a variety of plants and animals in their natural habitats. To be able to identify minibeasts in their microhabitats. To be able to explore how living things are adapted to different habitats. To be able to identify how a living thing is adapted to its habitat. To know how animals obtain food using food chains.</p> <p><b>Key Vocabulary:</b> Living, dead, never living, food source, habitat, microhabitat, depend, survive, food chain, movement, reproduction, sensitivity, growth, respiration, excretion, nutrition</p> <p><a href="https://drive.google.com/drive/u/1/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9bqiH">https://drive.google.com/drive/u/1/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9bqiH</a></p> <p><b>Scientists to research:</b></p>		<p>To be able to identify a variety of wild and garden plants and deciduous and evergreen trees To know the parts of a plant To know how to plant seeds and bulbs in different conditions To be able to make a careful observation of a seed To know what seeds need to germinate To gather and record data to help in answering questions, using given tables or data formats drawing own tables, deciding how to record</p> <p><b>Key Vocabulary:</b> seedling, bulb, tunic, scales, evaluate, growth, root, bud, basal stem, observe</p> <p><a href="https://drive.google.com/drive/u/1/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9bqiH">https://drive.google.com/drive/u/1/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9bqiH</a></p> <p><b>Scientists to research:</b></p>	
<p><b>Design and Technology/Art/ Music/ Life skills</b></p>	<p><b>DT-cooking Year3</b> <b>Healthy snacks</b> 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. Taste test - compare and evaluate - work in pairs/groups</p> <p>-Design a range of healthy snacks - fruit kebabs, sweet and savoury muffins, dry fruit, make muesli. How do we know which is the healthiest snack? Which techniques did we use to make them? - Design a healthy snack bar thinking about ingredients, fat content and allergies (gluten) -Healthy dips. Design and make healthy dips and dippers for a party</p>	<p><b>DT: Year2</b> <b>Mechanisms – use wheels and axles to design a mode of transport to carry a load over an uneven surface without damaging it.</b></p> <p>Link to construction e.g. duplo, mobilo, making a vehicle from recycled materials.</p>	<p><b>Music (Unicorn)</b> 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> <p><b>ART: Year2</b> <b>Pattern and sculpture</b> <b>Fish Scales</b> <b>Shell patterns</b> Use a range of materials creatively to design and make art work. Create repeated patterns.</p>			

					<p><b>Create using imagination through painting. Create collages and model with clay (shells)</b></p> <p><b>Create and use a wide range of patterns and colours.</b></p> <p><b>Study of Andy Goldsworthy</b></p> <p>Plan, create and evaluate a sculpture based on artist/sculptor studied.</p> <p>Pattern in the environment.</p> <p>Shape, form, model and construct.</p>
<b>Computing</b>	<p><b>E-Safety</b></p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. <a href="#">Privacy and Security</a></p> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>Understand the outcome when making choices of which command to use and explain the outcome.</li> <li>Understand the commands and know what will happen when given.</li> <li>Give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware</li> <li>Make choices about the buttons/icons to press, touch or click on when using simple software/hardware.</li> <li>Complete a simple program on the computer</li> </ul>	<p><b>E-Safety</b></p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices. <a href="#">Online Relationships</a></p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>Manage a device by correctly closing websites or apps and safely turning on and off.</li> <li>Input commands using a mouse to control a cursor and use the left click to select options OR use finger control to interact with a tablet (double tap, swipe)</li> <li>Log on and off a range of platforms- Reading Eggs, Mathletics, Mini Mash, Teach your Monster to Read</li> <li>Log on and to Google classroom to complete a simple task</li> </ul>	<p><b>E-Safety</b></p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home. <a href="#">Health, Well-being and Lifestyle</a></p> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>Know technology that is used at home and in school.</li> <li>Recognise technology that is used at home and in school. Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc.</li> </ul>		
<b>PSHE/ Life Skills</b>	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>To know what kind and unkind behaviour mean both in and out of school</li> <li>I know about people who care for me, for example my parents, siblings, grandparents, friends, teachers</li> <li>To know what it means to be a family and how families are different for example, single parents, same sex parents etc.</li> <li>To know the importance of telling someone if I am worried about something in my family</li> <li>To know what it means to keep something private, including parts of the body that are private and know how to respond when feeling uncomfortable</li> </ul>	<p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>To be able to list examples of rules in different situations, for example, class rules, rules outside and rules at home.</li> <li>I know how we care for people, animals and other living things in different ways</li> <li>To know that everyone has strengths in and out of school</li> <li>To know how to look after the environment for example, recycling</li> <li>To know about different jobs and the work people do and to understand what strengths and interests are needed to do different jobs</li> <li>To know about people whose job it is to help us in the community.</li> </ul>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>		
<b>PE, daily mile &amp; sensory circuit</b>	<p>Y1 Games (throwing towards a target)</p> <p>Y1 Gymnastics</p>	<p>Y1 Games (send and receive)</p> <p>Y1 Dance and Problem Solving</p>	<p>Y1 Athletics</p> <p>Y1 Games (using a racket)</p>		
<b>Texts</b>	<p><b>Katie in London, The Great Fire of London</b>, diary entries, non-Chronological reports. <b>A walk in London, The Big picture book of London, Guy Fox- The Fire of London, Naughty Bus</b></p>	<p><b>Into the Forest, Rosie Revere, engineer</b>, Amelia Earhart biography, The Owl and the Pussycat, Sydney, Stella and the moon</p>	<p>Mr Gumpy's outing, Lost and Found, Snail and the Whale Rainbow Fish, Bright Stanley, Sharing a Shell, The Singing Mermaid, This is Not my Hat, Shark in the Park, The Crocodile Who Didn't Like water, 1 is a Snail 10 is a Crab The Storm Whale, Commotion in the Ocean, The Journey Home, The Night Pirates, Pirates Love Underpants</p>		

<b>Events</b>	INTERNATIONAL WEEK – BHM CHARITY DAY – School Council	SAFER INTERNET DAY SAFETY WEEK WORLD BOOK DAY INTERNATIONAL WOMEN'S DAY	SUMMER FAIR SPORTS DAY ( NEURODIVERSITY DAY
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YEAR 1

	Autumn Term Topic	Spring Term Topic	Summer Term Topic
Subjects	<b>All About Me</b>	<b>Heroines and Heroes</b>	<b>Amazing Africa</b>
History	<p>To know about changes within living memory- such as how they have changed, grown and developed.  <b>Link to changes in national life (e.g. death of the Queen and the King's Coronation)</b>            To compare aspects of life from different periods, e.g comparing school days or toys- past/present  <b>To know that the toys my grandparents played with were different to my own</b>  <b>To know what objects from the past were used for</b>  <b>To know the main differences between their school days and that of their grandparents</b>  <b>To know the name of a significant person from the past</b>  <b>To know significant people from the past from my local area</b>  <b>To know significant historical places in my local area</b></p> <p><b>To be able to use words and phrases like: old, new and a long time ago</b></p> <p><b>To be able to recognise that some objects belonged to the past</b>  <b>To be able to explain how I have changed since I was born</b>  <b>To be able to explain how some people have helped us to have better lives</b>  <b>To be able to explain what significant people are known for</b>  <b>To be able to ask and answer questions about old and new objects</b>  <b>To be able to spot old and new things in a picture</b>  <b>To be able to explain what an object from the past might have been used for</b>  <b>To be able to find out things about the past by talking to an older person and asking questions</b></p> <p><b>Vocabulary:</b>            change, past, present, before, after, time, hours, minutes, days, today, yesterday, tomorrow, future, here, now, then, last week/month/year, ago, a long time ago, timeline, order, memory, remember, first, last, birth, birthday, baby, born, child, teenager,</p>	<p><b>Continuing to develop chronology- use of language- past/ present. Sources of historical information-</b> e.g. recognising that events may be fictional or real.  <b>Real life Heroes and Heroines. Historical figures.</b>  <b>Study of significant people- Children to identify their own Heroines and Heroes- what makes someone a hero or heroine?</b>  <b>examples: Albert Mackenzie, Charles Babbage, Isambard Kingdom Brunel (local people), Captain Tom Moore (recent), Malala (young), Emma Gonzales, Mary Seacole, Florence Nightingale, Edith Cavell</b>  <b>To know what objects from the past were used for</b>  <b>To know the name of a significant person from the past</b>  <b>To know significant people from the past from my local area</b>  <b>To be able to use words and phrases like: old, new and a long time ago</b></p> <p><b>To be able to explain how some people have helped us to have better lives</b></p> <p><b>To be able to explain what significant people are known for</b></p> <p><b>Vocabulary:</b>            change, past, present, before, after, time, hours, minutes, days, today, yesterday, tomorrow, future, here, now, then, last week/month/year, ago, a long time ago, timeline, order, memory, remember, first, last, birth, birthday, baby, born, child, teenager, young, younger, remembrance, old, older, live, life, change, died, death, ancient, object, museum, famous, special, modern, event, local, national, similar, different, family tree, artefact, sources,</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.  <b>Significant People- example Nelson Mandela</b>  <b>To know what objects from the past were used for</b>  <b>To know the name of a significant person from the past</b>  <b>To be able to use words and phrases like: old, new and a long time ago</b></p> <p><b>To be able to recognise that some objects belonged to the past</b>  <b>To be able to explain how some people have helped us to have better lives</b>  <b>To be able to explain what significant people are known for</b>  <b>To be able to ask and answer questions about old and new objects</b>  <b>To be able to spot old and new things in a picture</b>  <b>To be able to explain what an object from the past might have been used for</b>  <b>To be able to find out things about the past by talking to an older person and asking questions</b></p> <p><b>Vocabulary:</b>            change, past, present, before, after, time, hours, minutes, days, today, yesterday, tomorrow, future, here, now, then, last week/month/year, ago, a long time ago, timeline, order, memory, remember, first, last, birth, birthday, baby, born, child, teenager, young, younger, remembrance, old, older, live, life, change, died, death, ancient, object, museum, famous, special, modern, event, local, national, similar, different, family tree, artefact, sources,</p>

	<p>young, younger, remembrance, old, older, live, life, change, died, death, ancient, object, museum, famous, special, modern, event, local, national, similar, different, family tree, artefact, sources,</p>					
<p><b>Geography</b></p>	<p><b>Use field work and observational skills to study geography of our school and grounds, key features of the local area and geographical vocabulary,</b> weather charts (introduce). Devise simple maps (messy mapping) use and construct basic symbols in a key). 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>To know the four countries that make up the UK          To know the names of the four seasons          To know different types of weather          To know where I live and say my address (to a trusted adult)          To be able to keep a weather chart and answer some questions about the weather          To be able to explain how the weather changes throughout the year          To be able to locate the four countries of the UK on a map atlas,, globe          To be able to name some of the main towns and cities in the UK</p> <p><b>Vocabulary:</b> ocean, continent, countries, capital cities, weather, sun, rain, snow, wind, hail, thunder, storm, lightning, North Pole, South Pole, beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, season, autumn, winter, spring, summer, city, town, village, factory, farm, house, office, port, harbour, shop, atlas, globe, North, South, East, West, left, right, near, far, symbols, key, desert, ice,</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. Identify seasonal and daily weather patterns- link to Science topics.</p> <p>To know the names of the four seasons          To know different types of weather</p> <p>To be able to keep a weather chart and answer some questions about the weather          To be able to explain how the weather changes throughout the year</p> <p><b>Vocabulary:</b> ocean, continent, countries, capital cities, weather, sun, rain, snow, wind, hail, thunder, storm, lightning, North Pole, South Pole, beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, season, autumn, winter, spring, summer, city, town, village, factory, farm, house, office, port, harbour, shop, atlas, globe, North, South, East, West, left, right, near, far, symbols, key, desert, ice</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). 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>To know the four countries that make up the UK          To know the names of the four seasons          To know different types of weather          To be able to keep a weather chart and answer some questions about the weather          To be able to explain some of the main things that are in hot and cold places          To be able to explain how the weather changes throughout the year          To be able to locate the four countries of the UK on a map, atlas, globe          To be able to name some of the main towns and cities in the UK</p> <p><b>Vocabulary:</b> ocean, continent, countries, capital cities, weather, sun, rain, snow, wind, hail, thunder, storm, lightning, North Pole, South Pole, beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, season, autumn, winter, spring, summer, city, town, village, factory, farm, house, office, port, harbour, shop, atlas, globe, North, South, East, West, left, right, near, far, symbols, key, desert, ice</p>		
<p><b>Science</b></p>	<p><b>Animal incl humans</b>  <u>Scientific enquiry:</u> Identifying classifying and grouping</p> <p><b>Question:</b>          What are the names for all the parts of our bodies?          How can we organise all the zoo animals?</p> <p><b>Objectives:</b>          - To know parts of the human body including those related to the senses          - To be able to use our senses to explore the world around us          - To know a range of animals which includes animals from each of the vertebrate groups          - To be able to sort and group animals using similarities and</p>	<p><b>Seasonal changes (Autumn to winter)</b>  <u>Scientific enquiry:</u> Observing over time</p> <p><b>Question:</b>          How does the oak tree change over the year?</p> <p><b>Objectives:</b>          (Focus on Summer to Autumn to winter)          - To know the four seasons and identify when in the year they occur.          - To be able to describe weather in different seasons over a year.          - To be able to describe the features that change over the year.          - To know how animals are</p>	<p><b>Planting</b></p> <p><b>Materials</b></p> <p><u>Everyday Materials</u></p> <p><u>Scientific enquiry:</u> Pattern seeking</p> <p><b>Question:</b> Is there a pattern in the types of materials that are used to make objects in a school?</p> <p><b>Objectives:</b>          - To know the following common materials: wood, paper, plastic, metal, water, glass, rock.          - To be able to distinguish between an object and the material from which it is made.          - To be able to sort objects and materials using a range of properties          - To be able to describe the properties of different materials.          - To be able to choose an appropriate method for testing an object for a particular property.</p>	<p><b>Animals</b></p> <p><b>Seasonal Changes</b></p> <p><b>Planting B</b></p> <p><u>Seasonal changes (Spring to summer) And start Plants (summer 1)</u></p> <p><u>Scientific enquiry:</u> Observing over time</p> <p><b>Question:</b>          How does the oak tree change over the year?</p> <p><b>Objectives:</b>          (Focus on winter to Spring to Summer)          Recap previous learning in Autumn 2          - To know the four seasons and identify when in the year they occur.          - To be able to describe weather in different seasons over a year.          - To know how animals are affected by each season.          - To know how humans are affected by each season.          - To know how day length changes.</p>	<p><b>Plants</b></p> <p><u>Plants</u></p> <p><u>Scientific enquiry:</u> Observation over time</p> <p>Identifying, classifying and grouping</p> <p><b>Question:</b>          How can we sort the leaves that we collected on our walk?          How does my sunflower change each week?</p> <p><b>Objectives:</b>          - To know the names of trees and other plants you see regularly.          - To be able to use simple charts to identify plants.          - To be able to make observations of plants over time. (Keep a diary)          - To be able to describe some of the key features of trees and plants.          - To be able to sort and group parts of plants and trees using similarities and differences.          - To know the difference between deciduous and evergreen trees.</p>	<p><b>Planting C</b>  <u>Seasonal Changes</u></p> <p>Local/National Issue</p> <p>To ask simple questions and recognise that they can be answered in different ways (fair tests, comparative tests, observation over time, research, pattern seeking)</p>

	<p>differences.</p> <p>- To know what animals eat and use the words carnivore, herbivore and omnivore.</p> <p><b>Key Vocabulary:</b> Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, carnivore, omnivore, mammal, reptiles, fish, amphibians, birds, smell, taste, touch, see, hear</p> <p><a href="https://drive.google.com/drive/u/1/folders/1xZ7IVJoIJ6oLB_YW_FvwVkDUDnV0ydsM">https://drive.google.com/drive/u/1/folders/1xZ7IVJoIJ6oLB_YW_FvwVkDUDnV0ydsM</a></p> <p><b>Scientists to research:</b></p>	<p>affected by each season. (Link to autumn 1)</p> <p>- To know how humans are affected by each season. (Link to Autumn 1)</p> <p>- To know how day length changes.</p> <p><b>Key Vocabulary:</b> Weather (sunny, rainy, windy, snowy etc.) Seasons (winter, summer, spring, autumn) Sun, sunrise, sunset, day length</p> <p><a href="https://drive.google.com/drive/u/1/folders/1xZ7IVJoIJ6oLB_YW_FvwVkDUDnV0ydsM">https://drive.google.com/drive/u/1/folders/1xZ7IVJoIJ6oLB_YW_FvwVkDUDnV0ydsM</a></p> <p><b>Scientists to research:</b></p>	<p>- To know why certain materials are suited to particular needs.</p> <p><b>Key Vocabulary:</b> Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through</p> <p><a href="https://drive.google.com/drive/u/1/folders/1xZ7IVJoIJ6oLB_YW_FvwVkDUDnV0ydsM">https://drive.google.com/drive/u/1/folders/1xZ7IVJoIJ6oLB_YW_FvwVkDUDnV0ydsM</a></p>	<p>- To be able to describe the features that change over the year. (Link to plants and trees)</p> <p>- ask simple questions and recognise that they can be answered in different ways</p> <p>* gather and record data to help in answering questions, using given tables or data formats</p> <p><b>Key Vocabulary:</b> Weather (sunny, rainy, windy, snowy etc.) Seasons (winter, summer, spring, autumn) Sun, sunrise, sunset, day length</p> <p><a href="https://drive.google.com/drive/u/1/folders/1xZ7IVJoIJ6oLB_YW_FvwVkDUDnV0ydsM">https://drive.google.com/drive/u/1/folders/1xZ7IVJoIJ6oLB_YW_FvwVkDUDnV0ydsM</a></p> <p><b>Scientists to research:</b></p>	<p><b>Key Vocabulary:</b> Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area</p> <p><a href="https://drive.google.com/drive/u/1/folders/1xZ7IVJoIJ6oLB_YW_FvwVkDUDnV0ydsM">https://drive.google.com/drive/u/1/folders/1xZ7IVJoIJ6oLB_YW_FvwVkDUDnV0ydsM</a></p> <p><b>Scientists to research:</b></p>	
	<p><b>Working Scientifically Questions</b></p> <p>Comparative testing: <a href="https://www.ogdentrust.com/resources/working-scientifically-comparative-testing">https://www.ogdentrust.com/resources/working-scientifically-comparative-testing</a>  Pattern seeking: <a href="https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking">https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking</a>  Research: <a href="https://www.ogdentrust.com/resources/working-scientifically-research">https://www.ogdentrust.com/resources/working-scientifically-research</a></p> <p>Observing over time: <a href="https://www.ogdentrust.com/resources/working-scientifically-observing-over-time">https://www.ogdentrust.com/resources/working-scientifically-observing-over-time</a>  Identifying and classifying: <a href="https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying">https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying</a>  Ideas over time: <a href="https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time">https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time</a></p>					
<p><b>Design and Technology/ ART</b></p>	<p><b>DT: Structures</b> <b>Investigating structure-</b> To explore how built structures can be made stronger, stiffer and more stable.</p> <p>Exploring chairs - link to Goldilocks - look at many different chairs and evaluate using a criteria (strength, comfort, size, function) - explore different materials, make and test mock-ups, draw a design of the perfect chair explaining why and label</p>		<p><b>Art:</b> <b>Colour-painting, space, line shape</b> <b>Artists: Kandinsky, Yayoi Kusama, Mondrian</b> Use painting as a medium to develop and share ideas. Begin to mix colours. Know the primary colours. Use colour and space for effect. Explore using lines and known geometric shapes to create Use a range of materials creatively to design and make art work. Artists-making links to their own work Link their products to well-known artists.</p>		<p><b>DT: Cooking and Nutrition</b> <b>Smoothies and Drinks</b> 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>Evaluate existing smoothies. Taste different fruits and research where they come from, Design and make own smoothies. Taste each others and evaluate.</p>	
<p><b>Music</b></p>	<p><b>SNS</b> 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>		<p><b>RB</b> 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>		<p><b>TB</b> 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>	



<b>Possible music links</b>	<b>This is Me – The Greatest Showman</b> What is the song about? Why is this important?		<b>I Need a Hero – Bonnie Tyler</b> Can you describe how the song makes you feel? The song is about a male superhero; can women be superheroes too?		<b>African Rhythms – Relax with Nature (YouTube)</b> What instruments can you name? When do you think this type of music was performed?	
<b>PE</b>	Gymnastics	Games (throwing towards a target)	Games (sending and receiving)	Problem Solving	Athletics	Games (using a racket)
	Fitness TB <b>Dance RB</b>	Multi-skills TB Multi-skills SNS	Fitness SNS <b>Dance TB</b>	Multi-skills SNS Multi-skills RB	Fitness RB <b>Dance SNS</b>	Multi-skills RB Multi-skills TB
Copy and repeat simple skills with basic control and coordination. Explore simple skills and actions with basic control and coordination. Start to link these skills and actions in ways that suit the activities. Describe and comment on their own and others' actions. Talk about how to exercise safely. Talk about how their bodies feel during an activity.						
<b>Computing/ R&amp;PSHE (SMSC &amp; P4C)</b>	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>To know what kind and unkind behaviour mean both in and out of school</li> <li>I know about people who care for me, for example my parents, siblings, grandparents, friends, teachers</li> <li>To know what it means to be a family and how families are different for example, single parents, same sex parents etc.</li> <li>To know the importance of telling someone if I am worried about something in my family</li> <li>To know what it means to keep something private, including parts of the body that are private and know how to respond when feeling uncomfortable</li> <li>To know when it is important to ask permission to touch others and to know how to ask and give/ not give permission</li> </ul>	<p><b>E-safety – NC:</b> keeping personal information private Use technology safely Know that personal information should be kept private Recognise common uses of technology beyond school</p> <p><b>• To log in safely and understand why that is important. (1)</b> <b>Vocabulary:</b> <b>Device</b> <b>Alert</b> <b>Log in</b> <b>Log out</b> <b>Password</b> <b>private</b></p> <p><b>Digital Literacy</b> I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. <a href="#">Privacy and Security</a> <b>TEACH COMPUTING - DIGITAL WRITING</b> Logging in and typing games. NC: Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Use technology safely and respectfully, keeping personal information private Vocabulary:</p>	<p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>To be able to list examples of rules in different situations, for example, class rules, rules outside and rules at home.</li> <li>I know how we care for people, animals and other living things in different ways</li> <li>To know that everyone has strengths in and out of school</li> <li>To know how to look after the environment for example, recycling</li> <li>To know about different jobs and the work people do and to understand what strengths and interests are needed to do different jobs</li> <li>To know about people whose job it is to help us in the community.</li> </ul>	<p><b>E-safety – PSHE:</b> about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices. <a href="#">Online Relationships</a></p> <p><b>•Computer Science:</b> Understand what algorithms and programs are Create simple programs Know that programs only work with precise instructions <i>Begin with Bee-bot unit and move to</i> <a href="#">TEACH COMPUTING - moving a robot</a> NC: Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Recognise common uses of information technology beyond school <b>Vocabulary:</b> Forwards, backwards, turn, clear, go, commands</p>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>To know how feelings can affect how people behave</li> <li>To be able to recognise what makes me special and unique including my likes, dislikes and what I am good at</li> <li>To know how to take care of myself on a daily basis.</li> <li>To know what it means to be healthy and why it is important</li> <li>To know about physical activity and how it keeps people healthy</li> <li>To know about people who can help me to stay healthy such as my parents, doctors, nurses, dentists, Middy Meal Supervisors</li> <li>To know how rules can help keep me safe</li> </ul>	<p><b>E-Safety PSHE:</b> that sometimes people may behave differently online, including by pretending to be someone they are not <b>NC:</b> identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home. <a href="#">Health, Well-being and Lifestyle</a></p> <p>NC: Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Recognise common uses of information technology beyond school <b>Vocabulary:</b> <b>code, object, action, click, start event, click event</b></p>

		Word processor, keyboard, Keys, Letters, type Numbers, space, backspace, text cursor Capital letters, toolbar, bold, italic, underline Mouse, select, font Undo, redo, font, format Compare, typing, writing		Instructions, directions Left, right, turn, commands Plan, algorithm, program Route,		instructions, code, action, object program, programming, decompose
RE	1a. How did we get here? (Parts 1 and 2)		1b. Who do we thank? (Parts 1 and 2)		1c. How do we know we are special? (Parts 1 and 2)	
<b>Trips/Visits/ Projects/ Websites</b>	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.		Tate Modern (Art)		Drama workshop, Trip to the Zoo- Horniman Museum <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettlers-continent-of-africa/zfv7d6f">https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettlers-continent-of-africa/zfv7d6f</a> <a href="https://www.bbc.co.uk/bitesize/clips/zmqtfq8">https://www.bbc.co.uk/bitesize/clips/zmqtfq8</a>	
<b>Possible texts</b> Texts in bold-on Literacy Tree	Poetry, Me and you, <b>Naughty Bus, Beegu, Cave Baby, The Jolly Postman, Burglar Bill, The Odd Egg</b> , There's a Boy Like Me, Super Duper You, I am Perfectly Designed		<b>Traction Man, Send for a Superhero, I want my hat back</b> , 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, <b>Where the wild Things Are</b> , Princess Smartypants, The Goldilocks Project, Billy and the Beast*		We're going on a Lion Hunt, The Hunter, African Tales, <b>Anansi the Spider</b> , Africa is not a Country, <b>Bringing the rain to the Kapiti Plain</b> , Mama Panya's Pancakes, Handa's Hen, Handa's Noisy Night, One Day on our Blue Planet: In the Savannah, <b>Amazing Africa</b>	
<b>Events</b>	International Week- Black History Month, 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
<b>Subjects</b>	<b>London</b>	<b>Explorers</b>	<b>The Natural World</b>
<b>History</b>	Study of <b>events beyond living memory</b> , and <b>significant events</b> . How buildings have changed, comparing London- now and then. <b>Study of Samuel Pepys and a significant event- Great Fire of London</b> – make timeline of events. History of firefighters, (making bread) Kings and Queens who is the King? How long has he reigned? Royal buildings- timelines. Comparing two Kings and Queens to compare historical periods. Guy Fawkes and Bonfire Night/ Gunpowder Plot. <b>Significant people: Samuel Pepys, Kings and Queens of England, Guy Fawkes</b>	Changes within living memory e.g. transport. Study of a significant individual- e.g. transport inventor or Explorer- how have they contributed to national achievements? How transport/travel 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.	<b>Significant person – Marianne North, Charles Darwin</b> , <b>To know about a significant historical person</b> <b>To know how the local area is different to the way it used to be in the past</b>  <b>To be able to use words and phrases like: before, after, past, present, then and now</b> <b>To be able to recount the life of someone famous from Britain who lived in the past; to be able to explain what they did earlier and what they did later</b> <b>To be able to answer questions using books and the internet</b>

	<p>To know about an event that happened long ago, even before their grandparents were born</p> <p>To know how objects used in the past have evolved/changed over time</p> <p>To know about a significant historical person</p> <p>To know that children's lives today are different to those of children from the past</p> <p>To know how the local area is different to the way it used to be in the past</p> <p>To be able to use words and phrases like: <i>before, after, past, present, then and now</i></p> <p>To be able to recount the life of someone famous from Britain who lived in the past; to be able to explain what they did earlier and what they did later</p> <p>To be able to give examples of things that were different when grandparents were children</p> <p>To be able to answer questions using books and the internet</p> <p>To be able to compare the lives of significant people from different time periods</p> <p>To be able to research the life of a famous person from the past using different sources of evidence</p> <p>Vocabulary: past, present, before, after, time, hours, minutes, days, today, yesterday, tomorrow, future, here, now, then, last week/month/year, ago, a long time ago, timeline, order, memory, remember, first, last, birth, birthday, baby, born, child, teenager, young, younger, remembrance, old, older, live, life, change, died, death, ancient, object, museum, famous, special, modern, event, local, national, similar, different, <b>decade, century, hundred, thousand, millions, AD/CE, BC/BCE, monarch, monarchy, kingdom, reign, king, queen, significant, castle, palace, artefact</b></p>	<p>Significant people: Elijah McCoy, Amelia Earhart, Jessica Watson, Christopher Columbus, Ibn Battuta Matthew Henson - polar explorer</p> <p>Compare and contrast the way Edmund Hillary and Tenzing Norgay's achievements were recognised after simultaneously reaching Everest's summit.</p> <p>To know about an event that happened long ago, even before their grandparents were born</p> <p>To know how objects used in the past have evolved/changed over time</p> <p>To know about a significant historical person</p> <p>To know how the local area is different to the way it used to be in the past</p> <p>To be able to use words and phrases like: <i>before, after, past, present, then and now</i></p> <p>To be able to recount the life of someone famous from Britain who lived in the past; to be able to explain what they did earlier and what they did later</p> <p>To be able to give examples of things that were different when grandparents were children</p> <p>To be able to answer questions using books and the internet</p> <p>To be able to compare the lives of significant people from different time periods</p> <p>To be able to research the life of a famous person from the past using different sources of evidence</p> <p>Vocabulary: past, present, before, after, time, hours, minutes, days, today, yesterday, tomorrow, future, here, now, then, last week/month/year, ago, a long time ago, timeline, order, memory, remember, first, last, birth, birthday, baby, born, child, teenager, young, younger, remembrance, old, older, live, life, change, died, death, ancient, object, museum, famous, special, modern, event, local, national, similar, different, <b>decade, century, hundred, thousand, millions, AD/CE, BC/BCE, monarch, monarchy, kingdom, reign, king, queen, significant, castle, palace, artefact</b></p>	<p>To be able to compare the lives of significant people from different time periods</p> <p>To be able to research the life of a famous person from the past using different sources of evidence</p> <p>Vocabulary: past, present, before, after, time, hours, minutes, days, today, yesterday, tomorrow, future, here, now, then, last week/month/year, ago, a long time ago, timeline, order, memory, remember, first, last, birth, birthday, baby, born, child, teenager, young, younger, remembrance, old, older, live, life, change, died, death, ancient, object, museum, famous, special, modern, event, local, national, similar, different, <b>decade, century, hundred, thousand, millions, AD/CE, BC/BCE, monarch, monarchy, kingdom, reign, king, queen, significant, castle, palace, artefact</b></p>
<p><b>Geography</b></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. Use messy maps to create/ recreate routes</p> <p>To know the four countries of the UK and their capital cities</p> <p>To be able to say what I like and do not like about the place I live in</p> <p>To be able to describe some of the features of an island</p> <p>To be able to describe the key features of a place from a picture using words like <i>beach, coast, forest, hill, mountain, ocean, valley</i></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.</p> <p>To know the seven continents of the world</p> <p>To know the names of the oceans of the world</p> <p>To know the four countries of the UK and their capital cities</p> <p>To be able to say what I like and do not like about a different place</p> <p>To be able to describe a place outside Europe using geographical vocabulary</p>	<p>Similarities and differences – comparing the UK with a contrasting non-European country. Identifying Oceans/ continents on a map. Comparing different habitats-e.g.land and water (desert, rainforest, arctic etc) Oceans and Continents. News reports- natural world and environment. Develop fieldwork skills including use of aerial photos, devising maps. Identifying weather patterns and hot/ cold places on globe (North and South Poles). Use and follow simple compass directions, directional language.</p> <p>To know the seven continents of the world</p> <p>To know the names of the oceans of the world</p> <p>To know the four countries of the UK and their capital cities</p> <p>To be able to say what I like and do not like about the place I live in</p>

	<p>To be able to explain how an area has been spoilt or improved and give reasons          To be able to explain the facilities that a village, town and city may need and give reasons          To be able to find where I live on the map of the UK</p> <p><b>Vocabulary:</b>          ocean, continent, countries, capital cities, weather, sun, rain, snow, wind, hail, thunder, storm, lightning, North Pole, South Pole, beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, season, autumn, winter, spring, summer, city, town, village, factory, farm, house, office, port, harbour, shop, atlas, globe, North, South, East, West, left, right, near, far, symbols, key, desert, ice,</p>	<p>To be able to describe some of the features of an island          To be able to describe the key features of a place from a picture using words like <i>beach, coast, forest, hill, mountain, ocean, valley</i>          To be able to explain how an area has been spoilt or improved and give reasons          To be able to explain the facilities that a village, town and city may need and give reasons          To be able to locate the continents of the world on a map/ atlas/ globe          To be able to locate the world oceans on a map/ atlas/ globe          To be able to find where I live on the map of the UK</p> <p><b>Vocabulary:</b>          ocean, continent, countries, capital cities, weather, sun, rain, snow, wind, hail, thunder, storm, lightning, North Pole, South Pole, beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, season, autumn, winter, spring, summer, city, town, village, factory, farm, house, office, port, harbour, shop, atlas, globe, North, South, East, West, left, right, near, far, symbols, key, desert, ice,</p>	<p>To be able to say what I like and do not like about a different place          To be able to describe a place outside Europe using geographical vocabulary          To be able to describe some of the features of an island          To be able to describe the key features of a place from a picture using words like <i>beach, coast, forest, hill, mountain, ocean, valley</i>          To be able to explain how an area has been spoilt or improved and give reasons          To be able to explain the facilities that a village, town and city may need and give reasons          To be able to locate the continents of the world on a map/ atlas/ globe          To be able to locate the world oceans on a map/ atlas/ globe          To be able to find where I live on the map of the UK</p> <p><b>Vocabulary:</b>          ocean, continent, countries, capital cities, weather, sun, rain, snow, wind, hail, thunder, storm, lightning, North Pole, South Pole, beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, season, autumn, winter, spring, summer, city, town, village, factory, farm, house, office, port, harbour, shop, atlas, globe, North, South, East, West, left, right, near, far, symbols, key, desert, ice,</p>			
<p><b>Science</b></p>	<p><b>Animals including humans</b></p> <p><b>Scientific enquiry:</b> Observing over time</p> <p><b>Question:</b> What do animals including humans need to survive?</p> <p><b>Objectives:</b>          To be able to identify animals and their offspring          To know the basic needs of animals and humans for survival          To know about the importance of hygiene for humans          To know about the importance of exercise for humans          To know how eating the right types of food impacts humans          To ask simple questions and recognise that they can be answered in different ways          To research the answers to questions using books, tablets or computers</p>	<p><b>No science (Christmas Production)</b></p>	<p><b>Materials</b></p> <p><i>Uses of everyday materials</i></p> <p><b>Scientific enquiry:</b> Research</p> <p><b>Question:</b> Why do we use certain materials for different objects? How has John McAdam's invention impacted life today?</p> <p><b>Objectives:</b>          To know the uses of everyday materials          To be able to record observations          To know the suitability of different everyday materials          To be able to explain how the shape of objects made from some materials can be changed          To know the process of recycling plastic          To perform simple identifying and classifying, grouping using basic observations          To know how John McAdam's invention has impacted life today</p> <p><b>Key Vocabulary:</b> recycle, materials, uses, shape, wood, metal, plastic, glass, change, sort, compare, invent</p> <p><a href="https://drive.google.com/drive/u/1/folder/s/1Yyb33q_9rlHiZxo1Sx1hOG-9rqF9bajH">https://drive.google.com/drive/u/1/folder/s/1Yyb33q_9rlHiZxo1Sx1hOG-9rqF9bajH</a></p>	<p><b>Living Things and Their Habitats</b></p> <p><i>Living things and their habitats</i></p> <p><b>Scientific enquiry:</b> Identifying and Classifying</p> <p><b>Question:</b> Where do animals live?</p> <p><b>Objectives:</b>          To be able to compare the differences between things that are living, dead and have never been alive.          To begin to group using prior knowledge          To be able to identify a variety of plants and animals in their natural habitats.          To be able to identify minibeasts in their microhabitats.          To be able to explore how living things are adapted to different habitats.          To be able to identify how a living thing is adapted to its habitat.          To know how animals obtain food using food chains.</p> <p><b>Key Vocabulary:</b> Living, dead, never living, food source, habitat, microhabitat, depend, survive, food chain, movement, reproduction, sensitivity, growth, respiration, excretion, nutrition</p>	<p><b>Plants</b></p> <p><b>Growing Up</b></p> <p><b>Bulbs and Seeds</b></p> <p><i>Plants</i></p> <p><b>Scientific enquiry:</b> Observing over time</p> <p><b>Question:</b> How do plants grow?</p> <p><b>Objectives:</b>          To be able to identify a variety of wild and garden plants and deciduous and evergreen trees          To know the parts of a plant          To know how to plant seeds and bulbs in different conditions          To be able to make a careful observation of a seed          To know what seeds need to germinate          To gather and record data to help in answering questions, using given tables or data formats drawing own tables, deciding how to record</p> <p><b>Key Vocabulary:</b> seedling, bulb, tunic, scales, evaluate, growth, root, bud, basal stem, observe</p> <p><a href="https://drive.google.com/drive/u/1/folder/s/1Yyb33q_9rlHiZxo1Sx1hOG-9rqF9bajH">https://drive.google.com/drive/u/1/folder/s/1Yyb33q_9rlHiZxo1Sx1hOG-9rqF9bajH</a></p>	<p><b>Growing Up</b></p> <p><b>Plastice</b></p> <p><b>Wildlife</b></p> <p><i>Local/ National issue</i></p> <p>To ask simple questions and recognise that they can be answered in different ways (fair tests, comparative tests, observation over time, research, pattern seeking)</p>

	<p><b>Key Vocabulary:</b> survival, water, air, food, baby, offspring, calf, kitten, puppy, exercise, hygiene, adult</p> <p><a href="https://drive.google.com/drive/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9baiH">https://drive.google.com/drive/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9baiH</a></p> <p><b>Scientists to research:</b></p>		<p><u>Scientists to research:</u></p>	<p><a href="https://drive.google.com/drive/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9baiH">https://drive.google.com/drive/folders/1Yvb33q_9rLHiZxoLSx1bQG-9rqF9baiH</a></p> <p><u>Scientists to research:</u></p>	<p><u>Scientists to research:</u></p>	
<p><b>Working Scientifically Questions</b></p> <p>Comparative testing: <a href="https://www.ogdentrust.com/resources/working-scientifically-comparative-testing">https://www.ogdentrust.com/resources/working-scientifically-comparative-testing</a> Observing over time: <a href="https://www.ogdentrust.com/resources/working-scientifically-observing-over-time">https://www.ogdentrust.com/resources/working-scientifically-observing-over-time</a></p> <p>Pattern seeking: <a href="https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking">https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking</a> Identifying and classifying: <a href="https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying">https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying</a></p> <p>Research: <a href="https://www.ogdentrust.com/resources/working-scientifically-research">https://www.ogdentrust.com/resources/working-scientifically-research</a> Ideas over time: <a href="https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time">https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time</a></p>						
<p><b>Design and Technology /Art</b></p>	<p><b>ART:</b></p> <p><b>Drawing, charcoal, chalk, pastels</b></p> <p><b>City-scape and the night sky – buildings (silhouettes) , sky, Artist study: Sonia Boyce</b></p> <p>Exploration of other/new materials i.e. charcoal, chalk, pastels</p> <p>Extend variety of drawing tools. Use drawing as a medium to develop and share ideas</p> <p>Proportion</p> <p>Discuss use of shadows and light and dark</p> <p>Sketch to make records</p> <p>Darken colours without using black</p> <p>To make as many tones of one colour as possible</p> <p>Darken colours without using black.</p> <p>Make as many tones of one colour as possible (using white)</p> <p>Use colour on a large scale.</p>	<p><b>DT: Mechanisms</b></p> <p>To explore and develop the use of mechanisms (levers, sliders, wheels and axles) in products.</p> <p>Make vehicles, evaluate and then draw a design to show how they would improve them.</p> <p><a href="https://www.designtechnology.org.uk/resource-shop/primary/wh eels-working-with-wheels-and-axles/">https://www.designtechnology.org.uk/resource-shop/primary/wh eels-working-with-wheels-and-axles/</a></p> <p>Moving Pictures: Create a moving picture using sliders and levers. Use templates.</p> <p><a href="https://www.designtechnology.org.uk/resource-shop/primary/mo ving-pictures/">https://www.designtechnology.org.uk/resource-shop/primary/mo ving-pictures/</a></p> <p>Hinges and catches - Make a box. explore how different materials are joined together so that they can still move.</p> <p><a href="https://www.designtechnology.org.uk/resource-shop/primary/hin ges-and-catches/">https://www.designtechnology.org.uk/resource-shop/primary/hin ges-and-catches/</a></p>	<p><b>ART:</b></p> <p><b>Pattern and sculpture</b></p> <p><b>Fish Scales, Shell patterns</b></p> <p>Use a range of materials creatively to design and make art work. Create and use a wide range of patterns and colours. Identify man-made and natural patterns. Recognise regular and irregular patterns. Create repeated patterns. Create using imagination through painting. Create collages and model with clay (shells)</p> <p><b>Study of Andy Goldsworthy</b></p> <p>Plan, create and evaluate a sculpture based on artist/sculptor studied. Pattern in the environment. Shape, form, model and construct.</p>			
<p><b>Music</b></p>	<p><b>SNS</b></p> <p>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 Has moved as requested to recorded music reflecting changes from lower to higher instruments</p>		<p><b>RB</b></p> <p>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 Has moved as requested to recorded music reflecting changes from lower to higher instruments</p>		<p><b>TB</b></p> <p>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 Has moved as requested to recorded music reflecting changes from lower to higher instruments</p>	

		Can listen to and recognise music.		Can listen to and recognise music.		Can listen to and recognise music.
<b>Possible music links</b>	<b>Coronation Anthem</b> What instruments can you hear? How do you feel when you listen to the music? How does the music change when the singers begin?		<b>KS1 Music: History – Christopher Columbus and Ferdinand Magellan (BBC Bitesize)</b> What can you tell me about the explorers from listening to the lyrics?		<b>This is Nature – Save The Earth (HiDino Kids)</b> Why is it important to preserve nature? What can we do to help save the natural world?	
<b>PE</b>	Gymnastics	Games (net games using hands)	Problem Solving	Games (dribbling using feet)	Athletics	Games (attack vs defence)
	Multi-skills SNS Multi-skills TB	Fitness TB <b>Dance RB</b>	Multi-skills SNS Multi-skills RB	Fitness SNS <b>Dance TB</b>	Multi-skills TB Multi-skills RB	Fitness RB <b>Dance SNS</b>
	Explore simple skills. Copy, remember and repeat simple actions with control and coordination. Explore simple actions with control and coordination. Vary skills, actions and ideas in activities. Link skills learnt together in ways that suit the activities. Begin to show some understanding of simple tactics. Talk about differences between their own and others' performance. Suggest improvements to their own and others' performances. Understand how to exercise safely. Describe how their bodies feel during different activities.					
<b>Computing/ R&amp;PSHE (SMSC &amp; P4C)</b>	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>To know about different ways that people meet and make friends</li> <li>To know how to positively resolve arguments between friends</li> <li>To be able to ask for help and when to help someone when they are lonely or upset</li> <li>To know how to play and work cooperatively in different groups and situations</li> <li>To know what bullying is and different types of bullying</li> <li>To be able to resist pressure to do something that feels uncomfortable or unsafe</li> </ul>	<p><b>E-Safety</b></p> <p><b>NC:</b> identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Identify trusted adults that can help with online concerns</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p><a href="#">Privacy and Security</a></p> <p>Lesson 1 - Searching and Sharing</p> <p><b>Vocabulary:</b> Internet Search Sharing Secure Personal information Private information Computer Science <a href="#">Espresso coding</a> <a href="#">Year 2 Unit 2a</a> Different sorts of inputs</p> <p><b>NC:</b> Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by</p>	<p><b>E-Safety</b></p> <p><b>NC:</b> use technology safely and respectfully</p> <p>PSHE: that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p><a href="#">Online Relationships</a></p> <p>Lesson 2 Email Using 2Respond</p> <p><b>Vocabulary:</b> Email Attachment Filter Sharing secure</p> <p><b>Information Technology</b> <b>Data and Information</b></p> <p><b>NC:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p>	<p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>To know that I can be part of different groups and the role I play in these groups: class, teams, faith groups etc.</li> <li>To know the rights and responsibilities that I have in school and the wider community</li> <li>To know that I belong to different communities as well as the school community and that all members or my community are equal</li> <li>To know what money is and its different forms</li> <li>To know that people are paid money for the jobs they do</li> <li>To know how people make choices about spending money (needs and wants)</li> </ul>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>To know that I need routines and habits for maintaining good physical and mental health</li> <li>To know how to describe and share a range of feelings, how to ask for help, and how to help others, with their feelings</li> <li>To be able to describe the human life cycle and how people grow from young to old</li> <li>To be able describe how my needs and body change as I grow up</li> <li>To know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines and at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>To know how to respond if there is an accident and someone is hurt and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>	<p><b>E-Safety</b></p> <p><b>NC:</b> use technology safely and respectfully</p> <p>PSHE: about the role of the internet in everyday life that not all information seen online is true</p> <p>I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <p><a href="#">Health, Well-being and Lifestyle</a></p> <p><b>Vocabulary:</b> <b>Digital footprint</b> <b>Personal information</b> <b>Internet</b> <b>Private information</b> <b>secure</b> <b>Digital Literacy</b></p> <p><b>Information Technology</b> <b>Creating Media</b> (Science - presenting information on animals and their habitats)</p> <p><b>NC:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>

	following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs To reorder a sequence of instructions and correct errors in programs (debug) Recognise common uses of information technology beyond school <b>Vocabulary:</b> <b>object, key press, control, action, algorithm, input device</b> <b>click, start, click event, start event, code</b>	<b>Vocabulary:</b> <b>Block graph, cell, column, copy, data, count toll, equals, drag, label, row, speak tool, table, total</b>		recognise common uses of information technology beyond school <b>Vocabulary:</b> <b>E-book, fact file, fiction, mind map, node, non-fiction, presentation, quiz</b>
<b>RE</b>	<b>2a. What do we mean by God? (Parts 1-4)</b>	<b>2b. How do we know what is right or wrong?</b>	<b>2c. Why do people celebrate births? (Parts 1&amp;2)</b>	
<b>Trips/Visits/ Projects/ Websites</b>	Trips to Monument and Museum of London. Walk of Great Fire of London sites London Landmarks	Data handling- modes of transport used	Natural History museum, Seaside/ Forest	
<b>Possible texts</b> Texts in bold-on Literacy Tree	Katie in London, <b>The Great Fire of London</b> , diary entries, non-Chronological reports. <b>A walk in London</b> , The Big Picture Book of London, Guy Fox- The Fire of London	<b>Into the Forest, Rosie Revere, Engineer</b> , Amelia Earhart biography, The Owl and the Pussycat, Sydney, <b>Stella and the moon</b>	The Tadpole's Promise, <b>The Journey Home, The House held up by Trees, Wolves, Ocean meets Sky</b> , Bingo and the Burblies	
<b>Events</b>	International Week – Black History Month, 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
<b>Subjects</b>	<b>Stone Age to Iron Age</b>	<b>The Egyptians</b>	<b>Saving Planet Earth</b>
<b>History</b>	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. <b>Significant people: Bog Man/ Lindow man, Mary Anning</b>	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. <b>Significant people: Howard Carter, Tutankhamun</b>	The rainforest, conservation, recycling and endangered species. Exploring Change over time. <b>Significant People – Chico Mendes, Greta Thunberg</b> <b>PS: I can describe events from the past using dates when things happened</b>

	<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>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><b>Geography</b></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?</p> <p><b>Key Vocabulary:</b> rivers, sea, coast, hills, valleys, climate, weather, stones, rocks, soil, vegetation, farming, trade, natural resources- food and water</p> <p>PS: I can name a number of countries in the Northern Hemisphere</p> <p>I can name and locate the capital cities of neighbouring European countries.</p> <p>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</p> <p><b>Key Vocabulary:</b> river, delta, sea, ocean, continent, country, climate, weather, vegetation, settlement, northern hemisphere, equator,</p> <p>PS: I can use grid references on a map</p> <p>I can use an atlas by using the index to find places</p> <p>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.</p> <p><b>Key Vocabulary:</b> Climate zones, biomes, vegetation belts, rivers, water cycle, land use, trade links, natural resources, food, water</p> <p>PS: I can use the correct geographical words to describe a place</p> <p>I can devise a key to describe features on a map</p> <p>I can locate the Tropic of Cancer and the Tropic of Capricorn</p> <p>I can describe the main features of a rainforest</p> <p>I can explain where rainforests are found and locate them on a map.</p>			
<p><b>Science</b></p>	<p><b>Rocks and Fossils</b></p> <p><b>Scientific enquiry:</b> identifying, classifying and grouping</p> <p><b>Question:</b> Can you use the identification key to find out the name of each of the rocks in your collection?</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- To know some types of rock and give physical features of each</li> <li>- To know how a fossil is formed</li> <li>- To know that soils are made from rocks and also contain living/dead matter</li> <li>- To be able to classify rocks in a range of different ways, using appropriate vocabulary</li> <li>- To know how rocks change over time with their properties e.g. soft rocks get worn away more easily</li> </ul>	<p><b>Forces</b></p> <p><b>Magnets</b></p> <p><i>Forces and magnets</i></p> <p><i>Scientific enquiry-</i> comparative and fair testing</p> <p><i>Question:</i> How does the mass of an object affect how much force is needed to make it move?</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- To know some forces in everyday life</li> <li>- To be able to move objects differently on different surfaces</li> <li>- To know a range of magnets and show how the poles attract and repel</li> <li>- To be able to show the attraction and repulsion between the poles of magnets</li> <li>- To be able identify that some metals, but not all, are magnetic</li> <li>- To be able to show how like poles repel and unlike poles attract, and name unmarked poles</li> <li>- To be able to use their results to make predictions for further tests e.g. it will spin for longer on this surface than that, but not as long as it spun on that surface</li> </ul> <p><b>Key Vocabulary:</b> Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar</p>	<p><b>Light</b></p> <p><i>Light</i></p> <p><i>Scientific enquiry-</i> Pattern seeking</p> <p><i>Question:</i> How does the number of layers of transparent plastic affect how much light can pass through?</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- To know how we see objects in light and can describe dark as the absence of light</li> <li>- To know that it is dangerous to view the sun directly and state precautions used to view the sun, for example in eclipses</li> <li>- To know the objects that are transparent, translucent and opaque</li> <li>- To know how shadows are formed</li> <li>- To be able to describe patterns in visibility of different objects in different lighting conditions and predict which will be more or less visible as conditions change</li> <li>- To know that objects are not visible in complete darkness</li> <li>- To be able to describe, demonstrate and make predictions about patterns in how shadows vary</li> </ul> <p><b>Key Vocabulary:</b></p>	<p><b>Skeletons</b></p> <p><b>Movement</b></p> <p><i>Animals including humans</i></p> <p><i>Scientific enquiry:</i> Pattern seeking</p> <p><i>Question:</i> How do the skeletons of different animals compare? How can we group the food that we eat?</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- To know the nutrients found in food</li> <li>- To know that to be healthy we need to eat the right types of food to give us the correct amount of these nutrients</li> <li>- To be able to classify food into those that are high or low in particular nutrients</li> <li>- To be able to answer their questions about nutrients in food, based on their gathered evidence</li> <li>- To be able to use their data to look for patterns (or lack of them) when answering their enquiry question</li> <li>- To know similarities and differences between skeletons e.g. they all have joints to help the animal move,</li> </ul> <p><b>Key Vocabulary:</b> Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles,</p>	<p><b>Plants A</b></p> <p><i>Plants</i></p> <p><i>Scientific enquiry:</i> Observing over time/ research</p> <p><i>Question:</i> How do flowers in a vase change over time? Which conditions help seeds germinate faster?</p> <p>What are all the different ways that seeds disperse?</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- To know the function of the parts of a flowering plant</li> <li>- To know the life cycle of flowering plants, including pollination, seed formation, seed dispersal, and germination.</li> <li>- To know the different methods of pollination and seed dispersal, including examples.</li> <li>- To be able to observe the changes of plants over time.</li> <li>- To know the features of seeds to decide on their method of dispersal</li> <li>- To be able to draw and label a diagram of their created flowering plant to show its parts, their role and the method of pollination and seed dispersal</li> </ul> <p><b>Key Vocabulary:</b> Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal</p>	<p><b>Plants B</b></p> <p><i>Local/National issue</i></p> <p>To ask relevant questions and use different types of scientific enquiries to answer them (fair tests, comparative tests, observation over time, research, pattern seeking)</p>



	<p>- To be able to devise a test to explore the water retention of soils</p> <p><b>Key Vocabulary:</b> Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil</p> <p><a href="https://drive.google.com/drive/u/1/folders/1q4iFz3Fa4nSFVhq_nTxetc4FKhRL34Qr">https://drive.google.com/drive/u/1/folders/1q4iFz3Fa4nSFVhq_nTxetc4FKhRL34Qr</a></p> <p><b>Scientists to research:</b></p>	<p>magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</p> <p><a href="https://drive.google.com/drive/u/1/folders/1q4iFz3Fa4nSFVhq_nTxetc4FKhRL34Qr">https://drive.google.com/drive/u/1/folders/1q4iFz3Fa4nSFVhq_nTxetc4FKhRL34Qr</a></p> <p><b>Scientists to research:</b></p>	<p>Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p> <p><a href="https://drive.google.com/drive/u/1/folders/1q4iFz3Fa4nSFVhq_nTxetc4FKhRL34Qr">https://drive.google.com/drive/u/1/folders/1q4iFz3Fa4nSFVhq_nTxetc4FKhRL34Qr</a></p> <p><b>Scientists to research:</b></p>	<p>joints, support, protect, move, skull, ribs, spine</p> <p><a href="https://drive.google.com/drive/u/1/folders/1q4iFz3Fa4nSFVhq_nTxetc4FKhRL34Qr">https://drive.google.com/drive/u/1/folders/1q4iFz3Fa4nSFVhq_nTxetc4FKhRL34Qr</a></p> <p><b>Scientists to research:</b></p>	<p>(wind dispersal, animal dispersal, water dispersal)</p> <p><a href="https://drive.google.com/drive/u/1/folders/1q4iFz3Fa4nSFVhq_nTxetc4FKhRL34Qr">https://drive.google.com/drive/u/1/folders/1q4iFz3Fa4nSFVhq_nTxetc4FKhRL34Qr</a></p> <p><b>Scientists to research:</b></p>	
<p><b>Working Scientifically Questions</b></p> <p>Fair testing: <a href="https://www.ogdentrust.com/assets/general/working-scientifically-fair-tests-compressed.pdf">https://www.ogdentrust.com/assets/general/working-scientifically-fair-tests-compressed.pdf</a> Observing over time: <a href="https://www.ogdentrust.com/resources/working-scientifically-observing-over-time">https://www.ogdentrust.com/resources/working-scientifically-observing-over-time</a>  Pattern seeking: <a href="https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking">https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking</a> Identifying and classifying: <a href="https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying">https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying</a>  Research: <a href="https://www.ogdentrust.com/resources/working-scientifically-research">https://www.ogdentrust.com/resources/working-scientifically-research</a> Ideas over time: <a href="https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time">https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time</a></p>						
<p><b>Design and Technology/Art</b></p>	<p><b>DT: Mechanisms</b> To understand and use mechanical systems such as <b>pneumatic systems, levers and linkages</b>.</p> <p>Explore pneumatics, levers and linkages - test, compare, evaluate, design (annotated sketches)</p>	<p><b>DT: Cooking and Nutrition</b> <b>Healthy snacks</b> 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. Taste test - compare and evaluate - work in pairs/groups</p> <p>-Design a range of healthy snacks - fruit kebabs, sweet and savoury muffins, dry fruit, make muesli. How do we know which is the healthiest snack? Which techniques did we use to make them? - Design a healthy snack bar thinking about ingredients, fat content and allergies (gluten) -Healthy dips. Design and make healthy dips and dippers for a party <a href="https://www.designtechnology.org.uk/resource-shop/primary/dips-and-dippers-yr3/">(https://www.designtechnology.org.uk/resource-shop/primary/dips-and-dippers-yr3/)</a></p>			<p><b>Art-painting, colour and mood</b> <b>Picasso-The Blue Period - investigate use of colour to convey mood</b> Plan, create and evaluate a painting. Incorporate what has been found in the painting into creating something - Use colour to convey mood. Colour mixing and matching-tint, tone, shade. Make colour wheels Introduce different types of brushes. Techniques-apply colour using dotting, scratching and splashing. Use watercolour paint effectively Students refer to the sketch book and use it for planning. Evaluate by beginning to use artistic language</p>	
<p><b>Music</b></p>	<p><b>SNS</b> 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</p>		<p><b>RB</b> 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</p>		<p><b>TB</b> 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</p>	

	Work out and write rhythm notation the rhythm of one line of a known song, Find the melody of known songs with limited number of pitches (3-6) on a xylophone or metallphone Has joined in discussions and performance of a class arrangement of a song		Work out and write rhythm notation the rhythm of one line of a known song, Find the melody of known songs with limited number of pitches (3-6) on a xylophone or metallphone Has joined in discussions and performance of a class arrangement of a song		Work out and write rhythm notation the rhythm of one line of a known song, Find the melody of known songs with limited number of pitches (3-6) on a xylophone or metallphone Has joined in discussions and performance of a class arrangement of a song	
<b>Possible music links</b>	<b>Shamanic Tones – Sounds of our Eldest Ancestors (YouTube)</b> What were the instruments made out of? Why was music important to people of the Stone Age?		<b>Ancient Egyptian Music – Land of the Pharaohs (YouTube)</b> When was music performed in traditional Ancient Egyptian culture? Why did they mostly use rhythm and chants?		<b>Circle of Life – The Lion King</b> What is the circle of life? Why is it imperative that we protect life on Earth?	
<b>PE</b>	Gymnastics	Games (dribbling and passing)	Games (sending skills)	Athletics	Swimming	Swimming
	Fitness TB <b>Dance RB</b>	Multi-skills TB Multi-skills SNS	Fitness SNS <b>Dance TB</b>	Multi-skills SNS Multi-skills RB	Fitness RB <b>Dance SNS</b>	Multi-skills SNS Multi-skills RB
	Select and use skills, actions and ideas appropriately. Apply selected skills with coordination and control. Show that they understand tactics by starting to vary how they respond. See how their work is similar to and different from others' work. Use observation to improve their own performance. Give reasons why warming up before an activity is important. Give reasons why physical activity is good for their health. Swim competently, confidently and proficiently over a distance of <b>at least</b> 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. Perform safe self-rescue in different water based situations					
<b>Computing/ R&amp;PSHE</b>	<b>Relationships (refer to R&amp;PSHE)</b> <ul style="list-style-type: none"> <li>To be able to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>To know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>To know that bullying and hurtful behaviour is unacceptable in any situation</li> <li>To know what it means to treat others, and be treated, politely</li> <li>To know the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. PSHE: that personal behaviour can affect other people; to recognise and model respectful behaviour online  I can describe how connected devices can collect and share anyone's information with others. <a href="#">Privacy and Security</a> <b>Vocabulary:</b> <b>Appropriate, blog, inappropriate, password, personal information, internet, reputable source, spoof, permission, reliable source, verify, vlog, website</b> <b>Computer Science- Programming</b> <a href="#">Espresso Coding</a>	<b>Living in the Wider World (refer to R&amp;PSHE)</b> <ul style="list-style-type: none"> <li>To know the <b>reasons</b> for rules and laws in wider society and to understand the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>To be able to identify <b>basic examples of human rights</b> including the rights of children</li> <li>To know about common myths and gender stereotypes related to work and to discuss and challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>To be able to identify and discuss some of the skills needed to do a job, such as teamwork and decision-making</li> <li>To be able to list my interests, skills and achievements and how these might link to future jobs</li> </ul>	<b>E-Safety</b> I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. <a href="#">Online Relationships</a>  NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact PSHE: how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results <b>Vocabulary:</b> <b>Appropriate, blog, inappropriate, password, personal information, internet, reputable source, spoof,</b>	<b>Health and Wellbeing (refer to R&amp;PSHE)</b> <ul style="list-style-type: none"> <li>To know about the choices that people make in daily life that could affect their health</li> <li>To know about habits and that sometimes they can be maintained, changed or stopped</li> <li>To know about the things that affect feelings both positively and negatively</li> <li>To be able to discuss strategies to identify and talk about my feelings and to understand how feelings can change overtime and become more or less powerful</li> <li>To be able to identify basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what I can learn from a setback, remembering what I am good at, trying again.</li> <li>To know how to help keep myself safe in the local environment or unfamiliar</li> </ul>	<b>E-Safety</b> I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged <a href="#">Health, Well-being and Lifestyle</a>  NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact PSHE: where to get advice and report concerns if worried about their own or someone else's personal safety (including online) <b>Vocabulary:</b> <b>Appropriate, blog, inappropriate, password, personal information, internet, reputable source, spoof,</b>

		<p><a href="#">Year 3 Unit 3a Sequence and animation</a>  NC: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>Vocabulary:</b>  <b>sequence, run, before, after, between, execute, algorithm order, action, timer event, debug</b></p>	<ul style="list-style-type: none"> <li>To be able to discuss and set goals that I would like to achieve this (next?) year e.g. learn a new hobby</li> </ul>	<p><b>permission, reliable source, verify, vlog, website</b>  <b>Information Technology- Creating Media</b>  <a href="#">Teach Computing - Animation</a>  NC: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><b>Vocabulary:</b>  <b>Animation, flip book Stop-frame, frame, sequence, image, photograph Setting, character, events, onion skinning, consistency, Evaluation, delete, frame, media, import, transition</b></p>	<p>places, including road, rail, water and firework safety</p>	<p><b>permission, reliable source, verify, vlog, website</b>  <b>Information Technology- Data and Information</b>  <b>Information Technology- Data and Information</b>  NC: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><b>Vocabulary:</b>  <b>Binary tree, database, branching database data, debugging</b></p>
<b>RE</b>	<b>3a. Is there evidence of God on Earth? (Parts 1-3)</b>		<b>3b. Can people talk to God? (Parts 1&amp;2)</b>		<b>3c. Why might it matter if we do wrong? (Parts 1&amp;2)</b>	
<b>French</b>	<p><b>UNIT 1 - MOI</b>  <b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Languages and where spoken France and French speaking countries.</li> <li>Greetings</li> <li>Introducing yourself</li> </ul> <p>To ask simple questions about someone's name and how they are feeling  To make simple statements introducing myself and describing how I am feeling  To say and recognise numbers 1–11.  To ask how old someone is.  To reply stating how old I am.</p>	<p><b>UNIT 1 - MOI</b>  <b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>Family members</li> <li>Colours</li> <li>Part of the body</li> </ul> <p>To say how many people are in my family and name my family members.  To say who is in my family?  To ask who is in someone's family.  To ask how many people are in someone's family.  To write a birthday card.  To give a simple description of a person.  To describe the colour of my eyes and hair.  To name colours.  To state the colours I like and dislike.</p>	<p><b>UNIT 2 – ON FAIT LA FÊTE.</b>  <b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Days of the week</li> <li>Months of the year</li> <li>Activities</li> </ul> <p>To name the days of the week.  To name the months of the year  To say what you can do well and not so well.  To recognise and know numbers 11-31</p>	<p><b>UNIT 2 – ON FAIT LA FÊTE.</b>  <b>Spring 2</b></p> <ul style="list-style-type: none"> <li>Pets</li> <li>Festivals and celebrations- Christmas - Birthdays etc</li> </ul> <p>To ask simple questions (When is your birthday?)  To ask simple questions. (which pets do you have?)  what colour is your pet?, how old is your pet?)  To make simple statements about my pet e.g. the colour and the age of my pet.</p>	<p>Revision</p>	<p>Revision</p>

		To describe the colour of my eyes and hair. To describe my family and friends.				
	<p><b>Speaking</b> Understand single words. Understand short, simple statements. I can make simple statements.</p> <p><b>Listening</b> I can repeat single words that I hear. I can answer simple questions.</p> <p><b>Reading</b> Explore patterns and sounds through rhymes and songs Read single words using appropriate pronunciation Read short sentences using appropriate pronunciation</p> <p><b>Writing</b> I can copy words correctly. I can complete sentences by inserting single, familiar words</p>					
<b>Trips/Visits/ Projects/ Websites</b>	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			
<b>Possible texts</b> Texts in bold-on Literacy Tree	<b>The First Drawing</b> , 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, <b>The heart and the bottle</b> , Horrible Histories, <b>Cinderella of the Nile</b>	The Vanishing Rainforest, The Great Kapok Tree, Where the Forest meets the Sea, <b>The Tear Thief</b> , The Invisible Boy			
<b>Events</b>	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
<b>Subjects</b>	<b>The Romans</b>	<b>The Maya</b>	<b>Wild Weather</b>
<b>History</b>	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/conflicts, entertainment, education, slavery, food, buildings, inventions etc.	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).  <b>Significant People: Roald Dahl, John Cadbury, Tim Berners-Lee</b>	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><b>Reference the Roman's use of slaves.</b></p> <p><b>Significant People: Boudicca</b></p> <p>PS: 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>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>PS: 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 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>Historical records – how do we know so much about this journey i.e. photographs, diary, newspaper reports (primary and secondary sources).</p> <p><b>Significant People: Ernest Shackleton, Matthew Henson</b></p> <p>PS: I can research two versions of an event and explain how they differ</p> <p>I can explain how historic items and artefacts can be used to help build up a picture of the past</p>	
<p><b>Geography</b></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><b>Key Vocabulary:</b> 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 &amp; 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.</p> <p>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><b>Key Vocabulary:</b> 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><b>Science</b></p>	<p><b>Electricity</b></p> <p><b>Scientific enquiry and question :</b></p> <p><b>COMPARATIVE / FAIR TESTING:</b> Which metal is the best conductor of electricity?</p> <p><b>IDENTIFYING AND CLASSIFYING :</b></p> <p>How would you group these electrical devices / switches based on where the electricity comes from?</p> <p><b>PATTERN SEEKING:</b></p> <p>Which room has the most electrical sockets in a school?</p>	<p><b>States of Matter</b></p> <p><i>States of matter</i></p> <p><i>Scientific enquiry and question :</i></p> <p><b>COMPARATIVE / FAIR TESTING:</b> Does sea water evaporate quicker than fresh water? How does the mass of a block of ice affect how long it takes to melt?</p> <p><b>IDENTIFYING AND CLASSIFYING :</b> Can you group these materials and objects into solids, liquids, and gases?</p> <p><b>OBSERVATION OVER TIME:</b> How does the level of water in a glass change when left on the windowsill?</p>	<p><b>Sound</b></p> <p><i>Animals inc humans</i></p> <p><i>Scientific enquiry and question :</i></p> <p><b>IDENTIFYING AND CLASSIFYING :</b> Name the parts of the digestive system and their functions</p> <p><b>OBSERVATION OVER TIME:</b> How does various liquids affect the shell of an egg?</p> <p><b>PATTERN SEEKING:</b> How do animals teeth differ from ours?</p> <p><b>Research:</b> Life cycles of various animals</p> <p><i>Dr Elizabeth Delany</i></p>	<p><b>Group and Classify Living Things</b></p> <p><b>Data Collection A</b></p> <p><b>Sound</b></p> <p><i>Scientific enquiry and question:</i></p> <p><b>COMPARATIVE / FAIR TESTING:</b> Which material is best to use for muffling sound? How does the volume of a ***** change as you move further away from it? How does the length of a guitar string/tuning fork affect the pitch of the sound?</p> <p><b>PATTERN SEEKING:</b></p>	<p><b>Habitats</b></p> <p><b>Digestive System</b></p> <p><i>Living things and their habitats</i></p> <p><i>Scientific enquiry and question :</i></p> <p><b>COMPARATIVE / FAIR TESTING:</b> Does the amount of light affect how many woodlice move around?</p> <p><b>IDENTIFYING AND CLASSIFYING :</b> Can we use the classification keys to identify all the animals that we caught pond dipping?</p> <p><b>Research:</b> Why are people cutting down the rainforests and what effect does that have?</p>	<p><b>Food Chains</b></p> <p><b>Deforestation</b></p> <p><i>Local/ National issue</i></p> <p><i>To ask relevant questions and use different types of scientific enquiries to answer them (fair tests, comparative tests, observation over time, research, pattern seeking)</i></p>

	<p>Why are the switches different for different rooms - does this apply to all buildings?</p> <p><b>Research:</b>  <b>Benjamin Franklin (1706-90)</b>  <b>Charles Augustine Coulomb (1736-1806).</b> <b>Alessandro Volta (1745-1827).</b>  <b>Andre-Marie Ampere (1775-1836)</b>  <b>Granville Woods 1856-1910</b></p> <p><b>Objectives:</b>  -To be able to identify common appliances that run on electricity  -To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  -To 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.  -To recognise some common conductors and insulators, and associate metals with being good conductors.  -To be able to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p><b>Key Vocabulary:</b>  <b>Electricity</b>  <b>Appliances:</b> fridge, freezer, TV, computer, iron, kettle, etc /  Series circuit  brighter, duller, slow, fast, quiet, loud  <b>Switches – open, close</b>  <b>Components:</b> battery, bulb (lamp), bulb (lamp) holder, buzzer, crocodile clip, leads, wires, switch  <b>Conductor, insulator</b></p>	<p><b>PATTERN SEEKING:</b>  Is there a pattern in how long it takes different sized ***** to melt?</p> <p><b>Research;</b>  <b>Alfred Barnhard Nobel (1833-1896)</b>  <b>Neil deGrasse Tyson</b></p> <p><b>Objectives:</b>  -To compare and group materials together, according to whether they are solids, liquids or gases.  -To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).  -To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><b>Key Vocabulary:</b>  Steam Heating Cooling  Water, milk, juice, petrol, oil  Wood, rocks, metal, plastic, glass, wool, leather, etc  Solid, liquid and gas  thermometer  Water cycle  Water vapour  Oxygen, hydrogen, helium, carbon dioxide, methane, solidifying  Evaporation, condensation  <a href="https://drive.google.com/drive/u/1/folders/1Zq6sQLr8YryLeAq9cwYrEnwpsMGivMLO">https://drive.google.com/drive/u/1/folders/1Zq6sQLr8YryLeAq9cwYrEnwpsMGivMLO</a></p>	<p><b>Objectives:</b>  -To describe the simple functions of the basic parts of the digestive system in humans.  -To identify the different types of teeth in humans and their simple functions.  -To construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b>Key Vocabulary:</b>  Animal, Human, digestion, teeth, food chain, function  oesophagus, stomach, acid, small intestine  Protein, vitamin, mineral, carbohydrate, fats, energy, growth, repair. Saliva  Incisors, canines, premolars, molars  producer, consumer, predator, prey  <a href="https://drive.google.com/drive/u/1/folders/1Zq6sQLr8YryLeAq9cwYrEnwpsMGivMLO">https://drive.google.com/drive/u/1/folders/1Zq6sQLr8YryLeAq9cwYrEnwpsMGivMLO</a></p>	<p>Is there a link between how loud it is in school and the time of day?  If there is a pattern, is it the same in every area of the school?  If not, why not?</p> <p><b>Research:</b>  Do all animals have the same hearing range?</p> <p><b>Robert Boyle (1627- 1691)</b>  <b>Ernst Mach (1838-1916).</b> <b>Described how shock waves are formed.</b>  <b>Heinrich Hertz (1857-94).</b>  <b>Tony Masertai</b></p> <p><b>Objectives:</b>  -to know how to identify how sounds are made, associating some of them with something vibrating.  -to know how to recognise that vibrations from a sound travel through a medium to the ear.  -to know how to find patterns between the pitch of a sound and features of the object that produced it.  -to know how to find patterns between the volume of a sound and the strength of the vibrations that produced it.  -to know how to recognise that sounds get fainter as the distance from the sound source increases.</p> <p><b>Key Vocabulary:</b>  bang, blow, shake, and pluck  <b>Loudness –</b> silence quiet, quieter, quietest, loud, louder and loudest, volume  <b>Pitch -</b> low, lower, lowest, high, higher, and highest  Source, tone, vibrations,  Volume  <a href="https://drive.google.com/drive/u/1/folders/1Zq6sQLr8YryLeAq9cwYrEnwpsMGivMLO">https://drive.google.com/drive/u/1/folders/1Zq6sQLr8YryLeAq9cwYrEnwpsMGivMLO</a></p>	<p><b>Dr Carl Linnaeus</b></p> <p><b>Objectives:</b>  -To recognise that living things can be described in a variety of ways.  -To explore and use classification keys to group, identify and name a variety of living things.  -To recognise that environments change and how this can affect some living things.</p> <p><b>Key Vocabulary:</b>  Kingdom, species  Deciduous, evergreen, ash, birch, beech  Crocus, daffodil, bluebell etc  Roots, branch, tree, stalk, leaf, petal  Snail, slug, woodlouse, spider, beetle etc  Pond skate, water slate, ramshorn snail etc  <a href="https://drive.google.com/drive/u/1/folders/1Zq6sQLr8YryLeAq9cwYrEnwpsMGivMLO">https://drive.google.com/drive/u/1/folders/1Zq6sQLr8YryLeAq9cwYrEnwpsMGivMLO</a>  <a href="https://drive.google.com/drive/u/1/folders/1Zq6sQLr8YryLeAq9cwYrEnwpsMGivMLO">https://drive.google.com/drive/u/1/folders/1Zq6sQLr8YryLeAq9cwYrEnwpsMGivMLO</a></p>	
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<b>Design and Technology/Art</b>	<p><b>DT: Electrical Systems and Computer Controlled</b> To understand and use electrical systems such as simple circuits incorporating switches, bulbs, buzzers and motors. Apply their understanding of computing to programme, monitor and control their products. <b>(Lego WeDo)</b></p> <p>Understanding of electrical systems through exploring ways of protecting vehicles using electrical alarms. Designing and making an electrical alarm system for a car or lorry. <a href="https://www.designtechnology.org.uk/resource-shop/alarming-vehicles-yr-456/">https://www.designtechnology.org.uk/resource-shop/alarming-vehicles-yr-456/</a></p> <p>Create a quiz game using buzzers and bulbs. <a href="https://www.teachit.co.uk/resources/primary/how-make-electric-quiz-board">https://www.teachit.co.uk/resources/primary/how-make-electric-quiz-board</a></p>		<p><b>Art/DT - textiles</b> <b>Make a bag</b> <b>Design pattern/motif and print/batik on fabric</b> <b>M.C Escher, Orla Kiely, Althea Mcnish</b> Sewing/joining fabric - using textiles to make a simple tote bag 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><b>ART: Create a piece inspired by Jean-Michel Basquiat's work.</b> Children are to create a sketch book, record, revisit and review their ideas. Refer to artists, architects and designers in history to explain choices. Use a range of materials (e.g. pencil, charcoal, paint, pastels) to create work. Incorporate a mixture of hues, tints, tones and shades. Use the colour wheel to use "harmonious colours" and "contrasting colours" Review and revisit their work. Critically evaluate and edit (paint over their work). Recreate a well-known piece or an element of the piece.</p>		
<b>Music</b>		<p><b>SNS</b> Improvise 4 phrase rhythms (clapping) with 3 other children in structure ABAC. Sing a pentatonic song. Perform a sound picture in a small group Has sung simple me/soh and doh/ray/me phrases from solfa notation Tap a 4 beat rhythm accurately including quavers, crotchets and crotchet rest. Adapt and perform a playground song in a small group.</p>		<p><b>RB</b> Improvise 4 phrase rhythms (clapping) with 3 other children in structure ABAC. Sing a pentatonic song. Perform a sound picture in a small group Has sung simple me/soh and doh/ray/me phrases from solfa notation Tap a 4 beat rhythm accurately including quavers, crotchets and crotchet rest. Adapt and perform a playground song in a small group.</p>		<p><b>TB</b> Improvise 4 phrase rhythms (clapping) with 3 other children in structure ABAC. Sing a pentatonic song. Perform a sound picture in a small group Has sung simple me/soh and doh/ray/me phrases from solfa notation Tap a 4 beat rhythm accurately including quavers, crotchets and crotchet rest. Adapt and perform a playground song in a small group.</p>	
<b>Possible music links</b>	<p><b>Roman Rhythm/Roman Horns (YouTube)</b> Why did they make and use horns? What was the purpose? Who played them?</p>		<p><b>Chocolate Explorers – Charlie and the Chocolate Factory (remake)</b> What is the overall tone of the song? Why is the song called 'Chocolate Explorers'? Could you add some lyrics to the music?</p>		<p><b>KS1 Music: Thunder Jam – Weather (BBC Bitesize video)</b> 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?</p>		
<b>PE</b>	<p>Gymnastics</p>	<p>Games (football)</p>	<p>Problem Solving</p>	<p>Games (bench ball)</p>	<p>Athletics</p>	<p>Games (striking: batting and fielding)</p>	

	Multi-skills TB Multi-skills SNS	Fitness TB <b>Dance RB</b>	Multi-skills SNS Multi-skills RB	Fitness SNS <b>Dance TB</b>	Multi-skills RB Multi-skills TB	Fitness RB <b>Dance SNS</b>
	Link skills, techniques and ideas appropriately. Apply skills accurately and appropriately in a game. Performance shows precision, control and fluency. Understand tactics and composition. Compare skills, techniques and ideas used in their own and others' work Comment on skills, techniques and ideas used in their own and others' work, Use comparisons and comments to improve their performance. Explain basic safety principles in preparing for exercise. Apply basic safety principles in preparing for exercise. Describe what effects exercise has on their bodies. Describe how exercise is valuable to their fitness and health.					
<b>Computing/ R&amp;PSHE (SMSC, P4C)</b>	<p><b>Relationships (refer to R&amp;PSHE)</b></p> <ul style="list-style-type: none"> <li>To know about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>To be able to recognise differences between people such as gender, race, faith, shared values, likes and dislikes, aspirations</li> <li>To know about the importance of respecting the differences and similarities between people</li> <li>To be able to use vocabulary to sensitively discuss difference and include everyone</li> <li>To know how to manage pressures associated with dares</li> <li>To know when it is right to keep or break a confidence or share a secret</li> </ul>	<p><b>E-Safety</b></p> <p>I can describe strategies for keeping personal information private, depending on context. <a href="#">Privacy and Security</a></p> <p>NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>PSHE: about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p><a href="#">Understand the meaning of plagiarism</a></p> <p><b>Vocabulary:</b> <b>AdFly, attachment, citation, collaborate, cookies, copyright, digital footprint, malware, phishing, plagiarism, ransomware, SMART rules, spam, virus, watermark</b></p> <p><b>Computer Science- Programming</b> <a href="#">Espresso Block Coding – Unit 4a Introduction to variables</a></p> <p>NC: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p><b>Living in the Wider World (refer to R&amp;PSHE)</b></p> <ul style="list-style-type: none"> <li>To know about the different groups that make up and contribute to a community</li> <li>To know about the individuals and groups that help the local community, including through volunteering and work</li> <li>To know how people make spending decisions based on budget, values and needs</li> <li>To know how people keep track of money and why it's important to know how much is spent</li> <li>To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them.</li> <li>To know that how people spend money can have positive or negative effects on others</li> </ul>	<p><b>E-Safety</b></p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). <a href="#">Online Bullying</a></p> <p>NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>PSHE: about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L.O: To identify the risks and benefits of installing software including apps. Comic Book</p> <p><b>Vocabulary:</b> <b>AdFly, attachment, citation, collaborate, cookies, copyright, digital footprint, malware, phishing, plagiarism, ransomware, SMART rules, spam, virus, watermark</b></p> <p><a href="#">Teach Computing - Data Logging</a></p> <p>Linked to Spring 2 Science - Sound</p> <p>NC: Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish</p>	<p><b>Health and Wellbeing (refer to R&amp;PSHE)</b></p> <ul style="list-style-type: none"> <li>To be able to identify a wide range of factors that maintain a balanced healthy lifestyle, physically and mentally</li> <li>To know how to maintain oral hygiene and dental health</li> <li>To know strategies to manage the changes during puberty including menstruation</li> <li>To know the importance of personal hygiene routines during puberty</li> <li>To be able to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>To be able to identify some of the risks associated with drugs common to everyday life</li> </ul>	<p><b>E-Safety</b></p> <p>I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. <a href="#">Health, Well-being and Lifestyle</a></p> <p>Significant person: Tim Berners-Lee</p> <p>NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><a href="#">Recognise examples of cyberbullying</a></p> <p>PSHE: about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p><b>Vocabulary:</b> <b>AdFly, attachment, citation, collaborate, cookies, copyright, digital footprint, malware, phishing, plagiarism, ransomware, SMART rules, spam, virus, watermark</b></p> <p>SWAPPED FROM SPRING</p> <p><b>Digital Literacy- Computer Systems and Networks</b> <a href="#">Teach Computing - Computing Systems and Networks - The Internet</a></p> <p>NC: understand computer networks including the internet; how they can</p>



		Vocabulary: variable, score, start, click, time, alert, variable, conditional event, value, hit event, variable, value, execute, negative, collide, set, change, cost, total, button, event, condition, change,		given goals, including collecting, analysing, evaluating, and presenting data and information <b>Vocabulary:</b> Data, table, layout Input device, sensor, data logger, logging, data point, interval, Analyse, data set, import, export,, logged, collection, Analyse, review, conclusion		provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration PSHE: recognise ways in which the internet and social media can be used both positively and negatively <b>Vocabulary:</b> Internet, network, router, network security, Network switch, server, wireless access point (WAP), router, Website, web page, web address, router, routing, web browser World Wide Web, internet, content, links, files use, content, download, sharing, ownership, permission, Information, sharing, accurate, honest, content, adverts
<b>RE</b>	<b>4a. Why is food used to show belief in God?</b>		<b>4b. How similar is the Gurdwara to school?</b>		<b>4c. How have some religions changed over time? (Parts 1&amp;2)</b>	
<b>French</b>	<b>UNIT 1 ON Y VA!</b> <b>Autumn 1</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Weather</li> </ul> <p>To make statements about travels To describe the weather</p>	<b>UNIT 1 ON Y VA!</b> <b>Autumn 2</b> <ul style="list-style-type: none"> <li>• Opinions (like /dislike)</li> <li>• Clothing</li> </ul> <p>To express likes and dislikes Name different items of clothing To express likes and dislikes about clothes.</p>	<b>UNIT 2 ON JOUE!</b> <b>Spring 1</b> <ul style="list-style-type: none"> <li>• Animals and their descriptions - at the zoo.</li> </ul> <p>To give a simple description of animals.</p>	<b>UNIT 2 ON JOUE!</b> <b>Spring 2</b> <ul style="list-style-type: none"> <li>• Responding to instructions</li> <li>• Give simple instructions</li> <li>• Games</li> <li>• Festivals and celebrations of the term ( Easter)</li> </ul> <p>To ask and answer simple questions. To give simple instructions for familiar games. To express likes and dislikes about clothes</p>	Revision	Revision
	<b>Speaking:</b> Understand more complex words. Learn to listen to longer passages understand more of what is heard by picking out key words and phrases   <b>Listening:</b> Pronounce familiar words accurately. Speak in simple sentences about familiar topics. Ask and answer questions using full sentences. <b>Reading:</b> Read more complex words. Read longer statements					

	<b>Writing:</b> Copy short sentences correctly. Spell familiar words correctly		
<b>Trips/Visits/ Projects/ Websites</b>	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
<b>Possible texts Texts in bold-on Literacy Tree</b>	Boudicca strikes back, <b>Weslandia</b> , Horrible Histories- Rotten Romans, The Roman Record, Mouse, Bird, Snake, Wolf, Icenii Village, <b>Escape from Pompeii</b>	Charlie and the Chocolate factory, The Hero Twins, The Chocolate Tree- a Mayan Folk Tale, <b>The Mayan Project</b>	<b>Shackleton's Journey</b> , Race to the Pole - documentary extracts, Trapped by the Ice, <b>Incredible Journeys</b> , Survivors
<b>Events</b>	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 5

	Autumn Term Topic	Spring Term Topic	Summer Term Topic
<b>Subjects</b>	<b>Vikings/Anglo Saxons</b>	<b>Trade and Travel</b>	<b>Victorian London</b>
<b>History</b>	<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 <b>Significant People: Ethelbert of Kent, Alfred the Great, Ethelred the Unready, Edward the Confessor</b> PS: I can compare two or more historical periods; explaining things which change and things which stayed the same I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently) I can summarise the main events from a period of history, explaining the order of events and what happened I can describe how crime and punishment has changed over a period of time</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 <b>Social Class system. Immigration</b> <b>British Transatlantic slave trade</b> <b>Reference links to slavery and the Docklands.</b> <b>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</b> PS: I can summarise the main events from a period of history, explaining the order of events and what happened 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?</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. <b>Explore how the 'Industrial revolution' was based on cotton production shipped from slave cotton plantations</b> <b>Slavery Abolition Act 1833 just before Victoria's reign</b> Local History Study/ Study an aspect of history that extends pupils' chronological knowledge beyond 1066 <b>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)</b> PS: I can draw a timeline with different historical periods showing key historical events or lives of significant people</p>

		<p>I can draw a timeline with different historical periods showing key historical events or lives of significant people</p> <p><i>I can explain how Parliament affects decision making in England</i></p> <p>I can describe how crime and punishment has changed over a period of time</p>		<p>I can compare two or more historical periods; explaining things which changes and things which stayed the same</p> <p>I can test out a hypothesis in order to answer questions</p> <p>I can describe how crime and punishment has changed over a period of time</p> <p>I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently)</p> <p>I can summarise the main events from a period of history, explaining the order of events and what happened</p>		
<b>Geography</b>	<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. Settlement and land use. Geographical skills: Fieldwork skills/ maps/ atlases/ compass points etc.</p> <p>Using maps to track and plot the Viking invasion - what settlements and the geographical reasons why. Messy maps of Viking settlements and journeys.</p> <p><b>Key Vocabulary:</b> climate zones, economic activity, latitude, longitude, vegetation, rivers, sea, route, human features, physical features, resources,</p> <p><b>PS:</b> I can plan a journey to another place in the world, taking account of distance and time</p> <p>I can explain why many cities are located on or close to rivers</p> <p>I can explain why people are attracted to live by rivers</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 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.</p> <p>Place knowledge: comparing and contrasting locations using maps to support this. Making connections to prior learning about rivers and identifying similarities and differences.</p> <p>Human and Physical Geography: Settlements/ Trade/ Farming and links to rivers. Pollution and the environment.</p> <p>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.</p> <p><b>Key Vocabulary:</b> 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</p> <p><b>PS:</b> I can name and locate many of the world's most famous mountainous regions in an atlas.</p> <p>I can explain how a location fits into its wider geographical location with reference to human and economical features.</p> <p>I can explain why many cities are located on or close to rivers</p> <p>I can explain why people are attracted to live by rivers</p> <p>I can explain the course of a river</p> <p>I can name and locate many of the world's most famous rivers in an atlas</p>	<p>Locational knowledge- locating counties and cities of the United Kingdom, human and physical characteristics. Identify the world's countries (commonwealth countries)</p> <p>Place knowledge- Understand similarities and differences through study of human and physical geography of London- build on knowledge from Spring Term.</p> <p>Human and Physical Geography: build on knowledge of human geography- settlement, land use, economic activity, distribution of natural resources (energy, minerals, water)</p> <p>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.</p> <p><b>Key Vocabulary:</b> City, town, settlement, trade, land use, resources, energy, minerals, water (build on Spring term knowledge)</p> <p><b>PS:</b> I can explain why many cities are located on or close to rivers</p> <p>I can explain how a location fits into its wider geographical location with reference to human and economical features.</p>			
<b>Science</b>	<p><b>Animals inc humans</b></p> <p><b>Scientific enquiry:</b> identifying, classifying and grouping</p> <p><b>Question:</b></p> <p>Can you identify all the stages in the human life cycle?</p> <p><b>Objectives:</b></p>	<p><b>Life Cycles Reproduction A</b></p> <p><i>Living things and their habitats</i></p> <p><b>Scientific enquiry:</b> identifying, classifying and grouping</p> <p><b>Question:</b></p> <p>Compare this collection of animals based on similarities and differences in their lifecycle.</p> <p><b>Objectives:</b></p>	<p><b>Forces</b></p> <p><i>Forces</i></p> <p><b>Scientific enquiry:</b> comparative and fair testing</p> <p><b>Question:</b></p> <p>How does the surface area of a container</p>	<p><b>Space</b></p> <p><i>Earth and Space</i></p> <p><b>Scientific enquiry:</b> research</p> <p><b>Question:</b></p> <p>How have our ideas about the solar system changed over time?</p>	<p><b>Properties of materials</b></p> <p><b>Reversible and Irreversible Changes</b></p> <p><i>Properties/changes of materials</i></p> <p><b>Scientific enquiry:</b> comparative and fair testing</p>	<p><b>Reproduction B</b></p> <p><b>Global Warming</b></p> <p><b>Plastic Pollution</b></p>

	<p>- To know the main stages of the life cycle of a human.</p> <p>- To know how the proportions of a human body change.</p> <p>- To know the physical and mental changes that happen from adulthood to old age.</p> <p>- <b>To be able to order the key stages of the human gestation</b></p> <p>- To know the physical and emotional changes that occur during puberty.</p> <p>- To be able to order and explain the main stages in human life.</p> <p><b>Key Vocabulary:</b> Puberty – the vocabulary to describe sexual characteristics</p> <p><a href="https://drive.google.com/drive/u/1/folders/16fAMlvajmVLRFSfmcByXzEVz7EBfmyw">https://drive.google.com/drive/u/1/folders/16fAMlvajmVLRFSfmcByXzEVz7EBfmyw</a></p> <p><b>Scientists to research:</b></p>	<p>- To be able to name, locate and describe the reproductive functions of a plant.</p> <p>- To know the life cycle of different living things.</p> <p>- To be able to describe life cycles which show both complete and incomplete metamorphosis.</p> <p>- To know that some plants reproduce asexually.</p> <p>- To be able to compare different animal life cycles.</p> <p>- To know the importance of work carried out by naturalists and animal behaviourists.</p> <p><b>To select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</b></p> <p><b>Key Vocabulary:</b> Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings</p> <p><a href="https://drive.google.com/drive/u/1/folders/16fAMlvajmVLRFSfmcByXzEVz7EBfmyw">https://drive.google.com/drive/u/1/folders/16fAMlvajmVLRFSfmcByXzEVz7EBfmyw</a></p> <p><b>Scientists to research:</b></p>	<p>affect the time it takes to sink? Which shape parachute takes the longest to fall?</p> <p><b>Objectives:</b></p> <p>- To know how **** helped to develop the theory of gravitation. (See below for a scientist to choose)</p> <p>- To know the effect of gravity acting on an unsupported object.</p> <p>- To be able to investigate the effect of friction in a range of contexts.</p> <p>- To be able to investigate the effects of water resistance in a range of contexts.</p> <p>- To be able to investigate the effects of air resistance in a range of contexts.</p> <p><b>To make their own decisions about what observations to make, repeat readings and learn about reliability.</b></p> <p>- To know how levers, pulleys and gears work.</p> <p><b>Key Vocabulary:</b> Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears</p> <p><a href="https://drive.google.com/drive/u/1/folders/16fAMlvajmVLRFSfmcByXzEVz7EBfmyw">https://drive.google.com/drive/u/1/folders/16fAMlvajmVLRFSfmcByXzEVz7EBfmyw</a></p> <p><b>Scientists to research:</b> Galileo Galilei Isaac Newton</p>	<p><b>Objectives:</b></p> <p>- To know how the Earth moves in relation to the Sun and the Moon moves in relation to the Earth.</p> <p>- To know how all planets within the Solar System orbit the sun.</p> <p>- To know what causes day and night</p> <p>- To be able to show using diagrams the rotation of the Earth and how this causes day and night.</p> <p>- To be able to observe how shadows caused by the Sun change through the day.</p> <p>- To know why we have time zones.</p> <p><b>Key Vocabulary:</b> Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, solar system, rotates, star, orbit, planets</p> <p><a href="https://drive.google.com/drive/u/1/folders/16fAMlvajmVLRFSfmcByXzEVz7EBfmyw">https://drive.google.com/drive/u/1/folders/16fAMlvajmVLRFSfmcByXzEVz7EBfmyw</a></p> <p><b>Scientists to research:</b></p>	<p><b>Question:</b> Which type of sugar dissolves the fastest? How does the temperature of tea affect how long it takes for a sugar cube to dissolve?</p> <p><b>Objectives:</b></p> <p>- To be able to compare and group materials on the basis of their properties</p> <p>- To know what dissolving means.</p> <p>- To know that some materials will dissolve in liquid to form a solution.</p> <p>- To know the processes involved in separating a mixture.</p> <p>- To be able to compare the processes of dissolving, mixing and changes of state.</p> <p>- To know the reversible and non-reversible changes to materials.</p> <p><b>Key Vocabulary:</b> Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material</p> <p><a href="https://drive.google.com/drive/u/1/folders/16fAMlvajmVLRFSfmcByXzEVz7EBfmyw">https://drive.google.com/drive/u/1/folders/16fAMlvajmVLRFSfmcByXzEVz7EBfmyw</a></p> <p><b>Scientists to research:</b></p>	<p><u>Local/ National issue</u></p> <p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary <b>observation over time, pattern seeking!</b></p>
<p><b>Working Scientifically Questions</b></p> <p>Fair testing: <a href="https://www.ogdentrust.com/assets/general/working-scientifically-fair-tests-compressed.pdf">https://www.ogdentrust.com/assets/general/working-scientifically-fair-tests-compressed.pdf</a></p> <p>Observing over time: <a href="https://www.ogdentrust.com/resources/working-scientifically-observing-over-time">https://www.ogdentrust.com/resources/working-scientifically-observing-over-time</a></p> <p>Pattern seeking: <a href="https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking">https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking</a></p> <p>Identifying and classifying: <a href="https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying">https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying</a></p> <p>Research: <a href="https://www.ogdentrust.com/resources/working-scientifically-research">https://www.ogdentrust.com/resources/working-scientifically-research</a></p> <p>Ideas over time: <a href="https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time">https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time</a></p>						
<p><b>Design and Technology/Art</b></p>	<p><b>DT: Structures</b></p> <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures to develop and analyse their own products. (Cross sectional diagrams)</p> <p>-Design a free standing bridge. Research (and visit) different bridges in London. Discuss aspects of design e.g trusses, suspension bridges, pillars, arches. Think about appropriate materials, how they will be joined, reinforced and strengthened to retain structural integrity - tinker prototypes - work in groups - compare/evaluate</p> <p>-Research and design a bird hide. Explore joining different materials together to figure out which is the strongest and most suited to the purpose</p>	<p><b>Art- drawing -perspective, tone, texture, shading, Study of an architect-Zaha Hadid</b></p> <p><b>Artist: LS Lowry</b></p> <p>Drawing with perspective - Using a 1 or 2 point perspective line. Drawing 3D shapes Exploring pencil choices, line and shadow to create a foreground and background. Using different mediums to create different textures, tone Creating shadows using different techniques (shading) - identifying a light source Vanishing line and perspective to draw buildings Draw both positive and negative shapes. Observational sketches from real life</p>	<p><b>DT: Mechanisms</b></p> <p>To understand and use mechanical systems such as <b>pulleys, gears, cams</b></p> <p>Explore pulleys, gears and cams - test, compare, evaluate, design (exploded diagrams)</p>			

	<a href="https://www.designtechnology.org.uk/resource-shop/primary/bird-hide-design-and-make-challenge/">(https://www.designtechnology.org.uk/resource-shop/primary/bird-hide-design-and-make-challenge/)</a>					
	Lantern Project (Stand alone unit)					
<b>Music</b>	<b>SNS</b> Hold a steady rhythmic part in a 3 or 4 part class piece Sing a two part song in a small group. Play a tuned instrument as part of class performance of a known song. Can improvise vocally using drum or sml phrases Has understood and played some dms chords Explore historical context of music (link with International Week)		<b>RB</b> Hold a steady rhythmic part in a 3 or 4 part class piece Sing a two part song in a small group. Play a tuned instrument as part of class performance of a known song. Can improvise vocally using drum or sml phrases Has understood and played some dms chords Explore historical context of music (link with International Week)		<b>TB</b> Hold a steady rhythmic part in a 3 or 4 part class piece Sing a two part song in a small group. Play a tuned instrument as part of class performance of a known song. Can improvise vocally using drum or sml phrases Has understood and played some dms chords Explore historical context of music (link with International Week)	
	<b>Drumming Y5</b>					
<b>Possible music links</b>	<b>They're Coming – Viking Battle Drums Music (YouTube)</b> Why does this music relate to an invasion or battle? What could the drums represent?		<b>People Get Ready – Eva Cassidy</b> What is the message of the song? Why is this song significant to African Americans?		<b>Will You Buy? - Oliver</b> Listen to the lyrics and use them to compare Victorian life with life today.	
<b>PE</b>	Gymnastics	Games (football)	Games (hockey)	Problem Solving	Athletics	Games (basketball)
	Leadership TB <b>Dance RB</b>	Multi-skills TB Multi-skills SNS	Leadership SNS <b>Dance TB</b>	Multi-skills SNS Multi-skills RB	Leadership RB <b>Dance SNS</b>	Multi-skills RB Multi-skills TB
Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. When performing, they draw on what they know about strategy, tactics and composition. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Modify and refine skills and techniques to improve their performance. Explain how the body reacts during different types of exercise. Can warm up and cool down in ways that suit the activity. Explain why regular, safe exercise is good for their fitness and health.						
<b>Computing/R&amp;PSHE (SMSC, P4C)</b>	<b>Relationships (refer to R&amp;PSHE)</b> <ul style="list-style-type: none"> <li>To know what makes a healthy friendship and how I can make people feel included</li> <li>To know strategies to positively resolve disputes and reconcile differences in friendships</li> <li>To know some strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>To be able to identify what physical touch is acceptable,</li> </ul>	<b>E-Safety</b> I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. <a href="#">Privacy and Security</a>  NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of	<b>Living In The Wider World (refer to R&amp;PSHE)</b> <ul style="list-style-type: none"> <li>To be able to express my own opinions about my responsibility towards the environment</li> <li>To know how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>To be able to identify jobs that they might like to do in the future</li> </ul>	<b>E-Safety</b> I can identify a range of ways to report concerns and access support both in school and at home about online bullying. <a href="#">Online Bullying</a> NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact PSHE: about why someone may behave differently online,	<b>E-Safety</b> I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. <a href="#">Health, Well-being and Lifestyle</a>  NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of	<b>Health and Wellbeing (refer to R&amp;PSHE)</b> <ul style="list-style-type: none"> <li>To know some healthy sleep strategies and how to maintain them</li> <li>To know how medicines can contribute to health and how allergies can be managed</li> <li>To know how to recognise, respect and express my individuality and personal qualities</li> <li>To be able to think of ways to boost my mood and improve emotional wellbeing</li> </ul>

	<p>unacceptable, wanted or unwanted in different situations</p> <ul style="list-style-type: none"> <li>• To know that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret they are worried about</li> <li>• To can recognise that everyone should be treated equally</li> </ul>	<p>ways to report concerns about content and contact</p> <p>PSHE: about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p><b>Vocabulary:</b>  <b>Citation, collaborate, communication, copyright, creative commons licence, encrypt, identity theft, ownership, malware, PEGI ratings, phishing, password, personal information, spoof, SMART rules, reliable source, validity</b></p> <p><a href="#">ESPRESSO CODING LEVEL 5 - SPEED AND DIRECTION - AUTUMN</a></p> <p><b>Computer Science - Programming</b></p> <p>Espresso Block Coding Unit 5a Speed, direction and coordinates</p> <p>NC: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>Vocabulary:</b>  <b>object, action, speed, property, value, accelerate, decelerate, debug, angle, heading, value, iteratively, object properties, simulation, decomposition, co-ordinates, condition, negative numbers, y-axis, x-axis, position, object, properties, conditional event, if statement, friction,</b></p>	<ul style="list-style-type: none"> <li>• To be able to discuss elements that might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family and values</li> <li>• To know that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> <li>• To know the importance of diversity and inclusion to promote people’s career opportunities</li> </ul>	<p>including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>Understand that networks offer opportunities for communication and collaboration</p> <p>Appreciate how search results are selected and ranked</p> <p>Be able to evaluate the reliability of digital content</p> <p><b>Vocabulary:</b>  <b>Citation, collaborate, communication, copyright, creative commons licence, encrypt, identity theft, ownership, malware, PEGI ratings, phishing, password, personal information, spoof, SMART rules, reliable source, validity</b></p> <p><b>Creating Media</b></p> <p><a href="#">TEACH COMPUTING YEAR 5 - VECTOR DRAWING - SPRING</a></p> <p>NC: Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p> <p>Vocabulary:  Vector, drawing tools, object, toolbar</p> <p>Vector drawing, object, move, resize, colour, rotate, duplicate</p> <p>Zoom, select, rotate, object, align, modify</p> <p>Layers, order</p> <p>Copy, paste, group, ungroup, duplicate, vector drawing, reuse</p> <p>Reflection</p> <p><b>Vocabulary:</b>  <b>TBC</b></p>	<p>ways to report concerns about content and contact</p> <p>PSHE: about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>Be able to evaluate the reliability of digital content</p> <p><b>Vocabulary:</b>  <b>Citation, collaborate, communication, copyright, encrypt, identity theft, ownership, malware, PEGI ratings, phishing, password, personal information, spoof, SMART rules, reliable source, validity</b></p> <p><b>Digital Literacy – Computer Systems and Networks</b></p> <p><a href="#">TEACH COMPUTING YEAR 5 - Selection in Physical computing - CRUMBLE/MICROBIT</a></p> <p>NC: Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and</p>	<ul style="list-style-type: none"> <li>• To be able to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• To know how to respond in an emergency, including when and how to contact different emergency services <b>FGM should be mentioned as part of this lesson</b> - To know what to do and whom to tell if I think I am or someone I know might be at risk of FGM</li> </ul>
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		direction, condition, simulation, overlap		Microcontroller, components, connection, infinite loop output component, motor, repetition, count-controlled loop Crumble controller, components, switch, motor, LED, Sparkle, crocodile clips, connect, battery box, program, condition Input, output, Selection, condition, action, repetition debug	presenting data and information	
<b>RE</b>	<b>5a. What's so good about giving?</b>	<b>5b. Why don't religions look the same around the world? (Parts 1&amp;2)</b>			<b>5c. Why do we sometimes get it wrong? (Parts 1&amp;2)</b>	
<b>French</b>	<b>MANGER EN MUSIQUE Autumn 1</b> <ul style="list-style-type: none"> <li>• Food</li> <li>• drink</li> <li>• Likes and dislikes (food, drink, musical instruments)</li> </ul> <p>To talk about what has been eaten and drunk To express likes, dislikes and preferences (about food and drink)</p>	<b>MANGER EN MUSIQUE Autumn 2</b> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Musical instruments</li> </ul> <p>To follow written instructions (as in a recipe) To express my opinions about musical preferences To express future intentions (about playing a musical instrument)</p>	<b>UNIT 2 EN ROUTE POUR L'ECOLE Spring 1</b> <ul style="list-style-type: none"> <li>• The alphabet</li> <li>• Places in the locality</li> <li>• Directions</li> </ul> <p>To name places in my town. To describe my journey to school. To follow simple directions</p>	<b>UNIT 2 EN ROUTE POUR L'ECOLE Spring 2</b> <ul style="list-style-type: none"> <li>• Seasons ( Mois de l'année)</li> <li>• clothing</li> <li>• birthdays</li> <li>• Activities of the seasons</li> <li>• Festivals and celebrations of the term ( Easter)</li> </ul> <p>To make simple statements about seasons To describe the weather with reference to the present and the past To use adjectives as antonyms</p>	Revision	Revision
	<p><b>Listening:</b> Follow instructions. I can write down the main points from short passages and conversations. <i>For Greater Depth:</i> I can transcribe sentences with opinions.</p> <p><b>Speaking:</b> Answer questions with more accurate pronunciation. Ask more complex questions including a range of subordinating conjunctions Give more detailed answers to questions using opinions.</p> <p><b>Reading:</b> Look up the meaning of simple unknown words in a dictionary. Identify the main points from complex sentences which include peoples' opinions.</p> <p><b>Writing:</b> Write simple sentences. Record opinions on familiar topics.</p>					

<b>Trips/Visits/ Projects/ Websites</b>	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,
<b>Possible texts Texts in bold-on Literacy Tree</b>	The Cursed Sword, <b>How to train your dragon</b> , <b>Beowulf</b> , Hobbit, Norse tails, <b>Odd and the Frost Giants</b> , Viking Boy Anglo-Saxon Boy, Riddle of the Runes	<b>Kaspar, the Prince of Cats</b> , Little People, Big Dreams - Stephen Hawking, Hidden <b>Figures</b> Survival in Space, Pie in the Sky, No Ballet Shoes in Syria, Welcome to Nowhere, The Colour of Home, River Boy, The River poem, <b>London Eye Mystery</b> , Tuesday, <b>Varmints</b> , Sherlock Holmes, Journey to the River Sea.	Oliver Twist, Street Child, <b>Cogheart</b> , The Adventures of the New Cut Gang,
<b>Events</b>	School Journey, International Week - Black History Month, Charity Day - School Council, Lantern Parade, Talent Show	Safer Internet Day, World Book Day, Class Assembly	Summer Fair, Sports Day - Race for Life

YEAR 6

Subjects	Autumn Term Topic <b>WW2</b>	Spring Term Topic <b>Evolution and Inheritance</b>	Summer term Topic <b>Ancient Greece</b>
<b>History</b>	<p>Local history study and a study that extends pupils' chronological knowledge beyond 1066.</p> <p>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.</p> <p>WW2 art</p> <p>The role of the Empire, how this was reported and the immigration that followed.</p> <p>Winston Churchill - racist views, Adolf Hitler and Nazi ideology</p> <p><b>Significant Person:</b> Marie Christine Chilver (Agent Fifi), Margary Booth, Josephine Baker, Anne Frank, Billy Strachan</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 I can place features of historical events and people from the past societies and periods in a chronological framework</p>	<p><b>Charles Darwin - his biography and how he changed thinking for many by his theory of Evolution.</b></p> <p>Use primary and secondary sources to explore historical figures. i.e. diary extract, newspaper articles, photographs etc</p> <p>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</p> <p><b>Significant Person:</b> Marianne North, Charles Darwin</p> <p>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)</p> <p><b>SIGNIFICANT PERSON:</b> HYPATIA OF ALEXANDRIA, HYDNA OF SCIONE, GREEK PHILOSOPHERS</p> <p>Reflection of modern times - black empowerment and social justice - Stormzy - funding scholarships for black UK students to study at Cambridge.</p> <p>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</p>



<p><b>Geography</b></p>	<p>Locational knowledge: locate key countries involved in the conflict. Use maps to focus on Europe (including Russia) Identify characteristics. 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. 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? <b>Key Vocabulary:</b> physical features- mountains, hills, valleys, coast, sea, ocean, rivers, vegetation, Human features: city, town, village, trade links <b>PS:</b> 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. 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. Map the journey Darwin made on The Voyage of the Beagle. Discuss the climates of the stops he made and compare. <b>Key Vocabulary:</b> climate zones, desert, arctic, antarctic, biomes, vegetation belts, rivers, mountains, oceans, seas, land use, natural resources, trade links <b>PS:</b> 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 Place knowledge- understanding of another place in Europe (previously studied Italy / Pompeii) identify similarities and differences with UK. Geographical skills: Map out the route ran to marathon - hills etc - what symbols would show steep hills on maps? Messy maps. <b>Key Vocabulary:</b> climate zones, rivers, mountains, settlements, natural resources, land use, economic activity, trade links, <b>PS:</b> 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>	
<p><b>Science</b></p>	<p><b>Electricity</b> <b>Scientific enquiry:</b> Comparative and fair testing <b>Question:</b> How does the voltage of the batteries in a circuit affect the brightness of the lamp? <b>Objectives:</b> - To be able to construct simple series circuits with a range of different components - To know how to represent a simple circuit in a diagram using recognised symbols - To be able to identify the effect of changing one component at a time in a circuit - To be able to plan an enquiry to answer questions I have raised - To be able to draw conclusions from results I have obtained from an investigation</p>	<p><b>Light</b> <b>Light Pollution</b>  <u>Light</u> <b>Scientific enquiry:</b> Comparative and fair testing <b>Question:</b> How does the angle that a light ray hits a plane mirror affect the angle at which it reflects off the surface? <b>Objectives:</b> - To understand how our eyes see. - To know that light travels in straight lines either from sources or reflected from other objects into our eyes - To know how light travels in straight lines past translucent or opaque objects to form a shadow of the same shape - To be able to explain how evidence from enquiries shows that light travels in straight lines - To be able to predict and explain how the path of light rays can be directed by reflection to be seen - To be able to predict and explain how the shape of shadows can be varied - To be able to record data in a graph from an investigation I have conducted <b>Key Vocabulary:</b></p>	<p><b>Variation</b> <b>Adaptations</b>  <u>Evolution and inheritance</u> <b>Scientific enquiry:</b> Identifying and classifying <b>Question:</b> Compare the skeletons of apes, humans, and Neanderthals – how are they similar, and how are they different? <b>Objectives:</b> - To know that living things have changed over time - To know that fossils provide information about living things from millions of years ago - To know that characteristics are passed from parents to their offspring - To know that offspring vary from their parents - To know that animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution - To be able to identify how human beings have evolved <b>Key Vocabulary:</b> Evolution, evolve, natural selection, survival, reproduction, offspring,</p>	<p><b>Fossils</b> <b>Living Things and their habitats</b>  <u>Living things and their habitats</u> <b>Scientific enquiry:</b> Identifying and classifying <b>Question:</b> How would you make a classification key for vertebrates/invertebrates or microorganisms? <b>Objectives:</b> - To be able to give examples of animals in the five vertebrate groups and some of the invertebrate groups - To be able to give the key characteristics of the five vertebrate groups and some invertebrate groups - To be able to compare the characteristics of animals in different groups - To be able to give examples of flowering and non-flowering plants - To be able to use classification materials to identify unknown plants and animals - To be able to create classification keys for plants and animals - To know the characteristics that explain why an animal belongs to a particular group</p>	<p><b>The Circulatory System</b> <b>Diet, drugs and lifestyle</b>  <u>Animals inc humans</u> <b>Scientific enquiry:</b> Observation over time <b>Question:</b> to plan and carry out an investigation to observe their pulse rate after exercising <b>Objectives:</b> - To be able to draw a diagram of the circulatory system and label the parts and annotate it to show what the parts do - To be able to use the role play model to explain the main parts of the circulatory system and their role - To be able to use subject knowledge about the heart whilst writing conclusions for investigations - To know the positive and negative effects of diet, exercise, drugs and lifestyle on the body - To be able to present information describing the impact of drugs and lifestyle on the body <b>Key Vocabulary:</b> Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water,</p>	<p><b>Renewable Energy</b> <b>Light Pollution</b>  <u>Local/ National issue</u> To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (fair tests, comparative tests, observation over time, research, pattern seeking)</p>

	<p>- To be able to use test results to make predictions to set up further comparative and fair tests</p> <p><b>Key Vocabulary:</b> Electricity, switch, bell, cell, battery, bulb, buzzer, wire, brighter, dimmer, circuit, wire, broken, conductor, insulator, component</p> <p><a href="https://drive.google.com/drive/u/1/folders/1j8xv8F1Fo1Z3qs8x6cDNblq85oBRCUCa">https://drive.google.com/drive/u/1/folders/1j8xv8F1Fo1Z3qs8x6cDNblq85oBRCUCa</a></p> <p><b>Scientists to research:</b> Benjamin Franklin Thomas Edison</p>	<p>Dark, dull, bright, very bright, brighter, duller, and darker, brightest, dimmest, and darkest Opaque, translucent, transparent, shadow, block, absence of light, reflect, bounce, mirror, reflection, light source, sunset, sunrise, position</p> <p><a href="https://drive.google.com/drive/u/1/folders/1j8xv8F1Fo1Z3qs8x6cDNblq85oBRCUCa">https://drive.google.com/drive/u/1/folders/1j8xv8F1Fo1Z3qs8x6cDNblq85oBRCUCa</a></p> <p><b>Scientists to research:</b> Isaac Newton</p>	<p>parents, siblings environment, variation, fossils</p> <p><a href="https://drive.google.com/drive/u/1/folders/1j8xv8F1Fo1Z3qs8x6cDNblq85oBRCUCa">https://drive.google.com/drive/u/1/folders/1j8xv8F1Fo1Z3qs8x6cDNblq85oBRCUCa</a></p> <p><b>Scientists to research:</b> Mary Anning, Charles Darwin and Alfred Wallace</p>	<p><b>Key Vocabulary:</b> Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, non-flowering</p> <p><a href="https://drive.google.com/drive/u/1/folders/1j8xv8F1Fo1Z3qs8x6cDNblq85oBRCUCa">https://drive.google.com/drive/u/1/folders/1j8xv8F1Fo1Z3qs8x6cDNblq85oBRCUCa</a></p> <p><b>Scientists to research:</b> Carl Linnaeus</p>	<p>muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle</p> <p><a href="https://drive.google.com/drive/u/1/folders/1j8xv8F1Fo1Z3qs8x6cDNblq85oBRCUCa">https://drive.google.com/drive/u/1/folders/1j8xv8F1Fo1Z3qs8x6cDNblq85oBRCUCa</a></p> <p><b>Scientists to research:</b></p>	
<p><b>Working Scientifically Questions</b></p> <p>Fair testing: <a href="https://www.ogdentrust.com/assets/general/working-scientifically-fair-tests-compressed.pdf">https://www.ogdentrust.com/assets/general/working-scientifically-fair-tests-compressed.pdf</a></p> <p>Observing over time: <a href="https://www.ogdentrust.com/resources/working-scientifically-observing-over-time">https://www.ogdentrust.com/resources/working-scientifically-observing-over-time</a></p> <p>Pattern seeking: <a href="https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking">https://www.ogdentrust.com/resources/working-scientifically-pattern-seeking</a></p> <p>Identifying and classifying: <a href="https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying">https://www.ogdentrust.com/resources/working-scientifically-identifying-and-classifying</a></p> <p>Research: <a href="https://www.ogdentrust.com/resources/working-scientifically-research">https://www.ogdentrust.com/resources/working-scientifically-research</a></p> <p>Ideas over time: <a href="https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time">https://www.ogdentrust.com/resources/working-scientifically-ideas-over-time</a></p>						
<p><b>Design and Technology/Art</b></p>	<p><b>ART: Sculpture - Clay / Wire -Alberto Giacometti-cover wire sculpture with papier mache/plaster of paris (Look at bronze figures by Augusta Savage)</b></p> <p>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><b>Artists, architects and designers in history</b> Continuously refer back to artists, architects and designers in history for inspiration or comparison through units.</p>		<p><b>DT: Cooking and Nutrition</b> <b>Design a dish using seasonal and local produce?</b></p> <p>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>Design a seasonal menu using healthy, balanced, seasonal ingredients (where do we shop for seasonal ingredients) Cook and sample some of these seasonal dishes (peer assess each others' dishes) . Trip to Borough Market for market research Research and evaluate the school menu Help the school kitchen plan a healthy menu with some of the children's dishes featuring in the menu on an allotted day .</p>			
<p><b>Music</b></p>		<p><b>SNS</b> Articulate musical elements and their function. Compose a song.</p>		<p><b>RB</b> Articulate musical elements and their function. Compose a song.</p>		<p><b>TB</b> Articulate musical elements and their function. Compose a song.</p>

		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.		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.		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.
	<b>Drumming Y6</b>					
<b>Possible music links</b>	<b>We'll Meet Again – Vera Lynn</b> What is the significance of the lyrics? Why do you think the song became so popular?		<b>The Earth Song – Michael Jackson</b> How does the song express the importance of the environment?		<b>Bang the Drum – Nelly Furtado and Bryan Adams</b> How do the lyrics reflect the mindset of Ancient Greeks? What was their attitude like regarding competition?	
<b>PE</b>	Gymnastics	Games (Volleyball/tennis)	Games (attack vs defence – tag rugby/flag football)	Problem Solving	Games (cricket/rounders)	Athletics
	Fitness SNS Multi-skills TB	<b>Dance RB</b>	Fitness RB Multi-skills SNS	<b>Dance TB</b>	Fitness TB Multi-skills RB	<b>Dance SNS</b>
Select and combine skills, techniques and ideas. Apply combined skills in ways that suit the activity, with consistent precision, control and fluency. Draw on what they know about strategy, tactics and composition to plan their own and others' work. When planning their own and others' work they can draw on what they know about responses to changing circumstances, and what they know about their own and others' strengths and weaknesses. Analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance. Suggest ways to improve based on analysis of skills. Explain how to prepare for, and recover from, the activities. Explain how different types of exercise contribute to their fitness and health. Describe how they might get involved in other types of activities and exercise.						
<b>Computing/ R&amp;PSHE (SMSC, P4C)</b>	<b>Relationships (refer to R&amp;PSHE)</b> • To be able to constructively challenge points of view I disagree with • To be able to compare the features of a healthy and unhealthy friendship • To know what it means to be attracted to someone and different kinds of loving relationships • To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • To be able to recognise and respond to pressure from others to do something unsafe or that makes me feel worried or uncomfortable	<b>E-Safety (linked to R&amp;PSHE)</b> I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). <a href="#">Privacy and Security</a> NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact  PSHE: recognise ways in which the internet and social media can be used both positively and negatively	<b>E-Safety (linked to R&amp;PSHE)</b> I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). <a href="#">Online Bullying</a>  NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact PSHE: recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images about how text and images in the media and on social	<b>Living In The Wider World (refer to R&amp;PSHE)</b> • To know to differentiate between prejudice and discrimination • To know how stereotypes are perpetuated and how to challenge this • To know why people choose to communicate through social media and some of the risks and challenges of doing so • To know that social media sites have age restrictions and regulations for us • To know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • To know some of the common risks associated with	<b>E-Safety (linked to R&amp;PSHE)</b> I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. <a href="#">Health, Well-being and Lifestyle</a>  NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact PSHE: about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	<b>Health and Wellbeing (refer to R&amp;PSHE)</b> • To be able to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • To be able to identify where I and others can ask for help and support with mental wellbeing in and outside school • To know about the changes that may occur in life including death, and how these can cause conflicting feelings • To be able to recognise some of the changes as I grow up e.g. increasing independence • To be able to discuss the transition to secondary school

	<ul style="list-style-type: none"> <li>To know what consent means and how to seek and give/not give permission in different situations</li> </ul>	<p>about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>Vocabulary:</b>  <b>Data analysis, digital footprint, inappropriate, location sharing, password, PEGI rating, phishing, print screen, screen time, spoof, secure websites</b></p> <p><b>Computer Science - Programming</b>  <a href="#">Espresso Block Coding Year 6</a>  <a href="#">More complex variables</a>  NC: Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information  Use variables in more complex ways  Manipulate inputs to create useful outputs  Design and create a game, app and / or model, incorporating variables and different forms of input and output</p>	<p>media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p><b>Vocabulary:</b>  <b>Data analysis, digital footprint, inappropriate, location sharing, password, PEGI rating, phishing, print screen, screen time, spoof, secure websites</b></p> <p><b>Information Technology– Programming</b>  DT: Develop their knowledge and understanding of using a computer to produce 3D models.  <a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-3d-modelling">https://teachcomputing.org/curriculum/key-stage-2/creating-media-3d-modelling</a>  NC: Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information  Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact  <b>Vocabulary:</b>  2D, 3D, shapes, select, move, perspective, view, Handles, resize, lift, lower, recolour  Rotate, duplicate, group</p>	<p>money, including debt, fraud and gambling</p>	<p>Understand the implications of copyright  Know the potential impact of different forms of online communication  Learn the importance of creating effective passwords</p> <p><b>Vocabulary:</b>  <b>Data analysis, digital footprint, inappropriate, location sharing, password, PEGI rating, phishing, print screen, screen time, spoof, secure websites</b>  <b>Computer Science - Creating media</b>  <a href="#">TEACH COMPUTING YEAR 6 - WEB PAGE CREATION - SUMMER</a>  NC: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.  use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.  <b>Vocabulary:</b>  Website, web page, browser, media, Hypertext Markup Language (HTML), Web page, website, logo, layout, header, media, purpose, Copyright, fair use  home page, preview, evaluate, device, Google Sites breadcrumb trail, navigation, hyperlink, subpage</p>	<p>and how this may affect my feelings</p> <ul style="list-style-type: none"> <li>To know some practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> </ul>
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		<b>Vocabulary:</b> <b>input, variable, property, background, grid, pixel, block, convert, value, alignment, unit, scale variable, condition, event, random, if statement discount, calculate, total, percentage Boolean, analogue, digital,</b> <b>TBC: MICROBIT 23 - 24</b>			Hyperlink, evaluate, implication, external link, embed	
RE	6a. Why does suffering exist in the world? (Parts 1&2)		6b. Is there only one Buddha?		6c. Why don't we all get on?	
French	<b>MON ÉCOLE</b> <b>Autumn 1</b> <ul style="list-style-type: none"> <li>School subjects</li> <li>Everyday school routines</li> </ul> <p>To name the different subjects I study at school</p> <p>To make statements about everyday school routines</p> <p>To make statements about breaktime activities using the past tense</p>	<b>MON ÉCOLE</b> <b>Autumn 2</b> <ul style="list-style-type: none"> <li>Places around the school</li> <li>Telling the time</li> </ul> <p>To name places around my school.</p> <p>To tell the time using half-hours, quarter-hours and 24-hour clock notation</p>	<b>LE PASSÉ ET LE PRÉSENT</b> <b>Spring 1</b> <ul style="list-style-type: none"> <li>Places in town.</li> <li>Questions and answers.</li> <li>Description of a town</li> </ul> <p>To make statements about places in a town.</p> <p>Where did they go at the week-end? Last week end?</p> <p>To give a description of a / my town.</p> <p>To ask questions about places in a town.</p>	<b>LE PASSÉ ET LE PRÉSENT</b> <b>Spring 2</b> <ul style="list-style-type: none"> <li>Say current/past Year</li> <li>Festivals and celebrations of the term.( Easter)</li> </ul> <p>Use the past tense to describe event that took place last year.</p>	Revision	Revision
	<b>Listening</b> Identify the main points in longer dialogues and passages Learn to pick out familiar words from short texts <b>Speaking</b> Learn to recall previously learnt language and incorporate it with new language Present simple descriptions of people, places and objects using a range of subordinating conjunctions Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. <b>Reading</b> Understand the main points of songs, poems and stories in French. Use a dictionary to correctly look up words I do not understand. Tackle unknown words/phrases with increased accuracy by applying including awareness of accents, silent letters <b>Writing</b> Write a paragraph describing people, places and objects. Memorise the main forms of the verbs <i>to have, to be, and to go</i> in the present and past tense.					
<b>Trips/Visits/ Projects/ Websites</b>	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	

<b>Possible texts</b> <b>Texts in bold-on</b> <b>Literacy Tree</b>	Rose Blanche, Goodnight Mister Tom, <b>Otto</b> , The Lion, The Witch and The Wardrobe Wall- about the Berlin Wall, <b>Anne Frank</b> , Friend or Foe, <b>Letters from the Lighthouse</b> , <b>The Lion and the Unicorn</b> , Medal for Leroy, Hitler's Canary	<b>The Lost Thing</b> , <b>The Arrival</b> , What Darwin Saw: The Journey That Changed the World, Charles Darwin's Around-the-World Adventure, <b>The Promise</b> , <b>Can We Save the Tiger</b> , <b>The Hidden Forest</b>	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, <b>Mythologica</b> , <b>Who let the Gods Out</b>
<b>Events</b>	School Journey, International Week - Black History Month, International Evening, Charity Day - School Council, Talent Show	Safer Internet Day, World Book Day, Class Assembly	Summer Fair, Sports Day/Race for Life, Y6 Production