

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (cycle 1 -24/25)	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>
EYFS (cycle 2 -25/26)	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>
Rainbow (cycle 1 25/26)	All About Me <i>London</i> <i>What are the differences between me and my grandparents?</i>		Heroines and Heroes <i>Conflict and Invasion</i> <i>How have people helped us have better lives?</i>		Saving Planet Earth <i>Rivers, The Environment</i> <i>How can we look after our planet?</i>	
Rainbow (cycle 2 26 /27)	London, Homes and Buildings <i>London, Immigration, Settlements</i> <i>How has London Changed from before I was born?</i>		Explorers and Transport <i>Rivers, Immigration</i> <i>How do people travel?</i>		Water <i>Rivers, The Environment</i> <i>How do we use water?</i>	
Year 1	All About Me <i>London</i> <i>What are the differences between me and my grandparents?</i>		Heroines and Heroes <i>Conflict and Invasion</i> <i>How have people helped us have better lives?</i>		Amazing Africa <i>Immigration, The Environment, Settlements</i> <i>What has Africa given to us?</i>	
Year 2	London <i>London, Rivers, Settlements, Democracy</i> <i>What clues are there in London today about people that lived and events that happened before I was born?</i>		Explorers <i>Rivers, Immigration</i> <i>How have humans explored countries, continents and the globe?</i>		The Natural World <i>Rivers, The Environment</i> <i>Who and what do we share the Earth with?</i>	

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

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

Books/texts	Books 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 Songs: Busy Body Song, If you're happy and you know it, Heads, shoulders, knees and toes, Rhymes: Hickory Dickory Dock	Books 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 Songs: Rhymes: 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
Science investigation	Senses (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?
Trips/visitors	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

EYFS Cycle 2 (2025-2026)

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

	-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				
Books/texts	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
Science investigation	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
Trips/visitors	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>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,</p> <p>Key Vocabulary: Past, time, change, present, timeline, then, now, old, new, family tree, artefact, sources Now & Next PS: I can explain how I have changed since I was born I can spot old and new things in a picture I can explain how some people have helped us to have better lives I can use words and phrases like: old, new and a long time ago I can explain what an object from the past might have been used for I can ask and answer questions about old and new objects</p>	<p>Continuing to develop chronology- use of language- past/ present. Sources of historical information- e.g. recognising that events may be fictional or real. Real life Heroes and Heroines. Historical figures. Marie Curie, Judith Kerr, Shirley Hughes, Eileen Browne, Michael Rosen, Benjamin Zephaniah Study of significant people- Children to identify their own Heroines and Heroes- what makes someone a hero or heroine?</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>

	I can recognise that some objects belonged to the past							
Geography	Identify seasonal and weather patterns. Use geographical vocabulary e.g. soil, farm, season, weather PS: I can keep a weather chart and answer some questions about the weather I can explain where I live and tell someone my address I can name the four countries in the UK and locate them on a map I know I live in London			Identify seasonal and weather patterns. Use geographical vocabulary e.g. soil, farm, season, weather PS: I can keep a weather chart and answer some questions about the weather I can explain where I live and tell someone my address I can name the four countries in the UK and locate them on a map I know I live in London Where did our signifiant live?		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. I can keep a weather chart and answer some questions about the weather I can explain some of the main things that are in hot and cold places I can locate countries around the world on a map/globe.		
Science	Seasonal Changes (White Rose Year 1) 1. Changes in Autumn 2. Collect and record data	The Human Body (White Rose Year 1) 1. Identify and name parts of the human body 2. Draw and label parts of the human body 3. Sight 4. Sound 5. Taste 6. Touch 7. Smell	Animals (White Rose Year 1) 1. Mammals 2. Birds 3. Fish 4. Amphibians 5. Reptiles 6. Compare and group animals 7. Carnivores 8. Herbivores 9. Omnivores	Seasonal Changes (White Rose Year 1) 1. Changes in winter 2. Gather and record data	Materials (White Rose Year 2) Both Cycles 1. Explore materials 2. Wood, paper and cardboard 3. Brick and rock 4. Glass and plastic 5. Metal 6. Fabrics 7. Same object, different material 8. Test materials - bend, squash, twist and stretch 9. Plan - waterproof experiment 10. Investigate - waterproof experiment	Seasonal Changes (White Rose Year 1) 1. Changes in spring 2. Collect and record data	Plants (light and dark) (White Rose Year 2) 1. Explore plants 2. Plant parts 3. What do plants need to grow? 4. Plan - light and dark 5. Investigate - light and dark Plants (bulbs and seeds) (White Rose Year 2) 1. Bulb or seed? 2. What do plants need to grow? 3. Plan - bulb and seeds 4. Plant - bulbs and seeds	Seasonal Changes (White Rose Year 1) 1. Changes in summer 2. Collect and record data 3. What are the main changes each season?

Design and Technology/ ART/Music/ Life skills	<p>Art: Drawing-line, shape. Self Portraits-Vincent Van Gogh Looking at lines-Mondrian 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>DT: Structures Year1 Investigating structures- chairs To explore how built structures can be made stronger, stiffer and more stable. Look at chairs, what are chairs used for, look around school at the different types of chairs. Use key vocabulary, legs, and strength. Can you build a chair for a character using duplo and/ or junk modelling resources? (https://www.designtechnology.org.uk/resource-shop/primary/chairs-for-three-bears/)</p>	<p>Music (Unicorn) 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>Art: Year1 Colour-painting, space Artists: Kandinsky and Yayoi Kusama, 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>
Computing	<p>E- Safety I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. Privacy and Security</p> <p>Computer Science</p> <ul style="list-style-type: none"> Understand the outcome when making choices of which command to use and explain the outcome. Understand the commands and know what will happen when given. Give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware Make choices about the buttons/icons to press, touch or click on when using simple software/hardware. Complete a simple program on the computer 	<p>E-Safety I can explain why it is important to be considerate and kind to people online and to respect their choices. Online Relationships</p> <p>Information Technology</p> <ul style="list-style-type: none"> Manage a device by correctly closing websites or apps and safely turning on and off. 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) Log on and off a range of platforms- Reading Eggs, Mathletics, Mini Mash, Teach your Monster to Read Log on and to Google classroom to complete a simple task 	<p>E-Safety I can explain rules to keep myself safe when using technology both in and beyond the home. Health, Well-being and Lifestyle</p> <p>Digital Literacy</p> <ul style="list-style-type: none"> Know technology that is used at home and in school. 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.
PSHE/ Life Skills	<p>Relationships:</p> <ul style="list-style-type: none"> To know what kind and unkind behaviour mean both in and out of school I know about people who care for me, for example my parents, siblings, grandparents, friends, teachers To know what it means to be a family and how families are different for example, single parents, same sex parents etc. To know the importance of telling someone if I am worried about something in my family 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 	<p>Living in the Wider World:</p> <ul style="list-style-type: none"> To be able to list examples of rules in different situations, for example, class rules, rules outside and rules at home. I know how we care for people, animals and other living things in different ways To know that everyone has strengths in and out of school To know how to look after the environment for example, recycling To know about different jobs and the work people do and to understand what strengths and interests are needed to do different jobs To know about people whose job it is to help us in the community. 	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 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.

PE, daily mile & sensory circuit	Y1 Gymnastics	Y1 Games (throwing towards a target)	Y1 Games (send and receive)	Y1 Dance and Problem Solving	Y1 Athletics	Y1 Games (using a racket)
Texts	Poetry, Me and you, Naughty Bus, Beegu, Cave Baby, The Jolly Postman, Burglar Bill , The gingerbread man, The three little pigs, Topsy and Tim and the dentist.		Traction Man, Send for a Superhero, I want my hat back , Princess and giant, Peter Pan, Pinocchio, Puss in Boots, 3 pigs, Me and You, Jack and the Beanstalk, Jim and the Beanstalk, Hansel and Gretel, 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,		The Journey Home, Somebody Swallowed Stanley, The Lorax , Wangari Maathai, Clean up, We're going on a bear hunt, The tiny seed, The storm whale, The bee books, Usbourne book about bees. Great and the giants Horrible Histories Filming news reports, Diaries, fact files, news reports	
Events	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)

	Autumn	Spring	Summer
Area of Learning	London (Y2) Homes and Buildings (EYFS)	Explorers (Y2) & Transport (EYFS)	Water (EYFS)
Engaging Starting Points	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? Disney's "Up" .	Water play, water plants, ice, google earth - looking at green land and blue oceans
Salt/ Key vocabulary	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,
History	To know about changes beyond living memory- such as how they have changed, grown and developed. Link to changes in national life (e.g. death of the Queen and the King 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 .	Changes within or beyond living memory- transport. Study of a significant individual e.g. Amelia Earhart - 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. To know about a significant historical person	Changes within living memory- transport. Study of a significant individual– e.g. David Attenborough, Boyan Slat, Rachel Carson, John Jack Cousteau PS: I can use words and phrases like: before, after, past, present, then and now

	<p>Kings and Queens who is the King? How long has he reigned? Royal buildings- timelines. Guy Fawkes and Bonfire Night/ Gunpowder Plot.</p> <p>To know how objects used in the past have evolved/changed over time To know about a significant historical person</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 use words and phrases like: <i>before, after, past, present, then and now</i></p> <p>To know how objects used in the past have evolved/changed over time</p>				
Geography	<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.</p> <p>Locate London on a map of the UK. Locate the UK on a world map</p> <p>PS To know that the UK is made up four countries</p>			<p>Name and locate continents and oceans/seas, use atlases and globes etc. Name and locate countries and capitals of the UK. How do we travel across different countries? Local transport and features- e.g. River, train and tube. Use aerial photos/ plans and devise maps. Local transport maps. Use compass directions (N, S, E and W), locational and directional language (near / far / left/ right) to describe the location of features and routes on a map. use messy maps to create/ recreate routes</p> <p>To know the seven continents of the world To know the names of the oceans of the world 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>Understand that the world is spherical. Identifying Oceans/ continents on . Comparing where different animals live- land and water Oceans and Continents. Comparing animal habitats.</p> <p>To know the seven continents of the world To be able to locate the world oceans on a map/ atlas/ globe</p> <p>To know the names of the oceans of the world 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>	
Science	<p><u>Animals’ needs for survival</u> (White Rose Year 2)</p> <p>1.Mammals 2.Birds 3. Fish 4.Amphibians 5. Reptiles 6. Humans</p>	<p><u>Humans</u> (White Rose Year 2)</p> <p>1.Exercise 2.Food 3. Hygiene 4.Teeth</p>	<p><u>Materials</u> (White Rose Year 2) Both Cycles</p> <p>1.Explore materials 2.Wood, paper and cardboard 3.Brick and rock 4. Glass and plastic 5. Metal 6. Fabrics 7. Same object, different material 8. Test materials - bend, squash, twist and stretch 9. Plan - waterproof experiment 10. Investigate - waterproof experiment</p>	<p><u>Planting A</u> (White Rose Year 1)</p> <p>1.Plant - winter</p>	<p><u>Living things and their habitats</u> (White Rose Year 2)</p> <p>1.Habitats in my local area 2. Polar habitats 3.Desert habitats 4. Ocean habitats 5. Woodland habitats 6.Microhabitats 7.Habitats and diet 8. Food chains 9. Living, dead or never alive?</p>	<p><u>Planting B</u> (White Rose Year 1)</p> <p>1.Observe changes 2. Plant - spring</p>	<p><u>Plants</u> (White Rose Year 1)</p> <p>1.Plant parts 2.Tree parts 3.Wild and garden plants 4. Plants in my local area 5.Deciduous trees 6. Evergreen trees 7. Trees in my local area</p>	<p><u>Planting C</u> (White Rose Year 1)</p> <p>1.Observe changes 2.Plant - summer</p>

Design and Technology/Art/ Music/ Life skills	<p>DT-cooking Year3 Healthy snacks 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>DT: Year2 Mechanisms – use wheels and axles to design a mode of transport to carry a load over an uneven surface without damaging it.</p> <p>Link to construction e.g. duplo, mobilo, making a vehicle from recycled materials.</p>	<p>Music (Unicorn) 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>ART: Year2 Pattern and sculpture Fish Scales Shell patterns Use a range of materials creatively to design and make art work. Create repeated patterns. Create using imagination through painting. Create collages and model with clay (shells) Create and use a wide range of patterns and colours. Study of Andy Goldsworthy Plan, create and evaluate a sculpture based on artist/sculptor studied. Pattern in the environment. Shape, form, model and construct.</p>
Computing	<p><u>E- Safety</u> I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. <u>Privacy and Security</u></p> <p>Computer Science</p> <ul style="list-style-type: none"> Understand the outcome when making choices of which command to use and explain the outcome. Understand the commands and know what will happen when given. Give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware Make choices about the buttons/icons to press, touch or click on when using simple software/hardware. Complete a simple program on the computer 	<p><u>E-Safety</u> I can explain why it is important to be considerate and kind to people online and to respect their choices. <u>Online Relationships</u></p> <p>Information Technology</p> <ul style="list-style-type: none"> Manage a device by correctly closing websites or apps and safely turning on and off. 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) Log on and off a range of platforms- Reading Eggs, Mathletics, Mini Mash, Teach your Monster to Read Log on and to Google classroom to complete a simple task 	<p><u>E-Safety</u> I can explain rules to keep myself safe when using technology both in and beyond the home. <u>Health, Well-being and Lifestyle</u></p> <p>Digital Literacy</p> <ul style="list-style-type: none"> Know technology that is used at home and in school. 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.
PSHE/ Life Skills	<p>Relationships:</p> <ul style="list-style-type: none"> To know what kind and unkind behaviour mean both in and out of school I know about people who care for me, for example my parents, siblings, grandparents, friends, teachers To know what it means to be a family and how families are different for example, single parents, same sex parents etc. To know the importance of telling someone if I am worried about something in my family 	<p>Living in the Wider World:</p> <ul style="list-style-type: none"> To be able to list examples of rules in different situations, for example, class rules, rules outside and rules at home. I know how we care for people, animals and other living things in different ways To know that everyone has strengths in and out of school To know how to look after the environment for example, recycling 	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 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.

	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> To know about different jobs and the work people do and to understand what strengths and interests are needed to do different jobs To know about people whose job it is to help us in the community. 			
PE, daily mile & sensory circuit	Y1 Gymnastics	Y1 Games (throwing towards a target)	Y1 Games (send and receive)	Y1 Dance and Problem Solving	Y1 Athletics	Y1 Games (using a racket)
Texts	Katie in London, The Great Fire of London , diary entries, non-Chronological reports. A walk in London, The Big picture book of London, Guy Fox- The Fire of London, Naughty Bus		Into the Forest, Rosie Revere, engineer , Amelia Earhart biography, The Owl and the Pussycat, Sydney, Stella and the moon		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	
Events	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	

YEAR 1

	Autumn Term Topic	Spring Term Topic	Summer Term Topic
Subjects	All About Me	Heroines and Heroes	Amazing Africa
History	To know about changes within living memory- such as how the have changed, grown and developed. 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. compare school days or toys- past/present	Continuing to develop chronology- use of language- past/ present. Sources of historical information- e.g. recognising that events may be fictional or real. Real life Heroes and Heroines. Historical figures. Study of significant people- Children to identify their own Heroines and Heroes- what makes someone a hero or heroine? <i>examples: Albert Mackenzie, Charles Babbage, Isambard Kingdom Brunel (local people), Captain Tom Moore (recent), Malala (young), Emma Gonzales, Mary Seacole, Florence Nightingale, Edith Cavell</i>	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. Significant People- example Nelson Mandela

	<p>To know that the toys my grandparents played with were different to my own</p> <p>To know what objects from the past were used for</p> <p>To know the main differences between their school days and that of their grandparents</p> <p>To know the name of a significant person from the past</p> <p>To know significant people from the past from my local area</p> <p>To know significant historical places in my local area</p> <p>To be able to use words and phrases like: old, new and a long time ago</p> <p>To be able to recognise that some objects belonged to the past</p> <p>To be able to explain how I have changed since I was born</p> <p>To be able to explain how some people have helped us to have better lives</p> <p>To be able to explain what significant people are known for</p> <p>To be able to ask and answer questions about old and new objects</p> <p>To be able to spot old and new things in a picture</p> <p>To be able to explain what an object from the past might have been used for</p> <p>To be able to find out things about the past by talking to an older person and asking questions</p> <p>Vocabulary: 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>To know what objects from the past were used for</p> <p>To know the name of a significant person from the past</p> <p>To know significant people from the past from my local area</p> <p>To be able to use words and phrases like: old, new and a long time ago</p> <p>To be able to explain how some people have helped us to have better lives</p> <p>To be able to explain what significant people are known for</p> <p>Vocabulary: 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>To know what objects from the past were used for</p> <p>To know the name of a significant person from the past</p> <p>To be able to use words and phrases like: old, new and a long time ago</p> <p>To be able to recognise that some objects belonged to the past</p> <p>To be able to explain how some people have helped us to have better lives</p> <p>To be able to explain what significant people are known for</p> <p>To be able to ask and answer questions about old and new objects</p> <p>To be able to spot old and new things in a picture</p> <p>To be able to explain what an object from the past might have been used for</p> <p>To be able to find out things about the past by talking to an older person and asking questions</p> <p>Vocabulary: 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>
Geography	<p>Use field work and observational skills to study geography of our school and grounds, key features of the local area and geographical vocabulary, weather charts (introduce). 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</p> <p>To know the names of the four seasons</p> <p>To know different types of weather</p> <p>To know where I live and say my address (to a trusted adult)</p> <p>To be able to keep a weather chart and answer some questions about the weather</p> <p>To be able to explain how the weather changes throughout the year</p> <p>To be able to locate the four countries of the UK on a map atlas,, globe</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</p> <p>To know different types of weather</p> <p>To be able to keep a weather chart and answer some questions about the weather</p> <p>To be able to explain how the weather changes throughout the year</p> <p>Vocabulary: 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</p> <p>To know the names of the four seasons</p> <p>To know different types of weather</p> <p>To be able to keep a weather chart and answer some questions about the weather</p> <p>To be able to explain some of the main things that are in hot and cold places</p> <p>To be able to explain how the weather changes throughout the year</p> <p>To be able to locate the four countries of the UK on a map, atlas, globe</p>

	Listen for longer periods to live or recorded music. Listen for the sound of different instruments and move appropriately to loud/soft and fast/slow parts.					
Possible music links	This is Me – The Greatest Showman What is the song about? Why is this important? Southwark Listening Project - weekly		I Need a Hero – Bonnie Tyler Can you describe how the song makes you feel? The song is about a male superhero; can women be superheroes too? Southwark Listening Project - weekly		African Rhythms – Relax with Nature (YouTube) What instruments can you name? When do you think this type of music was performed? Southwark Listening Project - weekly	
PE	Gymnastics	Games (throwing towards a target)	Games (sending and receiving)	Problem Solving	Athletics	Games (using a racket)
	Fitness TB Dance RB	Multi-skills TB Multi-skills SNS	Fitness SNS Dance TB	Multi-skills SNS Multi-skills RB	Fitness RB Dance SNS	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.					
Computing/ R&PSHE (SMSC & P4C) Computing Curriculum Map	Relationships: <ul style="list-style-type: none"> To know what kind and unkind behaviour mean both in and out of school I know about people who care for me, for example my parents, siblings, grandparents, friends, teachers To know what it means to be a family and how families are different for example, single parents, same sex parents etc. To know the importance of telling someone if I am worried about something in my family 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 To know when it is important to ask permission to touch others and to know how to ask and give/ not give permission 	Digital Literacy Online Safety: Privacy and Security NC: keeping personal information private Use technology safely Know that personal information should be kept private Recognise common uses of technology beyond school <ul style="list-style-type: none"> To log in safely and understand why that is important. (1) I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. Vocabulary: Device Alert Log in Log out Password private Computer Science Coding Discovery Unit 1A On the Move Link IT TEACH COMPUTING - DIGITAL WRITING Logging in and typing games.	Living in the Wider World: <ul style="list-style-type: none"> To be able to list examples of rules in different situations, for example, class rules, rules outside and rules at home. I know how we care for people, animals and other living things in different ways To know that everyone has strengths in and out of school To know how to look after the environment for example, recycling To know about different jobs and the work people do and to understand what strengths and interests are needed to do different jobs To know about people whose job it is to help us in the community. 	Digital Literacy Online Safety: Online Relationships PSHE: about how the internet and digital devices can be used safely to find things out and to communicate with others I can explain why it is important to be considerate and kind to people online and to respect their choices. Computer Science: Coding Discovery Unit 1B Simple Inputs Link Understand what algorithms and programs are Create simple programs Know that programs only work with precise instructions 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 Vocabulary:	Health and Wellbeing: <ul style="list-style-type: none"> To know how feelings can affect how people behave To be able to recognise what makes me special and unique including my likes, dislikes and what I am good at To know how to take care of myself on a daily basis. To know what it means to be healthy and why it is important To know about physical activity and how it keeps people healthy To know about people who can help me to stay healthy such as my parents, doctors, nurses, dentists, Midday Meal Supervisors To know how rules can help keep me safe 	Digital Literacy Online Safety: Health, Well-being and Lifestyle PSHE: that sometimes people may behave differently online, including by pretending to be someone they are not NC: identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <ul style="list-style-type: none"> I can explain rules to keep myself safe when using technology both in and beyond the home. IT Producing Art on the computer Digital Painting NC: Use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content Vocabulary: code, object, action, click, start event, click event instructions, code, action, object program, programming, decompose

		<p>NC:</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Vocabulary:</p> <p>Word processor, keyboard, Keys, Letters, type Numbers, space, backspace, text cursor</p> <p>Capital letters, toolbar, bold, italic, underline</p> <p>Mouse, select, font Undo, redo, font, format</p> <p>Compare, typing, writing</p>		<p>Forwards, backwards, turn, clear, go, commands</p> <p>Instructions, directions</p> <p>Left, right, turn, commands</p> <p>Plan, algorithm, program</p> <p>Route,</p>		
RE	What does it mean to belong?					
	<p>What does it mean to belong to Christianity?</p> <p>To explain what it means to belong.</p> <p>To show how Christian people belong to their religion.</p> <p>To tell how Christian people belong to their religion.</p>	<p>How do Christians celebrate Christmas?</p> <p>To know what is a special gift</p> <p>To discuss why gifts are given at Christmas</p> <p>To Talk about what make a good gift</p> <p>To share why the Christmas story is important to Christian people</p> <p>To retell information I have found out on my visit to a church</p>	<p>What does it mean to belong to Sikhi?</p> <p>To identify a religious symbol and say what it means</p> <p>To know a Sikh story and what it means</p> <p>To understand why Guru Nanak is an important person</p> <p>To identify the five Ks</p> <p>To understand what makes someone a good person</p>	<p>What can be special about living with family and friends?</p> <p>To know what makes human beings special</p> <p>To know about special places and objects in homes</p> <p>To know what happens in a Jewish home</p> <p>To know how Hindu people show love to one another</p> <p>To know how the Bible helps Christians</p>	<p>How do Hindu people belong?</p> <p>To explain who helps me</p> <p>To understand the concept of karma</p> <p>To identify who Brahman is to a Hindu person</p> <p>To know why Krishna is important to Hindu people</p> <p>To know how objects can help a person worship God</p>	<p>What does it mean to belong to Islam?</p> <p>To recognise a community</p> <p>To say who Muhammad (ﷺ) was and why he is special</p> <p>To explain why some objects are special to Muslims</p> <p>To list the ways in which a Muslim person demonstrates their faith</p> <p>To describe the festival of Eid</p> <p>To understand and explain what it means to be a muslim</p>
Trips/Visits/ Projects/ Websites	<p>Local studies- our school and community.</p> <p>Museum of Childhood</p> <p>Visit from Doctor, firefighters, police, parents to talk about their jobs</p> <p>Trip to City Farm/ Surrey Docks, reptile/ animal visit. Link to Christmas play- donkey/ sheep etc.</p>		Tate Modern (Art)		<p>Drama workshop,</p> <p>Trip to the Zoo- Horniman Museum</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jette-rs-continent-of-africa/zfv7d6f</p> <p>https://www.bbc.co.uk/bitesize/clips/zmatfg8</p>	
Possible texts Texts in bold-on Literacy Tree	<p>Poetry, Me and you, Naughty Bus, Beegu, Cave Baby, The Jolly Postman, Burglar Bill, The Odd Egg, There's a Boy Like Me, Super Duper You, I am Perfectly Designed</p>		<p>Traction Man, Send for a Superhero, I want my hat back, Princess and Giant, Peter Pan, Pinocchio, Puss in Boots, 3 pigs, Me and You, Jack and the Beanstalk, Jim and the Beanstalk, Hansel and Gretel, Fairytales for Mr Barker, Goldilocks and Just the 1 Bear, Where the wild Things Are, Princess Smartypants, The Goldilocks Project, Billy and the Beast*</p>		<p>We're going on a Lion Hunt, The Hunter, African Tales, Anansi the Spider, Africa is not a Country, Bringing the rain to the Kapiti Plain, Mama Panya's Pancakes, Handa's Hen, Handa's Noisy Night, One Day on our Blue Planet: In the Savannah, Amazing Africa</p>	
Events	International Week, Christmas Production		Well Being Week, World Book Day,		Summer Fair, Sports' Day	

	Autumn Term Topic	Spring Term Topic	Summer Term Topic
Subjects	London	Explorers	The Natural World
History	<p>Study of events beyond living memory, and significant events. How buildings have changed, comparing London- now and then. Study of Samuel Pepys and a significant event- Great Fire of London – make timeline of events. History of firefighters, (making bread)</p> <p>Kings and Queens who is the King? How long has he reigned? Royal buildings- timelines. Comparing two Kings and Queens to compare historical periods.</p> <p>Guy Fawkes and Bonfire Night/ Gunpowder Plot.</p> <p>Significant people: Samuel Pepys, Kings and Queens of England, Guy Fawkes</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 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, decade, century, hundred,</p>	<p>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.</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,</p>	<p>Significant person – Marianne North, Charles Darwin,</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 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, decade, century, hundred, thousand, millions, AD/CE, BC/BCE, monarch, monarchy, kingdom, reign, king, queen, significant, castle, palace, artefact</p>

	thousand, millions, AD/CE, BC/BCE, monarch, monarchy, kingdom, reign, king, queen, significant, castle, palace, artefact				change, died, death, ancient, object, museum, famous, special, modern, event, local, national, similar, different, decade, century, hundred, thousand, millions, AD/CE, BC/BCE, monarch, monarchy, kingdom, reign, king, queen, significant, castle, palace, artefact								
Geography	<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>To be able to explain how an area has been spoilt or improved and give reasons</p> <p>To be able to explain the facilities that a village, town and city may need and give reasons</p> <p>To be able to find where I live on the map of the UK</p> <p>Vocabulary:</p> <p>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>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>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>To be able to explain how an area has been spoilt or improved and give reasons</p> <p>To be able to explain the facilities that a village, town and city may need and give reasons</p> <p>To be able to locate the continents of the world on a map/ atlas/ globe</p> <p>To be able to locate the world oceans on a map/ atlas/ globe</p> <p>To be able to find where I live on the map of the UK</p> <p>Vocabulary:</p> <p>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>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 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>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>To be able to explain how an area has been spoilt or improved and give reasons</p> <p>To be able to explain the facilities that a village, town and city may need and give reasons</p> <p>To be able to locate the continents of the world on a map/ atlas/ globe</p> <p>To be able to locate the world oceans on a map/ atlas/ globe</p> <p>To be able to find where I live on the map of the UK</p> <p>Vocabulary:</p> <p>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>				
Science	<u>Animals’ needs for survival</u> 1.Mammals 2.Birds 3. Fish 4.Amphibians 5. Reptiles 6. Humans	<u>Humans</u> 1.Exercise 2.Food 3. Hygiene 4.Teeth	<u>Plastic</u> 1.How is plastic helpful and harmful? 2. How can we reduce our plastic		<u>Materials</u> 1.Explore materials 2.Wood, paper and cardboard 3.Brick and rock	<u>Plants (light and dark)</u> 1.Explore plants 2. Plant parts 3.What do plants need to grow?	<u>Living things and their habitats</u> 1.Habitats in my local area 2. Polar habitats	<u>Plants (light and dark)</u> 1.Findings	<u>Plants (bulbs and seeds)</u> 1.Bulb or seed? 2. What do plants need to grow?	<u>Growing up</u> 1.Parent and offspring 2. Life cycle of humans 3.Life cycles of different mammals	<u>Bulbs and Seeds</u> 1.Findings	<u>Growi ng up</u> 1.Butte rfly diary	<u>Wildlife</u> 1.What does wildlife do for us? 2. What can we do for wildlife?

Possible music links	Coronation Anthem What instruments can you hear? How do you feel when you listen to the music? How does the music change when the singers begin? Southwark Listening Project - weekly		KS1 Music: History – Christopher Columbus and Ferdinand Magellan (BBC Bitesize) What can you tell me about the explorers from listening to the lyrics? Southwark Listening Project - weekly		This is Nature – Save The Earth (HiDino Kids) Why is it important to preserve nature? What can we do to help save the natural world? Southwark Listening Project - weekly	
PE	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 Dance RB	Multi-skills SNS Multi-skills RB	Fitness SNS Dance TB	Multi-skills TB Multi-skills RB	Fitness RB Dance SNS
	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.					
Computing/ R&PSHE (SMSC & P4C) Computing Curriculum Map	Relationships: • To know about different ways that people meet and make friends • To know how to positively resolve arguments between friends • To be able to ask for help and when to help someone when they are lonely or upset •To know how to play and work cooperatively in different groups and situations • To know what bullying is and different types of bullying • To be able to resist pressure to do something that feels uncomfortable or unsafe	Digital Literacy Online Safety Privacy and Security NC: 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 I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). Vocabulary: Internet Search Sharing Secure Personal information Private information Computer Science Different sorts of inputs Computer Science: Coding Discovery Unit 2A DifferentSorts of Input Link NC: Understand what algorithms are, how they are implemented as programs on digital devices, and that	Living in the Wider World: • To know that I can be part of different groups and the role I play in these groups: class, teams, faith groups etc. • To know the rights and responsibilities that I have in school and the wider community • To know that I belong to different communities as well as the school community and that all members or my community are equal • To know what money is and its different forms • To know that people are paid money for the jobs they do • To know how people make choices about spending money (needs and wants)	Digital Literacy Online Safety Online Relationships NC: use technology safely and respectfully 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 I can explain who I should ask before sharing things about myself or others online. Information TechnologyDigital PhotographOption 1 Option 2 Vocabulary: Capture, framing, digital , image, edit, crop, filter, delete, save, angle NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school	Health and Wellbeing: • To know that I need routines and habits for maintaining good physical and mental health • To know how to describe and share a range of feelings, how to ask for help, and how to help others, with their feelings • To be able to describe the human life cycle and how people grow from young to old • To be able describe how my needs and body change as I grow up • 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 • 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	Digital Literacy Online Safety Health, Well-being and Lifestyle NC: use technology safely and respectfully PSHE: about the role of the internet in everyday life that not all information seen online is true 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. Vocabulary: Digital footprint Personal information Internet Private information secure Computer Science: Coding Discovery Unit 2B Buttons and Instructions Link 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 To reorder a sequence of instructions and correct errors in programs (debug)

		<p>programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>To reorder a sequence of instructions and correct errors in programs (debug)</p> <p>Recognise common uses of information technology beyond school</p> <p>Vocabulary: object, key press, control, action, algorithm, input device click, start, click event, start event, code</p>				<p>Recognise common uses of information technology beyond school</p> <p>Vocabulary: object, key press, control, action, algorithm, input device click, start, click event, start event, code</p>
RE	What can we learn from special stories?					
	<p>Why did Jesus tell stories?</p> <p>What makes a story a good one</p> <p>To tell a Christian parable and some things Christians believe from it</p> <p>To express how different characters in a story feel</p> <p>To learn an important value from a story in the Bible</p> <p>To learn an important value from a story in the Bible</p> <p>To write our own parable</p>	<p>Why are different books special for different people?</p> <p>To know what books are special to us and why</p> <p>To understand why Holy books are special to people</p> <p>To know why the Bible is special and to whom it is special</p> <p>To explain why the Guru Granth Sahib is a special holy book</p> <p>To explain why the Qur'an is special to Muslims</p> <p>To explain why the Tipitaka is a special holy book</p> <p>To explain what the Torah is and why it is special</p>	<p>What can stories teach us about peace? OR What can stories teach us about forgiveness?</p> <p>To learn how we can work peacefully with others</p> <p>To consider what messages we can learn from stories</p> <p>To learn about different people's ideas about peace and making connections</p> <p>To compare what different religions and worldviews teach about views</p> <p>To give thoughtful responses to our understanding of what peace means</p>	<p>Why is Easter important to Christian people?</p> <p>To say why Easter is important to Christian people</p> <p>To know the events of The Easter story</p> <p>To say why Ash Wednesday is important</p> <p>To know the story of Maundy Thursday</p> <p>To explain how I feel about what happened to Jesus</p> <p>To explain some of the symbols that tell us Easter is coming</p>	<p>How does special food and fasting help people in their faith (all religions)?</p> <p>To know what fasting is and why people do it.</p> <p>To understand what Ramadan is</p> <p>To know what happens at an Eid celebration</p> <p>To understand what happens at Lent</p> <p>To understand what happened on Shrove Tuesday</p> <p>To discuss if we all should fast</p>	<p>Where did the world come from and how should we look after it?</p> <p>To explain what creation is</p> <p>To give examples of how different people have different beliefs about how the world began</p> <p>To explain what a Jewish/Christian person would learn from the story about Adam and Eve</p> <p>To explain how Christian people try and look after the world</p> <p>To explain the creation story for some Hindu people</p> <p>To express how we think the world began</p>
Trips/Visits/ Projects/ Websites	<p>Trips to Monument and Museum of London.</p> <p>Walk of Great Fire of London sites</p> <p>London Landmarks</p>		Data handling- modes of transport used		Natural History museum, Seaside/ Forest	
Possible texts Texts in bold-on Literacy Tree	<p>Katie in London, The Great Fire of London, diary entries, non-Chronological reports. A walk in London, The Big Picture Book of London, Guy Fox- The Fire of London</p>		<p>Into the Forest, Rosie Revere, Engineer, Amelia Earhart biography, The Owl and the Pussycat, Sydney, Stella and the moon</p>		<p>The Tadpole's Promise, The Journey Home, The House held up by Trees, Wolves, Ocean meets Sky, Bingo and the Burblies</p>	

Events	International Week, Christmas Production	Well Being Week, World Book Day,	Summer Fair, , Sports' Day
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YEAR 3

	Autumn Term Topic					Spring Term Topic			Summer Term Topic				
Subjects	The Egyptians					Stone Age to Iron Age			Saving Planet Earth				
History	<p>Achievements of early civilisations, Using a timeline, developing chronology linked to prior learning. overview of where first civilisations appeared and in depth study of Ancient Egypt. Significant people: Howard Carter, Tutankhamun PS: I can research in order to find similarities and differences between two or more periods of history I can explain how the lives of wealthy people were different from the lives of poorer people I can use research skills to find answers to specific historical questions</p>					<p>Changes in Britain from the Stone Age to the Iron Age. Using time line to develop understanding of chronology. Local archaeology. Changes in Britain from the Stone Age to the Iron Age. Significant people: Bog Man/ Lindow man, Mary Anning PS: I can describe events from the past using dates when things happened I can use a timeline within a specific period of history to set out the order that things may have happened I can use my mathematical knowledge to work out how long ago events happened I can use research skills to find answers to specific historical questions</p>			<p>The rainforest, conservation, recycling and endangered species. Exploring Change over time. Significant People – Chico Mendes, Greta Thunberg PS: I can describe events from the past using dates when things happened</p>				
Geography	<p>Locating Egypt on a map/ atlas- use of grid references, mapping a trip to Egypt, trip down the Nile, landmarks. Developing knowledge and vocabulary of Physical geography- features of Egypt, Nile delta Key Vocabulary: river, delta, sea, ocean, continent, country, climate, weather, vegetation, settlement, northern hemisphere, equator, PS: I can use grid references on a map I can use an atlas by using the index to find places I can use some basic Ordnance Survey map symbols</p>					<p>Fieldwork skills- early maps. Where were early settlements and why? Messy maps of early settlements. Devise keys. Types of settlement and land use. Identify physical characteristics and changes to these over time. Compare to where we live today- why do we live where we live? How did we get here? Key Vocabulary: rivers, sea, coast, hills, valleys, climate, weather, stones, rocks, soil, vegetation, farming, trade, natural resources- food and water PS: I can name a number of countries in the Northern Hemisphere I can name and locate the capital cities of neighbouring European countries. I can name the areas of origin of the main ethnic groups in the UK in our school.</p>			<p>Locational knowledge using maps, globes, atlases, digital maps – South America. Latitude, longitude, tropic of capricorn. Place Knowledge of South America- similarities and differences to a place in the UK. Human and Physical Geography of Rainforests. Develop Geographical skills- use eight points of a compass and begin to use grid references. Understanding of climate, vegetation, water cycle, trade links. Fieldwork skills/ maps/ atlases/ compass points etc. Use fieldwork to collect rainfall/ temperatures and compare to rainforest. Key Vocabulary: Climate zones, biomes, vegetation belts, rivers, water cycle, land use, trade links, natural resources, food, water PS: I can use the correct geographical words to describe a place I can devise a key to describe features on a map I can locate the Tropic of Cancer and the Tropic of Capricorn I can describe the main features of a rainforest I can explain where rainforests are found and locate them on a map.</p>				
Science	Skeletons 1. Identify and name bones in the human body 2. Functions of the skeleton	Movement 1. Joints 2. How we move	Nutrition and diet 1. Food groups 2. Understand the	Food waste 1. What is food waste? 2. Plant parts	Rocks 1. Identify rocks 2. Group rocks 3. Test rocks	Fossils 1. Explore fossils 2. Fossil formation	Soils 1. Explore soil 2. The importance of soil 3. Plan - soil experiment	Light 1. Light sources 2. The Sun 3. How we see 4. Shadows	Plants A 1. Parts of a plant and their function 2. Plant dissection	Forces 1. Explore forces 2. Friction 3. Plan - friction	Magnets 1. Magnets 2. Magnetic and non-magn	Plants B 1. Findings - Plant growth	Biodiversity 1. What is biodiversity? 2. How can we increase biodiversity in our local area?

	As a class, in pairs and in small groups, use tuned and untuned instruments to create music to describe an animal (a short descriptive composition) Listen to music about animals					
Possible music links	Ancient Egyptian Music – Land of the Pharaohs (YouTube) When was music performed in traditional Ancient Egyptian culture? Why did they mostly use rhythm and chants? Southwark Listening Project - weekly		Shamanic Tones – Sounds of our Eldest Ancestors (YouTube) What were the instruments made out of? Why was music important to people of the Stone Age? Southwark Listening Project - weekly		Circle of Life – The Lion King What is the circle of life? Why is it imperative that we protect life on Earth? Southwark Listening Project - weekly	
PE	Gymnastics	Games (dribbling and passing)	Games (sending skills)	Athletics	Swimming	Swimming
	Fitness TB Dance RB	Multi-skills TB Multi-skills SNS	Fitness SNS Dance TB	Multi-skills SNS Multi-skills RB	Fitness RB Dance SNS	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 at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. Perform safe self-rescue in different water based situations					
Computing/ R&PSHE Computing Curriculum Map	Relationships (refer to R&PSHE) <ul style="list-style-type: none"> 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 To know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty To know that bullying and hurtful behaviour is unacceptable in any situation To know what it means to treat others, and be treated, politely To know the ways in which people show respect and courtesy in different cultures and in wider society 	Digital Literacy Online Safety Privacy and Security 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. Vocabulary: Appropriate, blog, inappropriate, password, personal information, internet, reputable source, spoof, permission, reliable source, verify, vlog, website Computer Science- Programming Computer Science Coding Discovery Unit 3A Sequences and Animation Link NC: design, write and debug programs that accomplish	Living in the Wider World (refer to R&PSHE) <ul style="list-style-type: none"> To know the reasons 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 To be able to identify basic examples of human rights including the rights of children 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 To be able to identify and discuss some of the skills needed to do a job, such as teamwork and decision-making To be able to list my interests, skills and achievements and how these might link to future jobs To be able to discuss and set goals that I would like to achieve this (next?) year e.g. learn a new hobby 	Digital Literacy Online Safety Online Relationships 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. 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 Vocabulary: Appropriate, blog, inappropriate, password, personal information, internet, reputable source, spoof, permission, reliable source, verify, vlog, website Information Technology- Creating Media Information Technology Internet and Research +	Health and Wellbeing (refer to R&PSHE) <ul style="list-style-type: none"> To know about the choices that people make in daily life that could affect their health To know about habits and that sometimes they can be maintained, changed or stopped To know about the things that affect feelings both positively and negatively 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 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. To know how to help keep myself safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	Digital Literacy Online Safety Health, Well-being and Lifestyle 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 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) Vocabulary: Appropriate, blog, inappropriate, password, personal information, internet, reputable source, spoof, permission, reliable source, verify, vlog, website Information Technology- Data and Coding Discovery Unit 3B: Conditional Events Link 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

		<p>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>Vocabulary: sequence, run, before, after, between, execute, algorithm order, action, timer event, debug</p>		<p>PowerPoint/Slides Presentations Option 1 Option 2 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: Animation, flip book Stop-frame, frame, sequence, image, photograph Setting, character, events, onion skinning, consistency, Evaluation, delete, frame, media, import, transition</p>		<p>programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Vocabulary: Binary tree, database, branching database data, debugging</p>
RE	How are symbols and sayings important in religion?					
	<p>What can we learn about special symbols and signs used in special religions?</p> <p>To recognise the symbols that represent the major religions and worldview To explain the symbolism found in Muslim artefacts To identify geometric designs, and their significance in Muslim worship To identify and suggest meanings for symbols found in a Christian story To explain what the symbol of the cross means to Christian people today To create a piece of Christian art</p>	<p>What is the significance of light in religion?</p> <p>To know why light is a special symbol To analyse the importance of Diwali to different people To understand how the symbol of light is used by Christian people To be able to apply the meaning of a story to modern life To analyse what light as a symbol means for Jewish people To be able to explain the symbolic meaning of light</p>	<p>What do Sikhi sayings tell us about Sikhi beliefs?</p> <p>To identify how symbol help people To draw and explain Sikhi symbols To say which Sikhi symbol is the most importance To explain which Sikhi saying are important To know some of the Sikhi sayings and explain how they can be applied to life today.</p>	<p>How and why do Hindu Dharma celebrate Holi? What celebration can we design to mark a special time in our class? To know the importance of characters in a story To explain the meaning of a religious story and how this is applied to everyday life To explain Hindus beliefs about God</p>	<p>How do Jewish people celebrate their beliefs at home and in the Synagogue?</p> <p>To analyse what is special about Rosh Hashanah To identify the importance of Sukkot To be able to explain Jewish practices To be able to explain what Jewish people do on a Friday night and why To explain why the Torah is a sacred book for Jewish people To explain how Jewish beliefs are expressed at the synagogue</p>	<p>How did Jesus and Buddha make people think?</p>
French	<p>UNIT 1 - MOI</p> <ul style="list-style-type: none"> Languages and where spoken: France and French speaking countries. Greetings 	<p>UNIT 1 - MOI</p> <ul style="list-style-type: none"> Family members Colours Part of the body 	<p>UNIT 2 – ON FAIT LA FÊTE.</p> <ul style="list-style-type: none"> Days of the week Months of the year Activities 	<p>UNIT 2 – ON FAIT LA FÊTE.</p> <ul style="list-style-type: none"> Pets Festivals and celebrations- Christmas - Birthdays etc 	Revision	Revision

	<ul style="list-style-type: none"> Introducing yourself <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>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. To describe the colour of my eyes and hair. To describe my family and friends.</p>	<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>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>Speaking Understand single words. Understand short, simple statements. I can make simple statements.</p> <p>Listening I can repeat single words that I hear. I can answer simple questions.</p> <p>Reading Explore patterns and sounds through rhymes and songs Read single words using appropriate pronunciation Read short sentences using appropriate pronunciation</p> <p>Writing I can copy words correctly. I can complete sentences by inserting single, familiar words</p>					
Trips/Visits/ Projects/ Websites	The British Museum, Soane Collection, Horniman Museum, Petrie Museum		Museum of London, local parks (to create art with the autumn leaves)		London Zoo/ Kew Gardens/ Tate Modern/ Horniman Museum. Planting at Potters Fields	
Possible texts Texts in bold-on Literacy Tree	The Story of Tutankhamun, The day I Swapped My Dad for a Goldfish, The heart and the bottle , Horrible Histories, Cinderella of the Nile		The First Drawing , Poetry, Fossil- picture book, Stone Girl, Bone Girl (about Mary Anning) ,Stone Age Boy. Ug: Boy Genius of the Stone Age, Stig of the Dump,		The Vanishing Rainforest, The Great Kapok Tree, Where the Forest meets the Sea, The Tear Thief , The Invisible Boy	
Events	International Week, Talent show,		Well Being Week, World Book Day, Class Assembly		Summer Fair, Sports Day	

	Autumn Term Topic			Spring Term Topic				Summer Term Topic				
Subjects	The Romans			The Maya				Wild Weather				
History	<p>The Roman Empire and its impact on Britain today. Local History, Romans in London. Britain’s Settlement by Anglo-Saxons- withdrawal of the Romans/ fall of the Roman Empire. Timeline to set the context. Use of different sources of historical information- including artefacts. Explore what it was like for children in Ancient Rome. Explore own interests e.g: battles/conflicts, entertainment, education, slavery, food, buildings, inventions etc.</p> <p>Reference the Roman’s use of slaves.</p> <p>Significant People: Boudicca</p> <p>PS: I can plot events of a timeline using centuries</p> <p>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>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.</p> <p>Reference the slave trade that evolved from this and colonisation (Spanish conquest).</p> <p>Significant People: Roald Dahl, John Cadbury, Tim Berners-Lee</p> <p>PS: I can explain how historic items and artefacts can be used to help build up a picture of the past</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>Comparison of Great explorers- reason/ drive/ ambition/ training etc. Make a timeline of Shackleton’s expedition.</p> <p>Look at the achievements of Matthew Henson – black African explorer (first person to stand on top of the world). - research his history of how he escaped racial violence by the KKK to move to Washington DC and then went to sea at 12 years old.</p> <p>Historical records – how do we know so much about this journey i.e. photographs, diary, newspaper reports (primary and secondary sources).</p> <p>Significant People: Ernest Shackleton, Matthew Henson</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>				
Geography	<p>Develop locational knowledge of the UK and Europe- using maps. Identify which cities / towns have Roman origins/ history. How do we know? Identify equator and other significant latitude/ longitude. Settlement and land use- how was land use influenced by the Romans? Roman Roads – identify on maps- use to plan routes. Knowledge of Europe- using maps to locate countries and identify latitude and longitude. Compare and contrast-Pompeii (and surrounding area) in Italy with UK area(European study)</p> <p>Key Vocabulary: UK, Europe, Italy, map/atlas/globe/digital maps, rivers, mountains, coasts, Tropic of Cancer, town, city, village, distribution of natural resources (food, water, energy, minerals), settlements, land use</p> <p>PS:I can carry out research to discover features of villages, towns or cities</p> <p>I can explain the difference between the British Isles, Great Britain and the UK</p> <p>I can name some of the main Islands that surround the UK</p> <p>I know the countries that make up the EU</p> <p>I can find at least six cities in the UK on a map using keys, co-ordinates, index etc</p> <p>I can plan a journey to a place in England</p>			<p>Develop place knowledge- revise knowledge of South America from Year 3. Understanding of physical geography. Characteristics of places- vocabulary and understanding of topographical features. Identify equator and other significant latitude/ longitude. Links to crops, farming, trade links and settlements.</p>				<p>Exploring a world map – cold/hot countries and why? (equator, North & South poles) - How does a map show climate zones? world weather types. Drawing conclusions about locations around the world. Using a key and map coordinates. Exploring why and how maps show different features etc. Understand and describe the key aspects of volcanoes and earthquakes. Mapping Shackleton’s journey (England to South Georgia)- physical maps and messy maps.</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>Key Vocabulary: climate zones, hot/cold/temperate/arid etc. Volcano, earthquake, mountain, rocks, fault, pressure, landscape, settlement, minerals, mining, weather, typhoon, storm, cyclone, monsoon, tornado, hurricane etc.</p> <p>PS: I can collect and accurately measure information (rainfall, temperature etc.)</p> <p>I can explain why people may be attracted to live in cities and why people may choose to live in one place rather than another</p> <p>I can describe how volcanoes are created and I can locate some of the world’s most famous volcanoes</p> <p>I can describe how earthquakes are created</p>				
Science	<p>Group and classify living things</p> <p>1.Group animals</p>	<p>Data Collection A</p>	<p>States of Matter</p> <p>1.Explore solids, liquids and gases</p>	<p>Sound</p> <p>1.Vibrations</p> <p>2. The Ear</p>	<p>Data Collection B</p>	<p>Electricity</p> <p>1.Common appliances</p>	<p>Energy</p> <p>1.What is energy?</p>	<p>Data Collectio n C</p>	<p>Habitats</p> <p>1.Living things</p>	<p>Deforest ation</p>	<p>The Digestive System</p>	<p>Food Chains</p> <p>1.What is a food chain?</p>

	Listen to different styles of pentatonic music					
					Drumming Y4	
Possible music links	Roman Rhythm/Roman Horns (YouTube) Why did they make and use horns? What was the purpose? Who played them? Southwark Listening Project - weekly		Chocolate Explorers – Charlie and the Chocolate Factory (remake) What is the overall tone of the song? Why is the song called 'Chocolate Explorers'? Could you add some lyrics to the music? Southwark Listening Project - weekly		KS1 Music: Thunder Jam – Weather (BBC Bitesize video) How can you use drawing to reflect what you hear? How can people write music to reflect their mood? What instruments or sounds might they use to represent a particular feeling? Southwark Listening Project - weekly	
PE	Gymnastics	Games (football)	Problem Solving	Games (bench ball)	Athletics	Games (striking: batting and fielding)
	Multi-skills TB Multi-skills SNS	Fitness TB Dance RB	Multi-skills SNS Multi-skills RB	Fitness SNS Dance TB	Multi-skills RB Multi-skills TB	Fitness RB Dance SNS
	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.					
Computing/ R&PSHE (SMSC, P4C) Computing Curriculum Map	Relationships (refer to R&PSHE) <ul style="list-style-type: none"> To know about the features of positive healthy friendships such as mutual respect, trust and sharing interests To be able to recognise differences between people such as gender, race, faith, shared values, likes and dislikes, aspirations To know about the importance of respecting the differences and similarities between people To be able to use vocabulary to sensitively discuss difference and include everyone To know how to manage pressures associated with dares To know when it is right to keep or break a confidence or share a secret 	Digital Literacy Online Safety Privacy and Security I can describe strategies for keeping personal information private, depending on context. 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 some of the different ways information and data is shared and used online, including for commercial purposes Vocabulary: AdFly, attachment, citation, collaborate, cookies, copyright, digital footprint, malware, phishing, plagiarism, ransomware, SMART rules, spam, virus, watermark Computer Science- Coding Discovery Unit 4A Introductions to Variables Link	Living in the Wider World (refer to R&PSHE) <ul style="list-style-type: none"> To know about the different groups that make up and contribute to a community To know about the individuals and groups that help the local community, including through volunteering and work To know how people make spending decisions based on budget, values and needs To know how people keep track of money and why it's important to know how much is spent To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them. To know that how people spend money can have positive or negative effects on others 	Digital Literacy Online Safety Online Bullying I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). 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 some of the different ways information and data is shared and used online, including for commercial purposes Information Technology Animation Use I Motion to create a stop motion animation about current topic Option 1 Option 2 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	Health and Wellbeing (refer to R&PSHE) <ul style="list-style-type: none"> To be able to identify a wide range of factors that maintain a balanced healthy lifestyle, physically and mentally To know how to maintain oral hygiene and dental health To know strategies to manage the changes during puberty including menstruation To know the importance of personal hygiene routines during puberty To be able to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects To be able to identify some of the risks associated with drugs common to everyday life 	Digital Literacy Online Safety Health, Well-being and Lifestyle 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. 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 how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information Vocabulary: AdFly, attachment, citation, collaborate, cookies, copyright, digital footprint, malware, phishing, plagiarism, ransomware, SMART rules, spam, virus, watermark Coding Discovery Unit 4B Repetition and Loops Link NC: Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

		<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>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,</p>		<p>given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Vocabulary: Stop frame animation, sequence, software, capture, playback, timing, storyboard</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 presenting data and information</p>
RE	What is important to the people in my local community?					
	<p>What makes me the person I am? To explain who influences my life To explain who influenced the life of St Francis To explain who and what influenced Pandurang - consider different outcome To classify religious objects. To consider what I care about - consider different outcome To articulate positive differences I can make to my community</p>	<p>Why is the Bible special for Christians? Church visit lesson 4 To discuss the impact of the Bible in people's lives To make links between the Bible and another sacred book To analyse the meaning of a story for Jewish, Muslim and Christian people To identify how the Bible has inspired people To understand what inspired and guides me in my life</p>	<p>How and why do Hindu Dharma people worship at home and in the mandir? To compare and contrast ideas about God To identify what Hindu people believe about gods/God To consider why a home shrine is important for a Hindu person. To consider the importance of Hindu worship at home To discover more about Hindu worship To reflect on what is important within a Hindu person's life and my life</p>	<p>Why is Easter important to Christians? To identify why Christian people celebrate Easter To explain why Palm Sunday is remembered by Christian people To compare how different Christians celebrate the last supper To compare how I deal with disappointment referencing the example of Jesus To compare practises of different churches around Easter To explain why Easter is important to Christian people</p>	<p>What happens when someone gets married? To explain why people get married To explain what wedding vows are; the meaning behind vows/promises made in a wedding ceremony To explore the main stages of a Hindu ceremony. To express the symbolism behind the seven steps in a Hindu marriage To consider a range of views on a Muslim marriage To explore what happens in a Muslim wedding ceremony To consider what is important for me in a wedding</p>	<p>What religions and worldviews are represented in our neighbourhood? Lots of mapping and geography links To consider the benefits of attending a place of worship or community place To collect and interpret evidence about religion and worldviews in my neighbourhood To consider the impact of religion and worldviews To consider how religions are similar and different</p>

French	UNIT 1 ON Y VA! <ul style="list-style-type: none">TravelWeather <p>To make statements about travels To describe the weather</p>	UNIT 1 ON Y VA! <ul style="list-style-type: none">Opinions (like /dislike)Clothing <p>To express likes and dislikes Name different items of clothing To express likes and dislikes about clothes.</p>	UNIT 2 ON JOUE! <ul style="list-style-type: none">Animals and their descriptions - at the zoo. <p>To give a simple description of animals.</p>	UNIT 2 ON JOUE! <ul style="list-style-type: none">Responding to instructionsGive simple instructionsGamesFestivals and celebrations of the term (Easter) <p>To ask and answer simple questions. To give simple instructions for familiar games. To express likes and dislikes about clothes</p>	Revision	Revision
	Speaking: Understand more complex words. Learn to listen to longer passages understand more of what is heard by picking out key words and phrases Listening: Pronounce familiar words accurately. Speak in simple sentences about familiar topics. Ask and answer questions using full sentences. Reading: Read more complex words. Read longer statements Writing: Copy short sentences correctly. Spell familiar words correctly					
Trips/Visits/ Projects/ Websites	Trips to Lulllningstone, Museum of London. British Museum. All Hallows Church. Local walk- Roman features.	Hotel Chocolat, Chocolate factory			Maritime Museum (Shackleton exhibition),Natural History Museum - earthquake experience	
Possible texts Texts in bold-on Literacy Tree	Boudicca strikes back, Weslandia , Horrible Histories- Rotten Romans, The Roman Record, Mouse, Bird, Snake, Wolf, Icenii Village, Escape from Pompeii	Charlie and the Chocolate factory, The Hero Twins, The Chocolate Tree- a Mayan Folk Tale, The Mayan Project			Shackleton’s Journey ,Race to the Pole - documentary extracts, Trapped by the Ice, Incredible Journeys , Survivors	
Events	International Week, Talent show,	Well Being Week, World Book Day, Class Assembly,			Summer Fair, Sports Day	

	Autumn Term Topic	Spring Term Topic	Summer Term Topic
Subjects	Vikings/Anglo Saxons	Trade and Travel	Victorian London
History	<p>Roman withdrawal from Britain. Anglo Saxon invasions/ settlements/ culture/art. The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking History- following on from anglo-saxons to the Battle of Hastings. Reasons for immigration and what the UK provided. How civilisations of the past migrated. Sustainable life - building a community – and how we know about this decade i.e. Sutton Hoo archaeology discoveries. Anglo Saxon laws and justice- compare to now. Historical timeline Significant People: Ethlebert of Kent, Alfred the Great, Ethelred the Unready, Edward the Confessor <i>PS: I can compare two or more historical periods; explaining things which change and things which stayed the same</i> <i>I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently)</i> <i>I can summarise the main events from a period of history, explaining the order of events and what happened</i> <i>I can describe how crime and punishment has changed over a period of time</i></p>	<p>Timeline of modern history and events Explore key historical figures who achieved historical milestones. Examine the Titanic , Windrush and Mayflower - reasons passengers travelled (immigration - poorer, holidays - richer) Trade - How has the use of the Thames changed over time- link to the establishment and growth of cities. (Local History) Tower of London - how did the river support the Tower? Traitor's gate. Houses of Parliament Social Class system. Immigration British Transatlantic slave trade Reference links to slavery and the Docklands. Significant people: Alfred Salter, Peter Street, sailors from Rotherhithe on the Mayflower, Mary Prince - abolitionist. Mae Jameson, Miss Mary Ann Charlotte Davis (Titanic survivor born in Southwark), Malala Yousafzai, Marcus Garvey- Civil right activist <i>PS: I can summarise the main events from a period of history, explaining the order of events and what happened</i> <i>I can test out a hypothesis in order to answer questions, eg. Would more people have survived the Titanic disaster if the ship was designed to hold more lifeboats?</i> <i>I can draw a timeline with different historical periods showing key historical events or lives of significant people</i> <i>I can explain how Parliament affects decision making in England</i> <i>I can describe how crime and punishment has changed over a period of time</i></p>	<p>'The Industrial Revolution'. <i>Britain's influence on the world:</i> the height of the British Empire (the largest empire in history) and colonialism, advancements made in Science during that time, inventions such as the steam engine and the railway. Britain's global imperial expansion, particularly in Asia and Africa, and how Britain obtained its wealth, and the impact of this on today - the 'Commonwealth' and what this means. Explore how the 'Industrial revolution' was based on cotton production shipped from slave cotton plantations Slavery Abolition Act 1833 just before Victoria's reign Local History Study/ Study an aspect of history that extends pupils' chronological knowledge beyond 1066 Significant people: Elizabeth Garret Anderson (first female doctor) William Wilberforce and Thomas Clarkson (Campaign to end slavery) Emmeline Pankhurst (British suffragette) George Stephenson (built the world's first railway and changed the face of Victorian society) Robert Browning (supported the emancipation of women, and opposed slavery, championed animal rights, opponent of anti-Semitism) <i>PS: I can draw a timeline with different historical periods showing key historical events or lives of significant people</i> <i>I can compare two or more historical periods; explaining things which changes and things which stayed the same</i> <i>I can test out a hypothesis in order to answer questions</i> <i>I can describe how crime and punishment has changed over a period of time</i> <i>I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently)</i> <i>I can summarise the main events from a period of history, explaining the order of events and what happened</i></p>
Geography	<p>Locational knowledge: Identify significant countries, routes of travel. Environmental conditions. Identify equator and other significant latitude/ longitude. Place knowledge- understanding of Viking communities. Change of land use over time in UK. Settlement and land use. Geographical skills: Fieldwork skills/ maps/ atlases/ compass points etc. Using maps to track and plot the Viking invasion - what settlements and the geographical reasons why. Messy maps of Viking settlements and journeys. Key Vocabulary: climate zones, economic activity, latitude, longitude, vegetation, rivers, sea, route, human features, physical features, resources, <i>PS: I can plan a journey to another place in the world, taking account of distance and time</i> <i>I can explain why many cities are located on or close to rivers</i></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. Place knowledge: comparing and contrasting locations using maps to support this. Making connections to prior learning about rivers and identifying similarities and differences. Human and Physical Geography: Settlements/ Trade/ Farming and links to rivers. Pollution and the environment. Develop geographical skills: Using maps, aerial photos to describe what a locality might be like, creating own messy maps to show route and</p>	<p>Locational knowledge- locating counties and cities of the United Kingdom, human and physical characteristics. Identify the world's countries (commonwealth countries) Place knowledge- Understand similarities and differences through study of human and physical geography of London- build on knowledge from Spring Term. Human and Physical Geography: build on knowledge of human geography- settlement, land use, economic activity, distribution of natural resources (energy, minerals, water) Develop geographical skills: use fieldwork to record features of the local area (linked to Victorian times). Use maps and atlases to identify key countries that are studied. Key Vocabulary: City, town, settlement, trade, land use, resources, energy, minerals, water (build on Spring term knowledge) <i>PS: I can explain why many cities are located on or close to rivers</i></p>

	I can explain why people are attracted to live by rivers			journeys. Ask geographical questions. Sensory investigation/ physical and natural features AND an emotional response. Fieldwork skills/ maps/ atlases/ compass points etc. Use of 6 figure grid references. Key Vocabulary: climate zones, latitude, longitude, tropics, equator, conditions, land use, natural resources, human features, physical features, rivers, source, water cycle, lakes, streams, coast, sea, ocean, tributary, mouth, trade, port, harbour, land use, settlements, economic activity PS: I can name and locate many of the world’s most famous mountainous regions in an atlas. I can explain how a location fits into its wider geographical location with reference to human and economical features. I can explain why many cities are located on or close to rivers I can explain why people are attracted to live by rivers I can explain the course of a river I can name and locate many of the world’s most famous rivers in an atlas			I can explain how a location fits into its wider geographical location with reference to human and economical features.			
Science	Forces 1.Friction 2. Air Resistance 3.Plan - parachute experiment 4. Investigate - parachute experiment 5. Evaluate - parachute experiment 6. Plan - water resistance 7. Investigate - water resistance 8. Explore gravity 9. Use small forces for greater effects	Space 1.The Solar System 2. The Planets 3.Modelling 4. Motion of the earth and planets 5. The Solar System - ideas over time 6. Planet Earth 7. Night and Day 8. The Moon	Global Warming 1.What is global warming? 2. What are the impacts of global warming on living things?	Properties of Materials 1.Test Materials - magnetic, transparency and hardness 2. Test materials - electrical conductivity 3.Plan - insulating heat experiment 4. Investigate - insulating heat experiment 5. Evaluate - insulating heat experiment 6. Uses of everyday materials - plastic, wood and metal	Animals including humans 1.The human life cycle 2. Babies and children 3.Adolescence and puberty 4. Adults and the elderly 5. Gestation periods of mammals 6. Gestation periods and lifespan	Life Cycles 1. Life cycles of mammals 2. Life cycles of amphibians (frogs) 3.Life cycles of insects 4. Life cycles of birds	Reproduction A 1.Sexual reproduction in mammals 2. Reproductive parts in plants 3.Pollination 4. Asexual reproduction 5.Plan - cloning plants 6. Plant - cloning plants	Reversible and irreversible changes 1.Dissolving 2. Separate materials - filtering and sieving 3.Solutions and evaporating 4. Reversible changes 5. Irreversible changes - burning 6. Irreversible changes - acid	Plastic Pollution 1.What is plastic pollution? 2. What are the impacts of plastic pollution on the planet?	Reproduction B 1.Findings - clone plants 2. Interpret data
Design and Technology /Art	DT: Structures To apply their understanding of how to strengthen, stiffen and reinforce more complex structures to develop and analyse their own products. (Cross sectional diagrams) -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.			Art- drawing -perspective, tone, texture, shading, Study of an architect-Zaha Hadid Artist: LS Lowry 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			DT: Mechanisms To understand and use mechanical systems such as pulleys, gears, cams Explore pulleys, gears and cams - test, compare, evaluate, design (exploded diagrams)			

	prototypes - work in groups - compare/evaluate -Research and design a bird hide. Explore joining different materials together to figure out which is the strongest and most suited to the purpose (https://www.designtechnology.org.uk/resource-shop/primary/bird-hide-design-and-make-challenge/) Lantern Project (Stand alone unit)		Draw both positive and negative shapes. Observational sketches from real life			
Music	SNS		RB		TB	
	Unit Aim: To develop children's ability to perform rhythmic patterns confidently and with a strong sense of pulse Children will: Walk the pulse at different speeds Follow teacher's hand signs to sing drmsl (Do, Re, Mi, Fa, So) phrases Learn 3 new songs - some in two parts Improvise vocally using drmsl phrases Sing 4x4 rhythmic phrases with drmsl pitches to solfa notation Read 4 beat rhythms using quavers, crotchets, crotchet rests, minims, semi-quavers, dotted crotchet and quaver and syncopated rhythm. Say to words Ta, Ti-Ti, Ssh, Too, Tika-Tika, Tum-Ti, Ti-Ta-Ti, Ti-Tika and Tika-Ti and then tap together as a class Follow 8 beat rhythms from notation and play in parts (Clapping, Body percussion, Claves, different instruments). Experiment with volume and speed. Play cyclical music based on the Indian Classical Music 'Malakosh' raga and tintal rhythm cycle. Listen to cyclic music from around the world					
			Drumming Y5			
Possible music links	They're Coming – Viking Battle Drums Music (YouTube) Why does this music relate to an invasion or battle? What could the drums represent? Southwark Listening Project - weekly		People Get Ready – Eva Cassidy What is the message of the song? Why is this song significant to African Americans? Southwark Listening Project - weekly		Will You Buy? - Oliver Listen to the lyrics and use them to compare Victorian life with life today. Southwark Listening Project - weekly	
PE	Gymnastics	Games (football)	Games (hockey)	Problem Solving	Athletics	Games (basketball)
	Leadership TB Dance RB	Multi-skills TB Multi-skills SNS	Leadership SNS Dance TB	Multi-skills SNS Multi-skills RB	Leadership RB Dance SNS	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.					
Computing /R&PSHE (SMSC, P4C)	Relationships (refer to R&PSHE) • To know what makes a healthy friendship and how I can make people feel included • To know strategies to positively resolve disputes and reconcile differences in friendships	<u>Digital Literacy</u> <u>Online Safety</u> <u>Privacy and Security</u> 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.	Living In The Wider World (refer to R&PSHE) • To be able to express my own opinions about my responsibility towards the environment • To know how resources are allocated and the effect this has on individuals, communities and the environment	<u>Digital Literacy</u> <u>Online Safety</u> <u>Online Bullying</u> I can identify a range of ways to report concerns and access support both in school and at home about online bullying. NC: use technology safely, respectfully and responsibly;	Health and Wellbeing (refer to R&PSHE) • To know some healthy sleep strategies and how to maintain them • To know how medicines can contribute to health and how allergies can be managed	<u>Digital Literacy</u> <u>Online Safety</u> <u>Health, Well-being and Lifestyle</u> I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. Health, Well-being and Lifestyle NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify

<p>Computing Curriculum Map</p>	<ul style="list-style-type: none"> • To know some strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • To be able to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • 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 • To can recognise that everyone should be treated equally 	<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 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>Vocabulary: Citation, collaborate, communication, copyright, creative commons licence, encrypt, identity theft, ownership, malware, PEGI ratings, phishing, password, personal information, spoof, SMART rules, reliable source, validity</p> <p>Computer Science Coding Discovery Unit 5A Speed, Direction and Coordinates Link</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>Vocabulary: 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,</p>	<ul style="list-style-type: none"> • To be able to identify jobs that they might like to do in the future • 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 • To know that there is a variety of routes into work e.g. college, apprenticeships, university, training • To know the importance of diversity and inclusion to promote people's career opportunities 	<p>recognise acceptable/unacceptable behaviour; identify a range of 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>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>Vocabulary: Citation, collaborate, communication, copyright, creative commons licence, encrypt, identity theft, ownership, malware, PEGI ratings, phishing, password, personal information, spoof, SMART rules, reliable source, validity</p> <p>Creating Media Computer Science Coding Discovery Unit 5B Random Numbers & Simulations Link MicroBits Link</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 Vector drawing, object, move, resize, colour, rotate, duplicate Zoom, select, rotate, object, align, modify Layers, order</p>	<ul style="list-style-type: none"> • To know how to recognise, respect and express my individuality and personal qualities • To be able to think of ways to boost my mood and improve emotional wellbeing • To be able to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • To know how to respond in an emergency, including when and how to contact different emergency services <p>FGM should be mentioned as part of this lesson - To know what to do and whom to tell if I think I am or someone I know might be at risk of FGM</p>	<p>a range of 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>Vocabulary: Citation, collaborate, communication, copyright, creative commons licence, encrypt, identity theft, ownership, malware, PEGI ratings, phishing, password, personal information, spoof, SMART rules, reliable source, validity</p> <p>Digital Literacy – Computer Systems and Networks Information Technology Film Making/Video editing Option 1 Option 2</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 presenting data and information</p>
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		direction, condition, simulation, overlap		Copy, paste, group, ungroup, duplicate, vector drawing, reuse Reflection Vocabulary: T 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		
RE	What impact do beliefs have on actions?					
	What do religions believe about god? To consider why some people do not believe in God To investigate Muslim people's beliefs about God To investigate Hindu people believe about God To investigate Sikhi beliefs about God To investigate Christian people's beliefs about the trinity To express our ideas about God	How is Christmas celebrated around the world? To consider two versions of the same story and suggest reasons for similarities and differences - consider different outcome To consider the purpose of a story To consider Christian practices in Advent To explain how Christian people celebrate Christmas in a variety of ways To compare Epiphany traditions between different Christian denominations (groups) To create a play or story based on a Christmas value or theme - To discuss stories about Christmas making links to Christian beliefs	Why are Muhammed and the Qu'ran important to Muslims? To investigate the significance of the night of power for Muslim people To evaluate the impact of the Shahada To investigate why the Qur'an is precious to Muslim people To investigate the importance of reciting the Qur'an for a Muslim person To investigate how Muslim people today follow Muhammad's actions To investigate how far Muslim people today follow Muhammad's actions To consider influences in my life	How do Christian people try to follow Jesus' example? To consider who has had an impact on my life - consider different outcome To apply teachings from a Bible story to modern day life To compare a number of Bible teachings on giving To consider the example set by Jesus to follow To consider the right way to live free from anger, hatred or revenge- consider different outcome To consider how Christian organisations exemplify Jesus' example- consider different outcome	What inner forces affect how we think and behave? To consider whether temptations can ever be overcome To consider the nature of human beings To consider what we can learn today from an ancient story To consider what beliefs I would refuse to deny To consider the difficulty of growing in acceptance To reflect on what force for good I can be in the world	A) Thankfulness B) Peace A - Thankfulness To reflect on our ability to work well with others To consider what messages we can learn from stories To consider the theme of thankfulness To compare what different religions and worldviews teach about thankfulness To consider what I want to say about thankfulness To learn to work collaboratively and efficiently B - Peace To develop open questions that explore big ideas To consider the theme of peace To compare what different religions and worldviews teach about peace To consider what I want to say about peace To learn to work collaboratively and efficiently- consider different outcome
French	MANGER EN MUSIQUE • Food • drink • Likes and dislikes (food, drink, musical instruments) To talk about what has been eaten and drunk	MANGER EN MUSIQUE • Instructions • Musical instruments To follow written instructions (as in a recipe) To express my opinions about musical preferences	UNIT 2 EN ROUTE POUR L'ECOLE • The alphabet • Places in the locality • Directions To name places in my town. To describe my journey to school. To follow simple directions	UNIT 2 EN ROUTE POUR L'ECOLE • Seasons (Mois de l'année) • clothing • birthdays • Activities of the seasons • Festivals and celebrations of the term (Easter) To make simple statements	Revision	Revision

	To express likes, dislikes and preferences (about food and drink)	To express future intentions (about playing a musical instrument)		about seasons To describe the weather with reference to the present and the past To use adjectives as antonyms		
	Listening: 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. Speaking: Answer questions with more accurate pronunciation. Ask more complex questions including range of subordinating conjunctions Give more detailed answers to questions using opinions. Reading: Look up the meaning of simple unknown words in a dictionary. Identify the main points from complex sentences which include peoples' opinions. Writing: Write simple sentences. Record opinions on familiar topics.					
Trips/Visits / Projects/ Websites	Maritime Museum, Museum of London (Sutton Hoo Exhibition), Beowulf at Unicorn, Director visit, St John's Churchyard BBC Primary History resources. Is it right to invade other countries? Viking influences.	Science Museum, Immigration Museum Tower of London, beaches and bridges- foreshore, Museum of London, Local walks, Thames Clipper/ Boat trip. London Eye.		Victoria and Albert Museum, Victorian Experience at the City Mission, Docklands Museum,		
Possible texts Texts in bold-on Literacy Tree	The Cursed Sword, How to train your dragon , Beowulf , Hobbit, Norse tails, Odd and the Frost Giants , Viking Boy Anglo-Saxon Boy, Riddle of the Runes	Kaspar, the Prince of Cats , Little People, Big Dreams - Stephen Hawking, Hidden Figures Survival in Space, Pie in the Sky, No Ballet Shoes in Syria, Welcome to Nowhere, The Colour of Home, River Boy, The River poem, London Eye Mystery , Tuesday, Varmints , Sherlock Holmes, Journey to the River Sea.		Oliver Twist, Street Child, Cogheart , The Adventures of the New Cut Gang,		
Events	School Journey, International Week, Lantern Parade, Talent Show	Well Being Week, World Book Day, Class Assembly		Summer Fair, Sports Day		

YEAR 6

Subjects	Autumn Term Topic WW2	Spring Term Topic Ancient Greece	Summer term Topic Evolution and Inheritance
History	Local history study and a study that extends pupils' chronological knowledge beyond 1066. Local area during WW2. Explore how this shaped/changes the lives of ALL British people during this time – rations, evacuees, etc. Different sources of evidence: posters, radio and news reports,	The study of Ancient Greece, The legacy of Greek Culture on later periods in British history, including the present day. 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 –	Charles Darwin - his biography and how he changed thinking for many by his theory of Evolution. Use primary and secondary sources to explore historical figures. i.e. diary extract, newspaper articles, photographs etc Abolitionists used the writing of Darwin's <i>On the Origin of Species</i> as the suggestion that all human beings, of whatever race or colour, share a

	<p>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>Significant Person: 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</p> <p>I can identify and explain propaganda</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources</p> <p>I can summarise how Britain has had a major influence on the world</p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework</p>			<p>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.</p> <p>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>SIGNIFICANT PERSON: 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</p> <p>I can describe the features of historical events and way of life from periods I have studied; presenting to an audience</p>			<p>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>Significant Person: Marianne North, Charles Darwin</p> <p>PS: I can summarise how Britain has had a major influence on the world</p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework</p>			
Geography	<p>Locational knowledge: locate key countries involved in the conflict. Use maps to focus on Europe (including Russia) Identify characteristics.</p> <p>Place knowledge: Key aspects of human and physical geography at the time of WW2. How did the Geography serve the war by the Allies and Axis forces? Immigration. Land use patterns.</p> <p>Geographical skills: Fieldwork and mapping skills to identify features in the local area with connections to WW2. Plot routes taken by different armies- what do the maps tell us?</p> <p>Key Vocabulary: physical features- mountains, hills, valleys, coast, sea, ocean, rivers, vegetation, Human features: city, town, village, trade links</p> <p>PS: I can answer questions by using a map</p> <p>I can use Ordnance Survey symbols and 6 figure grid references</p> <p>I can use maps, aerial photos and e-resources to describe what a locality might be like</p>			<p>Develop locational knowledge with a focus on Europe- recap prior learning</p> <p>Place knowledge- understanding of another place in Europe (previously studied Italy / Pompeii) identify similarities and differences with UK.</p> <p>Geographical skills: Map out the route ran to marathon - hills etc - what symbols would show steep hills on maps? Messy maps.</p> <p>Key Vocabulary: climate zones, rivers, mountains, settlements, natural resources, land use, economic activity, trade links,</p> <p>PS: I can describe how some places are similar and dissimilar in relation to their human and physical features</p> <p>I can answer questions by using a map</p>			<p>Locational knowledge: locate the countries identified using maps and identify environmental conditions. Use latitude, longitude, equator, time zones, GMT, to understand journeys made.</p> <p>Place knowledge: develop an understanding of the geographical similarities and differences- that led to the journeys being made, and how these would have impacted on the journey. Explore the reasons for movement and relocation (link to settlement, resources, climate, trade links). Ask historical questions.</p> <p>Map the journey Darwin made on The Voyage of the Beagle. Discuss the climates of the stops he made and compare.</p> <p>Key Vocabulary: climate zones, desert, arctic, antarctic, biomes, vegetation belts, rivers, mountains, oceans, seas, land use, natural resources, trade links</p> <p>PS: I can answer questions by using a map</p> <p>I can name the largest desert in the world and locate desert regions in an atlas</p> <p>I can identify and name the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles</p> <p>I can explain how time zones work and calculate time differences around the world.</p>			
Science	<p><u>Living things and their habitats</u></p> <p>1.Conditions for life</p> <p>2. Group organisms</p> <p>3.Classify animals</p> <p>4. Classify plants</p> <p>5. Microorganisms</p> <p>6. Classify microorganisms</p> <p>7. Carl Linnaeusl</p>	<p><u>Electricity</u></p> <p>1.Construct and draw series circuits using symbols</p> <p>2. Complete and incomplete circuits</p> <p>3.Variations within circuits</p>	<p><u>Renewable energy</u></p> <p>1.What is renewable energy?</p> <p>2. Using renewable energy</p>	<p><u>Light</u></p> <p>1.How we see</p> <p>2. Light and straight lines</p> <p>3.Shadow formation</p> <p>4. Plan shadow experiment</p>	<p><u>Light Pollution</u></p> <p>1.What is light pollution?</p> <p>2. How can we reduce light pollution?</p>	<p><u>The circulatory system</u></p> <p>1.The circulatory system</p> <p>2. Blood</p> <p>3.The heart</p>	<p><u>Diet, drugs and lifestyle</u></p> <p>1.Diet</p> <p>2. Drugs</p> <p>3.Cigarettes</p> <p>4. Plan - heart rate experiment</p> <p>5. Investigate -</p>	<p><u>Variation</u></p> <p>1.Variation</p> <p>2. Inheritance and characteristics</p>	<p><u>Adaptations</u></p> <p>1.Animal adaptations</p> <p>2. Plant adaptations</p> <p>3.Evolution</p> <p>4. Charles Darwin</p> <p>5. Natural selection</p>	<p><u>Fossils</u></p> <p>1.Fossil formation</p> <p>2.Explore fossils</p> <p>3.Plan - insulating heat experiment</p> <p>4. Mary Anning</p>

		4. Plan - voltage experiment 5. Investigate voltage experiment 6. Evaluate - voltage experiment		5. Investigate shadow experiment 6. Evaluate shadow experiment 7.Refraction 8.Explore light		4. Blood flow in the heart 5. Oxygenated and deoxygenated blood 6. Dissection of the heart	heart rate experiment 6.Evaluate - heart rate experiment		6. Darwin's finches	
Design and Technology/ Art	ART: Sculpture - Clay / Wire -Alberto Giacometti-cover wire sculpture with papier mache/plaster of paris (Look at bronze figures by Augusta Savage) Plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Evaluate and edit using artistic language. Artists, architects and designers in history Continuously refer back to artists, architects and designers in history for inspiration or comparison through units.			Develop their knowledge and understanding of using a computer to produce 3D models. https://teachcomputing.org/curriculum/key-stage-2/creating-media-3d-modelling 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 Vocabulary: 2D, 3D, shapes, select, move, perspective, view, Handles, resize, lift, lower, recolour Rotate, duplicate, group			DT: Cooking and Nutrition Design a dish using seasonal and local produce? To understand, apply and reflect upon the principles of a healthy and varied diet. To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. To prepare and cook a range of savoury and sweet dishes using a range of cooking techniques. 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 .			
Music		SNS			RB				TB	
	Unit Aim: To develop children's ability to write and notate a song in compound time Children will: Walk the pulse in compound time at different speeds Follow hand signs to sing Do, Re, Mi, Fa, So, La, Ti phrases Learn 5 new songs - some in 2 parts Improvise vocally using drmslt phrases Sing 4 beat rhythm phrases with drmslt phrases Read compound time (6/8) rhythm phrases to the words Tum, Ti-Ti-Ti, Ta-Ti, Ti-Ta, Ssh Understand the difference between simple and compound time In pairs or small groups, work out rhythm of known songs in compound time In pairs or small groups, play known song in compound time on tuned percussion from stave notation In pairs or small groups, compose new lyrics and melody for a compound song and add a drone and perform. Listen to music in Compound time.									
	Drumming Y6									
Possible music links	We'll Meet Again – Vera Lynn What is the significance of the lyrics? Why do you think the song became so popular? Southwark Listening Project - weekly			Bang the Drum – Nelly Furtado and Bryan Adams How do the lyrics reflect the mindset of Ancient Greeks? What was their attitude like regarding competition? Southwark Listening Project - weekly			The Earth Song – Michael Jackson How does the song express the importance of the environment? Southwark Listening Project - weekly			

PE	Gymnastics	Games (Volleyball/tennis)	Games (attack vs defence – tag rugby/flag football)	Problem Solving	Games (cricket/rounders)	Athletics
	Fitness SNS Multi-skills TB	Dance RB	Fitness RB Multi-skills SNS	Dance TB	Fitness TB Multi-skills RB	Dance SNS
	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.					
Computing/ R&PSHE (SMSC, P4C) Computing Curriculum Map	Relationships (refer to R&PSHE) <ul style="list-style-type: none"> • 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 • To know what consent means and how to seek and give/not give permission in different situations 	Digital Literacy Online Safety Privacy and Security 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). 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 about the impact of bullying, including offline and online, and the consequences of hurtful behaviour Vocabulary: digital footprint, inappropriate, location sharing, password, PEGI	Living In The Wider World (refer to R&PSHE) <ul style="list-style-type: none"> • 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 money, including debt, fraud and gambling 	Digital Literacy Online Safety Online Bullying I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). 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 media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation Vocabulary: Data analysis, digital footprint, inappropriate, location sharing, password, PEGI rating, phishing, print screen, screen time, spoof, secure websites Computer Science -	Health and Wellbeing (refer to R&PSHE) <ul style="list-style-type: none"> • 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 and how this may affect my feelings • To know some practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school SATs Information Technology x2 lessons– Spreadsheets could be incorporated into Maths statistics lessons Option 1 Option 2	Digital Literacy Online Safety Well-being and Lifestyle I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. 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 Understand the implications of copyright Know the potential impact of different forms of online communication Learn the importance of creating effective passwords Vocabulary: Data analysis, digital footprint, inappropriate, location sharing, password, PEGI rating, phishing, print screen, screen time, spoof, secure websites Computer Science - Creating media Information Technology research and webpage design Option 1 Option 2 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,

		<p>rating, phishing, print screen, screen time, spoof, secure websites</p> <p>Computer Science - Coding Discovery Unit 6A More Complex Variables Link</p> <p>MicroBits Link</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 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</p>		<p>Coding Discovery Unit 6B Object Properties Link</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 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>evaluating, and presenting data and information. use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.</p> <p>Vocabulary: 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 Hyperlink, evaluate, implication, external link, embed</p>
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		<p>Design and create a game, app and / or model, incorporating variables and different forms of input and output</p> <p>Vocabulary: 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,</p>				
RE	<p>How important are the similarities and differences between and within religions? Investigating the relationship between and within religions and worldviews.</p>					
	<p>How could we design a celebration that involved everyone, whether religious or not, in a meaningful and imaginative way?</p> <p>To investigate the reasons for celebrations in different cultures, religions and worldviews - consider different outcome</p> <p>To investigate different ways of celebrating in Islam</p> <p>To consider the difference celebrations make in the lives of different Christian people</p> <p>To evaluate what is similar and different between two religions</p> <p>To consider whether it is right to be part of celebrations outside of a group you belong to?</p> <p>To consider how to make an inclusion celebration</p>	<p>How do people express their faith through the arts in Christianity?</p> <p>To consider a variety of ways different people express their faith in religion</p> <p>To investigate the religious use of colour in expressing concepts - P4C outcome, not painting/drawing</p> <p>To create a modern Icon - P4C outcome, not painting/drawing</p> <p>To consider the use of music in Christian worship</p> <p>To analyse the usefulness of drama to a believer</p> <p>To consider what is similar and different between religions about expressing faith</p>	<p>What similarities and differences do religions and worldviews share?</p> <p>Prepare visit/visitor for lesson 3</p> <p>To investigate shared values between different religious and secular groups - consider different outcome</p> <p>To investigate the importance of building community for religions</p> <p>To consider the importance of religious buildings</p> <p>To analyse the difference places of worship make</p> <p>To consider what views religions and world views share - consider different outcome</p> <p>To express my views on community</p>	<p>What are the sources of the story about what happened on the first Easter Sunday?</p> <p>To analyse the Bible Easter accounts</p> <p>To analyse the Bible accounts of the resurrection of Jesus</p> <p>To analyse images of Jesus in art - discussion outcome</p> <p>To explore symbols of the Easter message - consider different outcome</p> <p>To consider the importance of the ascension</p> <p>To evaluate the difference a story can make in the lives of Christians</p>	<p>What do people believe about life after death?</p> <p>To investigate the concept of life</p> <p>To consider what different religions and worldviews say about life after death</p> <p>To consider Hindu views about reincarnation</p> <p>To consider why Christian people believe in life after death</p> <p>To consider Muslim people's views of life after death</p> <p>To investigate successful strategies people use to cope with the death of a loved one</p> <p>To consider the question is there life after death?</p>	<p>What qualities are important to present day religious leaders?</p> <p>To investigate the reasons for needing leaders in our world</p> <p>To consider important qualities for a leader to possess (prepare questions for next lesson)</p> <p>To investigate a local religious leader</p> <p>To investigate important religious leaders in the world</p> <p>To compare and contrast religious leaders</p> <p>To evaluate the difference between secular and religious leaders</p>

French	MON ÉCOLE <ul style="list-style-type: none"> School subjects Everyday school routines <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>	MON ÉCOLE <ul style="list-style-type: none"> Places around the school Telling the time <p>To name places around my school.</p> <p>To tell the time using half-hours, quarter-hours and 24-hour clock notation</p>	LE PASSÉ ET LE PRÉSENT <ul style="list-style-type: none"> Places in town. Questions and answers. Description of a town <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>	LE PASSÉ ET LE PRÉSENT <ul style="list-style-type: none"> Say current/past Year Festivals and celebrations of the term.(Easter) <p>Use the past tense to describe event that took place last year.</p>	Revision	Revision
	Listening Identify the main points in longer dialogues and passages Learn to pick out familiar words from short texts Speaking 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. Reading 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 Writing Write a paragraph describing people, places and objects. Memorise the main forms of the verbs <i>to have</i> , <i>to be</i> , and <i>to go</i> in the present and past tense.					
Trips/Visits/ Projects/ Websites	History walks, War Memorial, Imperial War Museum, HMS Belfast, Churchill War Rooms. Make your own history.co.uk www.IWM.org.uk		The British Museum, Houses of Parliament		Natural History Museum, Immigration Museum.	
Possible texts Texts in bold-on Literacy Tree	Rose Blanche, Goodnight Mister Tom, Otto , The Lion, The Witch and The Wardrobe Wall- about the Berlin Wall, Anne Frank , Friend or Foe, Letters from the Lighthouse , The Lion and the Unicorn , Medal for Leroy, Hitler's Canary		Battle of Marathon, Pandora's Box, The Night of the Gargoyles, The Twelve Labours of Herakles, Jason and the Argonauts. Greek Myths, Aesop's Fables, Mythologica , Who let the Gods Out		The Lost Thing , The Arrival , What Darwin Saw: The Journey That Changed the World, Charles Darwin's Around-the-World Adventure, The Promise , Can We Save the Tiger , The Hidden Forest	
Events	School Journey, International Week, Charity Day - School Council, Talent Show		Well Being Week, World Book Day		Summer Fair, Sports Day, Y6 Production	