

YEAR 1	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Topic	Where We Live: London Our School	Our History: Toys through time	Authors and Artists: Anthony Browne	Our World: Coasts Southend	Nature all around us: Flowers	Now and Then: Houses and Homes
TRIPS etc.	Cazenove walk	Museum of Childhood	Local area walk	Beach at Southend	Abney Park	Geffrye Museum / Sutton House
English	Presenting information Narrative	Recount Narrative	Narrative	Information text Poetry	Instructions Letters Poetry	Recount Descriptions Narrative
Art or DT project	Sketch book: experiment with colour to make observations of local environment. Sculpture: using a variety of materials create a 3d model of the school/classroom (Texture) ex. Painting with a sponge to create the rough texture of brick, adding sand to paint to make it grainy), crumpling paper	Sketch book: DT Puppet design: Making children's toys using spoons and other materials for decorating.	Sketch book: —exploring different types of line. Materials: Anthony Browne—collage scenes for the characters. (line, shape)	Sketch book: Materials: Sand art	Sketch book: observational drawings in meadow using a range of materials: pens, coloured pencils, charcoal. Collage: use drawings to create collages using different materials.	Drawing: Explore architecture in local area, differences in design / styles between modern and old. Make links with Y6 if appropriate. Spanish week: Merelle water colour paintings (space, colour, line)
Computing	Online Safety/j2e animations	Beebot Coding/Code.org Course A		Espresso Coding Year 1	Google Slides/Book Creator	
Geography	Our School Key Learning Question: What is the best thing about going to school on Cazenove Road?			Southend Key Learning Question: Would you rather live in Southend or Stoke Newington?		
History		Toys Through Time Key Learning Question: Was playing better when your grandparents were children or now?				Houses and Homes Key Learning Question: How have homes in Hackney changed over time?
PSHE: Jigsaw scheme	Being me in my world	Celebrating difference (including anti-bullying)	Dreams and goals	Healthy me	Changing me	Relationships
RE		Christianity: Christmas		Hinduism: Holi and stories of Krishna		
Science			Everyday materials		Plants, including seasonal changes Flowers: How are they similar / different? What are they for? Science Enquiry Question: How do plants change over the year?	Animals and Humans
Music: John	Singing: children develop their known bank of songs. Developing their accuracy of pitch, tempo, dynamics and cue following through London and Jubilee songs.	Active listening: children explore rhythm, pitch and patterns in small groups and as a class by telling a story about a toy's adventures through mouth sounds	Soundtrack creating: Children learn 3 soundtracks, discussion and exploration: "what makes a great soundtrack?" then class works together to create their own to a favourite story by Anthony Browne.	Song writing: Children learn 3 new songs, discussion and exploration "What makes a great song?" then class works together to create a song about the coastline and the sea.	Xylophones: children explore xylophones and playing in small groups and as a class, developing accuracy of pitch, tempo, following cues and melody memory. Stimulus: flowers and growth.	Combining musical elements: Children bring together their musical development from the year (mouth sounds, singing, playing tuned percussion, accuracy of tempo, following cues) to create a "houses and homes" themed class composition.
PE: Mark	Football	Multi-skills	Parachute games	Gymnastics	Athletics	Striking and fielding (introduction to rounders)

YEAR 2	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Topic	Where we live: London <i>I Love Hackney</i>	Our History: Great Fire of London	Authors & Artists: Helen Ward / Andy Goldsworthy	Our World: Cities <i>London vs Istanbul</i>	Nature all around us: Minibeasts	Now and Then: Victoria vs Elizabeth II
TRIPS etc.	local trip / Thames Explorer	Museum of London	EcoActive workshops	Sulemaniye Mosque	Woodberry Wetlands	Buckingham Palace
English	Information text– leaflets Narrative—descriptions & settings	Recount Information text– leaflets Diary entry	Narrative Letters	Information text travel brochure Narrative Poetry	Narrative—settings and descriptive writing Persuasive writing– travel brochure	Explanation text Letters Newspaper report Poetry
Art or DT project	Sketch book: explore line and space using a contract of harsh and soft lines. Use pencil crayon to colour in the spaces experimenting with pressure applied. Cut outs: Drawing with scissors iconic buildings of the London sky line. Use colour scheme to create a layered city skyline.	Sketch book: colour exploration. Primary, secondary, complimentary, warm/cool colour schemes. DT: Combining Materials: Look at building materials used to make Tudor houses. Weave paper. Combine salt dough and sticks to make wattle and daub tile.	Sketch book: explore line and space inspired by Helen Ward’s illustrations. Sculpture: Andy Goldsworthy - use images from his work to create own success criteria. Made art from nature using images from Helen Ward book as inspiration. Artists: Critique - Colour, line, form , shape, pattern.	Sketch book: colour theory— using primary colours to mix and create diverse shades of green, blue, + other colours found in Islamic art. Printing: choosing and designing bold patterns from Islamic art and creating prints using foam blocks.	Sketch book: observational drawings of plants and mini beasts using charcoal. (line, space) Drawing: draw the habitat of an insect in using different tones, shades and tints of black. Add animals with colour.	Sketch book: explore patterns inspired by William Morris wallpapers. Printing: look at William Morris wallpapers and design and make own?
Computing	Online Safety	j2e animations	Code.org Course B	Espresso Coding Year 2		We are photographers/Google Slides
Geography	<i>I Love Hackney</i> Key Learning Question: What’s the best thing about living in London?			London vs Istanbul Key Learning Question: Would you prefer to live in London or Istanbul?		
History		The Great Fire of London Key Learning Question: Was the Great Fire of London a good or a bad thing?				Queen Victoria vs Queen Elizabeth II Key Learning Question: Which queen’s reign was more important for Britain?
PSHE: Jigsaw scheme	Being me in my world	Celebrating difference (including anti-bullying)	Dreams and goals	Healthy me	Changing me	Relationships
RE		Judaism: Hanukkah Festival of Light		Islam: The Muslim community & the mosque		Sikhism: Guru Nanak’s birthday
Science	Animals, including humans		Uses of everyday materials		Living things and their habitats, plants Science Enquiry Question: What is the best habitat for a ladybird?	
Music: John	Singing: children develop their known bank of songs. Developing their accuracy of pitch, tempo, dynamics and cue following through Hackney songs.	Soundtrack creating: Children learn 3 soundtracks, discussion and exploration: “what makes a great soundtrack?” then class works together to create their own GFOL soundtrack.	Music can tell a story: Children learn 3 “music stories”: “music story?” then class works together to create their own to a favourite story by Helen Ward.	Song writing: Children learn 3 new songs, discussion and exploration “What makes a great song?” then class works together to create a song about London and/or Istanbul.	Xylophones: children explore xylophones and playing in small groups and as a class, developing accuracy of pitch, tempo, following cues and melody memory. Stimulus: minibeasts and their habitat.	Combining musical elements: Children bring together their musical development from the year (mouth singing, playing tuned percussion, accuracy of tempo, following cues) to create a Victoria and Elizabeth class composition.
PE: Mark	Football	Multi-skills	Bench ball	Gymnastics	Striking and fielding (non-stop cricket)	Athletics

YEAR 3	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Topic	Where we live: London Green Space	Our History: Stone Age to Iron Age	Authors & Artists: James Mayhew / The Impressionists	Our World: Rainforests The Amazon	Nature all around us: Trees	World History: Ancient Egyptians
TRIPS etc.	Local trips using maps	Museum of London	National Gallery	???	Epping Forest	British Museum
English	Narrative—Character & setting descriptions Letters Instructions	Information text Instructions Narrative—story with historical setting	Narrative—Character & setting descriptions	Persuasive writing—letters Narrative—descriptive writing	Poetry Information text—non-chronological	Information text Newspaper reports
Art or DT project	Sketch book: explore the world of lines and how to create texture with line. (inspiration from lines seen in a city) Study the works of Hundertwasser. Take inspiration from the fluidity of his line work and his use of colour. Sculpture: Choose a green space from part of London to carve into a slab of clay. Do so in the style of Hundertwasser	Sketch book: Sculpture 1: take inspiration from the simplicity of stone age sculpture work to create their own sculpture influenced by nature itself or patterns seen in nature. (Coins) Compare and contrast sculptures from the stone age and the iron age. Discuss how the sculptures have changed and make conclusions about why.	Sketch book: colour theory - missing colours. Primary, secondary, tertiary (made by mixing the primary and secondary colour beside each other on the colour wheel ex. red-orange.) Painting: Take inspiration from the paintings from the James Mayhew books you read. Ex. Katie meets the impressionists, Katie and the Sunflowers (Van Gogh), Katie and the waterlily pond (Monnet). Artists: compare and contrast impressionists, have children discuss what they like and dislike about the paintings. Comment on how their own paintings are similar and different to the paintings of famous impressionists.	Sketch book: colour theory—adding black, white and grey to create tints, tones and shades of a colour. Painting: Henri Rousseau <i>Tiger in a Tropical Storm</i> <i>Opportunity for writing outcome</i>	Sketch book: observational drawings of trees (bark and leaves) in great detail. Printing: Use the leaves of different trees collected from the meadow. Make pieces of art work using different mediums.	Sketch book: zoomed in observational drawings of Egyptian artefacts. DT— Textiles: Weaving, making Egyptian-style baskets
Computing	Online Safety/Google Slides	Code.org Course C		Espresso Coding Year 3		We are network admins/Opinion Pollsters (Google Forms)
Geography	Green Space Key Learning Question: Is there enough green space in Hackney?			The Amazon Key Learning Question:		
History		Stone Age to Iron Age Key Learning Question: Would you rather have lived in the Stone Age or the Iron Age?				Ancient Egyptians Key Learning Question: Should the pyramids have been built?
PSHE: Jigsaw scheme	Being me in my world	Celebrating difference (including anti-bullying)	Dreams and goals	Healthy me	Changing me	Relationships
RE		Hinduism + Sikhism: Diwali		Judaism: Purim & Pesach		Christianity: The Bible & stories of Jesus
Science	Rocks		Light	Forces and Magnets	Plants, animals including humans Trees: CO2 emissions, deforestation, uses of wood / paper, biodiversity Science Enquiry Question: How do forests grow?	
Spanish	See Spanish planning document	See Spanish planning document	See Spanish planning document	See Spanish planning document	See Spanish planning document	See Spanish planning document
Music: John	Music as story: exploring how music and sound can tell a story through Saint Saens' "Carnival of The Animals". Then class work together to create their own "music story" about green space in the UK and the animals in that habitat.	Song writing: Children learn 3 new songs, discussion and exploration "What makes a great song?" then class works together to create a song about The Stone Age/Iron Age as a class then in small groups.	Soundtrack creating: Children explore percussion instruments: materials, ways to play, volume, long/short sounds, playing together/ taking turns and how these sounds can be used to create soundtracks to stories. Product: a structured piece for a James Mayhew story.	Ukuleles: children explore the ukulele and playing in small groups and as a class, developing accuracy of pitch, tempo, following cues and melody memory. Stimulus: Rainforests.	Rhythm and melody: Children use Chrome Music Lab to explore how rhythm and melody interact, moving onto create music with purpose, stimulus: Trees.	Combining musical elements: Children bring together their musical development from the year (singing, playing tuned percussion, ukulele, rhythm and melody) to create an Ancient Egyptian class composition.
PE: Mark	Golf + swimming	Football + swimming	Skippping + swimming	Non-stop cricket + swimming	Athletics + swimming	Handball + swimming

YEAR 4	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Topic	Where we live: London <i>Canal Life</i>	Our History: Roman Britain	Authors & Artists: Roald Dahl & Quentin Blake	Our World: Mountains <i>The Alps</i>	Nature all around us: Pondlife	World History: Ancient Greeks
TRIPS etc.	Springfield Marina field trip	Museum of London	House of Illustration	Visitor: Nick Carter	Woodberry Wetlands	British Museum
English	Narrative—Character & setting descriptions Information text— brochure, map	Information text Diary entries Letters	Narrative—Character descriptions Story writing	Newspaper reports Diary entries Instructions	Poetry Playscripts Information text	Poetry
Art or DT project	DT Mechanisms / electricity: using work on circuits create burglar alarms for a canal boat (series and parallel circuits with buzzers/lights). Ch to bring in bottles, cardboard, yoghurt pots etc. from home to use.	Sketch book: practice creating visual textures using a variety of pencils. observational drawings of Roman artefacts, focus on detail and creating visual texture. Sculpture: create Roman bust using clay. Fire at SN school maybe– talk to Paige	Sketch books: Quentin Blake inspired sketches of landscapes and characters. Focus on lines, technique and control. Make time for discussions about the pieces. Artists: Critique a variety of water colour paintings making observations about the technique, line etc. PAINT first, then draw outlines.	Sketch book: visual textures in landscapes using chalk pastels. Painting: landscape compositions of mountains, blending different colours	Painting: Water colour paintings of the pond, focus on control and technique. Experiment with watercolour and watercolour pencils.	Sketch book: observational drawings of Greek artefacts. Focus on zooming in and falling off the page. Painting: images that tell a story, inspiration taken from the terracotta pots.
Computing	Online Safety/Google Slides	Code.org Course D		Posters/Movie making—documentary / persuasive film on topic locations		Espresso coding HTML Unit 1
Geography	Canal Life Key Learning Question: would you like to live on a canal boat?			The Alps Key Learning Question:		
History		The Romans in Britain Key Learning Question: Was the Roman invasion a good or bad thing for Britain?				Ancient Greeks Key Learning Question: Where do we see evidence of the ancient Greeks today?
PSHE: Jigsaw scheme	Being me in my world	Celebrating difference (including anti-bullying)	Dreams and goals	Healthy me	Changing me	Relationships
RE		Buddhism: The Buddha & his teachings		Islam: The Qur'an and the Prophet Muhammad		Hinduism: The Hindu community and the Mandir
Science	Electricity		Sound	States of matter	Living things and their habitats, animals including humans Pond: ecosystems, frog life cycles Science Enquiry Question: What would happen if one of the organisms in our pond disappeared?	
Spanish	See Spanish planning document	See Spanish planning document	See Spanish planning document	See Spanish planning document	See Spanish planning document	See Spanish planning document
Music: John	Mouth rhythms: children explore rhythm in speech, chant and rap, as a class then in small groups. Stimulus: Canals.	Song writing: Children learn 3 new songs, discussion and exploration “What makes a great song?” then class works together to create a song about The Romans as a class then in small groups.	Soundtrack creating: Children explore percussion instruments: materials, ways to play, volume, long/short sounds, playing together/ taking turns and how these sounds can be used to create soundtracks to stories. Product:	Ukuleles: children explore the ukulele and playing in small groups and as a class, developing accuracy of pitch, tempo, following cues and melody memory. Stimulus: Rainforests.	Rhythm and melody: Children use Chrome Music Lab to explore how rhythm and melody interact, moving onto create music with purpose, stimulus: Pond life.	Combining musical elements: Children bring together their musical development from the year (singing, playing tuned percussion, ukulele, rhythm and melody) to create an Ancient Greek class composition.
PE: Mark	Cricket	Football	Multi-skills	Tag-rugby	Athletics	Orienteering

YEAR 5	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Topic	Where we live: London <i>Pollution</i>	World History: Early Islamic Civilization	Authors & Artists: Chris Van Allsburg / Barbara Hepworth	Our World: Lakes <i>Lake Ontario</i>	Nature all around us: Bees	Our History: Vikings and Saxons
TRIPS etc.	Local field trip	Victoria & Albert Museum	Tate Britain	Canadian Embassy / Planetarium	Kench Hill, The Hive @ Kew gardens	British Museum
English	Narrative—settings, tension and suspense Persuasive writing—letters	Poetry Information texts Letters	Narrative Newspaper reports	Information texts—tourist brochures Poetry Diary entries	Narrative—sci-fi & flashforwards Diary entries Instructions	Poetry Information texts Letters
Art or DT project	Sketch book: explore using perspective in landscape drawings. Drawing: Inspired by London.	Sketch book: continue to practice proportion realistic and abstract. Ceramic: Exploring Islamic patterns. Create tiles using clay and get them fired at SN secondary school!	Sketch book: observational drawings of sculptures by Barbara Hepworth, using charcoal and focus on shading to create depth. Barbara Hepworth / model making (maquettes)	Sketch book: explore creating visual texture with acrylic paint. Painting: Group of Seven paintings, explore the seven artists. Children are to choose which artist they like the best and recreate one of their paintings.	Sketch book: Examination of close details on bees and other insects. Using magnifying glasses and microscopes + good quality images. Graham Sutherland. Draw on different materials, eg. sugar paper, wallpaper, neon paper.	Sketch book: observational drawings of artefacts at AA, focus on shading using pencil. Create drawings of Viking boats, using vocabulary and developing understanding of moving parts. DT Controls/ Mechanisms: (based on QCA 5c) research toys that move before making your own moving Viking ship. OR pop-up books.
Computing	Online Safety/Google Sites	Code.org Course E		Espresso coding HTML unit 2		Google Slides—topic presentations/quizzes (Google Forms)
Geography	Pollution Key Learning Question: Why is pollution in London a problem?			London vs Lake Ontario Key Learning Question: Would you like to live in Lake Ontario?		
History		Early Islamic Civilization Key Learning Question: Which civilization was more advanced in AD 900, Britain or the Islamic Empire?				Anglo-Saxons + Vikings Key Learning Question: Was the Viking invasion a good or a bad thing?
PSHE: Jigsaw scheme	Being me in my world	Celebrating difference (including anti-bullying)	Dreams and goals	Healthy me	Changing me	Relationships
RE		Islam: Ramadan & Eid il Fitr		Christianity: Lent & Easter		Judaism: The Jewish community & the synagogue
Science	Forces		Properties and changes of materials	Earth and Space	Living Things and Their Habitats, Animals including humans: bees focus Science Enquiry Question: How does the decline in bees affect us?	
Spanish	See Spanish planning document	See Spanish planning document	See Spanish planning document	See Spanish planning document	See Spanish planning document	See Spanish planning document
Music: John	Xylophones: children explore xylophones and playing in small groups and as a class, developing accuracy of pitch, tempo, following cues and melody memory. Stimulus: pollution where we live.	Ukuleles: children explore the ukulele and playing in small groups and as a class, developing accuracy of pitch, tempo, following cues and melody memory. Stimulus: Vikings.	Soundtrack creating: Children explore percussion instruments: materials, ways to play, volume, long/short sounds, playing together/ taking turns and how these sounds can be used to create soundtracks to stories. Product: a structured piece for a Chris Van Allsburg.	Rhythm and melody: Children use Chrome Music Lab to explore how rhythm and melody interact, moving onto create music with purpose, stimulus: Lakes.	Song writing: Children learn 3 new songs, discussion and exploration “What makes a great song?” then class works together to create a song about Bees, then in small groups.	Combining musical elements: Children bring together their musical development from the year (singing, playing tuned percussion, ukulele, rhythm and melody) to create an Early Islamic Civilisation composition.
PE: Mark	Tri-Golf + swimming	Netball + swimming	Uni-hockey + swimming	Volleyball + swimming	Athletics + swimming	Rounders + swimming

YEAR 6	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Topic	<i>Where We Live: London Transport</i>	<i>Our History: Immigration through time</i>	<i>Authors & Artists: Macbeth / Kusama / installation</i>	<i>Our World: Volcanoes The Galapagos Islands</i>	[preparation for end of key stage testing]	<i>Now and Then: Architecture—link with Y1</i>
TRIPS etc.	TfL / Westminster station Local field trip	Hackney Museum	Tate Modern Freshwater Theatre Company	London Zoo Cambridge University		Open City / walking tour / End of Year trip Museum of London
English	Narrative—1st person perspective Letters (complaint)	Persuasive writing—letters Narrative Poetry	Narrative—flash forward Newspaper reports Persuasive writing—letters	Diary entries Information texts		Information texts—brochures
Art or DT project	Printing: Take inspiration from Andy Warhol Chn create vintage transport posters Tube Map art	Sketch books: designing a range of stamps inspired by the topic	Collage: drawings inspired by Macbeth Ink: mark-making and mixing colours Sculpture: Pumpkins inspired by Yoyoi Kusama	DT Structures/Textiles: designing and creating a bag inspired by and for use on a trip to the Galapagos	Artist focus: David Hockney. Study drawing and painting style	DT Architecture: analysing and critiquing different styles/periods of architecture. Designing a building of the future Collage: create a joint cityscape skyline collage.
Computing	Online Safety/Google Sites	Code.org Course F		Espresso Coding / Python		Persuasive Videos
Geography	Transport Key Learning Question: Is transport in London good enough?			The Galapagos Islands Key Learning Question: Would you rather live in the UK or the Galapagos Islands?		
History		Immigration through time Key Learning Question: Has immigration to the UK been a good thing?				Architecture Through time Key Learning Question: Are newer buildings always better?
PSHE: Jigsaw scheme	Being me in my world	Celebrating difference (including anti-bullying)	Dreams and goals	Healthy me	Changing me	Relationships
RE		Islam: Hajj & Eid Ul Adha		Christianity: forgiveness		
Science	Electricity		Light	Living things and their habitats- including evolution & inheritance		Animals including humans
Spanish	See Spanish planning document	See Spanish planning document	See Spanish planning document	See Spanish planning document	See Spanish planning document	See Spanish planning document
Music: John	Ukuleles: children explore the ukulele and playing in small groups and as a class, developing accuracy of pitch, tempo, following cues and melody memory. Stimulus: transport.	Internet research project into lives and work of musicians who were immigrants or children of immigrants to UK. E.g. M.I.A., Samuel Coleridge Taylor.	Soundtrack creating: Children explore percussion instruments: materials, ways to play, volume, long/short sounds, playing together/ taking turns and how these sounds can be used to create soundtracks to stories. Product: a structured piece for a scene from MacBeth	Rhythm: Exploring the music of Central America in percussion, drumming and song.	Rhythm and melody: Children use Chrome Music Lab to explore how rhythm and melody interact, moving onto create music with purpose, stimulus: Lakes.	Special Year 6 project: creating a music festival to say thankyou and goodbye to Jubilee. Combining food, drink, musical performance and a disco.
PE: Mark	Cricket	Football	Circuit training	Cross-country	Athletics + sailing	Orienteering