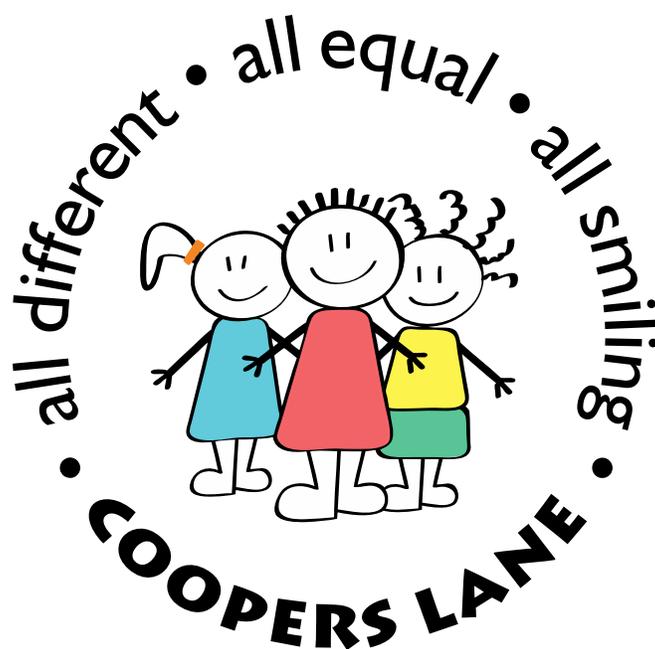


Coopers Lane Primary School



Curriculum

2019/ 2020

Pragnell Road, Grove Park, SE12 OLF
T: 0208 857 7680 W: www.cooperslane.lewisham.sch.uk

A Coopers Lane Learner...

love

...develops a curiosity and wonder of the wider world around them.

responsibility

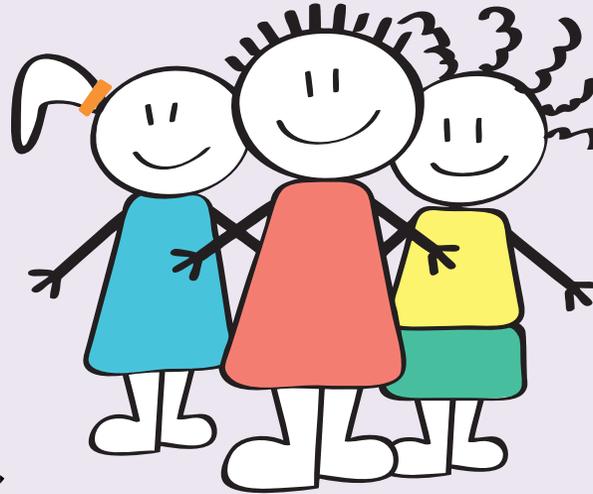
... is inspired to be the best version of themselves and takes pride in all they do.

kindness

...has empathy towards others and values the opinion of everyone.

perseverance

... understands the importance of not giving up, embracing challenge and seeking help when needed.



honesty

... has the tools needed to be confident in making positive choices about behaviour and learning.

... is a fabulous role model and a respectful citizen, embracing and celebrating the rich, diverse community in which they live.

respect

...is excited to share their fun, relevant and memorable learning experiences with family and friends.

happiness

Our Curriculum

The 'Coopers Lane Learner' is at the core of our curriculum. Centred around our values, we have designed our curriculum to recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. As a Rights Respecting School we believe all children have a right to an education.

Our aim is for all children to reach their potential academically and, through our inspiring curriculum, to develop a passion for learning that will last a lifetime.

Every Coopers Lane child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We encourage our children to have a growth mindset and to demonstrate our school values in all they do, promoting positive attitudes to learning and giving children the skills needed to take responsibility for their future success.

We are a proud London school and celebrate our great city through many aspects of our curriculum. Community involvement is an essential part of our curriculum and we work in partnership with all stakeholders in order to share real life experiences from our rich, diverse community.

Children leave Coopers Lane as responsible global citizens with strong values and self-belief. They are life long learners who are enthusiastic about the next step in their education.

Our children know that they are:

'All Different, All Equal, All Smiling'

MATHS

We follow a Maths Mastery Curriculum using the White Rose scheme of work, which breaks down the curriculum for each year group into smaller topics. These topics are taught through the three aims of:

- Fluency
- Reasoning
- Problem solving

Lessons are differentiated to provide appropriate challenge to all children. We use a range of other resources to support the planning, including Abacus, Deepening Understanding, Pixl and Teaching for Maths Mastery from the NCETM.

The yearly overview for each year group gives an outline of the blocks to be taught. Each of these blocks is then used by the teachers to create a unit overview, ensuring there is a clear progression of skills, knowledge and understanding.

The majority of Maths lessons follow a similar structure, consisting of:

- mental starter
- whole class focus with a guided task
- independent or collaborative practice
- plenary

As recommended by the White Rose scheme, we have adopted an emphasis on the use of mathematical vocabulary using stem sentences.

Within class, children are taught in both ability and mixed ability groupings as appropriate to the learning that day. All lessons have the opportunity for the children to build on prior knowledge as well as apply their skills to reasoning and problem solving tasks. Children will move through these tasks at different speeds but will always be working on the same objective as the rest of the class.

PLANNING

All year groups from Reception upwards follow the White Rose scheme of work, which consists of:

- a yearly/termly overview outlining when each topic is taught
- weekly objectives
- teaching notes and examples
- small steps guidance
- suggested mental and independent activities

Each year group uses these resources to create an overview for each unit, mapping out the skills and teaching points that need to be covered, as well as the opportunities for applying knowledge through reasoning and problems solving tasks. They then produce a short-term weekly plan of lessons based on the needs of their class, identified by assessment.

MENTAL MATHS

Our mental maths focus for each phase is:

- KS1: counting, number bonds and other number skills
- Lower KS2: times tables and linked division facts
- Upper KS2: fractions, decimals, percentages, square and prime numbers

ARITHMETIC

Every Maths lesson has an element of arithmetic. Children in Years 1-6 take an arithmetic quiz every fortnight, with the number and difficulty of questions appropriate to the age and ability of the class.

ASSESSMENT

Assessment is continuous throughout the year and the children are assessed against each of the taught objectives. We also use PiXL tests at the end of each term to help inform planning for the next term and to identify children who may need additional support in an area of maths. Each term the class teacher makes a judgement about how each child is making progress towards the year group expectations, using the following categories:

- Working towards expectation
- Just below expectation
- Meeting expectation
- Exceeding expectation

Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: position and direction	Number: Place Value (within 100)		Measurement : money	Time		Consolidation

Year 2 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Number: Place Value			Number: Addition and Subtraction				Measurement: Money		Number: Multiplication and Division				
Spring	Statistics		Measurement: Properties of Shape		Number: Fractions			Measurement: length and height	Position and Direction		Measurement: Time			
Summer	Measurement: Mass, Capacity and Temperature			Measurement: Properties of Shape		Position and Direction		Problem solving and efficient methods			Investigations		Consolidation	

Year 3 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction				Number – Multiplication and Division			Consolidation	
Spring	Number - Multiplication and Division			Measurement: Money	Statistics		Measurement: length and perimeter		Number - Fractions		Consolidation	
Summer	Number – fractions			Measurement: Time			Geometry – Properties of Shapes	Measurement: Mass and Capacity			Consolidation	

Year 4 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value				Number- Addition and Subtraction			Measurement - Length and Perimeter	Number- Multiplication and Division			Consolidation
Spring	Number- Multiplication and Division			Measurement - Area	Fractions				Decimals			Consolidation
Summer	Decimals		Measurement- Money		Time	Statistics		Geometry- Properties of Shape		Geometry- Position and Direction		Consolidation

Year 5 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction		Statistics		Number – Multiplication and Division		Perimeter and Area		Consolidation
Spring	Number – Multiplication and Division			Number – Fractions						Number – Decimals & Percentages		Consolidation
Summer	Number – Decimals				Geometry- Properties of Shapes			Geometry- Position and Direction	Measurement- Converting Units		Measures Volume	Consolidation

Year 6 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number- Place Value		Number- Addition, Subtraction, Multiplication and Division				Fractions				Geometry- Position and Direction	Consolidation
Spring	Number- Decimals		Number- Percentages	Number- Algebra		Measurement Converting units	Measurement Perimeter, Area and Volume		Number- Ratio		Consolidation	
Summer	Geometry- Properties of Shapes		Problem solving		Statistics		Investigations				Consolidation	

English

A child's ability to communicate is vital to all aspects of their learning, so English learning cuts across all areas of the curriculum. We also plan for literacy-specific learning every day in school, in line with the expectations of the National Curriculum.

Our aim is for all Coopers Lane children to be confident and enthusiastic speakers, readers and writers, so we provide a broad range of daily activities for children to develop and apply their speaking, listening, reading and writing skills. We want all children to be excellent communicators, to listen actively and to speak with confidence. Every child will have the opportunity to perform to an audience at least twice a year, as part of our fantastic Christmas performances and celebratory and informative class assemblies, in addition to in-class drama activities. Our children are also helped to develop a love of reading and to become skillful and imaginative writers.

Reading

Instilling a love of reading is a really important aspect of our reading curriculum, so children often get opportunities throughout the week to read for pleasure. A home reading routine is established in Reception and continued all the way through to Year 6. We encourage children to choose books to take home and share with their families each week; children are also asked to complete regular reading activities to develop their understanding of what they have read. We depend on parents to support children in their daily home reading programme.

In school, each class has a daily, half hour reading lesson. This is usually held first thing, as the children come in to school, and can include reading to an adult as part of a group or as an individual, or working independently on well planned and resourced reading activities. Whole class guided reading lessons also take place, with all children studying the same text. Children are taught a wide range of strategies to decode and make sense of texts, including phonics.

Teachers read to the children regularly and each class has a carefully selected class book that is used for this in order to promote a love of story and of reading.

Writing

The use of engaging, inspiring and high quality texts is central to our writing curriculum. We call these books **Sparkle Texts** and each year group has an ever-expanding selection of these texts; they include classics, such as *The Rainbow Fish* by Marcus Pfister and *Where The Wild Things Are* by Maurice Sendak, and more recent publications, such as *Wolves in the Walls* by Neil Gaiman and *Flotsam* by David Wiesner. These books act as stimuli for children to develop and explore their

writing skills. Children write for purpose wherever possible, on a theme linked to the current Sparkle Text, or on their termly topic.

The **yearly overview** sets out the text type to be taught in each year group in each term. We follow a mastery approach, which builds on prior knowledge and skills. We focus on the following four writing purposes: *to inform; to entertain; to persuade; to discuss*

A **unit overview** is created for each new writing unit. To accompany this, a writing toolkit is also created, detailing the objectives to be taught in the unit. Finally a **WAGOLL** (what a good one looks like) is written to give an example of the desired outcome.

Sentence types to be taught are detailed in the ***Alan Peat Sentence Progression*** document (Appendix 1).

The teaching of writing at Coopers Lane follows 4 phases:

Phase 1) Immersion and ‘Have a go’ writing opportunities: This phase is about immersion in the text type and the chosen Sparkle Text. This is a crucial phase in the teaching of writing. The idea is to let the children see what a good one looks like (WAGOLL). They need to pull this apart (not just language features but also thinking about text level objectives too). The learning wall will be used to display key learning from this stage; the class create Text Type Toolkits and General Writing Toolkits, which are displayed as a reference for when they start writing. This phase may involve drama opportunities and short ‘Have a go’ writing opportunities e.g. note taking, diary entries, character profiles and so on.

Phase 2) Imitation – building towards a writing outcome: Phase 2 will offer more ‘have a go’ writing, but will also be preparing the children for their final written outcome. There may be a mixture of short writing outcomes and extended writing outcomes, linked heavily to a pre-prepared shared reading text (a perfect example of the text type being studied, written by the teacher) which is then modelled during shared and guided writing sessions.

Phase 3) Innovation - the final written outcome: Throughout this phase, the writing journey is scaffolded by the teacher during shared writing. The children end up creating their own version of the shared reading text with changes made, but features of the text type and even some shared ideas may have been “magpie” (stolen from the teacher or each other!) and included to create the final piece.

Phase 4) Hot write: The children now write their own, independent version of the genre they have been studying.

SPAG (Spelling, Punctuation and Grammar)

Grammar and punctuation play a significant part in the National Curriculum. At Coopers Lane, we teach specific grammar, punctuation and spelling skills during regular sessions. These are mini lessons, which are carefully differentiated to meet the needs of every child and focus on key skills and objectives lifted from the National Curriculum. Spelling is taught through the Rising Stars spelling scheme. SPAG is not just taught as a discrete subject, however, but is also integrated into our English and Topic planning, ensuring the children are transferring skills across lessons. See *Punctuation: A Consistent Approach*, Appendix 2.

Handwriting

At Coopers Lane, children are encouraged to use a cursive script from EYFS. Please see our *Handwriting Policy* for more details.

Assessment

- Teachers use the writing toolkits to assess whether or not the children have successfully met each objective after each unit of work.

- During guided reading lessons, teachers keep a record of progress against the objectives being taught for each child.

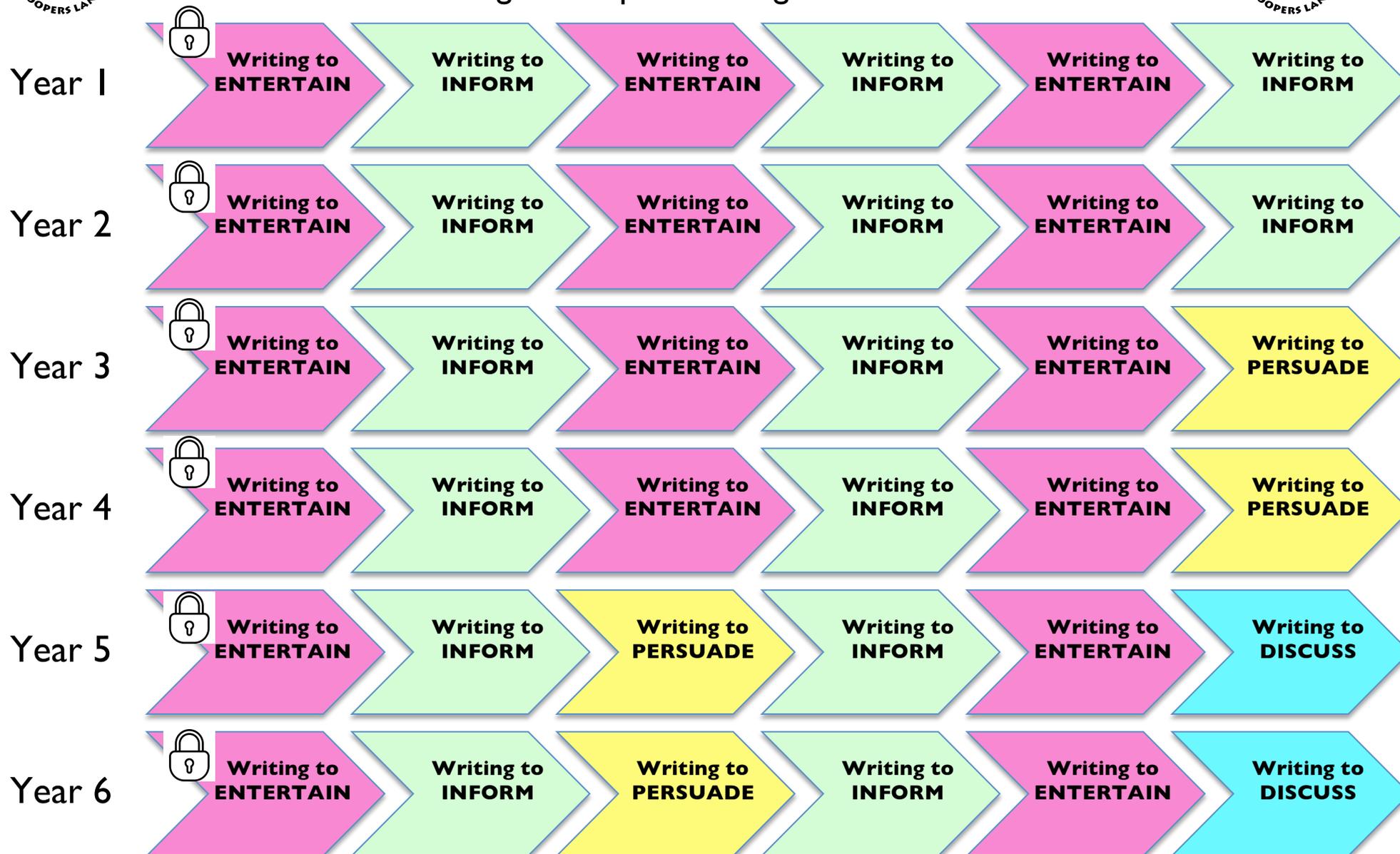
- Once a term all children are assessed in Reading, Writing and Spelling, Punctuation and Grammar. The children will sit designated tests in order to help inform teacher assessments and identify gaps in knowledge and understanding.

- Each term the class teacher makes a judgement about how each child is making progress towards the year group expectations, using the following categories:
 - Working towards expectation
 - Just below expectation
 - Meeting expectation
 - Exceeding expectation



Coopers Lane Mastery Curriculum for English

Writing 4 a Purpose – Long Term Plan



Years 1 and 2 only focus on the purposes of Entertain and Inform.
Years 3 and 4 look at Inform, Entertain and Persuade.
Years 5 and 6 look at all four purposes.

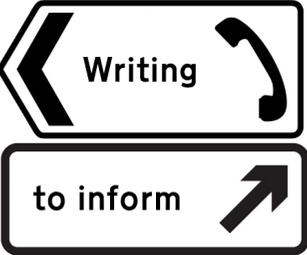
Staff are welcome to move the order of purposes around as long as the weightings remain the same (except Writing to Entertain in Autumn 1). They are also able to choose which text types they wish to cover within the purpose. However, they must focus on the same purpose for writing within a half term in order for the children to master the skills which are being taught.



Coopers Lane Mastery Curriculum for English

Text Types Overview



<p>Writing 4 a Purpose</p>	 <p>Writing to entertain</p>	 <p>Writing to inform</p>	 <p>Writing to persuade</p>	 <p>Writing to discuss</p>
<p>Year 1 & 2 (KSI)</p>	<p>Story Description Poetry</p>	<p>Recount Letter Instruction</p>		
<p>Year 3 & 4 (LKS2)</p>	<p>Narrative Description Poetry</p>	<p>Explanation Recount Biography Newspaper</p>	<p>Advert Letter Poster</p>	
<p>Year 5 & 6 (UKS2)</p>	<p>Narrative Description Poetry</p>	<p>Explanation Reports Biography Newspaper</p>	<p>Advertising Speech Campaign</p>	<p>Argument/Debate Newspaper Review</p>

Curriculum

Topics

Our curriculum is action packed and full of interactive and exciting learning opportunities throughout the key stages. It is stimulating, engaging and promotes independence. Children will be taught the foundation subjects (History, Geography, Music, Art, DT, PSHE, and PE) through motivating topics such as 'Lest We Forget', 'Gods & Monsters', 'Walk the Plank' and 'A Tour of Africa'. Children will become explorers and detectives to find out more about the world around them and significant historical periods. Trips and visits linked to the topic will bring their learning to life.

The children's learning begins with a topic launch day where they will take part in a range of activities that will immerse them in the exciting topic.

Topic Puzzles

- The termly topic puzzle for each year group, sets out the objectives to be taught for each subject in the curriculum.
- The puzzles can be found on the school website.

Planning

- A medium term plan is created for each year group to give the context for learning and a weekly breakdown of the subjects and objectives to be taught.
- Weekly plans are made using the school proforma and are stored on the Google Drive, along with the accompanying resources.

Assessment

- At the end of each unit of work, children should be assessed against the key objectives using the school proforma. The following categories are used:

Working towards expectation

meeting expectation

exceeding expectation

Science

Through the teaching of science we encourage an interest in and an understanding of our world. There are four main areas of learning in science comprising:

- Scientific Enquiry
- Life Processes and Living Things
- Materials and their Properties
- Physical Processes.

To help children think scientifically we build on their natural curiosity. They are encouraged to explore and investigate by developing their skills of observing, questioning, hypothesising, carrying out fair tests and recording and interpreting findings.

Resources

- Switched on Science (Hard copy books + Rising Stars Online)
- Busy Things
- Virtual Experiments
- LGfL Learning Resources

Art & Design

At Coopers Lane we make the most of the links between subject areas, exploring art from different times and cultures. All children have the opportunity to experience a wide variety of media within textiles, sculpture, painting, drawing and digital media, as well as studying a range of artists and learning a variety of skills including drawing, painting and printing. During DT units of work, children build on their knowledge, skills and understanding by working through three main elements of design:

- Developing, planning and communicating ideas,
- Working with tools, equipment, materials and components to make quality products,
- Evaluating processes and products.

Resources

- PlanBee (Google drive)

Religious Education

We believe that Religious Education should be a stimulating, interesting and enjoyable subject that gives children an opportunity to express themselves in a variety of ways. In line with our school values, we want children to develop their sense of identity and belonging by following 'Learning together through faiths' (The Lewisham Agreed Syllabus for Religious Education). Children are encouraged to communicate their ideas, recognizing and respecting other people's viewpoints.

Resources

- Espresso – Faiths (LGFL free resource)
- The Lewisham Agreed Syllabus for Religious Education (Google drive)

Computing

Computing is an integral part of pupil's life at Coopers Lane. We have a computing suite with iMacs, a set of iPads in every classroom, as well as a range of other technologies to support learning across the curriculum. Computing at Coopers Lane is made up of three elements:

- **Computer Science** – teaches the pupils the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
- **Information Technology** – pupils are equipped to use information technology to create programs, systems and a range of content.
- **Digital Literacy** – ensures that pupils are able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Resources

- Switched on Computing (Hard copy books + Rising Stars Online)

Music

Our music curriculum gives children the opportunity to use a variety of different starting points for listening to and composing their own music, from the sounds that everyday objects make to Brazilian Samba music. The creative elements of the curriculum are embedded in all we do at Coopers Lane. To support the music curriculum some year groups have the opportunity to learn instruments as a class with our music tutors.

- Year 2: Recorders
- Year 3: Ukulele
- Year 4: Samba
- Year 5: Steel Pans

Resources

- Music Express (Hard copy books + Collins Online)

History

We recognise the importance of history and the part it plays in developing children's understanding of the past, both in Britain and the wider world. Children are encouraged to consider how the past influences the present, what past societies were like, and how beliefs and cultures have influenced people's actions. Our aim is to empower our children and help foster their understanding of themselves as individuals and as valued members of society. History at Coopers Lane is broken down into three elements:

- Chronological Understanding
- Knowledge and Interpretation
- Historical Enquiry

Link: <http://www.coreknowledge.org.uk/schoolsinfo.php>

Geography

At Coopers Lane we aim to provide children with a high-quality geography education which inspires in pupils a curiosity and fascination about the world and its people. Geography teaching and learning equips children with knowledge about

diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key. Throughout the key stages, we focus on four key areas of Geography:

- Geographical Enquiry
- Physical Geography
- Human Geography
- Geographical Knowledge

Link: <http://www.coreknowledge.org.uk/schoolsinfo.php>

Link: <http://www.oddizzi.com>

P.E.

P.E. and school sport play an important part in the life of our school. We believe that P.E. and school sport contribute to the holistic development of our children and, through participation, our children build and learn more about our key values such as respect, tolerance, teamwork, resilience, friendship, trust and responsibility. We employ HW School Skills to deliver high quality games lessons across the school. Class teachers also deliver gym and dance lessons using the Rising Stars P.E. scheme.

PSHE

We are a UNICEF Rights Respecting school and so PSHE is a key part of the curriculum and is delivered in either circle time lessons, or within other subjects. As a school, we have used the PSHE Association Planning Toolkit to develop our pupils' knowledge, skills and understanding based on the three core themes:

1. Relationships

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships

2. Living in the Wider World

- about respect for the self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens

- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

3. Health and Wellbeing

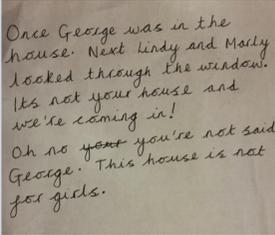
- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, such as puberty, transition and loss
- how to make informed choices about health and wellbeing
- and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing.

Throughout the year we link our PSHE and assembly themes to the UNCRC – United Nations Convention on the Rights of a Child. We hold several assemblies to help children understand that they have rights and the responsibilities that go with these rights.

Resources

- PSHE association scheme – adapted with rights respecting links (Google Drive)

Link: <https://www.pshe-association.org.uk>

	Writing to Entertain		Writing to Inform		Writing to Persuade	Writing to Discuss	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	<p>‘This is Our House’ Sentence/ Story Writing</p> <ul style="list-style-type: none"> I can sit correctly at a table, holding a pencil comfortably and correctly I can say out loud what I am going to write I can construct a sentence orally before writing it. I can check my sentence makes sense. (I know what a sentence needs noun, subject, verb) I can use finger spaces between words. I can begin to use capital letters and full stops <p>WAGOLL</p> 	<p>‘The Three Little Pigs’ Letters</p> <ul style="list-style-type: none"> I can include a question in my letter I can punctuate with a question mark I can use capital letters full stops I can use finger spaces My sentences make sense. I can use my sounds to help me spell <p>Story Opener</p> <ul style="list-style-type: none"> I can include story language I can use capital letters full stops I can use finger spaces My sentences make sense. I can use my sounds to help me spell <p>WAGOLL</p>	<p>‘The Kiss That Missed’ Writing in Role/ Description</p> <ul style="list-style-type: none"> Write in role/ first person USE SOUNDS Use connectives Describe feelings Describe surroundings <p>WAGOLL</p>  <p>‘Jack and the Beanstalk’ Story Writing</p> <ul style="list-style-type: none"> Write in past tense, use story language To use story connectives – display on learning wall – once, one morning, But, So, unfortunately, early next morning, To his amazement, USE SOUNDS, finger spaces, punctuation Use exclamation marks and question marks in writing. Use co-ordinating 	<p>WORLD BOOK DAY BOOK FOCUS</p>	<p>‘Where the Wild Things Are’ Wanted Poster/ Character Descriptions</p> <ul style="list-style-type: none"> Write past tense To use BOYS – display on learning wall – but/because/so/or and USE SOUNDS, finger spaces, punctuation Use exclamation marks and question marks in writing. Use exclamation sentences. Use prefix ‘un’ and suffix ‘ed’ Descriptive language – noun phrases, MA use different words for said. <p>WAGOLL</p> 	<p>‘One Day on our Blue Planet’ Non- Chronological Report</p>	

'Beegu' Diary/ Recount

- Adjectives to describe Beegu and use in poster.
- Write in role/ first person - Recount
- USE SOUNDS
- Use connectives - because
- Describe feelings - adjectives
- Describe surroundings (Reds) – recount/letter
- Capital letters and full stops

WAGOLL

Dear Mum,

Today I landed on a strange planet. There was nobody around. I felt so lonely.

Then I was delighted to find a box of beautiful puppies. I lay down with the soft cuddly puppies and fell asleep.

At that moment a man threw me out. I was all alone again but then something amazing happened.

Next I saw the children in the playground and they played with me nicely. We had a lot of fun together.

Finally they said goodbye to me and they gave me a magic hoop.

I saw my spaceship coming. I was home at last. I was exhausted from my long day.

From Beegu

Have you seen this missing person? Beegu has gone missing from Coopers Lane. She was last seen wandering the corridors of the KS1 building looking lost and afraid.

We believe Beegu crashed on our planet by accident. Beegu is 2 feet tall and is bright yellow. She has three beady eyes and droopy ears that light up when she is happy. She loves to play with children and young animals.

We urgently need to find her and reunite her with her parents.

If you have any information please, contact this number: 07986 43333

Once upon a time there were three little pigs who wanted cream cake.

The first little pig built a house of straw. The second little pig built a house of sticks. The third little pig built a house of bricks.

Unfortunately, along came a big bad wolf. "Little pig, little pig, let me come in."

"No, I will NOT let you in," said the first pig...

So, the wolf huffed and he puffed and he blew the house down. The first little pig ran west to run, all the way to his brother's house.

Then the wolf came to the house of sticks. "Little pig, little pig, let me come in."

"No, I will NOT let you in."

So, the wolf huffed and he puffed and he blew the house down. The two little pigs ran and they ran, all the way to their brother's house.

Next the wolf came to the house of bricks. So, the wolf huffed and he puffed and he puffed and he puffed till he could not blow the house down, and wolf was angry, so he climbed onto the roof and went down the chimney. But, he landed in a pot of hot water. BOOOOO!

Finally, the wolf went out of the house and was never seen again.

'Gorilla' Instructions

- use time adverbials
- use imperative verbs
- Simple sentences – what do they need? (subject, noun, verb)
- Begin to use and for compound sentences. Coordinating conjunctions 'and'.
- Punctuating sentences with capital letters and full stops.
- Finger spaces
- Must – Use time adverbials and imperative verbs.
- Should – Use time adverbials and imperative verbs, capitals and full stops.
- Could - Use time adverbials and imperative verbs,

conjunctions, but, because and

- Use similes
- Descriptive language – noun phrases, MA use different words for said.

WAGOLL

JACK AND THE BEANSTALK
WAGOLL:-

Once there lived a boy called Jack who lived with his mother. They were so poor, they never had enough to eat.

One morning they had nothing left at all. "You'll have to take the cow to the market and sell her." Said mother.

On the way, Jack met a strange little man. He offered Jack five, wrinkly, beans in return for the cow. "I need money not beans!" shouted Jack angrily.

But the man promised Jack the beans would grow into a beanstalk as tall as a giant.

So he gave the cow away and off he ran home.

Unfortunately when he got home he was in trouble... Big trouble!

conjunctions, but, because and

- Use similes
- Descriptive language – noun phrases, MA use different words for said.

'The Robot and the Bluebird' Story Writing

- Using co-ordinating conjunctions
- Using noun phrases.
- Using progressive form for verbs
- Exclamation sentences.
- Conjunctions (BOYS)
- Using prefix un-
- Begin to use contractions and understand how to use apostrophes.
- Use exclamation marks.
- To begin to use inverted commas to mark direct speech.

WAGOLL

Once upon a time there was a lonely Robot who had a broken heart. The other robots tried to fix him but they couldn't.

So they sent him to the scrap heap/ dump. He sat there for days and months and years/ a long time. He felt so alone/ hurt/ miserable.

One day, a Bluebird came flying by and fell asleep in the Robot's empty heart.

"I'm flying south but I'm too cold and tired to go any further," said the Bluebird.

"I have a space in my heart, you can sleep in there" replied the Robot.

The Robot decided to carry the Bluebird south, so they travelled over the snowy mountains and through the blizzards.

Finally they found a place where the sun shone and the Bluebird flew away singing.

Unfortunately the robot could go no further and said to the Bluebird "Make your home in my heart". With the birds all around him and the sun shining down, he was at peace.

The End

conjunctions, but, because and

- Use similes
- Descriptive language – noun phrases, MA use different words for said.



Writing Curriculum Overview



		<p>capitals and full stops and compound sentences</p> <p><u>WAGOLL</u></p> <p><u>Letters to Santa</u></p> <ul style="list-style-type: none">• I can use my sounds in my writing.• I can understand terms plural and singular• I can use suffix s and es correctly.• I can use dear and from.• I can use capital letters and full stops in my writing. <p><u>WAGOLL</u></p>				
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Writing Curriculum Overview



	<p>Dear Diary,</p> <p>Yesterday I arrived at my new, tiny hospital hut. As I walked through the door I could see the rusty, small beds in rows. Filling the air was the smell of sweet, perfumed flowers and the scent of fresh clean bedding. I walked into the hut a little further and could hear the sound of the springy, creaky beds and the little mumble of soft, gentle voices.</p> <p>Suddenly a wounded man entered the hut. He had a huge, red bump on his forehead. Gently, I laid him onto the bed.</p> <p>First I grabbed my pestle and mortar and I began to squeeze firmly the aloe into my bowl. I stirred the ingredients quickly. I then softly rubbed on the lotion. Thankfully the man felt a lot better. Let's see what tomorrow brings.</p> <p>Mary x</p> <p>'The Snail and the Whale' <u>Narrative/ Recount</u></p>		<p>Walking through the dusty, vast grassland as quiet as a mouse Looking with his bright, big eyes Running with his fast, strong legs Eating his delicious, tasty dinner as quick as a flash Chewing the mouth-watering meat Sleeping in the warm, scorching savannah as hot as the sun Swishing his long, soft tail</p>		<ul style="list-style-type: none">• I can identify rhyming words• I can describe how a poem makes me feel by using my senses.• I can recite a poem• I can write words relating to space poetry. <p><u>WAGOLL</u></p>	
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Writing Curriculum Overview

	<p>Later that day, Tony and his dad went home and took the precious, squeaky wagon to their garden. They both closed their eyes and went on one final adventure before the sun set. Tony looked up above and he found himself soaring rapidly into the sky as fast as a rocket. Tony and his dad both had awesome jet packs on and realised they were both flying high into the sky. Above the clouds, there were majestic, beautiful doves flying freely and bright, colourful balloons, doing somersaults in the air. Below their feet, they noticed storks with enormous, spear like beaks and minute, sparrows dancing through the evening sky. Tony and his dad thought the clouds looked like giant candleflames and they bounced happily from one cloud to another.</p> <p>All of a sudden, Tony and his dad heard a loud, vicious buzzing sound. Tony froze in the air and his palms began to sweat. In the distance, they noticed a swarm of menacing, angry wasps darting towards them. Tony's brain began to fill with worry and he looked behind him to see dad. The striped, dangerous wasps were circling Tony while dad was thinking of something to do. Below their feet, the dancing sparrows and enormous storks froze in fear and looked at dad hoping for a solution.</p> <p>Almost immediately, dad had a very good idea. Without hesitating, they both clicked the large 'sweet' button on their jet packs to escape and dodge the terrifying, horrible wasps. They soared rapidly through the clouds, above the birds, between the insects and eventually landed on the soft, green grass. After that, dad found some sweet, sticky lollipops and collected some colourful cotton candy to attract the wasps. Carefully, he laid out the lollipops next to each other to make a long pathway that led to a massive, mounded pile of cotton candy. Tony and dad knew the wasps would not resist the sweet, sugary smell. Before long, the wasps followed the pleasant scent and started to eat the sweet treats. A smile spread across Tony and dad's face as they realised they were finally safe.</p>					
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'Kevin' Character Description

- I can use adjectives to describe what a character looks like.
- I can use adjectives to describe a personality of a character.
- I can use prepositions in my writing.
- I can write a sentence with more than one clause.
- I can use full stops and capital letters in the correct place.

WAGOLL

Bob is my imaginary friend. He is a friendly, fuzzy **covered** giant covered from head to toe in long, purple hair. He has two small horns, which look like tiny elephant tusks. He has a floppy bit of dark purple hair on top of his head. Bob has two small beady eyes in the middle of his face and a wide beaming smile. His feet are strong, but his paws are soft and gentle.

Diary entry

- I can open my diary correctly (with a date and 'Dear Diary').
- I can write in past tense. (-ed, was, were)
- I can write in 1st person. (I, my, mine)
- I can use powerful adjectives. (colossal, bizarre, magnificent)
- I can write in chronological order. (Sequencing the events)
- I can write a character's thoughts and feelings (SHOW don't tell)
- I can use paragraphs. (To separate my ideas)

I can sign my diary off (from Kevin or from Sid)

WAGOLL

Dear diary
This morning I woke up and was in a mischievous mood. I climbed out of my cosy bed, stepped over the all the felt tip pens I left out to dry and went down stairs. I always leave my room untidy. It's just like a piggy. I had some breakfast and went to school.

Later, at dinner time, Mum cooked my favourite meal of tasty sausages, potatoes, peas and thick gravy. As I approached the table, the plates fell from my hands, hit the chair and crashed to the dirty floor. The broken plates and food went everywhere! When mum heard the crash and saw the mess, I quickly denied it was me. Mum's cheeks were soaked with rage and a frown crossed her face. I blamed the mess on my imaginary friend, Kevin. To make her believe me, I even drew a picture of what Kevin looked like. With her hands on her hips and through tight lips, Mum angrily ordered me to go to bed.

Feeling low, I went to my room. I changed into my favourite pyjamas sat on my bed and stared at the hatch in the ceiling. I had a lamp in my throat and butterflies in my stomach, when suddenly I noticed a vanilla and strawberry confetti light streaming through the hatch in the ceiling. I climbed out and entered into a magnificent imaginary world.

It was amazing and bizarre! The sky was pink, the clouds were shaped like stars and the grass was striped multi green. The air was smelling delicious. In a flash, I saw someone I recognised. He was colossal, smiling widely with candyfloss pink spots and a huge smile with one tooth. It was Kevin!

I noticed that his friends ignored me when I said hello. I started to hatch a plan because I knew no one could see me. My mischievous mood grew and grew. Kevin took me to his house. I watched the door, scribbled on the walls, took the lid off the pens and soaked the dog. I had so much fun! However, Kevin got into a bit of trouble with his dad. A big blue bear rolled down his cheek as he pulled the covers over his head sadly.

I felt terrible inside. I was filled with regret. So I began to fix everything I had broken and I made him cord to say sorry. We are good friends again and had a big, big hug together.

I cannot wait to see what happens tomorrow!
Sidney

Julius Caesar Newspaper Report

Layout features	Headline (play on words) Column Orientation (1 paragraph) Short paragraphs Repetition (last paragraph which explains what happened next) Name of reporter Picture (with caption) Pull quote
Language features	Third person Said (Who? What? Where? When? How?) How? Main events in chronological order Direct speech (big witness) Reported speech

WAGOLL

THE ROMAN RECORD

16th March 44BC
2 Caesar Can

Caesar Murdered!

Reported by **Renus Terence**:

Screams of horror rose from the shocked, astounded and horrified crowds, who only missed Caesar had been cheering for the Leader. However, when the crowds looked around, the murderers had fled.

It is a well-known fact that Brutus and Cassius were worried that Caesar wanted to be King and take over control of Rome. Supporters of Caesar were appalled that this is why they conspired to kill him.

Calpurnia Caesar, wife of Julius Caesar, wept as she explained, "I warned him not to go to the Senate because I had a terrible dream." She went on to state that the dream was where a statue spat blood in the Senate and the citizens washed their hands in it.

According to an eyewitness, who was standing at the top of the steps of the temple, there was blood everywhere and she'd never seen anything like it before.

It is believed that Caesar's murder will cause great unrest in Rome. Conversation now in the capital is who will succeed Caesar as Consul.

Julius Caesar enters the city on a white horse.

Caesar, who was very unpopular with some of the Senate, had arrived in Rome at a fine, white horse earlier in the week with his loyal army. After a wonderful welcome from the local people, Caesar attended a large celebration thrown in honour of his victories.

In the early hours of this morning, angry senators Brutus and Cassius waited patiently outside the temple of Pompeii to carry out the deathly deed. Angered by the sight of the arrogant Consul Caesar outside the temple, they quickly rushed towards him and stabbed him swiftly with their raised daggers.

Cinquain

Poetry

Play Scripts - Christmas Production

'Paddington' Description/ Narrative

- 3A or 2A sentence
- Fronted adverbial linked to emotion, eg. *Overcome with excitement, a sentence with more than one clause*
- Direct speech using inverted commas
- A simile
- Challenge: Use show, not tell language.

WAGOLL

It was an ordinary morning on an ordinary day when the Maynards's first met a scruffy, yet incredible bear. The family were on a day trip to visit the **Great Ouse Valley** that took their way through the centre of London. **What is that?** exclaimed Hannah as she pointed towards a shadow sat amongst the fog that hid the bear from the family.

Hearts racing in anticipation, the family crept towards the shadow that sat hunched on a brick wall. As they walked closer, a loud roar realised it was a bear! **A family young bear**, the **Wendell Brown, Fortysix** Paddington had reached his hat at them. **How do you do!** he remarked.

The Maynards's discovered that the bear had travelled all alone from the depths of the darkest Peru and had to learn to play with in London. **Hearts racing**, the family decided they must look him back to his own home. **Paddington** was whisked through the bustling London streets in a **British Book Club**. **Paddington** started off the **middle** through the **paddington**, but he never saw anything like it he sped at the following skyscrapers that were **all tall as tall trees like the houses**. **Paddington** **was the only bear in the world**. **Wendell Brown**, **Fortysix** **paddington** **was the only bear in the world**.

At long last the family arrived home. **Paddington**, who had never set foot in a house before, was ordered to sit in a strange room full of odd things he had never seen before. **Getting excited**, Emma moved her nose to brush his left ear in the mirror. **Intimidated by his reflection**, **Paddington** tapped on the mirror with his sharp claw. Suddenly, the mirror cracked, split and crashed down on top of him! **What a commotion!**

It took weeks of better for you have a test **reminded him** **reminded**, **she began to clean up the broken glass**. Minutes later, **Paddington** was curled up on the comfy, **quilted sofa with the cat in a deep sleep**.

Wendell Brown had an excellent day! **Wendell Brown**.

'Tuesday'

Newspaper Reports

- I have ordered events chronologically
- orientation
- main body (man, old lady, Wednesday)
- reorientation
- I have a catchy headline
- I have used adverbials
- I have used relative clauses
- I have used quotes and punctuated them correctly
- I have used brackets
- I have used a 'Some; others' sentence

WAGOLL

THE DAILY TIMES

Flying Frogs Terrorise Town!

On Tuesday evening, flying frogs terrorised the town of Somerton, having been spotted in large numbers in the streets and causing scenes of chaos in the morning.

An apparently Ben it appears that a group of flying frogs were flying towards the town centre on the Tuesday morning. The flying frogs were spotted in the town centre, causing scenes of chaos in the morning. The flying frogs were spotted in the town centre, causing scenes of chaos in the morning.

By Wednesday morning, it seems that the flying frogs had been spotted in the town centre, causing scenes of chaos in the morning. The flying frogs were spotted in the town centre, causing scenes of chaos in the morning.

The flying frogs were spotted in the town centre, causing scenes of chaos in the morning. The flying frogs were spotted in the town centre, causing scenes of chaos in the morning.

WORLD BOOK DAY BOOK FOCUS

Instruction Writing

- I can write clear instructions that are easy to follow.
- I can use imperative verbs.
- I can use fronted adverbials.
- I can number my instructions in the correct order.

'Perseus and Medusa' Greek Myth

- I can use a myth opener at the beginning of my myth.
- I can use fronted adverbials of time, place and location
- I can use short sentences to build tension and suspense
- I can describe a character using 2a to 4a sentences.
- I can use similes and metaphors.
- I can describe a setting using advanced vocabulary.
- I can use dialogue and a subordinate clause to describe a character and their personality.

WAGOLL

Perseus and Medusa

Long, long ago, in ancient Greece, where the sun shone brightly and glinted on the crystal blue waters of the Aegean sea, there lived a king, King Polydectes, who was keen to marry the mother of Perseus, Danae, was a vindictive and selfish man. Polydectes knew that Perseus would not allow his mother to marry him, as the manipulative king sent Perseus away on a quest, not expecting him to return. "Bring me the head of the monster Medusa," demanded the king, "and I will not bother your mother again!"

Medusa (who was ugly as a gorgon) was a hideous creature. With claw like hands and tail for feet, the monster was the most fearsome in the land. Instead of beautiful hair, Medusa had five, venomous snakes that twisted cruelly like a top that had been left on. Her body skin had a lustrous, greenish tinge and her hair eyes were filled with envy and malice. She was the deadliest and most miserable creature for anyone who made eye contact with her would instantly be turned to stone.

Knowing that he was facing an impossible mission, Perseus, who normally feared nothing, went to the Temple of Athena to pray for help. The gods heard his prayer and granted him some gifts. These were a razor sharp sword, a brightly polished shield and sack for the monster's head. Perseus - who was now feeling more confident about his quest - set off.

After a long and very difficult journey, Perseus eventually arrived at Medusa's gloomy, death-filled lair. Courageously and cautiously, he tiptoed up to the entrance and stopped, peering and listening. A wisp of terror washed over him. His heart pounded furiously and sweat poured from his body. All around him were stone statues of others who had tried and failed to defeat the hideous gorgon. How could he defeat a creature that he could not directly look at? Then an idea came to him! He remembered the gifts from the gods. While using his shield to look at the reflection of Medusa, he managed to cut her hair. Suddenly he saw his chance! He swung his sword swiftly and, with one clean sweep, cut off her head!

Positioning the head in his sack, Perseus headed to confront the evil king. On his return, a terrified Polydectes roared, "Show me the head!" Perseus carefully opened the sack and Polydectes gazed deeply into the Gorgon's eyes. In an instant, he was turned to stone. Perseus had succeeded in his mission so he and his mother were new safe.

Mini Saga - 100 word limit

- Order:
 - 1 - set the scene
 - 2 - description of the monster and problem
 - 3 - Solution
- Accuracy:
 - Short sentences to build tension and engage reader
 - Powerful adjectives
 - Similes and metaphors
 - Spell words on the word bank correctly.
- Usefulness:
 - Use a range of interesting adjectives for description - shiny, metallic, powerful, majestic, slither
 - Use noun phrases for character, setting, object description - shiny, glinting, ugly, fearsome dragon
 - Short sentences for impact eg. Smash, the monster was dead!
 - Range of punctuation
 - 100 word limit

WAGOLL

ANCIENT ADVENTURES

THE TROJAN HORSE

EXAMPLE 1

The sand was hot beneath my feet, the sun beat angrily and sweat poured down my brow. The city walls were tall and strong and there was no way to scale them or break through. All of this because our queen had been stolen from us by that boy. Our king had brought us, his entire army, to claim her back. But how? The wooden horses or gods, just men. How could we possibly invade the mighty city Troy? "Fetch wood," I shouted suddenly. "We'll sneak in."
"How?" Achilles asked.
"A horse," I said, "we will build a wooden horse."

Athens v Sparta Information Text

- I can use technical vocabulary. E.g. Athens, Spartans.
- I can use pronouns effectively to avoid repetition. E.g. They, their
- I can use noun, (which/where/who) sentences
- E.g. Athens, which was a democracy, allowed their citizens to vote on decisions.
- I can use relevant sub-headings for each section. E.g. Introduction, Why were they fighting?
- I can use paragraphs to group related information.

WAGOLL

Athens, A.C. Sparta	Athens	Sparta
Athens was a democracy and allowed its citizens to vote on decisions. It was a city of art and culture. It was a city of learning and knowledge. It was a city of peace and harmony.	Athens was a democracy and allowed its citizens to vote on decisions. It was a city of art and culture. It was a city of learning and knowledge. It was a city of peace and harmony.	Sparta was a military state and focused on training its citizens for war. It was a city of discipline and strength. It was a city of courage and bravery. It was a city of honor and glory.



Writing Curriculum Overview



	<p>'The Owl and the Pussycat' Performance Poetry</p> <p><i>I can perform loudly and clearly so others can hear.</i></p> <p><i>I can use rhythm and patterns in the poem to help my performance.</i></p> <p><i>I can use an expressive voice.</i></p> <p><i>I can remember the poem and recite it.</i></p> <p><i>I can use clear actions whilst performing the poem.</i></p>					
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Writing Curriculum Overview

The wind was an angry river, cutting through the dark,
The trees were an army of soldiers, standing in guard.
The road was like a dangerous tongue, leading strangers to their death,
And the highwaymen came riding - riding - riding -
The highwayman came riding up to my old inn-door.

As he turned the corner, I saw him,
Upon his head sat an elegant hat and delicate lace surrounded his neck,
Armed he was a coat of claret, blood-red hat, which revealed his deadly nature,
And his black boots were up to his thigh,
It all fitted him with never a wrinkle,
And he rode with a star-like sparkle
His paper hat was a-soppy, under the moonlit sky.

Over the straws he stamped and stamped into the dark inn-yard,
He knocked with his sword on my chamber,
But it was shut and locked tight,
So he whistled a tune through my casement, and I was wailing there,
Ma, the landlord's black-eyed daughter, Bess, the landlord's daughter
Plunging a red ribbon in a love knot, into my long, dark hair,
But their I heard the stroke door creaking
It was Tim the cartier listening
His face as white as snow, his hair like yellow straw, his eyes pits of nothingness,
He stared at me with unrequited love,
Love for me the landlord's daughter,
Dumb as a dog he listened and watched as my robber said,
"I shall be back with rivers of yellow gold before the morning light,
Look for me by moonlight,
Watch for me by moonlight,
I'll come to you by moonlight no matter who bars the way,"
Tapping on the noise he departed,
Latching me alone and full of sorrow,
Watching and waiting at my chamber,
He did not come in the dawning
He did not come at noon.

Our Solar System

The solar system is made up of the sun and all the objects that spin around it. In fact, the word solar means "of the sun". Our solar system is a collection of planets, moons, comets, meteoroids and asteroids that orbit our star.

The Sun
The sun (or Sol as it was originally named by the Romans) is a massive ball of scorching gases. It is at the centre of our solar system and everything else revolves around it because it applies a pulling force called gravity, which holds them all into orbit. Looking deep into space, astro-physicists have been able to determine that the sun is approximately 4.6 billion years old. Continually burning, it provides heat and light to the 8 planets. However, as the sun is a star it will eventually burn itself out.

The Planets
The largest objects that spin around the sun are the planets. Scientists have used rockets, probes and powerful telescopes to discover 8 planets, 5 dwarf planets and at least 176 moons. As our technology advances, we are able to discover even more about them. The planets are split into two categories in inner and outer planets. The inner planets (Mercury, Venus, Earth and Mars) are small, rocky and compact whereas the outer planets (Jupiter, Saturn, Uranus and Neptune) are made of ice, gas and liquid.

Moons
Many planets have moons in orbit around them, just as our moon orbits the earth. Some planets have many moons; others don't have any. For example, Jupiter, which is a giant gas planet, has at least 63, however, Venus has none. There are different types of moons some are rocky and others contain ice and liquid as well as rock.

Asteroids, Comets and Meteoroids
In addition to planets and moons, the solar system also includes asteroids, comets and meteoroids. Asteroids are large pieces of either rock or rock and metal. Scientists believe that they are the bits and pieces that were left over when our solar system formed roughly five billion years ago. Comets are chunks of dirty ice mixed with dust and gas. Comets can be seen from Earth when they are close to the sun. Most look like smudges of light, even through a telescope. Meteoroids are far smaller than comets. They may be dust, chunks of rock from comets or even fragments of shattered asteroids. When the Earth crosses the paths of these meteoroids, they burn up as they plummet through the Earth's atmosphere. They make a streak of light called a meteor – or a shooting star.



Phonics Curriculum Overview



Year Group	Autumn		Spring		Summer	
Reception	Settling in (2 weeks) Phase 1 Phase 1 Recap (2 weeks) Phase 1 – Oral Blending		Phase 3 Phase 3 (10 weeks) Assessment	Intervention to run alongside – <i>from assessment</i>	Phase 4 Phase 4 (4 weeks) Assessment	Intervention to run alongside – <i>from assessment</i>
	Phase 2 Phase 2 (6 weeks) Assessment				Consolidation Phase 3 & 4 Consolidation (5 weeks) Assessment	
Year 1	Settling in (1 week) Phase 4 Phase 4 (4 weeks) Assessment	Intervention to run alongside – <i>from Reception</i>	Phase 5 Phase 5b (1 week) Assessment Phase 5c (14 weeks)	Intervention to run alongside – <i>from assessment</i>	Mock Screening Test Phase 5 Phase 5c (8 weeks)	Intervention to run alongside – <i>from assessment</i>
	Phase 5 Phase 5a (3 weeks) Assessment Phase 5b (2 weeks)				PHONICS SCREENING TEST	
Year 2	Settling in (2 weeks) Phase 5 Phase 5a (4 weeks) Assessment Phase 5b (3 weeks) Assessment Phase 5c (2 weeks)	Intervention to run alongside – <i>from Year 1 & Phonics Screening Test – Target Children Identified</i>	Phase 5 Phase 5c (11 weeks) Mock Screening Test	Intervention to run alongside – <i>from assessment</i>	Phase 5 Phase 5c (11 weeks) Assessment	Intervention to run alongside – <i>from assessment</i>
					PHONICS SCREENING TEST	
Year 3	Intervention to run – <i>from Year 2 & Phonics Screening Test – Target Children Identified</i>					



Science Curriculum Overview



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Animals Inc. Humans</p> <ul style="list-style-type: none"> Identify, name and draw basic parts of the body knowing which is associated to which sense. <p>Light, Earth and Space</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe weather associated with seasons, inc. day length. 		<p>Materials</p> <ul style="list-style-type: none"> Know about materials and their properties, e.g. hard/soft, stretchy/ stiff Identify and name a variety of everyday materials <p>Compare and group based on simple physical properties</p> <p>Light, Earth and Space</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe weather associated with seasons, inc. day length. 		<p>Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common plants, inc. evergreen and deciduous trees. Identify and describe the basic structure of a variety of common flowering plants inc. trees <p>Light, Earth and Space</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe weather associated with seasons, inc. day length. 	<p>Animals Inc. Humans</p> <ul style="list-style-type: none"> Identify & name a variety of common animals including those that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals.



Science Curriculum Overview



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • <u>Explore and compare</u> differences between <i>living, dead and never been alive</i>. • <u>Identify</u> habitats to which living things are suited and <u>describe</u> how they meet basic needs. • <u>Identify and name</u> a variety of plants and animals in their habitats, including <i>micro-habitats</i>. • <u>Describe</u> how animals obtain their food from plants and other animals – <i>food chains</i>. 		<p>Animals Inc. Humans</p> <ul style="list-style-type: none"> • <u>Know</u> that animals, inc. humans, have offspring which grow into adults. • <u>Find out and describe</u> the basic needs of animals, inc. humans, for survival. • <u>Describe</u> the importance for humans of exercise, eating the right food and hygiene. 	<p>Plants</p> <ul style="list-style-type: none"> • <u>Observe and describe</u> how seeds and bulbs grow into mature plants. • <u>Find out and describe</u> how plants need water, light, temp to grow and stay healthy. • <i>Germination & reproduction and growth</i> 	<p>Materials (CL Curr – Classifying & Grouping Materials/ Changing Materials)</p> <ul style="list-style-type: none"> • <u>Identify and compare</u> the suitability of everyday materials for particular uses. • <u>Find out how</u> shapes of solid objects can be changed. 	

Science Curriculum Overview



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<p>Forces and Magnets</p> <ul style="list-style-type: none"> • <u>Compare</u> how things move on different surfaces. • <u>Notice</u> that some forces need contact between two objects, but <i>magnetic forces can act at a distance</i>. • <u>Observe how</u> magnets <i>attract or repel</i> each other, and how they attract some materials and not others. • <u>Compare and group</u> together a variety of everyday materials based on magnetism. • <u>Describe</u> magnets as having <i>two poles</i>. • <u>Predict</u> whether two magnets will attract or repel each other based on their poles. 		<p>Rocks</p> <ul style="list-style-type: none"> • <u>Compare and group</u> types of rocks based on appearance and simple physical properties. • <u>Describe</u> simply how <i>fossils</i> were formed. • <u>Recognise</u> that soils are made from rocks and organic matter. • <i>Rock formation</i> 	<p>Animals Inc. Humans</p> <ul style="list-style-type: none"> • <u>Identify</u> that animals, inc. humans, need the right types and amount of nutrition, and that they cannot make their own food. <p><u>Identify</u> that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Plants</p> <ul style="list-style-type: none"> • <u>Identify and describe</u> functions of different parts of flowering plants. • <u>Explore</u> the requirements of plants for life and growth, and how they <u>vary</u> from plant to plant. • <u>Investigate</u> the way in which water is transported within plants. • <u>Explore</u> the part that flowers play in the life cycle – <i>pollination, seed formation and seed dispersal</i>. 	<p>Light, Earth and Space</p> <ul style="list-style-type: none"> • <u>Recognise</u> they need light in order to see things and that <i>dark is the absence of light</i>. • <u>Notice</u> that light <i>reflects</i> from surfaces. • <u>Recognise</u> that light from the sun can be dangerous – need to protect our eyes. • <u>Recognise</u> that shadows are formed when an <i>opaque object</i> blocks the light from a source. • <u>Find patterns</u> in the way that the sizes of <i>shadows</i> change.

Science Curriculum Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	<p>Materials</p> <ul style="list-style-type: none"> • <u>Compare and group</u> materials together, according to whether they are <i>solids, liquids or gases</i>. • <u>Observe</u> that some materials change state when <i>heated or cooled</i> – <u>measure or research</u> the temperature at which this happens. • <u>Identify</u> the part played by <i>evaporation and condensation</i> in the <i>water cycle</i> and associate evaporation with temperature. 	<p>Sound</p> <ul style="list-style-type: none"> • <u>Identify</u> how sounds are made, associating some with <i>vibrating</i>. • <u>Recognise</u> that vibrations from sounds travel through a medium to the <i>ear</i>. • <u>Find patterns</u> between <i>pitch</i> of a sound and features of the object that produced it. • <u>Find patterns</u> between the <i>volume</i> of a sound and the strength of the vibrations that produced it. • <u>Recognise</u> that sounds get fainter as the <i>distance</i> from the sound source increases. 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • <u>Recognise</u> that living things <u>can be grouped</u> in a variety of ways. • <u>Explore and use classification keys</u> to help group, <u>identify and name</u> a variety of living things – <i>local & wider</i>. • <u>Recognise</u> that environments can change and that this can sometimes pose dangers to living things. • <i>Sustainable Development Goals</i> 	<p>Electricity</p> <ul style="list-style-type: none"> • <u>Identify</u> common appliances that run on electricity. • <u>Construct a simple series electrical circuit, identifying and naming basic parts</u> – <i>cells, wires, bulbs switches and buzzers</i>. (<i>Pictorial representations</i>) • <u>Identify</u> whether or not a lamp will light in a <i>simple series circuit</i> – part of a loop with a battery. • <u>Recognise</u> that a switch opens and closes a <i>circuit</i> and associate this with whether a lamp lights. • <u>Recognise</u> some <i>common conductors and insulators</i>, and <u>associate</u> metals with being good conductors. 	<p>Animals Inc. Humans</p> <ul style="list-style-type: none"> • <u>Describe</u> the simple functions of the basic parts of the <i>digestive system</i> in humans. • <u>Identify</u> different types of teeth in humans and their functions. • <u>Construct and interpret</u> a variety of food chains, identifying <i>producers, predators and prey</i>. 	



Science Curriculum Overview



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	<p>Materials</p> <ul style="list-style-type: none"> • <u>Compare and group</u> everyday materials based on their properties – <i>hardness, solubility, transparency, conductivity, and response to magnets.</i> • <u>Know</u> that some materials <i>dissolve</i> in liquid to form a <i>solution</i>, and <u>describe how to recover a substance</u> from a solution. • <u>Use</u> knowledge of solids, liquids and gases to decide how <i>mixtures might be separated</i> – <i>filtering, sieving and evaporating.</i> • <u>Give reasons, based on evidence from comparative and fair tests</u>, for the particular uses of everyday materials. • <u>Demonstrate that dissolving, mixing and changes of state are reversible changes.</u> • <u>Explain</u> that some changes result in the formation of new materials, and that this kind of change is not usually reversible – <i>burning or acid on bicarb.</i> 		<p>Light, Earth and Space</p> <ul style="list-style-type: none"> • <u>Describe</u> the movement of the Earth, and other planets, relative to the <i>Sun in the solar system.</i> • <u>Describe</u> the movement of the moon in relative to the Earth. • <u>Describe</u> the <i>Sun, Earth and Moon</i> as approximately <i>spherical bodies.</i> • <u>Use the idea of the Earth's rotation to explain night and day</u> and the apparent <i>movement of the sun</i> across the sky. • <u>Can they explore the work of some scientists</u> (<i>Ptolemy, Alhazen, Copernicus</i>) 	<p>Forces and magnets</p> <ul style="list-style-type: none"> • <u>Explain</u> that unsupported objects fall towards the Earth because of the force of <i>gravity.</i> • <u>Identify</u> the effects of <i>air resistance, water resistance and friction</i> that act between moving surfaces. • <u>Recognise</u> that some mechanisms including <i>levers, pulleys and gears</i> allow a <i>smaller force</i> to have a <i>greater effect.</i> 	<p>Animals Inc. Humans</p> <ul style="list-style-type: none"> • <u>Describe</u> the changes as humans develop to old age – changes experienced in <i>puberty, gestation periods</i> in different animals <u>in comparison</u> to humans. 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • <u>Describe</u> the differences in the life cycles of a <i>mammal, amphibian, an insect and a bird.</i> • <u>Describe</u> the life process of reproduction in some plants and animals – including <i>asexual and sexual in plants, and sexual in animals.</i>

Science Curriculum Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<p>Light, Earth and Space</p> <ul style="list-style-type: none"> • <u>Recognise</u> that light appears to travel in a <i>straight line</i>. • <u>Use the idea</u> that light travels in <i>straight lines</i> to explain that objects are seen because they give out or reflect light into the eye. • <u>Explain</u> that we see things because <i>light travels</i> from light sources to our eyes or from light sources to objects and then to our eyes. • <u>Use the idea</u> that light travels in straight lines to <u>explain why shadows have the same shape</u> as the objects that cast them. 	<p>Electricity</p> <ul style="list-style-type: none"> • <u>Associate</u> the brightness of a lamp or the volume of a buzzer with the <i>number and voltage of cells</i> used in a circuit. • <u>Compare and give reasons</u> for <i>variations</i> in how components function. • <u>Use recognised symbols</u> when representing a simple circuit in a diagram 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> • <u>Recognise</u> that living things gave changed over time and <i>fossils</i> provide information about living things that inhabited Earth millions of years ago. • <u>Recognise</u> that living things produce offspring of the same kind, but often they <i>vary and aren't identical</i> to parents. • <u>Identify how</u> animals and plants have adapted to suit their environment in different ways and that <i>adaption may lead to evolution</i>. 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • <u>Describe</u> how living things are <u>classified</u> into broad groups according to common observable characteristics including <i>micro-organisms, plants and animals</i>. • <u>Give reasons</u> for <u>classifying</u> plants and animals based on specific characteristics. 	<p>Animals Inc. Humans</p> <ul style="list-style-type: none"> • <u>Identify and name</u> the main parts of the <i>human circulatory system</i>, and <u>describe</u> the functions of the <i>heart, blood vessels and blood</i>. • <u>Recognise the impact</u> of diet, exercise, drugs and lifestyle on the way their bodies function. • <u>Describe the ways</u> in which nutrients and water are transported within animals, inc. humans. 	



PE Curriculum Overview



	Dance		Gymnastics		Fitness	Outdoor PE	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	Skip to the Beat <ul style="list-style-type: none"> Developing foot patterns that aid skipping. Improving agility, balance and co-ordination. 	Groovy gymnastics <ul style="list-style-type: none"> Moving with control and linking them together. Exploring actions and shapes. Travelling on benches. Repeating and linking gymnastics actions. 	Story Time Dance <ul style="list-style-type: none"> Changing direction during travelling moves and linking them. Using a variety of moves. Exploring basic body patterns and movements to music. Using a variety of moves that change speed and direction. Linking together dance moves with gestures and changing direction in time to the music. 	Gym Fit Circuits <ul style="list-style-type: none"> Identifying techniques to improve balance. Practising and performing a range of gymnastics skills and sequences. Evaluating performances of gymnastics moves. 	Fitness Frenzy <ul style="list-style-type: none"> Completing a circuit. Exploring running at different speeds. Improving agility, balance and co-ordination. Evaluating performances. Identifying techniques to improve core strength and agility. Using techniques to improve performance. 	Sports Day Preparation <ul style="list-style-type: none"> Balancing objects on their head Throwing accurately Balancing objects To work as part of a team. 	
	Harry's Boys – Outdoor PE						



PE Curriculum Overview



Year 2	Groovy Gymnastics <ul style="list-style-type: none">Remembering and repeating simple gymnastics actions.Balancing on isolated parts of the body.Developing a range of gymnastic moves.Linking together actions in a sequence.Exploring ways of travelling on apparatus.Making sequences.	Boot camp <ul style="list-style-type: none">Understanding how to prepare the body for exercise, what fitness means and what happens to our heart rate.Completing circuit based activities.	Skip to the Beat <ul style="list-style-type: none">Performing skipping moves with agility, balance and co-ordination.Exploring different ways of jumping/hopping.Skipping with control and balance.	Ugly Bug Ball <ul style="list-style-type: none">Exploring different speeds of movement.Composing simple dance phrases.Showing contrasts in simple dances.Developing a range of dance moves.	Gym Fit Circuits <ul style="list-style-type: none">Identifying techniques to improve balance.Practising, performing and evaluating a range of gymnastic skills.	Fitness Frenzy <ul style="list-style-type: none">Completing a circuit of activities.Understanding the purpose of a circuit.Skipping with control and balance.Evaluating performances. Improving core strength, balance and agility.
	Harry's Boys – Outdoor PE					

<p>Year 3</p>	<p>Groovy Gymnastics</p> <ul style="list-style-type: none"> • Exploring jumping techniques and link them with other gymnastics actions. • Selecting and adapting gymnastics actions. • Creating sequences. • Improving the ability to choose appropriate actions. 	<p>Fitness Frenzy</p> <ul style="list-style-type: none"> • Completing an agility and co-ordination circuit, spending 30 seconds at each station. • Improving fitness by increasing the heart rate. • Developing skipping techniques. • Evaluating my performance. • Improving core strength and agility. • Performing a sequence of moves within a circuit. 	<p>Gym Fit Circuits</p> <ul style="list-style-type: none"> • Identifying techniques to improve balance. • Performing a sequence of moves within a circuit. • Performing and practicing a range of gymnastics skills. 	<p>Mighty Movers</p> <ul style="list-style-type: none"> • Exploring running at different speeds. • Working as a team in a running situation. • Understanding the importance of a running circuit. • Improving fitness by raising the heart rate. 	<p>Skip to the beat</p> <ul style="list-style-type: none"> • Developing skipping techniques with control and balance. 	<p>African Dancing (<i>adapt skills to Bollywood</i>)</p> <ul style="list-style-type: none"> • To explore Bollywood dance movements and create patterns of movement. • Working with a partner to create Bollywood dance patterns. • Performing a dance with rhythm, expression and confidence. • Using the knowledge of Bollywood dancing to create a story in small groups. • Developing precision of movement.
	<p>Harry's Boys – Outdoor PE</p>					

PE Curriculum Overview

Year 4	<p>Boot Camp</p> <ul style="list-style-type: none"> Understanding how to prepare the body for exercise, what fitness means and what happens to the heart rate. Completing a range of circuit- based activities. Improving a circuit. 	<p>Dynamic Dance</p> <ul style="list-style-type: none"> Identifying, practising and performing a line dancing. Demonstrating an awareness of rhythm. Creating an individual and partnered dance in the style of line dancing. <p>Evaluating own and other's work.</p>	<p>Mighty Movers – Boxercise</p> <ul style="list-style-type: none"> Learning footwork movement patterns showing co-ordination Demonstrating correct technique for a job. Understanding the value of Boxercise moves. Learning how to build an aerobic routine. Creating and performing a Boxercise sequence. 	<p>Step to the beat</p> <ul style="list-style-type: none"> Understanding the importance of a warm-up. Improving fitness, particularly strength and stamina. Completing a step routine. Developing co-ordination and balance. 	<p>Fitness Frenzy</p> <ul style="list-style-type: none"> Completing a circuit that includes different aerobic activities and athletics based circuits. Performing a Boxercise routine and a sequence of moves. Developing co-ordination, balance and core moves. 	<p>Gym sequences</p> <ul style="list-style-type: none"> Identifying and practising body shapes. Constructing sequences. Using counterbalances and incorporating them into a sequence of movements. Performing movements in canon and unison. Performing and evaluating own and others' sequences.
Harry's Boys – Outdoor PE						

Year 5	Gym Fit Circuits <ul style="list-style-type: none"> Understanding why fitness is good for health and wellbeing. Developing consistency in technique and in personal fitness. Understanding why fitness is good for health and wellbeing. 	Dynamic Dance <ul style="list-style-type: none"> Identifying and practising the patterns and actions of the Bollywood dance style. Demonstrating an awareness or rhythm and phrasing. Creating and performing an individual, partnered and group dance. Evaluating own and others' work. 	Fitness Frenzy <ul style="list-style-type: none"> Completing a circuit. Learning how Boxercise moves can be adapted. Performing a sequence of steps in time with the music and within a circuit. Understanding why fitness is good for health and wellbeing. Identifying techniques improving balance, core strength and co-ordination. 	Step to the beat <ul style="list-style-type: none"> Performing a sequence of steps. Developing an understanding of this type of exercise. Constructing own moves. Understanding the benefits of improving muscle tone and of a warm- up. Learning new strength- based moves. Developing co- ordination, balance and timing. Improving general fitness levels. 	Mighty Movers - Boxercise <ul style="list-style-type: none"> Performing a Boxercise routine, actions and moves. Understanding the principles of dynamic stretching. Improving fitness. Creating and applying compositional ideas to the sequences. Learning how Boxercise moves can be adapted. 	Gym sequences <ul style="list-style-type: none"> Identifying and practising body shapes, balances, symmetrical and asymmetrical body shapes. Using and refining: flexibility, strength, balance, power, mental focus and counterbalances Performing movements in canon and unison. Performing and evaluating own and others' sequences.
	Harry's Boys – Outdoor PE					



PE Curriculum Overview



Year 6	Boot camp <ul style="list-style-type: none">Understanding how to prepare the body for exercise, what fitness means and what happens to the heart rate.Completing a range of circuit- based activities and why they do them.	Step to the beat <ul style="list-style-type: none">Learning how to measure heart rate and any changes.Understanding the value of aerobic exercise and step-based exercise.Performing aerobic activity.Practising, applying and devising a sequence of step moves.	Dynamic Dance <ul style="list-style-type: none">Identifying and practising patterns and actions.Demonstrating an awareness of the music's rhythm and phrasing.Creating a dance representing a street dance style individually and as a group.Performing and analysing own and others' performance.	Mighty Movers - Boxercise <ul style="list-style-type: none">Knowing and understanding the basic principles of a good warm-up.Understanding how moves can be linked together.Performing and devising a sequence of movements.	Gym sequences <ul style="list-style-type: none">Identifying and practising gymnastic, symmetrical and asymmetrical shapes and balances.Constructing sequences.Using counterbalances incorporating them into sequences.Performing movements in canon and in unison.Performing and evaluating own and others' sequences.	Gymfit <ul style="list-style-type: none">Planning a personal programme.
	Harry's Boys – Outdoor PE					

PSHE Curriculum Framework 2020	Rights and responsibilities	Feelings and friendship	Money	Safety and risk	Health	Identity
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt</p>	<p>What can we do with money? Where money comes from; spending; saving; keeping money safe</p>	<p>How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help</p>		<p>How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss</p>	<p>What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities</p>
Year 2	<p>How can we help? Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment</p>	<p>What is bullying? Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens</p>	<p>How can we be healthy? Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices</p>	<p>What is the same and different about us? Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups</p>	<p>How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings</p>	<p>How can we keep safe in different places? Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency</p>
Year 3	<p>What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe</p>	<p>What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe</p>	<p>What are we responsible for? Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others</p>	<p>How can we describe our feelings? Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings</p>	<p>How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices</p>	<p>What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets</p>

<p>Year 4</p>	<p>What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes</p>	<p>How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback</p>	<p>How do we grow and change? Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice</p>		<p>How can we keep safe in our local area? Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe</p>	
<p>Year 5</p>	<p>What makes a community? What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world</p>	<p>What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities</p>	<p>How can we manage our money? About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality</p>	<p>What choices help health? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe</p>	<p>How can we be safe online and using social media? Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;</p>	<p>What makes us enterprising? Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society</p>
<p>Year 6</p>	<p>What makes a healthy and happy relationship? (Part 1) Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction</p>	<p>How can we stay healthy? What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing</p>	<p>What are human rights? Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence</p>	<p>What makes a healthy and happy relationship? (Part 2) Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction</p>	<p>How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours</p>	<p>How can money affect us? Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues</p>

Lewisham Agreed Syllabus for Religious Education 2018	Christianity	Islam	Hinduism	Judaism	Sikhism	Buddhism
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>The Natural World Unit <i>(Thematic – see planning breakdown)</i></p> <ul style="list-style-type: none"> Christianity – Beliefs & teachings, and how Christians try to follow the example of Jesus Islam – Muslims believe in one God Judaism – One God, the Creator, who designed the world 	<p>Christianity 1 - The Bible and Christmas</p> <ul style="list-style-type: none"> Beliefs The Bible is a special book 	<p>Islam 1 - Prophet Muhammad (pbuh) Messenger of Allah</p> <ul style="list-style-type: none"> Who is Allah Living as a Muslim The Qur'an 	<p>¹Belonging Unit</p> <ul style="list-style-type: none"> Christianity – belong and worship within Christianity Hinduism – what's involved? And naming, plus other special times Islam – Know what is involved for a child Sikhism – naming and the importance of names <p><i>(Thematic – see planning breakdown)</i></p> <p><i>(Extra Easter – Why do we have hot cross buns and Easter eggs?)</i></p>	<p>Christianity 2 - A local church</p> <ul style="list-style-type: none"> Church buildings Christians try to follow the example of Jesus <p>Church Visit</p>	<p>Islam 2 - Five pillars of Islam</p> <ul style="list-style-type: none"> Shahadah Salah Sawm Zakat Hajj Worship of Allah The Muslim Home Place of Worship

¹ Easter Extra focus

<p>Year 2</p>	<p>Christianity 3 - The Life & Teachings of Jesus</p> <ul style="list-style-type: none"> • Stories such as: Zacchaeus, The Lost Son, The Good Samaritan • The two greatest commandments • Bible is a special book 	<p>²Hinduism 1 - God</p> <ul style="list-style-type: none"> • Hindu Gods are worshipped as Male or Female • Important festivals • Stories <p>Hindu Temple Visit</p> <p><i>(Extra Christmas – Symbols of Christmas – star, Advent Calendar, Colours of vestments and in churches)</i></p>	<p>Right and Wrong Unit <i>(Thematic – see planning breakdown)</i></p> <ul style="list-style-type: none"> • Buddhism - Story of the Lion and the Jackal • Christianity – Rules Christians should live by • Islam – Muslims learn how to behave from Qur’an and stories 	<p>Christianity 4 - Easter and symbols</p> <ul style="list-style-type: none"> • Story of Jesus’ death • Symbols 	<p>Weddings Unit</p> <ul style="list-style-type: none"> • Christianity – Celebration and service • Hinduism – Inner meaning of Hindu wedding • Judaism – Celebration and symbols • Sikhism – What happens during ceremony <p>OR Sharing Food Unit</p> <ul style="list-style-type: none"> • Christianity - follow example of Jesus and prayer • Hinduism – Offer food to God & no beef • Sikhism – Gurus taught that everyone is of equal importance and the story of Guru Nanak and Bhai Lalo <p><i>(Thematic – see planning breakdown)</i></p> <p>Synagogue Visit</p>	<p>Hinduism 2 - Hindu belief and home</p> <ul style="list-style-type: none"> • The Hindu Home • Worship in the Temple (Mandir/ Kovil)
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² Christmas extra focus

<p>Year 3</p>	<p>Buddhism 1 – The Buddha</p> <ul style="list-style-type: none"> The Buddha Teachings of the Buddha 	<p>²Peace Unit <i>(Thematic – see planning breakdown)</i></p> <ul style="list-style-type: none"> Christianity - Christian ways of life, the Bible and the Church Hinduism – non-injury to living things and Gandhi’s life Islam – ‘As-salaam’ – ‘Source of Peace’ Judaism – Jewish prayer for Peace <p><i>(Extra Christmas – How is Christmas celebrated in other countries?)</i></p>	<p>Christianity 5 - The Bible</p> <ul style="list-style-type: none"> Source of Christian belief Old & New testaments Stories and Parables Ten Commandments <p>Christian visit/ visitor</p>	<p>¹Sikhism 1 - Sikh Beliefs</p> <ul style="list-style-type: none"> Beliefs about God The Gurus <p><i>(Extra Easter – Easter story through the eyes of different characters)</i></p>	<p>Sikhism 2 - Sikh Teachings and Life</p> <ul style="list-style-type: none"> Sikh Teaching Sikh Life 	<p>Hinduism 3 - God and Beliefs</p> <ul style="list-style-type: none"> Sacred books Religious word Belief and values
<p>Year 4</p>	<p>Judaism 1 - Shabbat – A Day of Rest</p> <ul style="list-style-type: none"> Shabbat – the Sabbath Day Synagogue Havdalah <p>Jewish Visitor/ Visit</p>	<p>Judaism 2 - Festivals in Jewish Life</p> <ul style="list-style-type: none"> Succot (Sukkoth) Passover (Pesach) Hanukkah 	<p>Christianity 6 - Local Christian Places of Worship</p> <ul style="list-style-type: none"> Special places Different types of worship Prayers The Bible <p>Church or Cathedral Visit</p>	<p>Christianity 7 - Christian celebrations</p> <ul style="list-style-type: none"> Church calendar Special names for certain times of year 	<p>Sikhism 3 - The Gurdwara and the Guru Granth Sahib</p> <ul style="list-style-type: none"> The Gurdwara The Guru Granth Sahib <p>Gurdwara Visit</p>	<p>Buddhism 2 – Living as a Buddhist</p> <ul style="list-style-type: none"> The Buddhist Community – Sangha The home shrine, a Temple or Buddhist Centre
<p>Year 5</p>	<p>Islam 3 – Ramadan & Id ul Fitr</p> <ul style="list-style-type: none"> Sawm 	<p>²Islam 4 – Hajj & Id ul Adha</p> <ul style="list-style-type: none"> Prophet Ibrahim Umrah Qur’anic quote Id ul Adha <p>Muslim Visitor</p> <p><i>(Extra Christmas – Commercialisation of Christmas)</i></p>	<p>Hinduism 4 – Pilgrimage</p> <ul style="list-style-type: none"> The wider world 	<p>Christianity 8 - Jesus Human and Divine</p> <ul style="list-style-type: none"> God 	<p>Sikhism 4 - Belonging to the Sikh Community</p> <ul style="list-style-type: none"> Guru Gobind Singh Belonging to the Community 	<p>Christianity 9 - Leading a Christian life</p> <ul style="list-style-type: none"> Commitment, belonging and belief Charitable organisation that exemplifies Christianity <p>Foodbank Visit & Visitor led by faith</p>

<p style="text-align: center;">Year 6</p>	<p>Buddhism 3 – Following the Buddha’s teaching</p> <ul style="list-style-type: none"> • The Buddha <p><i>Buddhist Temple Visit</i></p>	<p>²Judaism 3 – Abraham</p> <ul style="list-style-type: none"> • Belief in One God • Torah <p><i>(Extra Christmas – Christmas and the Nativity through art and other media)</i></p>	<p>Buddhism 4 – The Buddhist community worldwide</p> <ul style="list-style-type: none"> • The Community Worldwide • Buildings and places in the wide world • Vaisakha Puja or Vesak/ Wesak 	<p>¹The Journey of Life and Death Unit</p> <ul style="list-style-type: none"> • Buddhism – All things change • Christianity – Human experience associated with death, loss and bereavement • Hinduism – Hindu community respond to bereavement and concept of rebirth • Islam – Understood in Islam • Judaism – Understood in Judaism • Sikhism – meaning of life <p><i>Mosque Visit</i></p> <p><i>(Extra Easter – Actions and symbolism of Easter in the Orthodox tradition)</i></p>	<p>Judaism 4 - Prayer and worship of God</p> <ul style="list-style-type: none"> • The Shema • Synagogue 	<p>Understanding Faith and Beliefs in Lewisham Unit</p> <ul style="list-style-type: none"> • Christian, Jewish communities in Lewisham <p><i>Lewisham Faith Walk & Visitors</i></p>
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Computing Curriculum Overview



	Programming	Computational Thinking	Creativity	Computer Networks	Communication & Collaboration	Productivity
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	We are treasure hunters – Using programmable toys <ul style="list-style-type: none"> Algorithms Programming & Development Hardware & Processing 	We are TV Chefs – Filming the steps of a recipe <ul style="list-style-type: none"> Data & Data Representation Communications & Networks Information Technology 	We are painters – Illustrating an eBook <ul style="list-style-type: none"> Data & Data Representation Communications & Networks Information Technology 	We are collectors – Finding images using the web <ul style="list-style-type: none"> Communications & Networks Information Technology 	We are storytellers – Producing a talking book <ul style="list-style-type: none"> Data & Data Representation Information Technology 	We are celebrating – Creating a card electronically <ul style="list-style-type: none"> Communications & Networks Information Technology
Year 2	We are astronauts – Programming on screen <ul style="list-style-type: none"> Algorithms Programming & Development 	We are games' testers – Exploring how computer games work <ul style="list-style-type: none"> Algorithms 	We are photographers – Taking, selecting and editing digital images <ul style="list-style-type: none"> Data & Data Representation Hardware & Processing Communications & Networks Information Technology 	We are researchers – Researching a topic <ul style="list-style-type: none"> Communications & Networks Information Technology 	We are detectives – Communicating clues <ul style="list-style-type: none"> Data & Data Representation Communications & Networks 	We are zoologists – Recording bug hunt data <ul style="list-style-type: none"> Data & Data Representation Information Technology
Year 3	We are programmers – Programming an animation <ul style="list-style-type: none"> Algorithms Programming & Development 	We are bug fixers – Finding and correcting bugs in programs <ul style="list-style-type: none"> Programming & Development 	We are presenters – Videoing performance <ul style="list-style-type: none"> Data & Data Representation Hardware & Processing Information Technology 	We are network engineers – Exploring computer networks including the internet <ul style="list-style-type: none"> Data & Data Representation Hardware & Processing Communications & Networks 	We are communicators – Communicating safely on the internet <ul style="list-style-type: none"> Data & Data Representation Communications & Networks Information Technology 	We are opinion pollsters – Collecting and analysing data <ul style="list-style-type: none"> Data & Data Representation Information Technology

Computing Curriculum Overview

<p>Year 4</p>	<p>We are software designers – Developing a simple educational game</p> <ul style="list-style-type: none"> Algorithms Programming & Development Information Technology 	<p>We are toy designers – Prototyping an interactive toy</p> <ul style="list-style-type: none"> Algorithms Programming & Development Hardware & Processing 	<p>We are musicians – Producing digital music</p> <ul style="list-style-type: none"> Data & Data Representation Information Technology 	<p>We are HTML editors - Editing and writing HTML</p> <ul style="list-style-type: none"> Communications & Networks Information Technology 	<p>We are co-authors – Producing a wiki</p> <ul style="list-style-type: none"> Communications & Networks Information Technology 	<p>We are meteorologists – Presenting the weather</p> <ul style="list-style-type: none"> Data & Data Representation Hardware & Processing Communications & Networks Information Technology
<p>Year 5</p>	<p>We are game developers – Developing an interactive game</p> <ul style="list-style-type: none"> Algorithms Programming & Development Information Technology 	<p>We are cryptographers – Cracking codes</p> <ul style="list-style-type: none"> Algorithms Data & Data Representation Communications & Networks Information Technology 	<p>We are artists – Fusing geometry and art</p> <ul style="list-style-type: none"> Information Technology 	<p>We are web developers – Creating a web page about cyber safety</p> <ul style="list-style-type: none"> Communications & Networks Information Technology 	<p>We are bloggers – Sharing experience and opinions</p> <ul style="list-style-type: none"> Communications & Networks Information Technology 	<p>We are architects – Creating a virtual space</p> <ul style="list-style-type: none"> Communications & Networks Information Technology
<p>Year 6</p>	<p>We are app planners - ??</p> <ul style="list-style-type: none"> Hardware & Processing Communications & Networks Information Technology 	<p>We are project managers - ??</p> <ul style="list-style-type: none"> Information Technology 	<p>We are market researchers - ??</p> <ul style="list-style-type: none"> Data & Data Representation 	<p>We are interface designers - ??</p> <ul style="list-style-type: none"> Information Technology 	<p>We are mobile app developers - ??</p> <ul style="list-style-type: none"> Algorithms Programming & Development Hardware & Processing 	<p>We are marketers - ??</p> <ul style="list-style-type: none"> Information Technology

Geography Curriculum Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>Me, Myself & I</u> <u>Geographical Enquiry</u> - Locality enquiry – school and classroom <u>Physical Geography</u> - Differentiate between land & sea - Animals, plants, landscape features specific to all continents - Own address - Key features of a place - Weather & seasons <u>Human Geography</u> - Cities and famous buildings/ landmarks specific to all continents - Clothing according to season/ weather <u>Geographical Knowledge</u> - Locate the 7 continents, poles, the Pacific and Atlantic oceans - Direction – north, south, east and west - Locate Europe, England & London - Name England, Scotland, Wales & N. Ireland - Months of the year & seasons</p>		<p><u>Kings, Queens and Castles</u> <u>Geographical Enquiry</u> - Describe where London is - Is London a busy place? <i>(Know differences between Physical and Human features)</i> <u>Physical Geography</u> - Forest - River Thames <u>Human Geography</u> - Buckingham Palace - 10 Downing Street - Houses of Parliament - Castles in the UK <u>Geographical Knowledge</u> - Locate Europe, England & London - Name England, Scotland, Wales & N. Ireland - know differences & capitals - Know surrounding seas - Identify Union Jack components - 7 continents</p>		<p><u>TBC</u> <u>Geographical Enquiry</u> - Physical Geography - Human Geography - Geographical Knowledge -</p>	
Year 2	<p><u>Islands</u> <u>Geographical Enquiry</u> - Explore what an island need to be inhabited <u>Physical Geography</u> - Physical features of islands - Describe features of a place - Body of land surrounded by water – big/ small <u>Human Geography</u> - What does an island need? <u>Geographical Knowledge</u> - Locate the 7 continents, poles, the oceans, major rivers and mountain ranges - Direction – north, south, east and west</p>		<p><u>A Tour of Africa</u> <u>Geographical Enquiry</u> - Find out about a locality <u>Physical Geography</u> - Physical features of Africa - Geographical words - Describe features of a place - Locate major rivers and mountain ranges - Describe a contrasting locality <u>Human Geography</u> - Human features of Africa <u>Geographical Knowledge</u> - Name continents of the world - Name world's oceans - Countries specific to Africa</p>		<p><u>TBC</u> <u>Geographical Enquiry</u> - Physical Geography - Human Geography - Geographical Knowledge -</p>	

Geography Curriculum Overview

<p style="text-align: center;">Year 3</p>	<p><u>Disasters</u> <u>Geographical Enquiry</u> - Eruptions & effect - Advantages and disadvantages of living near to a volcano - Explain why earthquakes occur - Short term and long term effects of earthquakes <u>Physical Geography</u> - Volcanoes e.g. name famous volcanoes <u>Human Geography</u> - Iceland – volcano use <u>Geographical Knowledge</u> - Structure of the Earth including plates - Locate famous volcanoes - Natural disasters - Tectonic plates - Continents and countries - Earthquakes – tsunami’s</p>	<p><u>Civilisations Long Ago</u> <u>Geographical Enquiry</u> - Why they settled where they did <u>Physical Geography</u> - Features of Skara Brae <u>Human Geography</u> - Features of Skara Brae - Settlements <u>Geographical Knowledge</u> - Mapping of the UK - Continent knowledge over history - Oceans</p>	<p><u>Asia – India, China and Japan</u> <u>Geographical Enquiry</u> - Countries making up Asian climate - Climate change - plastic <u>Physical Geography</u> - Rivers - Asian Climates - Deserts - Rainforests - Mountains - Rivers - Animals <u>Human Geography</u> - Great Wall of China - Tea Plantations - Taj Mahal - Rice Paddy Fields - Burj Kahlifa Tower - Dubai - Settlements <u>Geographical Knowledge</u> - Continents – order in size - Equator - Asia – Continent & countries inc. flags and capital cities</p>
<p style="text-align: center;">Year 4</p>	<p><u>Romans</u> <u>Geographical Enquiry</u> - <u>Physical Geography</u> - Landscape – Alpine mountain system & coastline, islands and beaches - Climate of Europe – Mediterranean - Food grown <u>Human Geography</u> - Landmarks of Roman Empire <u>Geographical Knowledge</u> - Turkey – gateway to the Middle East, Istanbul - Locate the 7 continents, poles, the oceans, major rivers and mountain ranges</p>	<p><u>Home is Where the Heart is</u> <u>Geographical Enquiry</u> - Compare & contrast the different countries of the UK - How have people affected the UK landscape - Industries common in the UK including tourism (National Parks) <u>Physical Geography</u> - Famous landmarks of England, Scotland, Wales & NI - Mountain ranges and highest peaks of UK - Longest UK rivers & coastlines <u>Human Geography</u> - Famous landmarks of England, Scotland, Wales & NI</p>	<p><u>Greece – Europe</u> <u>Geographical Enquiry</u> - Explore similarities and differences between Greece and the UK - Plan a holiday to Greece <u>Physical Geography</u> - Climate <u>Human Geography</u> - Ancient landmarks <u>Geographical Knowledge</u> - Locate the 7 continents, poles, the oceans, major rivers and mountain ranges - Greece – Mountains, seas and islands</p>

Geography Curriculum Overview

		<u>Geographical Knowledge</u> - Difference between UK and GB - Locate where they live on a map - Locate UK's major cities, including all 4 capital cities - Know regions of England - Energy Sources used in UK	
Year 5	<u>Egypt</u> <u>Geographical Enquiry</u> - Impact on Red Sea due to tourism <u>Physical Geography</u> - River Nile and importance of floods and farming - Climate and influence on vegetation - Africa continent - Animals - Sahara Desert <u>Human Geography</u> - Settlements - Pyramids - Sphinx <u>Geographical Knowledge</u> - African continent - Seas surrounding - Next door countries - Capital city - Locate the 7 continents, poles, the oceans, major rivers and mountain ranges	<u>Space</u> HISTORY & SCIENCE LINK	<u>Saxons & Vikings</u> <u>Geographical Enquiry</u> - Explore similarities and differences between Scandinavia and the UK - Compare physical geography of Norway to that of Sweden and Denmark - Research, compare and contrast the human geography of three Scandinavian countries <u>Physical Geography</u> - Scandinavian landmarks - Climate zones - Vegetation - Rivers - Mountains <u>Human Geography</u> - Scandinavian landmarks - Settlements - Land use - Trade links <u>Geographical Knowledge</u> - Locate world's countries using maps, including location of Russia - Locate seas - Water cycle
Year 6	<u>WWII</u> <u>Geographical Enquiry</u> - Which countries were involved in WWII? - Where were people evacuated? <u>Physical & Human Geography</u> - Identify on aerial photographs <u>Geographical Knowledge</u> - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and	<u>Survival of the Fittest</u> <u>Geographical Enquiry</u> - Antarctica Treaty - Expeditions to Antarctica - Tourism in Antarctica <u>Physical Geography</u> - Weather on each continent - Antarctica climate - Physical features, e.g. Vinson Massif, glaciers &	UPDATED – Changes in Lewisham post...



Geography Curriculum Overview



	<p>North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none">- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.- 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>icebergs, ice shelf, volcanoes</p> <ul style="list-style-type: none">- Animals, e.g. seals, whales, penguins <p><u>Human Geography</u></p> <ul style="list-style-type: none">- Human features, e.g. research stations, place of worship, whaling stations- Expeditions to Antarctica- Tourism in Antarctica <p><u>Geographical Knowledge</u></p> <ul style="list-style-type: none">- Continents – order in size- Equator- Territories within Antarctica- Hemispheres & poles- Antarctica is a desert- Global Warming	
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History Curriculum Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	<p><u>Me, Myself & I</u></p> <ul style="list-style-type: none"> Reflect on their own personal histories <ul style="list-style-type: none"> -When were they born? - Plotting key events in their lives - using language such as years Create a family tree Looking at photos from the past, discussing old and new <p>Black History key figure: Martin Luther King</p>		<p><u>Kings, Queens and Castles</u></p> <ul style="list-style-type: none"> Understand the significance of the British royal family throughout history <ul style="list-style-type: none"> -It's role and position -Succession Understand the role of Queen Elizabeth 2nd <ul style="list-style-type: none"> -impact on own life, UK and world -investigate symbols and figures Understand the role of castles <ul style="list-style-type: none"> -Daily life within the walls -Parts of a castle -Comparing castle, ruins, modern role -Where were castles built? Why there? 		<p><u>TBC</u></p>		
	<p>Skills:</p> <ul style="list-style-type: none"> Order objects in chronological order using words such as: old, new, long time ago, etc whilst recognising that objects have changed over time Explain the difference between now and the past Recount stories from when they were younger and explain how they have changed Understand that famous people have helped change our lives Ask and answer questions about new and old objects Answer questions using an artefact provided 						
Year 2	<p><u>Islands</u></p> <ul style="list-style-type: none"> <u>Investigate</u> the lives of British pirates eg. Robert Teach and Anne Bonney Understand the daily life for pirates Explain the <u>voyages</u> and discoveries of Sir Francis Drake <ul style="list-style-type: none"> - Circumnavigation of the globe - Atlantic privateering <p>Black History key figure: Mary Seacole</p>		<p><u>A Tour of Africa</u></p> <ul style="list-style-type: none"> Understand the role of an archaeologist <ul style="list-style-type: none"> - Howard and the mummy - Using sources from 'digs' to investigate daily life Hieroglyphics and communication Rosetta stone Pharaohs <ul style="list-style-type: none"> -Role in Egyptian life -Legacy - Pyramids -Religion 		<p><u>TBC</u></p>		
	<p>Skills:</p> <ul style="list-style-type: none"> Use phrases such as before I was born, when I was younger, past, present to help them order events, objects or pictures Recount the life of someone famous from the past including those from Britain Explain how their local area has changed over time Recount facts linked to a historical event Investigate a person or event from the past using different sources 						

History Curriculum Overview

Year 3	<p><u>Dangerous Disasters</u></p> <ul style="list-style-type: none"> The potential causes of the Great Fire of London Key figures / eye witness accounts <ul style="list-style-type: none"> - Samuel Pepys, Thomas Fariner, Thomas Bloodworth, Charles II - Who was to blame? London before and after the fire <ul style="list-style-type: none"> - Effect on the city structure and people - Rebuilding of London by Christopher Wren - Links to modern London Stuart London <p>Black History key figure: Rosa Parks</p>	<p><u>Civilisations Long Ago</u></p> <ul style="list-style-type: none"> Discover what Britain was like after the ice age Late Neolithic <ul style="list-style-type: none"> - moving away from hunter gathers to farming - Skara Brae (What is it, physical features, who was it used by) Bronze age Religion Technological advances Travel eg Stonehenge Iron age Hill forts Tribal kingdoms Farming Art and culture Comparison of different ancient civilisations Impact of bronze, stone and iron tools Recognise that Britain has been invaded by several different groups over time 	<p><u>Asia – India, China and Japan</u></p> <ul style="list-style-type: none"> Settlements alongside the River in ancient India <ul style="list-style-type: none"> - Link to Hinduism and the importance of the Ganges
	<p>Skills:</p> <ul style="list-style-type: none"> Describe key events using BC, AD, decade, ancient, century and key dates Use a timeline to order events with a time period and work out how long ago events happened Suggest why people acted as they did in history Recognise the role that archaeologists have played in helping us paint a picture of the past Use information finding skills to research the past Use various sources from the past 		
Year 4	<p><u>Romans</u></p> <ul style="list-style-type: none"> Founding of Rome and the expansion of the Roman Empire The importance and relevance of the Roman Army in relation to the creation of the Roman Empire Londinum and Roman Britain <ul style="list-style-type: none"> - successful invasion by Claudius Boudicca <ul style="list-style-type: none"> - her importance - battles and resistance - legacy Conversion to Christianity 	<p><u>Home is Where the Heart is</u></p>	<p><u>Greece – Europe</u></p> <ul style="list-style-type: none"> Greek pottery as a window to life in Ancient Greece Daily life for rich and poor Greek Gods and Goddesses <ul style="list-style-type: none"> - Comparison to Roman religion - Myths and legends Trojan or Peloponnesian war Origin of the Olympic Games Identify great thinkers of the Greek era <ul style="list-style-type: none"> - Socrates, Plato and Aristotle Districts within Ancient Greece <ul style="list-style-type: none"> - Sparta vs Athens

History Curriculum Overview

	<ul style="list-style-type: none"> • The decline and fall of Rome • Julius Caesar <ul style="list-style-type: none"> - rise to power - early life - creation and collapse of the senate - failed invasion of Britain <p>Black History key figure: Horrace Pippin</p>		<ul style="list-style-type: none"> - Warrior culture - Differences and similarities
<p>Skills:</p> <ul style="list-style-type: none"> • Plot key events on a timeline using centuries and showing periods of time • Explain how events from the past have shaped their own lives / local area • Appreciate how items from the past help us build up an accurate picture of how people lived in the past • Compare different versions of a historical event • Give reasons to support historical arguments 			
<p>Year 5</p>	<p><u>Egypt</u></p> <ul style="list-style-type: none"> • Pyramids, hieroglyphics and mummies • Importance of the Nile <ul style="list-style-type: none"> - floods and farming • Daily life <ul style="list-style-type: none"> -Hierarchical society • Tutankhamen’s tomb and it’s discovery • Crime and punishment <ul style="list-style-type: none"> - life after death • Role of key pharaohs <ul style="list-style-type: none"> -Rameses II -Hatshepsut- female pharaoh • Religion (many Gods) • The end of the Egyptians <p>Black history key figure: Nelson Mandela</p>	<p><u>Space</u></p> <ul style="list-style-type: none"> • History of space travel • Real life accounts of the moon landing • USA vs Russian space race <ul style="list-style-type: none"> - Progression from first flight to reaching the moon - Why were they racing? - Key steps in the space race e.g. Laika, Gagarin, Tereshkova - Propaganda related to both sides • Key figures in space travel • Rise in female space travel 	<p><u>Saxons & Vikings</u></p> <ul style="list-style-type: none"> • Archaeological evidence at Sutton Hoo • Understanding the link between Anglo-Saxons and the downfall of the Roman empire <ul style="list-style-type: none"> - Why did they come to Britain? • Investigate Anglo-Saxons <ul style="list-style-type: none"> – Daily and family life – Art and culture – Punishment system – Villages – Hierarchy • Multiple kingdoms across Britain <ul style="list-style-type: none"> – Picts and Scots – Scots invasion of Ireland to north Britain • Spread of Christianity <ul style="list-style-type: none"> – Missionaries converting Anglo-Saxon Pagans to Christianity – Canterbury, Lona and Lindisfarne • King Alfred the great (depth study)
	<p>Skills:</p> <ul style="list-style-type: none"> • Compare and use dates including historical understanding • Draw timelines which include specific time periods • Describe different time periods and compare time periods they have studied • Test out a hypothesis in order to answer a question • Appreciate how historical artefacts help us create a picture of the past 		



History Curriculum Overview



Year 6	WWII <ul style="list-style-type: none">• The Blitz• Children in the blitz<ul style="list-style-type: none">- Shelters- London in the blitz- Consequences to the local and wider area- Eye witness reports• Role of Britain and it's allies in WW2<ul style="list-style-type: none">- World war- why?• The role and influence of propaganda• WW1 and WWII comparison• Changing role of women• Main battles and events of WWII<ul style="list-style-type: none">-The Somme-D-day-Cease fire-Causes	Survival of the Fittest <ul style="list-style-type: none">• Shackleton's expedition<ul style="list-style-type: none">-Techniques and equipment-Challenges-Team	UPDATED – Changes in Lewisham post... <i>To include social and political reform</i>
	Skills: <ul style="list-style-type: none">• Place a historical era, event or people on a timeline chronologically• Summarise main events and people from a era of history including the impact of Britain on world history• Describe features of historical events and make comparisons between different periods• Understand that there are different versions / recounts of historical events and discuss the authors motivation, links to propaganda• Compare evidence from a range of different sources		

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Portraits Van Gough & Warhol <ul style="list-style-type: none"> Communicate something about themselves in their drawings Create moods in their drawings Describe what they see in the work of an artist 	Colour mixing and Beegu Pictures and rockets <ul style="list-style-type: none"> Name the primary and secondary colours Cut and tear paper for their collage Make different kinds of shapes 	3D Castles <ul style="list-style-type: none"> Design purposeful, functional and appealing product Design criteria - Make a product that moves Cut using scissors Make a product from textiles by gluing Evaluate against design criteria Build technical knowledge Explore mechanisms 	Mixed media Dragon Land <ul style="list-style-type: none"> Sort fabrics and threads by colour and texture Weave with fabric and thread STEM Week	Paintings Monet - 'Waterlillies' <ul style="list-style-type: none"> Create moods in their painting Choose thick and thin brushes as appropriate Ask sensible questions about an artists work Cooking & Nutrition Healthy Eating Week	African Art - Kente Cloth <ul style="list-style-type: none"> Design their own printing block Create a repeating pattern
	Drawing	Painting, Collage & 3D/DT	DT	Textiles & Collage	Painting, Collage & DT	Printing
Year 2	Portraits Pop Art & Paul Klee <ul style="list-style-type: none"> Use different grades of pencil in their drawing Show pattern and texture in their drawing How other artist have used colour pattern and shape 	Mixed Media fish pictures <ul style="list-style-type: none"> Use different materials on their collage Join fabric using glue Sew fabrics together 	African animal prints & 3d African animals <ul style="list-style-type: none"> Create a print like a designer Print using pressing, rolling, rubbing and stamping Create part of a class patchwork STEM Week	Van Gogh <ul style="list-style-type: none"> Make tints by adding white Make tones by adding black Mix their own brown and all the secondary colours Create a piece of work in response to an artists work Cooking & Nutrition Healthy Eating Week	3D Moving Vehicles <ul style="list-style-type: none"> Design purposeful, functional and appealing product Design criteria - Join materials together as part of a moving product Add some kind of design to their product Consider how to improve their construction and evaluate against design criteria Build technical knowledge 	

					• Explore mechanisms	
	Drawing	Collage & Textiles	3D & Printing		Painting & DT	DT
Year 3	Portraits <i>Picasso (Blue period, cubism and later works)</i> <ul style="list-style-type: none"> Show facial expressions in their drawings Cooking & Nutrition - Bread Making	Fire Paintings <i>Turner</i> <ul style="list-style-type: none"> Know where each of the colours sit on the colour wheel Create a background using a wash 	Cave art <ul style="list-style-type: none"> Use their sketches to create a final piece of work Work with life size materials Experiment using different colours and overlapping materials Explore work from other periods of time 	Pointillism <i>Seurat</i> <ul style="list-style-type: none"> Predict with accuracy the colours they will mix Create different effects STEM Week	Indian art and Indian cushions <ul style="list-style-type: none"> Explore work from other cultures Make a printing block and a two colour print Use sewing to add detail Use padding Add texture to a piece of work Explore work from other cultures Cooking & Nutrition <i>Healthy Eating Week</i>	
	Drawing & DT	Painting	Drawing & 3D /Collage	Painting	Textiles, 3D, DT & Printing	
Year 4	Portraits <i>Matisse</i> <ul style="list-style-type: none"> Begin to show facial expressions and body language in their sketches Organise line, tone, shape and colour to represent figures and forms in movement 	Mosaics <ul style="list-style-type: none"> Use ceramic mosaic Combine visual and tactile qualities Explain art from other periods of history 	Cityscapes <ul style="list-style-type: none"> Print using at least four colours Create an accurate print design Print onto different materials Identify and draw simple objects, and use marks and lines to produce texture Create mood in their paintings Successfully use shading to create mood and feeling STEM Week	Clay Greek vases <ul style="list-style-type: none"> Experiment with and combine materials and processes to design and make 3D form Begin to sculpt clay and other mouldable materials Cooking & Nutrition <i>Healthy Eating Week</i>	Greek monster puppets <ul style="list-style-type: none"> Design, using research, to a design criteria an appealing product Generate and develop ideas through discussion and sketches Use early textile and sewing skills as part of a project Devise a template 	

					<ul style="list-style-type: none"> Explain how to join things in different ways, applying knowledge of strengthening and reinforcing 	
	Drawing	Collage	Drawing, Painting, Printing & Collage		3D & DT	Textiles/ DT
Year 5	Portraits <i>Frida Kahlo</i> <ul style="list-style-type: none"> Successfully use shading to create mood and feeling Organise line, tone, shape and colour to represent figures and forms in movement Express their emotions accurately through their painting and sketches 	Egyptian clay tiles <ul style="list-style-type: none"> Sculpt clay and other mouldable materials 	Talking textiles <ul style="list-style-type: none"> Experiment with and combine materials and processes to design and make 3D form Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. (This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.) Print using a number of colours Create an accurate print design that meets a given criteria Print onto different materials Combine visual and tactile qualities to express mood and emotion Use a range of joining techniques Evaluate ideas and products against design criteria and consider views of others to improve 		Paintings <i>Monet and the impressionists</i> <ul style="list-style-type: none"> Experiment with different styles which artists have used Create a range of moods in their paintings 	Illuminated letters <ul style="list-style-type: none"> Identify and draw simple objects, and use marks and lines to produce texture
	Drawing & Painting	3D	Textiles, DT, Collage & Printing		Painting & DT	Drawing
Year 6	Portraits <ul style="list-style-type: none"> Sketches communicate emotions and a sense of self with accuracy and imagination Explain why they have chosen 	Propaganda posters <ul style="list-style-type: none"> Use a wide range of techniques in their work Explain why they have chosen a specific painting technique 	Climate change globe <ul style="list-style-type: none"> Make work that is open to interpretation by the audience 	3D mountains <ul style="list-style-type: none"> Create models on a range of scales Compare their methods to those of others and keep notes in their sketch books Adapt and refine 	Posters for production or enterprise <ul style="list-style-type: none"> Combine pattern, tone and shape Include both visual and tactile elements in their work Overprint using 	Moving Buggies <ul style="list-style-type: none"> Think about what would improve their product even more Hide joints to improve the look of their product Justify why the
			Plaster of Paris village of renewable energy <ul style="list-style-type: none"> Include both visual 			



Art & DT Curriculum Overview



	<p>specific drawing techniques</p> <ul style="list-style-type: none"> Say what their work is influenced by 	<p>Air Raid Shelter</p> <ul style="list-style-type: none"> Follow and refine their plan if necessary Apply understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use electrical systems in their products 	<p>and tactile elements in their work</p>	<p>their work to reflect its meaning and purpose</p> <p>STEM Week</p>	<p>different colours</p> <p>Cooking & Nutrition <i>Healthy Eating Week</i></p>	<p>chosen material was best for the task</p> <ul style="list-style-type: none"> Understand and use mechanical systems in their products
	Drawing	Painting/ DT	Drawing & 3D	3D	Textiles, Collage, Printing & DT	DT

Music Curriculum Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Ourselves</p> <ul style="list-style-type: none"> Exploring sounds using their voices Develop singing while performing actions Create an expressive story <p>Number</p> <ul style="list-style-type: none"> Develop sense of steady beat Use movement, body percussion and instruments 	<p>Animals</p> <ul style="list-style-type: none"> Develop understanding of pitch through movement, voices and instruments Identify contrasts of high and low pitches Create animals sounds and sequences <p>Weather</p> <ul style="list-style-type: none"> Explore sound using their voices, movement and instruments Explore different ways music can be used to describe weather 	<p>Machines</p> <ul style="list-style-type: none"> Explore beat through movement, body percussion and instruments Continue a steady beat with word rhythms Explore changes in tempo <p>Seasons</p> <ul style="list-style-type: none"> Develop their vocabulary and understanding of pitch Explore through singing, tuned percussions and listening 	<p>Our School</p> <ul style="list-style-type: none"> Explore sounds found in the school environment Investigate ways to record sounds Use IT to stimulate musical related ideas <p>Pattern</p> <ul style="list-style-type: none"> Develop understanding of beat Use counting, body percussions and reading scores to understand steady beat 	<p>Storytime</p> <ul style="list-style-type: none"> Learn how music can be used to tell a story through sound exploration Identify contrasts of fast and slow, loud and quiet, leading to a performance <p>Our Bodies</p> <ul style="list-style-type: none"> Respond with their bodies to a steady beat and rhythm in music Combine rhythm patterns and a steady beat using body percussion 	<p>Travel</p> <ul style="list-style-type: none"> Develop performance skills Learn songs about transport form around the world <p>Water</p> <ul style="list-style-type: none"> Explore changes in pitch using voices, movement and instruments Develop a performance with different vocal pitch shapes and tuned percussion
Year 2	<p>Ourselves</p> <ul style="list-style-type: none"> Explore sound Discover ways to use voices to describe feelings and moods Create and notate vocal sounds, building to a performance <p>Toys</p> <ul style="list-style-type: none"> Move and play to a steady beat and to sound sequences Learn to control changing tempo 	<p>Our Land</p> <ul style="list-style-type: none"> Explore timbre and texture as they explore descriptive sounds Listen to, and perform, music <p>Our Bodies</p> <ul style="list-style-type: none"> Develop sense of a steady beat through using their own bodies Respond to music and play rhythm patterns on body percussion and instruments 	<p>Animals</p> <ul style="list-style-type: none"> Link animal movement to develop understanding and recognition of changing pitch Interpret pitch line notation using voices and tuned percussion <p>Number</p> <ul style="list-style-type: none"> Explore steady beat and rhythm patterns Play beats and patterns 	<p>Storytime</p> <ul style="list-style-type: none"> Introduced to famous pieces of music to stimulate composition Interpret a storyboard with sound effects Develop own ideas using voices and percussion <p>Seasons</p> <ul style="list-style-type: none"> Develop understanding of pitch through movement, songs and listening games 	<p>Weather</p> <ul style="list-style-type: none"> Opportunities given to create descriptive sounds and word rhythms with raps and songs Create a descriptive class composition using voices and instruments <p>Pattern</p> <ul style="list-style-type: none"> Play simple notations using body percussion and instruments Create and combine rhythms 	<p>Water</p> <ul style="list-style-type: none"> Sing and play a variety of pitch shapes, using movement Create a class composition which describes sounds <p>Travel</p> <ul style="list-style-type: none"> Learn songs Listen to an orchestral piece and improvise their own descriptive music

Music Curriculum Overview

			<ul style="list-style-type: none"> Create own body percussion, voices and instruments 	<ul style="list-style-type: none"> Become familiar with pitch shapes and perform them in a variety of musical arrangements 		
Wider Opportunities: Recorder lessons provided by Lewisham Music Education Hub						
Year 3	Environment <ul style="list-style-type: none"> Explore songs and poems about places Create accompaniments and sounds pictures to reflect sound Building <ul style="list-style-type: none"> Explore and create rhythms using inspiration Play games, sing and compose music to build into a performance 	Sounds <ul style="list-style-type: none"> How are sounds produced and classified? Explore timbre and structure through musical conversations Poetry <ul style="list-style-type: none"> Explore and develop three contrasting poems. Use voices, body percussion, instruments and movement to create own expressive performances 	China <ul style="list-style-type: none"> Explore pentatonic scale and ways of notating pitch Listen to traditional music Sing, read and compose music Hold a musical celebration of Chinese New Year Time <ul style="list-style-type: none"> Develop their understanding of beat, metre and rhythm Combine melodic and rhythmic patterns Use staff notation as part of a final performance 	In The Past <ul style="list-style-type: none"> Origins of pitch are introduced Make hand signals and compose three-note melodies Learn basic dance steps and prepare for a performance Communication <ul style="list-style-type: none"> Learn to make music inspired by technology and computing Explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps 	Human Body <ul style="list-style-type: none"> Percussion instruments are used to improvise, create word rhythms, and build a dance Singing French <ul style="list-style-type: none"> Enhance language learning through songs 	Ancient Worlds <ul style="list-style-type: none"> Listen to Ancient music inspired by Gods Perform a song cycle and a round Compose own ostinati Food and Drink <ul style="list-style-type: none"> Chants, songs and performances Compose word rhythms Sings rounds Create musical recipes
	Wider Opportunities: Ukulele lessons provided by Lewisham Music Education Hub					
Year 4	Poetry <ul style="list-style-type: none"> Develop continuing poem performances Use voices to speak expressively and rhythmically Discover ways to create ostinato accompaniments to 	Sounds <ul style="list-style-type: none"> Explore how sounds are produced and classified Use voice to make beatbox sounds Sing four-part songs Perform a jazzy round 	Building <ul style="list-style-type: none"> Explore structure that provides different textures Use layers and rondo structure to combine ostinati played on body percussion and 	Ancient Worlds <ul style="list-style-type: none"> Explore 20th century minimalist music inspired by the age of Akhenaten Arrange and perform a layered pyramid structure Singing Spanish	Communication <ul style="list-style-type: none"> Create a news programme – theme music and headlines Use songs and raps Time <ul style="list-style-type: none"> Understand rhythm and syncopation 	In The Past <ul style="list-style-type: none"> Use a variety of notations to build performances Learn a Renaissance dance Food and Drink <ul style="list-style-type: none"> Celebrate using a song performance



Music Curriculum Overview



	<p>enhance performance</p> <p>Environment</p> <ul style="list-style-type: none"> • Descriptive accompaniments • Discover how environment has inspired composer throughout history 	<p>Recycling</p> <ul style="list-style-type: none"> • Make own recycled instruments • Improvise, compose and play junk jazz music 	<p>tuned instruments</p> <p>Around the World</p> <ul style="list-style-type: none"> • Explore pentatonic melodies and syncopated rhythms • Learn fundamental dimensions of music 	<ul style="list-style-type: none"> • Enhance language learning through songs 	<ul style="list-style-type: none"> • Learn to sing and play bell patterns • Listen to orchestral clock piece • Create own descriptive music 	
Year 5	<p>Our Community</p> <ul style="list-style-type: none"> • Compose and perform music inspired by their community – past and present 	<p>Solar System</p> <ul style="list-style-type: none"> • Explore universe inspired composers – Claude Debussy, Gustav Holst, George Crumb • Learn a song and compose 	<p>Life Cycles</p> <ul style="list-style-type: none"> • Explore the human life cycle – Johannes Brahms, Luciano Berio, Franz Liszt, Claudio Monteverdi • Explore musical moods, styles and genres 	<p>Keeping Healthy</p> <ul style="list-style-type: none"> • Create an invigorating performance using new musical techniques 	<p>At The Movies</p> <ul style="list-style-type: none"> • Explore music from 1920s animated films to present • Learn techniques for creating soundtracks and film scores • Compose own movie music 	<p>Celebration</p> <ul style="list-style-type: none"> • Learn a song to perform
	Wider Opportunities: Steel Pan lessons provided by The Steel Pan Agency					
Year 6	<p>World Unite</p> <ul style="list-style-type: none"> • Explore rhythm and melody in singing, movement and dance • Learn about beat, syncopation, pitch and harmony • Celebrate universal language of music 	<p>Journeys</p> <ul style="list-style-type: none"> • Listen to a selection of songs about change and transition 	<p>Growth</p> <ul style="list-style-type: none"> • Explore Ravel’s ‘Bolero’ through rhythmical mime • Learn songs with instrument accompaniments • Create a dance to build a performance 	<p>Roots</p> <ul style="list-style-type: none"> • Listen traditional Ghanaian songs and percussion rhythms 	<p>Class Awards</p> <ul style="list-style-type: none"> • Present awards along with fanfare, rap, song and famous music 	<p>Moving On</p> <ul style="list-style-type: none"> • Learn two songs

Additional opportunities available:

- Piano
- Drumming
- Rock Steady
- Violin
- Steel Pans

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Greetings & Numbers <ul style="list-style-type: none"> Basic greetings Learn 1-10 Use 1-10 in context 	Colours & Animals <ul style="list-style-type: none"> Continue to practise greetings and numbers Colours Animals Match colours and numbers to written word Answer questions 	Days of the Week, Months, Seasons & Fruit <ul style="list-style-type: none"> Identify days of the week Identify months Identify seasons Identify names of fruits Introduced to sentence arrangement Recall single words from memory 	Food, Drink & Giving Preferences <ul style="list-style-type: none"> Identify names of food and drink Give opinions on different food and drinks Learn additional vocabulary to use what they know in real-life context 	Family, Stories & Conversation <ul style="list-style-type: none"> Learn family names How to introduce family Watch French stories Listen to native speakers Ask questions and answer Basic conversation 	Cultural Diversity & Revision <ul style="list-style-type: none"> French culture & life in France Continue to practise numbers and colours Revise everything so far Games & singing
Year 4	Revising Numbers & Telling the Time <ul style="list-style-type: none"> Revision of numbers Time to hour and minutes past the hour Link to previous learning of days of the week through role play and games 	Parts of the Body & Feeling Unwell <ul style="list-style-type: none"> Recognise and say parts of the body Learn written word for each body part Say what is wrong with them if feeling unwell 	New Foods & Drinks <ul style="list-style-type: none"> Learn new foods, building on Y3 Say what they like and dislike Focus on language to order food in a café or market Role play 	Likes & Dislikes <ul style="list-style-type: none"> Elaborate further on things they like and dislike Match phrases and short sentences Give opinions in French Become proficient in holding a conversation 	Weather & Transport <ul style="list-style-type: none"> Talk about weather building on seasons in Y3 Read and understand different weather phrases Modes of transport Follow and give simple directions Read and understand a short description of a journey 	Clothing & Shops <ul style="list-style-type: none"> Name different items of clothing Describe using colours Say what they wear on occasions and give opinions
Year 5	Verbs (including tenses) & Questions <ul style="list-style-type: none"> Learn common verbs and how conjugated Form simple sentences 	TV, Music & Movies <ul style="list-style-type: none"> Learn to describe and converse about TV programmes, music/ musicians and films they like/ dislike 	Around the House & School <ul style="list-style-type: none"> Learn common nouns for items at home and school Label rooms Play games to 	More on Food & Eating Out <ul style="list-style-type: none"> Add new food to vocabulary Play games and participate in role play to practise 	Leisure, Time & Sport <ul style="list-style-type: none"> Revise what they already know Build on Y4 looking at duration and start and end times Talk about what 	Friendships & Personalities <ul style="list-style-type: none"> Describe physical and non-physical characteristics Describe their friends

French Curriculum Overview

	<ul style="list-style-type: none"> Change verbs in order to talk about events which happened in the past Learn common time adverbials Ask and answer questions 	<ul style="list-style-type: none"> Give reasons for preferences Practise and apply new knowledge in role play of groups making decisions 	<p>reinforce</p> <ul style="list-style-type: none"> Understand and learn masculine/ feminine aspect to French nouns 	<ul style="list-style-type: none"> Learn more about ordering food Learn phrases to ask for the bill, to complain or compliment the food 	<p>they do in spare time</p> <ul style="list-style-type: none"> Learn how to find out about shared interests Talk about sports they like or dislike giving reasons 	<ul style="list-style-type: none"> Give reasons why they like their friends Riddles and interview games to practise
Year 6	<p>Friends & Family</p> <ul style="list-style-type: none"> Describe members of their family and relationships to one another Draw simple family tree Describe their friends, giving reasons for friendship building on Y5 Revision of verbs 	<p>Descriptions</p> <ul style="list-style-type: none"> Revise adjectives such as colour Learn further adjectives to describe size, texture and material Learn prepositions Descriptive piece of writing, using grammar encountered 	<p>Familiar Places</p> <ul style="list-style-type: none"> Learn to talk about where they live – where situated including features of a town, city or village Talk about their home in detail, listing features and comparing to friends Talk about places they have visited or stayed on holiday 	<p>Our World</p> <ul style="list-style-type: none"> Learn about other countries and cultures, particularly French (building on Y3) Learn vocabulary linked to environment Learn vocabulary to describe the world around them including terms relating to terrain and climate 	<p>Special Occasions</p> <ul style="list-style-type: none"> Learn wealth of vocabulary linked to special occasions Talk about birthdays, presents, cards and parties Describe Christmas and what happens in their family Explore other feast days and celebrations – particularly those celebrated in France or French speaking countries, e.g. Bastille day 	<p>Daily Routine</p> <ul style="list-style-type: none"> Revise how to tell the time and give time to nearest 5 minutes (build on Y4) and telling a digital time Talk about daily routine Revise sports and talk about sporting hobbies