



Grove Primary School

Whole School Curriculum Overview

2026-2027



Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Reach for the stars!	Happily Ever After	Toy Story	Eco-Warriors!	Monsters have feelings too!	On Our Doorstep!
English: Writing	1. Beegu <i>(Alexis Deacon)</i> Outcomes/Genres - Character description - Command - Letter	1. The Little Red Hen Outcomes/Genres - Re-telling a traditional tale - Apology letter - Poetry	1. Toys <i>(Sally Hewitt)</i> Outcomes/Genres Information texts	1. Dinosaurs And All That Rubbish <i>(Michael Foreman)</i> Outcomes/Genres - Settings description - Story retelling - Pamphlet & Posters - Instructions	1. Where the Wild Things Are <i>(Maurice Sendak)</i> Outcomes/Genre - Narrative - Descriptions	1. Iggy Peck Architect <i>(Andrea Beaty)</i> Outcomes/Genres - Fact-files - Instructions
	2. Whatever Next? <i>(Jill Murphy)</i> Outcomes/Genres - Captions and lists - Narrative writing - Character description	2. Goldilocks and the Three Bears <i>(Lauren Child)</i> Outcomes/Genres - Re-telling a traditional tale - Captions and labels	2. Lost in the Toy Museum <i>(David Lucas)</i> Outcomes/Genres Recount - trip to museum	2. There's a Rang Tang in my Bedroom <i>(James Sellick)</i> Outcomes/Genres - Setting description - Story retelling - Pamphlet and Posters	2. Billy and the Beast Outcomes/Genre - Wanted poster summary - Email - Description - Recipe - Narrative	2. The Smartest Giant in Town <i>(Julia Donaldson)</i> Outcomes/Genre - Narrative writing - Character description - Poetry
	3. Look Up <i>(Nathan Bryon)</i> Outcomes/Genres - Making lists - Poetry - Biographies - Persuasive flyers				3. The Lonely Beast <i>(Chris Judge)</i> Outcomes/Genre - Letter - Instructions - Fictional recount - Narrative	



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Maths	- Numbers to 10 - Addition & Subtraction within 10 - Shape & Pattern	- Numbers to 20 - Addition & Subtraction within 20	- Time - Exploring Calculation Strategies - Numbers to 50	- Addition & Subtraction within 20 - Fractions - Measures: length & mass	- Numbers 50-100 and beyond - Addition & Subtraction	- Money - Multiplication & Division - Measures: capacity & volume
Art	Drawing: Explore Line and Shape Explore mark making and line; work and experiment with different materials through observational and collaborative pieces. Explore basic shapes and use shapes to make a face			Painting and mixed media: Paint and brush control Explore colour mixing Hold a brush in a functional grip Use different size brushes Produce painting with smooth areas of colour and colour blocks Study art of Alma Thomas		Sculpture and 3D: Paper play Create simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures. Art Week Focus Craft and Design: woven wonders



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Computing	Rocket to the Moon • Create a simple digital list and explain its purpose • Design a rocket using basic graphics tools • Sequence and follow instructions to build a model • Enter rocket data into a simple table or spreadsheet		Online Safety • Discuss what the internet is and how it can be used. • Recognise that the internet may affect mood or emotions. • Recognise how internet use can affect and upset others. • Identify which information is appropriate to share and post online and which is not.	Programming - Beebots • Write, follow and test simple instructions, including explaining Bee-Bot controls • Program a Bee-Bot using logical, sequenced commands • Identify, check and correct errors when outcomes are not as expected	Data Handling – Introduction to Data • Collect and represent data in different ways (objects, pictograms, tables and charts) • Use basic computer skills to sort and organise data digitally • Explore different data inputs when gathering and using information	Creating Media – Digital Imagery • Plan and sequence a pictorial story using photographs • Take, edit and organise images using digital tools • Search for images safely and know what to do if something online causes concern
DT	<u>DT Week- Food Technology</u> Fantastic fruits and vegetables- making smoothies using	Structures: Stable structures Building stable towers with wide and narrow bases Test structure's stability	Mechanisms: Wheels and axles Design a pull along toy Refine cutting skills		Textiles: Puppets Pupils explore different ways of joining fabrics before creating their own hand	



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	local seasonal products	Design a stable structure (pencil pot) Use a variety of cutting and joining techniques to build a pencil pot	Compare different wheel designs Plan, make and decorate a pull along toy		puppets. They work to develop their technical skills of cutting, gluing, stapling and pinning.	
Geography		What is it like here? Locate where they live on an aerial photograph and recognise features within a local context, children create maps using classroom objects before drawing simple maps of the school grounds. Children will follow simple routes around the school grounds and carry out an enquiry as to how their playground can be improved.		What is the weather like? Look at the countries and cities that make up the UK, children keep a daily weather record and find out more about hot and cold places in the UK.		What is it like to live in Shanghai? Use a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork



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History	Astronauts The children will learn about the history and significance of Neil Armstrong and Mae Jemison to sequence the main events of their lives.		Toys The children will learn how to sort toys as well as identifying similarities and differences between toys made with living memory.		Local History: Dr Lettsom The children will investigate the history of Lettsom Gardens and Dr Lettsom as part of our local history unit	
Music	Sounds Interesting To develop children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus.		The long and the short of it To develop children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.		Exploring Pulse and Rhythm To develop children's ability to recognise and play rhythms from known songs with a sense of pulse	
PE	Sending and Receiving Throw a ball to a partner, catch a ball with 2 hands, roll a ball to a partner, stop a moving ball, aiming a ball carefully, watching the ball, turn taking, playing safely with others. Basics Fundamental movements and skills (recap the ABCs) Effort Physical Ability	Gymnastics (mat) Feedback Analysis Technique Bat/Wall Games Coordination Agility Master basic movements such as throwing and catching Aiming at a target Working safely with partner Athletics Technique Effort Confidence	Team Building Games Working with others, taking turns, sharing equipment, listening to instructions, partner work Invasion Games Moving the ball using hands or feet Passing the ball to a partner Catching and stopping a ball Finding a space to move into Playing games safely with others	Invasion Games/ skills Moving the ball using feet Catching and stopping a ball Finding a space to move into Playing games safely with others Resilience Physical ability Confidence Target Games Aim at a target Throwing carefully Rolling a ball to a target Controlling the ball Taking turns	Net/Wall Games – Tennis Hit a ball with a racket, bounce a ball on a racket, Sending the ball over the net Catching and stopping the ball Taking turns Following simple rules Invasion Games Moving the ball using hands or feet Passing the ball to a partner	Fielding and Cricket Throwing a ball underarm, catching a ball with two hands, rolling a ball to the target, retrieving the ball quickly Sports Day Prep: Athletics, running safely in a race, jumping with two feet, throw for distance, balance while moving, following instructions, taking turns, cheer for others, trying their best.



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	Run in different ways, jumping with 2 feet, balance on one foot, throwing a ball, changing direction safely, moving at different speeds, stopping and starting.		Dance with Chantal @ Pioneer Dance	Dance with Chantal @ Pioneer Dance	Catching and stopping a ball Finding a space to move into Playing games safely with others Feedback, Rules Confidence	
PSHE	L1: Class Charter, expectations and brain break reminder L2: Mind up: Getting Focused Lesson 1: How our Brain Works L3: Zones of regulation Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones. Create zones of regulation posters. L4: Kapow Introduction Lesson -Setting ground rules for PSHE lessons. L5 and L6 X2 Empathy Lessons	<u>Family and Relationships</u> L1 What is family? L2 What are friendships? L3 Recognising other people's emotions L4 Working with others L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes	<u>Health and Wellbeing</u> L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies	<u>Citizenship</u> L1 Rules L3 The needs of others L4 Similar, yet different L5 Belonging L6 Democratic Decisions	<u>Economic Wellbeing</u> L1 What is money L2 Keeping money safe L3 What is a bank L4 Saving and spending L5 Jobs in schools L6 jobs out of schools	<u>Christopher Winter Project</u> (SRE and Drugs & Alcohol Education) <u>Growing and Caring for ourselves:</u> Lesson 1: Different Friends Lesson 2: Growing and Changing Lesson 3: Families and Care <u>Lessons from Kapow unit: Safety and the changing body to cover i</u> - L3 Getting Lost - L4 Making an emergency.



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	To recognise and name different emotions in themselves and others, building the foundation for empathy. To show kindness and understanding toward others' feelings.					L5 Appropriate contact
RE	How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
Science	Animals including humans 1 All about me	Animals including humans 2 All about animals	Everyday Materials 1 Exploring everyday materials	Everyday Materials 2 Exploring everyday materials: Building	Plants	Seasonal changes
	Scientific Enquiry - Asking simple questions and recognise that they can be answered in different ways - Observe closely, using simple equipment - Perform simple tests - Identify and classify - Using their observations and ideas to suggest answers to questions - Gather and record data to help in answering questions					



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Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Near, Far & Where We Are	Bright Lights, Big City	Fire! Fire!	Into the woods	Amazing Africa	How does your garden grow?
English: Writing	1. Lost & Found (<i>Oliver Jeffers</i>) Outcomes/Genres - Narrative - Description - Advice - Instructions - NC reports 2. The Journey Home (<i>Fran Gannon Preston</i>) Outcomes/Genres - Persuasive letter - Lists - Postcards - Wanted poster - Information report - Short stories 3. Not Bernard (<i>David McKee</i>) Outcomes/Genres - Diary entry - Character description	1. Katie in London (<i>James Mayhew</i>) Outcomes/Genres - Diary entry - Persuasive letter - Recount in role 2. A Walk in London (<i>Salvatore Rubbino</i>) Outcomes/Genres - Recount of a trip - Guidebook: 'A Walk in...'	1. The Great Fire of London Outcomes/Genres - Information text - NC report - Warning posters 2. George and the Dragon (<i>Christopher Wormell</i>) Outcomes/Genres - Setting description - Narrative retelling - Character description	1. Woodland/Nocturnal Animals Outcomes/Genres - NC report 2. Little Red (<i>Bethan Woolvin</i>) Outcomes/Genres - Letter - Character description - Advice - Instructions	1. Too Much Talk (<i>Angela Shelf Madearis</i>) Outcomes/Genres - Narrative retelling 2. The Leopard's Drum (<i>Jessica Souhami</i>) Outcomes/Genres - Narrative retelling 3. Anansi Tales (<i>Bobby & Sherry Norfolk</i>) Outcomes/Genres - Narrative retelling	1. The Pea & The Princess (<i>Mini Grey</i>) Outcomes/Genres - Character descriptions - Diary entry 2. Plants Outcomes/Genres - Non-chronological report - Leaflet 3. The Enormous Turnip (<i>Alexei Tolstoy</i>) Outcomes/Genres - Narrative retelling



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Maths	- Numbers within 100 - Addition & Subtraction of 2-digit numbers - Addition & Subtraction word problems	- Measures: length - Graphs - Multiplication & Division: 2, 5 & 10	- Time - Fractions - Addition & Subtraction of 2-digit numbers	- Money - Face, shapes and patterns; lines & turns	- Numbers within 1000 - Measures: capacity & volume - Measures: mass	- Exploring calculation strategies - Multiplication & Division: 3 and 4
Art		Craft and design: Map it out Responding to a design brief, children learn three techniques for working creatively with materials Drawing, craft techniques and printing At the end of the project, evaluate their design ideas.			Drawing: Understanding tone and texture Experiment with a range of materials creating marks and tones Identify how artists use tone Control shading and show tone Understanding and creating texture Observational drawings	Painting and mixed media: Colour mixing Identify primary and secondary colours Identify how artists use paint to create different effects Use a range of brushstrokes with control Art Week Focus Sculpture and 3D: clay houses
Computing	Creating media: Stop Motion - Use better control when taking photos with cameras, tablets, or computers. - Use logical thinking to explore software by		Online Safety Learn how to stay safe online, including protecting personal information,	Programming 1: Algorithms and Debugging Understand how computers use machine learning to	Programming 2: Scratch Junior Explore a new app independently and explain how	Data Handling: International Space Station Explain how



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	predicting, testing, and explaining how it works.		creating strong passwords, and knowing what to do if something feels uncomfortable. • Learn to be responsible and respectful online by checking if information is true and asking permission before sharing content.	make predictions. • Understand key programming ideas, including using loops to repeat instructions and abstraction to remove unnecessary detail.	ScratchJr blocks work. • Use code to create animations, follow and create algorithms, and program actions to run "on tap." • Recognise and explain loops in coding and why they are useful.	astronauts' basic needs are met on the ISS and identify items that support survival. • Read temperatures and data, and design displays and algorithms to monitor conditions and meet plants' needs. • Explain how space exploration benefits
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						life on Earth and how data can show if a planet might be habitable .
DT	Mechanisms: Making a moving monster Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster. DT WEEK - Food Technology- balanced diet (healthy week)		Structures: Baby Bear's chair Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.	Textiles: Pouches Design and sew fabric pouches using running stitch. They will decorate and present their pouches.		
Geography		Would you prefer to live in a hot or cold place? Introduce children to the basic concept of		Why is our world wonderful? Learn about the world's wonders, the names and locations	What is it like to live by the coast? Name and locate continents and oceans of the world while revisiting	



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		climate zones and map out hot and cold places globally. Look at features in the North and South Poles and Kenya. Compare weather and features in the local area. Learn the four compass points. Learn the names and locate the continents of our world		of the world's oceans and consider what is unique about the local area.	countries and cities of the UK and surrounding seas, children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.	
History	Explorers In this unit the children will study the changes through the lives of significant individuals such as famous zoologists, explorers and scientists.		The Great Fire of London Investigate how the Great Fire of London started and spread. The children will describe some of the ways in which how we live now is different to how people lived in 1666.			Kings and Queens In this unit the children will sequence British kings and Queens in chronological order. The children will research about some important British monarchs.
Music	Taking Off - Exploring Pitch To discriminate between higher and lower sounds and understand the soh/me interval	What's the score? To develop children's ability to recognise different ways sounds are made and how they can be changed		Make Notes To develop children's ability to read and play rhythm phrases confidently and explore the mood of recorded music.		



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PE	Fundamental movements and skills (Able to apply the ABCs with fluency in a range of activities) Feedback, Confidence, Technique Running at different speeds, changing directions safely, jumping forwards, backwards and sideways, landing safely from a jump, balance on one foot, throwing and catching with control, rolling and stopping a ball, travelling in different ways, moving safely around others Throwing and Catching Throwing a ball overarm and underarm Catch a ball with two hands, throwing a ball at a target, rolling a ball accurately to a partner, controlling the ball when catching, moving to catch the ball, taking turns with a partner, following simple game rules	Gymnastics (Mat) Travel in different ways (walking, running, crawling), Balance on hands, feet and body parts, holding shapes (curled, stretched), roll safely, jump and land safely, linking movements into short sequences, copy simple sequences, showing control when moving Bat/Wall Games Hitting a ball with a bat using more control, bouncing a ball on a bat and catch it, aim a ball at a wall or target, move to hit a ball from different positions, catch a ball after it bounces, taking turns, keeping a rally going with partner, working safely with a partner	Team Building Games Working cooperatively in a group, taking turns and sharing equipment, helping a partner complete a task, solving simple problems as a team, communicating ideas with others, showing respect and supporting teammates. Invasion Games Moving with a ball in different ways, passing a ball to a teammate with control, catching or stop a moving ball, aiming a ball towards a goal or target, finding space to help your team, following simple game rules, working with others to keep possession, play safely and fairly. Dance with Chantal @ Pioneer Dance	Invasion Games Running with the ball while keeping control, passing the ball to a teammate accurately, catching or stopping the ball safely, shooting or aim at a goal or target, moving into space to help your team, working with others to keep the ball, following the rules of the game, showing good sportsmanship Target Games Aiming a ball or object at a target, throwing or roll with control, adjusting how hard or soft to throw, trying to hit different sized target, taking turns and follow game rules, working with a partner or team, watching carefully and react to the target, playing safely and fairly Dance with Chantal @ Pioneer Dance	Net/Wall Games – Tennis Hitting a ball with a racket, using more control than last year, bouncing a ball on a racket and catch it confidently, sending a ball over a net aiming at a target or space, moving towards the ball to make a controlled hit, keep a rally going with a partner for longer, aiming the ball more accurately at a target or gap, taking turns and follow game rules carefully, playing safely and think about others around you Invasion Games - Moving into space to help your team, find gaps between opponents to receive the ball, passing the ball accurately to a teammate in space, keeping possession by moving and using space wisely, dodging opponents safely while moving with the ball, shooting or aiming at a goal when you have	Sports day Preparation Run at different speeds and change pace safely, Jumping forwards, backwards, and sideways with more control, throwing for distance and aim more accurately, balance while moving and standing still for longer, following instructions quickly and safely, take turns and compete fairly with, cheer and encourage teammates, trying your best and keep improving. Striking and Fielding – Cricket Throwing a ball more accurately than last year, catching a ball safely with two hands and more control, hitting a ball off a tee or bowled ball with better control, stopping and roll a ball to a target more precisely, moving quickly to field the ball in the right place, taking turns and
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					space, working with teammates to create space, playing fairly and follow the rules	understand different roles in the game, working with a partner or team more effectively, following simple game rules and play fairly
					Invasion Games	
PSHE	L1: Class Charter, expectations and brain break reminder L2: Mind up: Getting Focused Lesson 1: How our Brain Works L3: Zones of regulation Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones. Create zones of regulation posters. L4: Kapow Introduction Lesson -Setting ground rules for PSHE lessons. L5 and L6 X2 Empathy Lessons	Family and Relationships L2 Families are all different L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs	Health and Wellbeing L1 Experiencing different emotions L3 Relaxation: breathing techniques L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth	Citizenship L1 Rules beyond school L2 Our school environment L4 Jobs in our local community L5 Similar yet different- my local community L7 Giving my opinion	Economic Wellbeing L1 Where does money come from L2 Exploring needs L3 Exploring wants L4 Bank cards and accounts	Christopher Winter Project (SRE and Drugs & Alcohol Education) Differences: Lesson 1: Differences Lesson 2: Male and Female Animals Lesson 3: Naming Body Parts Lessons from Kapow unit: Safety and the changing body to cover L2 communication online L6 Respecting personal boundaries.



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	- To recognise and name different emotions in themselves and others, building the foundation for empathy. - To show kindness and understanding toward others' feelings.					L7/8 Road Safety, Crossing roads safely.
RE	Why do we need to give thanks?	What do candles mean to people?	How do we know that people feel a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
Science	Animals including humans 1 Life cycles	Animals including humans 2 Growth	Uses of everyday materials	Living things and their habitats 1	Living things and their habitats 2 Habitats around the world	Plants
	Scientific Enquiry • Asking simple questions and recognise that they can be answered in different ways • Observe closely, using simple equipment • Perform simple tests • Identify and classify • Using their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions					



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Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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THEME	Our Bodies and Our Homes	Tricks and Attractions	Rock and Roll	Light My Fire	Pyramids and Plants	
English: Writing	1. Voices in the Park (Anthony Browne) Outcomes/Genres - Letter writing - Diary entries - Narrative 2. The Tin Forest (Helen Ward) Outcomes/Genres - Persuasive - Posters - Information leaflets - Postcards - Diary entries	1. Anansi and other Trickster Tales Outcomes/Genre - Fables 2. Aesop's Fables Outcomes/Genre - Fables	1. Earth Shattering Events (Robin Jacobs) Outcomes/Genres - Instructions - Guide - Report - Story 2. When the Giant Stirred (Celia Godkin) Outcomes/Genres - Description - Recount - Alternative ending	1. Stone Age Boy (Satoshi Kitamura) Outcomes / Genres - Diary Entry - Instructions - Description - Narrative	1. The Story of Tutankhamun (Patricia Cleveland- Peck) Outcomes/Genres - Non- chronological report - Instructions - Riddles - Myth	1. Cinderella of the Nile (Beverley Naidoo) Outcomes/Genres - Diary - Retelling of an Egyptian myth
English: Shared Reading	Guided Reading	Guided Reading	1. Earth Shattering Events (Robin Jacobs) Non-Fiction 2. Faruq and the Wiri Wiri	1. The Stone Age Boy (Satoshi Kitamura) Fiction 2. The Stone Age (DK)	1. Egyptians (DK) Non Fiction 2. The Cat Mummy (Jacqueline Wilson)	1. Fantastic Mr Fox (Roald Dahl) Fiction 2. The Jolly Rogers and the Pirate Piper (Jonny Duddle)



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			(Sofia Payne) • Fiction 3. Gorilla (Anthony Browne) • Fiction 4. Volcanoes, Rocks and Minerals (Rodger Priddy) • Non-Fiction	• Non-fiction	• Fiction 3. Utterly Brilliant Poetry • Poetry	• Fiction 1. Little Leaders (Vashti Harison) • Non-Fiction 2. Zombierella (Joseph Coelho) • Fiction
Maths	• Number Sense • Exploring calculation strategies • Place Value	• Graphs • Addition and Subtraction • Length and Perimeter	• Multiplication and division • Calculating with multiplication and division	• Time • Fractions	• Angles and Shapes • Measures	• Applying multiplicative thinking • Exploring calculation strategies • Place value
Art	Sculpture and 3D: Abstract shape and space Try different ways to create 3d structures using card Make Free standing sculptures			Painting and mixed media: Explore texture with paint and collage Explain how artists (Romare Beardon) use texture and colour Identify warm and cool colours	Craft and design: Ancient Egyptian scrolls Explore Egyptian art Develop design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making. Making zines	Art Week Focus Drawing: growing artists



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	Identify negative space between objects			Use tools and materials to create a range of textured effects Make choices about layout in their art		
Computing	Computing systems & networks: Networks - Understand what a network is, its purpose, and the key parts of a school network, including servers. - Explain wired and wireless connections and how data travels		Online Safety - Understand how social media is used to interact and how technology can affect mood. - Recognise different types of information shared online and learn how to find reliable and safe content.	Programming 1: Scratch - Explore Scratch and its code blocks by predicting, testing, and understanding what they do. - Create, plan, and remix simple animations by combining and changing code blocks.	Creating Media: Video Trailers - Understand the purpose of a trailer and plan one using a storyboard and camera angles. - Create and evaluate a book trailer by editing media, adding text and transitions.	Data Handling: Comparison Cards Databases - Understand what field, record, and data mean, and compare computer and paper databases. - Enter and interpret values in a spreadsheet.



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	from a website to your computer .					
DT	<u>DT Week-</u> Food Tecnology- eating seasonally (DT/healthy week)	Mechanical Systems: pneumatic toys Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and diagrams.	Structures: Product Packaging Explore how 3d packages are used Explore nets in 3d products Make a 3d package for a product Decorate and evaluate their work			Textiles: Cross-stitch and appliqué Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make an Egyptian collar.
Geogra phy	Where does our food come from? 2025/26 Look at the distribution of the world's biomes and map food imports from around the world; learn about trading		Why do people live near volcanoes? Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of			Are all settlements the same? Explore different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use



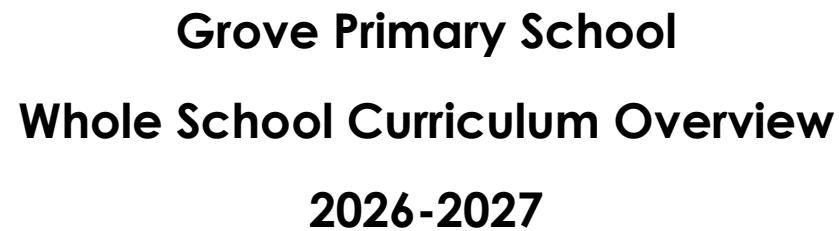
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	fairly, focusing on Côte d'Ivoire and cocoa beans; explore where the food for the children's school dinners comes from and the argument of 'local versus global'.		mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape			comparisons with New Delhi.
History		Tudors To know King Henry VIII had six wives. To understand the significance of the War of the Roses. To know wealthy Tudors liked to show off their riches through their clothes, food and homes. To know harsh punishment, including beheading, was popular and common during Tudor history.		Stone Age Children learn about changes in Britain from the Stone Age to the Iron Age, focussing on the use of tools and settlements.	Ancient Egypt Children learn about the achievements of one of the earliest civilizations – Ancient Egypt. This includes understand what everyday life was like and how relevant their innovations are today.	

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PSHE	L1: Class Charter, expectations and brain break reminder <u>L2 and L3: Mind up: Getting Focused</u> Lesson 1: How our Brain Works Lesson 2: Mindful Awareness <u>L4: Zones of regulation</u> Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones. Create zones of regulation posters. <u>L5: Kapow Introduction Lesson</u> -Setting ground rules for PSHE lessons. <u>L6 and L7 X2 Empathy Lessons</u>	<u>Family and Relationships</u> L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs Bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender	<u>Health and Wellbeing</u> L1 My healthy diary L3 Wonderful me L5 Resilience: breaking down barriers L6 Communicating my feelings L7 Diet and dental health	<u>Citizenship</u> L1 Rights of the child L2 Rights and responsibility L5 Charity L6 Local democracy L7 Rules	<u>Economic Wellbeing</u> L1 How do people pay for things L2 Budgeting L3 How do people feel about money L4 What happens when people spend money L5 Career quest	<u>Christopher Winter Project</u> (SRE and Drugs & Alcohol Education) <u>Valuing Difference and Keeping Safe</u> Lesson 1: Body Difference Lesson 2: Personal Space Lesson 3: Help and Support <u>Lessons from Kapow unit: Safety and the changing body to cover</u> L3 Be kind online. L4 Cyberbullying L8 Keeping safe out and about.
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	- To recognise and describe how others might feel in different situations. - To identify ways to show empathy through actions.					
RE	What makes us human?	Where do our morals come from?	Is Scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
Science	Animals, Including humans Life cycles	Forces and magnets	Rocks	Light	Plants	Scientific enquiry
	Scientific Enquiry - Ask relevant questions and using different types of scientific enquiries to answer them - Set up simple practical enquiries, comparative and fair tests - Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - Gather, record, classify and present data in a variety of ways to help in answering questions - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - Identify differences, similarities or changes related to simple scientific ideas and processes - Use straightforward scientific evidence to answer questions or to support their findings					



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Year 4					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
					Summer 2



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THEME	Here and There	Ice, Ice Baby	Ruthless Romans	Sparks Will Fly	Finding Your Home	Fantastic Beasts
English: Writing	1. The Tempest <i>(William Shakespeare)</i> Outcomes/Genres - Setting Descriptions - Story - Script 2. Cinnamon <i>(Neil Gaiman)</i> Outcomes/Genres - Narrative - Journal entry - Advert - Informal letter 3. Ten Word Tiny Tales Outcomes/Genres - Poetry	1. Arctic Explorers: Henson, Peary and Shackleton Outcomes/Genres - Biography 2. Shackleton's Journey Outcomes/Genres - Job application - Diary - Letter	1. Roman Myths: Romulus and Remus Outcomes/Genres - Narrative 2. Escape from Pompeii Outcomes/Genres - Storyboard - Narrative - Setting description	1. The Iron Man <i>(Ted Hughes)</i> Outcomes/Genre - Poetry - Description - News report - Instructional leaflet - letter	1. Krindlekraxx <i>(Philip Ridley)</i> Outcomes/Genre - Character and setting descriptions - Diary - Suspense - Letter - Adventure story	1. Zoo <i>(Anthony Browne)</i> Outcomes/Genres - Diary - Playscript - Leaflet - Fact File - Letter
English: Shared Reading	1. The Tempest <i>(Shakespeare)</i> - Fiction 2. Cloud Tea Monkeys - Fiction 3. BHM Poetry <i>(Benjamin Zephaniah)</i>	Oliver Twist - Fiction 1. Hetty's Unicorn <i>(Pie Corbett)</i> - Fiction 2. Poem's Aloud <i>(Joseph Coelho)</i> - Poem	1. Horrible Histories: Cut Throat <i>(Terry Dreary)</i> - Non-Fiction 2. Romans in Britain - Non-Fiction	1. Bad Panda <i>(Swappna Haddow)</i> - Fiction 2. Iron Man <i>(Ted Hughs)</i> - Fiction	1. A midsummer's Nights Dream <i>(Shakespeare)</i> Fiction 2. Varjak Paw <i>(FS Said)</i> Fiction	1. Amazon Rainforests Non-Fiction



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	- Poem 4. Sound and India - Non Fiction	3. Antarctica Non-fiction				
Maths	- Place Value - Reasoning with large numbers - Addition and subtraction	- Multiplication and division - Discrete and Continuous Data	- Calculating with Multiplication and Division - Fractions - Time	- Decimals - Area and Perimeter	- Solving Measure and Money Problems - Shape and Symmetry	- Position and Direction - Reasoning with Patterns and Sequences 3D Shape
Art	Drawing: Exploring tone, texture and tone Create 3d effects by contrasting tones Use lines and marks in different ways Compare sizes and draw in proportion Think carefully about space Use texture in collage Use impasto technique			Sculpture and 3D: Mega materials Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.	Craft and design: Fabric of nature Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.	Art Week Focus Painting and mixed media Light and dark Still life
Computing	Data Handling – Investigating Weather		Online Safety	Programming – Further Coding with Scratch	Creating media: website design	Computational Thinking



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	• Search the web and record weather data accurately, including forecasts and sensor measurements. • Design weather stations and automated machines that respond to sensor data, explaining how they work and the units used. • Present weather information using spreadsheets and videos.		• Understand how search results are ranked and that online information may not always be accurate. • Learn to judge the reliability of information, recognise advertising, and identify trustworthy sources. • Reflect on online behaviour, including respectful and disrespectful actions, and the positives and negatives of time online.	• Understand and explain how variables, tracking, and conditions work in Scratch games. • Use variables, sensing blocks, and if/else statements to create and control game actions, including a multiplication game. • Debug and evaluate games by identifying errors and	• Use Google Sites tools and tabs to plan and begin creating a website. • Design a professional, user-friendly website with clear style and useful information. • Build a website with four pages, incorporating a range of features and following a checklist.	• Understand that computational thinking helps solve problems and learn its key skills: decomposition, abstraction, algorithm design, and pattern recognition. • Use decomposition and abstraction to simplify problems and identify patterns to aid solutions. • Design clear algorithms, create
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				reflecting on improvements.		logical step sequences, and apply computational thinking to code, refine, and evaluate work.
DT	DT Week Food Technology: Adapting a recipe using seasonal produce	Mechanisms: Mechanical cars Describe key design improvement in cars Draw exploded diagram of different mechanical cars Identify a design criteria Assess the product against the design criteria	Structure: Making a Helmet (Roman topic link) Investigate and model frame structures to improve their stability, then apply this research to design and create a Roman helmet.	Electrical systems: Torches - Identify the difference between electrical and electronic products. - Evaluate a range of existing torches and their features, then develop a new functional torch design.		
Geography		Who lives in Antarctica? Learn about how latitude and			Why are rainforests important to us?	What are rivers and why are they used?



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		longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.		Develop an understanding of biomes, ecosystems and tropics; map features of the Amazon rainforest and learn about its layers; investigate how communities in Manaus use the Amazon's resources; discuss the global human impact on the Amazon; and carry out fieldwork to compare and contrast two types of forest.	Learn about rivers; their place in the water cycle, the name and location of major rivers and how they are used.
History	Local History History of Ruskin Park (leisure) Black History Walk- 2 lessons- Our local heroes Transport- changes in the local area Housing – how housing needs have changed		Romans The children will investigate the Roman Empire and the impact the Romans had on Britain. Beginning with a focus on the Roman army, and its battles with British tribes, children will find out about how the legacy of the Romans still shapes our everyday lives.		

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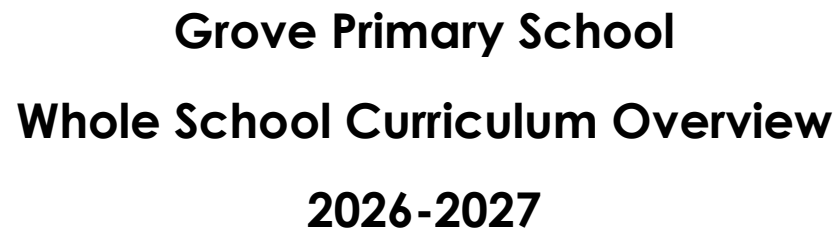
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	<u>L2 and L3: Mind up: Getting Focused</u> Lesson 1: How our Brain Works Lesson 2: Mindful Awareness <u>L4: Zones of regulation</u> Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones. Create zones of regulation posters. <u>L5: Kapow Introduction Lesson</u> -Setting ground rules for PSHE lessons. <u>L6 and L7 X2 Empathy Lessons</u> - To recognise and describe how others might feel in different situations. - To identify ways to show	L1 Respect and manners L2 Healthy friendship L4 Bullying L6 Stereotypes: Disability L8 Change and loss	L1 Looking after our teeth L3 Celebrating mistakes L5 My happiness L6 Emotions L7 Mental health	L1 What are human rights? L2 Caring for the environment L3 Community L5 Diverse communities L6 Local Councillors	L1 Value for money L2 Why keep track of money L3 Looking after money L4 What influences career choices	(SRE and Drugs & Alcohol Education) <u>Year 4 Growing up:</u> <u>Lesson 1:</u> Changes <u>Lesson 2:</u> What is Puberty? <u>Lesson 3:</u> Healthy Relationships <u>Lessons from Kapow unit: Safety and the changing body to cover</u> L1 Internet Safety L2 Share Aware L5 Consuming information online
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	empathy through actions.					
RE	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the bible the best-selling book of all time?	Does the language of scripture matter?
Science	Sound	Living things and their habitats 1	Animals including humans	Electricity	States of matter	Living things and their habitats 2 Conservation
	Scientific Enquiry • Ask relevant questions and using different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings					



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	Blood Lust and the Vikings	Frozen Nights	Ancient Greeks	The Space Race!	Watch Out for That Tree!	Let's Move
	1. The Lost Thing (Shaun Tan) • Diary • Advert • Narrative 2. Beowulf (Michael Morpurgo) Outcomes/Genres • Setting description • Character description • Suspense extract • Fight scene • Extended ending • Scene of playscript • Witness account 1st person narrative • Play script	1. Titanic (Joe Fullman) Outcomes/Genres • News report • Formal and informal letters • Eyewitness accounts • Timeline and recounts • Inquiry into a disaster • Narrative	1. The Odyssey (Gillian Cross) Outcomes/Genres • Retelling • Suspense/ fight scene • Myth	1. Hidden Figures (Winifred Conkling) Outcomes/Genres • NC reports • Formal persuasive letter • Informal letter • Diary entry • Character descriptions • Newspaper report	Chocolate Tree (Linda Lowrey) Outcomes/Genres • Direct address • Setting description • Contrasting character descriptions • Uplevelled tale with extended dialogue • Instructions	The Windrush (Benjamin Zephaniah) Outcomes/Genres • Report • Poem • News report • Letter • Narrative • Speech



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	Eyewitness report					
	1. The Lion, the Witch and the Wardrobe (C S Lewis) - Fiction 2. Viking Voyages - Non-Fiction	1. I am not a label (Carrie Burnett) - Non-Fiction 2. Talking Turkeys (Benjamin Zephaniah) - Poem	1. Greek Myths (Michael Morpurgo) - Thesus and the Minotaur - The Quest for Medusa's Head - The Story of Arachne 2. Groovy Greeks (Horrible Histories) - Non-fiction	1. Curiosity (Markus Motem) - Non-Fiction 2. The Highway Man (Alfred Noyes) - Poetry	1. Kensukie's Kingdom (Michael Morpurgo) Fiction	1. Skellig (David Almond) - Fiction 2. Othello (Shakespeare) - Fiction
	- Reasoning with large whole integers - Integer addition and subtraction - Line graphs and timetables	- Multiplication and division - Perimeter and area	- Fractions and decimals - Angles	- Fractions and percentages - Transformations	- Converting units of measure - Calculating with whole numbers and decimals	2-D and 3-D shape - Volume - Problem solving
	Drawing: Depth and emotion and movement Express movement and show emotion through line		Sculpture: Interactive installation What is installation art? (visit the Tate Modern) Investigate space and scale	Craft and design: Architecture Apply observational drawing skills Develop drawings into print (monoprinting)		Painting and mixed media: Expressive portraits How artists use their work to express their identity



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	Showing depth through mark making Use printing techniques of Elizabeth Catlett Self-portraits using Hom Nguyen as inspiration		Construct 3d art and problem solve as they work	Explore the ideas and designs of Hundertwasser Explore the intent of design		Explore how colour and brushstrokes can portray identity How printing can be layered
	Computing at Alleyns	Computing at Alleyns	Online Safety - Understand the importance of strong passwords and safe online communication, and know who to ask for help. - Recognise bullying and the effects of online activity on health and well-being.	Programming 1 – Music - Recognise Scratch as a coding tool with music features and predict the effects of code blocks through experimentation. - Use loops, nested loops, and sound blocks to create and enhance soundtracks, simplifying programs	Programming 2 – BBC Microbit - Explore, test, and predict how micro:bit programs will work before running them. - Plan and create animations and interactive programs using LEDs, inputs, variables, and conditions. - Build programs that respond to	Creating Media – Stop Motion - Create simple animations or toys with images, single movements, and short stop-motion sequences. - Plan stories by decomposing ideas into storyboards with characters and make small changes for smooth animation. - Add effects like titles, refine animations, and give constructive



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			Search for basic personal information responsibly and give advice to reduce negative online effects.	where possible. Decompose, remix, debug, and evaluate programs to improve their effectiveness	sensor data, and test, debug, and evaluate them for improvements	feedback to others.
	DT Week: Food technology Developing a recipe using seasonal produce	Structures: Boats Designing a stable structure that can support weight. Creating a frame structure with focus on triangulation.			Textiles: stuffed toys Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch	Digital World: Monitoring devices Develop a design criteria Programme an animal monitor Use 3d CAD software Shape and refine ideas Reflect on usability Assess designs



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		Would you like to live in the desert? Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.		Why do oceans matter? Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.		Where does our energy come from? Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.
	Vikings and Anglo-Saxons • Use evidence to build up a picture the Viking era. • Select relevant sections of information. • Use the library and internet for research with increasing confidence.		Ancient Greece • Explore an ancient civilization in detail • Compare and contrast ancient civilizations. • Compare what was happening in the Greek civilisation with what was happening in Britain at the same time		The Mayans •To explore who the Maya were and where they lived. •To understand about the Mayan religion. •To investigate what daily life was like for The Mayans •To investigate how Mayans communicate.	



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	• Revise Spanish phonetics La fonetica	• Days of the week/months of the year La fecha • Christmas Story and songs	• The weather Verb hacer: Que tiempo hace?	• To describe where we live (verb vivir: role of gender in determining articles) Mi casa	• Foods and drinks (singular, plurals, role play) En la cafeteria	• Habitats
	Christmas performance • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Play simple tunes and rhythms whilst maintaining a steady pulse • Play instruments (tuned and untuned) musically and plays in an ensemble solo and in groups • Listen with attention to detail and recall sounds with increasing aural memory • Read symbols, letter pitch notation and rhythm notation to play sounds showing an understanding of dynamics, pitch and tempo • Create grapheme symbols and simple scores to show how sounds are sequenced and organised to make music • Read and record tunes and rhythms using informal notation and rhythm notation		Gamelan Project Jazz Project • Sing with expression • Explore octave scale d r m f s l ti d • Vary tempo dynamics articulation • Sing with phrasing and controlled legato, sing in 2 parts - ostinato, partner songs, rounds • Experience more complex rhythms and a variety of time signatures both simple and compound • Sing in a minor tonality, compare major and minor, sing in 2 part harmony to listen, remember and sing back 4 bar phrases		Southwark Splash Project • Create visual representation of music using a range of marks to represent all the interrelated elements of music • Listen to music with concentration and to describe music in terms of interrelated elements and with some understanding of historical context • Listen and respond to introductions to playing and counting • Listen to and compare music and begin to identify historical context • Show appreciation and some understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	



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	Invasion Games – Football Striking and Fielding – Cricket Dance with Chantal – Pioneer Dance	Gymnastics (mat) • Analysis • Confidence • Feedback • Leadership Invasion Games – Tag Rugby	Athletics Invasion Games: Hockey Swimming @ Camberwell Leisure Centre	Invasion Games: Hockey Invasion Games: Netball Swimming @ Camberwell Leisure Centre	Net/ Wall Games: Tennis • Technique • Feedback • Respect OAA: Dance with Chantal – Pioneer Dance	Sports Day Prep Striking and Fielding Rounders • Tactics • Technique • Rules
	L1: Class Charter, expectations and brain break reminder L2, L3 and L4 Mind up: Getting Focused Lesson 1: How our Brain Works Lesson 2: Mindful Awareness Lesson 3: Focused Awareness L5: Zones of regulation Remind children of zones of regulation. As a class come up	Family and Relationships L2 Friendship skills L3 Marriage L4 Respecting myself L5 Family life L6 Bullying L8 Stereotypes: Race and religion	Health and Wellbeing L2 The importance of rest L3 Embracing failure L5 Taking responsibility for my feelings L6 Healthy meals L7 Sun safety	Citizenship L1: Breaking the law L2 Rights and Responsibilities L4 Contributing to the community L5 Pressure groups L6 Parliament	Economic Wellbeing L1 Why prioritise needs over wants L2 What is a weekly budget L3 What is borrowing and loaning L4 Risks handling money online	Christopher Winter Project (SRE and Drugs & Alcohol Education) Puberty, Relationships & Reproduction - Lesson 1: Talking about Puberty Lesson 2: The Reproductive system Lesson 3: Help and Support



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	with strategies as to what to do if you find yourself in particular zones. Create zones of regulation posters. L6: Kapow Introduction Lesson -Setting ground rules for PSHE lessons. L7 and L8 X2 Empathy Lessons -To understand how to respond empathetically in complex social situations. -To apply empathy to real-life school or community situations.					<u>Lessons from Kapow unit: Safety and the changing body</u> L1 Online Friendships L2 Staying safe online L7 Alcohol, drugs and tobacco: making decisions
	Why doesn't Christianity always look the same?	Why do people have to stand up for what they believe in?	What happens when we die? (Part 1)	What happens when we die? (Part 2)	Who should get to be in charge?	Why are some places significant to believers?
	Properties of Materials	Changes of materials	Forces	Earth & Space	Living things and their habitats	Animals including humans



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Working scientifically

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Use test results to make predictions to set up further comparative and fair tests
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- Identify scientific evidence that has been used to support or refute ideas or arguments



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Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: Writing	1. The Valley of the Lost Secrets (Lesley Parr) Outcomes/Genres - Chronological report - persuasive formal letter - Diary - informal letter - newspaper	1. Rose Blanche (Christophe Gallaz) Outcomes/Genre - non-chronological report - Narrative - informal letter	1. The Island (Armin Greder) Outcomes/Genre - Discursive extract - Discursive newspaper report - Narrative - Recount/report of visit from speaker or exhibition about refugees	1. The Sleeper and the Spindle (Modern Fairytale) (Neil Gaiman) Outcomes/Genres - Narrative with Flashback - Retelling - Blurb - Character description - Setting description - Recount - Own narrative with flashbacks	1. Macbeth (Shakespeare) Outcomes/Genre - Story extract - Letter - Internal monologue - Diary - Playscript scene - Story ending	1. Guardians of the Planet (Dana Thomas) Outcomes/Genres - Report - Leaflet - Advert - Explanation - Fashion Show guide - Script - Speech
English: Shared Reading	Stig of the Dump (Cline King) Fiction Alex Rider Stormbreaker (Anthony Horowitz) Fiction	I Don't Like Poetry (Joshua Siegal) Poetry Journey to Jo'burg (Beverly Naidoo) Fiction	Blackberry Blue (Jamila Gavin) Fiction Black and British (David Olusoga) Non-fiction SATS Revision	SATS Revision Macbeth (Shakespeare) Fiction	Boy in the Tower (Polly Ho-Yen) Fiction	Guardians of the Planet (Dana Thomas) Non-Fiction
Maths	Integers & Decimals	Calculation problems	Decimals & Measures	Position & Direction Statistics	SATS	



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	Multiplication & Division	Fractions & Decimals Percentages	Angles & Properties of Shapes	Ratio & Proportion		
Art	Drawing: Expressing ideas What is street art? Using a one-point perspective. Use different shading techniques Scaling- scale and proportion Explore Street Art in the local area		Painting and mixed media: World in watercolour Explore how different artists respond to the natural world Use watercolours to create different effects Study abstract techniques Complete a watercolour piece inspired by the natural world	Craft and design: Photography To create a photomontage advertising poster Understand abstract art through photography Use digital art techniques Use photography to recreate famous paintings		Art week focus Sculpture and 3D: Making memories by reflecting on primary school experiences
Computing	Computing Systems & Networks: Bletchley Understand that codes have different uses, decode messages,	Creating Media: Web page creation - Create and evaluate a website, considering copyright and navigation paths, on Google Sites - Identify	Online Safety - Understand the positive and negative impacts of sharing online and strategies for a positive online reputation. - Learn the importance	Programming – Intro to Python - Iterate, test, and explain programs while using nested loops and Python commands with comments. - Use loops in Python,	Computing Systems and networks – Exploring AI Understand what AI is, its basic functions, and how it processes text and	Big Data 1 Understand the purpose of barcodes and QR codes, and create and scan their own QR codes.



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	and explain how to create secure passwords. • Research and present historical figures in computer science and their contributions in an engaging way. • Design a concept for a future computer and create a simple audio advert using basic editing skills.	what makes a good web page	of secure passwords and keeping software updated to protect data. • Learn how to capture evidence of online bullying to seek help.	explaining their parts, and alter drawings or programs accordingly. • Understand randomness in programs, decompose them into algorithms, and personalise code through modifications.	image prompts. • Identify everyday applications of AI and learn to generate and refine prompts for optimal responses.	• Explain how infrared and RFID transmit signals and identify uses of RFID. • Collect real-time data, enter it into spreadsheets, use formulas, and present findings to answer questions.
DT	DT Week: Food technology Come Dine with Me	Mechical Systems: Automata toys Develop a design idea			Textiles: Design a textile bag Design a bag and make decisions on	Electrical Systems: Make a game Design a steady hand game



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		Assemble a frame Measure and cut panels Decorate and finish			materials, decorations and attachments (appendages), after learning how to sew a blanket stitch	Construct a steady base Assemble electronics and complete their electronic game
Geography			What is life like in the Alps? Consider the climate of mountain ranges and why people choose to visit the Alps; focus on Innsbruck and look at the human and physical features that attract tourists; investigate tourism in the local area and map recreational land use; present findings to compare the Alps to the children's own locality	Why does population change? Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts		
History	(WW2) Explain why World War II began and	Significant world historical figure – Harriet Tubman.				(Industrial Revolution)



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	order events from early World War II on a timeline. Write a letter in role as an evacuee from World War II. To understand what the blitz was and how it affected people. Describe how people's diets were different during World War II and answer questions about the implementation of rationing. Investigate about women's wartime jobs and describe what they entailed in detail.	(Black History Month) Investigate the slave trade and slavery in the USA and life in Antebellum America. Examine the motives for and consequences of traveling the Underground Railroad. Analyse Harriet Tubman's impact on slavery and the abolition movement. Analyse the influence of geography and politics on maintaining the Underground Railroad.				Understand why the Industrial Revolution was important to Britain. Compare the two ways of producing cotton. Look into what life was like working in an early factory, particularly the high levels of heat, noise and danger. Understand the significance of the steam engine during the Industrial Revolution. Recount why coal and iron were so important for the Industrial Revolution. Investigate the impact that canals
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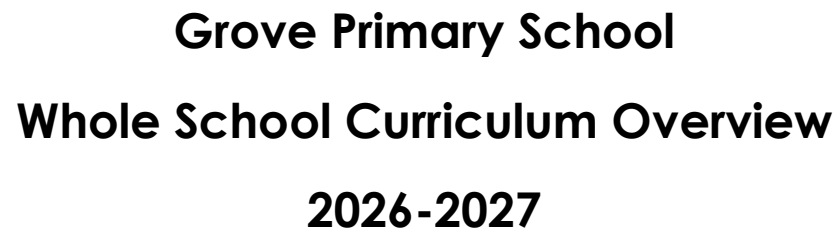
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		Evaluate Harriet Tubman's legacy in relation to abolition and within U.S. history.				had on trade and transport in Britain.
MFL: Spanish	Revise greetings Asking and answering questions Me presento	Classroom objects (using possessive adjective mi) Mi Clase Christmas Story and songs	Clothes Mi Ropa	School routines & subjects Revise days of the week Asking questions En el Colegio	Year 6 SATS	Healthy eating (first person conjugation of key verbs) Comer Sano Spanish cafe
Music	Pulse, in compound and simple time Rhythm patterns in given time signatures Recognise different rhythm patterns Develop specific playing techniques Compose, arrange, practise and perform	Pulse, in compound and simple time Rhythm patterns in given time signatures with an increasing awareness of the theory Recognise different rhythm patterns Develop specific playing techniques Compose, arrange, practise and perform	Strike up the Band Ensemble Use songs as a starting point to create pieces in parts Technical: counting in anacrusis, conducting and leading ensembles	Mama don't low Appraise each other's works Begin to identify musical genres, periods and styles Comment on significant features Respond to listening (feelings and emotions) Reading graphic scores Graphic scores that include elements of pitch, rhythm meter	Year 6 Performance Sing with increased tuning and confidence in head voice and chest voice (with developing control of dynamics and phrasing) Sing in 2 parts confidently	Year 6 Performance Sing with increased tuning and confidence in head voice and chest voice (with developing control of dynamics and phrasing) Sing in 2 parts confidently
PE	Invasion Games: Football	Gymnastics: Mat	Athletics	Invasion Games: Hockey	Net/ Wall Games: Tennis	Sports Day Prep:



	Striking and Fielding: Cricket Swimming @ Camberwell Leisure Centre	Invasion Games: Tag Rugby Dance with Chantal – Pioneer Dance	Invasion Games: Hockey	Invasion Games: Netball	OAA	Striking and Fielding: Rounders Dance with Chantal – Pioneer Dance Swimming @ Camberwell Leisure Centre
PSHE	<u>L1:</u> Class Charter, expectations and brain break reminder <u>L2, L3 and L4 Mind up: Getting Focused</u> Lesson 1: How our Brain Works Lesson 2: Mindful Awareness Lesson 3: Focused Awareness	<u>Family and Relationships</u> L1 Respect L2 Respectful relationships L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss	<u>Health and Wellbeing</u> L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolbox	<u>Citizenship</u> L1 Human rights L4 Prejudice and Discrimination L5 Valuing diversity	<u>Economic Wellbeing</u> L1 How do people navigate their feelings about money L2 How do people keep money safe L3 What money responsibilities are	<u>Christopher Winter Project</u> (SRE and Drugs & Alcohol Education) Puberty, Relationships & Reproduction - Lesson 1: Puberty & Reproduction



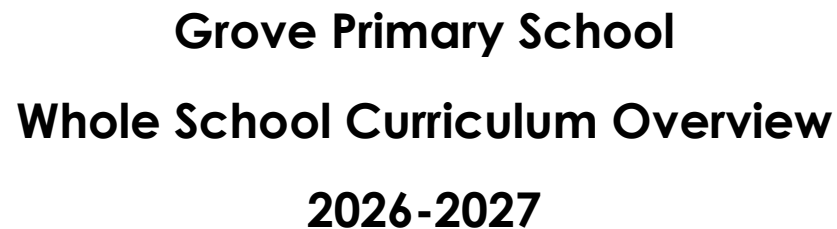
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	<u>L5: Zones of regulation</u> Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones. Create zones of regulation posters. <u>L6: Kapow Introduction Lesson</u> Setting ground rules for PSHE lessons. <u>L7 and L8 X2 Empathy Lessons</u> To understand how to respond empathetically in complex social situations. To apply empathy to real-life school or community situations.		L6: Immunisation L8 Physical Health concerns	L6 National democracy	there in secondary school L4 What are the risks of gambling L6 Career routes	Lesson 2: Communication in Relationships Lesson 3: Families, Conception & Pregnancy Lesson 4: Online Relationships. <u>Drug education –</u> preventing early use. <u>Lessons from Kapow unit: Safety and the changing body to cover</u> L1 Alcohol L2 Critical digital consumers L3 social media
RE	Why does religion look different around the world? (part 1)	Why does religion look different around the world? (part 2)	Why is it better to be there in person?	Why is there suffering? (Part1)	Why is there suffering? (Part 2)	What place does religion have in the world today?



Science	Properties of Materials	Changes of materials	Forces	Earth & Space	Living things and their habitats	Animals including humans
Working scientifically Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments						