



Curriculum Map: *Contexts for Learning*

Primrose Hill Primary School 2014 - 2015





Curriculum Map: *Contexts for Learning*

This **Curriculum Map** shows the organisation of knowledge and skills within the ‘foundation’ subjects of the **National Curriculum** into ‘Contexts for Learning’ across year groups. It works in conjunction with the **Curriculum Maps for Mathematics and English** to embody the detail of the National Curriculum and support teacher’s planning. We believe that it is important to make learning meaningful and memorable for children and that working within ‘Contexts for Learning’ enables children to make connections and link subjects.

These Maps are used by teachers in each year group to produce a half-termly or termly **Context Plan**, weekly **Maths and English Plans** and a weekly **Timetable**. Separate plans for **Music, PE** and **French** are produced by our specialist teachers in these subjects.

Teachers meet to plan with their year group partners (the teacher of the other class in the year group) and teaching assistants on a weekly basis. During these meetings they evaluate the previous week’s teaching and learning, using On-going assessments of each child’s progress, and plan for the coming week. Planning is informed by evaluation. Maths and English Plans are produced each week and the year group’s Context Plan is reviewed and refreshed each week. A proforma for each plan is available.

Through these processes, the school offers the children a broad and balanced curriculum that provides rigor and structure for progression within subjects, while remaining flexible and responsive to individual and group attainment and need.

Further breadth is provided through enrichment activities (visits, visitors, performance opportunities, workshops, learning with experts, whole school foci, etc.).

The school has also mapped cross-curricula opportunities to examine themes in equalities within contexts for learning. This has enabled the school to move away from the recognition of discrete events such as ‘refugee week’, ‘black history month’, ‘learning disability week’ and ‘international women’s day’, and rather to embed learning in these areas across the curriculum. An overview is given in [Appendix A](#).

A similar approach has been taken in ensuring our curriculum helps prepare children for life in modern Britain; that is, we have mapped opportunities to examine British Values within contexts for learning ([Appendix B](#)). Values identified here complement the strong focus on Rights, Rules and Responsibilities in our Behaviour Policy and featured in the Primrose Hill Passport; and that engendered by the school’s participatory culture that encourages children to take up roles such as School Councillors, Eco-warriors, Friendship Squad and ABC club members, Sports Leaders, Art Ambassadors and many more.



Contexts for Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EFYS	A	Me and My Family	Festivals of Light	Bricks Sticks and Stones	Life Cycles and Mini-beasts	Everyday Heroes	Water, Water Everywhere
	B	Me and My Body	Food and Festivals	Up, Up and Away	Plants and Growth	Carnival of Animals	Journeys and Transport
YEAR 1	This is me	Our Stories	Inventions	What's the weather?	Regents Park		
YEAR 2	Let's visit London Now	Let's visit London Past	King, Queens and Castles	This is my home	It's time for a holiday		
YEAR 3	Out of Africa		Lights, Camera, Action!	The Story Begins...	Eureka!		
YEAR 4 (2014-15 only)	Let the battle begin		Predator or Prey		Out of Africa		
YEAR 5 (2014-15 only)	Let's explore		Join the revolution	It's a mystery	Save the world		
YEAR 6	By the coast	Inventors and their inventions	It's war!		Making history	Let's perform	



EYFS - Cycle A

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context for Learning		Me and My Family	Festivals of Light	Bricks Sticks and Stones	Life Cycles and Mini-beasts	Everyday Heroes	Water, Water Everywhere
Prime areas of learning	Personal, Social and Emotional Development	SEAL: New Beginnings Draw members of family. Spotlight display for each child. Routines and rules including the school Golden Rules.	SEAL: Getting on and Falling out Learn about different cultural celebrations related to light.	SEAL: Going for Goals Look at learning goals for year. Look at own homes and environment.	SEAL: Good to be Me Explore and express feelings through stories. Make lists of favourite things.	SEAL: Relationships Look at everyday superheroes - people who help us. Name own heroic qualities.	SEAL: Changes Explore giving through Rainbow Fish. TRANSITION – inc. regular visits to new class and other new parts of the school. Making goals.
	Communication and language	Name parts of the body. Role play families. Learn nursery rhymes and wide range of songs related to the body.	Use information books to learn about different faiths. Labels for display.	Sequence, retell and re-enact <i>Three Little Pigs</i> .	Label life cycles and mini-beast features. Use information books to identify mini-beasts.	Comic-style writing, including sounds, speech bubbles and captions. Label superheroes. Write fairy tale stories.	Role play pirates. Write holiday postcards. Write luggage lists. Draw and label treasure maps
	Physical Development	Look at ways to stay healthy. Look at different ways you can move your body including crawling, walking, running.	Dance to firework music and look at celebratory dances across the world.. Mould malleable materials to create role-play food.	Use one-handed tools e.g. hammers and malleable materials to construct buildings.	Act out physical changes in life cycles. Use Playdough / Plasticene to make mini-beasts.	Superhero style obstacle courses. Look at ways to stay healthy and strong.	Starboard game. Use nets and pincers to catch sea creatures. Explore balance through walking the plank.
Specific areas of learning	Literacy	Label members of family. Make 'I can/I am...' books. Write own name and other names of relevance.	Write celebration cards and invitations. Writing own names and the names of friends, for example on friendship bands.	Label different buildings and their features. Make house shaped books about our own homes. Drawing and labelling our favourite local buildings.	Keeping a diary of the caterpillars as they turn into butterflies. Reading / writing minibeast fact books.	Reading and writing in a comic book style- speech bubbles and super hero words (pow, bam, crash). Primrose Literacy parent and child workshops.	Writing our own Rainbow Fish class book. Writing 'all about me' books for transition. Primrose Literacy parent and child workshops.
	Mathematics	Count family members and match amounts to numerals. Use 2D shapes to create face and body pictures.	Look at colour and shape patterns. Investigate symmetry e.g. fireworks using mirrors and printing.	Identify 3D shapes in buildings and go on shape hunt. Sort different materials. Sequence door numbers. Primrose Maths parent and child workshops.	Sequence eggs by size. Mini-beast hunts and tallies. Add/partition e.g. ladybird spots, legs. Primrose Maths parent and child workshops.	Design superhero logos and other props using 2D/3D shapes and patterns. Use secret codes to explore number.	Sort and add/subtract stones, shells and pebbles. Fishing for and sequencing numbers.



	Understanding the World	Look at cultural and linguistic diversity inc. greetings in class. Display of class languages linked to world map.	Explore light and dark/day and night. Use ICT programmes to create symmetrical pictures.	Buildings and materials from around the world e.g. adobe, caravans. Find homes on Google earth.	Explore life cycles of frogs, butterflies. Use programmes, e.g. Encarta, to find info.	Look at different heroes across variety of cultures. Design and build superhero vehicles.	Explore floating and sinking. Look at features of sea creatures.
	Expressive Arts and Design	Self-portraits and family portraits. Role play home corner. Draw pictures of homes and school.	Explore mixing colours and shading colours. Pastel and watercolour wash firework pictures. Role play Halloween den. Primrose Music parent and child singing workshops.	Role play builders' merchant/ architect office. Surface rubbings in and around school and in the local environment.	Paint mini-beasts. Mini-beasts collages inc. using Matisse's Snail. Junk model minibeasts.	Role-play 'Save the World' centre and magical lands. Re-enact fairy-tales with puppets and props. Compare illustrations.	Fish collage. Small world beach scenes. Sea pictures using pastel and wash.
Key Texts		So Much, Charlie and Lola, Alfie, Starting School, Hug.	Rama and the Demon King, Nativity Story, Tubby and the Magic Lantern, The Owl who was Afraid of the Dark.	The Three Little Pigs, The House that Jack Built, Bob the Builder.	The Hungry Caterpillar, The Bad-tempered Ladybird, The Very Busy Spider.	Cinderella, Traction Man, Ben 10 /popular superhero comics, Rapunzel.	Lucy and Tom, Fish Out of Water, Rainbow Fish, Noah's Ark.
Key Events		Visit from school nurse and other people who help us.	Visit church and mosque.	Visit from builder, local area walk, Primrose Hill view of London.	Grow butterflies, visit London Zoo, Chalk Farm nature reserve.	Visit to/from Belsize fire station & other real-life heroes, Little Angels theatre. Dressing up day.	London Aquarium and / or canal boat trips.

Cycle B

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context for Learning		Ourselves and Our Bodies	Food and Festivals	Up, Up and Away	Plants and Growth	Carnival of Animals	Journeys and Transport
Prime area of learning	Personal, Social and Emotional Development	SEAL: New Beginnings Make 'I can/I am...' books. Golden rules and routines.	SEAL: Getting on and falling out Look at variety of faiths /celebrations. Try cultural foods. Introduction to Primrose Hill Passports.	SEAL: Going for Goals Look at moods associated with different weather. Revisit Golden rules, class rules.	SEAL: Good to be Me Grow and taste new foods. Goals for growing up. Begin to attend Friday achievement assemblies.	SEAL: Relationships Look at different needs of animals e.g. create ideal habitats.	SEAL: Changes TRANSITION – inc. regular visits to new class and other new parts of the school. Goals for next year.
	Communication and language	Name parts of the body. Role play families. Learn nursery rhymes and wide range of songs related to the body.	Naming and describing a wide range of fruits, vegetables and other foods.	Role play weather station including video 'broadcasts'. Look at weather symbols.	Re-enact Jack and the Beanstalk and learn refrains.	Make animal poems using simile. Match sound labels to animals.	Make road signs. Describe their journey to school – use Google maps to follow the journey as they describe it.



	Physical Development	Learn how to move safely through school and playground. Learn ways to stay healthy including medicine safety.	Manipulate malleable food stuffs using different tools. Imitate different cultural dances and use 5-a-day fitness videos as inspiration.	Explore different ways of throwing and other 'up' games e.g. hoop shooting. Devise movements to different kinds of music.	Use one-handed tools to plant and tend. Make flowers from malleable materials e.g. pipe cleaners/ Playdough.	Move like different animals. Construct and mould different animal habitats. Look at what living creatures need for health.	Use tools e.g. hole punch, staples, safely to create vehicles. Cooperative games e.g. traffic lights.
Specific areas of learning	Literacy	Labelling body parts. Name writing. Guided reading begins.	Write recipes and ingredients lists. Write receipts, orders etc. in role-play restaurant/café Writing cards in Christmas post office.	Write labels and captions on weather scenes. Reading and writing simple weather poems.	Write seed and plant labels. Label parts of plants. Reading / writing non-fiction books on plants and growth.	Label different animals. Make non-fiction animal books. Primrose Literacy parent and child workshops.	Write postcards and letters. Write journey tickets. Draw and label maps. Primrose Literacy parent and child workshops.
	Mathematics	Sequence growth pictures in order of size and make height charts. Survey of different features and preferences.	Role play money in restaurant/shop. Explore capacity and measure through cooking.	Measure rain and explore capacity. Look at positional and directional cues through air travel. Primrose Maths parent and child workshops.	Measure plant growth. Charts/tables of favourite vegetables. Sort vegetables/fruit acc. to different features. Primrose Maths parent and child workshops.	Sort animals etc. according to different features including living/non-living. Look at animal patterns .	Draw and negotiate maps using positional and directional language. Use vehicle wheels to add and count in sets.
Understanding the World	Understanding the World	Sense of time: bring in baby photos, look at dates of birth and how you've grown. Sequence pictures of daily routines.	Explore food from different cultures. Investigate changing states through food prep. Look at seasonal foods.	Look at different weather types and effects. Create flying machines. Explore the solar system.	Experiment with different growing conditions. Look at sustainability and recycling through trees.	Explore conservation and extinct animals (inc. dinosaurs). Look at different animal habitats and features.	Design and construct vehicles and small world roads/tracks. Look at family journeys including immigration.
	Expressive Arts and Design	Role play home corner, Post Office and Doctor's Surgery. Creating self-portraits. Chalk skeleton pictures.	Make dried food collages. Observational pictures of fruit and vegetables. Role play café/restaurant. Winter performance. Primrose Music parent and child singing workshops.	Weather collages. Papier-mâché spheres for planets. Weather sounds and music with instruments	Role play garden centre. Observational plant drawings.	Dance to <i>Carnival of Animals</i> and use diff. instruments to evoke different animals. Role play Vet's Surgery.	Role play airport/cab office/train station. Identify and create vehicle sounds.
Key Texts	Titch, Funnybones, Kids, You Choose, I am too small for school, Starting School, Harry and Dinosaurs	Do You Like Ketchup in your Cornflakes?, I would not ever eat a tomato, Tiger who came to Tea, The Shopping Basket, Rama and Sita and the Demon King, Nativity Story.	My Grandfather's Balloon, Up, Up and Away, Noah's Ark, Mrs Wishy-Washy, Whatever Next.	Jack and The Beanstalk, Jasper's Beanstalk, Titch, The Giving Tree.	Giraffe's Can't Dance, Rumble in the Jungle, The Diggingest Dog, Sam Who Never Forgets, Elma.	Flat Stanley, The Little Red Train, Mr Gumpy's Outing, Where the Wild Things Are, Lost and Found.	
Key Events	Spotlight display, parents bring foods, nurse visit. Trip to Primrose Hill Park.	Visit or receive visitors from local grocery, shops/Inverness Market.	Fly kites on Primrose Hill	Incubate chicks, visit allotments, visit City Farm.	Trip to London Zoo.	Canal trip, traffic survey on Primrose Hill.	



Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context for Learning	This is me	Our Stories	Inventions	What's the weather?	Regents Park	
History	Family tree: <ul style="list-style-type: none"> changes within living memory 	How we have changed over time / events in our lives / our timeline: <ul style="list-style-type: none"> changes within living memory 	Toys / clothes / mobile phones: <ul style="list-style-type: none"> events / changes beyond living memory that are significant nationally or globally Key individuals: <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	Weather events that are significant to the UK, eg. droughts, floods: <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 	Changes in the local environment over time: <ul style="list-style-type: none"> significant historical events, people and places in their own locality 	
Science	Seasonal Changes: Through a seasonal walk each half term: <ul style="list-style-type: none"> Observe how seasons and plants have changed throughout the year. <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies 					
	Animals, inc. humans: <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Materials: <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their physical properties	Plants: <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees			



<p>Geography</p>	<p>Home and School</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the UK use basic geographical vocabulary to refer to key physical features, and key human features <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use simple compass directions and locational and directional language, to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<p>Where do we come from?</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 		<p>UK weather</p> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom use basic geographical vocabulary to refer to key physical features, and key human features <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p>Plants, animals and people that share the local environment</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom use basic geographical vocabulary to refer to key physical features, and key human features <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
-------------------------	--	---	--	--	--



DT		<p>Cooking - make a healthy snack</p> <p>Design:</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and information and communication technology <p>Make:</p> <ul style="list-style-type: none"> ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> ▪ evaluate their ideas and products against design criteria <p>Cooking:</p> <ul style="list-style-type: none"> ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from 	<p>Mechanisms - make a toy</p> <p>Design:</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and information and communication technology <p>Make:</p> <ul style="list-style-type: none"> ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> ▪ evaluate their ideas and products against design criteria ▪ explore and evaluate a range of existing products <p>Technical knowledge:</p> <ul style="list-style-type: none"> ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 		<p>Structures - make a pot or watering can</p> <p>Design:</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make:</p> <ul style="list-style-type: none"> ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> ▪ evaluate their ideas and products against design criteria ▪ explore and evaluate a range of existing products <p>Technical knowledge:</p> <ul style="list-style-type: none"> ▪ build structures, exploring how they can be made stronger, stiffer and more stable 	
----	--	---	--	--	--	--



<p>Computing</p>		<p>Unit 1.2 We are TV chefs</p> <p>Computational Thinking</p> <p>In this unit, pupils produce short videos of themselves making a healthy meal or snack. They also decompose a complex problem into smaller parts – an important idea from computer science.</p>	<p>How do we behave safely and respectfully on line?</p> <p>In this unit, the children will explore how to communicate safely and respectfully online , keeping personal information private, and recognise common uses of information technology beyond school.</p> <p>Unit 1.1 We toy (treasure) hunters.</p> <p>Programming</p> <p>In this unit, the children will program a toy to move around a map to find buried treasure. They will start by thinking of algorithms for their routes, then input these as stored programs for the robot. They predict how the robot will move and will debug their programs.</p>	<p>Unit 1.5 We are weather reporters (storytellers)</p> <p>Communication / Collaboration</p> <p>In this unit, the children create a talking book that they can share with others.</p>	<p>Unit 1.6 We are celebrating</p> <p>Productivity:</p> <p>In this unit, pupils will have the opportunity to create a digital greetings card, which could be used for a religious festival such as Diwali or Christmas, pupils 'birthdays, or simply to say thank you or good luck.</p>	<p>Unit 1.4 We are plant collectors</p> <p>Computer Networks</p> <p>In this unit, the pupils will use web search engines to collect pictures of different types of animals and then explore ways in which those pictures can be organised.</p>
<p>Art</p>	<p>Drawing and painting - self-portrait using mirrors. Facial proportions, colour, texture of hair.</p> <ul style="list-style-type: none"> ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ to use drawing and 	<p>Painting in line over collage -Self-portrait based on Henri Matisse's 'Weeping women' Triangular shapes. Different viewpoints in the same picture.</p> <ul style="list-style-type: none"> ▪ to use painting to develop and share their ideas, experiences and imagination 	<p>Drawing - A plan for a fantastical toy. Label moving or working parts</p> <ul style="list-style-type: none"> ▪ to use drawing to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using 	<p>Experimental painting - Paint a wave without brushstrokes! (Flicking, sponging etc.) -Look at Hokusai's 'The Great Wave', stick a boat to your painting in any position you like (changing Hokusai's story) Compare 'Weeping women to 'The Great Wave'</p>	<p>Sculpture - First hand observations of plants, leaves, flowers and trees in Regent's park (rubblings, sketches, photographs, collected things). Make a sculpture of a flower from one of the drawings (clay/other)</p> <ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products ▪ to use drawing and sculpture to develop and share their ideas, experiences and imagination 	



	<p>painting to develop and share their ideas, experiences and imagination</p>	<ul style="list-style-type: none"> ▪ to develop a range of art techniques in using colour, pattern, texture, line, shape, form and space ▪ to learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>colour, pattern, texture, line, shape, form and space</p>	<ul style="list-style-type: none"> ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	
<p>RE</p> <p>Christianity and Buddhism + one other world view</p>	<ul style="list-style-type: none"> ▪ Belief - What do I believe? 	<ul style="list-style-type: none"> ▪ Different methods and types of celebration- Christianity and Buddhist compared to other in class religions 	<ul style="list-style-type: none"> ▪ Cycle of life 	<ul style="list-style-type: none"> ▪ Places of worship - Visit St Mark's Church 	<p>Story telling – stories told by Jesus and Buddha and other stories</p>



	SEAL: New Beginnings	SEAL: Getting on and Falling out	SEAL: Going for Goals	SEAL: Good to be Me	SEAL: Relationships	SEAL: Changes
PSHCE	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ What makes a happy and safe class ▪ Agreeing a class charter and creating a class community ▪ Different types of feelings ▪ Likes and dislikes ▪ What is right and wrong ▪ Valuing myself and others ▪ Different types of families ▪ Similarities and differences between us ▪ What a friend is and resolving disagreements 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ Listening well ▪ Managing anger and calming down ▪ What teasing and bullying are and how to stop ▪ Solving problems peacefully ▪ Getting on with friends 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ Being safe with household substances ▪ Knowing what is safe and unsafe to swallow ▪ Being safe with medicines ▪ How to feel healthy ▪ What to do if being persuaded to do wrong ▪ Being ready to learn ▪ Recognising achievements and setting goals ▪ Solving problems to learn well 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ Taking care of the class and school environment ▪ Taking care of the local environment ▪ Ways to improve the local environment ▪ What makes us feel proud ▪ Feeling worried and stopping worries 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ Healthy and Safe: People who keep us safe ▪ Keeping safe from accidents ▪ Keeping safe at home, at school, outside and on the way to school ▪ Personal safety ▪ Feeling jealous and managing these feelings 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ Reflecting on our learning in Year 1 and how we have changed and grown
Music	<ul style="list-style-type: none"> ▪ We will learn to recognise and explore how sounds can be made and changed through story and cumulative songs. Key skills will be embedded throughout the year. 	<ul style="list-style-type: none"> ▪ We will be responding to how music changes and how it can change us when we celebrate. Key skills will be embedded throughout the year. 	<ul style="list-style-type: none"> ▪ We will use the voice to repeat short rhythmic and melodic patterns in different ways such as speaking, singing and chanting. We will use the context of time and change to change rhythms when playing instruments. 	<ul style="list-style-type: none"> ▪ Using games we improvise and change how we put small musical elements together. We will explore how different materials make different sounds. 	<ul style="list-style-type: none"> ▪ We will compose a piece of music based on a sound walk through regent's park. We will recognise how sounds can be combined and what effect that has on the music. 	<ul style="list-style-type: none"> ▪ Songs learnt throughout the year will be performed. Children will be combining all skills learnt to perform, improvise and compose.
PE	<ul style="list-style-type: none"> ▪ Locomotor Skills 2 (Fundamental Movements) 	<ul style="list-style-type: none"> ▪ Dance (Topic based) 	<ul style="list-style-type: none"> ▪ Stability Skills 2 (Fundamental Movements) 	<ul style="list-style-type: none"> ▪ Manipulative Skills 2 	<ul style="list-style-type: none"> ▪ Manipulative Skills (Ball Games) 	<ul style="list-style-type: none"> ▪ Multi Skills



Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context for Learning	Let's visit London Now	Let's visit London Past	Kings, Queens and Castles	This is my home	It's time for a holiday	
Geography	<p>London – boroughs, landmarks, transport, bus routes, man-made and natural features of the environment</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the UK use basic geographical vocabulary <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this KS use simple compass directions and locational and directional language, to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environ. 	<p>UK - Regions in England, cities, royal homes</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p>The World - continents and oceans; different animal and plant habitats around the world (inc. local area); threats to habitats.</p> <p>Human and physical geography:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Place knowledge:</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key physical and human features <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p>The seaside in the United Kingdom and abroad</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 		



<p>History</p>		<p>A history of London - Samuel Pepys, Guy Fawkes, the plague</p> <p>Key events:</p> <ul style="list-style-type: none"> ▪ events beyond living memory that are significant nationally or globally <p>Key individuals:</p> <ul style="list-style-type: none"> ▪ the lives of significant individuals in the past who have contributed to national and international achievements. 	<p>Notable Kings and Queens, Princes and Princesses - the Royal Family, the Royal family tree, emblems</p> <p>Key individuals:</p> <ul style="list-style-type: none"> ▪ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 		<p>Seaside holidays in the past.</p> <p>Key events:</p> <ul style="list-style-type: none"> ▪ events beyond living memory that are significant nationally or globally <p>Key individuals:</p> <ul style="list-style-type: none"> ▪ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
<p>Science</p>		<p>Keeping Healthy (relate to the plague):</p> <ul style="list-style-type: none"> ▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Plants:</p> <ul style="list-style-type: none"> ▪ observe and describe how seeds and bulbs grow into mature plants ▪ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Animals and Habitats:</p> <ul style="list-style-type: none"> ▪ notice that animals, have offspring which grow into adults ▪ explore and compare the differences between things that are living, dead, and things that have never been alive ▪ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ▪ identify and name a variety of plants and animals in their habitats, including micro-habitats ▪ describe simple food chain. 	<p>Materials:</p> <ul style="list-style-type: none"> ▪ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ▪ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



<p>Computing</p>	<p>Unit 2.4 – We are researchers</p> <p>Programming: The children research a London based topic – safely, effectively and efficiently – using a structured approach (mind mapping). They share their findings with others through a short multimedia presentation.</p>	<p>Unit 2.3- We are animators</p> <p>Creativity: In this unit, the children create stop frame animations using an iPad app (Smooovie), take photos to fit a given theme (The Great Fire of London), edit and refine their animations, and create backdrops to suit the task.</p>	<p>How do we behave safely and respectfully on line?</p> <p>In this unit, the children will explore how to communicate safely and respectfully online , keeping personal information private, and recognise common uses of information technology beyond school.</p> <p>Unit 2.2 – We are games testers</p> <p>Computational thinking: In this unit, the pupils will try to work out how some simple Scratch games work. They also look at free online or open source games and share their favourite games with the class.</p>	<p>Unit 2.6 – We are zoologists</p> <p>Data and Data Representation: In this unit, the children go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graphing package, and interpret the graph to answer questions about the animals.</p>	<p>Unit 2.5 – We are detectives</p> <p>Communication/ Collaboration: In this unit, the children are challenged to solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. They use a fact file sheet to create a table and identify the culprit.</p> <p>Their skills will be applied in an email task where they email a character from a whole class text: Katy Morag</p>	<p>Unit 2.1 – We are tourists</p> <p>Programming: In this unit, the children will build on work from <i>Unit 1.1 – We are treasure hunters</i> to program a sprite (such as a tour bus) to move around the screen. This unit acts as a springboard for programming in Year 3.</p>
-------------------------	--	--	--	--	---	---



Art	<p>Drawing and Painting - London Skylines; sketch a skyline; compare London skylines painted by Monet and John Virtue eg. mood / colours; trial artist's techniques eg. oil pastels / paint dribbled and mixed with glue and sand; produce a painting</p> <ul style="list-style-type: none"> to use painting to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Craft - designing and making props and back drop for Smovie Contextual link David Hockney stage sets</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>3D - Royal Jewellery; design and make beads and a (relief) pendent out of model magic; select / mix colours; look at a variety of Royal Jewellery and designs</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing to develop and share their ideas, experiences and imagination to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<p>Collage - Henri Rousseau 'The Tiger in the Storm'; collage an animal in-between layers of collaged trees / plants / long grass to hide / camouflage it</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Printed Textiles - print repeat patterns inspired by the seaside onto fabric using hand-made stamps and fabric paint (make- cut shapes from foam sheets or arrange string, and glue to wooden blocks eg. a Jenga piece); contextual – woodcuts, printed fabrics.</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
DT	<p>Mechanisms – make a moving drawbridge</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and 	<p>Cooking – make a healthy meal</p> <p>Design:</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and 	<ul style="list-style-type: none"> 		<p>Textiles - sew a flag based on materials in science investigation, to use at the seaside when building a sandcastle</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology



	<p>communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks ▪ select from and use a wide range of materials and components, including construction materials according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ▪ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms, in their products. 	<p>communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make:</p> <ul style="list-style-type: none"> ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> ▪ evaluate their ideas and products against design criteria <p>Cooking:</p> <ul style="list-style-type: none"> ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from. 			<p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks [e.g, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including textiles according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ build structures, exploring how they can be made stronger, stiffer and more stable
--	---	--	--	--	---



	SEAL: New Beginnings	SEAL: Getting on and Falling out	SEAL: Going for Goals	SEAL: Good to be Me	SEAL: Relationships	SEAL: Changes
PSHCE	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ What a community is ▪ Agreeing a class charter and creating a happy, caring and safe class community ▪ Working as a group ▪ Different feelings in different situations ▪ Helping others feel welcome ▪ How it feels to be left out ▪ Helping to include everyone and care for each other ▪ Similarities and differences between people-respecting differences ▪ Knowing our likes and dislikes 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ What makes a good friend ▪ Understanding other people's feelings and showing empathy ▪ Solving friendship problems with empathy ▪ Stopping teasing and bullying ▪ What medicines are and different types ▪ Safe ways to take medicines ▪ Feeling ill and feeling better ▪ Recognising different hazards in the home and outside and how to keep safe ▪ Describe what can cause accidents ▪ Global link – should young children be made to work? Look at some examples of young children working in third world countries 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ How to cooperate with others ▪ What is right and wrong in different situations ▪ Caring about people who are special to me ▪ My special family and different types of families ▪ How we learn best ▪ Setting and achieving goals ▪ How to persevere when we are bored 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ What I am good at ▪ Standing up for myself ▪ How my behaviour affects others ▪ What medicines are and different types ▪ Safe ways to take medicines ▪ Feeling ill and feeling better ▪ Recognising different hazards in the home and outside and how to keep safe ▪ Describe what can cause accidents 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ Working together to achieve ▪ Different kinds of communities they belong to e.g. class, school, family ▪ Making happy caring communities for everyone ▪ Making a caring school ▪ Different people and services that help us in the community ▪ Feelings about leaving places or people ▪ What is important to me ▪ Helping someone who is lonely 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ Changing behaviour for the better ▪ Identifying what they have learned and achieved in Year 2 ▪ Similarities and differences between males and females and challenging stereotypes ▪ Naming parts of the body ▪ Growing and changing from baby to older person
RE Christianity and Buddhism + one other world view	<ul style="list-style-type: none"> ▪ Belief - What do I believe? What do those around me believe? 	<ul style="list-style-type: none"> ▪ Family and thanking- why is it important to have family times? What are we grateful for? 	<ul style="list-style-type: none"> ▪ Forgiveness 	<ul style="list-style-type: none"> ▪ Special places around the world 	<ul style="list-style-type: none"> ▪ Imagery in religion - Visit Christian church 	<ul style="list-style-type: none"> ▪ Peace - how do we create peaceful places?



Music	<ul style="list-style-type: none"> ▪ We will work with EPOC to develop our singing voice and performance skills for a concert. Key skills will be embedded throughout the year. 	<ul style="list-style-type: none"> ▪ We will work with EPOC to develop our singing voice and performance skills for a concert. Key skills will be embedded throughout the year. 	<ul style="list-style-type: none"> ▪ We will use the voice to repeat short rhythmic and melodic patterns in different ways such as speaking, singing and chanting. We will use the context of habitats explore the different areas of the orchestra. 	<ul style="list-style-type: none"> ▪ We will improvise and change how we put small musical elements together. We will explore how different materials make different sounds. We will record sounds and manipulate them electronically. 	<ul style="list-style-type: none"> ▪ We will compose a piece of music based on a sound scape of the beach. We will recognise how sounds can be combined and what effect that has on the music. 	<ul style="list-style-type: none"> ▪ Songs learnt throughout the year will be performed. Children will be combining all skills learnt to perform, improvise and compose.
PE	<ul style="list-style-type: none"> ▪ Locomotor Skills 3 (Complex Movements) ▪ Ball Skills 	<ul style="list-style-type: none"> ▪ Dance (Topic based) 	<ul style="list-style-type: none"> ▪ Stability Skills 3 (Complex Movements) 	<ul style="list-style-type: none"> ▪ Manipulative Skills 3 	<ul style="list-style-type: none"> ▪ Games (Creation) ▪ Swimming 	<ul style="list-style-type: none"> ▪ Athletics ▪ Swimming



Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context for Learning	Out of Africa		Lights, Camera, Action!	The Story Begins...	Eureka!	
History	Ancient Egypt <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt 		The Movie Industry: <ul style="list-style-type: none"> a significant turning point in British history post 1066 	Stone to Iron age: <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	Ancient Greece <ul style="list-style-type: none"> a study of Greek life and achievements and their influence on the western world 	
Science	Plants <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem, leaves, flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	Animals including humans - nutrition, skeleton, muscles, function of major organs. (mummification, Embalming.) <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	Light <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change. 	Rocks and Soils <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. 	Forces and magnets - why/how do forces work? Link to Archimedes, inventor who always wanted to know why things worked. <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. 	



<p>Geography</p>	<p>Compare UK and Egypt - Seasons/climate, Hot/cold, wet/dry. Focus on Deserts and Rivers. Identify Northern and Southern Hemisphere. Identify African countries</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Africa. identify longest rivers in the world and compare with UK. identify largest deserts. <p>Place knowledge:</p> <ul style="list-style-type: none"> compare a region of the UK with a region in Africa, eg. Rivers and deserts. <p>Human and physical geography:</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: rivers and deserts human geography, including: rivers and the water cycle, excluding transpiration, <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>Field work - mapping local cinemas using a range of methods, eg, digital technology</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> learn the eight points of a compass, 4 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the UK and the wider world use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Compare North and South England – counties, cities, towns, villages. Focus on hill settlements and land use in Britain and distribution of food; how these have changed overtime.</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> locate and name the countries making up the British Isles, with their capital cities. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills) and land-use patterns; and understand how some of these aspects have changed over time <p>Place knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of two different regions of the United Kingdom, e.g. Northern England and Southern England. compare a region of the UK with a region in Europe 	<p>Compare Europe to UK - Greece and UK. Focus on Mountains and volcanoes.</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe, (including the location of Russia) concentrating on their key physical and human characteristics and countries identify highest mountains in the world and compare with UK. <p>Place knowledge:</p> <ul style="list-style-type: none"> Compare a region of the UK with a region in Europe, eg. Mountainous areas. <p>Human and physical geography:</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: mountains and volcanoes human geography, including: types of settlement and land use and the distribution of food. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. use the eight points of a compass, 4 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
-------------------------	---	--	--	--



<p>Geography (cont.)</p>				<p>Human and physical geography:</p> <ul style="list-style-type: none">▪ describe and understand key aspects of:▪ physical geography (main focus: hills)▪ human geography, including: types of settlement and land use and the distribution of food; trade links in the Pre-roman and Roman era.; types of settlements in Early Britain linked to History. Why did early people choose to settle there? <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none">▪ use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.▪ use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
---------------------------------	--	--	--	---	--



DT		<p>Cooking - healthy Egyptian dish (focus on nutrients for skeletal or muscular systems or major organs)</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	<p>Textiles and Photography - light and shadow puppet show</p> <p>Design</p> <ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and prototypes <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wide range of tools and equipment to perform practical tasks accurately ▪ select from and use a wide range of materials and components, including construction materials, and textiles, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> ▪ investigate and analyse a range of existing products ▪ evaluate ideas and products against own design criteria and consider the views of others to improve 		<p>Mechanisms - design and make a lever system using magnetic force, eg lift an object</p> <p>Design</p> <ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ▪ apply their understanding of computing to program, monitor and control their products.
----	--	--	---	--	---



<p>Computing</p>	<p>Unit 3.5 - We are communicators</p> <p>Communication:</p> <p>This unit allows the children to learn about a number of e-safety matters in a positive way. The children will email characters from the whole class text: Ahmed's Secret and respond to replies.</p>	<p>Unit 3.1 - We are Programmers (program instructions to navigate a robot around a hill fort)</p> <p>Programming:</p> <p>In this unit, the children create an animated cartoon using characters they design. They use a paint tool to create characters and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions (program) for graphic objects.</p>	<p>How do we behave safely and respectfully on line?</p> <p>In this unit, the children will explore how to communicate safely and respectfully online , keeping personal information private, and recognise common uses of information technology beyond school.</p> <p>Unit 3.2 - We are bug Fixers</p> <p>Computational thinking:</p> <p>In this unit, the children work with six example Scratch projects. They explain how the scripts work, finding and correcting errors in them, and explore creative ways of improving them. The children learn to recognise some common types of programming error, and practise solving problems through logical thinking.</p>	<p>Unit 3.4 - We are network Engineers</p> <p>Computer networks:</p> <p>In this unit, the pupils investigate how computer networks work. They use a simulation and learn some simple command prompt (C:) tools for testing network connections.</p>	<p>Unit 3.3 - We are Movie makers (presenters)</p> <p>Creativity:</p> <p>This unit gives the children the opportunity to make a short narrated video of themselves practising a sport or other skill, and to use this to help improve their performance.</p>	<p>Unit 3.6 - We are opinion pollsters Unit</p> <p>Productivity:</p> <p>In this unit, using Google Forms, the children create their own opinion poll, seek responses, and then analyse the results.</p>
-------------------------	---	---	---	---	--	---



<p>Art</p>	<p>Egyptian art on papyrus or Sarcophagus - Paper mache, paint Egyptian motifs with detail and design own hieroglyphics Sketchbooks: observations, review</p> <ul style="list-style-type: none"> ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ to learn about great artists, architects and designers in history. 	<p>Animation and Drawing - Animate a ball of white modelling material in 3 stages so that it morphs from one 3D shape or thing to another. Make a drawing of each stage, applying tone. (Preparation: lesson on tone using 2B pencils/ simple 3D shapes). 'Pingu' / 'Morph'. Introduce sketchbooks.</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Printing - Celtic tiles. Design and print a Celtic tile using poly-block printing method. The four corners of the design should be the same. (mirrored) Sketchbooks: observations, designs, review</p> <ul style="list-style-type: none"> ▪ to use sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Clay - Two types of clay pots; coiled and pinched. Carve in decorations, paint and air dry. Look at Ancient Greek pottery and compare similarities and differences between them. Sketchbooks: step by step, review</p> <ul style="list-style-type: none"> ▪ to use sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ to learn about great artists, architects and designers in history. ▪
-------------------	--	---	--	--



	SEAL: New Beginnings	SEAL: Getting on and Falling out	SEAL: Going for Goals	SEAL: Good to be Me	SEAL: Relationships	SEAL: Changes
PSHCE	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ Agreeing a class charter and know why rules are needed ▪ Getting to know each other ▪ What I am good at ▪ Different feelings in different situations ▪ Making the class a welcoming place ▪ How people are similar and different ▪ How it feels to be different and respecting differences ▪ What stereotyping is and how it effects people 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ What makes a happy and caring class ▪ Keeping the brain fit for learning ▪ How to help each other in class ▪ Friendship-managing upsets and difficulties in relationships ▪ What bullying is and ways to stop it ▪ Recognising when we feel safe ▪ Recognising when we feel unsafe or scared and who can help us ▪ How to feel safe in different situations ▪ How to keep safe in dangerous places 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ What a community is and how to make a happy one ▪ Who helps me in my local community? ▪ Different jobs people do who help in the community and the skills they need ▪ My views about the local environment and ways to improve it ▪ Different types of learners ▪ Planning to reach a goal ▪ Taking responsibility for our own learning 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ Feeling surprised ▪ How to disagree without falling out ▪ What to do when we feel worried ▪ What makes someone healthy and happy ▪ Know what makes a healthy, balanced diet ▪ What keeps teeth strong and healthy ▪ Effects of medicines and being safe with medicines ▪ Global link – link to CRC, Article 24 Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ Difference between right and wrong ▪ Feeling guilty and what to do to make amends ▪ Taking responsibility for our actions ▪ Using the peaceful problem solving technique ▪ Difference between helpful and unhelpful pressure and how to respond to unhelpful pressure ▪ What alcohol and cigarettes do to the body 	<ul style="list-style-type: none"> ▪ On-going: Passports ▪ Feelings associated with change ▪ Identifying what we have learnt and celebrating our achievements ▪ Different kinds of families ▪ Similarities between males and females ▪ Understanding stereotyping ▪ Names for parts of the body ▪ How we are growing and changing ▪ Our hopes for the future
RE Christianity, Hinduism and Sikhism + one other world view	<ul style="list-style-type: none"> ▪ Community and belief. 	<ul style="list-style-type: none"> ▪ Love and celebration. 	<ul style="list-style-type: none"> ▪ Faith expressed through Art – Holi Festival 	<ul style="list-style-type: none"> ▪ Faith and food 	<ul style="list-style-type: none"> ▪ Signs and symbols in world religions 	<ul style="list-style-type: none"> ▪ Visit All Hallows by the Tower (link to historical artefacts finding)



<p>MFL</p> <p>French (Specialist Teacher)</p>	<p>Intercultural Understanding</p> <ul style="list-style-type: none"> To talk about French speaking countries To talk about French life and culture <p>Greetings</p> <ul style="list-style-type: none"> To understand several greetings To use and respond to greetings <p>What's your name?</p> <ul style="list-style-type: none"> To give your name To ask someone else's name <p>How are you?</p> <ul style="list-style-type: none"> To understand several responses about how you are To ask how someone is <p>Numbers 1-12</p> <ul style="list-style-type: none"> To understand and use numbers 1-12 To do French sums <p>How old are you?</p> <ul style="list-style-type: none"> To say how old you are To ask how old someone else is 		<p>Months of the year</p> <ul style="list-style-type: none"> To recognise and use the months of the year To create 'Mon Calendrier Français' <p>Numbers 13-31</p> <ul style="list-style-type: none"> To understand and use numbers 13-31 To understand numbers in context eg. prices <p>When is your birthday?</p> <ul style="list-style-type: none"> To say your birthday To ask about someone else's birthday <p>Days of the week</p> <ul style="list-style-type: none"> To understand and use the days of the week To learn a French song about the days of the week <p>What's today's date?</p> <ul style="list-style-type: none"> To give today's date To talk about special dates <p>Seasons</p> <ul style="list-style-type: none"> To recognise and use the seasons To talk about what happens in France for each season 		<p>Brothers and sisters</p> <ul style="list-style-type: none"> To talk about your brothers and sisters To understand information about others' siblings <p>My family</p> <ul style="list-style-type: none"> To talk about family members To create 'Un Arbre Généologique' <p>Have you got any pets?</p> <ul style="list-style-type: none"> To talk about a variety of pets To understand what pets others have <p>On the farm</p> <ul style="list-style-type: none"> To recognise and use farm animals To read a story in French about farm animals <p>Zoo animals</p> <ul style="list-style-type: none"> To talk about other animals To talk about animal likes and dislikes <p>What colour is it?</p> <ul style="list-style-type: none"> To talk about colours To describe the colours of different animals 	
<p>Music</p>	<ul style="list-style-type: none"> We will be exploring simple rhythmic patterns and combining them to make our own compositions. Key skills will be embedded throughout the year. 	<ul style="list-style-type: none"> We will develop our sense of tempo and ability to play more and more complex rhythms against a pulse. Key skills will be embedded throughout the year. 	<ul style="list-style-type: none"> We will use the context of forces to discuss what rhythms 'attract' and 'repel' each other and what notes combine to create harmony. 	<ul style="list-style-type: none"> We will learn the ukulele as part of the Camden wider opportunities program. 	<ul style="list-style-type: none"> We will learn the ukulele as part of the Camden wider opportunities program. 	<ul style="list-style-type: none"> We will learn the ukulele as part of the Camden wider opportunities program.
<p>PE</p>	<ul style="list-style-type: none"> Invasion Games Swimming 		<ul style="list-style-type: none"> Gymnastics/Dance Swimming 		<ul style="list-style-type: none"> Games: Net/Wall, Strike & Field (Skill development and game application) 	<ul style="list-style-type: none"> Athletics



Year 4 (2014-15 only)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context for Learning	Let the battle begin		Predator or Prey		Out of Africa	
History	Britain's settlement by Anglo-Saxons and Scots: <ul style="list-style-type: none"> Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 		The Viking and Anglo-Saxon struggle for the Kingdom of England: <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 		Ancient Egypt: <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt 	
Science	Changes in materials - battle between the states of matter, solids vs liquid vs gases <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 		Living things and their habitats: <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. 	Animals, including humans: <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey. 	Electricity: <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. 	Sound: <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.



Geography

Territories and voyages of the Vikings – all through Europe and North America; position and significance of Equator, Tropics of Cancer and Capricorn; bodies of water and the water cycle.

Locational knowledge:

- locate the world's countries, using maps to focus on Europe and North America, concentrating on their countries, and major cities
- name and locate counties and cities of the United Kingdom
- identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.

Human and physical geography:

- describe and understand key aspects of:
- physical geography including: seas and oceans and the water cycle, excluding transpiration,
- compare a region of the UK with a region in Europe, eg. Geography for defence, travel and trade (link to history), mountains, hills, rivers, peninsulas, plains.
- describe and understand key aspects of:
- physical geography, including: seas and oceans, climate zones, mountains, plains

Geographical skills and fieldwork:

- use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
- learn the eight points of a compass and four-figure grid references.

Land use patterns: food from farm to fork. Where do we farm? Compare 2 regions in the UK rural / urban
Field work: Creating a habitat on the school grounds somewhere

Locational knowledge:

- locate the world's countries concentrating on their environmental regions
- on a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.

Place knowledge:

- understand geographical similarities and differences through the study of human and physical geography of different regions in the world.

Human and physical geography:

- describe and understand key aspects of:
- physical geography: locate areas of similar environmental regions, eg. desert, rainforest, grassland.
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food and water.
- locate and name the continents on a World Map.
- compare 2 different regions in UK rural/urban.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time

Geographical skills and fieldwork:

- use maps, Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
- use the eight points of a compass, four-figure grid references.
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Compare UK and Egypt – seasons / climate, hot / cold, wet / dry. Focus on Deserts and Rivers. Identify Northern and Southern Hemisphere and African countries

Locational knowledge:

- locate the world's countries, using maps to focus on Africa.
- identify longest rivers in the world and compare with UK.
- identify largest deserts.

Place knowledge:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Africa
- compare a region of the UK with a region in Africa, eg. Rivers and deserts.

Human and physical geography:

- describe and understand key aspects of:
- physical geography, including: rivers and deserts
- human geography, including: rivers and the water cycle, including transpiration.

Geographical skills and fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Geographical skills and fieldwork:

- use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
- use the eight points of a compass, four-figure grid references.



Computing	<p>Unit 4.5 - We are wiki authors</p> <p>Communication and Collaboration;</p> <p>Wikipedia is a free online encyclopaedia that anyone can view and edit. In this unit, the pupils collaborate to create a 'mini Wikipedia' about the Anglo Saxons.</p>	<p>Unit 4.6 – We are meteorologists</p> <p>Productivity:</p> <p>This unit brings together data measurement, analysis and presentation, as the children take on the role of meteorologists and weather presenters.</p>	<p>How do we behave safely and respectfully on line?</p> <p>In this unit, the children will explore how to communicate safely and respectfully online , keeping personal information private, and recognise common uses of information technology beyond school.</p> <p>Unit 4.2 - We are toy designers</p> <p>Computational Thinking:</p> <p>In this unit, the children work together to design a simple toy that incorporates sensors and outputs and then create an on-screen prototype of their beast in Scratch. Finally, they pitch their toy idea to a <i>Dragons' Den</i>-style panel.</p>	<p>Unit 4.4 – We are HTML editors</p> <p>Computer Networks:</p> <p>In this unit the children learn about the history of the web, before studying HTML (hypertext mark-up language), the language in which web pages are written. They learn to edit and write HTML, and then use this knowledge to create a web page.</p>	<p>Unit 4.1 - We are software developers</p> <p>Programming: The pupils start by playing and analysing educational computer games, identifying those features that make a game successful. They then plan and design a game, with a clear target audience in mind. They create a working prototype, and then develop it further to add functionality and improve the user interface. They test their game and make any necessary changes.</p>	<p>Unit 4.3 -We are musicians</p> <p>Creativity:</p> <p>In this unit, the children produce music suitable for any purpose they choose.</p>
DT	<p>Structures: design & make an insulator</p> <p>Design:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, 	<p>Structures and mechanisms - moving beasts – design and make a predator or prey with one moving part that opens and closes.</p> <p>Toothpaste - link to teeth: test, design, make and market.</p> <p>Design:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	<p>Mechanisms: design and make a device that uses an electrical circuit.</p> <p>Design:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and 			



	<p>cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate:</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge:</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Make:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate:</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge:</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities <p>Evaluate:</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge:</p> <ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
<p>Art</p>	<p>Architecture and Sculpture - Two great British Sculptors: Anthony Gormly vs. Barbara Hepworth. Two great International Architects: Gaudi vs. Norman Foster. Design and make a clay sculpture based on favourite sculptor. Design your dream building! Sketchbooks: results of battles, observations, designs, review</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers. 	<p>Drawing and Painting - Mythical beasts Sketches combining different animals to create super beasts (tracing paper aid). A painting from favourite design. Colour, rendering of texture of eg. skin /scales /fur. Contextual - Mexico City-based painter and street artist Favio Martinez (aka Curriot) Sketchbooks: plans, review</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history. 	<p>Egyptian art on papyrus or Sarcophagus - Paper mache, paint Egyptian motifs with detail and design own hieroglyphics Sketchbooks: observations, review</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history.



<p>PSHCE</p>	<p>SEAL: New Beginnings</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ Agreeing a class charter ▪ The link between rules, rights and responsibilities ▪ Different rights and responsibilities ▪ UN Convention on the Rights of the Child ▪ Skills of working together and making everyone feel valued ▪ What makes a caring school community and what stops it from being caring ▪ Finding solutions to difficulties ▪ Knowing the difference between right and wrong behaviour ▪ Why and how rules and laws are made 	<p>SEAL: Getting on and Falling out</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ What makes people angry and how to calm down ▪ What makes a good friend and what gets in the way of friendship ▪ Ways to solve friendship problems ▪ What is a relationship - what makes it work ▪ What racism, teasing and bullying are, and how it makes you feel ▪ Difference between legal and illegal drugs ▪ Harmful effects of smoking and ways to resist smoking ▪ What is a risky activity and the difference between sensible and silly risks 	<p>SEAL: Going for Goals</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ What makes a healthy lifestyle ▪ How I keep myself healthy ▪ What healthy eating is and how to choose healthy foods ▪ What makes a place healthy and who keeps it healthy ▪ Difference between healthy and not so healthy people 	<p>SEAL: Good to be Me</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ What I am good at ▪ Managing feelings - hopeful and disappointed ▪ Hiding my feelings ▪ Managing feeling scared 	<p>SEAL: Relationships</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ Managing feelings of loss ▪ Feelings when something or someone dies ▪ Main stages of the human lifecycle 	<p>SEAL: Changes</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ Our identity-how we see others and how others see us ▪ Challenging stereotypes ▪ Different features of our identity ▪ How change feels ▪ Coping with change ▪ Role of emergency services and what to do in an emergency ▪ Dangers on the internet and how to keep safe
<p>RE</p> <p>Christianity, Hinduism and Sikhism + one other world view</p>	<ul style="list-style-type: none"> ▪ Faith 	<ul style="list-style-type: none"> ▪ Hope and celebration 	<ul style="list-style-type: none"> ▪ Teaching and discipleship 	<ul style="list-style-type: none"> ▪ Wisdom – what does it mean to be wise? 	<ul style="list-style-type: none"> ▪ Forgiveness 	<ul style="list-style-type: none"> ▪ Looking forward – accepting and learning from what has happened and moving forward.
<p>MFL</p> <p>French (Specialist Teacher)</p>	<p>Intercultural understanding</p> <ul style="list-style-type: none"> ▪ To discuss ways to travel to French speaking countries ▪ To discuss/compare aspects of daily life <p>Where do you live?</p> <ul style="list-style-type: none"> ▪ To say where you live ▪ To ask/understand where someone else lives <p>In town</p>		<p>What is the time?</p> <ul style="list-style-type: none"> ▪ To recognise the time using 12 hour clock ▪ To ask and answer questions about time <p>24 hour clock</p> <ul style="list-style-type: none"> ▪ To recognise the time using 24 hour clock ▪ To understand timetables <p>My school timetable</p> <ul style="list-style-type: none"> ▪ To recognise and use school subjects 		<p>What do you like to eat?</p> <ul style="list-style-type: none"> ▪ To understand drinks and snacks ▪ To describe what you like/dislike to eat and drink <p>Enjoy your meal!</p> <ul style="list-style-type: none"> ▪ To understand more foods and drinks ▪ To talk about healthy eating <p>Ice creams</p> <ul style="list-style-type: none"> ▪ To understand and use ice cream flavours 	



	<ul style="list-style-type: none"> To recognise and use locations in a town To create 'Ma Ville Idéale' <p>Directions</p> <ul style="list-style-type: none"> To recognise and use directions To follow/give directions to key locations <p>L'école</p> <ul style="list-style-type: none"> To recognise and use locations in a school To label your school <p>Classroom objects</p> <ul style="list-style-type: none"> To understand/use classroom items and instructions To understand gender of nouns 		<ul style="list-style-type: none"> To create 'Mon Emploi du Temps' <p>Quel temps fait-il?</p> <ul style="list-style-type: none"> To understand weather expressions To give a weather forecast in French <p>Numbers 30-100</p> <ul style="list-style-type: none"> To understand and use numbers 30-100 To understand numbers in context eg. ages <p>The Euro</p> <ul style="list-style-type: none"> To understand Euros and Centimes To go shopping in French 		<ul style="list-style-type: none"> To do a role-play about buying ice creams <p>Hobbies</p> <ul style="list-style-type: none"> To recognise and use sports and hobbies To express likes and dislikes about hobbies <p>Lesson preferences</p> <ul style="list-style-type: none"> To talk about school likes and dislikes To discuss/compare aspects of school life <p>Clothes</p> <ul style="list-style-type: none"> To understand and use items of clothing To describe what you/others are wearing 	
Music	<ul style="list-style-type: none"> We will learn the ukulele as part of the Camden wider opportunities program. 	<ul style="list-style-type: none"> We will learn the ukulele as part of the Camden wider opportunities program. 	<ul style="list-style-type: none"> We will work with EPOC to develop our singing voice and performance skills for a concert and use the ukulele to help us. 	<ul style="list-style-type: none"> We will work with EPOC to develop our singing voice and performance skills for a concert 	<ul style="list-style-type: none"> We will compose a piece of music based on China We will recognise how sounds can be combined and what affect that has on the music. 	<ul style="list-style-type: none"> Songs learnt throughout the year will be performed. Children will be combining all skills learnt to perform, improvise and compose.
PE	<ul style="list-style-type: none"> Invasion Games Swimming 		<ul style="list-style-type: none"> Gymnastics (Cannon, Unison, Mirror & Match) Dance Swimming 		<ul style="list-style-type: none"> Net/Wall Games (Tennis Skills) 	<ul style="list-style-type: none"> Athletics



Year 5 (2014-15 only)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context for Learning	Let's explore		Join the revolution	It's a mystery	Save the world	
History	<p>Ancient Egypt:</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt 		<p>Georgian Britain:</p> <ul style="list-style-type: none"> George of Hanover succeeds Queen Anne Sir Robert Wapole becomes the first Prime Minister American independence the industrial revolution – inc. the use of canals and the creation of the Regents canal; and the first steam locomotive Edward Jenner invents vaccine for small pox Battle of Waterloo Robert Peel sets up the Metropolitan Police <p>Theme in British history:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example: the changing power of monarchs changes in an aspect of social history a significant turning point in British history 	<p>Mayan Civilization:</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – Mayan civilization c.AD 900. 		



<p>Geography</p>	<p>Compare UK and Egypt – seasons / climate, hot / cold, wet / dry. Focus on Deserts and Rivers. Identify Northern and Southern Hemisphere and African countries</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Africa. identify longest rivers in the world and compare with UK. identify largest deserts. <p>Place knowledge:</p> <ul style="list-style-type: none"> compare a region of the UK with a region in Africa, eg. Rivers and deserts. <p>Human and physical geography:</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers and deserts human geography, including: rivers and the water cycle, including transpiration, <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied learn the eight points of a compass, 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>Compare 2 regions in the UK rural and urban - settlements and changes over time. Farming - the introduction of machinery and effects/benefits.</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> compare 2 different regions in UK rural/urban, geographical regions and their identifying human and physical characteristics, including key topographical features and land-use patterns; and understand how some of these aspects have changed over time. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. 	<p>South America:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on S. America, concentrating on key physical, human characteristics, countries, and cities <p>Place knowledge:</p> <ul style="list-style-type: none"> understand geog. similarities and differences through the study of a region of the UK and a region within S. America <p>Human and physical Geography:</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts and rainforests. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital mapping to locate countries and describe features studied 	<p>Climate change and renewable energy - human impact on the environment. Distribution of natural resources including energy, food, minerals and water.</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> On a world map locate the main countries in Africa, N and S America, Asia and Australasia/ Oceania. Identify their main environmental regions, and key physical and human characteristics. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge:</p> <ul style="list-style-type: none"> Compare land use and distribution of natural resources including energy, food, minerals and water across the UK and the ROW. <p>Human and physical geography:</p> <ul style="list-style-type: none"> Identify human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time and the impact humans have on the environment. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
-------------------------	---	--	---	---



<p>Science</p>	<p>Let's explore Earth and space - link with literacy Cosmic poetry book.</p> <ul style="list-style-type: none"> ▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ describe the movement of the Moon relative to the Earth ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>Let's explore living things and their habitats; animals, including humans:</p> <ul style="list-style-type: none"> ▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ describe the life process of reproduction in some plants and animals. ▪ describe the changes as humans develop to old age. 	<p>Forces:</p> <ul style="list-style-type: none"> ▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Changes of materials:</p> <ul style="list-style-type: none"> ▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ demonstrate that dissolving, mixing and changes of state are reversible changes ▪ explain that some changes result in the formation of new materials, and that this is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	<p>Properties of materials:</p> <ul style="list-style-type: none"> ▪ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 	
<p>Computing</p>	<p>Unit 5.6 – We are cryptographers</p> <p>Computational thinking:</p> <p>The pupils learn more about communicating information securely through an introduction to cryptography (the science of keeping communication</p>	<p>Unit 5.1 – We are game developers</p> <p>Programming:</p> <p>The pupils plan their own simple computer game. They design characters and backgrounds, and create a working prototype, which they develop further based on feedback they receive.</p>	<p>How do we behave safely and respectfully on line?</p> <p>In this unit, the children will explore how to communicate safely and respectfully online , keeping personal information private, and recognise common uses of information technology beyond school.</p>	<p>Unit 5.3 – We are artists</p> <p>Creativity:</p> <p>The pupils use vector and turtle graphics to explore geometric art, taking inspiration from the work of Escher, Riley and traditional Islamic artists, as well as experimenting with complex 'fractal' landscapes.</p>	<p>Unit 5.5 We are bloggers</p> <p>Communication and Collaboration:</p> <p>Blogging provides a worldwide audience for pupils' work. Commenting on others' work extends pupils' sense of membership of a learning community beyond</p>	<p>Unit 5.4 - We are web developers</p> <p>Computer networks:</p> <p>In this unit, the pupils work together to create a website explaining e-safety and responsible online behaviour.</p>



	and information secret). They investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a secure password.		<p>Unit 5.2 – We are architects</p> <p>Productivity: In this unit, the pupils research examples of art gallery architecture, before using Trimble SketchUp to create their own virtual gallery. Finally, they use the gallery to exhibit their own artwork.</p>		<p>school. In this unit, pupils create a media-rich blog, comment on blogs and respond to comments.</p>	
DT			<p>Mechanisms: design and make a simple machine using science principles (forces.)</p> <p>Design</p> <ul style="list-style-type: none"> ▪ use research and develop design criteria to inform design <p>generate, develop, model and communicate ideas</p> <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools ▪ select from and use a wider range of materials <p>Evaluate</p> <ul style="list-style-type: none"> ▪ investigate and analyse a range of products ▪ evaluate ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals 		<p>Textiles: sew a bag using recycled materials.</p> <p>Design</p> <ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world 	



		<p>in design and technology have helped shape the world</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 		
Art	<p>Let's explore colour - colour mixing, pointillism, science of colour, painting using pointillist technique, sketchbooks, observations, colour charts, test, review</p> <ul style="list-style-type: none"> use sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including painting. about great artists, architects and designers in history. 	<p>I am a Georgian King or Queen! - Georgia portraits of royalty. Starting point - photocopy of own face in centre of page, then draw / paint around it. Add collage.</p> <ul style="list-style-type: none"> use sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting with a range of materials. about great artists, architects and designers in history. 	<p>Sculpture / assemblage - plan and make a cabinet of curiosities from made or found objects and images. Hang things on strings inside or make shelves to place things</p> <p>Contextual – original cabinets of curiosities and artist Joseph Cornell</p> <p>Sketchbooks – annotations, review etc</p> <ul style="list-style-type: none"> use sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting with a range of materials. about great artists, architects and designers in history. 	<p>Eco Painting - plan and paint a still life painting using the hand-made art materials. Theme - Natural forms, eg. flowers, skulls. Contextual – Georgia O Keefe. Sketchbooks: tests, review</p> <p>Art Materials: Production of art materials, once hand made now mass produced eg. paper, paint and brushes. Make own paper (brushes and pigments?)</p> <p>Sketchbooks – record process and observations. Review how it went.</p> <ul style="list-style-type: none"> use sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.



<p>RE</p> <p>Christianity, Islam and Judaism + one other world view</p>	<ul style="list-style-type: none"> ▪ Worship – what do we believe? 	<ul style="list-style-type: none"> ▪ Angels 	<ul style="list-style-type: none"> ▪ Justice/ right and wrong – the Easter story and other religious stories. 	<ul style="list-style-type: none"> ▪ Good and Evil – refer to stories and then to actual events within religions 	<ul style="list-style-type: none"> ▪ Belonging – what does it mean to belong? 	<ul style="list-style-type: none"> ▪ Rituals – What is a ritual? Explore and compare day to day rituals and those for key dates and times across studied and class religions
<p>PSHCE</p>	<p>SEAL: New Beginnings</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ Ways to make the school and class a happy and safe place to learn ▪ Rights and responsibilities in class ▪ Agreeing a class charter ▪ Similarities and differences between us ▪ Diversity in society and the benefits of difference and diversity ▪ Valuing and including everyone ▪ How it feels to be left out ▪ What stereotyping and prejudice are ▪ Effects of racism and how to prevent it 	<p>SEAL: Getting on and Falling out</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ Different kinds of friendships ▪ What helps and hinders conflict situations ▪ Resolving conflicts ▪ Ways to prevent bullying ▪ Risky activities and ways to keep safe ▪ Different drugs and their risks and effects ▪ Different attitudes to drugs ▪ Effects of misusing alcohol and responsible, safe drinking ▪ Basic techniques to resist pressure to do wrong 	<p>SEAL: Going for Goals</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ What a democracy is ▪ What a local council does ▪ What makes a good citizen ▪ How local people can get involved in local issues ▪ How to bounce back when things go wrong ▪ Different feelings in different situations ▪ Ways to disagree with someone and not fall out with them 	<p>SEAL: Good to be Me</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ How adverts persuade people ▪ Qualities of a role model ▪ How to look after money ▪ Making decisions about saving and spending ▪ Consequences of borrowing money and being in debt ▪ Setting targets and reaching goals ▪ Celebrating achievements ▪ What influences our decisions-good and bad influences ▪ Keeping safe when things go wrong 	<p>SEAL: Relationships</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ Feeling embarrassed and what to do about it ▪ How to feel good about myself and help others to feel good ▪ Effect of stereotyping on people ▪ Understanding more about disability ▪ Impact of prejudice and discrimination for people with disabilities ▪ Importance of equality and equal opportunities ▪ Global link – work of UNICEF and the CRC 	<p>SEAL: Changes</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ Different feelings and responses to change ▪ How and why we respond in different ways in different situations ▪ How we have grown and changed since we were babies ▪ Physical and emotional changes at puberty
<p>MFL</p> <p>French</p> <p>(Specialist Teacher)</p>	<p>Intercultural understanding</p> <ul style="list-style-type: none"> ▪ To discuss travel to French speaking countries ▪ To discuss/compare aspects of daily life <p>Where do you live?</p> <ul style="list-style-type: none"> ▪ To say where you live ▪ To ask/understand where someone else lives <p>In town</p> <ul style="list-style-type: none"> ▪ To recognise and use locations in a town <p>To create 'Ma Ville Idéale'</p>		<p>What is the time?</p> <ul style="list-style-type: none"> ▪ To recognise the time using 12 hour clock ▪ To ask and answer questions about time <p>24 hour clock</p> <ul style="list-style-type: none"> ▪ To recognise the time using 24 hour clock ▪ To understand timetables <p>My school timetable</p> <ul style="list-style-type: none"> ▪ To recognise and use school subjects ▪ To create 'Mon Emploi du Temps' 		<p>What do you like to eat?</p> <ul style="list-style-type: none"> ▪ To understand drinks and snacks ▪ To describe what you like/dislike to eat and drink <p>Enjoy your meal!</p> <ul style="list-style-type: none"> ▪ To understand more foods and drinks ▪ To talk about healthy eating <p>Ice creams</p> <ul style="list-style-type: none"> ▪ To understand and use ice cream flavours ▪ To do a role-play about buying ice creams 	



	<p>Directions</p> <ul style="list-style-type: none"> To recognise and use directions To follow/give directions to key locations <p>L'école</p> <ul style="list-style-type: none"> To recognise and use locations in a school To label your school <p>Classroom objects</p> <ul style="list-style-type: none"> To understand/use classroom items and instructions To understand gender of nouns 		<p>Quel temps fait-il?</p> <ul style="list-style-type: none"> To understand weather expressions To give a weather forecast in French <p>Numbers 30-100</p> <ul style="list-style-type: none"> To understand and use numbers 30-100 To understand numbers in context eg. ages <p>The Euro</p> <ul style="list-style-type: none"> To understand Euros and Centimes To go shopping in French 		<p>Hobbies</p> <ul style="list-style-type: none"> To recognise and use sports and hobbies To express likes and dislikes about hobbies <p>Lesson preferences</p> <ul style="list-style-type: none"> To talk about school likes and dislikes To discuss/compare aspects of school life <p>Clothes</p> <ul style="list-style-type: none"> To understand and use items of clothing To describe what you/others are wearing 	
Music	<ul style="list-style-type: none"> We will be looking at popular song to develop our own contemporary songs. Key skills will also be embedded throughout the year. 	<ul style="list-style-type: none"> We will be looking at popular song to develop our own contemporary songs. Key skills will also be embedded throughout the year. 	<ul style="list-style-type: none"> We will explore how recorded sounds can create space like soundscapes. 	<ul style="list-style-type: none"> Combining with science, we will improvise on standard instruments to learn how sounds can be formed to inform our choices when designing an instrument. 	<ul style="list-style-type: none"> We will compose a persuasive piece of music based on saving the world. We will recognise how sounds can be combined and what affect that has on the music. 	<ul style="list-style-type: none"> Songs learnt throughout the year will be performed. Children will be combining all skills learnt to perform, improvise and compose.
PE	<ul style="list-style-type: none"> Invasion Games (Netball/Basketball Skills) 		<ul style="list-style-type: none"> Invasion Games (Football Skills) Dance 		<ul style="list-style-type: none"> Gymnastics (Counter balances, Cannon & Unison) 	<ul style="list-style-type: none"> Fitness/Athletics



Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context for Learning	By the coast	Inventors and their inventions	It's war!		Making history	Let's perform
History		<p>Victorian Britain – local history. Transport.</p> <ul style="list-style-type: none"> the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society. 	<p>Children in the Second World War</p> <ul style="list-style-type: none"> the effects of the Second World War on children in the local area, nationally and internationally WII timeline – chronological and geographic location of key events the effects of war on children today <p>Theme in British history</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example: <ul style="list-style-type: none"> changes in an aspect of social history a significant turning point in British history 		<p>Making History - what's in the news today and what will make history tomorrow</p> <p>Theme in British history</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example: changes in an aspect of social history 	
Geography	<p>Coasts - erosion, hills, mountains and rivers. Changes over time. Compare a coastal region in UK with a coastal region in a non-EU country</p> <p>Location knowledge:</p> <ul style="list-style-type: none"> locate continents on a world map name and locate the key features of coastal geography and understand how these features have changed over time. identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere 	<p>Transport networks - modes of transport Local, national and International transportation. Land use. Environmental impact</p> <p>Location knowledge:</p> <ul style="list-style-type: none"> Map how land use (transport routes) has changed in local area over time. <p>Human and Physical geography</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources (transport routes) 	<p>Mapping Allies and Axis</p> <p>Location knowledge:</p> <ul style="list-style-type: none"> On a world map locate the main countries in Europe, Africa, N and S America, Asia and Australasia/ Oceania. Locate key events during this period. 		<p>Locate events in the news</p> <p>Location knowledge:</p> <ul style="list-style-type: none"> On a world map locate the main countries in Africa, N and S America, Asia and Australasia/ Oceania. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	



<p>Geography (cont)</p>	<p>Place knowledge:</p> <ul style="list-style-type: none"> ▪ compare a region in UK with a region in N or S America, Asia and Australasia/ Oceania. ▪ understand some of the reasons for sim. and diff. <p>Human and Physical geography</p> <ul style="list-style-type: none"> ▪ describe and understand key aspects of : <ul style="list-style-type: none"> ▪ physical geography including climate zones, rivers, mountains, and coastlines. ▪ human geography, including: types of settlement, land use , economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital mapping to locate countries and describe features studied ▪ extend to 6 figure grid references with teaching of latitude and longitude in depth. ▪ expand map skills to include non-UK countries. 	<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied ▪ use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries. 	
--------------------------------	---	---	--	---	--



<p>Science</p>	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> ▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Forces</p> <ul style="list-style-type: none"> ▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.. 	<p>Animals, including humans</p> <ul style="list-style-type: none"> ▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans. 		<p>Living things and their habitats</p> <ul style="list-style-type: none"> ▪ 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 ▪ give reasons for classifying plants and animals based on specific characteristics. 	<p>Let's explore properties of materials</p> <ul style="list-style-type: none"> ▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ demonstrate that dissolving, mixing and changes of state are reversible changes ▪ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
<p>Computing</p>	<p>Unit 6.2 – We are project managers (managing DT task) Computational thinking:</p> <ul style="list-style-type: none"> ▪ computer science foundations – particularly algorithms, logical reasoning and decomposing problems into smaller parts. 	<p>Unit 6.5 – We are mobile app developers Programming:</p> <ul style="list-style-type: none"> ▪ planning, writing and testing computer programs for digital devices, from floor turtles to tablets. 	<p>How do we behave safely and respectfully on line?</p> <p>In this unit, the children will explore how to communicate safely and respectfully online , keeping personal information private, and recognise common uses</p>	<p>Unit 6.3 – We are market researchers Creativity:</p> <ul style="list-style-type: none"> ▪ creating and refining original content using digital tools across a range of media. 	<p>Unit 5.5 We are animal app designers Collaboration:</p> <ul style="list-style-type: none"> ▪ making the most out of computers and the internet for communicating with one or many, and working together on projects. 	<p>Unit 5.4 - We are app planners Computer networks:</p> <ul style="list-style-type: none"> ▪ using and understanding the internet, the web and search engines, effectively and safely.



			<p>of information technology beyond school.</p> <p>Unit 6.6 – We are marketers Productivity:</p> <ul style="list-style-type: none"> collecting and analysing data and information using computers; organising, manipulating and presenting this to an audience. 		
Art		<p>Design and graphics - London underground posters over time. Analyse what makes a good poster. Design own poster for the London Underground.</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing and painting with a range of materials 	<p>Great Artists - Henry Moore's shelter paintings. Henry Moore study. Creating a descriptive word bank, imagining what it smelled / sounded / felt / looked like to be sheltering in the underground at the time.</p> <ul style="list-style-type: none"> learn about great artists, architects and designers in history. <p>Design and make - a poly block relief print based on sheltering in the underground and Henry Moore. Starting point – first hand observational sketching of classmates lying down shrouded in cloth. Incorporate words from word bank.</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including sculpture with a range of materials. 	<p>Wire and mod roc sculpture - Animals (link to Science). Build the animal it's habitat in a box. (Printed from Google images / cardboard box)</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including sculpture with a range of materials. 	



PSHCE	<p>SEAL: New Beginnings</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ Link between rights and responsibilities and school rules ▪ Agreeing a class charter ▪ Meaning of responsibility, rights and duties ▪ Differences between wants, needs and rights ▪ What happens when people's rights have been ignored ▪ Work of UNICEF ▪ What helps us learn at school ▪ What helps us get on with one another ▪ Feeling afraid and ways to overcome fear ▪ Managing feelings 	<p>SEAL: Getting on and Falling out</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ What gets in the way of friendship and the role of prejudice ▪ What makes conflicts better or worse ▪ Resolving conflict and showing empathy ▪ What it feels like to be bullied, ways to prevent bullying and what to do as a bystander ▪ Global link –child workers 	<p>SEAL: Going for Goals</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ Steps to achieving a realistic goal ▪ Overcoming obstacles to achieving success ▪ Taking responsibility for actions to achieve success ▪ Making a wise choice ▪ Difference between a balanced diet and dieting-images in the media ▪ Concept of body image and creating a positive body image ▪ Living a healthy lifestyle 	<p>SEAL: Good to be Me</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ What democracy is and the difference between national and local government ▪ How laws are made ▪ Role of voluntary and pressure groups ▪ Planning action to change and campaigning ▪ Role of volunteers ▪ Difference and diversity in the UK ▪ Feeling anxious and managing worries ▪ Dealing with peer pressure ▪ Effects and risks of different drugs ▪ Reasons why people take drugs ▪ Consequences of use and misuse of drugs 	<p>SEAL: Relationships</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ Consequences of anti-social behaviour ▪ Discussing different opinions ▪ Responses to loss ▪ How to help someone who is experiencing loss ▪ Breaking friendships without hurting feelings ▪ Understanding forgiveness ▪ Changes at puberty ▪ Attitudes towards gender and the impact of gender stereotyping ▪ How a baby is made ▪ Conception and pregnancy 	<p>SEAL: Changes</p> <ul style="list-style-type: none"> ▪ On-going: Passports ▪ Feelings about moving to secondary school ▪ What we value about each other ▪ Qualities of a good friend ▪ Difference between a friendship and an intimate relationship ▪ Different types of relationships and what makes a good relationship ▪ Roles and responsibilities of a parent
DT	<p>Textiles: Pillow Design</p> <ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, 	<p>Mechanisms: design and make a mining shaft</p> <p>Design</p> <ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through 	<p>Cooking: making a nutrient dense snack (yogurt)</p> <p>Cooking:</p> <ul style="list-style-type: none"> ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Design</p> <ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of materials 		<p>Structures: props for production</p> <p>Design</p> <ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	



	<p>cross-sectional and exploded diagrams, prototypes and pattern pieces.</p> <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>and components, including ingredients according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ul style="list-style-type: none"> ▪ select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
--	--	--	---	---



		<ul style="list-style-type: none"> ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ▪ apply their understanding of computing to program, monitor and control their products. 			
RE Christianity, Islam and Judaism + one other world view	<ul style="list-style-type: none"> ▪ Devotion 	<ul style="list-style-type: none"> ▪ Angels – what are they? What do they do? ▪ Faith ▪ Judaism 	<ul style="list-style-type: none"> ▪ Martyrdom ▪ Resurrection 	<ul style="list-style-type: none"> ▪ Why is Muhammad important to Muslims? What is faith and what difference does it make? 	<ul style="list-style-type: none"> ▪ Freedom – in religions and religious stories (linked to historical events) ▪ Identity – how do you define/identify yourself? ▪ Mitzvoh – coming of age? Responsibility, etc
MFL French (Specialist Teacher)	<p>Intercultural understanding</p> <ul style="list-style-type: none"> ▪ To discuss ways to travel to French speaking countries ▪ To discuss/compare aspects of daily life <p>Where do you live?</p> <ul style="list-style-type: none"> ▪ To say where you live ▪ To ask/understand where someone else lives <p>In town</p> <ul style="list-style-type: none"> ▪ To recognise and use locations in a town <p>To create 'Ma Ville Idéale'</p> <p>Directions</p> <ul style="list-style-type: none"> ▪ To recognise and use directions ▪ To follow/give directions to key locations 		<p>What is the time?</p> <ul style="list-style-type: none"> ▪ To recognise the time using 12 hour clock ▪ To ask and answer questions about time <p>24 hour clock</p> <ul style="list-style-type: none"> ▪ To recognise the time using 24 hour clock ▪ To understand timetables <p>My school timetable</p> <ul style="list-style-type: none"> ▪ To recognise and use school subjects ▪ To create 'Mon Emploi du Temps' <p>Quel temps fait-il?</p> <ul style="list-style-type: none"> ▪ To understand weather expressions ▪ To give a weather forecast in French 		<p>What do you like to eat?</p> <ul style="list-style-type: none"> ▪ To understand drinks and snacks ▪ To describe what you like/dislike to eat and drink <p>Enjoy your meal!</p> <ul style="list-style-type: none"> ▪ To understand more foods and drinks ▪ To talk about healthy eating <p>Ice creams</p> <ul style="list-style-type: none"> ▪ To understand and use ice cream flavours ▪ To do a role-play about buying ice creams <p>Hobbies</p> <ul style="list-style-type: none"> ▪ To recognise and use sports and hobbies ▪ To express likes and dislikes about hobbies



	L'école <ul style="list-style-type: none"> To recognise and use locations in a school To label your school Classroom objects <ul style="list-style-type: none"> To understand/use classroom items and instructions To understand gender of nouns 		Numbers 30-100 <ul style="list-style-type: none"> To understand and use numbers 30-100 To understand numbers in context eg. ages The Euro <ul style="list-style-type: none"> To understand Euros and Centimes To go shopping in French 		Lesson preferences <ul style="list-style-type: none"> To talk about school likes and dislikes To discuss/compare aspects of school life Clothes <ul style="list-style-type: none"> To understand and use items of clothing To describe what you/others are wearing 	
Music	<ul style="list-style-type: none"> We will learn about notation and begin to start to write music that we hear and use notation for our own compositions. 	<ul style="list-style-type: none"> We will compose our own piece for three instruments and record them. 	<ul style="list-style-type: none"> We will explore how recorded sounds changed people's moods in the War and gave them hope. We will explore what sounds and songs we can create to give our generation hope. 	<ul style="list-style-type: none"> We will improvise around themes of diversity and change in our society. We will use songs from our family homes as starting points to create. 	<ul style="list-style-type: none"> We will work with EPOC to develop our singing voice and performance skills for our end of term performance. We will write music for our show and perform alongside each other. 	<ul style="list-style-type: none"> We will work with EPOC to develop our singing voice and performance skills for our end of term performance. We will write music for our show and perform alongside each other.
PE	<ul style="list-style-type: none"> Invasion Games (Netball/Basketball Skills) 	<ul style="list-style-type: none"> Invasion Games (Football Skills) Dance 	<ul style="list-style-type: none"> Gymnastics (Flight) 	<ul style="list-style-type: none"> Fitness/Athletics 	<ul style="list-style-type: none"> Striking & Fielding Games (Focus-Cricket Skills) Net/Wall Games (Tennis Skills) 	<ul style="list-style-type: none"> Invasion Games (Netball/Basketball Skills)


APPENDIX A: Equalities Map - Opportunities to develop understanding about issues related to equalities within Contexts for Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EFYS	<p>Me and My Family</p> <p>Age / Dis / Rac / Gen: What similarities and differences are there between you and the members of your family?</p> <p>Ori: How many different types of family can you think of? (see <i>Stonewalls different families same love poster</i>)</p>	<p>Festivals of Light</p> <p>Rac: How are similar festivals celebrated differently around the world?</p>	<p>Bricks, Sticks and Stones</p> <p>Gen: Are all builders male?</p> <p>Rac: How do buildings and the building materials change around the world? (Anansie story)</p>	<p>Life Cycles and Minibeasts</p> <p>Age: How do different animals change over time?</p>	<p>Heroes</p> <p>Gen: Are all princes brave and handsome and good?</p> <p>Gen: Are all princesses sweet and kind? (Paperbag Princess)</p> <p>Gen: Are all Superheroes men and boys?</p>	<p>The Sea</p> <p>Gen: What is unusual about seahorse mums and dads?</p>
	<p>Ourselves and Our Bodies</p> <p>Age / Dis / Rac / Gen: What similarities and differences are there between you and your friends?</p>	<p>Food and Festivals</p> <p>Rac: What different festivals are celebrated around the world and what different foods are enjoyed?</p>	<p>Up, Up and Away</p> <p>Rac: How do different weather conditions around the world affect how people live.</p>	<p>Plants and Growth</p> <p>Age: How do different plants change over time?</p>	<p>Carnival of Animals</p>	<p>Journeys and Transport</p> <p>Rac: How are journeys to school different around the world?</p>
YEAR 1	<p>This is me</p> <p>Age / Dis / Rac / Gen: What similarities and differences are there between you and the members of our community?</p> <p>Dis: Can all people see and hear?</p> <p>Dis: What does the word 'disability' mean? Can we think of a better one?</p>	<p>Our Stories</p> <p>Rac: what do we understand by the term heritage?</p> <p>Gen: What do girls do better than boys and boys better than girls? ... Really?</p>	<p>Inventions</p> <p>Age / Dis / Race / Gen: Who can be a scientist?</p> <p>Materials</p> <p>Rac: Where do different materials come from? Are there some countries where certain materials are found / used more than others?</p>	<p>What's the weather?</p> <p>Age: How does the weather effect how we live? What are the differences in the day to day lives of older people in Greece compared to these in England.</p>	<p>Regents Park</p> <p>Age / Dis / Gen: Who uses the park? Why? Can everyone access all the amenities and facilities?</p>	



YEAR 2	<p>Let's visit London Now</p> <p>Age / Dis / Rac / Gen: Who is London? Rac: Why do people come to London from other parts of the world? Dis: Do all buildings in London have disabled access? Age: Why are there so many older people on the buses?</p>	<p>Let's visit London Past</p> <p>Age / Dis / Rac / Gen: Who is London? How has this changed over the years?</p> <p>Keeping Healthy</p> <p>Rac: How does a balanced diet differ from country to country?</p>	<p>King, Queens and Castles</p> <p>Gen: Are all princess pretty? Are all princesses strong and brave?</p> <p>Age: Would you like to be King or Queen of England or would you rather wait until you're older?</p>	<p>This is my home</p> <p>Rac: What similarities and differences are there between how houses are made in other countries?</p> <p>Age / Dis / Rac / Gen: How do people's homes differ and how are these differences related to Age / Dis / Rac / Gen ... or not? (Pictures of Home – Colin Thompson)</p>	<p>It's time for a holiday</p> <p>Rac: Where do the people we meet on holiday, go on holiday?</p>
YEAR 3	<p>Out of Africa</p> <p>Gen: Cleopatra is one of the most famous women in history – what did she do to become so famous and what difference did it make that she was a women?</p> <p>Age / Rac / Gen: Who were slaves in Ancient Egypt – where did they come from, what did they do and why were so many slaves from such a young age?</p>		<p>Lights, Camera, Action!</p> <p>Age / Dis / Rac / Gen: Who stars in the movies? How has this changed over the years?</p>	<p>The Story Begins...</p> <p>Gen: What are the traditional roles of men? Why? What is different today and what has made that difference?</p>	<p>Eureka!</p> <p>Gen: Athens and Sparta had very different ideas about the role of women. What were these differences? What are the roles of women today? How is it the same or different?</p>
YEAR 4 2014-15	<p>Let the battle begin</p> <p>Rac: "Scottish people" or "Scots" are terms used to refer to anyone whose linguistic, cultural, family ancestral or genetic origins are from within Scotland – if an English person moves to Scotland, how long before they can call themselves Scottish?</p>		<p>Predator or Prey</p> <p>Dis: What happens to wild animals that suffer serious injury, resulting in disability? How does this differ from modern humans?</p>		<p>Out of Africa</p> <p>Gen: Cleopatra is one of the most famous women in history – what did she do to become so famous and what difference did it make that she was a women?</p> <p>Age / Rac / Gen: Who were slaves in Ancient Egypt – where did they come from, what did they do and why were so many slaves from such a young age?</p>
YEAR 5 2014-15	<p>Let's explore</p> <p>Gen: Cleopatra is one of the most famous women in history – what did she do to become so famous and what difference did it make that she was a women?</p> <p>Age / Rac / Gen: Who were slaves in Ancient Egypt – where did they come from, what did they do and why were so many slaves from such a young age?</p>		<p>Join the revolution</p> <p>Gen: What evidence is there of the following: 'In Georgian England, public life was increasingly seen as a male domain, domesticity came to be the sphere of activity for women.' How did the call for women's rights answer this?</p>	<p>It's a mystery</p> <p>Gen: True or False: Ancient Maya women had an important role in society ?</p>	<p>Save the world</p> <p>Rac: Where in the world are communities being affected by global warming?</p> <p>Rac: Where in the world are people finding solutions to global warming?</p>



	By the coast	Inventors and their inventions	It's war!	Making history	Let's perform
YEAR 6	<p>Age / Dis / Rac / Gen / Ori: What statistics are available about the people that live in Weymouth and what do they tell?</p> <p>Age / Dis / Rac / Gen / Ori: How or why do certain communities settle in different cities/area?</p> <p>Rac : Where are main migration patterns across the world? Map where people's families travelled from.</p> <p>Rac: How do seascapes vary from culture to culture? (Kanagawa, Hokusai / David Hockney / Willem Van De Velde)</p>	<p>Gen: Why is it easy to identify male rather than female inventors across history? Are men more inventive?</p> <p>Age: At what age are we at our most inventive?</p> <p>Rac: Why is there not agreement about who invented some of the most important inventions – printing, automobile, telescope, light bulb, powered flight?</p>	<p>Gen: How did the lives of women change during WWII? What new roles did they take on?</p> <p>Age: What was the average age of soldiers? Why?</p> <p>Rac: Where did the British armed forces come from?</p> <p>Rac: There were many refugees during and after the war, how did their plight compare to the plight of refugees today?</p> <p>Rac: What was Jesse Owen's Experiences at the Berlin 1940 Olympics?</p> <p>Rac: What was the Holocaust?</p> <p>Dis: In what way is WWII and the Paralympics connected?</p> <p>Rac / Dis / Ori: What is meant by the term 'persecution' and which groups were persecuted during WWII?</p> <p>Ori: What part did Alan Turing play in the war effort? How was he treated after the war?</p>	<p>Age / Dis / Rac / Ori: as fits</p>	<p>Gen: Why is it right to refer to all performers as actors rather than actors and actresses?</p>

The Equality Act 2010 identifies nine 'protected characteristics'. This map covers the first five. These are -

- Age:** Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).
- Disability:** A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- Race:** Refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- Gender:** A man or a woman.
- Sexual Orientation:** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.
- Religion and belief:** Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition. – *covered as part of Religious Education*
- Gender reassignment:** The process of transitioning from one gender to another. – *covered as part of PSHCE*
- Marriage and civil partnership:** Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters. – *covered as part of Sexual Orientation*
- Pregnancy and maternity:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding. – *covered as part of PSHCE*


APPENDIX B: British Values Map - Opportunities to develop an understanding of the values that will help prepare children for life in modern Britain

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EFYS	<p>Me and My Family</p> <p>Res: How are we the same / different from members of our family?</p>	<p>Festivals of Light</p> <p>Tol: What festivals do others celebrate?</p>	<p>Bricks, Sticks and Stones</p> <p>Lib: What choices do the characters in our books make?</p>	<p>Life Cycles and Mini-beasts</p>	<p>Heroes</p> <p>Law: Why do heroes follow rules?</p>	<p>The Sea</p> <p>Dem: What's the best way to decide on a destination when we go on a journey?</p>
	<p>Ourselves and Our Bodies</p> <p>Res: How are we the same / different from members of our community?</p>	<p>Food and Festivals</p> <p>Tol: What festivals do others celebrate?</p>	<p>Up, Up and Away</p> <p>Lib: What choices do the characters in our books make?</p>	<p>Plants and Growth</p>	<p>Carnival of Animals</p>	<p>Journeys and Transport</p> <p>Dem: What's the best way to decide on a destination when we go on a journey?</p>
YEAR 1	<p>This is me</p> <p>Dem: Role-play making decision without children – how do they feel? Invite children to make class decisions. Talk about School Council.</p>	<p>Our Stories</p> <p>Law: Story about stealing. Why do we make laws / school rules? What would it be like without them?</p>	<p>Inventions</p> <p>Lib: The best inventions are those that make things better for everybody – can you give examples of this?</p>	<p>What's the weather?</p>	<p>Regents Park</p> <p>Res / Tol: Who uses the park. What happens when people wish to use the space for different purposes?</p>	
YEAR 2	<p>Let's visit London Now</p> <p>Tol / Res: Display on what our beliefs are and what our friends beliefs are.</p>	<p>Let's visit London Past</p> <p>Law / Lib / Tol: How would events have been different if Guy Fawkes were alive today?</p>	<p>King, Queens and Castles</p> <p>Dem / Law: How has the role of King and Queen changed over time?</p>	<p>This is my home</p> <p>Res / Tol: Explore the idea that learning about other people and how they live their lives enriches our and decreases conflict.</p>	<p>It's time for a holiday</p> <p>Lib: Does everybody have the freedom to travel?</p>	



YEAR 3	<p align="center">Out of Africa</p> <p>Lib: Consider the effects of slavery on the individual in Ancient Egypt.</p> <p>Law / Dem: How did Pharaohs gain their position of power? Create a pyramid of power (hierarchy) and compare to British Monarchy.</p> <p>Res: Why is it important for people to be able to choose what they eat?</p>		<p align="center">Lights, Camera, Action!</p> <p>Law: Why do we need class rules?</p>	<p align="center">The Story Begins...</p> <p>Tol: what does 'Love' mean in the context of religions studied?</p>	<p align="center">Eureka!</p> <p>Dem: Why is democracy considered to be such a great achievement?</p> <p>Who had a vote in Ancient Greece – would we consider this democracy today?</p> <p>Lib: How does individual freedom of expression affect everyone? Reflect on the life artists studied.</p>	
YEAR 4	<p align="center">Let the battle begin</p> <p>Law: How did invaders and settlers (Anglo Saxons and Vikings, change Laws in Britain. And to what effect?</p> <p>Tol: create a belief tree in class.</p>		<p align="center">Predator or Prey</p> <p>Dem: Alfred the Great is often considered to be the first King of England. Why was he not the first Prime Minister?</p> <p>Res: Is there an animal equivalence of respect?</p>		<p align="center">Out of Africa</p> <p>Lib: Consider the effects of slavery on the individual in Ancient Egypt.</p> <p>Law / Dem: How did Pharaohs gain their position of power? Create a pyramid of power (hierarchy) and compare to British Monarchy.</p>	
YEAR 5	<p align="center">Let's explore</p> <p>Lib: Consider the effects of slavery on the individual in Ancient Egypt.</p> <p>Law / Dem: How did Pharaohs gain their position of power? Create a pyramid of power (hierarchy) and compare to British Monarchy.</p>		<p align="center">Join the revolution</p> <p>Dem: What is democracy? Who deserves a voice?</p> <p>Law: Is it ever acceptable to break the law?</p>	<p align="center">It's a mystery</p> <p>Lib: What was the Mayan's view of individual liberty vs. societal place and duty.</p>	<p align="center">Save the world</p> <p>Res / Tol: link to puberty</p>	
YEAR 6	<p align="center">By the coast</p> <p>Law: 'Floodland' – create list of rules and regulations for the Island of Eels.</p>	<p align="center">Inventors and their inventions</p> <p>Lib: Study the lives of Victorian street children. Compare concept of liberty for them and for children now.</p>	<p align="center">It's war!</p> <p>Tol / Res / Lib: Infringement of, and action in the defence of ... How did WWII bring British Values into focus?</p> <p>Law: What are the laws surrounding drugs? Why are some drugs treated differently than others (medicinal / recreational).rugs</p>		<p align="center">Making history</p> <p>Dem / Law / Lib / Res / Tol: Choose news stories that bring values into focus/question : Olympics 2012; Iraq, Syria, Afghanistan interventions; Malala Yousafzai 2012; gay marriage; Obama's presidency 2009; facebook (2004); England's Riots (2011); Hurricane Katrina (2005). [www.futuretimeline]</p>	<p align="center">Let's perform</p>



The DfE identifies five 'British Values'. These are -

- a. **Democracy:** a form of government in which all eligible citizens are meant to participate equally – either directly or, through elected representatives, indirectly – in the proposal, development and establishment of the laws by which their society is run – *in part covered as part of PSHCE*
- b. **The Rule of Law:** the legal principle that law should govern a nation, and not arbitrary decisions by individual government officials. Rule of law implies that every citizen is subject to the law, including law makers themselves – *in part covered as part of a focus on school rules and routines at the start of the year.*
- c. **Individual Liberty:** the liberty of an individual to exercise freely those rights generally accepted as being outside of governmental control – *in part covered as part of on-going focus on citizenship as promoted by school passports (rights, rules and responsibilities).*
- d. **Mutual Respect:** a positive feeling of esteem or deference for a person or other entity (such as a nation or a religion), and also specific actions and conduct representative of that esteem, that is possessed, experienced, performed, etc., by each of two or more with regard to the other - *in part covered as part of on-going focus on citizenship as promoted by school passports (rights, rules and responsibilities).*
- e. **Tolerance of those of different faiths and beliefs:** the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with – *in part covered as part of RE*