

St Luke's Curriculum



KS1 & 2 Long Term Planning

Any titles that are underlined can be clicked on to go to the relevant link for more detailed planning or resources

Year One Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion

AUTUMN 1 - WE ARE HEALTHY CHIEFS		AUTUMN 2 - OUR COMMUNITY		SPRING 1 - OUR TRIP TO THE MOON	
Animals inc humans (human focus)	<ul style="list-style-type: none"> Identify the different senses and the parts of the body linked to that sense. Name different parts of the body including the head, neck, legs, arms, elbows etc. 	Animals including humans	<ul style="list-style-type: none"> Identify and name the animals that live in Canning Town. Identify and sort those that are carnivores, omnivores and herbivores. 	Earth and beyond	<ul style="list-style-type: none"> To know that space is beyond our atmosphere. To be able to describe the Earth as part of a Solar System with the sun at the centre. Identify and name a variety of everyday materials describe the simple physical properties of materials What material would be best to use for a spacesuit, performing simple tests and gathering data to help answer questions.
Computing systems and networks – Technology around US	<ul style="list-style-type: none"> To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly 	Creating media – Digital writing	<ul style="list-style-type: none"> Exploring the keyboard Adding and removing text Exploring the toolbar Making changes to text Explaining my choices Pencil or keyboard 	Programming A – Moving a robot	<ul style="list-style-type: none"> To explain and run a command on a device using buttons To follow an instruction and give directions To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem
The history of food	<ul style="list-style-type: none"> Place Victorians on the class timeline. Compare the diets of two different periods in time -the diet during the times of Victorian era and our diet now. (use clip from Oliver) Understand that the food we eat and diet we have has developed over time. Understand the life of poor Victorians and how this affected our diet. 	Changes in living memory	<ul style="list-style-type: none"> Walk around local area - To identify and describe a range of different houses. (semi-detached, flats, etc). Use the class timeline, discuss and describe the difference in the past up to now. (digimaps on E16 across years) See Newham childhood pack in history resources. Compare houses from the time of Elizabeth II to Queen Victoria be able to say what kinds of things houses have now that they didn't have in the past. Introduce King Charles as our monarch timeline of his life and reign, note significant events on this from national and children's lives. 	A famous person (astronaut)	<ul style="list-style-type: none"> Place a key date in the life of an astronaut on class timeline. To be able to name the famous person and their achievements. To use historical sources to write a biography of the famous person. Compare the similarities and differences of then and now. (fashion, transport and technology 1960s and 2020s) To be able to explain how they contributed to the national identity.
Where is our food from?	<ul style="list-style-type: none"> To locate the world's seven continents and five oceans. Use mapping skills and compass directions to locate continents and oceans where staple foods will be grown, fruits/vegetables etc Create simple maps with keys to show where food is grown in the UK and around the world. 	What's in our local area?	<ul style="list-style-type: none"> Use aerial photographs to recognise and identify basic human and physical features, To create simple maps with keys, To locate England, London, Canning Town and our school on a map To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. To create own sketch map of school or classroom To name key physical features: hill, river, soil, vegetation. To name key human features: city, town, village, factory, housing, office and shop. 	What does the U.K. and world look like from space?	<ul style="list-style-type: none"> Use maps to locate the UK and compare with around the world. Identify hot and cold areas, Equator and the North and South poles. Locate the United Kingdom on a world map and label the 4 countries that make it up To name key physical features: coast, forest, hill, mountain, sea, ocean and river. To name key human features: city, town, village.
Food: preparing fruit	<ul style="list-style-type: none"> Use simple utensils to peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit according to their characteristics e.g. colour, texture and taste to create a chosen product. Understand where a range of fruit comes from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit is a part of the 'eatwell' plate. 	Structures: free standing structures	<ul style="list-style-type: none"> Explore a range of existing free standing structures in the school and the local environment e.g. buildings. Create design criteria for own. Select and use tools, skills and techniques, explaining their choices. Making - Select new and reclaimed materials and construction kits to build their structures. Evaluate structures, exploring how they can be made stronger, stiffer and more stable. 	Strange new worlds	<ul style="list-style-type: none"> examine the work of a famous space artist e.g. Robert McCall Create a 3D sculpture of the alien planet. to use the primary colours to mix own colours to decorate their alien planet sculpture. using patterns to add texture. to use a variety of tools e.g. brush, matchstick, straws to spread paint and evaluate effectiveness of them.
Creation - Who made the world?	<ul style="list-style-type: none"> Understanding Christianity unit https://www.understandingchristianity.org.uk/wp-content/uploads/2021/10/KS1_1.2_Creation_unit_WEB.pdf 	Why does Christmas matter to Christians?	<ul style="list-style-type: none"> Understanding Christianity unit https://www.understandingchristianity.org.uk/wp-content/uploads/2016/04/KS1_1.3_Incarnation_unit_WEB.pdf 	What does it mean to belong - Sikh Gurwara visit	<ul style="list-style-type: none"> Understanding other faiths - Newham 2022 unit https://drive.google.com/drive/folders/1wO21WlwI0siu4jkF-e-FOgFsNXyhr5q?usp=share_link
LITERACY Reciprocal reading Recipe book Funnybones	<p>GPS Skills to cover:</p> <p>Leaving spaces between words Consistent space size Consistent letter size Lower case letters Capital letters Full stops and capital letters</p> <p>Writing opportunities</p> <p>Recipes Shopping list Doctor's report Explanation of body parts Verb/action poem Letter about healthy eating</p>	LITERACY Reciprocal reading Three little wolves and the big bad pig Let's build a house Beegu	<p>GPS Skills to cover:</p> <p>Nouns Verbs Recognising nouns and verbs in sentences Using nouns and verbs in sentences Capital letters for days of the week Capital letters for months Capital letters for names and places</p> <p>Writing Opportunities</p> <p>Diary in role Narrative - magpie Big Bad Pig Month poem Addressing envelopes Letter writing</p>	LITERACY Reciprocal reading Man on the moon Bio of astronaut (twinkl)	<p>GPS Skills to cover:</p> <p>Recognising a sentence Recognising and in a sentence Using and in a sentence Recognising but and or Using but in a sentence Using or in a sentence One word exclamations Commands with exclamations Exclamation or full stop?</p> <p>Writing Opportunities</p> <p>Autobiography Biography Narrative - space adventure</p>

Year One Curriculum Map
Science Computing History Geography Art DT Citizenship/PSHE Religion

SPRING 2 - OUR SPRINGTIME		SUMMER 1 - MY SENSES		SUMMER 2 - OUR SEASIDE HOME	
Plants Animals inc humans (animal focus)	<ul style="list-style-type: none"> ● PLants - 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. ● Animals including humans - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ● identify and name a variety of common animals that are carnivores, herbivores and omnivores 	Animals inc humans (Movement) Light and electricity	<ul style="list-style-type: none"> ● Movement - To be able to name the key parts of the body that help us to move. ● To identify joints where the body bends to allow bones to move. ● To be able to describe why movement is important in animals. ● Light and electricity - to be able to name different parts of a circuit. ● To know what a shadow is and describe it as an absence of light. ● To be able to create a working circuit independently. 	Seasonal changes	<ul style="list-style-type: none"> ● Observe changes across the four seasons ● observe and describe weather associated with the seasons and how day length varies.
Creating media – Digital painting	<ul style="list-style-type: none"> ● To use a computer to write ● To add and remove text on a computer ● To identify that the look of text can be changed on a computer ● To make careful choices when changing text ● To explain why I used the tools that I chose ● To compare typing on a computer to writing on paper 	Data and information – Grouping data	<ul style="list-style-type: none"> ● How can we paint using computers? ● Using shapes and lines ● Making careful choices ● Why did I choose that? ● Painting all by myself ● Comparing computer art and painting 	Programming B – Introduction to animation	<ul style="list-style-type: none"> ● To choose a command for a given purpose ● To show that a series of commands can be joined together ● To identify the effect of changing a value ● To explain that each sprite has its own instructions ● To design the parts of a project ● To use my algorithm to create a program
		Famous figures	<ul style="list-style-type: none"> ● Understand the differences in how we store information comparing books and the internet. ● Understand the life of Tim Berners-Lee and how his work resulted in the formation of the internet. Place on class time line. ● Compare computers and tech now and then. Sort and compare. 	Seaside living – changes in national life	<ul style="list-style-type: none"> ● Put Victorians on a time line, my birth, dinosaurs and now. ● To be able to determine the similarities and differences of seaside holidays in Victorian to the present day looking at a range of sources (newsreel, diaries, photos, postcards). ● Explore how people in the Eastend used to holiday and the differences with today. ● To be able to make suggestions as to why there are those differences. (hotseat member of staff to ask and answer questions) ● To identify the changes in transport and how this affected the ability to go on holiday abroad in the past.
Seasons and weather	<ul style="list-style-type: none"> ● Locate the United Kingdom on a world map, marking on major climate zones. ● To Identify seasonal and daily weather patterns in the United Kingdom. ● To make observations about the weather and discuss how this differs throughout different seasons ● To use compass points and directional language to discuss seasonal and daily weather patterns. ● To understand why it rains. ● To make a rain gauge to measure how much rain water has fallen. ● To understand how to record weather on a weather chart. 	Mapping local habitats	<ul style="list-style-type: none"> ● Interpret a range of sources of geographical information: including maps, diagrams, globes, aerial photographs. ● Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features on a map. Devise a simple map, and use and construct basic symbols in a key. ● Orienteering - use a map of school and locate key points to find the animals, move like that animal to the next point. ● Create simple maps with keys of locations of animals in school grounds. 	A different place near the sea	<ul style="list-style-type: none"> ● Use mapping skills to locate the world's seven continents and five oceans. ● Locate United Kingdom on a globe /locate other country on map/globe (e.g. Tibet or any other non-European country) ● Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (coastal resort) and Non-European country. ● To name key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river. ● To name key human features: city, town, village, farm, house, port, harbour and shop.
Printing flowers	<ul style="list-style-type: none"> ● Investigate the artist Andy Warhol and study the print flowers (1964) ● plan their own flower themed print based on flora found (and names) around the school. Draw on paper, on polystyrene tile, then print. ● Experiment with double print and overlap with colour change. ● to create own picture in the style of Andy Warhol ● using ICT - (see below) 	Mechanisms: sliders and levers	<ul style="list-style-type: none"> ● Explore a range of existing books and everyday products that use simple slides and levers. ● Technical knowledge - Understand that different mechanisms produce different types of movement. ● Design own product using criteria or labelled diagrams. ● Making - Select and use tools, explaining their choices, to cut, shape and join paper and card ● Mini evaluation and then use simple finishing techniques suitable for the project they are creating. 	Textiles - weaving	<ul style="list-style-type: none"> ● Research the artist Steven Brown and look at the techniques used. ● Design own seaside scene in the style of Steven Brown (Weaving on loom (cardboard) using different blues. ● Sketch or draw underwater creatures to cut and place between weaving. Overlap and overlay to create effects and tonal changes. ● Create own and evaluate.
				Teddy Bears Picnic	<ul style="list-style-type: none"> ● Design - come up with a menu for Barnaby bears picnic - possible use of data collect to survey ● Making - select from tools and ingredients to make their own items for the picnic, assemble and combine materials using techniques such as grating and peeling doing so hygienically.
Why does Easter matter to Christians?	<ul style="list-style-type: none"> ● Understanding Christianity unit ● https://www.understandingchristianity.org.uk/wp-content/uploads/2016/04/KS1_1.5_Salvation_unit_WEB.pdf 	How do Hindu people belong?	<ul style="list-style-type: none"> ● Understanding other faiths - Newham 2022 unit ● https://drive.google.com/drive/folders/1tw4njT26odkvmfwgDrC9hCRGo8Riv7TD?usp=share_link 	What does it mean to belong to Islam?	<ul style="list-style-type: none"> ● Understanding other faiths - Newham 2022 unit ● https://drive.google.com/drive/folders/1exoPio6SfgCX2ZzXDNI4i4ri_o7tAaEF?usp=share_link
LITERACY Reciprocal reading Oliver's Vegetables Eddies Garden 10 seeds Titch	GPS Skills to cover: Capital letters Capital letters for name, places and I What is a question? Question openers Using questions Single nouns Plural nouns Adding s Writing opportunities Addressing envelope Letter writing to Oliver Explanation - how plants grow Plant diary Magpie Jack and beanstalk - fairytale	LITERACY Reciprocal reading My 5 senses The listening Walk	GPS Skills to cover: Plural nouns adding s or es Prefixes Adding un Removing un Recognising in, ed, er Using ing, ed, er Writing opportunities Senses poem Labelled sound scape Opposite narrative writing (with/without un) Narrative in past progressive for ing ending	LITERACY Reciprocal reading The lighthouse keeper's lunch (bigbook) The Storm Whale Sally and the Limpet	GPS Skills to cover: Sequencing sentences Recognising sentences Using sentences Ordering sentences Writing opportunities Day of the week diary in role of Lighthouse keeper Letter (range of sentences) Poetry

Year Two Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion

AUTUMN 1 - We are Superheroes		AUTUMN 2 - We are Tour Guides		SPRING 1 - Our Escape from the Great Fire of London	
Animals including humans	<ul style="list-style-type: none"> 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) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	Animals Inc humans (exercise, diet and hygiene focus)	<ul style="list-style-type: none"> Describe the importance of exercise, eating the right amount of different types of food and hygiene for the soldiers. Find out about the needs of animals (horses and mercy dogs) for survival.(Water/Food/Air) 	Animals inc humans (diet and hygiene)	<ul style="list-style-type: none"> Describe the importance of eating the right amounts of food (look at 1666 diet) and hygiene (plague).
Creating media – Making music	<ul style="list-style-type: none"> To say how music can make us feel To identify that there are patterns in music To experiment with sound using a computer To use a computer to create a musical pattern To create music for a purpose To review and refine our computer work 	Creating media – Digital photography	<ul style="list-style-type: none"> To use a digital device to take a photograph To make choices when taking a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools to change an image To recognise that photos can be changed 	Programming A – Robot algorithms	<ul style="list-style-type: none"> To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written
Comparing two individuals who contributed to national/international achievements	<ul style="list-style-type: none"> Place period on class time line. To be able to describe who Florence Nightingale was and achievements How has she impacted the UK and the world. To be able to describe who Mary Seacole was and achievements Using sources compare the two individuals and describe the differences and possible reasons for this.. 	Changes within living memory – World Wars and Remembrance	<ul style="list-style-type: none"> Place on class timeline To know approximately how long ago the World Wars occurred using common language Consider the differences between now and then referring to ration, food and technology. Follow a 1940s recipe - eg Shepherds pie using a week's rations. Make and evaluate the dish. To be able to describe what Remembrance Day is and why it is important. 	Significant event beyond living memory – Great fire of London/Plague	<ul style="list-style-type: none"> Understand how the year 1666 would fit onto a timeline with other time periods studied, Place on class time line. Explain how we can know what happened during the year 1666. Be aware of the use of primary and secondary historical sources and how these can be used to find out information about events. Describe the events leading up to the Great Fire of London. Be able to give reasons for its importance in the history of London. What changes were made after the fire (housing) Link to Sam Pepys hiding cheese - make cheese. Follow steps to make.
Mapping Journeys	<ul style="list-style-type: none"> Use maps to chart the Journeys of Florence Nightingale and Mary Seacole Name and locate the world's seven continents and five oceans. Use and construct basic symbols in a key. 	Our island home – The U.K.	<ul style="list-style-type: none"> To use maps, locational language & compass directions to locate the 4 countries, capital cities & surrounding seas of the UK. To use an Atlas/globe /world map to locate the UK in Europe & world. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Isle of Struay (Coll-Katie Morag) case study/comparison with our local area To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features as part of comparison. To devise a simple map; and use and construct basic symbols in a key of our local area to compare to Coll. 	Mapping London now and then	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features on a map. Devise a simple map; and use and construct basic symbols in a key. Compare maps of London from 1660's and from the present day. Use mapping skills and digimaps to mark on famous landmarks in London, Big Ben, Houses of parliament, Buckingham Palace and monument. Use geographical terms to describe how the city has changed over time.
Textiles- class patchwork quilt: templates and joining techniques	<ul style="list-style-type: none"> Design own patch with design criteria. Explore how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Understand how simple 3-D textiles are made, using a template to cut Making - Select and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Evaluate against design criteria. 	Poppies	<ul style="list-style-type: none"> Look at the installation Blood red land and seas of red by Paul Cummins and Tom Piper Experiment with malleable materials e.g. clay, plasticine, modroc, wire and newspaper etc to create their own poppy sculpture - pinching, rolling, kneading and joining clay. to evaluate their own work and materials used. 	Watercolours and silhouettes - Blaze haze	<ul style="list-style-type: none"> to experiment with watercolours and investigate famous artists that have used these (Monet) to create a silhouette of the london skyline in 1666 to use small brushes to add watercolours to create a wash effect and blend and mix colours to create a landscape of the fire using printing to silhouette and a wash effect for tones and hues.
How are we different?	<ul style="list-style-type: none"> Use similarities to make comparisons. Explore differences discussing the positives and negatives 	What are rights and responsibilities?	<ul style="list-style-type: none"> Children recognise what their rights are and the requisite responsibilities they have. Share why men went off to war, was this their responsibility? What are our responsibilities- British Values link. Observe KS2 Debate. 	Am I staying safe?	<ul style="list-style-type: none"> Link to great fire, explore fire safety (London Fire Brigade Workshop) https://www.london-fire.gov.uk/schools/book-your-school-visit/. Identify people within the community and in our lives that keep us safe.
Creation - Who made the world?	<ul style="list-style-type: none"> Understanding Christianity unit https://www.understandingchristianity.org.uk/wp-content/uploads/2021/10/KS1_1.2_Creation_unit_WEB.pdf 	Why does Christmas matter to Christians?	<ul style="list-style-type: none"> Understanding Christianity unit https://www.understandingchristianity.org.uk/wp-content/uploads/2016/04/KS1_1.3_Incarnation_unit_WEB.pdf 	Why are different books special for different people?	<ul style="list-style-type: none"> Understanding other faiths - Newham 2022 unit https://drive.google.com/drive/folders/1WrNFRhxEaTSLp75iWBJ2lxzN74r0v_4g?usp=share_link
LITERACY Reciprocal reading Traction man Supertato	<p>GPS Skills to cover:</p> <p>Capitals for sentence starts and proper nouns To use ! ? . and capitals To use 'and' to join sentences To use commas to separate items in a list To use expanded noun phrases to add detail</p> <p>Writing opportunities:</p> <p>Snowballing Questions to ask superhero and hotseat + Replies Speech bubbles to record hotseat Letter to superhero Note taking Non chronological report Use image to list nouns and turn into expanded noun phrases Character description of Mary and Florence to compare and contrast</p>	LITERACY Reciprocal reading Flo and the Somme Where the poppies now grow Katie Morag	<p>GPS Skills to cover:</p> <p>Co-ordination - using and, or, but Subordination - using when, if, that, because Consolidate previous learning and apply in writing How do grammatical patterns in a sentence make a question? How do grammatical patterns in a sentence show a command?</p> <p>Writing opportunities:</p> <p>Senses poem about the war Snowballing Diary Letter to the soldiers / Letter in reply home Non fiction report "How to save our planet." - include conjunctions Research - taking notes Letter writing (including questions) Instructions to care for an animal (imperative verbs/commands)</p>	LITERACY Reciprocal reading Biography of Samuel Pepys Toby and the Great Fire In the Land of the Giants (Great Fire of London Page 7)	<p>GPS Skills to cover:</p> <p>Questions Verbs (synonyms and shades of meaning) & Adverbs Contractions and apostrophes Possession - plural or possessive? Exclamations Statements Recognising all four sentence types</p> <p>Writing opportunities:</p> <p>Note taking Writing questions Magpie narrative Autobiography / Biography Lists - writing events in chronological order Diary writing in role of Samuel Pepys Senses poem</p>

Year Two Curriculum Map
Science Computing History Geography Art DT Citizenship/PSHE Religion

SPRING 2 - Our Materials		SUMMER 1 - Our Natural World		SUMMER 2 - Our Coast	
<p>Everyday Materials Sort to recycle Lego WeDo 2</p>	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Investigate how natural and man made materials are used and the impacts of this. 	<p>Plants</p>	<ul style="list-style-type: none"> Take photos of plant in eco garden using i-pad then edit and label 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. Identify & name a variety of plants in their habitats, including micro-habitats 	<p>Living things and their habitats</p>	<ul style="list-style-type: none"> 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 live symbiotically. Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals - food chains.
<p>Programming B – An introduction to quizzes</p>	<ul style="list-style-type: none"> To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improve 	<p>Computing systems and networks – IT around us</p>	<ul style="list-style-type: none"> To recognise the uses and features of information technology To identify the uses of information technology in the school To identify information technology beyond school To explain how information technology helps us To explain how to use information technology safely To recognise that choices are made when using information technology 	<p>Data and information – Pictograms</p>	<ul style="list-style-type: none"> To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer
<p>Famous Scientists in History</p>	<ul style="list-style-type: none"> Study life and works of John Mcadam (or other materials scientist) How was his work important to us? Add period to class timeline 	<p>Famous Scientists in History</p>	<ul style="list-style-type: none"> Study famous Victorian botanist "Marianne North " and place it on class timeline. Why did she become a botanist? What is her legacy? Compare a botanists job now to her work then similarities and differences. On a world map, plot her journey across the world. 	<p>Famous Scientists in History</p>	<ul style="list-style-type: none"> Watch a "deadly in 60" episode with Steve Backshall". What is he doing this job? link to preservation and conservation and protecting the future.
<p>Famous Buildings</p>	<ul style="list-style-type: none"> Use an atlas to identify the United Kingdom and its countries as well as famous landmarks in the UK, Big Ben, Forth Bridge, Angel of the North, Edinburgh Castle etc. Use an atlas or world map to identify the seven continents and famous buildings e.g. Pyramids, Taj Mahal, Great Wall of China, Sydney opera house, statue of liberty, leaning Tower of Pisa. (Oxford First Atlas pg 30-31) 	<p>Is school the same everywhere? Australia or Ethiopia case study</p>	<ul style="list-style-type: none"> Identify the location of our school on a map of london. Identify the location of the non-European country in relation to the U.K (Ethiopia - link with Stand By Me charity) To understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. To compare the human and physical geography of the two locations To identify seasonal and daily weather patterns in our part of the UK and the contrasting non european countries. Talk about the country in relation to hot and cold areas of the world, the Equator and the North and South Poles 	<p>The seaside (Leigh on Sea)</p>	<ul style="list-style-type: none"> To use world maps and atlases to identify the United Kingdom, its countries & surrounding seas. Identify coastal towns on a map of the U.K. Compare similarities and differences between Leigh-on-Sea and Canning Town Human and Physical features. To name and identify key physical features: beach, cliff, coast, forest, hill, sea, ocean, river, soil, valley, vegetation and weather. To name and identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. To use aerial photographs and fieldwork to recognise landmarks and basic human and physical features; devise a simple map; and use & construct basic symbols in a key.
<p>Mechanisms: wheels and axles (Lego WeDo kits unit also available for this unit)</p>	<ul style="list-style-type: none"> Design - Explore and use wheels, axles and axle holders.Distinguish between fixed and freely moving axles. Make - Select from and use a range of materials and components such as paper, card, plastic and wood Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Evaluate product. How could it be improved? 	<p>Working with sliders and levers</p>	<ul style="list-style-type: none"> Exploring making mechanisms Understanding that levers and sliders are mechanisms Knowing that levers and sliders can make things move Using words to describe movement: up, down, left, right, vertical and horizontal Creating moving plant models that use levers and sliders Use Marianne North style drawings to decorate the flower at top of the working model. 	<p>Food: preparing vegetables (Make Hummus and carrot/celery/cucumber sticks)</p>	<ul style="list-style-type: none"> Understand where a range of vegetables comes from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how vegetables are a part of a healthy diet. Use simple utensils to peel, cut, slice, squeeze, grate and chop safely. Select from a range of vegetables according to their characteristics e.g.colour, texture or taste to create product
<p>What am I good at? Who am I?</p>	<ul style="list-style-type: none"> Children explore what makes them who they are, personality friends and family. Explore the idea of being good at something and give examples along with why. 	<p>Is that fair?</p>	<ul style="list-style-type: none"> Introduce the idea of fair and unfair in the context of fair trade. Consider social and moral dilemmas. Discuss with those of other faiths about fairness and what it means to them. 	<p>'Painting' with paper</p>	<ul style="list-style-type: none"> Look at selected works by Eileen Downes Evaluate others - decides on most effective adhesive based on experience Using Photographs taken at Leigh-on- plan piece of landscape collage artwork justifying the pictures used. Make - selects, sorts, fold, crumple, cuts and tears according to qualities e.g. warm, cold, shiny, smooth to change texture create own collage of Leigh-on-Sea landscape & evaluate.
<p>Why does Easter matter to Christians?</p>	<ul style="list-style-type: none"> Understanding Christianity unit https://www.understandingchristianity.org.uk/wp-content/uploads/2016/04/KS1_1.5_Salvation_unit_WEB.pdf 	<p>How does special food and fasting help people in their faith?</p>	<ul style="list-style-type: none"> Understanding other faiths - Newham 2022 unit https://drive.google.com/drive/folders/1mRsUKRnuVod1jpNxzMw6zICiEEOV4isG?usp=share_link 	<p>What does it mean to say sorry?</p>	<ul style="list-style-type: none"> Understanding other faiths - Newham 2022 unit https://drive.google.com/drive/folders/11SJphclcb6bDDmUG2V1G3jJowvIowG2A?usp=share_link
<p>LITERACY Reciprocal reading</p>	<p>GPS Skills to cover: Tenses - simple past and present Tenses - past and present progressive Compound nouns Suffixes / -ment / -er / -ness Suffixes / -ful / -less Writing opportunities: Plan, write and edit own version in simple past - magpie character and setting storyline Book review including words with suffixes Enjoyment, happiness, etc Predict and write next possible chapter (list of words with suffixes to use in context)</p>	<p>LITERACY Reciprocal reading</p>	<p>GPS Skills to cover: Suffixes for comparative adjectives Suffixes for superlative adjectives Comparing and ordering superlatives and adjectives Consolidation Writing opportunities: Diary in role TV - news report Seaside poetry Poster/advert to encourage visitors to seaside (persuasive)</p>	<p>LITERACY Reciprocal reading</p>	<p>GPS Skills to cover: Consolidation Writing opportunities: Diary entry from beach trip Report on Leigh-on-Sea Human and Physical features Own choice to apply GPS</p>

Year Three Curriculum Map
 Science Computing History Geography Art DT Citizenship/PSHE Religion

AUTUMN 1 - Our Tudor Life		AUTUMN 2 - A Guide to Our Town		SPRING 1 - Our Egyptian Museum	
Shadows/Light	<ul style="list-style-type: none"> Be able to use language like transparent/ translucent and opaque to describe objects. To be able to describe a shadow as an opaque object blocking the light. To notice light is reflected off of objects and that is how we see it. 	Animals inc humans – diverse habitats, classifications -	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	Plants	<ul style="list-style-type: none"> Identify basic parts of plants and the jobs they fulfil Explore the requirements of plants to grow. Investigate how water is transported in plants. Investigate human farming methods and how they can be more sustainable.
Computing systems and networks – Connecting computers	<ul style="list-style-type: none"> -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explore how digital devices can be connected -To recognise the physical components of a network 	Data and information – Branching databases	<ul style="list-style-type: none"> -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool 	Programming A – Sequence in music	<ul style="list-style-type: none"> -To explore a new programming environment -To identify that commands have an outcome -To explain that a program has a start -To recognise that a sequence of commands can have an order -To change the appearance of my project -To create a project from a task description
Tudors – age of discovery	<ul style="list-style-type: none"> Place events during the Tudor age on a timeline and be able to identify where the Tudors fit within the history of England. Use sources to explore Henry VIII and his life. Study Tudor explorers such as Columbus and Francis Drake, debate are they explorers or pirates? Write a discussion piece. Explore tudor life in England and how this changed for rich and poor. Consider the impact of the world ‘expanding’ during this time and how things changed for the general populace. 	The History of Canning Town	<ul style="list-style-type: none"> Compare and contrast Canning Town across the years using digi maps (1890s, 1950s and now) Interview local resident as a primary source of information 	Ancient Egypt - land of the Nile and Gods	<ul style="list-style-type: none"> Place Egyptians on class time line and compare to other periods studied. Identify who the ancient Egyptians were and key parts within Egyptian history Investigate life in ancient Egypt for different members of society Children use sources to identify key characters within the Egyptian civilisation and share the impact they had on society. Use sources to Identify Egyptian beliefs and gods. Consider how things like the flooding of the Nile impacted the people living in its vicinity.
Tudor Exploration	<ul style="list-style-type: none"> Map the routes the explorers took and list the seas they sailed. Use maps to explore the countries visited and the trade and food imported from each. Use maps to look at Tudor towns in the UK and how the human geography of the UK changed in this time. 	Mapping Our local area – diverse population, buildings, weather, beliefs	<ul style="list-style-type: none"> Locate the UK within Europe, Identify London and other capital cities/flags of selected European countries. Use digital/computer mapping (Digimaps) to locate Canning Town, East London and important local buildings. To use digimaps to plan a route for their fieldwork investigation. Use fieldwork in the local area to observe, record and map the human and physical features using a range of methods, including land use mapping. Present information about the local area in a report. 	What is Egypt like today – case study on physical features, climate and geography.	<ul style="list-style-type: none"> Use maps to identify the location and climate of Egypt in relation to longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Locate the countries Africa using maps. Describe and understand key aspects of Egypt’s Physical geography, including: climate zones, biomes and vegetation belts. Case study of a locality in Egypt.
Tudor portraits	<ul style="list-style-type: none"> Study famous portrait artists and learn from their style. Planning page - experiment with a wide range of materials to create the best finish of a portrait. To sketch from observation a range of faces ensuring features are positioned accurately and in proportion- use plan to use chosen material. Focus on line, mark, form and shape - ensure element of depth in portrait. Look at old tudor portraits add the relevant items of clothing to turn portraits into tudor portraits. 	Landscape paintings looking at Lowry	<ul style="list-style-type: none"> Study famous landscape artists e.g. LS Lowry and take ideas from their style of drawing. Develop sketches using a range of artists techniques to add shade and tones. Create colour wheel and understand how artists make different tones explore tone and shading using different media. Sketch own landscape in the style of LS Lowry using tone/shading and evaluate against criteria. 	Shell structures Shabtis in clay Hieroglyphic writing	<ul style="list-style-type: none"> Develop and use knowledge of how to construct strong, stiff shell structures. Select and use appropriate tools to measure, mark out, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities.
Was a Tudor dish a healthy and varied diet?	<ul style="list-style-type: none"> Compare and contrast diet from today and Tudor times. Plan a tudor banquet.Evaluate a tudor dish (see Tudor cookbook) in the context of healthy and unhealthy lifestyles. Make - using utensils and techniques create the new dish. 	What are my opinions and views?	<ul style="list-style-type: none"> Children identify their views about a range of subjects both inside and outside of school. Give opinions justifying them, listening to theirs and considering their point of view. Participate in a whole school debate on the chosen topic. 	Rules, laws and why we need them.	<ul style="list-style-type: none"> Identify rules around school and how they link to laws. Explore how laws affect the lives of adults and share whether they are necessary and why?
What kind of a world did Jesus want?	<ul style="list-style-type: none"> Understanding Christianity unit https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2a4_Gospel_WFB.pdf 	What is the Trinity?	<ul style="list-style-type: none"> Understanding Christianity unit https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2a3_Incarnation_WFB.pdf 	How do Jews celebrate their beliefs?	<ul style="list-style-type: none"> Understanding other faiths - Newham 2022 unit https://drive.google.com/drive/folders/1rTspzFesY7oCok5i_J7vebA2HG7uAog?usp=share_link
LITERACY Reciprocal reading The Queen’s token	<p>GPS Skills to cover: Noun phrases Types of Sentences Expanding sentences Commas Vowels and Consonants a or an Determiners Clauses Co-ordinating conjunctions</p> <p>Writing opportunities: Recipe for Tudor meal Recount Biography of Tudor figure Poetry Tudor narrative Letter</p>	LITERACY Reciprocal reading Katie meets the impressionists	<p>GPS Skills to cover: Clauses (review) Sub-ordinating conjunctions Conjunctions of Time, Place and Cause Using conjunctions</p> <p>Writing opportunities: Travel brochure Persuasive advertisement/poster Diary/recount Narrative Local newspaper report on issues from fieldwork Or script for local news report vlog/youtube</p>	LITERACY Reciprocal reading Ancient Egypt - Tales of gods and pharaohs	<p>GPS Skills to cover: What is an adverb? Adverbs of time Adverbs of place Adverbs of cause What is a preposition? Prepositional phrases</p> <p>Writing opportunities: Factfile to compare and contrast Gods/Pharaohs Non-chronological report Character analysis/description Character Poetry Shape Poetry</p>

Year Three Curriculum Map
 Science Computing History Geography Art DT Citizenship/PSHE Religion

SPRING 2 - Forces - Seen and Unseen		SUMMER 1 - Our Adventure Back in Time		SUMMER 2 - Our Escape from the Volcano	
<p>Forces</p> <ul style="list-style-type: none"> ● Compare how things move on different surfaces ● Notice that some forces need contact between two objects, but magnetic forces can act at a distance ● Observe how magnets attract or repel ● Observe how magnets attract some materials but not others ● Compare and group variety of everyday materials (magnetic or non-magnetic) ● Understand how magnets work to attract/repel labelling poles. 	<p>Forces and Magnets – link to iron age</p>	<ul style="list-style-type: none"> ● Describe materials that are attracted to magnets and those that repel, spotting patterns. ● Be able to make predictions about magnetic materials. ● To be able to describe the magnets as having poles, identify them and describe the different reactions to one another. 	<p>Rocks</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 when things that have lived are trapped within rock ● Recognise that soils are made from rocks and organic matter. 	
<p>Creating media – Animation</p> <ul style="list-style-type: none"> ● To explain that animation is a sequence of drawings or photographs ● To relate animated movement with a sequence of images ● To plan an animation ● To identify the need to work consistently and carefully ● To review and improve an animation ● To evaluate the impact of adding other media to an animation 	<p>Creating media – Desktop publishing</p>	<ul style="list-style-type: none"> ● To recognise how text and images convey information ● To recognise that text and layout can be edited ● To choose appropriate page settings ● To add content to a desktop publishing publication ● To consider how different layouts can suit different purposes ● To consider the benefits of desktop publishing 	<p>Programming B – Events and actions</p>	<ul style="list-style-type: none"> ● To explain how a sprite moves in an existing project ● To create a program to move a sprite in four directions ● To adapt a program to a new context ● To develop my program by adding features ● To identify and fix bugs in a program ● To design and create a maze-based challenge 	
<p>Famous Scientists in History</p> <ul style="list-style-type: none"> ● Study the life of Isaac Newton or other famous forces Scientist ● Add life events to the class timeline. 	<p>Neolithic hunter gatherers to the iron age and Bronze age</p>	<ul style="list-style-type: none"> ● Place Stone, bronze and iron age onto class time line. ● Compare and contrast differences and sort lifestyles, tools, diet of each era. ● Make links between technology at the time and now and how that compares to our lives now. Sort items and their uses. ● Gather information upon Amesbury Archer - Using sources, what do we know. 	<p>Famous Scientists in History</p>	<ul style="list-style-type: none"> ● Study Mary Anning , write bio and visit Natural History Museum. 	
<p>Earthquakes - Nepal case study</p> <ul style="list-style-type: none"> ● Use digital/computer mapping to locate Nepal. ● Compare and contrast Nepal and England (physical and human features and differences) ● Identify environmental regions, key human characteristics, and major cities of Nepal. ● Describe and understand key aspects of the physical geography of Nepal including mountains and earthquakes. ● Explain why earthquakes may occur and the dangers of these. ● To understand the structure of the Earth and how this causes earthquakes ● To understand the geographic hazards that may be caused by earthquakes. 	<p>Skara Brae case study</p>	<ul style="list-style-type: none"> ● To use maps, atlases and digital/computer mapping to locate Skara Brae in the U.K. and describe features studied. ● To use the eight points of a compass, four and six-figure grid references, symbols and key to locate Skara brae and describe the human and physical features around the settlement. ● Explore settlement/housing at the time using Skara Brae as a case study. ● To create a sketch map of the settlement noting important features. 	<p>Volcanoes</p>	<ul style="list-style-type: none"> ● Identify the countries and capital cities of European countries ● Locate and identify the mountainous regions in Europe e.g. the Alps/Apennines ● Locate volcanic regions in Europe and map. (Etna or Vesuvius volcanoes in Italy and the Eyjafjallajökull volcano in Iceland) ● Identify their environmental regions, key physical and human characteristics, countries, and major cities. ● Describe and understand key aspects of: physical geography: mountains, volcanoes and earthquakes. ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	
<p>photographing forces</p> <ul style="list-style-type: none"> ● To becomes aware of photography as an art form ● Investigate the landscape photos of Anne Leibovitz ● Collect photographs on the theme of forces ● Develops an understanding of scale and perspective in photography ● Create, edit and evaluate own collection of photographs around the theme of forces. ● Create a frame for the photograph collage using printing and pattern. 	<p>Food: A healthy and varied diet</p>	<ul style="list-style-type: none"> ● Stew apples in an outside fire like a stone age man. ● Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. ● Plan the main stages of a recipe, listing ingredients, utensils and equipment. ● Know how to use appropriate equipment and utensils to prepare and combine food. ● Know about a range of fresh and processed ingredients appropriate to their product and whether they are grown, reared or caught. 	<p>Pop art volcanoes</p>	<ul style="list-style-type: none"> ● Look at the style of Roy Lichtenstein. ● Innovate a volcano piece of artwork based on the pop art style. ● Develop use of colour and brush technique to include, dotting, scratching and splashing ● Critique own work and work of peers. ● Use printing and pattern to create work. 	
<p>Mechanical Systems: levers and linkages</p> <ul style="list-style-type: none"> ● Distinguish between fixed and loose pivot. ● Understand and use lever and linkage mechanisms to create movement. ● Design and make - select from appropriate tools with some accuracy to cut, shape and join paper and card. ● Evaluate finishing techniques suitable for the products they are creating 					
<p>Why do Christians call it 'good' Friday?</p> <ul style="list-style-type: none"> ● Understanding Christianity unit ● https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2a5_Salvation_WEB.pdf 	<p>What can we learn about Signs and symbols in Religions?</p>	<ul style="list-style-type: none"> ● Understanding other faiths - Newham 2022 unit ● https://drive.google.com/drive/folders/1Bpay6YWXGISORA3NC13x-Pifu-povYeUS?usp=share_link 	<p>What do Sikh sayings tell us about beliefs?</p>	<ul style="list-style-type: none"> ● Understanding other faiths - Newham 2022 unit ● https://drive.google.com/drive/folders/1jDcbAtWmTGMij4WMI6_4ktMASVW9Hmx3?usp=share_link 	
<p>LITERACY Reciprocal reading Escape from Pompeii*</p>	<p>GPS Skills to cover: Prepositional phrases of Time, Place and Cause Recognising direct speech Punctuating direct speech Writing direct speech Writing opportunities: Letter from Pliny the younger Talking poem (lines of dialogue from different voices) Adventure narrative</p>	<p>LITERACY Reciprocal reading Ug Stone age boy</p>	<p>GPS Skills to cover: Present Perfect Form Types of nouns Abstract nouns Sequencing sentences Paragraphs in narratives Writing opportunities: Repeated pattern poetry Personification poetry using abstract nouns Stone Age recipe Stone age narrative</p>	<p>LITERACY Reciprocal reading Escape from Pompeii The pebble in my pocket</p>	<p>GPS Skills to cover: Paragraphs in reports Root word, prefix/suffix Identifying word families Prefixes Super- Anti- Auto- Sub- inter- Writing opportunities: Report Create a word family poster Create a wordsearch for a friend Create a crossword for a friend</p>

Year Four Curriculum Map
 Science Computing History Geography Art DT Citizenship/PSHE Religion

AUTUMN 1 - Our Greek Adventure		AUTUMN 2 - Our World (Architecture in Schools project)		SPRING 1 - Our UK Museum	
Sounds	<ul style="list-style-type: none"> ● Sound - identify how sounds are made and associating it to vibrations and that they travel through different mediums to the ear. ● Make links between volume and pitch and the objects that make those sounds. ● recognise that sounds get fainter as the distance from the sound source increases. 	States of matter	<ul style="list-style-type: none"> ● States of matter - compare and group materials based upon solid, liquid and gas. ● Observe how materials change state through change in temperature and explore his through working scientifically using degrees C (Celsius) ● Identify evaporation and condensation and their place in the water cycle, also associate rate of evaporation with temperature. 	Living things and their habitats	<ul style="list-style-type: none"> ● Living things and their habitats - Recognise that living things can be grouped in a variety of ways ● Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ● Recognise that human development has an impact on habitats and biodiversity.
Computing systems and networks – The Internet	<ul style="list-style-type: none"> ● To describe how networks physically connect to other networks ● To recognise how networked devices make up the internet ● To outline how websites can be shared via the World Wide Web (WWW) ● To describe how content can be added and accessed on the World Wide Web (WWW) ● To recognise how the content of the WWW is created by people ● To evaluate the consequences of unreliable content 	Programming A – Repetition in shapes	<ul style="list-style-type: none"> ● To identify that accuracy in programming is important ● To create a program in a text-based language ● To explain what 'repeat' means ● To modify a count-controlled loop to produce a given outcome ● To decompose a task into small steps ● To create a program that uses count-controlled loops to produce a given outcome 	Creating media – Audio editing	<ul style="list-style-type: none"> ● To explain that the composition of digital images can be changed ● To explain that colours can be changed in digital images ● To explain how cloning can be used in photo editing ● To explain that images can be combined ● To combine images for a purpose ● To evaluate how changes can improve an image
Greeks	<ul style="list-style-type: none"> ● Create class timeline and order previous periods studied and add Ancient Greek period to this. ● Using sources Identify key inventions and discoveries during Greek times that impact us today. ● Investigate the organisation and government of Ancient Greece and what this meant for modern democracy. ● Show an awareness of the similarities and differences between the Ancient Greek city states ● Explore the belief system of the Ancient Greeks and compare this to other periods studied. ● Investigate the Trojan War and the Ancient Greek Olympic games and how we know so much about Ancient Greece. 	Famous Scientist or Architect	<ul style="list-style-type: none"> ● Study the life of Mary Curie or a famous Architect based on the Architecture in schools project for the year. ● Add life events to the class timeline. 	The Anglo Saxons and Scots	<ul style="list-style-type: none"> ● Understand the impact of Britain's settlement by Anglo-Saxons and Scots ● Understand how the Roman withdrawal affected Britain in c. AD 410 ● Be aware of the Scots invasions from Ireland to north Britain (now Scotland) and reasons for this. ● Anglo-Saxon invasions, settlements and kingdoms: place names and village life ● Anglo-Saxon art and culture ● Christian conversion – Canterbury, Iona and Lindisfarne
Greece in Europe	<ul style="list-style-type: none"> ● Locate Greece in Europe, locate the capital city and investigate country data. ● Locate capital cities and flags of Greece and other countries in Europe. 	A different place France (or the Mediterranean)	<ul style="list-style-type: none"> ● Compare & contrast a region in a European country – France ● Use maps/computer mapping to locate France in Europe, identify cities, coasts, rivers, mountains. ● Identify settlement, economic activity and land use patterns in Boulogne. ● Use a map of the U.K. and France to identify the journey from London to Boulogne. ● Identify the surrounding seas of the U.K. and France. 	Great Britain – Mapping Settlement and economic activity in the UK	<ul style="list-style-type: none"> ● Understand the difference between the U.K.Great Britain and the British Isles. ● Name and locate counties and cities of the United Kingdom and areas of high ground including hills and mountains. ● Use geographical sources to investigate the industry and economic activities that happen in the UK, including trade links, and the distribution of natural resources including energy, food, minerals and water. ● Investigate how settlement and economic activity has developed and changed since Roman times. ● How can we protect our natural environment whilst still using its resources.
Stories of the Greeks	<ul style="list-style-type: none"> ● Make sketches of ancient greek scenes and stories based on ancient greek pottery. ● Create, develop and refine own design inspired by Ancient Greek art. ● using clay roll out to form a tile and then score the image onto clay. 	Architecture - Looking closely	<ul style="list-style-type: none"> ● Research images of buildings as examples ● Children can take their own photos of buildings in our local area to observe closely. ● Children can use an app to enhance their image. ● Enlarge a selection of the image using viewfinders and sketch plan and section view. ● Use media to create the final piece of work of the enlarged part. 	Anglo-Saxon art	<ul style="list-style-type: none"> ● study famous examples of Anglo-Saxon art ● Use different techniques for different purposes e.g. shading, hatching. ● Apply skills to sketch chosen example.
Greek beverages	<ul style="list-style-type: none"> ● Understand how a range of food is grown and harvested - harvest the grapes that have been grown in the eco garden. ● Making - make grape juice using traditional techniques. ● Design packaging for grape juice advertising the healthy benefits of it. 	Food for the future?	<ul style="list-style-type: none"> ● Zero carbon lesson on impact of food on climate change ● Children create the most climate friendly meal and cook. ● Chopping skills including bridge and claw hold. 	Anglo-Saxon food	<ul style="list-style-type: none"> ● Explore food that the Anglo-Saxons would have eaten ● Weighing and measuring – accurately use scales and measuring jugs. ● Create Anglo Saxon style stew using chopping and mixing skills.
What kind of a world did Jesus want?	<ul style="list-style-type: none"> ● Understanding Christianity unit ● https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2a4_Gospel_WEB.pdf 	What is the Trinity?	<ul style="list-style-type: none"> ● Understanding Christianity unit ● https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2a3_Incarnation_WEB.pdf 	How do Hindus Worship?	<ul style="list-style-type: none"> ● Understanding other faiths - Newham 2022 unit ● https://drive.google.com/drive/folders/1BsaMDIZ8jGLHRTL5Bf8j6efblbiQ_hh?usp=share_link
LITERACY Reciprocal reading Odysseus	<p>GPS Skills to cover:</p> <p>Determiners Clauses Expanding sentences using conjunctions, adverbs and prepositions Direct speech Past tense Present tense</p> <p>Writing opportunities:</p> <p>Letter from Odysseus to wife Character description Narrative - box up Odysseus as model to imitate and innovate Narrative adventure using dialogue</p>	LITERACY Reciprocal reading Masterpiece by Elise Broach The Fox	<p>GPS Skills to cover:</p> <p>Present perfect or Simple past Paragraphs Nouns Pronouns</p> <p>Writing opportunities:</p> <p>Recount - diary extract Poetry Persuasive letter to mum - Can I keep a beetle as a pet? Water cycle - explanation text Instructions - how to care for a beetle Playscript - scene from text</p>	LITERACY Reciprocal reading Beowulf	<p>GPS Skills to cover:</p> <p>Adverbials Fronted adverbials Time adverbials Place adverbials Descriptive fronted adverbials Apostrophes for plural possession Apostrophes for contractions When to not use an apostrophe</p> <p>Writing opportunities:</p> <p>Invitation to Beowulf to visit and request help Recount - diary in role of Beowulf Write own legend using Beowulf as model Character analysis of Beowulf and Grendel Job description - apply to join Beowulf's clan</p>

Year Four Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion

SPRING 2 - Me		SUMMER 1 - We are Toy Makers		SUMMER 2 - Our Mountain Adventure	
<p>Animals including humans – teeth and digestion</p> <ul style="list-style-type: none"> Animals including humans - 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 Recognise we need 5 a day - create favourite fruit tally and show in bar chart/pictogram. 	<p>Electricity</p> <ul style="list-style-type: none"> Identify basic parts of a circuit, bulbs buzzers, cell/battery etc. Identify some common conductors and insulators and make associations between metals and being good conductors generally. Plan experiments using bulbs to answer a testable question. 	<p>Animals including humans (food chain focus)</p> <ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey. Investigate mountain habitats and the special adaptations of animals that live in these habitats Investigate the human impact on these 	<p>Animals including humans (food chain focus)</p> <ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey. Investigate mountain habitats and the special adaptations of animals that live in these habitats Investigate the human impact on these 		
<p>Creating media – Photo editing</p> <ul style="list-style-type: none"> To explain that the composition of digital images can be changed To explain that colours can be changed in digital images To explain how cloning can be used in photo editing To explain that images can be combined To combine images for a purpose To evaluate how changes can improve an image 	<p>Programming B – Repetition in games</p> <ul style="list-style-type: none"> To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count-controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition 	<p>Data and information – Data logging</p> <ul style="list-style-type: none"> To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To recognise how a computer can help us analyse data To identify the data needed to answer questions To use data from sensors to answer questions 	<p>Data and information – Data logging</p> <ul style="list-style-type: none"> To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To recognise how a computer can help us analyse data To identify the data needed to answer questions To use data from sensors to answer questions 		
<p>The Roman Invasion of Britain The History of me</p> <ul style="list-style-type: none"> Explore the Romanisation of Britain: sites such as Caerwent Identify key events within the 'Roman Invasion of Britain'. Investigate the resistance of the local Celts and how their society compared to the Romans. Explore the culture and beliefs, including early Christianity and compare with other periods studied. Draw own family tree. 	<p>Eddison & Tesla</p> <ul style="list-style-type: none"> Study Eddison, Tesla and Lewis Latimer and their legacy. To understand the differences in how history views individuals and why this may be. Add to class timeline 	<p>Sir Edmund Hilary & Sherpa Tenzing Norgay</p> <ul style="list-style-type: none"> Compare the lives Edmund Hilary and Sherpa Tenzing Norgay Look at the historical sources and account of the first climb of Everest. Understand that different versions of the past may exist, giving some reasons for this. Question why some accounts may vary of the ascent and the recognition given to all the people who helped. 	<p>Sir Edmund Hilary & Sherpa Tenzing Norgay</p> <ul style="list-style-type: none"> Compare the lives Edmund Hilary and Sherpa Tenzing Norgay Look at the historical sources and account of the first climb of Everest. Understand that different versions of the past may exist, giving some reasons for this. Question why some accounts may vary of the ascent and the recognition given to all the people who helped. 		
<p>The Geography of Roman Britain The Geography of me</p> <ul style="list-style-type: none"> Explore the network of Roman roads and settlements in the UK Who am I -? Plot where we came from on a map using family trees as a guide. 	<p>Where do we get power from?</p> <ul style="list-style-type: none"> Look at power generation and the distribution of natural resources in the U.K. and the world look at the use of renewables vs non renewables as energy sources Is nuclear power the future? Pupils to express their opinion on the question Look into sustainability of power generation and resource use. 	<p>Mount Everest and its ascent</p> <ul style="list-style-type: none"> Identify the countries and capital cities of the U.K. Use maps to locate the counties and mountains of the World Use maps, atlases and globes to locate the world's countries, using maps to focus on Europe including the location of Russia, concentrating on their environmental regions, key mountain ranges. Describe and understand key aspects of: physical geography: climate zones, biomes and vegetation belts, rivers, mountains. Locate and describe mountains of the world. Compare the mountain ranges of the Himalayas and the peak district in the UK. 	<p>Mount Everest and its ascent</p> <ul style="list-style-type: none"> Identify the countries and capital cities of the U.K. Use maps to locate the counties and mountains of the World Use maps, atlases and globes to locate the world's countries, using maps to focus on Europe including the location of Russia, concentrating on their environmental regions, key mountain ranges. Describe and understand key aspects of: physical geography: climate zones, biomes and vegetation belts, rivers, mountains. Locate and describe mountains of the world. Compare the mountain ranges of the Himalayas and the peak district in the UK. 		
<p>Cubist Portraits</p> <ul style="list-style-type: none"> To sketch from observation a range of faces ensuring features are positioned accurately and in proportion. Study famous portrait artists (look at Picasso's cubist portraits) and learn from their style. Recreate their own portrait using line, form and colour. Use a wide range of materials to create the best finish of portrait 					
<p>Designing a phone cover</p> <ul style="list-style-type: none"> Come up with a design criteria for a phone cover for a member of their family. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. and understand the need for pattern and seam allowance. 	<p>Electrical systems: simple circuits and switches</p> <ul style="list-style-type: none"> Create design criteria and communicate ideas through annotated diagrams Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. 	<p>Food: healthy and varied diet</p> <ul style="list-style-type: none"> Plan the main stages of a recipe to give energy to mountaineers, listing ingredients, utensils and equipment needed. Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Know how to use appropriate equipment and utensils to prepare and combine food. making - Follow instructions to make a high energy bar. Evaluate by taste, smell, texture, etc. 	<p>Food: healthy and varied diet</p> <ul style="list-style-type: none"> Plan the main stages of a recipe to give energy to mountaineers, listing ingredients, utensils and equipment needed. Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Know how to use appropriate equipment and utensils to prepare and combine food. making - Follow instructions to make a high energy bar. Evaluate by taste, smell, texture, etc. 		
<p>Why do Christians call it 'good' Friday?</p> <ul style="list-style-type: none"> Understanding Christianity unit https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2a5_Salvation_WEB.pdf 	<p>What religions are represented in our neighbourhood?</p> <ul style="list-style-type: none"> Understanding other faiths - Newham 2022 unit https://drive.google.com/drive/folders/1OdG7m15hvkntFT37LRMmTQpJAs-RS6UB?usp=share_link 	<p>What happens when someone gets married?</p> <ul style="list-style-type: none"> Understanding other faiths - Newham 2022 unit https://drive.google.com/drive/folders/1L1BpcvHEx7f6dkpwPzgXTudm7ZPu272a?usp=share_link 	<p>What happens when someone gets married?</p> <ul style="list-style-type: none"> Understanding other faiths - Newham 2022 unit https://drive.google.com/drive/folders/1L1BpcvHEx7f6dkpwPzgXTudm7ZPu272a?usp=share_link 		
<p>LITERACY Reciprocal reading A Roman Story Julius Caesar A journey through digestive system</p>	<p>GPS Skills to cover: Recognising speech Punctuating speech Direct and indirect speech Identifying noun phrases Modifying adjectives and nouns Determiners before modifiers Writing opportunities: Report on the digestive system. Biography of Julius Caesar or Shakespeare Newspaper report of the death of Caesar</p>	<p>LITERACY Reciprocal reading Frankenstein (kids classic)</p>	<p>GPS Skills to cover: Prepositional phrases Expanded noun phrases Suffixes - word families Suffixes - ure, ture, cher Suffixes - ation, sion, ssion, tion, cian Writing opportunities: Instructions - How to make an electronic game (D&T/Science link) Fact File about the Monster Non-chronological report- What is electricity? Instructions - How to make a circuit Persuasive and explanatory letter writing - between two characters</p>		
		<p>LITERACY Reciprocal reading Everest: story of Edmund Hillary</p>	<p>GPS Skills to cover: Using suffixes Standard English - subject/verb agreement (were/was, did/done) Standard English - I or me? Standard English - These/those not them Sequencing paragraphs Consolidation Writing opportunities: Narrative - Mountain adventure Job description of a sherpa Poetry Advert/poster to visit Everest Report on the Issues tourism poses to Everest</p>		

Year Five Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion

AUTUMN 1 - Our Journey into Space		AUTUMN 2 - Our World		SPRING 1 - The Mystery of the Two Princes in the Tower	
Earth and Space	<ul style="list-style-type: none"> • Earth and Space - describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth • describe the sun, Earth and moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	Properties and changes to matter	<ul style="list-style-type: none"> • Compare and group materials based on their properties. • Know that some materials dissolve in liquid to form a solution and how to recover a substance from solution. • Decide how mixtures may be separated (filtering, sieving and evaporating). • Give reasons based on evidence from comparative and far test for the particular uses of everyday materials including metal wood and plastic. 	Properties and changes to matter (reversible and irreversible focus)	<ul style="list-style-type: none"> • Demonstrate the that dissolving mixing and changes of state are reversible. • Explain that some changes result in the formation of new materials and are not usually reversible e.g. burning or acid on bicarb of soda
Computing systems and networks – Sharing information	<ul style="list-style-type: none"> • To explain that computers can be connected together to form systems • To recognise the role of computer systems in our lives • To experiment with search engines • To describe how search engines select results • To explain how search results are ranked • To recognise why the order of results is important, and to whom 	Programming A – Selection in physical computing	<ul style="list-style-type: none"> • To control a simple circuit connected to a computer • To write a program that includes count-controlled loops • To explain that a loop can stop when a condition is met • To explain that a loop can be used to repeatedly check whether a condition has been met • To design a physical project that includes selection • To create a program that controls a physical computing project 	Creating media – Video editing	<ul style="list-style-type: none"> • To explain what makes a video effective • To identify digital devices that can record video • To capture video using a range of techniques • To create a storyboard • To identify that video can be improved through reshooting and editing • To consider the impact of the choices made when making and sharing a video
Famous Scientist	<ul style="list-style-type: none"> • Study Brian Cox or other famous 'space' scientists. • Add life and events to class timeline 	The Thames	<ul style="list-style-type: none"> • Study the history of the Thames and it's uses over the years • Case study of Trinity Buoy Wharf and compare the changes over the Years from 1800-1900-2000's. 	Plantagenets – Edward IV and Richard III	<ul style="list-style-type: none"> • Place on class time line • Investigate at least one mystery during the Plantagenet era identifying victims, possible culprits and the effects of those events - Princes in the Tower, murder of Thomas Becket, Battle of Bosworth and death of Richard III (Car Park King). • Explore the Plantagenet period being able to explain generally the period of time and some of the main events. • Evaluate various historical sources and what these may tell us.
Our Precious World USA Case study	<ul style="list-style-type: none"> • identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • To use globes and digital/computer mapping to locate countries and describe major features of the world i.e. Continents/countries and seas/Oceans 	Rivers and the water cycle - River Lea/ Thames fieldwork & Mississippi comparison.	<ul style="list-style-type: none"> • Use mapping skills to identify the major rivers of the UK and World. • Locate the countries that contain the major rivers and examine the physical features of these and examine similarities and differences. • Complete fieldwork in the Lea basin looking at river, navigation and canal. • Describe the journey of a river from source to mouth using technical terms • Compare fieldwork to the Mississippi river and examine similarities and differences. 	Mapping Battles for the Crown	<ul style="list-style-type: none"> • Locate famous battle sites on O/S maps using 4 and 6 figure grid references and a key to identify the sites and surround features of the land. • Height is shown on Ordnance Survey maps using contour lines. These lines show the shape of the land. • The closer together contour lines are, the steeper the slope of the land. • Compare and contrast land use now and then using digi maps or other computer mapping. • To identify the locations of these in the modern counties of England.
Landscape painting - Perspective drawing / printing	<ul style="list-style-type: none"> • Study famous landscape artists and take ideas from their style of drawing and painting to adapt for a landscape scene on a planet. • Innovate artist's style to a different scene e.g. Mars but with a starry night. • Develop a range of sketches using divisionism to shade and add range of tones etc. • Create the final piece and evaluate it against criteria. 			Plantagenets fashion designers	<ul style="list-style-type: none"> • research clothes worn in this era • Set purpose for design e.g. ball invite • sketch and annotate possible designs including swatches of material. • create designs using textiles. • Evaluate against criteria.
		Textiles: combining different fabric shapes or Using computer-aided design (CAD) in textiles	<ul style="list-style-type: none"> • Design own doll with a KS1 pupil in mind and formulate step by step plans and allocate tasks within a team. • Select from & use a range of tools & equipment to make products that are accurately assembled & well finished. • Recognise that 3-D textile products can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics • Understand that fabrics can be strengthened, stiffened and reinforced where appropriate. • Evaluate worry doll gift to KS1 pupil from the design plan. 		
How can following God bring freedom and justice?	<ul style="list-style-type: none"> • Understanding Christianity unit • https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2b3_People_of_God_Unit_WEB.pdf 	Was Jesus the Messiah?	<ul style="list-style-type: none"> • Understanding Christianity unit • https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2b4_Incarnation_Unit_WEB.pdf 	Why is Muhammad and the Qur'an important to Muslims?	<ul style="list-style-type: none"> • Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1XDCMQge3jH-f41fBZPYHRTeD37K2FsUn?usp=share_link
LITERACY Reciprocal reading Mouse, bird, wolf, snake	<p>GPS Skills to cover:</p> <p>Pronouns Expanded noun phrases Fronted adverbials Plural and possessive apostrophes Direct and indirect speech</p> <p>Writing opportunities:</p> <p>Character description Diary in role of character Prequel/sequel of prediction- to include dialogue between characters</p>	LITERACY Reciprocal reading Journey to river sea	<p>GPS Skills to cover:</p> <p>Relative pronouns and relative clauses Modal verbs Adverbs and adverbs to indicate degree of possibility</p> <p>Writing opportunities:</p> <p>Explanation text of journey of a river and stages Balanced argument on uses of water Book review</p>	LITERACY Reciprocal reading Treason	<p>GPS Skills to cover:</p> <p>Parenthesis Expanded noun phrases Tenses Present perfect, past perfect, future perfect.</p> <p>Writing opportunities:</p> <p>Crime report Formal and informal letter Newspaper article in past perfect</p>

Year Five Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion

SPRING 2 - Our Transport Museum		SUMMER 1 - My Life		SUMMER 2 - My Guide to Ancient Civilisations	
Forces	<ul style="list-style-type: none"> ● Forces - Develop an understanding of gravity in relation to the Earth. ● identify the effects of forces such as water resistance, air resistance and friction. ● Recognise levers, pulleys, and gears and their effect upon the forces involved. 	Animals including humans	<ul style="list-style-type: none"> ● Describe the changes as humans develop to old age. ● identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ● recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ● describe the ways in which nutrients and water are transported within animals, including humans. 	Living things and their habitats	<ul style="list-style-type: none"> ● Describe the differences in the life cycles of a mammal, amphibian, insect and a bird. ● Describe the life process of reproduction in some plants and animals.
Data and information – Flat-file databases	<ul style="list-style-type: none"> ● To use a form to record information ● To compare paper and computer-based databases ● To outline how you can answer questions by grouping and sorting data ● To explain that tools can be used to select specific data ● To explain that computer programs can be used to compare data visually ● To use a real-world database to answer questions 	Creating media – Vector drawing	<ul style="list-style-type: none"> ● To identify that drawing tools can be used to produce different outcomes ● To create a vector drawing by combining shapes ● To use tools to achieve a desired effect ● To recognise that vector drawings consist of layers ● To group objects to make them easier to work with ● To apply what I have learned about vector drawings 	Programming B – Selection in quizzes	<ul style="list-style-type: none"> ● To explain how selection is used in computer programs ● To relate that a conditional statement connects a condition to an outcome ● To explain how selection directs the flow of a program ● To design a program which uses selection ● To create a program which uses selection ● To evaluate my program
Transport over time	<ul style="list-style-type: none"> ● Explore methods of transport over the last 150 years. Place changes on time line. ● Identify key turning points in history that have impacted travel across the world. - industrial revolution ● Explore human flight and the Wright Brothers ● Explore the invention of the steam engine. ● Study how the invention and spread of train transport impacted the world. 	Viking and Anglo Saxons - what is British?	<ul style="list-style-type: none"> ● Explore viking settlements clarifying the differences between language such as invade and settle. ● Identify key info about the Vikings from a range of secondary sources. ● Compare and contrast the settling/invading of England by Viking and Anglo- Saxon forces. ● Explain how Britain changed during this period - refer to Danelaw. ● The Viking and Anglo-Saxon wars for the Kingdom of England. ● Resistance by Alfred the Great and Athelstan, first King of England ● Edward the Confessor and his death in 1066 	The Maya Civilisation	<ul style="list-style-type: none"> ● Place on class time line ● Explore the Maya civilisation using a variety of sources. ● Case study - What happened to the Maya Civilisation? ● Investigate key parts of their culture including god's, sacrifice, sports and architecture, clothing and jewellery. ● Comparison of Maya society to other civilisations studied
How has transport in London changed	<ul style="list-style-type: none"> ● Use computer mapping (Digimaps) to analyse the change in land use over time from the 1890's to the 2000's. ● describe the changes around the London docklands area in this time and investigate why this occurred. ● Locate and understand the changing transport system in London over this time. ● Use geographical language and compass points to describe changes to transport. 	Unique biomes around the world	<ul style="list-style-type: none"> ● Case study of Madagascar and how climate and isolation have shaped the animals present. ● Locate Madagascar on world map as part of Africa ● Identify climatic zones and physical features of the island that contribute to unique habitats. 	Locating the Maya civilisation	<ul style="list-style-type: none"> ● Locate the extent of the Mayan civilisation on a modern world map and the countries this includes. ● Know the major rivers and mountain ranges contained within these countries. ● Investigate the climatic zone of the Mayan civilisation and think about the part this may have caused in their decline.
		The colour of me (Matisse)	<ul style="list-style-type: none"> ● Study the works of Matisse and create an ideas page using his style ● to experiment with colour mixing and complementary colours to create own colour palette ● examine self portraits from famous artists ● Sketch a self portrait focusing on line. ● using primary colours create an observational self portrait of themselves mixing colours to create tones needed. ● to develop a personal style of painting drawing based upon ideas of other artists. 	Symmetry in art	<ul style="list-style-type: none"> ● look at Mayan art/artefacts , discuss observations of the style and comment on the work using visual language. ● create symmetrical artwork on mayan mask/jewellery based on Mayan designs (poss children to have one half and create other to develop observational skills). ● use a variety of techniques to add interesting effects. ● Printing on Mayan mask both flat and 3D.
Mechanisms: pulleys or gears	<ul style="list-style-type: none"> ● Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. ● Design a product using gears or pulleys to solve a problem. ● Produce detailed lists of tools, equipment and materials. Formulate step-by- step plans and, if appropriate, allocate tasks within a team ● Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. ● Evaluate against design criteria 			Foods: celebrating culture and seasonality	<ul style="list-style-type: none"> ● Understand how key chefs have influenced eating habits to promote varied and healthy diets ● Know how to use utensils and equipment including heat sources to prepare and cook food. ● Understand about seasonality in relation to food products and the source of different food products. ● Make, decorate and present the food product appropriately for the intended user and purpose.
What did Jesus do to save us?	<ul style="list-style-type: none"> ● Understanding Christianity unit ● https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2b6_Salvation_Unit_WEB.pdf 	What does Peace mean?	<ul style="list-style-type: none"> ● Understanding other faiths - Newham 2022 unit ● https://drive.google.com/drive/folders/1du4wh3EO7eE2YTi6lQqHbshlSh6aIF67?usp=share_link 	What do religions believe about God?	<ul style="list-style-type: none"> ● Understanding other faiths - Newham 2022 unit ● https://drive.google.com/drive/folders/1N7ti6CR0FhEXihxVyhs9h6d2h4ZRGiDF?usp=share_link
LITERACY Reciprocal reading The train to impossible places Journey The year they walked	<p>GPS Skills to cover:</p> <p>Commas for lists, adverbials and clauses Commas to avoid ambiguity Cohesion - pronouns to avoid repetition Relative clauses Adverbials for cohesion</p> <p>Writing opportunities:</p> <p>Narrative Playscript Explanation or instructional text - based on digimaps work in Geography</p>	LITERACY Reciprocal reading Small things A heart pumping adventure	<p>GPS Skills to cover:</p> <p>Parenthesis for clarity Concise noun phrases Consolidation of cohesion from term</p> <p>Writing opportunities:</p> <p>Box up and narrative own version of “Small things” using relative clauses punctuated correctly Poetry Non chronological report</p>	LITERACY Reciprocal reading The Great Kapok Tree	<p>GPS Skills to cover:</p> <p>Prefixes de- dis- and mis- Consolidation Revision</p> <p>Writing opportunities:</p> <p>Report on ancient Civilisation Recipe / instructions Report on lifecycle of chosen animal</p>

Year Six Curriculum Map
 Science Computing History Geography Art DT Citizenship/PSHE Religion

AUTUMN 1 - Our African Adventure		AUTUMN 2 - My Guide to Canning Town		SPRING 1 - Our Changing World Documentary	
<p>Living things/ habitats (African animal focus)</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 microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics 	<ul style="list-style-type: none"> To explain the importance of internet addresses To recognise how data is transferred across the internet To explain how sharing information online can help people to work together To evaluate different ways of working together online To recognise how we communicate using technology To evaluate different methods of online communication 	<p>Light – How do we see?</p>	<ul style="list-style-type: none"> Light - 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. 	<p>Evolution and inheritance 1*</p>	<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things on 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
<p>Computing systems and networks – Communication</p>	<ul style="list-style-type: none"> To explain the importance of internet addresses To recognise how data is transferred across the internet To explain how sharing information online can help people to work together To evaluate different ways of working together online To recognise how we communicate using technology To evaluate different methods of online communication 	<p>Data and information – Spreadsheets</p>	<ul style="list-style-type: none"> To create a data set in a spreadsheet To build a data set in a spreadsheet To explain that formulas can be used to produce calculated data To apply formulas to data To create a spreadsheet to plan an event To choose suitable ways to present data 	<p>Creating media – 3D Modelling</p>	<ul style="list-style-type: none"> To recognise that you can work in three dimensions on a computer To identify that digital 3D objects can be modified To recognise that objects can be combined in a 3D model To create a 3D model for a given purpose To plan my own 3D model To create my own digital 3D model
<p>Colonisation & Role models</p>	<ul style="list-style-type: none"> Study the impact of colonisation on Ghana Study the type of government that exists in Ghana now and contrast this to the one that existed during the colonisation. Using sources study the lives of famous Ghanians. 	<p>WWII The Blitz and the Battle of Britain</p>	<ul style="list-style-type: none"> Place WW2 on timeline. investigate the Blitz and local areas that were bombed. Using sources explore how the Blitz/Battle of Britain changed the course of British history. Analyse the cause and effects of this significant turning point in British history. Use digimaps to explore the local area identifying key areas affected during the Blitz - case study The Hallsville Bombing. The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year. 	<p>Famous Scientists</p>	<ul style="list-style-type: none"> Study Darwin's life and work, his findings and legacy. Compare this to the learning they did in year 3 on Mary Anning, Why do you think they were treated differently?
<p>Contrasting locations - Ghana Global trade and interdependence</p>	<ul style="list-style-type: none"> Locate Africa's position in the world and Ghana's position in Africa and neighbouring countries. Use mapping skills to identify the location and types of settlements and land use present in Ghana. Identify the position/significance of latitude, longitude and the Tropics; identify climate zones and biomes present in Ghana Understand geographical similarities and differences through the study of human and physical geography of Ghana's capital (Accra) and London. Understand how the economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water affects the standard of living in Ghana. 	<p>UK – cities, towns, rivers, counties, regions</p>	<ul style="list-style-type: none"> Use an atlas or map to locate the major cities and counties of the UK. Locate major physical features of the UK e.g. rivers, coastline and mountain ranges Use computer mapping (Digimaps) to describe the change in Canning town from 1890-2000. Use Ordnance Survey maps and 6 figure grid references to locate local features of interest, then use digimaps to add photos taken to a map of the local area 	<p>Amazing parts of the world - Brazil and Galapagos case studies</p>	<ul style="list-style-type: none"> Locate the world's countries using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region in a South American country. Physical geography: climate zones, mountains, seas, coasts, rivers, and the impact of physical geography on human geography. Human geography: settlement, land use, economic activity and the impact of human geography on physical geography. Use maps, atlases, globes and digital/computer mapping to locate and study areas of the world with changing environments both human and physical and how climate change is impacting these.
<p>Silhouettes</p>	<ul style="list-style-type: none"> Research how famous artists have used silhouettes effectively. Critique their work then look at methods of creating silhouettes. Think about how composition, colour and light affect the mood of the image Create an ideas page recreating methods researched Plan and Create the final piece using the chosen method. Evaluate your own silhouette art work against criteria. 	<p>Photography</p>	<ul style="list-style-type: none"> Research what makes an effective photograph. Look at the work of Andy Maitland or David Hockney Teach key vocabulary. Use viewfinders to find possible subjects. Using iPads, take photographs and edit to improve. Name the piece and write a short synopsis of what inspired you, what it represents or symbolises and evaluate the piece. 		
<p>Foods: A Ghanaian dish - celebrating culture and seasonality</p>	<ul style="list-style-type: none"> Understand how key chefs have influenced eating habits to promote varied and healthy diets Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Make, decorate and present the food product appropriately for the intended user and purpose. 			<p>Frame Structures: Bridges and docks</p>	<ul style="list-style-type: none"> Research key events and individuals relevant to frame structures. Create a design of a strong frame with clear criteria- link to research of existing frames. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making. Evaluate as part of the process and understand how to strengthen, stiffen and reinforce 3-D frameworks.
<p>How can following God bring freedom and justice?</p>	<ul style="list-style-type: none"> Understanding Christianity unit https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2b3_People_Of_God_Unit_WEB.pdf 	<p>Was Jesus the Messiah?</p>	<ul style="list-style-type: none"> Understanding Christianity unit https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2b4_Incarnation_Unit_WEB.pdf 	<p>What qualities are important to present day religious leaders?</p>	<ul style="list-style-type: none"> Understanding other faiths - Newham 2022 unit https://drive.google.com/drive/folders/1ajvSjhlMn-3-JOBByEYDeAwXygDm_pDR?usp=share_link
<p>LITERACY Reciprocal reading Traditional African tales</p>	<p>GPS Skills to cover: Relative clauses Modal verbs Adverbs Expanded noun phrases Parenthesis Commas Present tense Past tense Writing opportunities: Character description / Setting description/poetry/ Recipe Poetry Magpie traditional tale</p>	<p>LITERACY Reciprocal reading Windrush child</p>	<p>GPS Skills to cover: Synonyms and antonyms Word classes Nouns and verbs Adjectives and adverbs Subject and object Determiners, conjunctions and prepositions Writing opportunities: Letter writing Diary/recount Poetry</p>	<p>LITERACY Reciprocal reading Creation stories from different cultures and religions</p>	<p>GPS Skills to cover: Identifying word classes in sentences Was or were Subjunctive form Commas Colons Semi colons Writing opportunities: Precis Report to compare and contrast Formal letter Writing lists and notes</p>

Year Six Curriculum Map
 Science Computing History Geography Art DT Citizenship/PSHE Religion

SPRING 2 - The Victorians		SUMMER 1 - Our Museum of Crime and Punishment		SUMMER 2 - My Guide to Me - Moving On	
Evolution and Inheritance 2*	<ul style="list-style-type: none"> identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	Electricity*	<ul style="list-style-type: none"> Electricity - 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 	Animals including humans	<ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.
Programming A – Variables in games	<ul style="list-style-type: none"> To define a 'variable' as something that is changeable To explain why a variable is used in a program To choose how to improve a game by using variables To design a project that builds on a given example To use my design to create a project To evaluate my project 	Programming B – Sensing	<ul style="list-style-type: none"> To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use a conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device 	Creating media – Web page creation	<ul style="list-style-type: none"> To review an existing website and consider its structure To plan the features of a web page To consider the ownership and use of images (copyright) To recognise the need to preview pages To outline the need for a navigation path To recognise the implications of linking to content owned by other people
Victorians (Ragged School)	<ul style="list-style-type: none"> Place the Victorian era within a timeline of British history. Identify the difference and similarities between Victorian schooling and school today. Make use of the primary sources that we have in school from St Luke's in 1864- now to investigate this. Explore key turning points in the Victorian era and schooling and investigate the changes upon society. 	Crime and punishments	<ul style="list-style-type: none"> Explore the differences in Crime and Punishment from Anglo-Saxon times. review links to past periods studied and add to class timeline. Investigate capital punishment and debate its effectiveness in the past and today. 		
Exploring Shackletons Antarctica	<ul style="list-style-type: none"> Polar regions Understanding Antarctica's size and composition Longitude and Latitude; visual understanding of Polar Landscapes Human Geography: exploration, daily life in Antarctica environments Physical Geography: Polar environments –features, animals, life. 	Mapping Crime	<ul style="list-style-type: none"> Use digimaps to plot crime data around Newham/London - www.police.uk Use OS map symbols and the map key to name physical and human features. Interpret a range of sources of geographical information, including maps and aerial photographs. Communicate geographical information through maps. Use the eight points of a compass and six-figure grid references, symbols and key to build their knowledge of the United Kingdom. 	Mapping my future journey	<ul style="list-style-type: none"> Use O/S and local transport maps to plan my future safe journey to secondary school. Use OS map symbols and the map key to name physical and human features. Interpret a range of sources of geographical information, including maps and aerial photographs. Communicate geographical information through maps. Use the eight points of a compass and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.
				Still life and sculptures	<ul style="list-style-type: none"> Study famous photographs, sculptures and painting of the human form. Looking at the work of Joan Miró and Barbara Hepworth Ch to look at how we can use ovals and circles over the human form to create a well-proportioned human figure. Ch to look at the human form in different athletic positions and model using circles and ovals to create the figure in proportion.
Toys of the Past - using Cams	<ul style="list-style-type: none"> Develop a simple design specification. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Compare the final product to the original design specification. 	Electrical Systems: more complex switches and circuits	<ul style="list-style-type: none"> Investigate famous inventors who developed ground- breaking electrical systems and components. Design a product for Victorian entertainment - a zoetrope using an electrical circuit. Securely connect electrical components to produce a reliable functional product. Understand/use electrical systems in their products. Evaluate product by testing 	Sculpting wire people	<ul style="list-style-type: none"> Plan a sculpture of human form for purpose, who is the audience, where will it be? how tall will it be? what will it be called? Making - Using thin wire, ch to construct human figures, in proportion to move into set position as shown in the drawing sessions prior. Place clay over this to create own sculpture Evaluate own and others based on design criteria.
What did Jesus do to save human beings?	<ul style="list-style-type: none"> Understanding Christianity unit https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2b6_Salvation_Unit_WEB.pdf 	What similarities and differences do religions share?	<ul style="list-style-type: none"> Understanding other faiths - Newham 2022 unit https://drive.google.com/drive/folders/1bBHYxYaDpx8yZV3mw7KJbrARZdeSbfky?usp=share_link 	How could we design a celebration that involved everyone?	<ul style="list-style-type: none"> Understanding other faiths - Newham 2022 unit https://drive.google.com/drive/folders/1tZOjjQHXX6F6DV8UjSfrk_kbo5BoYA-jm?usp=share_link
LITERACY Reciprocal reading Oliver Ice Trap!: Shackleton's Incredible Expedition	<p>GPS Skills to cover:</p> <p>Identifying verbs in sentences Active and passive Formal and informal Subjunctive form Question tags Recognising clauses Semicolons and colons to mark boundaries</p> <p>Writing opportunities:</p> <p>Documentary in passive voice (vlog script/report) Narrative with dialogue Letter from Dickensian judge Explanation text using : ; about adaptations of Arctic animals to the Tundra Biome.</p>	LITERACY Reciprocal reading Holes Highwayman Black Powder The Steam whistle Theatre Company	<p>GPS Skills to cover:</p> <p>Hyphens to avoid ambiguity Devices to build cohesion Avoiding repetition Paragraphs in fiction Organising sentences within paragraphs</p> <p>Writing opportunities:</p> <p>Letter to judge/police officer using hyphenated compound adjectives Narrative</p>	LITERACY Reciprocal reading Pig heart boy	<p>GPS Skills to cover:</p> <p>Paragraphs in nonfiction Organising paragraphs within texts Using devices to build cohesion Relative clauses Prefixes and suffixes</p> <p>Writing opportunities:</p> <p>Non-fiction report Journalistic writing Poster to inform</p>