

Seven Mills Curriculum Map 2023/24

|               | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|---------------|---|---|---|---|--|---|
| Topic 2023/24 | All About Me - Nursery<br>Belonging - Reception   | What’s the time Mister Wolf?<br>(Fairytale)   | Where shall we go today?<br>(Journeys and transport)  | When I grow up I want to be...<br>(Robots etc)  | Minibeasts and Megabeasts!   | Oh, I do like to be beside the seaside  |
| English Books | <p><b>Nursery</b></p> <p>Blue Penguin (Petr Horacek)<br/>A great big cuddle (Michael Rosen)<br/>Let’s make faces (Hanoch Piven)</p> <p><b>Reception</b></p> <p>Martha maps it out (Leigh Hodgkinson)<br/>And Tango makes three<br/>A great big cuddle (Michael Rosen)<br/>Home (Carson Ellis)</p> | <p>Biscuit Bear (Mini Grey)<br/>Hansel and Gretel<br/>Cinderella<br/>The three little pigs<br/>The Leopard’s Drum</p> | <p>Handa’s Surprise (Eileen Browne)*<br/>Naughty Bus (Jan and Jerry Oke)<br/>Journey (Aaron Becker)<br/>My Big Book of Transport (Moir Butterfield)<br/>We’re Going On a Bear Hunt (Michael Rosen)<br/>We’re Going to Find a Monster (Malorie Blackman)</p> | <p>What jobs could you do? (Katherine Barr)<br/>Building a home (Polly Faber)<br/>All Through the Night: People Who Work<br/>While We Sleep (Angus &amp; Robertson)</p> | <p>Yucky worms (Vivian French)<br/>Snail Trail (Ruth Brown)<br/>The Weaver (Qian Shi)<br/>The Giant Jam Sandwich (Janet Burroway)<br/>Peep Inside Bug Homes (Anna Milbourne)<br/>Dear Greenpeace (Simon James)<br/>The Snail &amp; The Whale</p> | <p>Surprising Sharks (Nichola Davies)<br/>Please Mr Magic Fish (Jessica Souhami)<br/>Beware of the crocodile (Martin Jenkins)<br/>Captain Flinn and the Pirate Dinosaurs (Giles Andreae)<br/>Billy’s Bucket<br/>The Rainbow Fish<br/>Clean Up! (Nathan Bryan)<br/>Portside Pirates (Oliver Seaworthy)</p> |
| RE            |   | Which people are special and why?   | Being special: where do we belong?  | Which places are special?   |  | Which stories are special?  |
| PSHE          | Being me in my world  | Celebrating difference  | Dreams and goals  | Healthy me  | Relationships  | Changing me   |
| Trips         | Local area walk   | Half Moon Theatre   | Transport Museum  | Visitors and Places of Work   | Mudchute Farm/ Bug People  | Seaside   |
| TOPIC 2024/25 | My Family   | Celebration!  | Old Macdonald had a farm (Farm)   | Rawr! Rawr! Dinosaur! (Dinosaurs)   | Time to save the world! (Heroes)   | To infinity and beyond (Space)  |
| English Books | <p>Owl Babies (Martin Waddell)<br/>Jabari Tries (Gaia Cornwall)*<br/>A brave bear (Sean Taylor)*<br/>Hair Love (Matthew Cherry)*<br/>So Much (Trish Cooke)*</p>   | <p>We’re going on a bear hunt (Michael Rosen)<br/>Here’s a little poem<br/>Babushka (Dawn Casey)</p>                  | <p>The Gigantic Turnip (Aleksei Tolstoy)<br/>Ten Seeds (Ruth Brown)<br/>Oliver’s Vegetables (Vivian French)<br/>A tiny seed</p>   | <p>Tanka Tanka Skunk<br/>If I Had a Dinosaur (Gabby Dawney)<br/>Stomp, dinosaur, stomp! (Margaret Mayo)</p>   | <p>Supertato (Sue Hendra)<br/>Juniper Jupiter (Lizzy Stewart)<br/>Max (Bob Graham)<br/>Emergency! (Margaret Mayo)</p>  | <p>Zim, Zam, Zoom (James Carter)<br/>Astro Girl (Ken Wilson-Max)<br/>Aliens love underpants (Claire Freedman)</p>   |
| Trips         |   |   |   |   |  |   |

|    |                                  |   |   |   |   |  |  |   |  |   |   |   |           |
|----|----------------------------------|---|---|---|---|--|--|---|--|---|---|---|-----------|
| Y1 |                                  | Autumn 1<br>(7 weeks)   | Autumn 2<br>(8 weeks)   |   | Spring 1<br>(4 weeks)   |  | Spring 2<br>(6 weeks)  |   | Summer 1<br>(6 weeks)  |   | Summer 2<br>(7 weeks)   |   |           |
|    | Eng                              | <u>Narrative (traditional tale) (2 weeks)</u><br><b>Text: Jack and the Beanstalk (Richard Walker)</b><br>Outcome: Retell traditional tale<br><br><u>Narrative (traditional tale with a twist) (2 weeks)</u><br><b>Text: Jim and the beanstalk</b><br>Outcome: Retell own traditional tale with a twist<br><br><u>Information (2 weeks)</u><br><b>Text: Little Elizabeth: The Young Princess who Became Queen (Valerie Wilding)</b><br>Outcome: Non Chronological report (writing about the Queen)<br><br>Information<br>Text: BHM | <u>Narrative (3 weeks)</u><br><b>Last stop at market street (Matt de La Bena)*</b><br>Outcome: To write a letter<br><br><u>Non-fiction (3 weeks)</u><br><b>How to find gold</b><br>Outcome: To write instructions<br><br><u>Poetry (2 weeks)</u><br><b>Five little senses all in a row</b><br><b>I asked the little boy who cannot see</b><br>Outcome: To write poem using senses |   | <u>National Storytelling week (1 week)</u><br><b>Text: Making up stories</b><br><b>Digital literacy - using videos from Literacy shed for inspiration</b><br><b>Outcome:</b> To tell own story<br><br><u>Narrative- Traditional tales and twists (3 weeks)</u><br><b>Text: Lila and the Secret of Rain</b><br>Outcome: To write a diary entry |  | <u>Narrative (3 weeks) - Contemporary fiction</u><br><b>Text: Look up! (CLPE)</b><br>Outcome: Write a letter<br><br>World Book Day:<br><br><u>Poetry (2 weeks)</u><br><b>Text: Chocolate Cake (Michael Rosen)</b><br>Outcome: Performance poetry<br>Rhyme<br><u>World Poetry Day: To post a poem</u><br><br><u>Play script (1 week) - Shakespeare week</u><br><b>Text: Shakespeare</b><br>Outcome: |   | <u>Narrative (3 weeks)</u><br><b>George and the Dragon</b><br><a href="https://www.literacyshed.com/the-myths-and-legends-shed.html">https://www.literacyshed.com/the-myths-and-legends-shed.html</a><br>Outcome: Write own fantasy story<br><br><u>Biography (3 weeks)</u><br><b>Text: Long walk to freedom</b><br>Outcome: Write a non chronological report about Nelson Mandela |   | <u>Narrative (4 weeks)</u><br><b>Text: Julian is a mermaid</b><br>Outcome:<br><br><u>Poetry (2 weeks)</u><br><b>Text: What we found at the seaside</b><br>Outcome: Write own list and alphabet poem |   |           |
|    | Texts to enjoy for wider reading | Princess and the Shoe (Caryl Hart)*<br>Snow White in New York (Fiona French)<br>The Queens hat (Steve Anthony)?   |   | The Proudest Blue (by Ibtihaj Muhammad*)<br>If all the world were (Joseph Coelho)*<br>You matter (Christian Robinson)*<br><a href="#">Now we are six (A.A. Milne)</a> |   | <i>Catch that Chicken (Atinuke)*</i><br><i>Anna Hibiscus (Atinuke)*</i><br><b><i>Lila and the Secret of Rain</i> (David Conway)*</b><br><br><i>Africa amazing Africa (Atinuke)*</i><br>We're Going on a Lion Hunt (David Axtell)*<br><br><b>High diving giraffes - literacy shed video</b> |  | <i>Under the Moon and Over the Sea Poetry (John Agard and Grace Nicols)*</i><br><br><b>Ravi's Roar</b> (Tom Percival)*<br>Diver Mr Benn (David McKee) |  | <i>George and the Dragon (Christopher Wormell)</i><br><i>The Knight Who Wouldn't Fight (Helen Docherty)</i><br><i>Paper Bag Princess( Robert Munsch)*</i><br><i>The King who built a castle (Rebbeca Collby)</i>                  |   | <b>Look what I found at the seaside (Moir Butterfield</b><br><br>Julian is a Mermaid* (Jessica Love)<br>Captain Sparklebeard* (Timothy Knapman and Sam Lloyd)<br><b>Flotsam</b> (David Wiesner)<br>Leo and the Octopus by Isbabelle Marinov |           |
|    | Maths                            | Number: Place Value (Within 10)<br><br>Number: Addition and Subtraction   |   | Number: Addition and Subtraction (Within 10)<br><br>Geometry: Shape<br><br>Number: Place Value (Within 20)<br><br>Consolidation                                       |   | Consolidation<br><br>Number: Addition and Subtraction (within 20)<br><br>Number: Place Value (within 50)   |  | Number: Place Value (within 50)<br><br>Measurement: Length and Height<br><br>Measurement: Weight and Volume   |  | Consolidation<br><br>Number: Multiplication and Division<br><br>Number: Fractions   |   | Geometry: Position and Direction<br><br>Place Value (within 100)<br><br>Measure: Money<br><br>Measurement: Time   |           |
|    | Hist                             | Queen Elizabeth II<br>What did the Queen do?  |   | Learning about the recent past through our families<br>What was life like for our families when they were growing up?   |   |  |  | Using photographs to understand the immediate past:   |  | Stories of 6 famous rulers from Britain and the world: <ul style="list-style-type: none"><li>What is a ruler?</li><li>Nefertiti</li><li>Boudica</li><li>Mansa Musa</li><li>Henry VIII</li><li>Elizabeth I</li><li>Nehru</li></ul> |   | Ships and seafarers through time. Specific stories of trade and exploration (c2 contrasting cultures;   |           |
|    | Geog                             | Where do we live?<br>(UK settlements, TH vs New Forest)   |   |   |   | Where do we work?<br>(UK types of work - growing/making/shops/offices, TH vs Snowdownia)   |  |   |  |   |   | Going to the Seaside!<br>UK coastal landforms/tourism. Southend vs Whitby   |           |
|    | RE                               | RE class assembly (Navaratri)   |   | 1.1 Who is a Christian and what do they believe? (Christmas link)<br>Christianity<br>(Autumn 2 - Christmas Link)  |   | 1.4 What makes some places sacred?<br>Christianity, Islam and Judiasm<br>(Place of worship trip - church)  |  | 1.3 Who is Jewish and what do they believe?<br>Judaism  |  | 1.7 What does it mean to belong to a faith community?<br>Christianity, Islam and Judiasm  |   |   |           |
|    | PSHE                             | Being Me in My World  |   | Celebrating Differences   |   | Dreams and Goals   |  | Healthy Me  |  | Relationships   |   | Changing Me   |           |
|    | DT/Art                           | Drawing: Van Gogh   |   | 3d Sculpture: Clay Pots<br>Divali   |   | Construction: Moving Monsters  |  | Nutrition: Turkish Mezze  |  | Painting: Paul Klee   |   | Sewing: Hand Puppets  |           |
|    | Comp                             | ICT: Introduction to Computers (login, save, load, use Google Classroom, etc)<br>E-Safety: Cyber Bullying<br><br>Computing: Programming in Scratch<br>Make a toy that moves   |   |   |   | Multimedia - sound recordings, taking photographs, Digital painting<br>E-Safety: Health Use of Technology<br><br>Computing: Data Handling - create a file and save it - links to oceans?   |  |   |  | Robotics (Beebots)<br>E-Safety: Communication<br><br>Computing: Robotics (Beebots)  |   |   |           |
|    | Science                          | Seasonal Change/ Animals  |   |   |   | Seasonal change/ Plants  |  |   |  | Seasonal change/ Materials  |   |   |           |
|    | PE                               | ABC   |   | Invasion games  | Gymnastics  | Dance  | OAA  | Health and fitness  | Ball games   | Football  | Net and wall games  | 3 Tees Cricket  | Athletics |

|  |       |   |  |   |   |  |  |
|--|-------|---|--|---|---|--|--|
|  | MUSIC | <b>Our Class Orchestra</b><br>Voices, bodies and instruments<br>Key outcome: exploration and improvisation;playing/controlling sounds | <b>Toys</b><br>(The Nutcracker- Christmas)<br>Key outcome: story performance | <b>Carnival!</b><br>(Samba)<br>Key outcome: performance | <b>Garden Fun</b><br>(Flight of the Bumblebee)<br>Key outcome: response | <b>Weather</b><br>Key outcome: composition | <b>Ahoy there!</b><br>Key outcome: composition |
|  | TRIPS | <b>Westminster Abbey/ Buckingham Palace</b>   | <b>London Zoo</b>  | <b>Place of Worship: Church</b>                         | <b>Moirs Restaurant</b>   | <b>Tower of London</b>                     | <b>Seaside Trip</b>                            |

| Y2    |                           | Autumn 1   | Autumn 2   | Spring 1   |  | Spring 2   |                       | Summer 1   |  | Summer 2  |                   |                |
|-------|---------------------------|--|--|--|--|--|-----------------------|--|--|---|-------------------|----------------|
|       |                           | <u>Narrative (3 weeks)</u><br><b>Text: The Dragon Machine</b><br>Outcome: Write a non chronological report about dragons<br><br><u>Traditional tale with a twist (2 weeks)</u><br><b>Text: The True story of the Three Little Pigs</b><br>Outcome: Write a newspaper report (recount)<br><br><u>Narrative</u><br><b>Text: Rosie Revere Engineer</b><br>Outcome: Retell the adventure story, changing the main character<br><br>Information (1 week)<br>Text: BHM | <u>Narrative (3 weeks)</u><br><b>Text: Tadpole's promise</b><br>Outcome: Write explanation text about life cycle of tadpoles<br><br><u>Information (3 weeks)</u><br><b>Text: V&amp;A introduces Queen Victoria</b><br>Outcome: Write a non chronological report about Queen Victoria | <u>Narrative (4 weeks)</u><br><b>Text: Rascally Cake</b><br>Outcome: Write instructions to make own rascally cake<br>Outcome: Retell narrative                         |  | <u>Narrative (4 weeks)</u><br><b>Text: We are water protectors</b><br>Outcome: Write a letter to government from water protectors<br>Outcome: Write explanation text about water cycle<br>Outcome:Create campaign to protect the Thames<br><br><b>World Book Day</b><br><br><u>Play script (1 week)</u><br><b>Text: Shakespeare</b><br>Outcome:<br><br><u>Poetry Week</u><br><b>Text: Kennings poems</b><br>Outcome: Write rhyming poem<br><u>World Poetry Day: To post a poem</u> |                       | <u>Narrative (3 weeks)</u><br><b>Man on the Moon</b><br>Outcome: Write a sequel to the story<br><br><u>Information (3 weeks)</u><br><b>Text: Amelia Earheart</b><br>Outcome: Non Chronological report about Amelia Earheart      |  | <u>Narrative (4 weeks)</u><br><b>Text: Meerkat Mail</b><br>Outcome: Write own ending to the story<br>Outcome: To write a letter<br><br><u>Poetry</u><br><b>Text: Revolting Rhymes</b><br><b>Performance poetry and raps</b><br>Outcome: Perform own poems |                   |                |
| Y2    | Wider Reading             | Ada Twist scientist (Andre Beaty)*<br>The Dragon Machine (Helen Ward)  | A Christmas in Time (Sally Nicholls & Rachael Dean)<br>The bluest of blues (Fiona Robinson)<br><u>From a Railway Carriage (Robert Lewis Stevenson)</u>   | You wouldn't want to be a Victorian Schoolchild (John Malam)<br><i>Oliver Twist and other Great Dickens Stories (Marcia Williams)</i><br><i>Strict (Michael Rosen)</i> |  | <u>Rain Player</u> by David Wisniewski*<br><u>The Great Kapok Tree</u> (Lynne Cherry)<br><i>The Maya and Chichen Itza (Ben Hubbard)*</i><br><i>The Journey home (Fran Preston Gannon)</i>  |                       | Field Trip to the Moon (John Hare)<br>Nimesh the Adventurer* (Ranjit Singh)<br><u>Flying Machine (Hilda Offen)</u><br>Alastair Humphreys' Great Adventurers (Alistair Humphreys)*<br><br>John Lewis advert - the man on the moon |  | <i>Amazing Grace (Mary Hoffman)*</i><br>Tell me a dragon (Jackie Morris)<br>The Girls (Lauren Ace)*   |                   |                |
|       | Maths                     | Number: Place Value<br><br>Number: Addition and Subtraction  | Number: Addition and Subtraction<br><br>Measurement: Money<br>The<br>Number: Multiplication and Division<br><br>Consolidation  | Number: Multiplication and Division<br><br>Statistics  |  | Geometry: Property of Shape<br><br>Number: Fractions   |                       | Measurement: Length and Height<br><br>Geometry: Position and Direction<br><br>Consolidation  |  | Measure: Time<br><br>Measure: Mass, Capacity and Temperature<br><br>Consolidation   |                   |                |
|       | Hist                      |  | Queen Victoria and the Victorian period  | Children's lives in Victorian times  |  | The Ancient Maya   |                       | The Story of Flight <ul style="list-style-type: none"><li>Icarus</li><li>Story of the Wright Brothers</li><li>Amy Johnson</li><li>Space/Moon Landings</li><li>Mae Jemison</li></ul>  |  | The emergence of the first humans (East Africa) and The Stone Age   |                   |                |
|       | Geog                      | What's the weather like? (UK weather, seasons, world climate, polar, contrast to Bangladesh)   |  |  |  | Rainforest Encounter (Ecosystems, climate, village in Amazon compare daily life)   |                       |  |  | Where shall we go today? (Follow children's interest - UK/World. Contrast, ask questions, find information, present findings)   |                   |                |
|       | RE                        | Place of worship (Mosque)<br><br>1.2 Who is a Muslim and what do they believe?<br>Islam  | 1.8 How should we care for others and the world and why does it matter?<br>Christianity, Islam and Judiasm   | 1.4: What can we learn from sacred books?<br>Christianity, Islam, Judaism  |  |  |                       | Class Assembly (Hajj)<br><br>1.6 How and why do we celebrate special and sacred times?   |  |   |                   |                |
|       | PSHE                      | Being Me in My World   | Celebrating Differences  |  | Dreams and Goals   |  | Healthy Me            |  | Relationships  |   | Changing Me       |                |
|       | DT/Art                    | Drawer: Durer  | Sewing: Cushions   |  | Painting: Georgia O'Keeffe   |  | Construction: Castles |  | Printing Making: Landscape mono-print<br><br>(Kotashkia Hokusia/ Hiroshige/ Tamako Kataoka ) |   | Nutrition: Salads |                |
|       | Comp                      | Robotics (Sphero)<br><br>E-Safety: Cyber Bullying<br><br>Computing: Programming Scratch Junior<br><br>Exploring London past and present KS1 with CLC   |  |  | Data Handling: Pictograms<br>E-Safety: Healthy use of Technology<br><br>Computing: Data Handling: recording plant growth using google sheets |  |                       | Multimedia (Animation)<br>E-Safety: Communication<br><br>Computing: Robotics (Beebots)   |  |   |                   |                |
|       | Science                   | Use of materials   |  | Animals including humans   |  |  | Plants                |  |  | Living things and their habitats  |                   |                |
|       | PE                        | ABC  |  | Yoga   | Dance  | Gymnastics   | Net and Wall games    | Striking and Fielding  | Football   | Athletics   | Ball Games        | 3 Tees Cricket |
| Music | African Call and Response |  | Fire and Ice   |  | Pets   |  | Animal Magic          |  | Musical Machines   |   |                   |                |

|  |       |   |   |  |   |   |     |
|--|-------|---|---|--|---|---|-----|
|  |       | Key outcomes: improvisation; performance<br>(singing and playing) | Key outcome: music and dance<br>performance | (exploring pitch)<br>Key outcome: singing and playing<br><a href="#">Sky Music Hub</a> | (Carnival of the Animals)<br>Musical features and Instrumentation<br>Key outcome: composition (large) | Key outcome: composition<br>(Short Ride in a Fast Machine - BBC Ten Pieces - Rachael Leach) |     |
|  | TRIPS | Place of worship (Mosque)   | Theatre trip                                | Ragged school  | Horniman Museum   | Science Museum: Story of Flight   | ART |

| Y3 |                             | Autumn 1<br>7  | Autumn 2<br>8  | Spring 1<br>4   | Spring 2<br>6  | Summer 1<br>6   | Summer 2<br>7   |   |                  |          |               |          |
|----|-----------------------------|--|--|---|--|---|---|---|------------------|----------|---------------|----------|
|    |                             | <u>Narrative (3 weeks)</u><br><b>Text: The first drawing</b><br>Outcome: write own historical narrative<br><br><u>Diary Entry (3 weeks)</u><br><b>Text: My beautiful voice</b><br>Outcome: Write a diary entry from character's view point about their first day of school<br><br><u>Poetry (1 week)</u><br><b>Text: BHM</b><br>Outcome: Write own acrostic poem | <u>Biography (4 weeks)</u><br><b>Text: The story of Tutankhamun</b><br><b>Text: The Egyptians</b><br>Outcome: Write a biography<br>Outcome: Write instructions about mummification process<br><br><u>Narrative (4 weeks)</u><br><b>Text: Cinderella of the Nile</b><br>Outcome: Write short news report<br>Write own version | <b>Text: The Journey (2 weeks)</b><br>Outcome: To write a letter from the child to their mum to say thank you<br><br><u>Digital Literacy (2 weeks)</u><br><b>Text: Three Brothers Animation</b><br>Outcome: To write a story from a different character's viewpoint (brother 2) | <u>Narrative (4 weeks)</u><br><b>Text: The firework Maker's daughter</b><br>Outcome: To write own story<br>Short bustrst: Letter<br><br><u>Poetry (1 week)</u><br><b>Text: A sea creature ate my teacher</b><br>Outcome: To write poem using similies<br><br><u>Playscript (1 week)</u><br><b>Text: Shakespeare week</b><br>Outcome: | <u>Narrative (3 weeks)</u><br><b>Text: Leon and the place between</b><br>Outcome: To rewrite a scene from the book<br><br><u>Narrative (3 weeks)</u><br><b>Text: Tar Beach</b><br>Outcome: To write a script for production of the show (Literacy tree) | <u>Poetry (1 week)</u><br><b>Text: Poem</b><br>Outcome: Performance poem<br><br><u>Information (3 weeks)</u><br><b>Text: Bear Gryll's Adventure</b><br>Outcome: Write instructions for survival<br>Outcome: character description about Bear Grylls<br><br><u>Information (3 weeks)</u><br><b>Text: Earth Shattering Event</b><br>Outcome: Write a newspaper report about a natural disaster<br>Outcome: Step-by-step guide to staying safe |   |                  |          |               |          |
|    | Additional books to explore | Pebble in my Pocket (Meredith Hooper)<br>The First Drawing (Mordicai Gerstein)<br>My beautiful voice (Joseph Coelho) *<br>Caribbean dozen (John Agard and Grace Nicols)  | The Story of Tutankhamun (Patricia Cleveland -Peck)*<br>Pharoah's Fate (Camille Gautier)*<br>Cinderella of the Nile (Beverley Naidoo)*<br>Tutankhamun's Gift (Robert Sabuda)<br>The Egyptians (Jonny Marx)   | A dollop of gee and a pot of wisdom (Chitra Sandra)*<br>The Journey - Fanchesca Sanna*<br>George's Marvellous Medicine/ The BFG (Roald Dahl)<br><br>The three brothers video - youtube  | The Firework Maker's Daughter by Phillip Pullman<br>Water Cycles (DK)<br>The Rhythm of Rain (Grahame baker smith)<br><br>One plastic bag (Miranda Paul)*<br>I talk like a river (Jordan Scott)<br>A sea creature ate our teacher (Brian Moses)   | Varjak Paw (S. F. Said)<br>Leon and the place between (Angela McAllister)<br>Cloud tea monkeys (Mal Peet)*<br>Tar beach (Faith Ringgold)*<br>Granny Ting Ting (Patrice Lawrence)*<br>Dear Mum (Brian Patten)  | Earth Shattering Event (Robin Jacobs)<br><br>Bear Grylls Adventures: Volcano/Earthquake Challenge (Bear Grylls)<br><br>The Little Prince (Antoine de Saint-Exupery)   |   |                  |          |               |          |
|    | Maths                       | Number: Place Value<br><br>Number: Addition and Subtraction  | Number: Addition and Subtraction<br><br>Number: Multiplication and Division  | Number: Multiplication and Division<br><br>Measure: Money<br><br>Statistics   | Measure: Length and Perimeter<br>Number: Fractions   | Number: Fractions<br><br>Measurement: Time  | Geometry: Property of Shape<br><br>Measure: Mass and Capacity   |   |                  |          |               |          |
|    | Hist                        | The Neolithic revolution<br>The first farmers.<br>Then, big timeline of the past.  | Ancient Egypt<br>Religion / creation myths; structure of society,  | Mesopotamia and ancient Sumer<br>the first cities of ancient Sumer: cradle of civilisation;   |  | Local history study<br>This needs to be planned last.   | Ancient Greece – Origins – democracy in the city states, warfare.   |   |                  |          |               |          |
|    | Geog                        | Exploring the UK (UK details, London vs Highlands, land use, change)   |  |   | Water Resources (River process and landform, Thames vs Ganges, Water cycle)  |   | Hazardous Earth (blizzards, river, flooding, tectonic, earthquakes, - living with hazards)  |   |                  |          |               |          |
|    | RE                          | Place of worship (Synagogue)   | 2.10: How do family life and festivals show what matters to Jewish people?   | L2.1 What do different people believe about God?<br>Christianity, Islam and Hinduism  | 2.4 Why do people pray?<br>Islam & other faiths<br><br>Class Assembly (Ash Wednesday)  | L2.5 Why are festivals important to religious communities?  |   |   |                  |          |               |          |
|    | PSHE                        | Being Me in My World   | Celebrating Differences  | Dreams and Goals  | Healthy Me   | Relationships   | Changing Me   |   |                  |          |               |          |
|    | DT/Art                      | Drawing: Frida Khalo   | Sewing: Pencil Case Roll   | Painting: Expressionism (including Van Gogh, Munch, Picasso, Matisse)   | Nutrition: Pizza   | 3D Sculpture (Artist: Anthony Gormley, Giamatti<br>End outcome: Modroc)   | Construction: Slingshot Vehicles  |   |                  |          |               |          |
|    | Comp                        | ICT: Google docs, Google sites, Touch Typing   |  | Multimedia: Video<br>E-Safety: Health Use of Technology<br><br>Computing: ICT: Touch typing (x3 lessons)<br>and Google Docs/Slides make a poster to communicate what they know/believe about Islands/climate change/global warming  |  | Game Design: Scratch/ Lego WeDo<br>E-Safety: Cyber Bullying<br><br>Computing: Data Handling: Compare/contrast eruptions/earthquakes on google sheets  |   |   |                  |          |               |          |
|    | Science                     | Rocks  |  | Animals including Humans  | Forces and Magnets   | Light   | Plants  |   |                  |          |               |          |
|    | Spanish                     | El Aula en Español<br>The Spanish Classroom  | Todo Sobre Mí<br>All About Me  | Las Banderas<br>The Flags   | La Merienda<br>The Afternoon Snack   | Mi Cumpleaños<br>My Birthday  | El Transporte<br>Transport  |   |                  |          |               |          |
|    | PE                          | Dance  | Football   | Gymnastics  | Tennis   | Tag Rugby   | Basketball  | Trampolining  | Athletics        | Swimming | Cricket       | Swimming |
|    | Music                       | Handing On and Passing Down<br>Traditional Folk Music around the World<br>Key outcome: presentation and performance<br>Y3 assembly<br><br>Music assembly: Handing down and passing on  |  | Caribbean Song<br>Calypso<br>Composing accompaniments<br>Key outcomes: composition and performance (singing)  |  | Minimalism and Musical Motifs<br>Rhythm and melody<br>Key outcomes: composition (small) and notation  |   | Stories in Music<br>Magical Melodies/ Night on Bare Mountain/Forest Dream<br>Key outcomes: composition (structure) and graphic scores |                  |          |               |          |
|    | TRIPS                       | Place of Worship: Synagogue  | The Petrie Museum/ British Museum  |   | Ice Skating  |   | Tate Modern   |   | Local Area study |          | Forest School |          |



| Y4 |         | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|----|---------|---|--|--|---|--|---|
|    |         | <u>Narrative (2 weeks)</u><br><b>Text: the promise</b><br>Outcome: Persuasive writing about<br><br><u>Narrative</u><br><b>Text: The Firebird (2 weeks)</b><br>Outcome: To write a quest story<br><br><u>Poetry</u><br><b>Text: Ode to marbles (1 week)</b><br>Outcome: To write own poem<br><br><u>Information (2 week)</u><br><b>Text: The windrush</b><br>Text: BHM | <u>Narrative (4 weeks)</u><br><b>Wind in the Willows</b><br>Outcome: To write the ending of a story<br><br><u>Narrative (3 weeks)</u><br><b>Text: Iron Man</b><br>Outcome: Newspaper report                                  | <u>Narrative (4 weeks)</u><br><b>Text: Varmints</b><br>Outcome: To rewrite diary entry<br>Outcome: To write instructions   | <u>Narrative (4 weeks)</u><br><b>Text: Escape from Pompeii</b><br>Outcome: To write a newspaper report<br>Outcome: To write setting description<br>Outcome: To write a letter<br><br><u>Playscript (1 week)</u><br><b>Text: Shakespeare week</b><br>Outcome:<br><br><u>Poetry (1 week)</u><br><b>Text: haikus</b><br>Outcome: Write own haiku | <u>Narrative (4 weeks)</u><br><b>Text: Theseus and the Minotaur</b><br>Outcome: To write a prequel<br><br><u>Narrative (4 weeks)</u><br><b>Text: The Odyssey</b><br>Outcome: Write next chapter                                      | <u>Narrative (4 weeks)</u><br><b>Text: The Krindlekrax</b><br>Outcome: To write a non chronological report<br>Outcome: To write own story<br><br><u>Playscript (2 weeks)</u><br><b>Text: The tempest</b><br>Outcome: To write prequel<br><br><u>Poetry (1 week)</u><br><b>Text: Maggie and the dinosaur</b><br>Outcome: To write own narrative poem |
|    | Eng     | Shaman's Apprentice: A Tale of the Rainforest (Lynne Cherry)*<br>Journey to the river Sea (Eva Ibbotson)<br>There's a Rang-Tan in my bedroom (James Sellick)*<br>The firebird<br><u>Ode to marbles (Max Mendeson)</u>   | Here Comes Hercules! (Tarakson Stella)<br>Fleeced! (Julia Willis)<br>The Odyssey (Gillian Cross)<br>Greek Myths (Marcia Williams)<br><b>Illumanatomy: See inside the human body (Kate Davies)</b><br><br>**Theatre Project** | Varmints (Helen Ward)<br>Romans on the Rampage (Jeremy strong)<br>Freedom bird (Jeredine Nolen)*<br><b>Amazing Animals: 100+ creates that will boggle your mind (Sabrina Weiss)</b><br><u>Vocabulary for villains (Eric Finney)</u><br><b>Alma - literacy shed video</b> | Escape from Pompeii Christina Balit)<br>Empire's End - A Roman Story (Leila Rasheed)*<br><b>The Lorax (Dr Seuss)</b><br>The story of Windrush *<br><b>Jabberwocky (Lewis Carroll)</b><br><b>Scientists: Inspiring tales of the world's brightest scientific minds (DK)</b>  | <b>Robot Girl</b> (Malorie Blackman)*<br>Until I Met Dudley (Roger McGough)<br>Iron Man (Ted Hughes, illustrated by Chris Mold)<br>Clockwork (Philip Pullman)<br>Wind in the Willows (Timothy Knapman)<br>The Lost Thing (Shaun Tan) | Krindlekrax (Phillip Ridley)<br>How to Train Your Dragon (Cressida Cowell)<br>The Mysteries of Harris Burdick (Chris Van Allsburg)<br>The lion, the witch and the wardrobe (C. S. Lewis - <u>Tudor Humphries edition</u> )<br>The Tempest (Shakespeare)<br><u>Maggie and the Dinosaur' by Dave Ward</u>   |
|    | Hist    |   | <b>Alexander the Great</b> , including Greek ideas, beliefs and knowledge  | <b>Ancient Rome</b> – founding legends, monarchy and Republic to empire<br>Julius Caesar and/or Emperor Augustus   | <b>Life in Pompeii</b><br>Life in ancient Rome.   | <b>Roman Britain</b>   | <b>Constantine and Constantinople; fall of Ancient Rome; rise of Byzantine Empire</b>   |
|    | Geog    | <b>South America (Overview, biomes, regions, diversity, rainforest, NE Brazil, change over time)</b>  |  | <b>Is there enough food (Biomes, climate zones, agriculture, drought, food issues, transport food, sustainable farming)</b>  |   |  | <b>Cities of the Future (Urban history, issues/change, migration, sustainability, London vs Dhaka vs Brasilia)</b>  |
|    | RE      | 2.8 What does it mean to be a Hindu in Britain today?(Diwali link)<br><br><b>Hinduism Place of worship (Mandir temple trip)</b>   | 2.6 Why do people think life is a journey and what significant experiences mark this?<br><br><b>Christianity, Hinduism, Judaism and non-religious</b>  |  | L2.3 Why is Jesus inspiring to some people?<br>(Easter link)  | <b>Class Assembly (EID)</b><br><br>L2.9 What can we learn from religions about deciding what is right and wrong?   |   |
|    | PSHE    | <b>Being Me in My World</b>   | <b>Celebrating Differences</b>   | <b>Dreams and Goals</b>  | <b>Healthy Me</b>   | <b>Relationships</b>   | <b>Changing Me</b>  |
|    | DT/Art  | <b>DT: Architecture Project</b>   | <b>Drawing:</b><br>Brunelleschi (perspective), Hodgkinson, Rudolph, Mayor (brutalist architecture)   | <b>Nutrition: Something Sweet</b>  | <b>Print-Making: Block Printing on Fabric</b><br>(William Morris<br>Owusu Ankomah)  | <b>Painting: Impressionism</b><br>(Monet, Pissaro, Edgar, Cassatt, Jamani Roy)<br><br>En plein air!  | <b>Sewing: Cushion</b>  |
|    | Comp    | Multimedia: Podcast   |  | <b>Game Design: Scratch -</b><br>Make a character move across the screen, talk, make them respond to stimuli   |   | Data Handling<br>Branching Database, Google Form, Field Database   |   |
|    | Science | Sound   |  | Animals including Humans   | Electricity   | Living things and their habitats   | States of Matter  |
|    | Spanish | <b>Revision Topic</b><br>El Mundo Español   | <b>Revision Topic</b><br>Todo Sobre Mí   | <b>Mi Familia</b><br>My Family   | <b>Las Partes del Cuerpo</b><br>The Parts of the Body   | <b>Muñecas Quitapenas</b><br>Worry Dolls   | <b>¡A Comer!</b><br>Let's Eat   |
|    | PE      | <b>Swimming Dance</b>   | <b>Swimming Hockey</b>   | <b>Swimming Cricket</b>  | <b>Swimming Gymnastics</b>  | <b>Swimming OAA: Plastic fishing</b>   | <b>Swimming Handball</b>  |
|    | Music   | <b>Skills Focus: (4 weeks)</b><br>expressive singing, rhythm notation and musical mood  |  | <b>LSO Project (4 weeks)</b><br>pulse, rhythm, repeated patterns   | <b>Gamelan</b><br>Pentatonic melodies   | <b>Express Yourself (LPO resources)</b><br>Key outcome: <b>listening and response</b>  | <b>Soundtrack</b><br>Key outcome: <b>composition</b>  |

|  |       |  |                          |  |  |                             |                            |
|--|-------|--|--------------------------|--|--|-----------------------------|----------------------------|
|  |       | Key outcomes: understanding/ use of rhythm notation; performance (singing)<br>LSO Project - runs into Aut 2<br>pulse, rhythm, repeated patterns<br>Key outcomes: composition and performance |                          | Key outcomes: composition and performance<br>Doctor Who Technology Project (2 weeks)<br>Key outcome: composition | Key outcomes: response/ ensemble performance |                             |                            |
|  | TRIPS | Architecture Project   | Place of Worship: Mandir | Museum of London (Romans)  | The National Gallery                         | Thames foreshore mudlarking | Fashion and textile museum |



| Y5 |         | Autumn 1  | Autumn 2<br>8   | Spring 1<br>4  | Spring 2<br>6   | Summer 1<br>6   | Summer 2<br>7   |
|----|---------|---|---|--|---|---|---|
|    |         | <u>Narrative (3 weeks)</u><br><b>Text: Wangari's tree of peace</b><br>Outcome: To write a diary entry from Wangari's view point<br><br><u>Narrative (2 weeks)</u><br><b>Text: Journey to Jo'burg</b><br>Outcome: Write a newspaper report<br><br><u>Digital literacy (1)</u><br><b>Text: The piano</b><br>Outcome: Write a narrative based on the video<br><br><u>Information (1 week)</u><br>Text: BHM | <u>Narrative (4 weeks)</u><br><b>Text: Beowulf</b><br>Shortburst: Character & setting descriptions<br>Letter of advice<br><br>Outcome: Diary entry<br><br><u>Narrative (4 weeks)</u><br><b>Text: Anglo-Saxon Boy</b><br>Outcome: To write own adventure story   | <u>Narrative: 4 weeks</u><br><b>Text:Swimming with Sharks</b><br><b>&amp; Explore range of other biographies</b><br>Outcome: To write biography of Eugenie Clark<br>To write autobiography   | <u>Narrative/ Poetry (5 weeks)</u><br><b>Text: The Highwayman</b><br>Outcome:<br><a href="https://www.talk4writing.com/wp-content/uploads/2020/07/The-Highwayman-Character-and-Perspective1.pdf">https://www.talk4writing.com/wp-content/uploads/2020/07/The-Highwayman-Character-and-Perspective1.pdf</a><br><br><u>Playscript (1 week)</u><br><b>Text: Shakespeare week</b><br>Outcome: | <u>Information (5 weeks)</u><br><b>Text: Hidden Figures</b><br>Outcome: To write a persuasive speech<br>Outcome: To write explanation text<br>Outcome:<br><br><u>Poetry (1 week)</u><br><b>Text: Arabian Poetry</b><br>Outcome: Acrostics | <u>Narrative</u><br><b>Text: Skellig</b><br>Outcome: To write next chapter<br><br><u>Narrative</u><br><b>Hamlet</b><br>Outcome: To write a description that builds suspense<br><br><u>Information</u><br><b>Text: Shackleton's Journey</b><br>Outcome: To write a non chronological report about Shaketon's journey<br><br><u>Narrative</u><br>Text: Can you see me?<br>Outcome: To write a motivational speech |
|    | Eng     | Wangari's Trees of Peace (Jeanette Winter)*<br>Journey to Jo'burg (Beverley Naidoo)*<br><b>Cities of Africa (Liz Gogerly)</b><br><b>The piano - literacy shed video</b>   | <b>Beowulf (Michael Morpurgo)</b><br><b>Anglo Saxon Boy (Tony Bradman)</b><br><b>King Arthur and the Knights of the Round Table (Roger Lanczyn Green)</b>   | The Saga of Erik the Viking (Terry Jones)<br>Viking Boy (Tony Bradman)<br>Swimming with sharks The Daring Discoveries of Eugenie Clark (Heather Lang)<br><a href="#">The Old Gumbie Cat (T.S. Eliot)</a>   | Odd and the Frost Giants (Neil Gaiman)<br>Boy in the Girls Bathroom (Louis Sachar)<br><a href="#">Highwayman (Alfred Noyes and Charles Keeping)</a><br>Way Home (Gregory Rogers)  | <b>1001 Arabian Nights by Geraldine McCaughrean*</b><br><b>Arabian Poetry by Rumi, etc. *</b><br><b>Earth is big: a book of comparisons (Steve Tomecek)</b><br><b>Hidden Figures (Margot Lee Shetterly and Laura Freeman)*</b>            | <b>Skellig (David Almond)</b><br><b>Can you see me? (Libby Scott and Rebecca Weston) *</b><br><b>The tigers in the towers (Julia Goding)*</b><br><b>Hamlet (Shakespeare)</b><br><b>Shackleton's journey - William Grill</b>   |
|    | Hist    | <b>The African empire of Aksum</b><br>Christianity in Aksum in the early fourth C   | <b>Anglo-Saxons</b><br>Why they came to England and how they shaped our land and villages. <ul style="list-style-type: none"> <li>Fall of Rome in Britain</li> <li>How/why invaded?</li> <li>Architecture etc. and what it tells us</li> <li>Kingdoms/kinship</li> <li>King Ethelbert and Queen Bertha: father/mother of Christianity and 'law code' copying Byzantine</li> </ul> | <b>The Vikings</b><br>Why they came to Britain   |   | <b>Islamic civilisations:</b> Life in Ancient Arabia  | <b>Depth study: Islamic Cordoba:</b> the city of light.   |
|    | Geog    |   | <b>Europe</b><br><b>(Overview, region: S Spain vs Swiss Alps - tourism/challenges)</b>  | <b>Will the sea take over?</b><br><b>(Coastal landforms, process, coastal defences including sea walls - Norfolk coast)</b>  | <b>Energy Issues</b><br><b>Non-renewable vs renewable energy, sustainability, effects of climate change. UK vs Kenya</b>  |   |   |
|    | RE      | U2.1 Why do some people think God exists?<br><b>Christianity, Humanism and non-religious</b>  | <b>Class Assembly (Guru Nanak: Honouring the founder of Sikhism)</b>  | <b>Place of worship (Gurdawara)</b>  | <b>2.10 Green religion: What do religious and non-religious views teach about caring for the Earth</b>  | U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?   | U2.4 If God is everywhere why go to a place of worship?<br><b>Christianity, Islam and Judaism</b>   |
|    | PSHE    | <b>Being Me in My World</b>   | <b>Celebrating Differences</b>  | <b>Dreams and Goals</b>  | <b>Healthy Me</b>   | <b>Relationships</b>  | <b>Changing Me</b>  |
|    | DT/Art  | <b>Drawing:</b><br>Picasso / Nina Lorando (self portraits)  | <b>Nutrition: Pasties</b>   | <b>3D Sculpture</b><br>Laura Ellen Bacon<br>Darcy Turner<br>End outcome: Willow sculptures of minibeasts   | <b>Painting: Realism</b> (Courbet, Manet, Bonheur)  | <b>Construction: Wheel-based catapults</b>  | <b>Sewing: Embroidery</b>   |
|    | Comp    | <b>Game Design: Scratch - Pong</b><br>E-Safety: Cyber Bullying<br><br>Computing: Programming using Scratch - Raiders game based on 'Pong'   |   | <b>ICT: Google Docs, Google Slides, Google Sheets, Google Form (Dragon's Den), (including Searching Safely)</b><br>E-Safety: Health Use of Technology<br><br><b>Computing: ICT - touch typing x 3 *</b><br><br>Creating campaign poster using MS Publisher; import images from English texts |   | <b>Networks, hacking and Searching Safely</b>   |   |
|    | Science | Forces  | Properties and changes in material  | Living things and their habitats   | Earth and Space   | Animals including humans  |   |

|  |         |   |   |   |  |   |  |
|--|---------|---|---|---|--|---|--|
|  | Spanish | Revision Topic<br>El Mundo Español  | Revision Topic<br>Todo Sobre Mí   | El Tiempo<br>The Weather  | La Ropa<br>Clothes   | Mis Pasatiempos<br>My Hobbies   | La Ciudad<br>The City  |
|  | PE      | Swimming<br>Table Tennis  | Swimming<br>Table tennis  | Swimming<br>Table tennis  | Table tennis<br>Netball  | Table tennis<br>Rounders  | Table tennis<br>Athletics  |
|  | Music   | Fanfare!<br>Rhythm, chords, colour and melody<br>Key outcome: composition | The Wiseman and the Star<br>(Inkanyezi Nezazi)<br>Key outcome: vocal and instrumental performance | Incidental Music<br>Epic Scenes and Sagas<br>Key outcome: improvisation and performance | Earth from above: Mood Music<br>(Earth: Hans Zimmer)<br>Key outcomes: response and composition | Musical Voyager<br>The Golden Records<br>(4 weeks)<br>Key outcomes: listening and appraisal; history of Music | LSO Project -<br>Structure, ensemble, playing in parts, leading, conducting and performing<br><br>Key outcome: composition and ensemble performance (wider audience) |
|  | Trips   | Gorsefield  | Ice Skating   | Place of worship: Gurdwara  | British Museum: Vikings  | Tower Bridge  | Tate Britain   |

| Y6 |               | Autumn 1  | Autumn 2<br>8  | Spring 1<br>4  | Spring 2<br>6   | Summer 1<br>6   | Summer 2<br>7   |
|----|---------------|---|--|--|---|---|---|
|    | English texts | <p>Narrative (4 weeks)<br/><b>Text: Treason, Bertie Doherty</b><br/>Outcome: Diary entry</p> <p>Narrative (2 weeks)<br/><b>Text: Princess blankets</b><br/>Outcome: Write narrative</p> <p>Poetry (1 week)- BHM link<br/><b>Text: Narrative poetry</b><br/>Outcome: Write poem</p>  | <p>Narrative (6 weeks)<br/><b>Pig Heart Boy</b><br/>Outcome: Write narrative<br/>Outcome: Newspaper article</p> <p>Poetry (1 week)<br/><b>Text: Performance poetry</b><br/>Outcome: Write poem</p>   | <p>Narrative (4 weeks)<br/><b>Text: Wonder</b><br/>Outcome: Write an informal diary entry<br/>(2 diary entries from same character on different days)</p>  | <p>Narrative (3 weeks)<br/><b>Text: Holes</b><br/>Outcome: Write a letter</p> <p>Shakespeare (2 weeks)<br/><b>Text: Romeo and Juliet</b><br/>Outcome: newspaper report</p> <p>Poetry (1 week)<br/><b>Text: Poem</b><br/>Outcome: Write poem</p>   | <p>Digital literacy (3 weeks)<br/><b>Alma</b><br/>Outcome: Write own mystery story</p> <p>Information (3 weeks)<br/><b>Science - Animals</b><br/>Outcome: Write non-chronological report about animal adaptations</p>   | <p>Narrative (2 weeks)<br/><b>Text: Goodnight Mr Tom (Michelle Magorian)</b><br/>Outcome: Speech</p> <p>Transition texts<br/>Report writing<br/>Letters</p>                       |
|    | Wider reading | <p>Queen's Fool by Ally Sherrick<br/><b>Sleeper and the Spindle</b> (Neil Gaiman)<br/><a href="#">The lady of Shalott (Lord Alfred Tenerson)</a></p>  | <p>Rabbit Proof Fence (Larissa Behrendt)*<br/>Middle of Nowhere (Geraldine McCaughrean)*<br/>Pig Heart Boy* (Malorie Blackman)<br/><a href="#">The Language of Cat' by Rachel Rooney</a></p>   | <p><a href="#">The Smuggler's Song' by Rudyard Kipling</a></p> <p>Women in science:50 Fearless Pioneers Who Changed the World<br/>Rachel Ignotofsky</p>  | <p><i>Suffragette the battle for equality (David Roberts)</i></p> <p><i>A monster calls (Patrick Ness)</i></p> <p><b>Replay - literacy shed video</b></p>   | <p><b>Anne Frank* (Josephine Poole and Angela Barton)</b><br/><b>Lion and the Unicorn (Shirley Hughes)</b><br/><b>Now or Never* (Bali Rai)</b><br/><b>The arrival (Shaun Tan)</b></p>   | <p><b>Night Bus Hero* (Onjali Q Rauf)</b><br/><b>The Tunnels Below* (Not 2022/23) (Nadine Wil-Palmer)</b><br/><b>Amazing Evolution: The Journey of Life (Anna Claybourne)</b></p> |
|    | Hist          | <p><b>A princess comes to London (early 16th century London)</b><br/>Catherine of Aragon's journey to London<br/>Marriage to Arthur. His tragic early death. She marries Henry VIII.<br/>16th century world / England</p>   | <p><b>London and Australia. London in the 18<sup>th</sup> century and early 19th century</b><br/>a multicultural city connected to the world through trade, migration, ideas, architecture and technology.</p>   | <p><b>The kingdom of Benin Before European colonisation: West Africa in the time of European colonisation:</b></p>   | <p><b>Women campaigners in the nineteenth and early twentieth century.</b></p>  | <p><b>London's diverse communities during the two world wars</b></p>  |   |
|    | Geog          | <p><b>Follow the Thing (Production of everyday items - mobile phone, resource issues, minerals, trade links, Brexit)</b></p>  | <p><b>North America (Overview, Canadian Rockies, contrasting regions, Florida, ecosystems, tourism)</b><br/><b>Moved from Spring 1 (swap with RE)</b></p>  | <p><del><b>North America (Overview, Canadian Rockies, contrasting regions, Florida, ecosystems, tourism)</b></del></p>   |   |   | <p><b>Dynamic Planet</b><br/><b>World changing - follow children's interests</b></p>  |
|    | RE            |   | <p>U2.6 What does it mean to be a Muslim?<br/>Swapped with geography</p>   | <p>U2.6 What does it mean to be a Muslim?<br/>Swapped with geography</p> <p><b>Class Assembly: World Religion Day</b></p>  | <p>U2.3 What do religions say when life gets hard?<br/><b>Christianity, Hinduism and non-religious</b></p>  | <p>U2.9 What can be done to reduce racism? What can we learn from religious and non-religious world views? (Christians, Muslims, non-religious people)</p>  | <p>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p><b>Place of worship: Buddhist temple</b></p>                          |
|    | PSHE          | <p><b>Being Me in My World</b></p>  | <p><b>Celebrating Differences</b></p>  | <p><b>Dreams and Goals</b></p>   | <p><b>Healthy Me</b></p>  | <p><b>Relationships</b></p>   | <p><b>Changing Me</b></p>   |
|    | DT/Art        | <p><b>Construction: Fairground Rides</b></p>  | <p><b>Drawing ?</b></p>  | <p><b>Painting: Surrealism</b> (Dali, Margitte, Frida Khalo, Tamayo)</p>   | <p><b>Print-Making: Eraser printing</b></p>   | <p><b>Sewing: Costumes</b></p> <p><b>Events link - school production</b></p>  | <p><b>Nutrition: 3 Course Meal</b></p>  |
|    | Comp          | <p><b>Game Design: Scratch/ Python</b><br/>(Points system, background music, multiple screens, movement)</p>  |  | <p>ICT: Building a webpage</p>   |   |   |   |
|    | Science       | <p><b>Electricity (link to Geography)</b><br/>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br/>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches<br/>use recognised symbols when representing a simple circuit in a diagram</p> | <p><b>Animals including Humans: Circulatory System</b><br/>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood<br/>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br/>describe the ways in which nutrients and water are transported within animals, including humans</p> | <p><b>Light</b><br/>recognise that light appears to travel in straight lines<br/>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<br/>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<br/>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><b>Living Things and Their Habitats: Classification and Identification</b><br/>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals<br/>give reasons for classifying plants and animals based on specific characteristics</p> | <p><b>Evolution and Inheritance</b><br/>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago<br/>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br/>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> | <p><b>Science Fair (x3 lessons)</b></p>   |
|    | Spanish       | <p><b>Revision Topic</b><br/><b>El Mundo Español</b></p>  | <p><b>Revision Topic</b><br/><b>Todo Sobre Mí</b></p>  | <p><b>Mi Rutina Diaria</b><br/><b>My Daily Routine</b></p>   | <p><b>Mi Escuela</b><br/><b>My School</b></p>   | <p><b>Geografía</b><br/><b>Geography</b></p>  | <p><b>El Medioambiente</b><br/><b>The Environment</b></p>   |
|    | PE / Music    | <p><b>Contemporary Connections</b><br/>Anna Meredith<br/>Women in Music<br/>Experimental composition techniques<br/>Key outcomes: <b>performance, composition</b></p>   | <p><b>MAQAM/Scale</b><br/>(Arabic Scales/Western Scales)<br/>Arabic Folk Tradition; devotional Nasheed<br/>British Isles Folk<br/>Key outcome: <b>Improvisation</b></p>  | <p><b>LSO project -</b><br/>vocal, singing, pitch<br/>Key outcomes: <b>performance, concert attendance</b></p>   |   | <p><b>Wartime Blues</b><br/>Chord Progressions<br/>Outcome: <b>composition (Songwriting)</b></p>  | <p><b>Gershwin and the City</b><br/>Outcome: <b>response and composition</b></p>  |

|  |       |                 |                            |                            |                        |          |                       |
|--|-------|-----------------|----------------------------|----------------------------|------------------------|----------|-----------------------|
|  |       |                 |                            |                            |                        |          |                       |
|  | TRIPS | Tower of London | Museum of London Docklands | Victoria and Albert Museum | Natural History Museum | Joss Bay | London Treasure Trail |