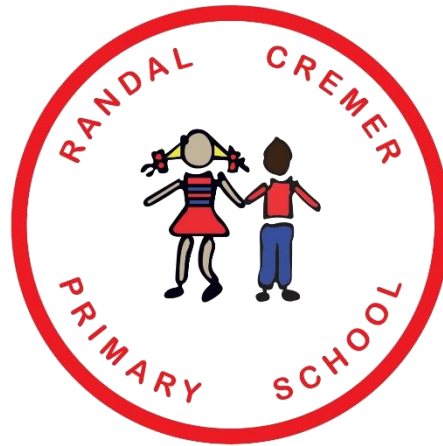


School Curriculum Map 2019-20



Everybody Excelling, Every Day. No Excuses!

Date presented to Governing Body:



Everybody Excelling, Every Day, No Excuses!

Curriculum Map 2019-20 Randal Cremer Primary School

Blue – Science	Orange –RE
Brown – History Green – Geography Big question sometimes combines the two as Humanities Humanities Please see separate Humanities document with big question split up over half term	Pink – MFL <u>To be read in conjunction with:</u> SMSC Guidance
Red – Drop down - Art and Design or Design and Technology/ Music Please see attached skills Art, DT and use the Music Express for Music across the Year groups	National Curriculum 2014 Cooking and Nutrition plan separate document
Yellow - PSHE	
Grey – Computing	

This curriculum should inspire, challenge, engage and motivate the children. We promote **active learning** in all areas and encourage children to take a lead in their own learning.

Active learning includes:

- Children using and engaging in higher order thinking tasks – analysis, synthesis and evaluation.
- The use of the “outdoor classroom”.
- Instructional activities involving pupils **doing things** and thinking about why they are doing it.
- Guided activities and discovery methods – what will happen if... (including play)
- Discussion and debate.
- Children teaching their peers.
- Use of drama and role play.
- Use of different media – video, cameras, photographs, recordings.
- Demonstrations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<u>Living together in ...</u>		<u>Exploring</u>		<u>Our Living World</u>	
Year 1	<p>Living together in my school/my local area <u>Everyday materials</u></p> <p>-distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials</p> <p>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Was life in our local area/school always like this?</p> <p>Changes in living memory – childhood now and then</p> <p>Drop Down: Black History Month</p> <p>Christian Harvest Festival</p> <p>How and why do people celebrate harvest?</p> <p>Values and relationships</p> <p>Spanish – Numbers and greetings</p> <p>Make a leaflet about London – Purple Mash (Search: London Leaflet)</p>	<p>African/Asian Adventure</p> <p><u>Seasonal changes</u> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>How is this place different to my place?</p> <p>UK contrast with non-European country</p> <p>Africa or Asia</p> <p>Drop Down:</p> <p>Christmas</p> <p>Christmas: How and why do Christians celebrate</p> <p>Christmas Kindness and friendship – (Anti-bullying)</p> <p>Spanish – Numbers and greetings based on Christmas</p> <p>Use Bee-bots to navigate to different countries/continents.</p>	<p>Adventures at Sea/Explorers</p> <p><u>Seasonal Changes/ Animals including humans</u></p> <p>- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>- identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Spr 1 What is it like to be an explorer?</p> <p>Christopher Columbus/Neil Armstrong (explorers)</p> <p>Drop Down: DT focus</p> <p>What is important to Muslims?</p> <p>Healthy Body Dental Hygiene</p> <p>Spanish – animals</p> <p>Make a short film about life at sea. E.g. children act out some of the things they can do – children to take turns filming on iPads – Video cam on iPads / Green Screen app for background</p>	<p>Adventures at Sea/Explorers</p> <p><u>Seasonal Changes/ Animals including humans</u></p> <p>- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Spr 2 What is a coastline? Humanities</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>- identify oceans and continents</p> <p>-human and physical features coastlines/british beaches</p> <p>-British seas – using a compass</p> <p>-Comparing world and british beaches</p> <p>What does Divali teach us about good and evil?</p> <p>Drop Down:</p> <p>Performance focus</p> <p>Keeping Safe</p> <p>Basic word skills – British seaside information poster</p>	<p>Green Fingers</p> <p><u>Plants</u></p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>How could we use our green spaces?</p> <p>Features of local area/gardens/parks</p> <p>Drop Down: Art/DT/ Music- Performance</p> <p>School unit PHILOSOPHY QUESTIONS</p> <p>Citizenship – Local community and money</p> <p>Spanish – colours</p> <p>- Create a seed germinating animation – Purple Mash (2Animate)</p> <p>- Fact file on growing plants – Purple Mash (Growing Plants)</p>	<p>People</p> <p><u>Animals including humans</u></p> <p>- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Drop Down: National event</p> <p>What is it like to be a monarch? Famous Queens</p> <p>Elizabeth 1</p> <p>Victoria</p> <p>Elizabeth 2</p> <p>Palaces</p> <p>Growing up in a Jewish Family:</p> <p>What is important to Jews?</p> <p>RSE Changing and Growing</p> <p>Spanish – parts of the body</p> <p>Create a multi-media story about an animal – Purple Mash (2 Create a Story)</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Living together in ...</u>		<u>Exploring</u>		<u>Our Living World</u>	<u>Our Living World</u>
Year 2	<p><u>I Love London</u> <u>Materials Identify , features and uses</u> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses</p> <p><u>Was life in Hackney always like this?</u> <u>Humanities</u> History of Hackney- <u>Life in a city</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Drop Down: Art/DT/Music BHM What do Hindus believe? School values and making relationships Targeting Life Skills Focus: Caring Spanish – Numbers and greetings Make a digital painting/sketch of London skylines – iPad app (Brushes Redux) / Purple Mash (2 Paint or 2 Paint a Picture)</p>	<p><u>Celebrations</u> <u>Animals including humans</u> (diet side of this) describe the importance for humans to exercise, eating the right amounts of different types of food, and hygiene (diet side link to DT cooking and nutrition) <u>Why do we celebrate these events?</u> <u>Humanities</u> Important celebrations in the UK e.g Gunpowder Plot- Bonfire Night Remembrance Day Drop Down: Art/DT/Music DT incl:cooking Music focus – celebration music around the world Hannukah Symbolism in religions Kindness and friendship (anti-bullying) Targeting Life Skills Focus: Thinking Spanish – simple songs Range of Christmas activities on Purple Mash – Search ‘Christmas’ in search bar</p>	<p><u>Fire</u> <u>Materials- suitability and how materials can be changed</u> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <u>Who was responsible for the fire?</u> Great Fire of London Significant events and people Drop Down: Art/DT/Music Music focus London’s burning in a round. Compose fire music. Incl:textiles – joining techniques and templates Growing up in a Christian family Healthy Body – Clean hands and skin Spanish – Numbers and greetings Make a short film/documentary about the Great Fire of London – Video cam on iPads / Green Screen app</p>	<p><u>Explorers</u> <u>Plants</u> observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy <u>How are we affected by seasons?</u> Simple compass directions Describe the location of features and routes on a map. Name and locate the world’s seven continents and five oceans. Drop Down: Art/DT/Music Music focus Vivaldi Four Seasons Easter Why do people celebrate Jesus’ resurrection at Easter? Personal safety including drugs Targeting Life Skills Focus: Living Spanish – colours Make a healthy eating game on 2DIY 3D – Collect healthy foods, avoid bad foods – Purple Mash (2DIY 3D)</p>	<p><u>Carnival of Animals</u> <u>Animals including humans</u> -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food, and air) Significant person David Attenborough Drop Down: Art/DT/Music Music focus – Carnival of the Animals Camille Saint-Saens School unit: Enquiry learning big question linked to Philosophy Local community and understanding money Targeting Life Skills Focus: Being Spanish – animals Program simple animations using Scratch Jr on iPads – see plan</p>	<p><u>Planet Earth</u> <u>Living things and their habitats</u> -explore and compare the differences between things that are living, dead, and things that have never been alive -identify that most living things live in habitats to which they are suited and describe how the different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -identify a variety of plants and animals in their habitat, including micro-habitats -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food <u>Why is this place special?</u> <u>Independent project research – non-euro country – Australia/ Arctic / South America</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides Drop Down: Art/DT/Music Music Focus Continue Saint-Saens post SATS How do we know actions are right and wrong? Buddhism RSE CWP Targeting Life Skills Focus: Giving Spanish – animals Create a poster about planet earth - include facts and pictures – MS Word / Power Point</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Living together in ...</u>		<u>Exploring</u>		<u>Our World past and present</u>	
Year 3	<p><u>Living together in London</u></p> <p><u>Light</u></p> <ul style="list-style-type: none"> - notice that light is reflected from surfaces - find patterns that determine the size of shadows. <p><u>How has life along the Thames changed?</u></p> <p>Life along the Thames (maps through the years, settlements along the Thames) London Landmarks Living in London</p> <p>Drop Down: Art/DT/Music BHM What is special about Guru Nanak? School vales, rules and relationships Targeting Life Skills Focus: Thinking</p> <p>Geography and where the language is spoken; greetings; questions and answers re name and wellbeing; classroom commands; numbers 1-20</p> <p>Presentation about River Thames. Start by locating River Thames on Google Earth – Google Earth / Power Point</p>	<p><u>Stone Age/The Flintstones</u></p> <p><u>Rocks</u></p> <ul style="list-style-type: none"> -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed within things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter. <p><u>How does the environment affect people's lives? How do people use different types of land?</u></p> <p>Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p> <p>Drop Down: Art/DT/Music Winter Fair</p> <p>The Christian Bible and stories of Jesus: What can we learn from the Bible? Kindness and Friendship (Anti-bullying)</p> <p>Targeting Life Skills Focus: Thinking Age; months; numbers 21-31, pencil case items Make a dance animation – Pivot Animator</p>	<p><u>On the Move</u></p> <p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> -notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing. <p><u>How did life change from the Stone Age to the Iron Age? Humanities</u></p> <p>Changes to Britain from the Stone Age to Bronze Age (Religion, technology and travel, Art)</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Drop Down: Art/DT/Music Performance focus Jewish Music – Fiddler on the Roof – Tradition/Sabbath Prayer The Torah and stories of the Jewish people My health and wellbeing Targeting Life Skills Focus: Working 1st person singular activity verbs; birthday; colours</p>	<p><u>Explorers</u></p> <p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> -notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing. <p><u>How did life change from the Stone Age to the Iron Age? Humanities</u></p> <p>Changes to Britain from the Stone Age to Bronze Age (Religion, technology and travel, Art)</p> <p>Drop Down: Art/DT/Music Performance – empathy with people living in stone age times. Drama. Question and answer re who you are and who someone else is; body parts; days of the week; traditional song. Living as a Muslim: How do features of a mosque help Muslims Targeting Life Skills Focus: Living First Aid – emergency services Make a maze game using Scratch software</p>	<p><u>Animals including humans</u></p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> - identify that humans and some animals have skeletons and muscles for support, protection and movement. <p><u>Heritage Schools link – Map and field work</u></p> <p><u>Humanities</u></p> <p>Name the continents on a World Map. Locate the main countries of Europe inc.. Russia. capital cities of Europe Focus- Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Drop Down: Art/DT/Music Performance focus Skeleton dance and music Incl: Mosaics and pattern Clay work- containers School unit: Enquiry learning big question linked to Philosophy Targeting Life Skills Focus: Being Emotions – loss and separation Likes/dislikes with nouns and infinitives. Purple mash</p>	<p><u>World of Plants</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> -identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>European country study <u>Why is this place special? Spain</u></p> <p>Compare a region of the UK with a region in Europe Locate the main countries of Europe inc.. Russia. capital cities of Europe</p> <p>Drop Down: Art/DT/Music Performance focus National Anthems</p> <p>Why do believers go on pilgrimage? Dates; family; brothers and sisters and names/ages Targeting Life Skills Focus: Giving Relationships and RSE Make a short animation with playdough of a seed germinating – iPads</p>

			Create stone age animations using Scratch Jr on iPads – see plan			(Stop Motion app)
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Living together in ...</u>		<u>Exploring</u>		<u>Our World past and present</u>	
Year 4	<p><u>Living Together in Cities/Towns and Villages</u></p> <p><u>Electricity</u></p> <ul style="list-style-type: none"> -identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors. <p><u>How is my home different to other places?</u></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Field work, compasses, UK countries, human geog, Types of settlements in modern Britain: villages, towns, cities</p> <p>Drop Down: Art/DT/Music</p> <p>Performance – Electricity from Billy Elliot</p> <p>BHM</p> <p>Sukkot</p> <p>Exploring Judaism through the Synagogue: How does the synagogue show what is important to Jews?</p> <p>Targeting Life Skills Focus: Caring</p> <p><u>School values and maintaining healthy relationships</u></p> <p>Transport to school and Spanish speaking countries; weather; compass points; sentence</p>	<p><u>Ancient Greece</u></p> <p><u>Sound</u></p> <ul style="list-style-type: none"> -identify how sounds are made, associating some of them with something vibrating - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound <p><u>How have the Greeks been remembered?</u></p> <p>Ancient Greece – Greek life, achievements and influence on the Western World</p> <p>Drop Down: Art/DT/Music</p> <p>Performance Focus – link to History Greek Drama</p> <p>Living as a Hindu</p> <p><u>Kindness and Friendship (Anti-bullying)</u></p> <p>Targeting Life Skills</p> <p>Focus: Thinking</p> <p>Likes/dislikes with hobbies; love/hate</p> <p>Create circuit animations using Scratch Jr.</p>	<p><u>Invaders and settlers</u></p> <p><u>States of matter</u></p> <ul style="list-style-type: none"> -compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p><u>How does Britain remember its Roman past? What's left from Roman Britain? Why did people resist the Romans?</u></p> <p>Roman Empire</p> <p>Julius Caesar attempted invasion 55-54 BC</p> <p>AD42 Empire power and army</p> <p>Drop Down: Art/DT/Music</p> <p>Incl: photography</p> <p>Performing Arts</p> <p>Reenactment of Romans invading.</p> <p>Reenactment of Coliseum</p> <p>How do different Christians show their belief?</p> <p><u>Communication</u></p> <p>Targeting Life Skills</p> <p>Focus: Working</p> <p>Sleeping Beauty story; numbers in 10s; grammar in story</p> <p>Make a dance animation</p>	<p><u>Invasion</u></p> <p><u>States of matter</u></p> <ul style="list-style-type: none"> -compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p><u>Why have people come to Britain? Humanities</u></p> <p>Britain's settlement by Anglo Saxons and Scots</p> <p>Human geography, settlement, land use, economic activity, natural resources, UK countries</p> <p>Drop Down: Art/DT/Music</p> <p>Performance – Linked to Sound</p> <p>Music Express unit</p> <p>Music focus with DT link</p> <p>Why is the Qu'ran special to Muslims?</p> <p>Playing sports; food and opinions; diary of activities; healthy lifestyle; traditional tongue twisters</p> <p><u>Aspirations</u></p> <p>Targeting Life Skills</p> <p>Focus: Living</p>	<p><u>Endangered environments</u></p> <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> -describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey. <p><u>What is the future for different environments?</u></p> <p>climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Fieldwork, mapping, atlases, compasses, location, human geog.</p> <p>Drop Down: Art/DT/Music</p> <p>Performance – Link to ICT unit –film making.</p> <p>School unit: Enquiry learning big question linked to Philosophy</p> <p>Animals and description; pets</p> <p><u>Citizenship</u></p> <p>Targeting Life Skills</p> <p>Focus: Being</p> <p>Make a documentary about Romans on iPads – video cam / iMovie /</p>	<p><u>Our World</u></p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> -identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups -recognise that environments can change and that this can sometimes pose dangers to living things. <p><u>Why is this place special?</u></p> <p>Independent country research project: understand geographical similarities and differences through the study of human and physical geography of a region in a European country incl: Russia</p> <p>Drop Down: Art/DT/Music</p> <p>Performance</p> <p>Public Speaking – presentations of independent country project (Geog)</p> <p>What happens when we die?</p> <p>Spanish fables; weather report with temperatures; clothes; traditional song</p> <p><u>Relationships and SRE</u></p> <p>Targeting Life Skills</p> <p>Focus: Giving</p> <p>Make a short animation with playdough of seed germinating – iPads (Stop Motion app)</p>

	<p>construction; traditional song</p> <p>Make Power Point presentation about London/Hackney. Locate areas on Google Earth/Maps</p>		<p>using Pivot Animator</p>	<p>Create maze game using Scratch software</p>	<p>Green Screen app</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Living together in...</u>		<u>Exploring</u>		<u>Our world past and present</u>	
Year 5	<p><u>Living together in Victorian Britain</u> <u>Properties and changes of materials</u></p> <p>compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>-understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>-use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p><u>What was life like here during the Victorian Times?</u></p> <p>Royal Family</p> <p>Local Area Study: Victorians Changing Power of the Monarchs. Significant turning point. (school life, ragged school)</p> <p>Drop Down: Art/DT/Music Incl: Significant designers in London – Famous buildings e.g Isambard Brunel</p> <p>Exploring Christian Values in the world today. School Values, communication and confidentiality</p> <p>Targeting Life Skills Focus: Caring</p> <p>Alphabet; places in town; directions; town you live in</p> <p>Make a 3D digital model of a London building - SketchUp</p>	<p><u>Living together in Victorian Britain</u> <u>Earth and Space</u></p> <p>-describe the movement of the Earth, and other planets, relative to the Sun in the solar system --describe the movement of the Moon relative to the Earth</p> <p>- describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>- use the idea of the Earth's rotation to explain day and night.</p> <p><u>What was life like here during the Victorian Times?</u></p> <p>Fieldwork, mapping, compasses, ordnance survey maps, maps, atlases, globes, human geog- settlement and land use, natural resources, locate and name countries and cities in UK and how changed over time</p> <p>Drop Down: Art/DT/Music Music focus – Holst The Planets</p> <p>What did the Buddha teach about living a better life? Kindness, similarities and differences (Anti-bullying)</p> <p>Targeting Life Skills Focus: Thinking</p> <p>Planets; description; complex sentences with prepositions, adverbs and connectives</p>	<p><u>Explorers –South America</u> <u>Properties and changes of materials</u></p> <p>-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including</p> <p>metals, wood and plastic</p> <p>-demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>-explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><u>What was life like for the Mayans?</u> <u>Humanities</u></p> <p>A non-European society Mayan AD900</p> <p>Calendar, art and craft, Mayan writing, beliefs – sacrifice, religion and gods</p> <p>Compare a region in UK with a region in N. or S. America</p> <p>Main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Human geog- settlement, land use, economic activity</p> <p>Drop Down: Art/DT/Music Performing Arts Mayan Dancing</p> <p>What do Sikhs believe is important? Rights and</p>	<p><u>Battles</u> <u>Living things and their habitats</u></p> <p>-explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>- describe the life process of reproduction in some plants and animals.</p> <p><u>Do the Vikings deserve their bad reputation?</u> <u>Humanities</u></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, Viking raids and invasion, resistance, further invasions, laws and justice</p> <p>Human geog- settlement, land use, economic activity</p> <p>Drop Down: Art/DT/Music Incl: Art linked to Ancient civilisation Performing Arts Life Cycle Song Pesach</p> <p>(Why is it important to remember the past?) Emotions –death and grief</p> <p>Targeting Life Skills Focus: Living</p> <p>I am the Music Man song; types of music and opinions; musical instruments; creating a song</p> <p>Make a presentation</p>	<p><u>Water Worlds</u> <u>Forces</u></p> <p>-explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>- identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>- understand that force and motion can be transferred through</p> <p><u>What is the journey of a river?</u></p> <p>Distribution of natural resources</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Drop Down: Art/DT/Music Performing Arts Water Music</p> <p>School unit: Enquiry learning big question linked to Philosophy</p> <p>Healthy eating; packed lunches; past tense; longer sentences with connectives Basic First aid</p> <p>Targeting Life Skills Focus: Being</p> <p>Compare region in UK with region in N. or S. America and present on ActivInspire – Google Earth, Snipping tool, ActivInspire</p>	<p><u>Life Cycles</u> <u>Reproduction of Living Things</u> <u>Animals including humans</u></p> <p>describe the changes as humans develop from birth to old age.</p> <p><u>Why is this place special?</u></p> <p>American country: Independent research project</p> <p>Drop Down: Art/DT/Music Performing Arts American Music History</p> <p>How are women valued and treated in religion and beyond? A beach scene painting; a beach poem; nouns, verbs and adjectives</p> <p>Relationships and SRE</p> <p>Targeting Life Skills Focus: Giving</p> <p>Make a digital sketch of a beach scene. Write a poem and create word search using key words – iPads (Brushes) / MS Word / Puzzle Maker website – see plan</p>

		Program a Space Invaders game on Scratch	Responsibilities Targeting Life Skills Focus: Working Seasons; poems; song about Spring; descriptive sentences Make animation of gravity on earth and in space – Scratch Jr on iPads	about living things and their habitats – Power Point		
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 + 2
	<u>Living together in...</u>		<u>Civilization</u>		<u>Our world</u>
Year 6	<p><u>Living together in London during WWII</u> <u>Light</u></p> <ul style="list-style-type: none"> -understand that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye -explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes <p><u>What was life like here during WWII? Humanities</u></p> <p>A study of an aspect or theme in British history extends chronological knowledge beyond 1066</p> <p>World War II London</p> <p>Fieldwork, mapping, compasses, locate countries around the world, human geog., UK</p> <p>Drop Down: Art/DT/Music Performing focus –Music/Dance from WW2.</p> <p>Rosh Hashonah & Yom Kippur Shabbat: what do Jews believe are their responsibilities to God?</p> <p>School Values - Collaboration Targeting Life Skills Focus: Caring</p>	<p><u>Living together in London during WWII</u> <u>Electricity</u></p> <ul style="list-style-type: none"> -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches -use recognised symbols when representing a simple circuit in a diagram. <p><u>What was life like here during WWII? Humanities</u></p> <p>A study of an aspect or theme in British history extends chronological knowledge beyond 1066</p> <p>World War II London</p> <p>Fieldwork, mapping, compasses, locate countries around the world, human geog., UK</p> <p>Drop Down: Art/DT/Music</p> <p>Then link to immigration – influence on culture by music</p>	<p><u>Civilization</u> <u>All living things</u></p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> - give reasons for classifying plants and animals based on specific characteristics. <p><u>Working Scientifically Focus</u></p> <p><u>What can we learn from the earliest civilizations? Humanities</u></p> <p>Achievements of the earliest civilizations and overview of where and when – Ancient Sumer, Indus Valley, Egypt, Shang Dynasty</p> <p>Human geog, location of countries around the world. Key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Drop Down: Art/DT/Music Performance – create Music linked to change. Music Express</p>	<p><u>Civilization</u> <u>Animals including humans</u></p> <p>identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans. <p><u>What can we learn from the earliest civilizations? Humanities</u></p> <p>Achievements of the earliest civilizations and overview of where and when – Ancient Sumer, Indus Valley, Egypt, Shang Dynasty</p> <p>Human geog, location of countries around the world. Key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Drop Down: Art/DT/Music Performance – create</p>	<p><u>Our world – past and present</u> <u>All living things</u></p> <ul style="list-style-type: none"> -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics. <p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p><u>Summer 1: Field work project How can maps teach us about the world?</u></p> <p>Fieldwork skills, mapping, compasses, ordnance survey maps</p> <p><u>Summer 2: Asian Country Why is this place special? Independent country research project</u></p> <p>Locate countries, physical geog, geographical similarities and differences between the UK and Asia.</p> <p>Drop Down: Art/DT/Music Performance – Ict Link and Y6 production The Hindu community and the Mandir School unit: Enquiry learning big question linked to Philosophy Targeting Life Skills Focus: Being 1st half Giving 2nd half</p> <p>Yr 6/7 transition unit revisits prior learning and knowledge leading to Secondary school</p> <p>Sum 1: Safety- Drugs, alcohol, tobacco Sum 2: Relationships and puberty SRE Transitions</p> <p>Create circuit animations on Scratch Junior</p>

	<p>Time; places in school; directions; school subjects past tense; time phrases; diary of activities for week</p> <p>Online Safety / appropriate online behaviour – SMART videos (with discussion) / W2tw website – see plans</p>	<p>How does being in a community help Buddhists to follow the Buddha's teachings? Kindness, similarities and differences (Anti-bullying)</p> <p>Targeting Life Skills Focus: Thinking</p> <p>Purple Mash Unit Coding</p>	<p>Hajj and Id-ul-Adha Aspirations</p> <p>Targeting Life Skills Focus: Working</p> <p>Rivers and countries; description with weather in immediate future tense; producing a non-fiction text</p> <p>Design information leaflets about mammals, reptiles and amphibians – internet research / Purple Mash (search: 'blank leaflet')</p>	<p>Music linked to change. Music Express</p> <p>Lent and Easter Health – emotional, mental and physical</p> <p>Targeting Life Skills Focus: Living</p> <p>Spanish tapas and food/drink; café role play; ordering an ice-cream; milkshake recipe</p> <p>Purple Mash Unit Quizzing</p>	<p>Sum 1 Purple Mash Text Adventures Unit Sum 2 Children to create a presentation about themselves to show form tutors in Sept. Presentation to include pictures and short video introducing themselves – iPads to record videos and take pictures / Power Point</p>
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