

## 2-Year-olds and Nursery

\*Early years practice – ensure opportunities throughout allow sufficient time for children's own interests

\*Topics will rotate between RF and NG and planning will be shared across both schools

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All about me Ourselves (Our Body)	Space Light and Dark/Colour	Traditional tales Monsters	Dinosaurs Eggs	Plants Growth Lifecycles	Under the Sea Transport
Ongoing throughout the year	Seasons and Celebrations – these will be taught in the corresponding terms they apply to i.e., Christmas will be taught in Autumn 2					
Books Stories	So Much  Owl Babies  The Last Noo-Noo'  Peace at Last  Baby Loves Hugs and Kisses'  Funny Bones  Three to Tango	Whatever Next  Elmer and the Rain- bow  Brown Bear Brown Bear  Handa's Surprise  The Colour Monster	Goldilocks and Three Bears  Three Little Pigs  The Gingerbread man  The Gruffalo  Where the Wild Things Are  Not Now Bernard	Dinosaur Roar!  The Tyrannosaurus rex  Stomp, Chomp, Big Roars!  Here Come the Dinosaurs!	Jack and the Bean- stalk  Jasper's Beanstalk  Oliver's Vegetables  First Favourite Tales: The Enormous Turnip	The Rainbow Fish  Under the Sea  Commotion In The Ocean
Phonics	Phonics – Phase 1 Aspects 1-7 Oral segmenting and blending skills, make own rhyming words, (more able continue a rhyming string) recognise rhyme and alliteration in words.  <i>Essential Letters &amp; Sounds (NG)</i> <i>Little Wandle (RF)</i>				Sound of the week –objects table- alliteration skills For more able: Phonics Phase 2	
Nursery Rhymes	Nursery rhyme – 1 focus each week in response to child interests					
Literacy	Recognising own name (with visual cue).	Recognising own name (with no vis- ual cues).	More able- recog- nising own name		Recognising own name and begin to copy some letters.	

	<p>Pincer grip development see PD.</p> <p>Mark making- Distinguishes between the different marks they make.</p> <p>Using different medium to make marks, salt trays, sand, messy play, white boards, chalks etc.</p>	<p>Mark making- Ascribes meaning to marks that they see in different places. Gives meaning to marks that they draw and paint.</p> <p>More able- recognising own name and begin to trace some letters.</p> <p>More able to begin shared story sessions- focus on book skills, orientation of text.</p> <p>Describe characters and events. Listen to stories with increasing attention and recall.</p>	<p>and begin to trace some letters.</p> <p>More able – to copy name using a model. Orientating text and turning pages correctly. Going to left hand page. Differentiating between words and pictures.</p> <p>Alliteration song- a focus sound of the week to support alliteration skills.</p> <p>Robot talk- children able to hear and say what the object is when adult segments the word.</p>		<p>More able to write own name without model.</p>	
<b>Mathematics</b>	<p>Compare quantities more/ less Select a small amount of objects from group when asked.</p> <p>Shapes in the environment – awareness of similarities of shapes in the environment.</p>	<p>Action and number rhymes 1- 10 Counting out set amount from larger group of objects numbers 1-3 (more able 1- 6)</p> <p>Recognising numbers 05 (more able 0-10).</p> <p>Conservation of number Numerals in the environment- Develop interest in</p>	<p>Recognising and ordering numbers to 10 (More able to work on numbers to 20).</p> <p>Counting out set amount from larger group of objects numbers 1- 6 (more able 10 and beyond).</p> <p>Shape names circle, triangle, square, rectangle and naming objects in the environment using mathematical language.</p> <p>More able- match numeral and quantity correctly Understand and use language of more, less, same when talking about amounts.</p>	<p>Number time- numbers 1- 5 Ways to record numbers.</p> <p>Match numeral and quantity correctly up to 6 (more able 10 and beyond) Captain 1, Captain 2 etc.</p> <p>Introduce partitioning- separate a group of 3 or 4 in</p>	<p>Number time numbers 6- 10 Count actions or objects that cannot be moved- jumps, claps etc.</p>	

		ways to represent numbers.	Able to partition amounts of up to 4 objects and know that the amount does not change.  Begin to count objects and things that cannot be moved and actions and sounds.  Understanding of routines and begin to anticipate some time based routines after register we do our books etc.	different ways beginning to recognise that the total is always the same.  Compare amounts and say which has more, less or when they are the same.	
<b>Understanding the World</b>	New routines, green expectations <b>Technology</b> - Learn how to operate simple classroom equipment- CD player, white board using pen, busy things etc. iPad.  <b>The World</b> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  <b>People and Communities</b> - Similarities and differences that connect them to, and distinguish them from others. Show interest in the lives of people who are familiar to them- who helps you at home, at school, in the community? Show an interest in different occupations and ways of life.	<b>Technology</b> -Mechanical toys remote control toy/ cars Beebots- program to move in a specific direction, through bridge etc. iPad The World- Shows care and concern for living.  <b>The World</b> - Shows care and concern for living things and the environment.  <b>People and Communities</b> - Things that make them unique, similarities and differences in relation to friends and family.	<b>Technology</b> Laptops- paint program using mouse to change colour, make simple representations iPad.  Microphones- record and play back.		
<b>Expressive Arts and Design</b>	Role play- make believe by pretending based on familiar events e.g. Home corner, making tea etc. Ascribe meaning to their images. Develop range of skills- painting, drawing, collage.	Colour mixing- explore what happens when they mix different colours Colour of the week- Animals that are different colours.	Texture monsters and dinosaurs- select different materials and describe.	Vegetable printing Still life drawing of vegetables and fruit Role play fruit and veg shop.	Sea pictures Sea collages "The rainbow fish" Role play Ice cream parlour Role play under the sea.
<b>Personal, Social and Emotional</b>	Settling in - new routines Making friends - how to resolve conflicts using adults to help negotiate/ compromise Support with parting with parents.	Turn taking /Sharing	Feelings	Individual /Group sessions to support ongoing PSED Skills through	Transition



# Reception



\*Early years practice – ensure opportunities throughout allow sufficient time for children's own interests

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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topics</b>	<b>All about me People who help us Senses</b>	<b>Space</b>	<b>Superheroes Traditional Tales</b>	<b>Weather Habitats</b>	<b>Mini beasts Growth</b>	<b>Pirates Under the sea</b>
<b>Ongoing throughout the year</b>	Seasons and Celebrations – these will be taught in the corresponding terms they apply to i.e.; Christmas will be taught in Autumn					
<b>Books</b>	I'm Absolutely too Small for School  Baby Loves Hugs and Kisses'  Marshall Armstrong is New to Our School  Gotcha Smile  Non-fiction books about different occupations	Whatever Next  The Way Back Home  How to Catch a Star	Superheroes ABC  Superkid  How to Be a Super-hero  Supertato  Superpigs  Kevin  The Elves and the Shoemaker  The Gingerbread Man  The Three Billy Goats Gruff	Elmer and the Wind  The Very Rainy Day  We're Going on a Bear Hunt  Nonfiction books about Weather and Habitats	The Bad-tempered Ladybird  The Very Hungry Caterpillar  The Very Busy Spider  The Quiet Cricket  What the Ladybird Heard  Yucky Worms  The Tiny Seed  Titch  Nonfiction books about tadpoles, caterpillars, bean stalks and animals and their young	The Singing Mermaid  Pirates Love Underpants  The Snail and the Whale  Non-fiction books

<p><b>Literacy</b></p>	<p>Shared reading- book skills, e.g. orientation of text, English reading from left to right.</p> <p>Predicting and interpreting using texts.</p> <p>Follow school handwriting scheme- correct letter formation.</p>	<p>Guided reading- locating key words in text e.g., tricky words, character names.</p> <p>Guided writing: more able sentence work reading simple sentence related to text.</p> <p>Begin to separate into ability groups.</p> <p>Follow school handwriting scheme- correct letter formation.</p>	<p>Guided reading - In ability-based group - <b>This to be taught during a timetabled slot three times weekly (see Early Reading policy for specific details)</b></p> <p>Guided writing – in mixed ability groups – <b>this to be taught during a timetabled slot weekly</b></p>		
	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>-Read individual letters by saying the sounds for them.</li> <li>-Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>-Read some letter groups that each represent one sound and say sounds for them.</li> <li>-Understand how to listen carefully and why listening is important.</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>-Read a few common exception words matched to the school's phonic programme (RF – Little Wandle, NG – ELS)</li> <li>-Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>-Re-read these books to build up their confidence in</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>-Form lower-case and capital letters correctly.</li> <li>-Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>-Engage in Story times.</li> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-Retell the story, once they have developed a deep familiarity with the text, some as exact</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>-Re-read what they have written to check that it makes sense.</li> <li>-Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>-Learn rhymes, poems and songs.</li> <li>-Engage in non-fiction books.</li> </ul>	<p><b>ELG's Comprehension:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>-Anticipate – where appropriate – key events in stories</li> <li>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>-Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>-Read words consistent with their phonic knowledge by sound-blending</li> <li>-Read aloud simple sentences and books that are consistent with their phonic</li> </ul>

	<ul style="list-style-type: none"> <li>-Learn and use new vocabulary.</li> <li>-Ask questions to find out more and to check they understand what has been said to them.</li> <li>-Articulate their ideas and thoughts in well-formed sentences.</li> </ul>	<ul style="list-style-type: none"> <li>word reading, their fluency and their understanding and enjoyment.</li> <li>-Connect one idea or action to another using a range of connectives.</li> <li>-Describe events in some detail.</li> <li>-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>-Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>repetition and some in their own words.</li> <li>-Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>knowledge, including some common exception words.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Write recognisable letters, most of which are correctly formed</li> <li>-Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>-Write simple phrases and sentences that can be read by others.</li> </ul>
<b>Mathematics</b>	<p>Guided Maths – in mixed ability groups using concrete resources and observed on app – <b>this to be taught during a timetabled slot weekly</b></p> <p>Maths's meeting – <b>supporting key numerical and pattern skills daily</b></p>				
	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>-Count objects, actions and sounds.</li> <li>-Subitise.</li> <li>-Link the number symbol (numeral) with its cardinal number value.</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>-Count beyond ten.</li> <li>-Compare numbers.</li> <li>-Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>-Explore the composition of numbers to 10.</li> <li>-Automatically recall number bonds for numbers 0–5 and some to 10.</li> <li>-Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>-Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>-Continue, copy and create repeating patterns.</li> <li>-Compare length, weight and capacity.</li> </ul>	<p><b>ELG's Number:</b></p> <ul style="list-style-type: none"> <li>-Have a deep understanding of number to 10, including the composition of each number.</li> <li>-Subitise (recognise quantities without counting) up to 5.</li> <li>-Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns:</b></p>

					<ul style="list-style-type: none"> <li>-Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<b>Understanding the World</b>	<p><b>Festivals</b> Harvest festival, Black History month, Halloween, Christmas, Bonfire Night, Diwali – Hindu / Sikh, Hanukkah, New Year/New beginnings, Valentine’s Day, Mothering Sunday, Holi, Easter, Lent, Eid, Father’s Day</p> <p><b>D&amp;T</b> Introduce a cooking activity once a week linked to the topic</p> <p><b>Computing</b> Introduce a range of iPad apps termly</p>				
	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>-Talk about members of their immediate family and community.</li> <li>-Name and describe people who are familiar to them.</li> <li>-Comment on images of familiar situations in the past.</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>-Compare and contrast characters from stories, including figures from the past.</li> <li>-Draw information from a simple map.</li> <li>-Understand that some places are special to members of their community.</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>-Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>-Recognise some similarities and differences between life in this country and life in other countries.</li> <li>-Explore the natural world around them.</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>-Describe what they see, hear and feel whilst outside.</li> <li>-Recognise some environments that are different from the one in which they live.</li> <li>-Understand the effect of changing seasons on the natural world around them.</li> </ul>	<p><b>ELG’s Past and Present:</b></p> <ul style="list-style-type: none"> <li>-Talk about the lives of the people around them and their roles in society.</li> <li>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>-Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>-Know some similarities and differences between different religious and cultural communities in this country, drawing on</li> </ul>

					<p>their experiences and what has been read in class.</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>The Natural World:</b></p> <p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p><b>Expressive Arts and Design</b></p>	<p><b>Music</b> Repeating patterns, different sounds of instruments Sessions with Music teacher Instruments on a daily basis</p> <p><b>Classroom role play ideas</b> Doctors surgery Vets Space ship Dark cave</p> <p><b>Art</b> Self portraits My family Where I live</p>	<p><b>Music</b> Using instruments to create a specific sound effect e.g. wind blowing, rain falling. Playing at different volumes to create loud/ soft effects. Work in collaborate group to create and perform music piece e.g., a rainstorm and then sun coming out. Instruments on a daily basis</p> <p><b>Art</b> Working with different media to create 2d and 3d pieces e.g., mod roc to create ig-loos. Papier Mache for hot air balloons,</p> <p><b>Classroom role play ideas</b> Weather station Superhero world</p>	<p><b>Music</b> Sessions with Music teacher Instruments on a daily basis</p> <p><b>Art</b> 3D Mini beasts My bean Still life of plants</p> <p><b>Classroom role play ideas</b> Castle in a forest Mini beast world</p> <p><b>ELG's</b> <b>Creating with Materials</b> -Safely use and explore a variety of</p>		

			<p>materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> <li>-Share their creations, explaining the process they have used.</li> <li>-Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>-Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>-Sing a range of well-known nursery rhymes and songs.</li> <li>-Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p>	<p>Learning new routines, school rules, how to resolve conflicts with other children e.g. find a compromise. Anti-Bullying Week</p>	<p>Taking care of each other- understands own actions and their consequences. Negotiation skills- compromise, ways to solve a problem</p>	<p>Transition- Getting ready for Year 1</p> <p><b>ELG's Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>-Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self:</b></p> <ul style="list-style-type: none"> <li>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>-Explain the reasons for rules, know right from wrong and try to behave</li> </ul>

				<p>accordingly.          -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships:</b>          -Work and play cooperatively and take turns with others.          -Form positive attachments to adults and friendships with peers.          -Show sensitivity to their own and to others' needs.</p>
<p><b>Communication and Language</b></p>	<p>Using full and detailed sentences. Develop new vocabulary e.g. texture words, maths words etc.</p>	<p>Develop new vocabulary e.g. sea-son words, maths words Link with PSED- how to communicate with others, negotiation skills.</p>	<p>Developing new vocabulary e.g. insect descriptions, maths words</p>	<p>Develop new vocabulary e.g., growing terms, maths words</p> <p><b>ELG's</b>  <b>Listening, Attention and Understanding</b>          -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.          -Make comments about what they have heard and ask questions to clarify their understanding.          -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking</b>          -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.          -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.          -Express their ideas and feelings about their experiences using full sentences, including</p>

					use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
<b>Physical Development</b>	<p>Undressing and dressing self, e.g. coat, shoes and getting changed after P.E.</p> <p>Establish warm up and cool down routine in PE session.</p> <p>Simple team games, follow instructions Ball skills</p>	<p>Revise team games</p> <p>Skipping skills</p>	<p>Dance- Aerobic warm</p> <p>Set dance e.g. country dance with sequence of steps</p>	<p>Dance- Aerobic warm</p> <p>World music, different dance genres</p>	<p>Gymnastics</p> <p>Athletics- getting ready for sports day</p> <p>Whole School Sports Day</p> <p><b>ELG's</b></p> <p><b>Gross Motor Skills</b></p> <p>-Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>-Demonstrate strength, balance and coordination when playing.</p> <p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills</b></p> <p>-Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</p> <p>-Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>-Begin to show accuracy and care when drawing.</p>	
<b>Suggested Trips</b>			Ecology Centre	Freightliners farm or Hackney City farm	<p>London Zoo- Minibeasts exhibition</p> <p>Natural History Museum- Creepy Crawly Gallery</p> <p>The Petting Zoo</p>	<p>Kew Gardens</p> <p>Butterfly exhibition at Clissold Park</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Superheroes	Our Local Area	Wonderful Women	London	How It's Made	It's Alive
Science	<p>Science based activities which relate to the EYFS Prime areas.</p> <p>Include activities around: To observe changes across the 4 seasons (Seasons Project).</p>	<p>To be able to explore and discover some common animals living in my local area.</p> <p>To be able to identify and name a variety of common animals (including fish, amphibians, reptiles, birds and mammals).</p> <p>To be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p>To be able to identify, name, draw and label parts of the human body.</p> <p>To be able to understand that the term 'animal' includes human and the similarities that all animals have.</p> <p>To be able to ask and answer simple questions and recognise that these can be answered in different ways.</p> <p>To understand that all animals, including humans, grow and change as they become older.</p>	<p>To be able to observe the weather around me and think about the changes that occur.</p> <p>To be able to look at the length of a day and see how it changes.</p> <p>To be able to describe the weather associated with the seasons.</p> <p>To be able to make tables and charts about the weather.</p> <p>To be able to ask simple questions about the world around me.</p>	<p>To be able to tell the difference between an object and the material it is made from.</p> <p>To be able to identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p> <p>To be able to describe the simple physical properties of a variety of everyday materials.</p> <p>To be able to compare and group together a variety of every-day materials on the basis of their</p>	<p>To identify and name a variety of common wild and garden plants.</p> <p>To know the difference between deciduous and evergreen trees and can name some of these.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>To explore the plants growing in my local habitat.</p> <p>To plant and observe (keeping a record) the growth of flowers or vegetables I have planted myself.</p> <p>To understand and can explain this vocabulary:</p>

		<p>To be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To be able to compare animals according to what they eat.</p> <p>To be able to find similarities and differences between different animals through my observations.</p> <p>To know the difference between deciduous and evergreen trees and can name some of these. (Autumn – Seasons Project)</p> <p><b>Suggested Scientists: Diane Fossey (zoologist)</b></p>	<p>To be able to explore the senses.</p> <p>To be able to match body parts to each sense.</p>	<p><b>Suggested Scientists: Weather presenters, NASA (Cloud studies)</b></p>	<p>simple physical properties.</p> <p>To be able to ask simple questions about the world around me (Link to Seasons Project)</p>	<p>leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem.</p> <p><b>Revisit Key Vocabulary from Autumn 2:</b> Mammal, Fish, Amphibian, Reptiles, Birds, Omnivore, Herbivore, Carnivore, Deciduous, Evergreen</p> <p><b>Suggested Scientists: Margaret Rebecca Dickinson (Victorian botanist and Plant Illustrator) Beatrix Potter (painter and botanist/naturalist)</b></p>
<p><b>Working Scientifically</b></p>	<p><b>Questioning</b> I can ask simple questions about the world around me.</p> <p><b>Planning</b> -I can suggest how I can investigate to find the answer.</p>					

<p>-I can compare simple features of objects, materials and living things and, with help, decide how to sort and group them.</p> <p>-I can observe changes over time.</p> <p>-With help, I can perform simple tests and begin to notice how things are linked.</p> <p>-I can use books and simple electronic media to find things out.</p> <p><b>Obtaining Evidence</b></p> <p>-I can use simple measurements and equipment (for example, hand lenses, egg timers) to collect data and carry out simple tests.</p> <p>-I can observe closely.</p> <p><b>Presenting Evidence</b></p> <p>-I can use and record simple data</p> <p>-I can talk about what I have found out and how I found it out.</p> <p>-I can record in words or pictures, or in simple prepare formats such as tables and tally charts.</p> <p><b>Considering evidence and evaluating</b></p> <p>-I can begin to use simple scientific language (words to describe the properties of materials and the types of materials as well as simple comparative language).</p>						
History	Transition	<p><b>Contemporary Era (1945-present)</b></p> <p>To be able to use a range of artefacts (e.g. photos, objects) to find out how our school has changed over time.</p> <p>To be able to interview a former pupil to find out what school life was like in the past: "what was it like for a...?", "what happened in the past?", "how long ago did ... happen?" (English Link).</p> <p>To be able to show my understanding of how school life</p>	<p><b>Victorian Era (1837-1901)</b></p> <p>To be able to use historical sources to find out about health care during the Victorian era.</p> <p>To be able to compare the lives of Florence Nightingale and Mary Seacole (Maths link – timeline construction).</p> <p>To be able to ask and answer questions, using elements of role play about Rosa Parks.</p> <p>To be able to show my understanding about the past and significant people</p>	x	<p>To be able to find similarities and differences in toys from the past and present (digital link)</p> <p>To be able to sequence toys from different periods of time (Maths Link).</p> <p>To understand when different toys were used and match objects to people of different ages.</p> <p>To be able to investigate the development of a popular toy from the past.</p>	x

		has changed and sequence events in my own school life.	learnt. To understand what life was like in a hospital during the Crimean War and reflect on the changes since then (English Link).		To be able to learn about children's games from the past and make comparisons with current games played.  To understand how computers have changed the type of play that children have (e.g. children having increased screen time) (Literacy Link).	
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<p>Geography</p>	<p>Transition</p>	<p>To be able to study aerial photos/videos to study the human and physical features of the local area (Field Work).</p> <p>To be able to locate Australia on a map and compare it to the human and physical features of the local area.</p> <p>To be able to make a map of a journey in the local area using simple compass directions (Maths Link).</p> <p>To be able to find out where, through geographical questions, in the world people in our school come from and locate the different places on a world map and globe</p>	<p>x</p>	<p>To be able to know of and understand different types of weather.</p> <p>To understand that different areas of the U.K. and the world have different weather and climates.</p> <p>To be able to compare the weather and climate in an area of the U.K. with an area in Australia.</p> <p>To understand that the weather changes at different times of the year with the sea- sons.</p> <p>To be able to conduct a piece of field work about Weather, e.g. note-taking, videoing, sketching (Maths link; digital link).</p> <p>To understand the effects of extreme weather (English</p>	<p>x</p>	<p>To know what the United Kingdom is and where it's located (map-work, globe, google-earth) (Digital link)</p> <p>To explore what it is like to live in Scotland (human and physical features)</p> <p>To explore what it is like to live in Wales (human and physical features)</p> <p>To explore what it is like to live in Northern Ireland (human and physical features)</p> <p>To explore what it is like to live in England (human and physical features)</p> <p>To know what the Union Jack is and what it represents (Maths link)</p> <p>To consolidate my knowledge and understanding by creating a post-card from their chosen U.K. country (Literacy link)</p>
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Computing	NG To understand what personal information is and how to keep it safe	RF To understand what personal information is and how to keep it safe	NG To know the benefits and risks of using the Internet	RF To know the benefits and risks of using the Internet	NG To understand what an algorithm is	RF To understand what an algorithm is
	To log onto a device and access the internet safely	To log onto a device and access the internet safely	To understand how we use technology in school and outside (recognise common uses of information technology beyond school)	To understand how we use technology in school and outside (recognise common uses of information technology beyond school)	To understand that devices follow instructions	To understand that devices follow instructions
	To understand the functions of the keyboard and mouse pad (2 lessons)	To understand the functions of the keyboard and mouse pad (2 lessons)	To use data to create a pictogram	To use data to create a pictogram	To create and debug simple algorithms and programs	To create and debug simple algorithms and programs
	To identify key items of hardware	To identify key items of hardware	To create an animation using block programming	To use data to create a pictogram	To use an algorithm to control movement.	To solve coding Puzzles (using logical thinking)
	To navigate a website and search for items	To navigate a website and search for items	To explore and format different fonts (size, colour and justification of my text)	To create an animation using block programming	To solve coding puzzles (using logical thinking)	Create a page from a book.
	To use painting tools to create a family image	To use painting tools to create a family image	To create a poster with images and text	To explore and format different fonts (size, colour and justification of my text)	Create a page from a book.	To use simulations to help us learn about ourselves
			To open and save documents in/from the correct folder	To explore and format different fonts (size, colour and justification of my text)	To use simulations to help us learn about ourselves	
				To change size, colour and justification of my text		
			To create a poster			

				with images and text		
				To open and save documents in/from the correct folder		

P.E.	Ball Skills	Gymnastics	Dance	Net and Wall Games	Invasion Games	Athletics
	<p>To develop control and co-ordination when dribbling a ball with your hands.</p> <p>To explore accuracy when rolling a ball.</p> <p>To explore throwing with accuracy towards a target.</p> <p>To explore catching with two hands.</p> <p>To explore control and co-ordination when dribbling a ball with your feet.</p> <p>To explore tracking a ball that is coming towards me.</p>	<p>To explore travelling movements.</p> <p>To develop quality when performing and linking shapes.</p> <p>To develop stability and control when performing balances.</p> <p>To develop technique and control when performing shape jumps.</p> <p>To develop technique in the barrel, straight and forward roll.</p> <p>To link gymnastic actions to create a sequence.</p>	<p>To use counts of 8 to move in time and make my dance look interesting.</p> <p>To explore pathways in my dance.</p> <p>To create my own dance using actions, pathways and counts.</p> <p>To explore speeds and actions in our pirate inspired dance.</p> <p>To copy, remember and repeat actions that represent the theme.</p> <p>To copy, repeat, create and perform actions that represent the theme</p>	<p>To defend space, using the ready position.</p> <p>To play against an opponent and keep the score.</p> <p>To explore hitting with a racket.</p> <p>To develop racket and ball skills.</p> <p>To develop sending a ball using a racket.</p> <p>To develop hitting over a net.</p>	<p>To understand the role of defenders and attackers.</p> <p>To understand who to pass to and why when playing against a defender.</p> <p>To move towards a goal with the ball. To support a teammate when in possession.</p> <p>To move into space showing an awareness of defenders.</p> <p>To be able to stay with a player when defending.</p>	<p>To move at different speeds over varying distances.</p> <p>To develop balance. To develop agility and co-ordination.</p> <p>To explore hopping, jumping and leaping for distance.</p> <p>To develop throwing for distance.</p> <p>To develop throwing for accuracy.</p>

<p>Art and Design</p>	<p><b>An introduction to the art materials</b></p> <p>To learn about the work of artist Saul Steinberg</p> <p>To create a picture from a blob of paint or a fingerprint</p> <p>Use a variety of tools to experiment with paint</p> <p>Mix different combinations of red, blue and yellow</p>	<p>x</p>	<p>To learn a few facts about Frida Kahlo's life and have a look at a three of her portraits</p> <p>To draw details onto a ready drawn Frida Kahlo head</p> <p>To draw a mixed media portrait</p> <p>To draw/paint Mexican plants and tree shapes as details for a final picture</p> <p>To draw cartoon animals from dot to dot</p>	<p>x</p>	<p>x</p>	<p>To learn about Henri Matisse and his different ways of making images, including collage</p> <p>To use a Matisse painting template to copy his use of colour and mark making</p> <p>To look at a variety of Matisse collages and talk about how the pictures make you feel – likes/dislikes</p> <p>To create ideas for a Matisse style collage – what sorts of things would you put in your picture?</p>
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	<p>together to attempt to make secondary colours</p> <p>To give thoughts and feeling on a range of abstract paintings</p> <p>To attempt to create a poly block print</p> <p>To experiment with clay/plasticine</p> <p>To make a free-standing structure using paper straws, card and tape</p> <p>(Can complete more than one objective per lesson)</p>		<p>pictures/2D instructions/3D toys</p> <p>To create a sky painting for the background of a painting (using photo references)</p> <p>Collage all work together to make a Frida Kahlo inspired picture (optional)</p> <p>To discuss, recap and evaluate all work using emoji's</p>			<p>To practice making simple outline drawings of a variety of objects, animals and people</p> <p>To create a collage inspired by Henri Matisse</p> <p>To discuss, recap and evaluate all work using emojis'</p>
Design Technology	x	<p><b>Structures and Mechanisms</b></p> <p>To listen to the story of the naughty bus. Study 3D examples of buses. Write a simple design criteria for a naughty bus (Whole class)</p>	x	<p><b>Food Technology</b></p> <p>To learn about fruit and vegetables – To know that fruits grow on trees or vines and vegetables can grow above or below the ground.</p> <p>To know where in the world they are grown. To draw and</p>	<p><b>Textiles</b></p> <p>To investigate different types of puppets and to explore what materials they have been made of and how they have been made.</p> <p>To use a template to create a design for a hand puppet and to know that</p>	x

		<p>To learn how to turn a simple 2D net of a bus into a 3D structure using paper and glue Discuss the pros and cons of materials used</p> <p>To measure (with help), mark up and cut out the components of wheels and an axel using card and scissors.</p> <p>To join components together to make a wheel and axel. To design the missing parts of the structure (sides, roof, doors, windows) of the bus.</p> <p>To look at a range of different materials and make and discuss how they could be made stiffer or stronger. Decide which materials are fit for purpose for the bus design.</p> <p>To measure, cut</p>		<p>label the parts of several fruits, to understand that all fruit have seeds and that most vegetables do not.</p> <p>To design a smoothie carton packaging and suggest information that could be included on the packaging</p> <p>To know that a blender is a machine that mixes ingredients into a smooth liquid.</p> <p>To identify the parts fruit can and can't be blended and to sort fruits that can and can't be blended.</p> <p>To design a recipe for a smoothie and follow a simple design brief.</p> <p>To learn about food hygiene and to how</p>	<p>drawing a design idea is useful to see how and idea will look.</p> <p>To make a paper mock-up of your hand puppet design. To know that 'joining technique' means connecting two pieces of material together. To know that there are various temporary methods for joining fabric by using staples, glue or pins.</p> <p>To practise using a basic running stitch to join two pieces of fabric together.</p> <p>To join a final fabric hand puppet template(precut) using a basic running stitch. To understand that a template is used to cut out the same shape multiple times.</p> <p>To practise cutting fabric neatly with scissors, cutting out shapes to add</p>	
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		<p>and glue (PVA) together the remaining five parts of the bus structure (including and opening door)</p> <p>To evaluate their products against their simple design criteria. To explain positives and things to improve</p>		<p>to chop fruit safely to make a smoothie.</p> <p>To evaluate their products against their simple design criteria including evaluating different flavour combinations.</p>	<p>details and features to your hand puppet.</p> <p>To evaluate their products against their simple design criteria. To explain positives and things to improve.</p>	
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<p>Music</p>	<p>To learn to keep a pulse</p> <p>To learn about pitch and hear the difference between high and low Pitch</p> <p>To learn to sing doh, mi and soh with hand signs and numbers</p> <p>To learn to copy and clap simple rhythms in a call and response.</p> <p>With a quality of pulse and pitch, build a repertoire of songs</p> <p>To film a performance and discuss how we can improve</p>	<p>With an increasing quality of pulse and pitch, learn new songs for our repertoire.</p> <p>To learn about dynamics and, duration, and choose new dynamics for our repertoire</p> <p>To learn to play a crescendo and a de crescendo, and perform with a conductor</p> <p>To learn about tempo and choose different tempo for our repertoire</p> <p>To learn rhythm solfa and sight-read simple rhythm cards</p> <p>To film a performance and discuss how we can improve using new vocabulary</p>	<p>To compose a class song about our topic and add it to our repertoire</p> <p>To learn to improvise on tuned and untuned classroom instruments and follow a conductor.</p> <p>To sing a piece of music from a graphic score</p> <p>Using classroom percussion, compose a piece of music about the stages of a storm</p> <p>To create a graphic score for our composition</p> <p>To film a performance and discuss how we can improve</p>
<p><b>Listening</b></p> <p>Every week Children will listen with concentration to new music and discuss. Previous learning and key vocab will drive discussion. Some Music will be linked to topics. This will be evidenced twice a term.</p> <p><b>Repertoire</b></p> <p>Pitch of Do – Soh with simple interval leaps. songs linked to topics, warm up songs, chants, circle games. Gaining confidence in singing alone</p>			

Spanish	<p><b>Listening</b>          Listen and watch attentively when single words and short, set phrases are introduced and practised          Join in with choral repetition of individual words and short, set phrases, call and response, mimicking pronunciation and rhythm          Listen attentively to short stories          Act in a short drama while listening to a short story, with support from illustrations          Engage in song singing, performing actions to reinforce understanding</p> <p><b>Speaking</b>          Join in with choral repetition, call and response mimicking pronunciation and rhythm          Respond to questions with gestures, if appropriate          Engage in conversations using one word or one set phrase at a time          Say 'por favor' and 'gracias' when appropriate          Produce nouns          Pronounce nouns and short, set phrases with accurate pronunciation and stress patterns          Take part in a paired speaking, requiring one word or a set sequence response, without understanding of separate elements</p> <p><b>Reading</b>          Begin to link written forms with sound, focussing on initial graphemes and diagraphs          Make use of a support sheet or slide, matching words to words on worksheets          Read, trace and copy individual words, matched with pictures or symbols          Listen to short stories in Spanish, showing understanding of sequence</p> <p><b>Writing</b>          Trace and copy individual words and short, set phrases          Label pictures with an appropriate, copied or traced word</p>					
	<p><b>Introducing yourself and Counting 1-10</b></p> <p>To greet your friends and reply to a question with your Name</p> <p>To begin counting from one to five in Spanish</p> <p>To practise counting from one to five in</p>	<p><b>Feelings Means of Transport</b></p> <p>To understand how people are feeling</p> <p>To tell people how you are feeling</p> <p>To give a personal response to means of transport nouns</p> <p>To practise transport vocabulary using</p>	<p><b>Outside: Wild animals</b></p> <p>To demonstrate understanding of wild animals nouns</p> <p>To match associated nouns from different topic areas</p> <p>To use drama to strengthen neural pathways</p> <p>To talk to your friends</p>	<p><b>At home: Clothes and Pets</b></p> <p>To respond to clothes nouns through play</p> <p>To sort clothes nouns</p> <p>To count clothes nouns</p> <p>To link clothes and body part nouns</p> <p>To respond to pets</p>	<p><b>Food and Colours</b></p> <p>To respond to food nouns</p> <p>To name some foods</p> <p>To demonstrate understanding of colour nouns / adjectives</p> <p>To count foods</p> <p>To match the colour</p>	<p><b>Habitats</b></p> <p>To link animal and habitat nouns</p> <p>To link transport and habitat nouns and listen to the story of Noah's Ark</p> <p>To link animal and food nouns</p> <p>To categorise nouns according to colour adjectives</p>

	Spanish	physical response	about wild animals	nouns	adjectives to food nouns	To recall nouns by listening
	To respond to names for body parts	To count means of transport nouns	To colour wild animals To count wild animals	To categorise animals: pets v. wild animals	To talk to your friends about food	To recall nouns through observation
	To practise categorizing body parts in Spanish	To make a bracelet or armband to recall means of transport nouns				
	To practise counting 1-10 with body parts	To review the words you've learnt this term				

<p>P.S.H.E.</p>	<p><b>Physical health and wellbeing</b></p> <p>To know about foods associated with special times, in different cultures</p> <p>To learn about different playground games from around the world</p> <p>To learn how to be safe in the sun</p> <p><b>Social Skill:</b> To use the phrase "Please may I..."</p> <p><b>Social Skill:</b> To hold the door to allow others through it, without being asked</p>	<p><b>Keeping safe and managing risk</b></p> <p>To learn about safety in familiar situations (e.g., the roles of different people in the school and who to ask for help and advice)</p> <p>To learn about personal safety and what to do if they feel uncomfortable</p> <p>To learn about people who help keep them safe outside the home</p> <p><b>Social Skill:</b> To offer someone help or assistance</p>	<p><b>Identity, Society and Equality: Me and others</b></p> <p>To know what makes themselves and others special</p> <p>To learn about roles and responsibilities at home and school</p> <p>To learn about being co-operative with others</p> <p><b>DEBATE:</b> Is honesty important?</p> <p><b>Social Skill:</b> To understand some ways to resolve an argument</p>	<p><b>Drug, alcohol and tobacco education: What do we put into and onto bodies?</b></p> <p>To learn about what can go into bodies and how it can make people feel.</p> <p>To learn about what can go on to bodies and how it can make people feel</p> <p><b>Social Skill:</b> To take care of my own personal hygiene. For example, changing clothes, cleaning teeth and washing hands</p>	<p><b>Mental Health and Emotional Well-being: Feelings</b></p> <p>To learn about different types of feelings</p> <p>To learn about managing different feelings</p> <p>To learn about change or loss and how this can feel</p> <p><b>Social Skill:</b> To say sorry with meaning</p>	<p><b>Careers, financial capability and economic wellbeing: My money</b></p> <p>To learn about where money comes from and making choices when spending money</p> <p>To learn about saving money and how to keep it safe</p> <p>To learn about the different jobs that people do</p> <p><b>DEBATE:</b> Footballers earn too much money!</p> <p><b>Social Skill:</b> To prepare food (egg sandwich/fruit) safely and cleanly for a class picnic.</p>
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R.E	To understand who is a Christian and what they believe.	To learn about some of the festivals celebrated in Christianity.	To be able to discuss why it is important to show respect for	To be able to explore what we think about God and what Muslim's think about God.
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	<p>To understand what Christian's believe about God and Jesus.</p> <p>To understand what the Bible teaches us about God.</p> <p>To be able to study art and music and recognise how God is expressed through these.</p> <p>To understand what miracles of Jesus teach us about what is important to Christians.</p> <p>To be able to investigate how Christian's follow teachings from Bible to live their lives.</p>	<p>To understand what happens at Easter and how it makes people feel.</p> <p>To learn about the significance of festivals to Jewish people and what they mean.</p> <p>To understand how Muslim's celebrate Eid-UI-Fitr as the completion of a month fasting.</p> <p>To be able to find similarities between symbols of light within different festivals.</p> <p>To be able to discuss what I celebrate and how the importance of these relate or differ to other religious celebrations.</p>	<p>other people's precious or sacred belongings.</p> <p>To understand what places of worship are sacred to Christian's, Hindu's, Jewish people and Muslim's.</p> <p>To understand how places of worship are similar and different.</p> <p>To be able to explore the meanings of signs, symbols, artefacts and actions and how they help people in worship.</p>	<p>to understand who the Prophet Muhammad is and why he is important to Muslims.</p> <p>To understand some teachings from the Qur'an.</p> <p>To understand what makes a place or object special to ourselves and Muslims.</p> <p>To understand what a Mosque is and what happens there.</p> <p>To understand what happens at the celebration of Eid-UI-Fitr.</p>		
<p>Options for Educational Visits/  Outdoor Learning</p>	<p>-</p>	<p>St Stephen's Church – advent - FREE</p> <p>Trip to City Farm – <b>Free</b></p> <p>Newington Green, Fruits &amp; Vegetables: Trip to be scheduled</p>	<p>Museum of London – Mary Seacole workshop - FREE</p> <p>Florence Nightingale Museum – £7.50 per child</p> <p>100 hours World of Work Opportunity -</p>	<p>London Transport Museum – Is This the Way Home Workshop - £3.20</p> <p>Or £2.60 per child without workshop</p>	<p>Theatre – Little Angel Puppet Theatre – Paper Dolls- £6.50 per child + £39 per class for adult tickets</p> <p>V&amp;A Museum of Childhood – £40 for 2 sessions</p>	<p>House of Illustration - £6</p> <p>Nature study @ King Henry's Walk – £4.60 per child</p>

		when the chn are learning about money – 50p per child	Discover 2 Dream – Q&A Session with a young female professional.	100 hours World of Work Opportunity - Eurostar – Visit to St Pancras International Station & In School Train Driver Talks		
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## Year 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	My Healthy Life	Great Fire of London	Africa	Amazing Animals	Environmental Activists	The Blitz

<p>Science</p>	<p>To be able to describe the importance for humans of exercise.</p> <p>To be able to understand why humans must eat the right amounts of different types of food.</p> <p>To be able to understand the meaning of the word 'hygiene' and know how to be hygienic.</p> <p>To investigate how germs may travel.</p> <p>To observe how bulbs grow into mature plants.</p>	<p>To be able to compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 recap)</p> <p>To be able to identify and compare the suitability of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Suggested Scientists: Charles Mackintosh, John Dunlop, John McAdam</b></p>	<p>To find out about and describe the basic needs of animals and humans, for survival (water, food and air).</p> <p>To describe how animals obtain their food from plants and other animals.</p> <p>To identify and name different sources of food.</p> <p>To use the idea of a simple food chain.</p> <p>To identify whether something is living, dead or has never been alive.</p> <p><b>Suggested Scientists: Maria Sibylla Merian (entomologist) Charles H Turner (entomologist who discovered insects can hear)</b></p>	<p>To observe and describe how seeds and bulbs grow into mature plants (using my local environment)</p> <p>To find out and describe how plants need, water, light, and a suitable temperature to grow and be healthy.</p> <p>To set up, and carry out, a comparative test.</p> <p>To be able to explain what growth means and use this to describe how some animals grow and change (Observing the life cycle of caterpillars.)</p>	<p>To be able to identify and name a variety of plants and animals in their habitats (including microhabitats).</p> <p>To identify how different habitats provide the basic needs of plants and animals.</p> <p>To understand how animals are suited to their habitats and how they are dependent on each other.</p> <p>To compare animals in familiar habitats and less-familiar habitats for example, the ocean, the rainforest, seashore etc.</p>	<p>To notice that animals, including humans, have offspring which grow into adults.</p> <p>To understand what is male and what is female and be able to talk about what makes them different biologically.</p> <p>To understand that female mammals give birth and nurse their young.</p> <p>To be able to explain what growth means and use this to describe how some animals grow and change.</p> <p>To be able to ask questions about the world around me.</p> <p>To know what humans need to stay healthy.</p>
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**Working Scientifically**

**Questioning**

I can ask simple questions about the world around me.

**Planning**

- I can suggest how I can investigate to find the answer.
- I can compare simple features of objects, materials and living things and, with help, decide how to sort and group them.
- I can observe changes over time.
- With help, I can perform simple tests and begin to notice how things are linked.
- I can use books and simple electronic media to find things out.

**Obtaining Evidence**

- I can use simple measurements and equipment (for example, hand lenses, egg timers) to collect data and carry out simple tests.
- I can observe closely.

**Presenting Evidence**

- I can use and record simple data
- I can talk about what I have found out and how I found it out.
- I can record in words or pictures, or in simple prepare formats such as tables and tally charts.

**Considering evidence and evaluating**

- I can begin to use simple scientific language (words to describe the properties of materials and the types of materials as well as simple comparative language).
- I can begin to notice patterns and relationships with help (Year 2).

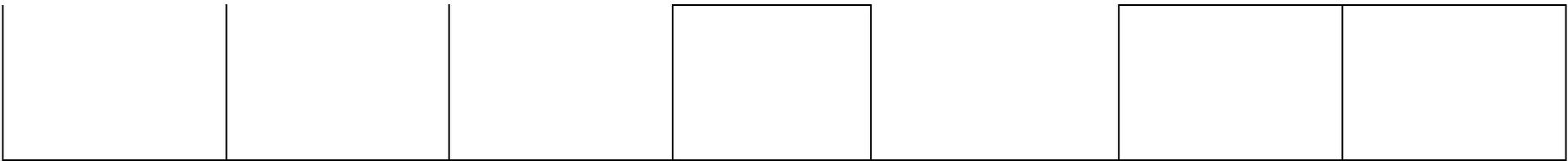
History	x	<p><b>Stuart Era (1603-1714)</b></p> <p>Now Press Play – To be able to understand what life was like during The Great Fire of London (digital link).</p> <p>To be able to sequence events of The Great Fire of London using a timeline (Maths link).</p> <p>To use historical sources to ask and answer questions about the Great Fire of London.</p> <p>To be able to make comparisons between London then and now (field work-photographs over time).</p> <p>To be able to compare houses then and now and understand why The Great Fire of London spread so quickly.</p>	x	x	<p><b>Victorian Era (1837-1901) and Contemporary Era (1945-present)</b></p> <p>To compare the reign of King Charles III and Queen Elizabeth II on a timeline (Maths link)</p> <p>learn about the life of Queen Elizabeth II and its significance to British history</p> <p>To learn about the life of Queen Victoria and its significance to British history</p> <p>To compare the lives of Queen English II and Queen Victoria and discuss their achievements (English link)</p> <p>To know about the Platinum Jubilee and its significance in British history (Digital link-create a video of the celebration)</p> <p>To know that change occurs in the succession of Kings</p>	<p><b>Second World War Era (1939-1945)</b></p> <p>To be able to sequence artefacts and photographs from WWII. (Maths link).</p> <p>To be able to use artefacts to make inferences about life in WWII.</p> <p>To understand how The Blitz affected different areas of London and wider Britain</p> <p>To understand what evacuation is and why it was important for children</p> <p>To be able to role play life as an evacuee/life in London during the Blitz.</p> <p>To be able to retell a blitz experience as a child (English Link).</p>
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		To be able to reflect on what it was like to live through The Great Fire of London (diary entry/English link).			and Queens (with our new ruler in the future)	
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<p>Geography</p>	<p>To be able to label and discuss the differences between countries in the UK on maps and globes</p> <p>To be able to label and discuss the differences between capital cities in the UK on maps and globes</p> <p>To find out how the school and local area has changed over time (<i>maps, aerial photos, research shops, features around the school, plants, animals, traffic</i>)</p> <p>To draw a map of the local area, constructing and using basic symbols and a key</p> <p>To compare and contrast hot and cold places in the world in relation to the equator and the North/South Pole (crops growing)</p>	<p>x</p>	<p>To be able to locate and identify 5 countries in Africa on a map.</p> <p>To understand that Africa has a range of different environmental regions.</p> <p>To be able to describe how the physical and human features of South Africa has changed through time.</p> <p>To compare the physical features of a city to the countryside in the U.K. and a region of South Africa. (<i>fieldwork link-computer mapping</i>)</p> <p>To identify topographical features on a map of the local area (<i>Maths link</i>).</p> <p>To be able to compare and</p>	<p>Now Press Play lesson – Maps</p> <p>To be able to follow directions using the four points of a compass (<i>digital link</i>).</p> <p>To name and locate the 7 continents on a map and globe</p> <p>To name and locate the 5 oceans on a map and globe</p> <p>To be able to describe and locate physical and human features in Islington</p> <p>To be able to use directional and locational language when discussing said features</p> <p>To design a map and make sketches of a trip to the river (<i>Fieldwork-New River Walk</i>) (<i>Maths link</i>)</p>	<p>x</p>	<p>x</p>
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			contrast living in the countryside to living in the city - debate (English link)			
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Computing	NG To understand what information should or should not be given online	RF To understand what information should or should not be given online	NG To understand how to ask a trusted adult for help	RF To understand how to ask a trusted adult for help	NG To create a book/presentation	RF To create a book/presentation
	To explore animation using J2e	To explore animation using J2e	To create a silhouette image	To create a silhouette image	To understand that devices can be programmed	To understand that devices can be programmed
	To use J2e to create a short animation on Food	To use J2e to create a short animation on Food	To create a silhouette image	To create a silhouette image	To program an object using an algorithm.	To program an object using an algorithm.
	To use formatting skills to create an acrostic poem	To use formatting skills to create an acrostic poem	To use data to create tables and charts using J2e	To use data to create tables and charts using J2e	To use a 'when' commands to program an on-screen robot (hopscotch)	To use a 'when' commands to program an on-screen robot (hopscotch)
	To add images into a document	To add images into a document	To create a simple table in Excel and enter data into it	To create a simple table in Excel and enter data into it	To use 'when' and 'repeat' commands to program multi- step actions for a character (hopscotch)	To use 'when' and 'repeat' commands to program multi- step actions for a character (hopscotch)
	To use a database to find information.	To use a database to find information.	To use data in a table to generate a graph (adding a graph title and labelling axis)	To use data in a table to generate a graph (adding a graph title and labelling axis)	To create a program using my own design	To create a program using my own design
	To recognise the use of technology outside the school environment	To recognise the use of technology outside the school environment	To collect data in response to a problem/question	To collect data in response to a problem/question	To make word clouds to support vocabulary	To make word clouds to support vocabulary
	To understand the functions of the keyboard and mouse pad	To understand the functions of the keyboard and mouse pad	To understand how to use a web browser	To understand how to use a web browser	To navigate through a website	To navigate through a website
To create a digital poster about internet safety	To create a digital poster about internet safety	To be able to find websites related to a topic	To be able to find websites related to a topic	To generate a simple search term	To generate a simple search term	



P.E.	<b>Ball Skills</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Net and Wall Games</b>	<b>Invasion Games</b>	<b>Athletics</b>
	<p>To be able to roll a ball to hit a target.</p> <p>To develop co-ordination and be able to stop a rolling ball.</p> <p>To develop technique and control when dribbling a ball with your feet.</p> <p>To develop control and technique when kicking a ball.</p> <p>To develop co-ordination and technique when throwing and catching.</p> <p>To develop control and co-ordination when</p>	<p>To perform gymnastic shapes and link them together.</p> <p>To be able to use shapes to create balances.</p> <p>To be able to link travelling actions and balances using apparatus</p> <p>To demonstrate different shapes, take off and landings when performing jumps.</p> <p>To develop rolling and sequence building.</p> <p>To develop sequence work on apparatus.</p>	<p>To remember, repeat and link actions to tell the story of my dance.</p> <p>To develop an understanding of dynamics and how they can show an idea.</p> <p>To use counts of 8 to help you stay in time with the music.</p> <p>To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>To explore pathways and levels.</p> <p>To remember and rehearse our circus dance showing expression and character.</p>	<p>To use the ready position to defend space on court.</p> <p>To develop returning a ball with hands.</p> <p>To play against a partner.</p> <p>To develop racket skills and use them to return a ball.</p> <p>To develop returning a ball using a racket.</p> <p>To play against an opponent using a racket.</p>	<p>To understand what being in possession means and support a teammate to do this.</p> <p>To use a variety of skills to score goals.</p> <p>To develop stopping goals.</p> <p>To learn how to gain possession of the ball.</p> <p>To develop an understanding of marking an opponent.</p> <p>To learn to apply simple tactics for attacking and defending</p>	<p>To develop the sprinting action.</p> <p>To develop jumping for distance.</p> <p>To develop technique when jumping for height.</p> <p>To develop throwing for distance.</p> <p>To develop throwing for accuracy.</p> <p>To develop technique when taking part in an athletics carousel.</p>

	dribbling a ball with your hands.					
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Art and Design	x	<p>To make 'fire' marble paper (3 students at a time) - optional</p> <p>To look at a variety of artwork based on The Great Fire of London - mind map</p> <p>To draw a famous Great Fire of London scene</p> <p>To create a Great Fire of London collage picture – mixed media (use marble paper as the fire with Tudor houses)</p> <p>To make and colour a 3D paper Tudor house</p> <p>To discuss, recap and evaluate all work</p>	<p>To be able to give a personal response to HMS Victory sculpture and draw African Batik fabrics.</p> <p>To design an African pattern for a fabric sail.</p> <p>To use glue to create patterns for a Batik sail.</p> <p>To use fabric paint to colour the Batik fabric sail.</p> <p>To make a clay pinch pot boat.</p> <p>To discuss, recap and evaluate all work</p>	<p>To learn about Andy Goldsworthy</p> <p>To make a collage using photographs of natural objects</p> <p>To make a painting of our natural form collages</p> <p>To make a sculpture out of natural objects</p> <p>To make natural forms out of clay</p> <p>To discuss, recap and evaluate all work</p>	x	x
Design Technology	<p><b>Food Technology</b></p> <p>To name and sort foods into the five different food groups and understand that everyone should eat five portions of vegetables and fruit a day.</p>	x	x	x	To learn about a variety of human and animal habitats	To create an underlying pop up structure – parallel folds

To explain where in the world different foods come from and to understand that some food is grown (allotment or farm) and some food is caught.

To understand that all food comes from plants or animals and to sort foods by this criteria.

To learn about hygiene in the kitchen and to learn how to peel, cut and grate safely in preparation for cooking

To make a food product containing fruit or vegetables (e.g. carrot cookies), measuring and weighing ingredients using measuring cups/spoons and following a simple recipe.

Using knowledge of

	healthy eating evaluate the recipe made and make simple suggestions on how it might be made healthier				To identify different building materials on a variety of habitats	To draw a Quentin Blake style character
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					<p>To draw and colour a house/habitat</p> <p>To design a habitat for an animal or human</p> <p>To experiment with a variety of materials to build a habitat/house /structure</p> <p>To experiment with clay to build a habitat/house Structure</p> <p>Discuss, recap and evaluate all work (this can be done at the end of each practical lesson)</p>	<p>(to stick on pop up card)</p> <p>To create symmetrical counter-folds (triangle &amp; rectangle)</p> <p>To make an observational drawing of a toy (3D object)</p> <p>To make a bending plane (spirals)</p> <p>Extension: To make a slot-guided slide</p> <p>To discuss, recap and evaluate all work</p>
Music	<p>To learn to play call and response rhythms on hand drums</p> <p>To learn to follow a conductor, improvise and perform a rumble on hand percussion</p> <p>To learn to play an ostinato, compose and perform a class ostinato on hand drums</p> <p>To learn to play a drum ostinato from west Africa</p> <p>With a quality of pulse and pitch, learn and</p>	<p>To learn to find C, and G on tuned percussion and copy simple melodies</p> <p>To learn to play melodies from our repertoire on tuned percussion</p> <p>To learn to read a one bar melody from our repertoire on tuned percussion</p> <p>To improvise compose the sound of your favourite African animal on percussion</p> <p>With a quality of pulse and pitch, learn and</p>	<p>To learn about timbre, then explore and create new timbres using voice and percussion</p> <p>To improvise a question answer solo on voice and tuned percussion</p> <p>To learn to follow a simple score, and perform a song from our repertoire on tuned percussion</p> <p>To learn about repeat and structure, and follow a simple score from our repertoire on</p>			

	<p>perform Christmas songs and add to our repertoire</p> <p>To watch a film of our performance and identify how we can improve</p>	<p>perform songs from our repertoire</p> <p>To watch a film of our performance and how identify how we can improve</p>	<p>tuned percussion</p> <p>With a quality of pulse and pitch, learn new songs for our repertoire and accompany on hand percussion</p> <p>To watch a film of our performance and identify how we can improve</p>
<p><b>Listening</b>  Every week Children will listen with concentration to new music and discuss. Previous learning and key vocab will drive discussion. This will be evidenced twice a term. Include world music, marimba, and music from around the continent of African</p> <p><b>Repertoire</b>  Pitch of Do - So, songs linked to topics – rapping great fire of London, funga Alafia,</p>			

Spanish

**Listening**

Listen attentively to sentences in Spanish, heavily supported by pictures and/or gesture  
 Show understanding of the main points of simple sentences  
 Act out short scenarios in response to a statement  
 Join in with choral repetition of very short phrases, mimicking pronunciation and rhythm  
 Perform a task, following the words or sounds of a song

**Speaking**

Isolate the initial sound of new vocabulary  
 Engage in question-and-answer sessions about new vocab, replying with single words form, with support if necessary  
 Identify individual words to a talk partner Share individual words or strings of words with the rest of the class or with the teacher

**Reading**

Routinely produce initial graphemes and diagraphs in call and response Read and understand single words from a work sheet or slide with pictorial support withdrawn by the end of a topic Having listened to a story with visual support, work co-operatively with others to act out a scene Arrange letters from the Spanish alphabet into alphabetical order Focus on individual letters in new words, recognising spellings given using the Spanish alphabet Match a spelling of a cognate to a picture following a brief introduction Match the sound of each Spanish letter with its grapheme

**Writing**

Write the initial grapheme or diagraph of individual words accurately Record single words in a table, having considered data From Autumn 2, write individual words using phonetics or spelling, if they can recall it

<b>Alphabet</b>	<b>Birthdays and Numbers 21-31</b>	<b>Countries</b>	<b>Geographical Environments and Habitats</b>	<b>Weather, Seasons</b>	<b>Animals: nocturnal and diurnal</b>
To recall year 1 language	To strengthen neural pathways for numbers 1-20	To respond to the names of different countries	To respond to nouns naming living environments	To categorise months by season	To give a personal response to animal nouns
To respond to cognate graphemes	To respond to months nouns	To describe the colours of flags of different countries	To learn about a Spanish city by designing a postcard	To focus on the spellings of months and seasons nouns	To do a study about quantities of animals
To respond to a wider range of graphemes	To respond to numbers 21 to 31	To say which country you are from	To learn about Valencia through discussion and drama	To respond to key weather vocabulary through drama	To think about nocturnal and diurnal animals
To practise naming letters of the alphabet in Spanish	To identify the date of my birthday in speech and writing	To learn the names of some African countries and talk about the 2010	To respond to four new	To respond to written sentences about weather	To link object and place nouns
To apply understanding of	To practise counting				To use your artistic skills

	<p>grapheme names to think about who young children live with</p> <p>To listen to the story of Ghanaian Goldilocks and act it out</p>	<p>numbers 1-31, matching them to a calendar month</p> <p>To review months and numbers 1-31</p> <p>To learn about 'El día de los Reyes': how Christmas is celebrated by children in Spain</p>	<p>World Cup, held in Africa</p> <p>To practise pronunciation and prepare visuals for a performance</p> <p>To describe geometric shapes on international flags</p>	<p>nouns</p> <p>To show understanding of compass points and geographical features by making a model</p> <p>To create an imaginary country in the playground from a description in Spanish</p>	<p>To respond to information about weather and seasons in paragraphs</p> <p>To respond to sentences about the weather and seasons through drama</p> <p>To respond to information about weather and seasons in paragraphs</p>	<p>to demonstrate understanding of animal habitat nouns</p> <p>To read and write about animals' colours and habitats</p>
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<p>P.S.H.E.</p>	<p><b>Physical health and wellbeing: What keeps me healthy?</b></p> <p>To know about eating well LO: To learn about the importance of physical activity, sleep and rest</p> <p>To learn about how germs are spread and how we can prevent them from spreading</p> <p>To learn about people who help us stay healthy and well</p> <p><b>DEBATE:</b> Should people be made to eat healthily because it is good for them?</p> <p><b>Social Skill:</b> To be able to wash and dry up</p>	<p><b>Mental Health and Emotional Well-being: Friendship</b></p> <p>To learn about the importance of special people in their lives</p> <p>To learn about making friends and who can help with friendships (on and offline)</p> <p>To learn about solving problems that might arise with friendships (on and offline)</p> <p><b>DEBATE:</b> What is the best way to deal with bullying?</p> <p><b>Social Skill:</b> To discuss positively my own and other people's cultures</p>	<p><b>Keeping safe and managing risk: Indoors and outdoors</b></p> <p>To learn about keeping safe in the home, including fire safety</p> <p>To learn about keeping safe online, including the benefits of going online</p> <p>To learn about keeping safe outside</p> <p>To learn about road safety</p> <p><b>DEBATE:</b> Everyone deserves to feel safe</p> <p><b>Social Skill:</b> To be able to cross the road safely</p>	<p><b>Drug, alcohol and tobacco education: Medicines and me</b></p> <p>To learn why medicines are taken</p> <p>To learn where medicines come from</p> <p>To learn about keeping themselves safe around medicine</p> <p><b>Social Skill:</b> To understand the importance of being grateful for the things that we have</p>	<p><b>Relationships and Health Education: Boys, Girls and Families</b></p> <p>To understand and respect the differences and similarities between people</p> <p>To learn about the biological differences between male and female animals and their role in the life cycle</p> <p>To learn about growing from young to old and that they are growing and changing</p> <p>To learn that everybody needs to be cared for and ways in which they care for others</p> <p>To learn about different types of family and how their home-life is special</p> <p><b>Social Skill:</b> To tie my own shoelace</p> <p><b>Social Skill:</b> To give a meaningful compliment</p> <p><b>Social Skill:</b> To keep my belongings safe in school</p>
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<p>R.E</p>	<p>To discuss what 'precious' means and what is precious to us.</p> <p>To understand what Jewish beliefs about God are.</p> <p>To understand what is precious to Jewish people.</p> <p>To understand how and why Jewish people celebrate Shabbat and compare how we ensure times of rest.</p> <p>To know what the story of Chanukah means to Jewish people and to discuss what it means to us.</p> <p>To know what the meaning of the festival of Sukkoth and Pesach are.</p>	<p>To understand that parables are stories with a deeper meaning.</p> <p>To understand what a holy book is and how different holy books are used and treated.</p> <p>To be able to read, act out and illustrate some stories that are about what God is like.</p> <p>To understand the story of Jonah and know what is special to him.</p> <p>To know which stories Muslims tell about the Prophet Muhammed and to understand what they tell us.</p> <p>To be able to make explicit comparisons between stories that appear in more than one sacred text.</p>	<p>To understand how Christianity, Islam and Judaism show that they belong and what symbols of belonging are used.</p> <p>To be able to explore the idea that everyone is valuable and compare and contrast how this is celebrated between different religions.</p> <p>To be able to compare the promises made in a Christian wedding and a Jewish Ketubah.</p> <p>To understand that some people feel they belong to different communities that may not be religious.</p> <p>To know that different religions, at times, work together.</p>	<p>To be able to discuss whether we should care for everyone and explore ideas of friendships.</p> <p>To know that religions believe that serving others and those who may be less fortunate, is important within religions.</p> <p>To understand how the 'Golden Rule' is an encouragement of care and explore where this has or hasn't been followed within religious texts.</p> <p>To understand how the creation account in Genesis 1 and 2 tells believers about God and the treatment of the world.</p>
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Options for Educational Visits/Outdoor Learning	-	<p>St Paul's Cathedral and dome climb - £5.50 per child</p> <p>Museum of London – Great Fire of London workshop – FREE</p> <p>Visit to Monument – £3.20 per child</p>	London Zoo - £8.00 per child	<p>Islington Ecology Centre – habitat workshop - £2.50 per child</p> <p>Horniman museum – Free or £2.42 per child for Animals and their habitats workshop</p> <p>100 hours: World of Work Opportunity – 3 Discovery Century (Link to Computing)</p>	Nature study e.g. Hampstead Heath – Free
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# Year 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Strong Forces	The Big Dig	Oceans and Seas	Our Island Home	How Does Your Garden Grow?	Light and Dark

<p>Science</p>	<p>To be able to compare how things move on different surfaces.</p> <p>To be able to notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>To be able to observe how magnets attract or repel each other and attract some materials but not others.</p> <p>To be able to 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.</p> <p>To be able to describe magnets as having two poles.</p> <p>To be able to predict whether two magnets will attract or repel each other,</p>	<p>To be able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>To be able to describe how fossils are formed when things that have lived are trapped within rock.</p> <p>To be able to recognise that soils are made from rocks and organic matter.</p> <p>To be able to recognise that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>To be able to identify and group animals with and without skeletons and observe and compare their movement.</p> <p><b>Suggested Scientists: Katia Kraff (geologist and volcanologist)</b></p>	<p>To be able to identify that animals, including humans, need the right types and amount of nutrition.</p> <p>To understand that animals, including humans, can't make their own food; they get nutrition from what they eat.</p> <p>To be able to identify and group animals with and without skeletons.</p> <p>To be able to observe and compare the movement of different animals, including humans.</p> <p>To be able to group animals according to what they eat.</p> <p>To be able to research different food groups and think about how they keep us healthy.</p>	<p>To be able to research facts about Mary Anning</p> <p>To be able to ask relevant questions about Mary Anning and her work</p> <p>To begin to decide what kind of scientific enquiry I could use to find the answer.</p> <p>To be able to record my findings.</p> <p>To be able to use my results to draw simple conclusion, suggest improvement and raise further questions.</p>	<p>To be able to identify and describe the functions of different part of flowering plants: roots, stem/ trunk/ leaves and flowers.</p> <p>To be able to explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</p> <p>To be able to investigate the way in which water is transported within plants.</p> <p>To be able to explore the part that flowers play in the life cycle of flowering plants, including pollination and seed formation.</p> <p>To understand and be able to explain different methods of seed dispersal.</p> <p><b>Suggested Scientists: George Washington Carver (botanist and inventor)</b></p>	<p>To be able to recognise that I need light in order to see things.</p> <p>To understand that dark is the absence of light.</p> <p>To be able to notice that light is reflected from surfaces</p> <p>To be able to recognise that light from the sun can be dangerous and that there are ways to protect my eyes</p> <p>To be able to recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>To be able to find patterns in the way that the size of shadows change.</p> <p><b>Suggested Scientist: Liz West (artist)</b></p>
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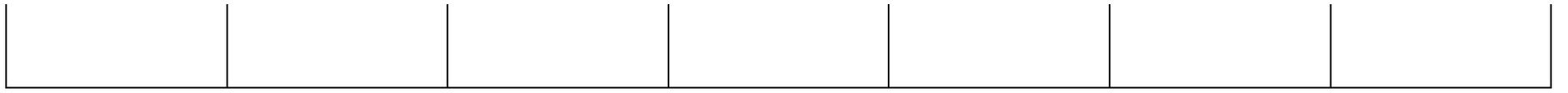
	depending on which poles are facing.				Joseph Banks (botanist and explorer)	W
<b>Working Scientifically</b>	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>-I can ask relevant questions about my science topic.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>-I can begin to decide what kind of scientific enquiry I could use to find the answer: observing changes over time, noticing patterns, grouping and classifying things, carrying out a fair test, or using secondary sources.</li> <li>-I can decide when to investigate using a fair test.</li> <li>-I can decide what criteria to use to group, sort and classify objects or events.</li> <li>-I can use simple keys.</li> <li>-I can begin to look for patterns and relationships and decide what data to collect to identify them.</li> <li>-I can decide what to observe.</li> <li>-I can information sources to find the information I need.</li> <li>-I can make predictions.</li> </ul> <p><b>Obtaining Evidence</b></p> <ul style="list-style-type: none"> <li>-I can take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>-I can help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</li> <li>-I can make systematic and careful observations.</li> </ul> <p><b>Presenting Evidence</b></p> <ul style="list-style-type: none"> <li>-I can gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>-I can use and spell appropriate scientific language.</li> <li>-I can record findings using drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>-I can present my results in different ways, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul> <p><b>Considering Evidence and Evaluating</b></p> <ul style="list-style-type: none"> <li>-I can use my results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>-I can identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>-I can use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>					

History	<p><b>Roman Britain (c.43-500)</b></p> <p>To introduce the Ancient History period and place the Roman Era on a timeline (first human settlements recorded)</p> <p>To be able to use primary and secondary sources to find out more about The Romans and describe life in Roman Times (digital link).</p> <p>To be able to use a timeline and maps to help me understand that the Roman Empire expanded over time (From the building of Rome to Roman rule ending in Britain) (Maths link).</p> <p>To understand why the Roman Empire was so powerful (Army and expansion of Empire).</p> <p>To understand that Iron Age Britain was different from the Roman Empire.</p> <p>To understand why</p>	<p><b>Roman Britain (c.43-500)</b></p> <p>To be able to present findings about the British resistance and Boudicca (diary entry).</p> <p>To be able to develop my knowledge and understanding of Hadrian's Wall (model making).</p> <p>To compare and contrast technology in Roman and Celtic Britain.</p> <p>To use evidence to describe Roman culture.</p> <p>To understand Roman beliefs and compare them with early Christianity.</p> <p>To be able to recap my knowledge of Roman Britain (legacy of Roman Art &amp; Architecture).</p>	x	<p><b>Anglo-Saxon Era (c.500- 1066)</b></p> <p>To be able to find out about life as an Anglo-Saxon (Now Press Play digital link).</p> <p>To be able to explore and ask questions about Anglo Saxon artefacts</p> <p>To be able to locate the 7 Anglo-Saxon kingdoms on a map of Britain.</p> <p>To be able to use secondary sources to research the reasons for the invasion of Britain by the Anglo-Saxons and place events on a timeline.</p> <p>To be able to develop my knowledge and understanding of Anglo-Saxon settlements/villages (model making Maths Link).</p> <p>To understand that Anglo-Saxon Britain was different to Roman Britain (buildings, culture and</p>	x	x
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	<p>Julius Caesar failed to conquer Britain (English link).</p> <p>To be able to use secondary sources to research the invasion by Claudius.</p>			<p>leisure, beliefs and attitudes)</p> <p>To present my findings about Anglo-Saxon settlements (newspaper article-English link).</p>		
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<p>Geography</p>	<p>X</p>	<p>X</p>	<p>To be able to identify the world's 5 oceans and 7 largest seas (Maths link).</p> <p>To know the different features of a coastal region, e.g. Brighton</p> <p>To understand how the coastal erosion changes the landscape.</p> <p>To understand how some people rely on the sea for their livelihood and how the human and physical geography has changed over time (English Link).</p> <p>To know and understand the water-cycle</p> <p>To compare a coastal region with our own community (Field work- physical and human features on maps).</p> <p>To be able to identify the world's oceans</p>	<p>X</p>	<p>To be able to locate the earth's major volcanic and earthquake regions (<i>link to understanding of Equator, Tropic of Capricorn and Cancer</i>)</p> <p>To understand why earthquakes happen – study 'Ring of Fire' region (English Link).</p> <p>To understand how the Richter scale works (Maths link).</p> <p>To understand the causes and processes of volcanic eruption (create a model of an erupting volcano).</p> <p>To be able to compare a region of the U.K. with a volcanic region of Italy (e.g. Sicily), identifying Landmarks. (fieldwork- study pictures, e.g. top of mountains, riverbanks, farms)</p> <p>To understand the effects of natural dis-</p>	<p>To be able to locate different countries in Europe (including Russia) and identifying differences in climate (<i>fieldwork- using maps, atlases, globes, digital computer mapping</i>)</p> <p>To understand how maps identify key physical and human characteristics</p> <p>To understand what the different lines on a map of the world show us (directional language)</p> <p>To be able to follow a map (English Link).</p> <p>To be able to use a map to plan a journey (<i>fieldwork- 8 point compass</i>)(<i>digital link</i>).</p> <p>To be able to create a range of maps of our school (field work- aerial views, surveys, digital photos).</p>
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			and seas (Maths link).		asters on human settlements (land-use and trade) (digital link).	
Computing	<p>RF To understand how to stay safe online</p> <p>To understand how an internet search works</p> <p>To open, read and respond to emails</p> <p>To compose emails with attachments</p> <p>To add images, text and media to create a PowerPoint presentation</p> <p>To select appropriate presentation features such as animation</p> <p>Write an author fact file using PurpleMash</p> <p>Share Book Reviews using Flipgrid</p> <p>To explore the Roman period using LGFL Romans re- source</p>	<p>NG To understand how to stay safe online</p> <p>To understand how an internet search works</p> <p>To open, read and respond to emails</p> <p>To compose emails with attachments</p> <p>To add images, text and media to create a PowerPoint presentation</p> <p>To select appropriate presentation features such as animation</p> <p>Write an author fact file using PurpleMash</p> <p>Share Book Reviews using Flipgrid</p> <p>To explore the Roman period using LGFL Romans re- source</p>	<p>RF To create a wordsearch using properties of a table</p> <p>To edit table properties in word</p> <p>To program multiple objects.</p> <p>To understand and use a variable</p> <p>To program an action to occur in response to a collision</p> <p>To use the random block to vary speed</p> <p>To create an underwater animation using J2e, Scratch</p> <p>To use green screening to create a scene from class reader</p> <p>Use Google Expeditions to visit Geographic/ Historical sites</p>	<p>NG To create a wordsearch using properties of a table</p> <p>To edit table properties in word</p> <p>To program multiple objects.</p> <p>To understand and use a variable</p> <p>To program an action to occur in response to a collision</p> <p>To use the random block to vary speed</p> <p>To create an underwater animation using J2e, Scratch</p> <p>To use green screening to create a scene from class reader</p> <p>Use Google Expeditions to visit Geographic/ Historical sites</p>	<p>RF To plan a stop motion animation</p> <p>To create a digital background for an animation</p> <p>To create an animation to show the growth of a plant</p> <p>To explore the range of loops</p> <p>To practice looping in a program</p> <p>To research and gather information for a quiz</p> <p>To create a quiz</p>	<p>NG To plan a stop motion animation</p> <p>To create a digital background for an animation</p> <p>To create an animation to show the growth of a plant</p> <p>To explore the range of loops</p> <p>To practice looping in a program</p> <p>To research and gather information for a quiz</p> <p>To create a quiz</p>



<p><b>P.E.</b></p>	<p><b>Invasion Games (Netball)</b></p> <p>To develop passing and moving</p> <p>To develop passing and moving towards a goal.</p> <p>To be able to defend an opponent.</p> <p>To develop movement skills to lose a defender.</p> <p>To develop the shooting action.</p> <p>To develop playing using netball rules while applying simple tactics for attacking and defending.</p>	<p><b>Gymnastics</b></p> <p>To be able to create interesting point and patch balances.</p> <p>To develop stepping into shape jumps with control.</p> <p>To develop the straight, barrel, and forward roll.</p> <p>To be able to transition smoothly into and out of balances.</p> <p>To create a sequence with matching and contrasting actions and shapes.</p> <p>To create a partner sequence incorporating equipment.</p>	<p><b>Dance</b></p> <p>To create actions in response to a stimulus and move in unison with a partner.</p> <p>To create actions to move in contact with a partner or interact with a partner.</p> <p>To select and link appropriate actions and dynamics to show our dance idea.</p> <p>To remember, repeat and create actions to represent an idea.</p> <p>To share ideas of actions and dynamics to create a dance that shows a location.</p> <p>To use choreographing ideas to develop our dance.</p>	<p><b>Net &amp; Wall Games (Tennis)</b></p> <p>To develop racket and ball control.</p> <p>To develop hitting the ball using a forehand.</p> <p>To develop returning the ball using a forehand</p> <p>To develop the two-handed backhand.</p> <p>To be able to rally using a forehand. To develop shot selection</p> <p>To develop playing against an opponent.</p>	<p><b>Striking &amp; Fielding Games (Cricket)</b></p> <p>To develop overarm throwing and catching.</p> <p>To develop underarm bowling.</p> <p>To learn how to grip the bat and develop batting technique.</p> <p>To be able to field a ball using a two-handed pick up and a short barrier.</p> <p>To develop overarm bowling technique.</p> <p>To play apply skills learnt to small sided cricket matches</p>	<p><b>Athletics</b></p> <p>To develop the sprinting technique and improve on your personal best.</p> <p>To develop changeover in relay events.</p> <p>To develop jumping technique in a range of approaches and take off positions.</p> <p>To develop throwing for distance and accuracy.</p> <p>To develop throwing for distance in a pull throw.</p> <p>To develop officiating and performing skills.</p>
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Art and Design	x	x	<p>To learn about Edo Period Japan and the woodblock prints of Hokusai</p> <p>To design a printed picture, drawing inspiration from photographs of Japanese water scenes</p> <p>To make a Japanese style print while exploring different printing techniques</p> <ul style="list-style-type: none"> <li>• mono print</li> </ul>	x	<p>To learn about the artwork and life of artist Georgia O'Keefe</p> <p>To draw a Georgia O'Keefe flower or landscape</p> <p>To create an observational drawing using compressed charcoal (cross hatching)</p> <p>To mix primary colours to make secondary colours</p>	<p>To look at and investigate a variety of famous maps - make a mind map</p> <p>To draw sections of a variety of maps</p> <p>To complete a map design sheet</p> <p>To make a final map design</p> <p>To draw and paint a map</p> <p>To recap, discuss and evaluate all work</p>
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			<ul style="list-style-type: none"> <li>• poly block print</li> <li>• printing tools</li> </ul> <p>To draw into the mono printed images using pen and oil pastels to make the images stand out more clearly</p> <p>To paint a wax resist landscape using wax crayons and water colour paints</p> <p>To recap, discuss and evaluate all work</p>		<p>To draw and paint a flower/landscape using primary and secondary colours</p> <p>To recap, discuss and evaluate all work</p>	
Design Technology	<p>To investigate and draw a variety of levers and linkage mechanisms</p> <p>To know the difference between fixed and loose pivots</p> <p>To make sketches and experiment with materials</p> <p>To design a variety of lever and linkage mechanisms based on discussed sketches and material experiments</p>	<p>To investigate and draw a variety of Roman mosaics</p> <p>To create observational drawings of Roman artefacts</p> <p>To investigate draw and paint modern mosaics</p> <p>To design a mosaic tile by drawing a variety of animals, shapes and patterns from 2D references</p>	x	<p>To discuss the 'healthy eating plate' and food groups</p> <p>To investigate a variety of desserts</p> <p>To learn about how flour is made and draw a variety of cereals</p> <p>To discuss food hygiene and practice food preparations techniques (bridge &amp; claw grip)</p>	x	x

	<p>To make a lever and linkage mechanism</p> <p>To discuss, recap and evaluate all work</p>	<p>To make a mosaic tile out of clay and glass tiles</p> <p>To discuss, recap and evaluate all work</p>		<p>To make a dessert (suggestion Apple crumble)</p> <p>To discuss, recap and evaluate the baking lesson</p>		
Music	<p>To learn the parts of a melodica, how to create a quality sound and how to locate middle C</p> <p>To learn to find the note G on the melodica and compose a two-note melody using rhythm cards</p> <p>To learn to play simple copycat melodies on the melodica</p> <p>To learn melodies from our repertoire on the melodica by ear, and using simple notation</p> <p>With a quality of pulse and pitch, learn and perform Christmas songs and add to our repertoire</p> <p>To watch a film of our performance and how identify how we can improve</p>	<p>To learn to learn to play the notes in a pentatonic scale on the melodica</p> <p>To learn about staccato and legato, explore using melodies from our repertoire, or, by composing your own</p> <p>To learn to follow a structure, and read from a score using one note</p> <p>To learn to follow a structure, and read from a score using two notes</p> <p>To learn about sequence, read from a score that uses sequence and compose your own</p> <p>With an increasing quality of pulse and pitch, learn and perform songs new and existing songs for our repertoire</p>	<p>To learn how to play a Triad, and the difference between Major and Minor</p> <p>To collaborate to compose a one chord ostinato accompaniment to a melody from our repertoire</p> <p>To collaborate to compose and improvise a question answer solo on the melodica</p> <p>To compose a class song with a unison hook on the melodica</p> <p>With a quality of pulse and pitch, learn and perform songs from our repertoire</p> <p>To watch a film of a performance and identify how we can improve</p>			
	<p><b>Listening</b> Every week Children will listen with concentration to new music and discuss. Previous learning and key vocab will drive discussion. This will be evidenced once a term. In year 3 children will learn a History of Classical music from Gregorian chants to 21st C, and film soundtracks. They will listen to the great composers and learn about the instruments of the orchestra, and famous composers</p> <p><b>Repertoire</b> To add</p>					

Spanish	<p><b>Listening</b> Listen attentively to short strings of language from a recording, repeated three times, noting key, individual words to show understanding Listen and respond to language set to a rap rhythm</p> <p><b>Speaking</b> Produce individual words in response to a picture or gesture Assign adjectives to nouns Engage in role play conversations, replying with single words form, with support if necessary Read short sentences with predictable patterns aloud, following extensive modelling, with accurate pronunciation Talk to a partner using very short strings of language</p> <p><b>Reading</b> Isolate adjectives from sentences and short paragraphs Incorporate cognates into their spoken work after a short introduction Identify words on the board from their spoken spelling using the Spanish alphabet</p> <p><b>Writing</b> Attempt the spelling of individual words, using their knowledge of phonics Assign adjectives to nouns</p>				
	<p><b>Pets</b></p> <p>To recall language studied in Year 2</p> <p>To respond to pets nouns and think about colour variation in animals</p> <p>To link animal and food nouns</p> <p>To publish work about animals and the foods they eat</p> <p>To place animal and food nouns in their habitats</p>	<p><b>Behaviour Choices</b></p> <p>To demonstrate understanding of written descriptions of pets</p> <p>To demonstrate understanding of spoken descriptions of pets</p> <p>To talk to your friends to describe pets</p> <p>To use adjectives to describe behaviour choices</p> <p>To act out different behaviour type</p>	<p><b>Clothes</b></p> <p>To demonstrate understanding of clothes nouns</p> <p>To practise using clothes nouns</p> <p>To describe using nouns and adjectives in writing</p> <p>To describe using nouns and adjectives in speech</p> <p>To categorise clothes vocabulary</p> <p>To describe using</p>	<p><b>Descriptions of Clothes</b></p> <p>To demonstrate understanding of descriptions of clothes</p> <p>To make some clothes, according to a description</p> <p>To compose some sentences about the clothes people wear</p> <p>To plan a design for your ideal school uniform or football kit</p> <p>To describe your ideal football kit or uniform design</p>	<p><b>Food and drink at the café</b></p> <p>To respond to the names of drinks and snacks at the café in Spain</p> <p>To demonstrate understanding of multiples of ten in Spanish</p> <p>To demonstrate understanding of how many euros and cents items cost</p> <p>To practise ordering snacks and drinks and understanding prices</p>

	<p>To understand written information about the habitats and diets of living things</p>	<p>adjectives in Spanish</p> <p>To produce sculpture based on descriptions of animals</p>	<p>nouns in a dynamic context</p>	<p>To publish your ideal football kit or uniform design for display</p>	<p>To make a café menu, thinking about the cost of snacks and drinks</p> <p>To order snacks and drinks at the café and pay for them</p>	<p>like and don't like and discussing your tastes with others</p> <p>To use nouns to visit the grocer's shop and buy some food</p> <p>To use nouns and phrases to order your dream meal</p> <p>To publish the menu of your dream café or restaurant</p>
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<p>P.S.H.E.</p>	<p><b>Drug, alcohol and tobacco education: Tobacco is a drug</b></p> <p>To learn the definition of a drug and that drugs (including medicines) can be harmful</p> <p>To learn about the effects and risks of smoking tobacco and second-hand smoke</p> <p>To learn about the help available for people to remain smoke free or stop smoking</p> <p>To know that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p> <p><b>DEBATE:</b> Should people have to pay for their medicines, or should they be free for everybody?</p>	<p><b>Keeping safe and managing risk: Bullying – See it, Say it, Stop it</b></p> <p>To learn about bullying (including online) and how it can make people feel</p> <p>To learn about different types of bullying and how to respond to incidents of bullying</p> <p>To learn about what to do if they witness bullying</p> <p><b>DEBATE:</b> Should people pay for an ambulance service? Social Skill: To know how and when to call an ambulance</p>	<p><b>Mental Health and Emotional Well-Being: Strengths and Challenges</b></p> <p>To learn about celebrating achievements and setting personal goals</p> <p>To learn about dealing with put-downs</p> <p>To learn about positive ways to deal with setbacks</p> <p><b>Social Skill:</b> To understand different emotions and how to manage them</p> <p><b>DEBATE:</b> Should you always be honest with your friends? Is it ok to lie to your friends?</p>	<p><b>Identity, Society and Equality: Celebrating differences</b></p> <p>To learn about valuing the similarities and differences between themselves and others</p> <p>To learn what is meant by community</p> <p>To learn about belonging to groups</p> <p><b>DEBATE:</b> Children should do 30 minutes of volunteer work at school</p> <p><b>Social Skill:</b> To know my own full name, date of birth, address and telephone number</p>	<p><b>Careers, financial capability and economic well-being: Saving, spending and budgeting</b></p> <p>To learn about what influences people's choices about spending and saving money</p> <p>To learn about how people can keep track of their money</p> <p>To learn about the world of work</p> <p><b>DEBATE:</b> What should happen to someone who borrows money but can't pay it back?</p> <p><b>DEBATE:</b> Should pocket money be saved until aged 18?</p>	<p><b>Physical health and well-being: What helps me choose?</b></p> <p>To learn about making healthy choices about food and drinks</p> <p>To learn about how branding can affect what foods people choose to buy</p> <p>To learn about keeping active and some of the challenges of this</p> <p><b>Social Skill:</b> To understand the importance of a healthy lifestyle (including sleep, exercise and water).</p> <p><b>DEBATE:</b> Children should do 30 minutes of physical activity every day.</p>
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	<p><b>Social Skill:</b> To be able to clean a wound and apply a plaster or ice pack</p>					
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<p>R.E</p>	<p>To be able to explore our own personal thoughts about believing in God.</p> <p>To understand, through the use of</p>	<p>To be able to explore the use of the Bible and discuss how Christians find and use ancient wisdom from it.</p>	<p>To be able to discuss and explore what in life is worth celebrating.</p> <p>To understand what Christian's celebrate at Easter.</p> <p>To explore and understand the meaning behind what Hindu's celebrate at Diwali.</p>	<p>To understand what prayers are and how they are helpful to some people.</p> <p>To be able to compare and contrast Christian, Hindu and Muslim prayers.</p> <p>To understand what happens in Islamic prayer what it shows about Muslim beliefs and way of life.</p>
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	<p>Art, how God is represented in different religions.</p> <p>To understand Christian beliefs about God.</p> <p>To understand Muslims beliefs about Allah and the Holy Qur'an.</p> <p>To understand Hindu beliefs about God and Goddesses.</p> <p>To be able to explore and discuss that many people do not believe in God.</p>	<p>To understand how the Bible was put together and what it is comprised from.</p> <p>To understand what the Bible teaches Christians about God, Life, the universe and everything else.</p> <p>To explore how Christians, use the Bible to inspire dance, music, art and drama.</p> <p>To be able to explore the ideas of temptation and understand that the Bible helps people when they are tempted to do wrong.</p>	<p>To understand what Muslim's, celebrate at the end of Ramadan.</p> <p>To understand why Jewish people, celebrate Pesach every year.</p> <p>To be able to describe how believers express the meaning of religious festivals through symbols, sounds, actions, stories and rituals.</p>	<p>To understand how and why Christians like to pray.</p> <p>To understand how and why Christian's like to pray.</p> <p>To understand how Hindu's pray and worship at home and in the Mandir.</p> <p>To be able to reflect what the meaning of prayer is and to understand why some people pray, but others not at all.</p>	
Options for Educational Visits/Outdoor Learning	<p>East London Mosque - Free</p> <p>London Central Mosque – Free</p> <p>Science Museum: Forces Workshop – £4.00 per child</p>	<p>City of London – Guildhall – Amphitheatre explorers - £4.20 per child</p> <p>Museum of London: Romans Workshop – Free</p> <p>Pantomime – £10</p>	<p>London Aquarium - £6 per child</p>	<p>Museum of London – how to be a mudlark experience - FREE</p> <p>Trip to Southbank: Westminster Walk – Free</p>	<p>Kew Gardens + workshop - £5.20 per child or £1.85 without workshop</p> <p>100 hours: World of Work Opportunity – 3 Discovery Centre (link to computing)</p> <p>Museum of Childhood – Spotlight talk on shadow puppets - £4.60 per child</p> <p>100 hours: World of Work Opportunity - Camden and Islington NHS Trust - Unexpected careers and people in the NHS (link to PSHE)</p>



# Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Food Glorious Food	Chocolate	Inventors	Inventors	Save Our Planet	Changes

<p>Science</p>	<p>To be able to name and describe the main body parts associated with the digestive system.</p> <p>To be able to describe the simple functions of parts of the digestive system.</p> <p>To be able to compare the teeth of carnivores and herbivores and suggest reasons for their differences.</p> <p>To be able to discover what damages teeth and how to look after them.</p> <p>To be able to draw and discuss my ideas about the digestive system and compare these with models or images</p> <p>To be able to construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>To be able to compare, group and classify materials together, according to whether they are solids, liquids or gases.</p> <p>To understand and be able to define using examples, a solid, liquid and a gas.</p> <p>To be able to observe that some materials change state when they are heated or cooled.</p> <p>To be able to measure and research the temperature at which materials change state and measure this in degrees Celsius.</p> <p>To be able to explore the effect of temperature on substances such as chocolate, butter or cream.</p> <p><b>Suggested Scientists: Jabir ibn Hayyan (chemist)</b></p>	<p>To be able to identify how sounds are made, associating some of them with something vibrating.</p> <p>To be able to recognise that vibrations from sounds travel through a medium to the ear.</p> <p>To be able to find patterns between the pitch of a sound and features of the object that produced it.</p> <p>To be able to find patterns between the volume of a sound and the strength produced it.</p> <p>To be able to recognise that sound gets fainter as the distance from the sound source increases</p> <p>To know and understand who Alexander Graham Bell is and why he is important.</p>	<p>To be able to identify common appliances that run on electricity.</p> <p>To be able to construct a simple series electrical circuit and name the basic parts of a circuit (cells, wires, bulbs, switches and buzzers).</p> <p>To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>To be able to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit.</p> <p>To be able to recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>To be able to recognise that living things can be grouped in a variety of ways (animals, flowering plants, non-flowering plants, classifying individual vertebrates/invertebrates).</p> <p>To be able to explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment.</p> <p>To be able to recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (considering the impact climate change has on this)</p>	<p>(Investigation linked to changes – Working Scientifically focus)</p> <p>To be able to make predictions and decide what to observe.</p> <p>To be able to decide when to investigate using a fair test.</p> <p>To begin to decide which scientific enquiry to use.</p> <p>To be able to help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>To be able to use my results to draw simple conclusions, make predictions for new values and suggest improvements.</p> <p>To be able to record my findings in different ways, using diagrams, drawings and tables.</p>
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			<p><b>Suggested Scientists:</b> <b>The Vegetable Orchestra</b></p>	<p><b>Suggested Scientists:</b> <b>James West (inventor)</b></p>	<p>To be able to make a guide to local living things using what I have found out about other animals I have researched.</p> <p>To be able to select a habitat and observe the changes throughout the year. (Link to Habitats Book)</p> <p><b>Suggested Scientists:</b> <b>Sylvia Earle (marine biologist, explorer and aquanaut)</b></p>	
<p><b>Working Scientifically</b></p>	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>-I can ask relevant questions about my science topic.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>-I can begin to decide what kind of scientific enquiry I could use to find the answer: observing changes over time, noticing patterns, grouping and classifying things, carrying out a fair test, or using secondary sources.</li> <li>-I can decide when to investigate using a fair test.</li> <li>-I can decide what criteria to use to group, sort and classify objects or events.</li> <li>-I can use simple keys.</li> <li>-I can begin to look for patterns and relationships and decide what data to collect to identify them.</li> <li>-I can decide what to observe.</li> <li>-I can information sources to find the information I need.</li> <li>-I can make predictions.</li> </ul> <p><b>Obtaining Evidence</b></p> <ul style="list-style-type: none"> <li>-I can take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>-I can help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</li> <li>-I can make systematic and careful observations.</li> </ul> <p><b>Presenting Evidence</b></p> <ul style="list-style-type: none"> <li>-I can gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>-I can use and spell appropriate scientific language.</li> </ul>					

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|  | <ul style="list-style-type: none"><li>-I can record findings using drawings, labelled diagrams, keys, bar charts, and tables.</li><li>-I can present my results in different ways, including oral and written explanations, displays or presentations of results and conclusions.</li></ul> <p><b>Considering Evidence and Evaluating</b></p> <ul style="list-style-type: none"><li>-I can use my results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li><li>-I can identify differences, similarities or changes related to simple scientific ideas and processes.</li><li>-I can use straightforward scientific evidence to answer questions or to support their findings.</li></ul> |
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History	x	<p><b>Ancient world history</b></p> <p>To be able to ask questions and make predictions about The Maya using historical sources. <b>Dates 250 CE until about 900</b></p> <p>To understand what life was like for different kinds of Mayan person (Literacy link).</p> <p>To understand that The Maya were responsible for many inventions.</p> <p>To understand Mayan religion.</p> <p>To understand The Maya had their own number system (Maths link).</p> <p>To understand that The Maya were great architects and builders (digital link).</p> <p>To try and understand why The Maya</p>	<p><b>Modern Britain</b></p> <p>To be able to use primary and secondary sources to find out about Victorian life.</p> <p>To be able to learn about the social and economic changes in Victorian Britain. (Development of the railways)</p> <p>To understand how The Victorians change London architecturally (Math link).</p> <p>To be able to learn more about the Great Exhibition (English link).</p> <p>To be able to learn about Samuel Coleridge-Taylor an important Black Victorian entertainer during the Era (digital link – Now Press lay).</p> <p>To be able to learn about school during the Victorian era.</p>	x	x	<p><b>Prehistoric Britain</b></p> <p>To know the different periods of history and place them on a timeline (Maths link).</p> <p><b>Stone Age - up to 3000BC</b></p> <p><b>Bronze Age - 3300 BC – 1200 BC</b></p> <p><b>Iron Age - 1200 BC – 550 BC</b></p> <p><b>Spanning 10,000 years</b></p> <p>To understand how technology, farming and inventions developed during the Stone Age period. Including Skara Brae</p> <p>To understand how technology, farming and inventions developed during the Bronze Age. Including Stone Henge and copper mining)</p> <p>To understand how technology, farming and inventions developed during the Iron Age.</p>
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disappeared.

Including hill forts and  
referencing the Celts

To compare and  
contrast different eras  
in Prehistoric Britain

<p>Geography</p>	<p>To understand that different foods are grown in different areas of the globe.</p> <p>To understand that food production can have a negative impact on the environment and climate zones (focus on South America).</p> <p>To understand what is meant by 'fair trade'.</p> <p>To understand how climate change is affecting food production (English link).</p> <p>To understand that food production has changed over time (Maths link).</p> <p>To compare and contrast food production in two differing regions of South America.</p>	<p>x</p>	<p>x</p>	<p>To be able to locate mountain ranges, rivers and oceans and consider how location of these geographical features has shaped life.</p> <p>To be able to study world maps and identify major cities, hilly areas, rivers etc.</p> <p>To understand how geographical features are marked on a map.</p> <p>To be able to begin to experiment with and understand 4- figure grid references (Maths link). <i>(London and local area)</i></p> <p>Design and carry out a survey of land use in the local area (English and field work link). <i>2-3 lessons Fieldwork study</i></p> <ul style="list-style-type: none"> <li>• <i>Compare maps and change over time</i></li> <li>• <i>identify main economies</i></li> </ul>	<p>To understand the difference between the Northern and Southern Hemisphere and use compass points to locate countries and continents in each hemisphere on a map (Maths link). <i>(North America and South America)</i></p> <p>To be able to identify some of the world's biomes, locate them on a world map and compare their climates.</p> <p>To locate South America, identifying major cities and labelling countries, rivers and areas. <i>(Make links to the UK)</i></p> <p>To use maps and photographs to help understand the impact of climate change on the biomes of Antarctica (digital link). <i>Make informed opinions looking at images / videos and photos</i></p>	<p>x</p>
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				<ul style="list-style-type: none"> <li>• <i>compare trade in the past</i></li> <li>• <i>residential</i></li> <li>• <i>retail</i></li> <li>• <i>professional jobs</i></li> <li>• <i>Travel</i></li> <li>• <i>questionnaires / interviews</i></li> </ul>	<p>To use maps and photographs to help understand the impact of climate change on The Amazon rainforest. <i>Make informed opinions looking at images / videos and photos</i></p> <p>To be able to identify climate zones in the U.K. and relate this knowledge to weather in the local area.</p> <p>To be able to use a range of sources to compare life in Antarctica or The Amazon rainforest with life in the U.K.</p>
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Computing	RF To understand how to stay safe online	NG To understand how to stay safe online	RF To use physical computing devices like micribit / makey makey	NG To use physical computing devices like micribit / makey makey	RF To know how to use advanced search on a search engine.	NG To know how to use advanced search on a search engine.
	To plan the packaging for a new chocolate bar	To plan the packaging for a new chocolate bar		To design and create a program that could be used in real life.	To consider whether the information I have found is most likely to be correct/reliable	To consider whether the information I have found is most likely to be correct/reliable
	To design digital packaging for a new chocolate bar	To design digital packaging for a new chocolate bar	To design and create a program that could be used in real life.	To test out the prototype and debug my code	To produce a digital media resource	To produce a digital media resource
	To plan an advert for a new chocolate bar	To plan an advert for a new chocolate bar	To test out the prototype and debug my code	To demonstrate a working prototype.	To explore and create a virtual environment.	To explore and create a virtual environment.
	To create an advert for a new chocolate bar	To create an advert for a new chocolate bar	To demonstrate a working prototype.	To create a topic quiz using Kahoot!	Create an animation.	Create an animation.
	To know that spreadsheets are organised into cells with a cell reference	To know that spreadsheets are organised into cells with a cell reference	To create a topic quiz using Kahoot!	To produce an explanation text about sound/hearing using Book Creator	To write a 'pick your path' story using Forms (Branching)	To write a 'pick your path' story using Forms (Branching)
	To enter labels and numbers into a spreadsheet	To enter labels and numbers into a spreadsheet	To produce an explanation text about sound/hearing using Book Creator	To explore a topic further using Skype with an inventor	To explore a topic further using Skype with an environmentalist	To explore a topic further using Skype with an environmentalist
	To know that spreadsheets are organised into cells with a cell reference	To know that spreadsheets are organised into cells with a cell reference	To explore a topic further using Skype with an inventor			
To enter labels and numbers into a spreadsheet	To enter labels and numbers into a spreadsheet					

P.E.	Invasion Games (Netball)	Gymnastics	Dance	Net and Wall Games (Tennis)	Swimming	Striking and Fielding Games (Cricket)	Athletics
	To develop passing and moving and play within the footwork rule.	To develop individual and partner balances.	To copy and create actions in response to an idea and be able to adapt this using changes of space.	To develop hitting the ball using a forehand.	*Attend intensive 2 week swimming course aiming to achieve the statements below	To develop overarm throwing and catching and knowing when to use it.	To develop stamina and an understanding of speed and pace in relation to distance.
	To develop passing and moving towards a goal as a team.	To develop control in performing and landing rotation jumps.	To choose actions which relate to the theme.	To develop returning the ball using a forehand.	Swims competently, confidently and proficiently over a distance of at least 25 metres	To develop underarm bowling with consistent accuracy.	To develop power and speed in the sprinting technique.
	To be able to defend an opponent and try to win the ball.	To develop the straight, barrel, forward and straddle roll.	To develop a dance using matching and mirroring.	To develop the backhand and understand when to use it.	Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.	To develop batting technique and using different shots.	To develop technique when jumping for distance.
	To develop movement skills to lose a defender and communicate to receive the ball.	To develop strength in inverted movements.	To learn and create dance moves in the theme of carnival.	To work co-operatively with a partner to keep a continuous rally going.	Performs safe self-rescue in different water-based situations.	To be able to field a ball using a two-handed pick up and a short barrier and using it correctly within game situations.	To develop power and technique when throwing for distance.
	To develop the shooting action from different angles.	To be able to create a partner sequence to include apparatus.	To develop a carnival dance using formations, canon and unison.	To use simple tactics in a game to outwit an opponent.	To demonstrate honesty and fair play when competing	To develop overarm bowling.	To develop a pull throw for distance and accuracy.
	To develop playing using netball rules in small sided games while applying simple tactics for attacking and defending		To develop a dance phrase and perform as part of a class performance.			To play apply skills learnt to small sided adopting various different roles and positions within cricket matches.	To develop officiating and performing skills.

				against others.			
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Art and Design	x	<p>To give a personal response to Mayan artefacts and images</p> <p>To draw/colour a variety of Mayan artefacts</p> <p>To design simplified Mayan style images in preparation for printing</p> <p>To create a poly block and mono print using our Mayan style designs</p> <p>To use the mono print as a starting point for a mixed media image</p> <p>To discuss, recap and evaluate all work</p>	<p>To give a personal response to a famous portrait painting</p> <p>To draw/colour a famous portrait painting and make a quick proportions collage</p> <p>To create a tonal pencil drawing of a female astronaut/scientist</p> <p>To create a tonal painting of Marie Curie</p> <p>To create a variety of skin tones and paint a female scientist or astronaut</p> <p>To discuss, recap and evaluate all work</p>	x	<p>To give a personal response to Grayson Perry's artwork (mind maps)</p> <p>To draw a Grayson Perry piece of artwork</p> <p>To discuss different types of creative mind maps and make one about climate change</p> <p>To present your climate change mind maps to the class</p> <p>To make a collaged landscape</p> <p>To make a clay mind map about climate change (optional)</p> <p>Recap, discuss and evaluate all work</p>	x
Design Technology	To discuss the 'healthy eating plate' and food groups	x	x	To investigate and make an electrical circuit	x	An introduction to Cave Art, and early Farming artefacts

	<p>To investigate a variety of breakfast products</p> <p>To learn about factory food making processes (eg. Cereal bars)</p> <p>To discuss food hygiene and practice food preparations techniques</p> <p>To make a breakfast product (suggestions breakfast muffin/ banana bread)</p> <p>To discuss, recap and evaluate the baking lesson</p>			<p>To investigate and draw different types of night light designs</p> <p>To design a night-light using 2D reference images of animals and objects</p> <p>To draw and make 3D shapes in preparation for making nightlights</p> <p>To make a final refined nightlight</p> <p>To discuss, recap and evaluate work</p>		<p>To draw Cave Art using sugar paper and chalk</p> <p>To draw a variety of Iberian Peninsula (first farming) artefacts</p> <p>To design pot patterns based on hunter gatherer or Iberian artefacts</p> <p>To make a coil pot with patterns carved into the surface</p> <p>To discuss, recap and evaluate work</p>
Music	<p>To learn the parts of the Ukulele, how to hold it and to memorise the names of the strings</p> <p>To learn how to pluck open strings</p> <p>To learn melodies from our repertoire using open strings and compose your own</p> <p>To Learn to fret notes with finger one</p> <p>To Learn to fret notes with finger 2 and 3</p> <p>To learn how to fret C major and learn how to read a chord diagram</p>	<p>To learn how to sing and strum a pulse with a quality of sound</p> <p>To learn to sing a song from our repertoire and accompany on uke using C</p> <p>To learn about harmony</p> <p>To learn to fret the chord A min and learn to change chords</p> <p>To learn to play a song from our repertoire using A min and follow a score</p> <p>To learn to play a song with 2 chords</p>	<p>To Learn to fret the chord F and read the chord diagram</p> <p>To learn a song from our repertoire using the chord F</p> <p>To Learn to change chords from F to Amin and learn a song from our repertoire using Amin and F</p> <p>To compose a class song using the chords F, and A min</p> <p>To learn to play a song from our repertoire using 2 chords and follow a score/lead sheet</p>			

			To watch a film of our performance, discuss musical elements how identify how we can improve
	<b>Listening</b> Every week Children will listen with concentration to new music and discuss. In year 4 children will follow a history of how technology has influenced recorded music from early 19th century to present. This will be evidenced once a term		
	<b>Repertoire</b> Songs with a range of an octave, Christmas songs in term 1, songs that reflect topics		

Spanish

**Listening**

Listen attentively to short presentations in Spanish, interspersed with questions  
 Listen attentively to another actor in a role play and respond to requests with one word, a short phrase or action  
 Listen and note down the spelling, perhaps with some mistakes, of new words spelt using the Spanish alphabet

**Speaking**

Chant short sentences in a rhythm dictated by a rap backing track  
 Engage in conversations, replying in sentence form, with support  
 Read individual sentences aloud with little support

**Reading**

Read short paragraphs and show some understanding of inference  
 Read and follow lyrics to join in with singing a verse of a song  
 Read and arrange words in Spanish in alphabetical order, including some words starting with the same letters

**Writing**

Write short sentences to chant to a rap rhythm  
 Write words with accurate spelling when they are dictated, letter by letter using the Spanish alphabet  
 Write short sentences, following a model

<b>Parts of the body and illness</b>	<b>Descriptions of Eyes and Hair</b>	<b>Description of people / characters</b>	<b>Appearance and Clothes</b>	<b>Means of transport</b>	<b>Parts of the school and school subjects</b>
To respond to body part nouns	To learn about the Mexican festival 'The Day of the Dead'	To describe people's height in sentence form	To apply understanding of clothes nouns and colour adjectives	To work with the written forms of transport nouns	To respond to school subject nouns
To work with written forms of body part nouns, applying understanding of biology	To describe your eye colour	To understand the main points of texts comparing people's height	To recall and upgrade language to use in a clothes' shop	To strengthen neural pathways to new vocabulary with drama	To use adverbial phrases to think about how often you study different subjects
To apply understanding of body part nouns to create art	To describe other people's eye colour	To review the work we have done on describing what people look like	To make a film about a visit to the clothes shop	To complete a study about differences in means of transport in the UK and Spain	to respond to nouns identifying places in school
To be able to say that something hurts	To write about people's hair colour	To draft a description of characters from <i>Monsters Inc</i> in Spanish	To gather language for describing a character in writing, using nouns and adjectives	To write about your experiences of means of transport	To relate what you learn to where you learn in school
To pay the correct	To describe your hairstyle			To extract key	To differentiate between different
To show					

	<p>amount of money for a remedy at the pharmacy</p> <p>To make a film about a visit to the pharmacy in Spain</p>	<p>understanding of hair style and colour</p> <p>To apply understanding of hair style and colour by visiting the hair salon</p>	<p>To describe the characters from <i>Monsters Inc</i> in Spanish</p> <p>To use understanding of numbers to compare, contrast and quantify people's heights</p>	<p>To describe a film character's appearance, behaviour and clothes in writing</p> <p>To describe someone's appearance and clothes to make an ID card</p>	<p>information from sentences about means of transport</p> <p>To revise vocabulary from the autumn term and compete in a game</p>	<p>question words in the context of school subjects</p> <p>To review school vocabulary and learn about schools in Spain</p>
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P.S.H.E.	<p><b>Identity, society and equality</b></p> <p>To understand that Britain is a democratic society and what that means</p> <p>To learn about how laws are made and the importance of following them</p> <p>To learn about the local council</p> <p>Debate: Should children be able to vote for the</p>	<p><b>Drug, alcohol and tobacco education</b></p> <p>To learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</p> <p>To learn about the effects and risks of drinking alcohol</p> <p>To learn about the different patterns of behaviour that are related to drug use</p>	<p><b>Physical health and wellbeing</b></p> <p>To learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</p> <p>To understand other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</p>	<p><b>Keeping safe and managing risk</b></p> <p>To learn how to be safe in their computer gaming habits</p> <p>To know how to stay safe near roads, water, building sites, railways and fireworks</p> <p>To know what to do in an emergency and how to do basic</p>	<p><b>Relationships and health education – Growing up and changing</b></p> <p>To learn about the way we grow and change throughout the human lifecycle</p> <p>To understand the physical changes associated with puberty LO: To learn about menstruation and wet dreams</p> <p>To learn about the impact of puberty in physical hygiene and the strategies for managing this</p> <p>To understand how puberty affects emotions and behaviour.</p> <p>To answer each other's questions about</p>
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	<p>government?</p> <p><b>Social Skill:</b> To be active in a local campaign e.g., school councillor, science ambassador, eco squad etc.</p>	<p><b>Additional lesson:</b> To learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p> <p><b>Social Skill:</b> To offer someone help or assistance</p>	<p>To understand the importance of getting enough sleep.</p> <p><b>Debate:</b> Should all primary aged children be made to go to bed at 7pm</p> <p><b>Social Skill:</b> To spend time with a different person from your class</p>	<p>first aid procedures</p> <p><b>Social Skill:</b> To respect differences in others.</p> <p><b>DEBATE:</b> Having a phone helps to keep me safe when I am on my own?</p>	<p>puberty with confidence and know how to seek support</p> <p><b>DEBATE:</b> The lives of people are more important than the lives of animals. Do you agree?</p> <p><b>Social Skill:</b> To demonstrate an understanding of how my behaviour affects others.</p> <p><b>Social Skill:</b> To independently compromise and manage conflicts</p>
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<p>R.E</p>	<p>To understand how Hindu's show their faith within their families.</p> <p>To understand what is important in a Hindu's life and what traditions are followed in the week.</p> <p>To understand Hindu's ideas of the four aims of life: Dharma, Artha, Kama and Moksha.</p>	<p>To be able to reflect on what a journey means to us.</p> <p>To be able to compare and contrast the journey of life between Christian's, Jewish people and Hindu's.</p>	<p>To understand what the word inspiring means.</p> <p>To understand Jesus' life story and how it is inspiring to some people.</p>	<p>To understand how Christian's show their beliefs at home.</p> <p>To discuss the similarities and differences between the family values and rituals of a Christian and</p>	<p>To be able to explore teachings which act as guides for living in Christianity and Judaism.</p> <p>To explore what religious stories tell believers about temptation.</p>
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	<p>To understand Hindu's beliefs about karma with reference to the Hindu hero Mahatma Ghand.</p> <p>To understand how the different representation images of the different characters and attributes of the deities differ.</p> <p>To understand how Hindu's make a difference in the world.</p>		<p>To understand the value and meaning of ceremonies, which mark milestones, particularly taking responsibility within a faith community.</p> <p>To be able to explore the symbols and rituals used and the promises made in Christian, Jewish and Hindu ceremonies.</p> <p>To understand why some people, choose to get married and how this differs between religions.</p> <p>To be able to explore what Christian's, Hindu's and Jewish people believe about life after death.</p>	<p>To understand the importance of Holy Week and Easter to Christians and the events that took place.</p> <p>To understand how and why Jesus' actions and teachings inspired people.</p> <p>To be able to discuss the idea that Christian's cannot be completely good and so rely on the Holy Spirit to help them follow Jesus.</p> <p>To be able to discuss who is inspiring to me and others, providing explanations and comparisons</p>	<p>those of the pupils in the class.</p> <p>To understand how and why Christian's use music in worship</p> <p>To understand how and why Christian's celebrate holy communion.</p> <p>To discuss how Christian's make a difference in their local communities.</p> <p>To be able to find out some ways in which Christian's made a difference to the world.</p>	<p>To understand how we learn the difference between right and wrong and how guidance from religion helps its followers.</p> <p>To be able to explore the lives of some religious individuals and how their faith guides and inspires them through life.</p> <p>To be able to discuss hate crime and reflect on the value of love, kindness and generosity.</p>
Options for Educational Visits/Outdoor Learning	Royal Albert Hall – primary Proms – FREE	Greenwich maritime museum – The world for Breakfast - £2.20	Tower Bridge – raise the bridge workshop - £3.70 per pupil  National Portrait Gallery - Free	Science museum + Wonderlab - FREE  Visit to a church – FREE	Eco-Active sustainability workshop roughly - £5  Nature Study at Highgate Wood - FREE	Archery – Price TBC

		<p>The Chocolate Museum in Brixton – price TBC</p>	<p>The Ragged School Museum - £5.24 per pupil (class of 30) - or £157 per class</p> <p>100 hours – World of Work Opportunity - The Institute of Physics – Workplace Visit)</p>	<p>100 hours – World of Work Opportunity - London's Air Ambulance Charity - Primary School Session (link to PSHE)</p>	<p>Geography Field Trip to The River Lea - FREE</p>	
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# Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Olympics	Space	Vikings	Egyptians	Jungles and Rainforests	Build it High

<p>Science</p>	<p>To be able to identify the effects of air resistance on different objects such as parachutes and sycamore seeds.</p> <p>To be able to identify the effects of water resistance on boats of different sizes.</p> <p>To be able to identify the effects of friction and how it slows or stops moving objects.</p> <p>To be able to explain that unsupported objects fall towards the Earth because of the force of gravity.</p> <p>To know that using some mechanisms, such as pulleys, magnify forces</p> <p>To be able to re-search about scientists who investigated gravity, such as Galileo and Newton.</p>	<p>To be able to describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>To be able to describe the movement of the Moon relative to the Earth.</p> <p>To be able to describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>To be able to use the Earth's rotation to explain day and night.</p> <p>To be able to use the Earth's rotation to explain the apparent movement of the Sun across the sky.</p> <p><b>Suggested Scientists:</b>  <b>Steven Hawkins,</b>  <b>Helen Harman (astronaut)</b>  <b>Jocelyn Bell Burnell (researched black holes)</b></p>	<p>To be able to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>To be able to test the effectiveness of a given material.</p> <p>To be able to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p><b>Suggested Scientists:</b>  <b>European Space Agency</b></p>	<p>To know that some materials dissolve in liquid and form a solution (e.g. acid rain/limestone).</p> <p>To be able to separate mixtures of materials using filtering, sieving and evaporating.</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible e.g. burning, reaction with bicarbonate of soda.</p> <p><b>Suggested Scientists:</b>  <b>Spencer Silver (chemist and inventor)</b>  <b>Ruth Benerito</b></p>	<p>To be able to observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in my local environment.</p> <p>To be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>To be able to describe the life process of reproduction in some plants and animals, including sexual and asexual reproduction.</p> <p>To be able to re-search and find out about the work of Animal Behaviourists for example Jane Goodall and David Attenborough.</p> <p><b>Suggested Scientists:</b></p>	<p>To be able to choose how to group rocks based on their properties.</p> <p>To be able to choose building materials based on their properties.</p> <p>To be able to use results to identify when further tests and observations might be needed.</p> <p>To be able to use relevant scientific language and illustrations to discuss and communicate my scientific ideas.</p>
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	<p><b>Suggested Scientists:</b>  Sarah Guppy (inventor)  Victoria Drummond (engineer)  Beatrice Shilling (aero engineer)</p>	<p>Valentina Tereshkova (first woman in space)  Wang Zhenji (astronomer who explained eclipses)</p>			<p>Jane Goodall (zoologist)  David Attenborough  Alice Roberts (anatomist)</p>	
<p><b>Working Scientifically</b></p>	<p><b>Questioning</b>  -I can ask a range of questions about my science topic and the world around me.</p> <p><b>Planning</b>  -I know when and how to set up comparative and fair tests and can explain which variables need to be controlled and why.  -I can measure and record changes over time.  -I can use and develop keys and other information records to identify, classify and describe living things and their materials.  -I can identify patterns that are found in the natural environment.  -I can decide when to use a wide range of secondary sources to find the answers to questions and begin to separate opinion from fact.  -I can make predictions and hypotheses.</p> <p><b>Obtaining Evidence</b>  -I can choose the most appropriate equipment to make measurements and explain how to use it accurately.  -I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. -I can make my own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them.</p> <p><b>Presenting Evidence</b>  -I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  -I can decide how to record data from a choice of familiar approaches.</p> <p><b>Considering Evidence and Evaluation</b>  -I can look for different causal relationships in my data and identify evidence that refutes or supports my ideas.  -I can use my results to identify when further tests and observations might be needed.  -I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas.  -I present my findings and conclusions in different ways.  -I can reflect on my results and say how reliable they are.  -I can talk about how scientific ideas have developed over time.  -I can identify scientific evidence that has been used to support or refute ideas or arguments</p>					

History	<p><b>Ancient History</b></p> <p>To choose reliable sources of information to ask and answer questions about life in Ancient Greece.</p> <p><b>Timeline 700-480 B.C</b></p> <p>To understand how Ancient Greek society was structured.</p> <p>To be able to study The first Olympics in detail and present my findings (English link)- Influence of Sport</p> <p>To understand how the Ancient Greeks contributed to mathematical and philosophical thought and make connections with other periods studied (Maths link)- Mayan number system, Roman numerals</p> <p>To understand about the life of Alexander the Great (digital link).</p>	.x	<p><b>British History</b></p> <p>To be able to use primary sources to find out more about the Vikings. <b>Timeline 793-1066 CE</b></p> <p>To understand how the Vikings lived in Scandinavia (digital link).</p> <p>To be able to compare Viking customs and culture with our own, with a focus on religion and trade (Maths link).</p> <p>To be able to compare the culture and customs of The Vikings with our own with a focus on lifestyle and death.</p> <p>To understand the events and the impact of the invasion of the Vikings</p> <p>- Alfred the Great</p> <p>- King Athelstan</p> <p>To understand the events of the death of</p>	<p><b>Ancient History</b></p> <p>To be able to use historical sources to find out about Ancient Egyptian life.</p> <p><b>Timeline 3100 B.C - 332 B.C</b></p> <p>To understand the importance of the River Nile to the Ancient Egyptians and locate it on a map of Africa, making comparisons to the River Thames (English Link).</p> <p>To learn about Tutankhamun as a ruler of Ancient Egypt. (significance of his tomb)</p> <p>To understand Ancient Egyptian attitudes towards death and understand the process of mummification (digital link)</p> <p>To be able to understand how and</p>	x	x
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	<p>To understand the influence of Greek life and achievements on the western world.</p> <p>Philosophies, medicine, arts / sculptures and architecture</p>		<p>Edward the Confessor in the culmination of the Viking Era, including the battle of Hastings</p>	<p>why hieroglyphics were used.</p> <p>To understand the defeat of Cleopatra as the Pharaoh of Egypt</p> <p>To be able to know and sequence key events in the Ancient Egyptian period and make comparisons between periods studied (Maths's link).</p>		
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<p>Geography</p>	<p>x</p>	<p>to be able to use atlases, globes, maps and Google Earth to understand how the Earth looks from Space and locate the countries North and South Americas(digital link).</p> <p>To be able to locate the Equator on a map, atlas and globe and draw conclusions about the climates of the countries on the Equator and The Tropics (English link).</p> <ul style="list-style-type: none"> <li>- Use / identify geographical symbols</li> </ul> <p>To be able to use maps to study the UK, identifying both human and physical features (including environmental regions, human characteristics, major cities, national parks, counties, hills, mountains and coasts.</p> <p>To understand how</p>	<p>x</p>	<p>x</p>	<p>To understand the different vegetation regions in the world and identify them on a map/atlases - - identify rainforests of the world on Google Earth – link to equator</p> <p>To understand how the ecosystem of a rainforest operates - <i>Biomes, vegetation belts, climate, plants, animals</i></p> <p>To compare and contrast a forested area of the UK with another in Asia (<i>Field work</i>).</p> <p>To be able to study the way of life of the inhabitants of a rainforest (digital link; literacy link) <i>Primary sources – research videos, photos, recounts</i></p> <p>To be able to identify and label the 4 layers/strata of the rainforest</p>	<p>To understand how settlements develop and grow <i>River focus – River Thames – environmental change, sustainability</i></p> <p>To understand the similarities and differences between ancient and modern cities (literacy link). <i>Compare different regions in North America rural/urban</i></p> <p>To understand how the city around us and its land use has changed in the last 100 years (<i>fieldwork</i>).</p> <p>To understand how water affects settlements and the importance of The River Thames as a trade route. (<i>fieldwork</i>). <i>Use of language of rivers Process of rivers Visit and compare Regent's canal Trade routes and impact</i></p> <p>To understand the</p>
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		<p>land use has changed in 3 key areas of The UK over time.</p> <p>To be able to use 6-figure grid references to read maps (Maths link).</p>			<p>To understand the effects of deforestation (Maths Link)</p> <p><i>Impacts – trade links around the world Cause and effects – fair trade, coffee, chocolate, bananas</i></p>	<p>different lifestyles people in one city live (<i>focus on Brazil</i>) (<i>digital link</i>) Time zones</p> <p><i>Greenwich mean time</i></p>
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<p>Computing</p>	<p>RF To understand how to stay safe online</p> <p>To know about the dangers of social media for young people.</p> <p>To create a blog post about online safety.</p> <p>To publish a blog post and understand the role of a moderator.</p> <p>Create digital artwork using a variety of skills.</p>	<p>RF To understand how to stay safe online</p> <p>To know about the dangers of social media for young people.</p> <p>To create a blog post about online safety.</p> <p>To publish a blog post and understand the role of a moderator.</p> <p>Create digital artwork using a variety of skills.</p>	<p>RF To use decomposition to design a game.</p> <p>To create a background / environment.</p> <p>To understand how to use conditions in a game (x2 lessons) - make a character move in response to a key - make a character react in contact with another object</p> <p>To understand how to use variables (e.g. points) in a game</p> <p>To peer assess and debug my game</p>	<p>NG To use decomposition to design a game.</p> <p>To create a background / environment.</p> <p>To understand how to use conditions in a game (x2 lessons) - make a character move in response to a key - make a character react in contact with another object</p> <p>To understand how to use variables (e.g. points) in a game</p> <p>To peer assess and debug my game</p>	<p>RF To understand that spreadsheets are organised into cells with a cell reference</p> <p>To be able to use the '=' sign to write simple formulas (for the four operations)</p> <p>To use conditional formatting with formulae (in Excel)</p> <p>To create a spreadsheet to plan an event (x2 lessons)</p>	<p>NG To understand that spreadsheets are organised into cells with a cell reference</p> <p>To be able to use the '=' sign to write simple formulas (for the four operations)</p> <p>To use conditional formatting with formulae (in Excel)</p> <p>To create a spreadsheet to plan an event (x2 lessons)</p>
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P.E.	<p><b>Invasion Games (Netball)</b></p> <p>To develop passing and moving at speed within the footwork rule</p> <p>To be able to use the attacking principle of creating and using space.</p> <p>To be able to defend ball side</p> <p>To be able to change direction and lose a defender creating angles to receive a pass.</p> <p>To develop the shooting action using different shooting techniques</p> <p>To use and apply skills and tactics to small-sided games and begin to show an understanding for positioning</p>	<p><b>Gymnastics</b></p> <p>To be able to perform symmetrical and asymmetrical balances.</p> <p>To develop the straight, forward, straddle and backward roll.</p> <p>To be able to explore different methods of travelling, linking actions in both canon and synchronisation.</p> <p>To be able to perform progressions of inverted movements.</p> <p>To explore matching and mirroring using actions both on the floor and on apparatus.</p> <p>To be able to create a partner sequence using apparatus.</p>	<p><b>Dance</b></p> <p>To create a dance using a random structure and perform the actions showing quality and control.</p> <p>To understand how changing dynamics changes the appearance of the performance.</p> <p>To understand and use relationships and space to change how a performance looks.</p> <p>To copy and repeat movements in the style of rock 'n' roll.</p> <p>To work with a partner to copy and repeat actions keeping in time with the music.</p> <p>To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</p>	<p><b>Net and Wall Games (Tennis)</b></p> <p>To develop hitting the ball using a forehand with control and accuracy</p> <p>To develop returning the ball using a forehand with control</p> <p>To develop the backhand and understand when to use it.</p> <p>To work co-operatively with a partner to keep a continuous rally going.</p> <p>To develop shot selection in game situations</p> <p>To use simple tactics in a game to outwit an opponent.</p>	<p><b>Striking and Fielding Games (Cricket)</b></p> <p>To develop throwing accuracy and catching skills under pressure.</p> <p>To develop batting placement of a ball into space.</p> <p>To develop overarm bowling technique and accuracy.</p> <p>To develop a range of fielding techniques</p> <p>To develop playing in a range of cricket roles and positions</p> <p>To think tactically when batting</p>	<p><b>Athletics</b></p> <p>To be able to apply different speeds over varying distances.</p> <p>To develop fluency and co-ordination when running for speed.</p> <p>To develop technique in relay changeovers.</p> <p>To develop technique and co-ordination in the triple jump.</p> <p>To develop throwing with force for longer distances.</p> <p>To develop throwing with greater control and technique.</p>
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<p>Art and Design</p>	<p>x</p>	<p>To investigate Hubble telescope photographs and the work of artist Yayoi Kusama</p> <p>To make pastel drawings of shapes seen in the Hubble telescope photographs</p> <p>To make a still life drawing of fruit and vegetables</p> <p>To use the still life drawing as a starting point for a dot painting inspired by Yayoi Kusama</p> <p>To present finished paintings</p> <p>To discuss, recap and evaluate all work</p>	<p>To discuss what we already know about Vikings</p> <p>To investigate and annotate a range of Viking Shields/artefacts</p> <p>To complete a Viking design sheet</p> <ul style="list-style-type: none"> <li>• Runes</li> <li>• Symbols</li> <li>• Colours</li> <li>• Patterns</li> </ul> <p>To draw a final Viking design</p> <p>To make a 3D Viking design product</p> <p>To discuss, recap and evaluate all work</p>	<p>To give a personal response to Egyptian artefacts and images</p> <p>To draw a variety of Egyptian artefacts</p> <p>To design simplified Egyptian style images in preparation for printing</p> <p>To explore the colour wheel and begin to understand complementary colours</p> <p>To create a poly block print and a mono print</p> <p>To use the mono print as a starting point for a mixed media image</p>	<p>x</p>	<p>x</p>
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		<a href="https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama">https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama</a>		To discuss, recap and evaluate all work		
Design Technology	<p>To give a personal response to the buildings of Zaha Hadid</p> <p>Draw one of Zaha Hadid's buildings</p> <p>To experiment with materials</p> <p>To build a 'free standing structure' Card, string, straws</p> <p>To build a 'free standing structure' Clay</p> <p>To discuss, recap and evaluate all work</p>	x	x	x	<p>To be able to investigate a variety of structures and discuss what makes a structure strong</p> <p>To research and present a style/type of bridge structure</p> <p>To draw a strong bridge structure using learnt shapes and methods</p> <p>To experiment with materials to make components for a bridge model</p> <p>To make a structurally sound bridge model</p> <p>To present, discuss and evaluate a bridge model</p>	<p>To learn about what is meant by seasonal produce and carbon footprint</p> <p>To investigate where (in the world) a variety of fruit and vegetable products come from</p> <p>To know how to use different cutting techniques to prepare ingredients</p> <p>To design and annotate a product and recipe</p> <p>To make a product based on my design (fruit salad/fruit tart)</p> <p>To discuss, recap and evaluate all work</p>

<p>Music</p>	<p>To learn about the history and culture surrounding Gamelan and play a slendro scale</p> <p>To learn to play the rhythms in Bali Sunset and arrange using body percussion and untuned percussion</p> <p>To Learn to sing section A of Bali sunset, in 2 or 3 parts</p> <p>To learn to play section A of Bali nights on classroom instruments</p> <p>To rehearse and prepare songs for a Christmas performance</p> <p>To watch a film of our Christmas performance, discuss musical elements how identify how we can improve</p>	<p>To Learn to sing section B of Bali sunset, in 2 or 3 parts</p> <p>To learn to play section B of Bali nights on classroom instruments</p> <p>To compose your own section for Bali nights and perform on classroom instruments</p> <p>To choose a composition and learn to perform as a class</p> <p>To learn to improvise over a section of Bali nights using a slendro scale</p> <p>To rehearse all sections of Bali nights and choose musical elements to improve our performance</p>	<p>To learn about the history of hip-hop and how technology has shaped the genre</p> <p>To learn to rap the theme from the fresh prince of bel air</p> <p>To learn to compose a UK hip hop beat using a sequencer</p> <p>To learn to compose a bass line using a sequencer</p> <p>To learn to compose a melodic hook, and choose different sounds using a sequencer</p> <p>To learn how to arrange your work and bounce a wav file</p>
<p><b>Listening</b> Music from different regions around the world, including Gamelan. To learn a history of hip hop and its influence.</p> <p><b>Repertoire</b> Songs with a range of an octave, Christmas songs in autumn term, songs that reflect topics, hip hop, sung gamelan melodies</p>			
<p>Spanish</p>	<p><b>Listening</b> Listen attentively to extended presentations (up to two minutes), showing understanding by making notes and responding to questions after the presentation Listen attentively to short strings of language from a recording, repeated twice, noting key, individual words to show understanding Listen to a song and match English and Spanish lyrics Isolate individual words in songs from a line or verse</p> <p><b>Speaking</b> Listen to a song, matching written and sung lyrics Express more subtle opinions in sentence form Engage in conversations, including new language and language studied in years 1-4 Speak in sentences with written support Read short paragraphs aloud to the class, aiming for expressive intonation, communicating written punctuation</p>		

**Reading**

Show understanding of text including verbs and adjectives by producing an accurate drawing or diagram Show understanding of the main points and inference of short paragraphs by answering questions in English Use a bilingual dictionary to find the Spanish for English nouns

**Writing**

Write short phrases and sentences from memory, often with errors Write short sentences with the support of a model

<b>Time and Morning Routine</b>	<b>The Romans, their language and Influence</b>	<b>Weather Forecasts</b>	<b>Hobbies</b>	<b>Wild animals</b>	<b>Travelling on holiday</b>
To work with numbers 0-59	To work with cognates to demonstrate understanding of science	To locate points on a map with nouns depicting geographical features and the points of the compass	To demonstrate understanding of verbal phrases to discover information about my classmates	To express opinions about different wild animals	To strengthen neural links with means of transport nouns
To work with numbers to understand whole and half hours	To show understanding of nouns, adjectives, describing the solar system	To review understanding of adjectival phrases and sentences about the weather	To use infinitives in sentences expressing opinions	To express opinions and facts about wild animals in sentence form	To recall appropriate nouns to talk about reaching a holiday destination
To have a conversation about the time	To learn about Latin, the language of the Romans and how it is used in scientific English	To demonstrate understanding of weather forecast vocabulary	To use negatives in sentences	To use prepositional phrases to place wild animals in their habitats	To learn and recall spoken language needed for a trip by aeroplane to Spain
To use numbers 0-59 to understand digital time	To review numbers in Spanish by working with Roman numerals	To practise presenting spoken language from a text	To use adverbial phrases to give information about how you spend your free time	To use scientific nouns describing physical form to classify wild animals	To prepare written language for a trip by aeroplane to a Spanish-speaking country
To respond to reflexive verb forms about morning routine	To discover the Latin		To use sentences or adverbial phrases with music or drama	To use scientific vocabulary about diet to classify wild animals	To take part in a role play, travelling to Spain by air
To show understanding of reflexive verbs and Time (To write information using reflexive verbs					

	and time expressions)	<p>names for the provinces of the Roman Empire and translate, using a bilingual dictionary</p> <p>To make a Roman passport or ID card, using Latin</p>	<p>To investigate international weather conditions, extracting information from prepositional phrases</p> <p>To write a script for a weather forecast, using prepositional phrases in sentences</p>	To translate sentences about free time	To demonstrate understanding of descriptions of food chains	To review nouns, verbs and adjectives, years 1-5
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<p>P.S.H.E.</p>	<p><b>Physical health and wellbeing: In the media</b></p> <p>To understand that the messages on food adverts can be misleading</p> <p>To understand what a role model is</p> <p>To understand that the media can manipulate images and that they may not reflect reality</p> <p><b>Debate:</b> Is it right that companies advertise foods that are unhealthy?</p> <p><b>Social skill:</b> To be able to use most kitchen appliances safely.</p>	<p><b>Identity, Society and Equality: Stereotypes, discrimination and prejudice</b></p> <p>To know what is meant by stereotyping (including gender stereotyping)</p> <p>External Workshop from Equaliteach or Diversity Role Models - Introduce concepts relating to prejudice and discrimination and the importance of recognising and celebrating our differences including the LGBTQ+ community.</p> <p>To understand how prejudice and discrimination can make people feel (Inc. homophobia)</p> <p><b>Social skill:</b> To be able to articulate an opinion on current affairs.</p> <p><b>Debate:</b> Should men be paid more than women for doing the same job?</p>	<p><b>Keeping safe and managing risk: Making safer choices</b></p> <p>To learn about keeping safe online</p> <p>To learn how to stay safe when communicating with other people online</p> <p>To understand that violence within relationships is not acceptable</p> <p>To understand problems that can occur when someone goes missing from home</p> <p><b>Social skill:</b> To know how to plan a journey on public transport</p>	<p><b>Mental health and emotional wellbeing: Dealing with emotions</b></p> <p>To understand a wide range of emotions and how these are experienced in the body</p> <p>To learn about times of change and understand how this can make people feel</p> <p>To understand the feelings associated with loss, grief and bereavement</p> <p><b>Social skill:</b> To volunteer 30 minutes of your time around the school</p> <p><b>Debate:</b> Should there be professional support for bereavement in schools? E.g. school therapist</p>	<p><b>Drug, alcohol and tobacco education: Different influences</b></p> <p>To learn about risks associated with smoking drugs (cigarettes, e-cigarettes, shisha and cannabis).</p> <p>To learn about the different influences on drug use – tobacco, alcohol and nicotine products</p> <p>To learn strategies to resist peer pressure around drugs, smoking drugs and alcohol use.</p> <p><b>Debate:</b> Is it right that people can smoke? Should it be banned?</p> <p><b>Social skill:</b> To understand what being a good citizen is.</p>	<p><b>Careers, financial capability and economic wellbeing: Borrowing and earning money</b></p> <p>To know that money can be borrowed but there are risks associated with this</p> <p>To understand what is meant by enterprise</p> <p>To know what influences people's decisions about careers</p> <p><b>Debate:</b> Is it right for the government to give money to people who are poor/do not have a job?</p> <p><b>Social skill:</b> To be able to challenge others politely</p>
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<p>R.E</p>	<p>To understand how many people, in different religions, believe in God.</p> <p>To understand what Christian's believe about whether God is real.</p>	<p>To understand Jesus' view of love.</p> <p>To understand and reflect on the importance of forgiveness in Christianity.</p>	<p>To understand what a place of worship is and understand what it is used for.</p> <p>To understand what a Christian place of worship is and identify what it is used for.</p> <p>To understand what a Hindu place of worship is and identify what it is used for.</p>	<p>To understand what the special place of worship is for Muslims.</p> <p>To understand the significance of the five pillars of Islam and know how they are practiced today.</p> <p>To understand the importance of the Holy Qur'an to Muslims and how it was revealed.</p>
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	<p>To reflect on how we know what is true regarding believing in God.</p> <p>To understand the Christian belief of how the world began.</p> <p>To understand why some people may or may not believe in God.</p> <p>To be able to reflect on the impact that believing in God can have on a person's life.</p>	<p>To understand and reflect on Jesus' teachings of justice and fairness.</p> <p>To understand and reflect on Jesus' teachings surrounding greed and generosity.</p> <p>To reflect on what Jesus might do in some of today's world problems.</p> <p>To reflect on what has been learned about Jesus' values and how they are followed in the modern world.</p>	<p>To understand what a Jewish place of worship is and identify what it is used for.</p> <p>To understand and identify how people can show commitment outside of a religious building.</p> <p>To be able to reflect on the importance of a place of worship.</p>	<p>To be able to identify where Muslim's might go for advice and guidance.</p> <p>To understand the role of the Shahadah and how it can be seen throughout Islamic culture.</p> <p>To understand why Muslims fast and go on Pilgrimage.</p> <p>To identify and reflect on the role of the five pillars for Muslims and whether you abide by any.</p>		
Options for Educational Visits/Outdoor Learning	Olympic park visit – tour of all the arenas FREE	<p>Science museum - FREE</p> <p>Greenwich Royal Observatory - £3.75</p> <p>Planetarium (Greenwich) - £3 per child (£90 for 30 chn or £3.50 per child including a space workshop).</p>	<p>Ben Kinsella PHSCCE workshop – FREE</p> <p>Greenwich maritime museum – Vikings workshop £2.20</p> <p>Visit to Neasdon Hindu Temple – Free or £1.50 per child with Understanding Hinduism Exhibition.</p>	British Museum – Excavation in Egypt workshop - £2.20	<p>Natural history museum and free discovery workshop - FREE</p> <p>London Zoo - £8.00 per child</p> <p>Geography Field Trip - comparative fieldwork at Hampstead Heath - FREE</p>	<p>Tower Bridge – design the skyline whole day workshop - £3.70 per child.</p> <p>Walking Tour to sketch buildings on The South Bank - FREE</p> <p>Sailing at North London Sailing Club - price TBC</p>

		Trip to the Ballet - £10 per pupil – Nut- cracker ENB				100 Hours: World of Work Opportunities:  Arcadis – Being a Bridge Engineer STEM Workshop  New London Archi- tecture - Digital De- sign  New London Archi- tecture - Introduc- tion to Architecture  Mears Plumbing Workshop - in school  Lendlease – Site visits (Construction Indus- try)  Lendlease – Speak- ers from the world of work in schools (Construction Indus- try)
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# Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	World War II	Migration	Tudors	Spain	Women's Equality	Climate Change

<p>Science</p>	<p>To be able to find patterns between the brightness of a lamp of the volume of a buzzer with the number and voltage of cells.</p> <p>To be able to draw a circuit diagram using recognised symbols.</p> <p>To be able to use simple series circuits to help me answer questions about the functions of different components.</p> <p>To be able to compare and give reasons for changes in how components in circuits work, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches.</p>	<p>To be able to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>To be able to recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.</p> <p>To be able to describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>To be able to revisit my learning on the internal organs, remembering their functions and purpose. (Skeletal, muscular and digestive system).</p> <p>To be able to explore the work of scientists conducting research on the relationship between</p>	<p>To be able to describe how living things are classified into groups according to common observable characteristics.</p> <p>To be able to investigate and identify the similarities and differences in living things, including micro-organisms, plants and animals.</p> <p>To be able to divide my broad groups into sensible subdivisions to help me classify living things.</p> <p>To be able to discuss reasons why living things are placed in one group and not another.</p> <p>To be able to give reasons for classifying plants and animals based on specific characteristics.</p> <p>To be able to explore the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p>	<p>To be able to recognise that light appears to travel in straight lines.</p> <p>To be able to recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>To be able to 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.</p> <p>To be able to 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.</p> <p>To be able to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>To be able to recognise that living things have changed over time, for example the peppered moth.</p> <p>To be able to recognise that fossils provide information about living things that lived on Earth millions of years ago.</p> <p>To be able to recognise that living things produce offspring of the same kind, but normally offspring are not identical to their parents.</p> <p>To be able to identify how animals and plants are adapted to suit their environment in different ways.</p> <p>To be able to identify how adaptation can lead to evolution.</p> <p><b>Suggested Scientists: Rosalind Franklin (worked out the structure of DNA and had her work stolen)</b></p>	<p>Revisit and review statements for the year where necessary.</p> <p>Use the working scientifically statements to investigate the children's own questions to do with your topic of 'Climate Change.'</p>
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	<p>To be able to design and make a circuit that is useful, (for example a device for use in a black out - air raid siren or torch).</p> <p><b>Suggested Scientists:</b>  <b>Hertha Ayrton (engineer, mathematician and inventor)</b>  <b>Michael Faraday (physicist)</b>  <b>Nicola Tesla (physicist and inventor)</b></p>	<p>diet, exercise, drugs, lifestyle and health.</p> <p><b>Suggested Scientists:</b>  <b>Gerty Cori (biochemist – discovered how cells use sugar for energy)</b>  <b>Charles Drew (inventor of the blood bank)</b>  <b>Marie Maynard Daly (researched the effects of cholesterol and sugar on the heart)</b>  <b>Dorothy Hodgkin (mapped out the structure of insulin)</b></p>	<p>To be able to use classification systems and keys to identify some animals and plants in the immediate environment.</p> <p>To be able to research unfamiliar animals and plants from a range of other habitats and decide where they belong in the classification system.</p> <p><b>Suggested Scientists:</b>  <b>Carl Linnaeus (Victorian botanist, physician and zoologist)</b>  <b>Percy L Julian (botanist who developed medicines from plants)</b>  <b>Marianne North (Victorian botanist)</b></p>	<p>To be able to plan my own scientific enquiry to answer a question I have posed recognising and controlling variables where necessary.</p> <p><b>Suggested Scientists:</b>  <b>Patricia Bath (Ophthalmologist and Inventor)</b>  <b>Ibn al-Haitham (mathematician, astronomer and physicist)</b></p>	<p><b>Charles Darwin</b>  <b>Alfred Wallace</b></p>	
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**Working Scientifically**

**Questioning**

-I can ask a range of questions about my science topic and the world around me.

**Planning**

-I know when and how to set up comparative and fair tests and can explain which variables need to be controlled and why.

-I can measure and record changes over time.

-I can use and develop keys and other information records to identify, classify and describe living things and their materials.

-I can identify patterns that are found in the natural environment.

-I can decide when to use a wide range of secondary sources to find the answers to questions and begin to separate opinion from fact.

-I can make predictions and hypotheses.

**Obtaining Evidence**

-I can choose the most appropriate equipment to make measurements and explain how to use it accurately.

-I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. -I can make my own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them.

**Presenting Evidence**

-I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

-I can decide how to record data from a choice of familiar approaches.

**Considering Evidence and Evaluation**

-I can look for different causal relationships in my data and identify evidence that refutes or supports my ideas.

-I can use my results to identify when further tests and observations might be needed.

-I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas.

-I present my findings and conclusions in different ways.

-I can reflect on my results and say how reliable they are.

-I can talk about how scientific ideas have developed over time.

-I can identify scientific evidence that has been used to support or refute ideas or arguments

History	<p><b>Second World War (1939-1945)</b></p> <p>To understand how different factors played a role in Hitler's rise to power</p> <p>To understand what made Britain join the war-effort (invasion of Poland, gender, race)</p> <p>To understand the role of British citizens within WW2 (women, men – consider propaganda for joining the army) (digital link)</p> <p>To be able to understand how rationing in Britain was used during WW2 (Maths link)</p> <p>To understand how the battle of Britain was a major turning point in British History (Literacy link)</p> <p>To understand the significance of the UN charter post-WW2</p>	x	<p>To be able to choose and use reliable sources of evidence, including paintings and artefacts, to find out about the beliefs, attitudes and religion of people in Tudor times.</p> <p>To be able to learn about the defeat of the Spanish Armada and sequence the events on a timeline (Maths link).</p> <p>To be able to learn about Crime and Punishment during Tudor Times and the differences between rich and poor tudors (digital link).</p> <p>To be able to learn about the reformation.</p> <p>To be able to find out more about Tudor exploration and travel.</p> <p>To be able to learn about Tudor people of colour.</p>	x	<p><b>Edwardian Era (1901-1914)</b></p> <p>To be able to appreciate that men and women have not been treated equally in the past (maths link)</p> <p>To understand why Mary Wollstonecraft was important use a range of sources to understand how she changed Newington Green (digital link).</p> <p>To be able to form an opinion about the suffragettes from using a range of sources.</p> <p>To be able to pre- sent information about The Suffragettes in an appropriate way (English link).</p> <p>To be able to appreciate that the fight for gender equality continues today</p>	x
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(1945)

To be able to reflect on the end of WW2, forming my own opinion about historical events and describing how some changes affect live today (e.g. the U.N. treaty)

Consider removing this module and replace with a local history module on Newington green – can study how the area has developed over time (used to be rural), how it has been impacted by ww1 and ww2 etc

<p>Geography</p>	<p>x</p>	<p>To be able to name and locate the main countries in all the continents on a world map and identify their main environmental regions, key physical and human characteristics and major cities.</p> <p>To be able to explain climates of given countries in the world, relating this to knowledge of hemispheres, equator tropics, latitude and longitude and explaining this as a cause for migration.</p> <p>To understand what migration is, why people might migrate from one region to another and the effect migration has on populations. (e.g. study population numbers throughout WW2)</p> <p>To be able to use maps, photographs and data from a local</p>	<p>x</p>	<p>To be able to name and locate the key topographical features of Spain-including coast, erosion, hills, mountains and rivers and understand how these can change over time.</p> <p>To be able to select the most appropriate map to identify physical and human features and major cities of Spain. (using 6-figure grid references).</p> <p>To draw conclusions on similarities and differences of key physical and human characteristics (Spain and the U.K.)</p> <p>To compare and contrast a region of Spain with the local environment (e.g. population data, landmarks, rivers, transport).</p> <p>To be able to relate human geography to</p>	<p>x</p>	<p>To be able to explain and describe the processes that cause global warming and natural disasters.</p> <p>To be able to investigate rising CO2 levels over history (maths link)</p> <p>To be able to look at zones where climate change impacts on natural disasters (droughts and floods).</p> <p>To be able to reflect upon the changes caused by climate change and draw conclusions about its impact (English link).</p> <p>To carry out a field-work study, including a survey into the impact of traffic in the local area, collecting, recording and presenting data (field work- digital link, presenting data).</p>
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		<p>fieldwork survey to find evidence of it in migration in our community (Field work).</p> <p>To be able to discuss how British trade and the distribution of natural resources can both impact on migration.</p> <p>To understand that there are different views and opinions on migration (English link).</p>		<p>locality (e.g. population data).</p> <p>To understand the key aspects of Spain's economy and be able to reflect on the importance and value of tourism.</p> <p>To compare the cultural practices of a region of Spain with our own</p>		
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Computing	RF To understand how to stay safe online	NG To understand how to stay safe online	RF To know that a web page is stored on a web server.	NG To know that a web page is stored on a web server.	RF To plan my documentary (All about my time at primary school)	NG To plan my documentary (All about my time at primary school)
	To design a questionnaire.	To design a questionnaire.	To know that web browsers turn HTML into the websites we see on screen.	To know that web browsers turn HTML into the websites we see on screen.	To film my documentary.	To film my documentary.
	To collect digital or physical responses and analyse data gathered from my questionnaire.	To collect digital or physical responses and analyse data gathered from my questionnaire.	To understand how to create a webpage using HTML	To understand how to create a webpage using HTML	To sequence video shots and refine using transitions	To sequence video shots and refine using transitions
	To access and filter data to find answers from an existing database	To access and filter data to find answers from an existing database	To create multiple webpages and link them from the homepage	To create multiple webpages and link them from the homepage	To add post production effects to my documentary	To add post production effects to my documentary
	To use charts to visualise and understand data	To use charts to visualise and understand data	To explore a website made by a peer and evaluate it	To explore a website made by a peer and evaluate it	To share my documentary with my peers and provide feedback	To share my documentary with my peers and provide feedback
	To present the findings of my data	To present the findings of my data	To implement improvements to my website using peer feedback	To implement improvements to my website using peer feedback		
			To understand the class topic using Skype an expert	To explore the class topic using Google Expeditions		

<p>P.E.</p>	<p><b>Invasion Games (Netball / Handball)</b></p> <p>To develop passing and moving at speed within the footwork rule using a range of passes.</p> <p>To be able to use the attacking principle of creating and using space for self and Teammates.</p> <p>To be able to defend ball side and know when to go for interceptions.</p> <p>To be able to change direction and lose a defender creating angles and use communication to receive a pass.</p>	<p><b>Gymnastics</b></p> <p>To be able to develop the straddle, forward and backward roll.</p> <p>To develop counterbalance and counter tension. To be able to perform inverted movements with control.</p> <p>To be able to perform the progressions of a headstand and a cartwheel.</p> <p>To be able to use flight from hands to travel over apparatus.</p> <p>To be able to create a group sequence using formations and apparatus.</p>	<p><b>Dance</b></p> <p>To copy and repeat a set dance phrase showing confidence in movements.</p> <p>To work with others to explore and develop the dance idea.</p> <p>To use changes in dynamics in response to the stimulus.</p> <p>To demonstrate a sense of rhythm and energy when performing bhangra style motifs.</p> <p>To perform a bhangra dance, showing an awareness of timing, formations and direction.</p> <p>To select, order, structure and perform movements in a bhangra style, showing various group formations.</p>	<p><b>Net and Wall Games (Tennis)</b></p> <p>To develop returning the ball using a forehand groundstroke with control and accuracy.</p> <p>To be able to return the ball using a backhand groundstroke with control and accuracy.</p> <p>To develop accuracy of the underarm serve.</p> <p>To select and use the volley when needed.</p> <p>To work co-operatively with a partner and employ tactics to outwit an opponent.</p>	<p><b>Striking and Fielding Games (Cricket)</b></p> <p>To apply throwing accuracy and catching skills under pressure within match situations.</p> <p>To recognise space and apply batting placement of a ball into that space.</p> <p>To develop overarm bowling technique and accuracy and apply in match situations.</p> <p>To select and apply a range of fielding techniques.</p> <p>To play confidently in a range of cricket roles and positions.</p> <p>To apply tactics and strategy when batting.</p>	<p><b>Athletics</b></p> <p>To work collaboratively with a partner to set a steady pace.</p> <p>To develop your own and others sprinting technique.</p> <p>To develop power, control and technique for the triple jump.</p> <p>To develop throwing with force and accuracy for longer distances.</p>	<p><b>OAA</b></p> <p>To work as a team to solve problems, sharing ideas and collaborating with one another.</p> <p>To develop navigational skills and map reading.</p> <p>To share ideas and work as a team to solve problems.</p> <p>*In addition pupils also attend their school journey in which they take part in a range of OOA.</p>
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To develop the shooting action from different angles using a range of shooting techniques.

To use and apply skills and tactics to small-sided games in a range of different positions.

<p>Art and Design</p>	<p>To discuss and expand upon what we already know about the Blitz</p> <p>To create a mind map incorporating all of our Blitz knowledge</p> <p>To learn new drawing skills – rulers, angles, smudging and cross hatching (Blitz photographs buildings)</p> <p>To create a blitz multi-media piece of artwork Inspired by an artist (eg. John Virtue)</p> <p>Discuss, recap and evaluate all work</p>	<p>To analyse a range of artwork based on the topic 'Migration'</p> <p>To draw a picture based on the topic migration</p> <p>To complete a trainer design sheet based on migration</p> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Animal patterns</li> <li>• Photo inspiration</li> </ul> <p>To create a trainer/landscape/ bird collage</p> <p>To practise drawing skills: Tonal Range</p> <p>To recap, discuss and evaluate all work</p>	<p>To give a personal response to paintings of portraits</p> <p>To develop portraiture skills – proportions and facial features</p> <p>To develop drawing techniques – faces, hands and fabric</p> <p>To design a modern Tudor outfit</p> <p>To paint/draw a Tudor Portrait</p> <p>Discuss, recap and evaluate all work</p>	<p>x</p>	<p>x</p>	<p>x</p>
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Design Technology	x	x	x	<p>To investigate different types of pulley systems and their uses</p> <p>To draw a variety of pulley systems</p> <p>To experiment with a variety of building materials to make a working pulley system</p> <p>To design a product with a working pulley system</p> <p>To build a product with a working pulley system</p> <p>To test, present and evaluate a working product</p>	<p>To investigate different electrical products</p> <p>Mind map any ideas to make an innovative, functional and appealing product</p> <p>Answer questions about the target market for the product</p> <p>Design a product with a working electrical system</p> <p>To build a product with a working electrical system</p> <p>To test, present and evaluate a working product</p>	<p>To discuss where in the world different food/dishes come from</p> <p>To taste and describe a variety of food products</p> <p>To research dishes from one country/region</p> <p>To design and make a menu based on one country/region</p> <p>To design a recipe working with a selection of ingredients</p> <p>To make a savoury food product</p> <p>To recap, discuss and evaluate all work</p>
Music	<p>To learn about the history, features, and impact of blues music</p> <p>To learn to read and perform a 12-bar blues as a class ensemble</p> <p>To learn to read, sing and play a blues scale on classroom instruments</p> <p>To learn to improvise over a 12-bar blues using the blues scale</p> <p>To learn AAB structure, and use it to</p>		<p>To learn about Bessie Smith and other key blues musicians</p> <p>To learn to read and perform the melody from black mountain blues on classroom instruments</p> <p>To learn to sing Black mountain blues</p> <p>To learn and perform a percussion accompaniment to black mountain blues</p> <p>To learn and perform an ensemble</p>	<p>To learn about the history of electronic music, Koji Kondo, and Yoko Shimomura</p> <p>To read a brief and plan your composition</p> <p>To learn how to compose using a full chromatic range to create bass line, melody, and chords</p> <p>To learn to compose a melodic sequence over a beat and a bass line</p> <p>To learn how to use effects to change</p>		

	<p>compose a Christmas blues and perform as a class</p> <p>To rehearse and prepare songs for a Christmas performance</p>	<p>arrangement of black mountain blues</p> <p>To watch a film of our performance, discuss musical elements and identify how we can improve</p>	<p>timbre and create new sounds</p> <p>To learn how to compose an intro and arrange into a structure</p>
<p><b>Listening</b> A history of blues and electronic music. Koji Kondo, Yoko Shimomura</p> <p><b>Repertoire</b> Songs with a range of a 9th, Christmas songs in term 1, songs that reflect topics</p>			

Spanish

**National End of Key Stage 2 Expectations**

**Children should demonstrate that they can**

**Listening**

- 1.Listen attentively to spoken language and show understanding by joining in and responding
- 2.Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- 8.Appreciate stories, songs, poems and rhymes in the language

**Speaking**

- 3.Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- 4.Speak in sentences, using familiar vocabulary, phrases and basic language structures
- 5.Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- 6.Present ideas and information orally to a range of audiences
- 11.Describe people, places, things and actions orally and in writing

**Reading**

- 5.Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- 7.Read carefully and show understanding of words, phrases and simple writing
- 8.Appreciate stories, songs, poems and rhymes in the language
- 9.Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

**Writing**

- 10.Write phrases from memory and adapt these to create new sentences to express ideas clearly
- 11.Describe people, places, things and actions orally and in writing

	<b>Extra Curricular Activities</b>	<b>Our Lives</b>	<b>Travel and Tourism</b>	<b>Spain's Universe</b>	<b>Travelling Independently: Places and Directions in town</b>	<b>Travelling Independently: On Holiday in Spain</b>
	<p>To critically review the language we've learnt year 1-5</p> <p>To compare and contrast information from a long text, using working memory</p> <p>To begin to identify verb conjugation</p> <p>To construct some sentences, conjugating verbs accurately</p> <p>To match written and vocal forms through song</p> <p>To recall nouns through imagery in song</p> <p>To compare English and Spanish lyrics</p>	<p>To identify and describe my friends</p> <p>To use adverbial phrases to say how often you and others eat different foods</p> <p>To use adverbial phrases to talk about a healthy diet</p> <p>To write about my morning routine incorporating adverbs</p> <p>To place nouns and adjectives in a context</p> <p>To transform language, using my understanding of nouns, verbs, adjectives and adverbs</p>	<p>To be able to write about the countries and capital cities you have visited</p> <p>To be able to extract verbs, nouns and adjectives from long texts</p> <p>To link associated nouns, verbs and adverbs</p> <p>To draft a paragraph including nouns, verbs and adverbs to create a postcard to a Spanish friend</p> <p>To publish a postcard to a Spanish friend including nouns, verbs and adverbs</p> <p>To create new sentences, adapting from models</p>	<p>To learn facts about the Romans' rule from extended spoken and written text</p> <p>To learn facts about Arab rule from extended spoken and written text</p> <p>To lay the foundations for translation with an extended text</p> <p>To describe aspects of the solar system</p> <p>To learn about the Conquistadores from extended text and write sentences</p> <p>To recall language about the Spanish climate and talk about it</p>	<p>To use place nouns to complete a geographical study</p> <p>To respond to key words in prepositional phrases about directions</p> <p>To physically respond to prepositional phrases with directions</p> <p>To use question forms to ask for directions in town</p> <p>To recall geographical vocabulary to locate Hispanic tourists in London</p> <p>To use prepositional and adverbial phrases and nouns to see the sights in Madrid</p>	<p>To recall and consolidate the language needed to visit a restaurant in Spain</p> <p>To order a meal in a restaurant in Spain</p> <p>To buy an ice-cream</p> <p>To use prepositional and adverbial phrases and nouns to see the sights in Barcelona</p> <p>To write a postcard to a Spanish friend about your holiday in Barcelona</p> <p>To produce a Gaudí inspired mosaic</p>

<p>P.S.H.E.</p>	<p><b>Mental health and emotional wellbeing: Healthy minds</b></p> <p>To understand what is meant by mental health</p> <p>To understand factors that can affect mental health and how to deal with it</p> <p>To learn about everyday ways to look after mental health</p> <p>To learn about the stigma and discrimination that can surround mental health</p> <p><b>Social Skill:</b> To understand the importance of punctuality</p>	<p><b>Keeping safe and managing risk: Keeping safe – out and about</b></p> <p>To understand feelings of being out and about in the local area with increased independence</p> <p>To learn about recognising and responding to peer pressure</p> <p>To know the consequences of anti-social behaviour (including gangs and gang related behaviour)</p> <p>To learn about the importance for girls to be protected against female genital mutilation (FGM)</p> <p><b>Debate:</b> Peer pressure can be beneficial to you</p> <p><b>Social skill:</b> To be able to negotiate a</p>	<p><b>Drugs, alcohol and tobacco: Weighing up risk</b></p> <p>To understand the risks associated with different drugs including alcohol, tobacco and nicotine products, solvents, medicines and other legal and illegal drugs</p> <p>To assess the level of risk associated in different situations involving drug use</p> <p>To learn ways to manage risk in situations involving drug use</p> <p><b>Social skill:</b> To be able to take my own view in a debate, take someone else's view, or play devil's advocate.</p>	<p><b>Identity, society and equality: Human rights</b></p> <p>To learn about people who have moved to Islington from other places (including the experience of refugees)</p> <p>To learn about human rights and the UN Convention on the Rights of the Child</p> <p>To know about the impact of homelessness</p> <p><b>Debate:</b> Migration. - Should the government allow more people to move to Britain from other countries</p>	<p><b>Relationships and health education: Healthy relationships</b></p> <p>To understand the changes that occur in puberty</p> <p>To consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p>To understand what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <p>To know about human reproduction in the context of the human lifecycle</p> <p>To understand how a baby is made and grows (conception and pregnancy)</p> <p>To know the roles and responsibility of parents and carers</p> <p>To ask and answer each other's questions about sex and relationships with confidence, and to know where to find support and advice when they need it Additional lessons – optional</p> <p>To understand some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</p> <p>To understand that contraception can be used to stop a baby from being conceived</p> <p><b>Social skill:</b> To be able to plan and cook a healthy meal on a tight budget.</p> <p><b>Social skill:</b> To set a table for a special</p>
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	<p><b>Debate:</b> Should Year 6 children wear a different coloured uniform</p>	<p>refund for an item purchased</p>			<p>occasion Debate: Should children be taught RSE in primary school?</p> <p>Purple LOs in RSE (Yr2 and Yr6) indicate 'sex education' lessons and parents can opt to withdraw their children from these</p>
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R.E	To be able to discuss questions about life, death, suffering	To be able to discuss what we can learn from the game 'Everyone's Committed'.	To be able to discuss thoughts and opinions on whether rules matter and why.	To be able to discuss what makes a place special and the value is of a sacred place.
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	<p>and what matters most in life.</p> <p>To be able to explore the way in which religions help people to live, even when times are tough.</p> <p>To understand what different religions teach different forms of life after death and how it brings comfort to people who face suffering and bereavement.</p> <p>To understand what Christians believe happens when we die.</p> <p>To understand what people who don't believe in God think happens when we die.</p> <p>To explore how artwork, prayers, liturgies, meditation texts and</p>	<p>To understand what harmless means in the Hindu religion.</p> <p>To understand how Ahimsa links to the idea of Karma and Reincarnation and how Gandhi practiced Ahimsa in the liberation of India.</p> <p>To understand that for Christians, the idea of grace from God means that God loves unconditionally and is willing to forgive all.</p> <p>To understand that for Muslims, the worldwide Muslim community is the Ummah.</p> <p>To be able to discuss and consider the impact of Ahimsa, Grace and Ummah and if followed, how life would change.</p>	<p>To understand and discuss why people do good and bad things.</p> <p>To understand who is a humanist and what codes for living non-religious people use.</p> <p>To be able to discuss what we can learn from discussion and drama about good and bad right and wrong and explore the meanings of big moral concepts.</p> <p>To understand what codes for living Christians try and follow.</p> <p>To understand what people consider to be valuable and discuss whether some things are more valuable than others.</p> <p>To be able to create a code for living that would help the world.</p>	<p>To understand the similarities and differences between Christian and Muslim sacred buildings.</p> <p>To understand how mosque buildings express Islamic beliefs and values.</p> <p>To be able to compare and contrast Muslim calligraphy, paintings, poetry and art with Christian sculpture and art.</p> <p>To be able to discuss whether a Christian place of worship can be a building for the 'glory of God' and what this means.</p> <p>To be able to discuss Muslim and Christian ideas about the importance of being generous and charitable and applying them to issues about poverty and charity.</p> <p>To be able to discuss what matters more Christians and Muslims: art and architecture or generosity and charity.</p>
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	<p>songs and hymns in Christian, Hindu and other religions are used when someone dies.</p> <p>To be able to reflect on and express clearly my own ideas and worries about life after death.</p>					
Options for Educational Visits/Outdoor Learning	<p>HMS Belfast - FREE</p> <p>The Jewish Museum- Camden - £1.25 per child per workshop</p> <p>Visit to a Synagogue - FREE</p>	<p>Into University - FREE</p> <p>Visit to the Opera – cost TBC</p>	<p>Globe Theatre - £9</p> <p>National Portrait Gallery -The Real Tudors workshop - FREE</p> <p>Tower of London + crime and punishment workshop - £5.95</p>	<p>Picnic in the Park - FREE</p> <p>100 hours World of Work Opportunity - Arsenal in the Community - Stadium Tour and Careers in Sport Insight</p>	<p>Museum of London– Suffragette workshop – FREE</p> <p>Horniman Museum - FREE</p> <p>100 hours World of Work Opportunity - Discover 2 Dream – Q&amp;A Session with a young female professional.</p>	<p>SATs reward cinema trip - £2.50 @ Hackney Picture House (or Dalston Rio – prices TBC)</p> <p>100 hours World of Work Opportunities</p> <p>City University - Campus Visit</p> <p>100 hours: World of Work Opportunities – Three Discovery Centre – Movie Making</p>