

ST ANDREW'S CE PRIMARY SCHOOL



A MEMBER OF THE  SW9 PARTNERSHIP

CURRICULUM OVERVIEW 2018 – 2019

	Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1	All about Me!	Let's find out	Transport	FIRE!	Brixton	Asia - landscape	America	Journeys
Autumn 2	Animals/ Families	Let's dress up	Australasia	Antarctica	Europe	Asia - cities	America	Africa (Benin)
Spring 1	Story time	Food glorious food	Toys	Darkness	Inventions (Stone Age to Iron Age)	Myths & Monsters (Ancient Greece)	Early Britain	Monarchy
Spring 2	People Who Help Us	Space	To infinity and beyond	Heroines/ Sheroes / Olympians	Ancient Egypt	The Roman Empire	Invaders! (Vikings/Saxons)	Monarchy
Summer 1	Under The Sea	Once upon a time	Weather	Pirates	Eco Warriors	Parklife	Catastrophe (including space)	Adventurers
Summer 2	My favourite things	Let's Pretend	Dinosaurs	Mini beasts (animals)	Seaside	Under the Sea	Un-Fairy Tales	Adventurers

YEAR 1	Autumn 1	Autumn 2
Topic	TRANSPORT	AUSTRALASIA
Visits and Visitors	London Transport Museum	Nativity Trip to the Zoo (combined RE/Science/Geography)
Literacy Texts	Naughty Bus - Jan Oke (CLPE) The Train Ride - June Crebbin (CLPE) Mr Gumpy's Outing - John Burningham Don't Let the Pigeon Drive the Bus! - Mo Willems	Wombat goes Walkabout - Michael Morpurgo Wolves (LT) - Emily Gravett
Science All units must include Working Scientifically	Everyday Materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Focus on animals native to Australasia and compare with animals native to the UK
History	Use common words and phrases relating to the passing of time Find answers to some simple questions about the past from simple sources of information Describe some simple similarities and differences between artefacts. Identify similarities and differences between ways of life in different periods Place known objects in chronological order. Explore vehicles now and over time, looking at real sources/ artefacts (transport museum trip). Then/Now Learn about famous or unusual journeys - first plane across Atlantic, around the world in a hot air balloon in 80 days	
Geography	Make simple maps and plans Use locational and directional language (eg near and far, left and right) to describe the location of features and routes. Understand how places are linked to other places (roads, trains) Vocabulary (physical features): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Ask simple geographical questions, eg: What is it like to live in this place? Use simple maps of the local area Name and locate Europe/Australasia, and surrounding oceans Use simple observational skills to study the geography of the school and its grounds

YEAR 1	Autumn 1 (continued)	Autumn 2 (continued)
Geography (continued)	<p>Vocabulary (human features): city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Make class map to use with DT made vehicles?</p>	<p>Name, describe and compare familiar places. Identify hot and cold areas of the world in relation to the Equator and Pole</p> <p>Name, describe and compare familiar places Suggest ideas for improving their school environment Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London), and of a small area in a contrasting non-European country (place in Australia) Compare our local area with a small area in Australia (could we compare our school with one in Australia?) Use aerial photographs to recognise landmarks eg: Uluru [formerly known as Ayres Rock], the Sydney Opera House, our school</p>
Art	<p><i>Relate to DT</i> Make structures by joining simple objects together</p>	<p>Aboriginal Art (paint) Make marks in print using found objects and basic tools, and use these to create repeating patterns Use artwork to record ideas, observations and experiences</p>
DT DESIGN MAKE EVALUATE	<p>Design and make a moving vehicle Ask simple questions about existing products and those s/he has made Create simple designs for a product Use pictures and words to describe what s/he wants to do Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) Use a range of simple tools to cut, join and combine materials and components safely Use wheels and axles in a product</p>	
RE	<p>What responsibility has God given to take care of creation?</p>	<p>Part One: Noah Part Two: Nativity characters: Which characters are you and why are you important?</p>
Computing	<p>Communication: producing, sharing information and media Online safety</p>	<p>Communication: producing, sharing information and media Online safety</p>

YEAR 1	Spring 1	Spring 2
Topic	TOYS	TO INFINITY AND BEYOND
Visits & Visitors	Bethnal Green Museum of Childhood	The Science Museum
Literacy Texts	Dogger - Shirley Hughes Knuffle Bunny - Mo Willems (CLPE) Traction Man - Mini Grey (CLPE)	Beegu - Alexis Deacon (CLPE/LT) Man on the Moon - Simon Bartram (CLPE) Whatever Next - Jill Tomlinson
Science All units must include Working Scientifically	<u>Everyday Materials</u> (relate to materials used for making toys?) Describe the simple properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties	Plants <u>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</u> <u>Identify and describe the basic structure of a variety of common flowering plants, including trees.</u>
History	Sorting toys, invite parents and grandparents in to share their old toys/toys from their childhood, explore differences between modern and older toys, consider toys they used to play with, compared with those they play with now. Recount trip to the Museum of Childhood Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past Sequence events and recount changes within living memory Identify similarities and differences between ways of life in different periods Place known objects in chronological order Relate own account of an event (trip) and understand that others may give a different version	The lives of significant events and individuals: Neil Armstrong and the moon landing Talk, draw or write about aspects of the past Understand key features of events Use common words and phrases relating to the past
Art	Sort, cut and shape fabrics, and experiment with ways of joining them Use artwork to record ideas, observations and experiences	Space Scene in Collage Cut, glue and trim material to create images from a variety of media: photocopies, fabric, crepe paper, magazines
DT DESIGN - MAKE - EVALUATE cycle	Design and make a toy - sock puppet/glove puppet Ask simple questions about existing products and those s/he has made Create simple designs for a product Use pictures and words to describe what s/he wants to do Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing)	Design and make a plant-based smoothie (link to science) for an alien Talk about what s/he eats at home and begin to discuss what healthy foods are Say where some food comes from and give examples of food that is grown Use simple tools with help to prepare food safely

YEAR 1	Spring 1 (continued)	Spring 2 (continued)
DT (continued)	Use a range of simple tools to cut, join and combine materials and components safely	Ask simple questions about existing products and those s/he has made Create simple designs for a product Use pictures and words to describe what s/he wants to do
RE	What is it like to live as a Jew?	Why is Easter the most important festival for Christians?
Computing	Finding Out: collecting, analysing and evaluating date Safer Internet Week	Finding Out: collecting, analysing and evaluating date

YEAR 1	Summer 1	Summer 2
Topic	WEATHER	DINOSAURS
Visits and Visitors	The National Gallery (Turner focus)	Natural History Museum Crystal Palace Park
Literacy Texts	Poetry - The More it Snows - AA Milne and other poetry Lila and the Secret of Rain (CLPE) The Wind Blew - Pat Hutchins Hide and Seek Fog - Alvin Tresselt Meerkat Mail - Emily Gravett	The Odd Egg - Emily Gravett Harry and a Bucketful of Dinosaurs Atlas of Dinosaur Adventures
Science All units must include Working Scientifically	<u>Seasonal Changes</u> Observe changes across the four seasons, observe and describe weather associated with the seasons, including how day length varies	Animals including humans Identify and name a variety of common animals that are carnivores, herbivores and omnivores (dinos) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals - including pets)
History		The lives of significant individuals: Richard Owen (named ‘the dinosaur’); Mary Anning (discovered fossilised dinosaurs) Talk, draw or write about aspects of the past Understand key features of events Use common words and phrases relating to the past

YEAR 1	Summer 1 (continued)	Summer 2 (continued)
Geography	<p>Describe seasonal weather changes</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Name and locate the four countries and capital cities of the UK</p> <p>I know about some changes that are happening in the learning environment</p> <p>Vocabulary (physical features): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (human features): city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Use world maps, atlases and globes</p> <p>Identify sites of dinosaur discovery.</p> <p>Vocabulary (physical features): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (human features): city, town, village, factory, farm, house, office, port, harbour and shop.</p>
Art	<p>William Turner - Landscapes: pastel / watercolour</p> <p>Explain what s/he likes about the work of others</p> <p>Know the names of tools, techniques and elements that s/he uses</p> <p>Experiment with different materials</p> <p>Explore mark-making using a variety of tools</p>	<p>Dinosaur sculpture (clay)</p> <p>Make sculptures by joining objects together</p>
RE	<p>What does it mean to be a Muslim?</p>	<p>Why do Christians make and keep promises before God?</p>
Computing	<p>Computing: Models, simulations, control and programming</p> <p>Online safety</p>	<p>Computing: Models, simulations, control and programming</p> <p>Online safety</p>
Outdoor Learning	<p>Using weather instruments (measuring rainfall; wind gauge)</p> <p>Making a sundial</p>	<p>Make plaster casts of dinosaur 'footprints'?</p>

YEAR 2	Autumn 1	Autumn 2
Topic	FIRE!	ANTARCTICA
Visits and visitors	Firefighters (set Tudor houses on fire - see DT) Museum of London - 'Walk the Fire' workshop Skyline - river trip Tower of London Workshop	Winter Wonderland Southwark Cathedral - Candles and Candle Holder making workshop Hook Day - freeze everything in ice.
Literacy Texts	Toby and the Great Fire	The Emperor's Egg Lost and Found The Penguin who wanted to Learn Yeti and Bird And Tango Made Three
Science All units must include Working Scientifically	<u>Uses of Everyday Materials</u> Identify and compare the suitability of a variety of everyday materials, including wood, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<u>Animals including Humans</u> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs to animals, including humans, for survival (water, food, air) <u>Link to Antarctica (penguins, whales, seals, human scientists)</u> Experiment - observe effect of insulation (hand in fat/ice)
History	Show an awareness of the past, using common words and phrases relating to the passing of time Ask and answer questions, choosing and using parts of stories and other sources to show that s/he knows and understands key features of events Describe events beyond living memory that are significant nationally or globally Use a wide vocabulary of everyday historical terms Speak about how s/he has found out about the past Record what s/he has learned by drawing and writing Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use them to compare aspects of life in different periods The Great Fire of London, Samuel Pepys The Gunpowder Plot	

YEAR 2	Autumn 1 (continued)	Autumn 2 (continued)
Geography		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Vocabulary (physical features): bach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (human features): city, town, village, factory, farm, house, office, port, harbour and shop.</p>
Art Inc media focus, artists, similarities and differences	<p>Try out different activities and make sensible choices about what to do next</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use</p> <p>Represent things observed, remembered or imagined using colour/tools</p> <p>Painting FIRE! London Skyline</p>	<p>Depictions of Winter Eg: Winter Scene on a Frozen Canal (Avercamp, 1620); Hunters in the Snow (Breugel the Elder, 1565); Four Seasons (Boucher, 1755); The Sea of Ice (Friedrich, 1824); Winter Landscape (Kandinsky, 1911); The Drum Bridge and Yuhi Hill at Meguro (Hiroshige, 1857); The Forest in Winter at Sunset (Rousseau, 1846-7); Snowstorm, Hannibal and his Army Crossing the Alps (Turner, 1812); Winter Landscape (Munch, 1915); The Magpie (Monet, 1868-9)</p> <p>Try out different activities and make sensible choices about what to do next</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use</p> <p>Represent things observed, remembered or imagined using colour/tools</p> <p>Give reasons for his/her preferences when looking at art/craft or design work</p> <p>Know that different artistic works are made by craftspeople from different cultures and times</p>
DT	<p>Making Tudor houses</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable</p>	

YEAR 2	Autumn 1 (continued)	Autumn 2 (continued)
RE	Why did Jesus teach us the Lord's prayer as a way to pray?	Part One: Saints Part Two: Where is the light of Christmas?
Computing	ICT – touch typing, pic-collage, word processing	ICT – touch typing, pic-collage, word processing

YEAR 2	Spring 1	Spring 2
Topic	DARKNESS	HEROINES/ SHEROES! (FEMALE OLYMPIANS)
Visits and visitors	Trip to a Hindu Temple Night-workers Visitor with animals UFOs and aliens Zoo trip	Mary Seacole/ Millicent Fawcett statue trail Southwark Cathedral - Exploring Christian Symbols workshop
Literacy Texts	The Dark - Lemony Snicket Funny Bones The Owl who was Afraid of the Dark The Bear Under the Stairs	The Paperbag Princess Matilda Great Women who Changed the World
Science All units must include Working Scientifically	<u>Living things and their Habitats</u> Explore and compare the differences between things that are living, dead and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats (eg woodland) provide for the basic needs of different kinds of animals and plants, and how they depend on each other	<u>Animals including Humans</u> Describe the importance of humans for exercise, eating the right amounts of different types of food, and hygiene. (link to sporting heroine?)
History		Show an awareness of the past, using common words and phrases relating to the passing of time Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods Ask and answer questions, choosing and using parts of stories and other sources to show that s/he knows and understands key features of events

YEAR 2	Spring 1 (continued)	Spring 2 (continued)
		<p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Speak about how s/he has found out about the past</p> <p>Record what s/he has learned by drawing and writing</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p> <p>Mary Seacole and Florence Nightingale Millicent Fawcett Contemporary: Paula Radcliffe, Jessica Ennis, Nicola Adams, Ellie Simmonds; Historical: Charlotte Cooper (first female tennis champion). COMPARISONS</p>
<p>Geography</p>	<p>Where's the darkest place in our school and playground?</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Vocabulary (physical features): bach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (human features): city, town, village, factory, farm, house, office, port, harbour and shop.</p>	
<p>Art Inc media focus, artists, similarities and differences</p>	<p>Printing inspired by Nocturnal Animals</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings</p>	
<p>DT Inc aims for product, and cooking focus (link to science)</p>		<p>Make a feast for the Heroines!</p> <p>Understand the need for a variety of food in a diet</p> <p>Understand that all food has to be farmed, grown or caught</p> <p>Use a wider range of cookery techniques to prepare food safely</p> <p>Design purposeful, functional, appealing products for him/herself and other users, based on design criteria</p> <p>Evaluate and assess existing products and those made using a design criteria</p>


YEAR 2	Spring 1 (continued)	Spring 2 (continued)
RE	What is the importance of symbols, beliefs and teaching in Hinduism?	How do Easter symbols help us understand the true meaning of Easter?
Computing	Programming: Scratch Junior Safer Internet Week	Programming: Scratch Junior
Outdoor Learning	Exploring different aspects of the outdoors Finding objects for printing	

YEAR 2	Summer 1	Summer 2
Topic	PIRATES	MINI-BEASTS (ANIMALS)
Visits and visitors	The Golden Hinde National Maritime Museum Museum of London Docklands 'Plundered' workshop. Sea Shanty (A Pirate's Life for Me)	Kew Gardens Horniman Garden Museum IMAX - bugs
Literacy Texts	The Night Pirates The Pirates Next Door Pirates! In an Adventure with Scientists! (film/Gideon Defoe)	Tadpole's Promise - Jeanne Wills The King of Tiny Things - Jeanne Wills A Bugs' Life
Science All units must include Working Scientifically	Plants Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Living things and their habitats Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name some sources of food
History	Record what s/he has learned by drawing and writing Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. Charles Darwin, Queen Victoria	
Geography	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Mapping areas where mini-beasts might be found

YEAR 2	Summer 1 (continued)	Summer 2 (continued)
Geography (continued)	<p>Use simple compass directions (North, South, East, West) and locational and directional language, eg: near and far, left and right, to describe the location of features and routes on a map</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>Devise a simple map, and use and construct basic symbols in a key</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Creating routes for Pirate Adventures</p>	<p>Creating mini-beast 'maps' and bug-hotels</p> <p>Beehives and bees - how to encourage them</p> <p>Gardens</p> <p>Ant-Farm</p>
Art	<p>Link to D&T</p> <p>Develop techniques to join fabrics and apply decorations such as a running or over stitch</p>	<p>Georgia O'Keefe</p> <p>Experiment with tones using pencils, chalk or charcoal</p> <p>Give reasons for his/her preferences when looking at art/craft or design work</p> <p>Know that different artistic works are made by craftspeople from different cultures and times</p> <p>Try out different activities and make sensible choices about what to do next</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use</p> <p>Represent things observed, remembered or imagined using colour/tools</p>
DT (DESIGN MAKE EVALUATE)	<p>Make a Pirate Ship (with flag for textiles?)</p> <p>Design purposeful, functional, appealing products for him/herself and other users, based on design criteria</p> <p>Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools</p> <p>Evaluate and assess existing products and those made using a design criteria</p>	<p>Design and Make a Bug Hotel</p> <p>Design purposeful, functional, appealing products for him/herself and other users, based on design criteria</p> <p>Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools</p> <p>Evaluate and assess existing products and those made using a design criteria</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable</p> <p>Explore and use mechanisms (eg levers and sliders)</p>

YEAR 2	Summer 1 (continued)	Summer 2 (continued)
RE	Why are they having a Jewish party?	Why is it good to remember the stories Jesus told us?
Computing	Computing: Models, simulations, control and programming Online safety	Computing: Models, simulations, control and programming Online safety
Outdoor Learning		Watching butterflies metamorphose Minibeast hunts


YEAR 3	Autumn 1	Autumn 2
Topic	BRIXTON	EUROPE (SPAIN)
Visits and Visitors	Brixton market Black Cultural Archives	Science Museum - Forces workshop and Launch Pad Tate Modern (Miro)
Literacy Texts	A Walk in London - Salvatore Rubbino	Leon and the Place Between Pied Piper
Science All units must include Working Scientifically	<p><u>Light</u> Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Find patterns in the way that the size of shadows change</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p>	<p><u>Forces and Magnets</u> Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Describe magnets as having two poles</p>
History inc enquiry skills, chronology, abstract terms, contrasts, trends, evidence	<p>Describe a local history study</p> <p>Describe memories of key events in his/her life using historical vocabulary</p> <p>Windrush Square: The Empire Windrush First Streetlights: Electric Avenue</p>	
Geography	<p>BRIXTON (inc litter study/traffic survey)</p> <p>Ask and respond to geographical questions</p> <p>Identify where countries are within the UK and the key topographical features</p> <p>Identify physical and human features of the locality</p> <p>Recognise that different people hold different views about and issue and begin to understand some of the reasons why</p> <p>Communicate findings in ways appropriate to the task or for the audience</p> <p>Make more details fieldwork sketches/diagrams</p> <p>Use fieldwork instruments (eg rain gauge, camera)</p>	<p>Europe (SPAIN/FRANCE/ITALY)</p> <p>Ask and respond to geographical questions</p> <p>Analyse evidence and draw conclusions (eg compare locations using maps and aerial photographs)</p> <p>Develop an awareness of how places relate to each other</p> <p>Recognise there are similarities and differences between places</p> <p>Explain about weather conditions/patterns around the UK and parts of Europe</p> <p>Use fieldwork instruments (eg rain gauge, camera)</p> <p>Use four figure grid references and use the 8 points of a compass</p>

YEAR 3	Autumn 1 (continued)	Autumn 2 (continued)
Geography (continued)		<p>Use basic geographical vocabulary: cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features</p> <p>Know location of European Union countries with high populations and large areas and the largest cities in each continent.</p>
Art Inc media focus, artists, similarities and differences		<p>Miro/Matisse/da Vinci</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</p> <p>Explain what s/he likes or dislikes about their work</p> <p>Know about some of the great artists, architects and designers in history and describe their work</p> <p>Explore shading, using different media</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</p> <p>Create a collage, using overlapping and layering</p> 
DT Inc aims for product, and cooking focus (link to science)	<p>Caribbean Cafe!</p> <p>Talk about the different food groups and name food from each group</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world</p> <p>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely</p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors</p>	
RE	Who is Jesus?	<p>Part One: Wisdom</p> <p>Part Two: How do Advent and epiphany show us what Christmas is about?</p>
Computing	Touch typing presentations Following algorithms	Touch typing presentations Following algorithms

YEAR 3	Spring 1	Spring 2
Topic	INVENTIONS (STONE AGE AND IRON AGE)	ANCIENT EGYPT
Visits and Visitors	Horniman - Prehistoric Britain Workshop £70 Jamyang Buddhist Centre SE11	British Museum
Literacy Texts	Stone Age Boy UG! FaRther	Egyptian Cinderella Black Dog
Science All units must include Working Scientifically	<u>Rocks</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter	<u>Animals including Humans</u> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protections and movement
History inc enquiry skills, chronology, abstract terms, contrasts, trends, evidence	Use an increasing range of common words and phrases relating to the passing of time Describe a chronologically secure knowledge and understanding of British local and world history, establishing clear narratives within and across the periods s/he studies Describe changes in Britain from the Stone Age to the Iron Age	Use an increasing range of common words and phrases relating to the passing of time Describe a chronologically secure knowledge and understanding of British local and world history, establishing clear narratives within and across the periods s/he studies Describe the achievements of the earliest civilisations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
Geography Inc geog skills, fieldwork, knowledge		Ask and respond to geographical questions Analyse evidence and draw conclusions (eg compare locations using maps and aerial photographs) Use basic geographical vocabulary: cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features
Art Inc media focus, artists, similarities and differences	Cave Painting - using natural materials Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas Experiment with different materials to create a range of effects and use these techniques in the completed piece of work Explain what s/he likes or dislikes about their work Create printing blocks using relieve or impressed techniques (using 'found' natural resources)	

YEAR 3	Spring 1 (continued)	Spring 2 (continued)
DT Inc aims for product, and cooking focus (link to science)		Design and Make a Sarcophagus / Egyptian necklace Use knowledge of existing products to design his/her own functional product Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes Safely measure, mark out, cut, assemble and join with some accuracy Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them Investigate and analyse existing products and those he/she has made, considering a wide range of factors Understand how mechanical systems such as levers and linkages, or pneumatic systems, create movement Strengthen frames using diagonal struts
RE	What is Buddhism?	Who is the most important person in the Easter story?
Computing	Using Scratch/hour of code Safer Internet Week	Using Scratch/hour of code

YEAR 3	Summer 1	Summer 2
Topic	ECO-WARRIORS	SEASIDE
Visits and Visitors	Kew - Pollination Workshop	Broadstairs/Herne Bay/Brighton
Literacy Texts	The Green Ship The Promise	Flotsam Lucky Dip (BFI film)
Science All units must include Working Scientifically	<u>Plants</u> Identify and describe the functions of the different parts of flowering plants; roots, stem/trunk, leaves and flowers Explore the requirements of plants of life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	<u>Forces and Magnets</u> Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Predict whether two magnets will attract or repel each other, depending on which poles are facing

YEAR 3	Summer 1 (continued)	Summer 2 (continued)
Geography	<p>Recognise that different people hold different views about and issue and begin to understand some of the reasons why</p> <p>Communicate findings in ways appropriate to the task or for the audience</p>	<p>Ask and respond to geographical questions</p> <p>Identify where countries are within the UK and the key topographical features</p> <p>Identify physical and human features of the locality</p> <p>Make more details fieldwork sketches/diagrams</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features</p> <p>Identify where countries are within the UK and the key topographical features</p> <p>Identify physical and human features of the locality</p>
Art	<p>Van Gogh Sunflowers/Monet Water lilies</p>  <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</p> <p>Explain what s/he likes or dislikes about their work</p> <p>Know about some of the great artists, architects and designers in history and describe their work</p> <p>Explore shading, using different media</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</p> <p>Compare and recreate form of natural and manmade objects</p>	<p>(link to D&T)</p> <p>Add detail to work using different types of stitch, including cross-stitch.</p>
DT DESIGN, MAKE, EVALUATE		<p>Design and make a Sunhat</p> <p>Use knowledge of existing products to design his/her own functional product</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them</p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors</p>

YEAR 3	Summer 1 (continued)	Summer 2 (continued)
RE	What do Sikhs believe?	What is the Bible's big story?
Computing	Programming: Scratch Making and editing videos	Programming: Scratch Making and editing videos

YEAR 4	Autumn 1	Autumn 2
Topic	ASIA (physical geography)	ASIA (social geography)
Visits and Visitors	V&A Museum - 'V&A Voyage' workshop and/or Pop Up Stories workshop Natural History Museum	Horniman Museum - Gamelan Workshop £120
Literacy Texts	The Firework Maker's Daughter Can we Save the Tiger	Grandpa Chatterji Cloud Tea Monkeys
Science All units must include Working Scientifically	States of Matter Making terrariums / water cycle station games (carousel activities) Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Electricity LED - build a circuit e.g. christmas cards, intruder alarm for Father Christmas Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.
Geography Inc geog skills, fieldwork, knowledge	Asia (focussing on Japan) Make a volcano, earthquakes, Richter scales, news reports, Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. Recognise the different shapes of continents. Demonstrate knowledge of features about places around him/her and beyond the UK. Know how the locality is set within a wider geographical context. Describe human features of UK regions, cities and /or counties. Understand the effect of landscape features on the development of a locality. Explain about key natural resources e.g. water in the locality. Explore weather patterns around parts of the world. Know about the wider context of places - region, country. Understand why there are similarities and differences between places.	Asia (focussing on Japan) Recognise that people have differing quality of life living in different locations and environments. Describe how people have been affected by changes in the environment. Know about the wider context of places - region, country. Understand why there are similarities and differences between places.

YEAR 4	Autumn 1 (continued)	Autumn 2 (continued)
Art Inc media focus, artists, similarities and differences	Drawing and Painting - Katsushika Hokusai (watercolours) Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught technical skills to adapt and improve his/her work. Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.	
DT Inc aims for product, and cooking focus (link to science)		Printing and Textiles Design and making a batik t-shirt. Use a variety of techniques e.g. marbling, silkscreen and cold water paste. Print on fabrics using tie-dyes or batik
RE	Why did faith guide the people of the Old Testament?	Part One: Jesus' two greatest commandments Part Two: Is peace the most important message of Christmas?
Computing	Information Technology	Computer Science

YEAR 4	Spring 1	Spring 2
Topic	MYTHS AND MONSTERS	THE ROMAN EMPIRE
Visits and Visitors	British Museum	Southwark Cathedral - "Religion in Roman Britain" workshop

YEAR 4	Spring 1 (continued)	Spring 2 (continued)
Literacy Texts	Greek Myths Who Let the Gods Out - Maz Evans	The Iron Giant The Girl of Ink and Stars - Kiran Millwood Hargrave
Science All units must include Working Scientifically	Living things and their habitats Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.	Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.
History inc enquiry skills, chronology, abstract terms, contrasts, trends, evidence	Describe a study of Ancient Greek life and achievements and their influence on the western world. Describe a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods he/she studies Place some historical periods in a chronological framework. Use historic terms related to the period of study Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Communicate his/her learning in an organised and structured way, using appropriate terminology.	Describe the Roman Empire and its impact on Britain Describe a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods he/she studies Place some historical periods in a chronological framework. Use historic terms related to the period of study Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Understand that sources can contradict each other. Communicate his/her learning in an organised and structured way, using appropriate terminology.
Geography Inc geog skills, fieldwork, knowledge	Identify where countries are within Europe; including Russia.	Identify where countries are within Europe; including Russia. Mapping the Roman Empire and comparing this to modern maps.
Art Inc media focus, artists, similarities and differences	Greek Pots, Greek Masks, A junk model of the Acropolis, chariot, ship. Plan a sculpture through drawing and other preparatory work.	Drawing Roman soldiers / still life of fruit (Roman feasts) Draws familiar objects with correct proportions.

YEAR 4	Spring 1 (continued)	Spring 2 (continued)
RE	What does it mean to be a Hindu?	What happens in Church during Lent and Easter?
Computing	Digital Literacy Safer Internet Week	Computer Science


YEAR 4	Summer 1	Summer 2
Topic	PARKLIFE	UNDER THE SEA
Visits and Visitors	Brockwell Park / Clapham Common / Hyde Park Western Marble Arch Synagogue GREENWICH PARK - meridian line (link to science)	London Aquarium
Literacy Texts	Voices in the Park Tuesday - David Weisner The Hodgeheg - Dick King Smith (Reciprocal reading?) 13 Storey Treehouse - Andy Griffiths	The Day the Whale Came - Morpurgo Song of the Dolphin Boy- Elizabeth Laird Shark Lady- Jess Keating & Marta Alvarez Miguens
Science All units must include Working Scientifically	Animals (including humans) Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	The Water Cycle - (cross reference with Geography)?
History inc enquiry skills, chronology, abstract terms, contrasts, trends, evidence	All history skills covered - could look at the history of the London Parks (Victorians)? Crystal Palace Hyde Park	

YEAR 4	Summer 1 (continued)	Summer 2 (continued)
<p>Geography Inc geog skills, fieldwork, knowledge</p>	<p>Measure straight line distances using the appropriate scale. Explore features on OS maps using 6 figure grid references. Draw accurate maps with more complex keys. Plan the steps and strategies for an enquiry. Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.</p>	<p>Describe how people have been affected by changes in the environment. Looking out how climate change has affected the oceans and seas. Explain about key natural resources e.g. water in the locality. Explore weather patterns around parts of the world. Mapping the oceans and seas of the world</p>
<p>DT Inc aims for product, and cooking focus (link to science)</p>	<p>Healthy Picnics Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. Understand seasonality and the advantages of eating seasonal and locally produced food. Read and follow recipes which involve several processes, skills and techniques</p>	<p>Design and make an aquarium with a light circuit. Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. Create designs using exploded diagrams. Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas. Understand and use electrical systems in products.</p>
<p>RE</p>	<p>What does it mean to be a Jew?</p>	<p>Faith in Action (Bishop in action)</p>
<p>Computing</p>	<p>Computer Science</p>	<p>Information Technology</p>

YEAR 5	Autumn 1	Autumn 2
Topic	AMERICA	AMERICA
Visits and Visitors	A visit from someone from South America to talk about their life and culture Oasis Nature Garden - Team Building	Frida Kahlo exhibition at the V&A (until November)
Literacy Texts	Holes The Man who Walked between two Towers Brother Eagle, Sister Sky (Chief Seattle) compared to Martin Luther King's 'I have a Dream'	The Lost Thing - Shaun Tan The Boy Who Biked the World
Science All units must include Working Scientifically	Materials Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes.	Materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Geography Inc geog skills, fieldwork, knowledge	Identify and describe the significance of time zones including day and night. Recognise the different shapes of countries. Identify the physical characteristics and key topographical features of the countries within North America. Know about the wider context of places e.g. county, region and country. Know and describe where a variety of places are in relation to physical and human features. Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences	

YEAR 5	Autumn 1 (continued)	Autumn 2 (continued)
Art Inc media focus, artists, similarities and differences	<p>Beatriz Millhazes Collage 3 sessions</p> <p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Evaluate his/her work against their intended outcome</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</p> <p>Return to work over longer periods of time and use a wider range of materials.</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</p>	<p>Jackson Pollock and self portraits in the style of Frida Kahlo</p> <p>Research and discuss various artists and their processes and explain how these were used in the finished product.</p> <p>Use line, tone and shading to represent things remembered or imagined in three dimensions. Draws familiar objects with correct proportions (F.K)</p> <p>Mix colours to express mood, divide foreground background or demonstrate tones.</p> <p>Experiment with using layers and overlays to create new colours/textures. (J.P)</p>
DT Inc aims for product, and cooking focus (link to science)	<p>Mexican Food e.g. Guacamole! 3 sessions</p> <p>Understand the main food groups and the different nutrients that are important for health.</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat.</p>	
RE	What are the miracles of Jesus?	Part One: Remembrance Part Two: How do art and music convey Christmas?
Computing	Information Technology	Computer Science

YEAR: FIVE	Spring 1	Spring 2
Topic	EARLY BRITAIN	INVADERS (VIKINGS / ANGLO-SAXONS)
Visits and Visitors	Visit to a mosque Museum of London - 'Archeology for all' workshop	V&A - Anglo-Saxon Art and Culture workshop OR

YEAR 5	Spring 1 (continued)	Spring 2 (continued)
Literacy Texts	Beowulf - Morpurgo Varjak Paw	How to Train your Dragon How to be a Viking Vicious Vikings
Science All units must include Working Scientifically	<p><u>Living things and their habitats</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p>	<p><u>Forces and magnets</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
History inc enquiry skills, chronology, abstract terms, contrasts, trends, evidence	<p>Use dates to order and place events on a timeline. Compare sources of information available for the study of different times in the past. Make comparisons between aspects of periods of history and the present day. Evaluate the usefulness of a variety of sources. Present findings and communicate knowledge and understanding in different ways. Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Describe Britain's settlement by Anglo-Saxons and Scots. Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Give some reasons for some important historical events.</p>	<p>Describe Britain's settlement by Anglo-Saxons and Scots. Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Use dates to order and place events on a timeline. Compare sources of information available for the study of different times in the past. Evaluate the usefulness of a variety of sources. Present findings and communicate knowledge and understanding in different ways. Provide an account of a historical event based on more than one source. Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Give some reasons for some important historical events.</p>
DT Inc aims for product, and cooking focus (link to science)	<p>Anglo Saxon Houses Create prototypes to show his/her ideas. Produce step by step plans to guide his/her demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques Make careful and precise measurements so that joins, holes and openings are in exactly the right place. Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work</p> 	<p>Design and build a Viking Longboat Create prototypes to show his/her ideas. Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques Make careful and precise measurements so that joins, holes and openings are in exactly the right place. Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work</p>

YEAR 5	Spring 1 (continued)	Spring 2 (continued)
RE	How do Muslims uphold their faith by committing to Allah?	Holy Communion builds a Christian community.
Computing	Digital Literacy Safer Internet Week	Computer Science

YEAR 5	Summer 1	Summer 2
Topic	CATASTROPHE	UN-FAIRY TALES
Visits and Visitors	The Science Museum - Space workshop Jamyang Buddhist Centre SE11	A story-telling workshop
Literacy Texts	Floodland Varmints	The Adventures of the Dish and the Spoon - Mini Grey The Three Little Pigs - Guardian Ad The Lost Happy Endings - Carol Ann Duffy Emporium Revolting Rhymes
Science All units must include Working Scientifically	<u>Earth and Space</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	<u>Animals (including humans)</u> Describe the changes as humans develop to old age.
Geography Inc geog skills, fieldwork, knowledge	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Understand about weather patterns around the world and relate these to climate zones. Know how rivers erode, transport and deposit materials. Know about the physical features of coasts and begin to understand erosion and deposition.	

YEAR 5	Summer 1 (continued)	Summer 2 (continued)
Geography (continued)	<p>Understand how humans affect the environment over time.</p> <p>Know about changes to world environments over time.</p> <p>Understand why people seek to manage and sustain their environment.</p>	
Art Inc media focus, artists, similarities and differences		
DT Inc aims for product, and cooking focus (link to science)	<p>Clay River Models and Volcanoes</p> <p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Evaluate his/her work against their intended outcome</p> <p>Develop skills in using clay including slabs, coils and slips.</p> <p>Return to work over longer periods of time and use a wider range of materials.</p>	<p>Make a moving un-fairytale character (Using CAMS?)</p> <p>Understand how to use more complex mechanical and electrical systems. (cams, pneumatics)</p> <p>Create prototypes to show his/her ideas.</p> <p>Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques</p> <p>Make careful and precise measurements so that joins, holes and openings are in exactly the right place.</p> <p>Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work</p>
RE	What does it mean to be a Sikh?	Understanding faith in...
Computing	Computer Science	Information Technology

YEAR 6	Autumn 1	Autumn 2
Topic	JOURNEYS	AFRICA (BENIN)
Visits and Visitors	Black Cultural Archives - The Windrush Southwark Cathedral - Pilgrimage Workshop	Horniman Museum Benin handling session
Literacy Texts	The Arrival - Shaun Tan The Highway Man Journey - Aaron Becker A Single Pebble - Bonnie Christensen CLASS TEXT: THE SILVER SWORD	Fly Eagle Fly A Long Road to Freedom - Nelson Mandela Diary of an Edo Princess Kingdom of Benin short stories The Girl Who Married a Lion - Alexander McCall Smith
Science All units must include Working Scientifically	<u>Animals (including humans)</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	<u>Living things and their habitats</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.
History inc enquiry skills, chronology, abstract terms, contrasts, trends, evidence	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Make confident use of a variety of sources for independent research. Note connections, contrasts and trends over time and show developing appropriate use of historical terms	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization (Benin c. AD 900-1300)
Geography Inc geog skills, fieldwork, knowledge	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc Use maps, charts etc. to support decision-making about the location of places e.g. new bypass. Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

YEAR 6	Autumn 1 (continued)	Autumn 2 (continued)
Geography (continued)	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	
Art Inc media focus, artists, similarities and differences	<p>Any art study of a region covered e.g. Islamic frescos and patterning from Samarkand OR landscapes of a studied region.</p> <p>Create intricate printing patterns by simplifying and modifying sketchbook designs.</p> <p>Use simple perspective in their work using a single focal point and horizon.</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p>	<p>Clay modelling - Benin art busts</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</p> <p>Begin to develop an awareness of composition, scale and proportion in their work</p> <p>Produce intricate patterns and textures in a malleable media.</p>
DT Inc aims for product, and cooking focus (link to science)	<p>Prepare a dish from a location studied</p> <p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</p> <p>Use information on food labels to inform choices.</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills.</p>	
RE	How has the Christian message survived over 2,000 years?	<p>Part One: Should every Christian go on a pilgrimage?</p> <p>Part Two: How to advertise Christmas to show what it means today.</p>
Computing	Information Technology	Computer Science

YEAR 6	Spring 1	Spring 2 SATS
Topic	MONARCHY	MONARCHY
Visits and Visitors	Museum of London - Hands on Tudors Tower of London National Portrait Gallery	Kensington Palace - The Changing Power of Kings and Queens
Literacy Texts	Macbeth King Kong Letters from the Lighthouse - Emma Carroll	Treason - Berlie Doherty (CLPE) Longbow Girl
Science All units must include Working Scientifically	Light Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.
History inc enquiry skills, chronology, abstract terms, contrasts, trends, evidence	Make confident use of a variety of sources for independent research. Understand how our knowledge of the past is constructed from a range of sources. Use evidence to support arguments. Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Note connections, contrasts and trends over time and show developing appropriate use of historical terms Use evidence to support arguments. Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.
Geography Inc geog skills, fieldwork, knowledge	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Know location of: capital cities of countries of British Isles and U.K., seas around U.K	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

YEAR 6	Spring 1 (continued)	Spring 2 (continued)
<p>Art Inc media focus, artists, similarities and differences</p>	<p>Portraiture based on the work of a variety of artists [Landseer, Van Dyke, Hall] Select ideas based on first hand observations, experience or imagination and develop these through open ended research. Refine his/her use of learnt techniques. Adapt his/her own final work following feedback or discussion based on their preparatory ideas. Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts Explain and justify preferences towards different styles and artists.</p>	<p>Textiles - developing and creating a Royal outfit Select ideas based on first hand observations, experience or imagination and develop these through open ended research. Adapt his/her own final work following feedback or discussion based on their preparatory ideas. Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts Explain and justify preferences towards different styles and artists. Follow a design brief to achieve an effect for a particular function.</p>
<p>DT Inc aims for product, and cooking focus (link to science)</p>	<p>Based on work on light - Build a lighthouse Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Use technical knowledge accurate skills to problem solve during the making process Apply his/her understanding of computing to program, monitor and control his/her product. Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.</p>	<p>Burglar alarm for the crown jewels Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Use technical knowledge accurate skills to problem solve during the making process Apply his/her understanding of computing to program, monitor and control his/her product. Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.</p>
<p>RE</p>	<p>The Journey of Life and Death</p>	<p>How does Easter offer hope?</p>
<p>Computing</p>	<p>Digital Literacy Safer Internet Week</p>	<p>Computer Science</p>

YEAR 6	Summer 1	Summer 2
Topic	ADVENTURERS	ADVENTURERS
Visits and Visitors	London City Hall	
Literacy Texts	Stormbreaker The Tunnel - Anthony Browne Journey Trilogy - Aaron Becker	Alma - film Way Home - Libby Hathorn
Science All units must include Working Scientifically	<u>Evolution and Inheritance</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<i>Use this half term to conduct experiments that children would like to do and probe/remedy any misconceptions that have come up over the year.</i>
History inc enquiry skills, chronology, abstract terms, contrasts, trends, evidence	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Note connections, contrasts and trends over time and show developing appropriate use of historical terms Understand how our knowledge of the past is constructed from a range of sources. Note connections, contrasts and trends over time and show developing appropriate use of historical terms Use evidence to support arguments	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Note connections, contrasts and trends over time and show developing appropriate use of historical terms Understand how our knowledge of the past is constructed from a range of sources. Note connections, contrasts and trends over time and show developing appropriate use of historical terms Use evidence to support arguments
Geography Inc geog skills, fieldwork, knowledge	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

YEAR 6	Summer 1 (continued)	Summer 2 (continued)
<p>Art Inc media focus, artists, similarities and differences</p>	<p>Sketching in the style of an explorer (e.g. Darwin, Anning, Von Humboldt) Select ideas based on first hand observations, experience or imagination and develop these through open ended research. Adapt his/her own final work following feedback or discussion based on their preparatory ideas. Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p>	
<p>DT Inc aims for product, and cooking focus (link to science)</p>	<p>Prepare a dish for an explorer returning home - nutrition Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. Use information on food labels to inform choices. Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills.</p>	<p>Leonardo da Vinci OR Around the World in 80 Days Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Use technical knowledge accurate skills to problem solve during the making process Apply his/her understanding of computing to program, monitor and control his/her product. Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made.</p>
<p>RE</p>	<p>What does it mean to be a Buddhist?</p>	<p>Who decides?</p>
<p>Computing</p>	<p>Computer Science</p>	<p>Information Technology</p>