

YEAR 1	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Topic	Charity: Made in Hackney Authors & Artists: Antony Browne	Our History: Toys through time	Where we live: Our school	Our World: Our school in Hackney	Nature all around us: Flowers	Now and Then: Houses and homes— link with Y6
TRIPS etc.	Local area walk	Museum of Childhood	Cazenove walk	Hackney Museum / William Patten	Abney Park	Geffrye Museum / Sutton House
English	Narrative <i>(Anthony Brown)</i>	Instructions + Report / Wild	Present Information	Narrative	Poetry	Recount
Art or DT project	Sketch book: —exploring different types of line. Materials: Anthony Brown—collage scenes for the characters. (line, shape)	DT Puppet design: Making children's toys using spoons and other materials for decorating.	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)	Sketch book: experiment with colour to make observations of local environment. Materials: Design a city of their own using a variety of materials to create the buildings and roads.	Sketch book: observational drawings in a 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?	Our school in Hackney Key Learning Question: What is your favourite place in Hackney and why?		
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	Animals and Humans		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?	
Music: John	Exploring how music and sound can tell a story.	The voice: exploring using the voice in different ways, speaking, chanting singing, to input into a class composition about Toys.	Rhythm: Exploring through drumming. Compose, practise and perform a structured Stone Age-themed composition.	Melody: Exploring singing a tune. Progressing to repeating short melodic pattern with the xylophone.	Making a song: exploring songs about flowers. Creating songs as a class.	Combining musical elements: Stimulus houses and homes. Combining singing, sound effects, short rhythmic and melodic patterns .
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 (6 weeks)	Summer 2 (7 weeks)
Topic	Charity: Woodberry Wetlands Authors & Artists: Helen Ward / Andy Goldsworthy	Our History: Great Fire of London	Where we live: London	Our World: London vs Istanbul	Nature all around us: Minibeasts	Now and Then: Victoria vs Elizabeth II
TRIPS etc.	Woodberry Wetlands / EcoActive workshops	Museum of London	Thames Explorer	Sulemaniye Mosque	Woodberry Wetlands	Buckingham Palace
English	Mini: Letter writing <i>(about charity)</i> Main: Writing in the style of an Author <i>(Helen Ward)</i>	Main: Diary entries Mini: Narrative / Wild	Main: Information Texts Mini: Instructions	Main: Narrative Mini: Reviews	Main: Poetry Mini: Information Texts	Main: Persuasive Mini: teacher selected
Art or DT project	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 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 using a contrast 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 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			London (rivers) 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	Uses of everyday materials		Animals, including humans		Living things and their habitats, plants Science Enquiry Question: What is the best habitat for a ladybird?	
Music: John	Exploring how music and sound can tell a story.	The voice: exploring using the voice in different ways, speaking, chanting singing to input into a Great Fire of London Class composition.	Rhythm: Exploring the music of the Inuits in drumming and song.	Melody: Exploring making and singing a tune. Progressing to repeating short melodic pattern with the xylophone.	Making a song: exploring songs about flowers. Creating songs as a class. Combining with other musical elements: i.e. sound effects.	Combining musical elements: Stimulus Queen Victoria Combining singing, sound effects, short rhythmic and melodic patterns.
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 (6 weeks)	Summer 2 (7 weeks)
Topic	Charity: Hackney Food Bank Authors & Artists: James Mayhew / The Impressionists	Our History: Stone Age to Iron Age	Where we live: The UK– cities & counties	Our World: City vs countryside	Nature all around us: Trees	World History: Ancient Egyptians
TRIPS etc.	National Gallery	Museum of London	Local trips using maps	Mudchute City Farm	Epping Forest	British Museum
English	Mini: Letter writing <i>(about charity)</i> Main: Writing in the style of an author <i>(James Mayhew)</i>	Main: Narrative– dialogue Mini: Narrative / Wild	Main: Information texts Mini: Poetry	Main: Narrative– setting descriptions Mini: Persuasive writing	Main: Poetry Mini: Instructions	Main: Information texts Mini: teacher selected
Art or DT project	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. 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. 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: explore the world of lines and how to create texture with line. (inspiration from lines seen in a city) Study the works of Hunderwasser. Take inspiration from the fluidity of his line work and his use of colour. Sculpture: Choose a city landscape from one of the counties you have been studying to carve into a slab of clay. Do so in the style of Hunderwasser then use your colour theory to paint it. (only provide children with primary colours , black and white).	Sketch book: continue to explore the world of line and creating texture with line. (inspiration from lines found in the countryside) Study the works of David Hockney, Discuss his use of line and colour to create texture and definition within his pieces. Painting: Contrast city and country landscapes by painting country landscapes in the inspiration David Hockney.	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			UK– Cities and counties (maps) Key Learning Question: What is the best type of map?	City vs Countryside Key Learning Question: Is it better for children to grow up in a rural or an urban location?		
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	Light		Rocks	Forces and Magnets Science Enquiry Question: How can a train move without touching the tracks?	Plants, animals including humans Trees: CO2 emissions, deforestation, uses of wood / paper, biodiversity Science Enquiry Question: How do forests grow?	
Spanish	Greetings and Spanish speaking countries	Dates and Numbers and Spanish Christmas	Myself and the things I do	Designing a Monster-Story	Likes/Dislikes-Me gusta/No me gusta	My family-Mi Familia
Music: John	Exploring how music and sound can tell a story through Saint Saens' "Carival of The Animals".	Rhythm: Exploring through drumming. Compose, practise and perform a structured Stone Age-themed composition.	Voice:	Melody: Exploring making and playing a tune using the pentatonic scale on the xylophone. Combining it with other musical elements. i.e. rhythm, sound effects.	Making a song: exploring songs about trees. Creating songs as a class and in small groups.	Combining musical elements in composition: Stimulus the Egyptians Combining singing, sound effects, short rhythmic and melodic patterns .
PE: Mark	Golf + swimming	Football + swimming	Skipping + 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 (6 weeks)	Summer 2 (7 weeks)
Topic	Charity: North London Action for the Homeless Authors & Artists: Roald Dahl & Quentin Blake	Our History: Roman Britain	Where we live: Royal Leamington Spa	Our World: Kackar Mountains, Turkey	Nature all around us: Pondlife	World History: Ancient Greeks
TRIPS etc.	House of Illustration	Museum of London		Visitor: Nick Carter	Woodberry Wetlands	British Museum
English	Mini: Persuasive writing (<i>about charity</i>) Main: Writing in the style of an author (Roald Dahl)	Main: Information texts Mini: Reviews / Wild	Main: Stories set in imaginary worlds Mini: Newspaper reports	Main: Playscripts Mini: Stories from another culture	Main: Poetry Mini: Information texts	Main: Myths and Legends Mini: teacher selected
Art or DT project	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: 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 Naomi.	DT Mechanisms / electricity: using work on circuits create burglar alarms (series and parallel circuits with buzzers/lights). Ch to bring in bottles, cardboard, yoghurt pots etc. from home to use.	Sketch book: visual textures in landscapes using chalk pastels. Painting:	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			Royal Leamington Spa (floods) Key Learning Question: Would you like to live in Leamington Spa?	Leamington Spa vs Turkey (mountains) Key Learning Question: Where is the best place to create a new ski resort in Turkey?		
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	Sound		Electricity	States of matter Science Enquiry Question: Why do some clouds rain but others not?	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	The Weather- Qué tiempo hace?	Likes/Dislikes - 8_Qué te gusta hacer?	Story - Raúl viaja en el tiempo	Healthy Lifestyles	Story - 11_El Carnaval de los animals	Story - Cuando llueve llevo un paraguas
Music: John	Rhythm: using rap to develop performance with rhythm (George's Marvellous Medicine Rap).	The voice: exploring using the voice in different ways, speaking, chanting singing to input into creating a class Roman composition.	Rhythm: Exploring the music of the Native Americans in rhythm and song.	Melody: Developing knowledge of pentatonic scale on the xylophone. Combining it with other musical elements. i.e. rhythm, sound effects to develop small group composition work.	Making a song: exploring songs about trees. Creating songs as a class, small groups and individually. Combining with other musical elements: i.e. rhythm.	Combining musical elements: Stimulus houses and homes.The Ancient Greeks Combining singing, sound effects, rhythmic and melodic patterns .
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 (6 weeks)	Summer 2 (7 weeks)
Topic	Charity: Headway Authors & Artists: Chris Van Allsburg / Barbara Hepworth	Our History: Vikings and Saxons	Where we live: London & The Thames Valley	Our World: Thames Valley vs Lake Ontario	Nature all around us: Bees	World History: Early Islamic Civilization
TRIPS etc.	Tate Britain	Museum of London Archaeological Archive	Thames Explorer	Canadian Embassy	Kench Hill, The Hive @ Kew gardens	Victoria & Albert Museum
English	Mini: Persuasive writing (<i>about charity</i>) Main: Writing in the style of an author (<i>Chris Van Allsburg</i>)	Main: Myths and Legends Mini: Letter writing / Wild	Main: Information texts Mini: Setting descriptions	Main: Newspapers Mini: Biographies	Main: Poetry Mini: Information texts	Main: Stories from other cultures Mini: teacher selected
Art or DT project	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: 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.	Sketch book: explore using perspective in landscape drawings. Drawing: Inspired by the region selected.	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: continue to practice proportion realistic and abstract. Ceramic: Exploring Islamic patterns. Create tiles using clay and get them fired at SN secondary school!
Computing	Online Safety/Google Sites -	Code.org Course E		Espresso coding HTML unit 2	Google Slides—bee presentations/quizzes (Google Forms)	
Geography			London & Thames Valley (rivers) Key Learning Question: What's the best thing about living in the Thames Valley area?	Thames Valley vs Lake Ontario (lakes) Key Learning Question: Would you like to live in Lake Ontario?		
History		Anglo-Saxons + Vikings Key Learning Question: Was the Viking invasion a good or a bad thing?				Early Islamic civilization Key Learning Question:
PSHE: Jigsaw scheme	Being me in my world	Celebrating difference (including anti-bullying)	Dreams and goals	Healthy me	Changing me	Relationships
RE		Judaism: The Jewish community & the synagogue		Christianity: Lent & Easter		Islam: Ramadan & Eid il Fitr
Science	Properties and changes of materials		Forces	Earth and Space Science Enquiry Question: How	Living Things and Their Habitats, Animals including Humans: bees focus Science Enquiry Question: How does the decline in bees affect us?	
Spanish	Las Pescadoras Valencianas - Story	I am the Music Man	My town/city—Mi Ciudad	The Planets - Los Planetas	The Very Hungry Caterpillar-Story	Stations - Las Estaciones
Music: John	Composing music with different intentions—creating a soundtrack for a Chris Van Allsburg story.	The voice: exploring using the voice in different ways, speaking, chanting singing to input into a Viking Invasion class composition.	Rhythm: Exploring the music of the Aboriginal Australians in percussion and song.	Melody: Developing knowledge of pentatonic scale on the xylophone. Combining it with other musical elements. i.e. rhythm, sound effects to develop small group composition work. Improvisation using pentatonic scale.	Making a song: exploring songs about nature. Creating songs as a class, small groups and individually. Combining with other musical elements: i.e. rhythm.	Combining musical elements: Stimulus houses early Islamic Civilisaion. Combining singing, sound effects, rhythmic and melodic patterns .
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 (6 weeks)	Summer 2 (7 weeks)
Topic	Charity: Hackney Migrant Centre Authors & Artists: Macbeth / Kusama / installation	Our History: Immigration through time	Geography: Galapagos Islands	Geography: World Human Geography	[preparation for end of key stage testing]	Now and Then: Architecture—link with Y1
TRIPS etc.	Tate Modern Freshwater Theatre Company	Migration Museum Hackney Museum	London Zoo	Cambridge University		Open City / walking tour / End of Year trip Museum of London
English	Mini: Persuasive writing (<i>about charity</i>) Main: Narrative —flash forward openings and characterisation (<i>Shakespeare</i>)	Main: Letter writing Mini: Narrative / Wild	Main: Information texts Mini: Diaries	Main: Recounts— news reports Mini: Persuasive	Main: application of text-types learnt over the year. Mini: Persuasive	Main: Scripts (for production) Mini: report to school governors/promotional leaflet about the school
Art or DT project	Collage: drawings inspired by Macbeth Ink: mark-making and mixing colours	Sketch books: designing a range of stamps inspired by the topic	DT Structures/Textiles: designing and creating a bag inspired by and for use on a trip to the Galapagos	Printing: stamps of the world	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)		Espresso Coding Python	Persuasive Videos	
Geography			The Galapagos Islands (volcanoes) Key Learning Question: Would you rather live in the UK or the Galapagos Islands?	World Human Geography (population density) Key Learning Question: Are there too many people in the world?		
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		Living things and their habitats- including evolution & inheritance	Animals including humans (+ consolidating on evolution & inheritance) Science Enquiry Question: Are all drugs bad for you?		Light
Spanish	The Café—En el Café	Newspaper article - Un periódico	Geographical Features	Geographical Features		Story— Raúl en Sutton House una casa Tudor
Music: John	Singing with accuracy on pitch and rhythm—songs inspired by Macbeth.	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.	Rhythm: Exploring the music of Central America in percussion, drumming and song.	Melody: Developing knowledge of pentatonic scale on the xylophone. Combining it with other musical elements. i.e. rhythm, sound effects to develop small group composition work. Improvisation using pentatonic scale.	Internet research project into history of music. Creation of mini-encyclopaedia.	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