St Luke's Curriculum 24/25

KS1 & 2 Long Term Planning

Any unit titles that are underlined can be clicked on to go to the relevant link for more detailed planning or resources
Please click on each subject to see the progression map
Science Computing History Geography Art DT Citizenship/PSHE Religion French Music PE

Year One Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion French Music PE

AUTUMN 1 - WE ARE HEALTHY CHIEFS		AUTUMN 2 - OUR COMMUNITY		SPRING 1 - OUR TRIP TO THE MOON	
Animals inc humans **Science Outcomes for Assessment**	● 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 ● Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians,reptiles, birds and mammals, including those that are kept as pets. ● Working Scientifically - using their observations to compare and contrast ● animals at first hand or through videos and photographs,	**Animals including humans**	● Identify and name the animals that live in Canning Town. ● Identify and sort those that are carnivores, omnivores and herbivores. ● Pupils should have plenty of opportunities to learn the names of the main body parts ● (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) ● through games, actions, songs and rhymes. ● Working scientifically- using their observations to compare and contrast and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.	**Working scientifically using our local environment**	● They should use simple features to compare objects, materials and living ● things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. ● They should ask people questions and use simple secondary sources to find answers. ● They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. ● With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language ● Panting, observing leaves left in books over time.
Computing systems and networks – Technology around us	● 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	**Data and information – Grouping data**	● 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 A – Moving a robot**	● 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
Chronology / changes in diet ● **Chronological knowledge** ● **British History** ● **Continuity and change in and between periods** ● **Historical enquiry**	● Introduce class timeline, plot known events in children's memory e.g. their birth, teachers birthday, Death of Elizabeth II, COVID pandemic, starting school. ● Introduce Victorians and place them 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. ● Understand that the food we eat and diet we have has developed over time. ● Understand the life of poor Victorians and how this affected their diet. ● Look at childrens cultural food	**Local History** ● **Chronological knowledge** ● **Historical enquiry** ● **Continuity and change** ● **Similarity / Difference** ● **Significant people**	● Changes in living memory ● Use the local area and 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 Queen Victoria to King Charles III, 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.	**The Moon Landing** ● **World History** ● **Chronological knowledge** ● **Similarity / Difference** ● **Significant people and events**	● Place a key date in the life of an astronaut on class timeline. ● (Neil Armstrong, Mae Jemison, Guy Bluford, Maggie Aderin-Pocock) ● 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? ● **Contextual world knowledge** ● **Geographic Knowledge**	● 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 what food is grown in the UK and around the world.	**What's in our local area? Fieldwork** ● **Contextual world knowledge** ● **Geographical enquiry** ● **Geographic Knowledge**	● Use aerial photographs to recognise and identify basic human & physical features in our school grounds/local area ● 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 sketch map of school/classroom with a simple key. ● 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?** ● **Contextual world knowledge** ● **Geographic Knowledge**	● Use maps (both digimaps and paper) to locate the UK and its position on the world map. ● 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 ● **Technical knowledge** ● **Practical skills** ● **Food**	● 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** ● **Designing** ● **Planning** ● **Practical skills** ● **Technical Knowledge** ● **Evaluating**	● Explore a range of existing free standing structures in the school and the local environment e.g. buildings/playground ● Create design criteria for own building. ● 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** ● **Colour** ● **Form**	● examine the work of a famous space artist e.g. Robert McCall or Local Sculpture artist Michelle Reader- ● 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?	● Understanding Christianity unit ● Creation unit	**Why does Christmas matter to Christians?**	● Understanding Christianity unit ● Incarnation unit	**What does it mean to belong - Sikh Gurwara visit**	● Understanding other faiths - Newham 2022 unit ● https://drive.google.com/drive/folders/1wO21WIwI0sju4jkF-e-FOgFsNXYyhr5q?usp=share_link
Families and the parents who care for me & Caring Friendships	● Pupils can talk about the people who care for them and give them love, and the things that they do to share that care. ● Pupils can talk about the ways that they might show that they enjoy being in their families. ● Pupils can show that they understand that different people have different kinds of families. ● Pupils can talk about what is the same across all families. ● Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family. ● Pupils can describe what a good friend is like. ● Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like. ● Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity. ● Pupils can talk about what you can do if you fall out with your friend.	**Respectful relationships & Online relationships**	● Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful. ● Pupils can talk about where to go for help if they are bullied. ● Pupils can talk about why it is good to be kind to people. ● Pupils can talk about how you might support someone who has been hurt because someone has been unkind to them. ● Pupils understand that they should always use the internet where a responsible adult can see them ● Pupils know they should only play games, or use websites that their parents, or teachers, have said are okay ● Pupils know that they should ask a responsible adult before doing something new online. ● Pupils understand that they should only talk to people online that I have already met face-to-face. ● Pupils know they should tell an adult straight away if anything worries or upsets them.	**Mental wellbeing & Internet Safety and harm**	● Pupils can talk about their emotions, (such as when they are happy, sad, angry or afraid) and understand when those emotions are helpful. ● Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or reflecting can be good for their feelings ● Pupils can list some of the ways that screens improve their lives. ● Pupils can list some rules about the limits for using screens that can keep people healthy. ● Pupils can identify how people use 'masks' online to be nasty and who to ask for help. ● Pupils can list what information should or should not be shared.
Greetings	●	**Numbers to 10**		**Where is France?**	
Music					
PE **Dance (link to story)**	● Copy & explore basic body patterns & movements. ● Safely perform teacher led warm-ups ● Describe & discuss others work ● Vary dynamics, levels, speed & direction	**Gymnastics**	● copy & explore basic actions with some control & co-ordination ● Begin to choose & link basic actions ● Recognise & use space appropriately ● Watch & discuss my own work & that of my peers	**Gymnastics**	● Copy, remember, explore & repeat simple actions ● Vary the speed & levels of the actions ● Begin to identify the difference between my performance & that of others. ● Safely perform teacher led warm-up ● Be aware of others
LITERACY **Reciprocal reading** Recipe book Funnybones	**GPS Skills to cover:** Leaving spaces between words Consistent space size Consistent letter size Lower case letters Capital letters Full stops and capital letters **Writing opportunities** Recipes Shopping list Doctor's report Explanation of body parts Verb/action poem Letter about healthy eating	**LITERACY** **Reciprocal reading** Three little wolves and the big bad pig Let's build a house Beegu	**GPS Skills to cover:** 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 **Writing Opportunities** Diary in role Narrative - magpie Big Bad Pig Month poem Addressing envelopes Letter writing	**LITERACY** **Reciprocal reading** Man on the moon Bio of astronaut (twinkl)	**GPS Skills to cover:** 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? **Writing Opportunities** Autobiography Biography Narrative - space adventure

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SPRING 2 - OUR SPRINGTIME		SUMMER 1 - MY SENSES		SUMMER 2 - OUR SEASIDE HOME	
Plants	● **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.** ● Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. ● They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). ● **Work scientifically by**: observing closely, perhaps using magnifying glasses,and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. ● Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.	**Everyday Materials**	● distinguish between an object and the material from which it is made ● identify and name a variety of everyday materials, including wood, plastic, glass,metal, water, and rock ● describe the simple physical properties of a variety of everyday materials ● compare and group together a variety of everyday materials on the basis of their simple physical properties. ● Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. ● Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. ● Working scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'	**Seasonal changes**	● Observe changes across the four seasons ● observe and describe weather associated with the seasons and how day length varies. ● Pupils should observe and talk about changes in the weather and the seasons. ● Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. ● Work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.
Creating media – Digital writing	● 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	**Creating media – Digital writing**	● Exploring the keyboard ● Adding and removing text ● Exploring the toolbar ● Making changes to text ● Explaining my choices ● Pencil or keyboard	**Programming B – Introduction to animation**	● 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
		The invention of the Internet ● **British/World History** ● **Chronological knowledge** ● **Interpretations of history** ● **Historical enquiry** ● **Significance of events / people**	● Examine and order artefacts on the storage of information. ● 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 with other periods studied. ● Compare computers and tech now and then. Sort and compare.	**Seaside living –** ● **changes in national life** ● **Chronological knowledge** ● **British History** ● **Similarity / Difference** ● **Historical enquiry** ● **Interpretations of history**	● Remind children of Victorian place on our class timeline ● 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/community volunteer 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 ● **Contextual world knowledge** ● **Understanding processes** ● **Geographic knowledge and vocabulary**	● 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** **Fieldwork** ● **Contextual world knowledge** ● **Geographic knowledge and vocabulary** ● **Understanding processes** ● **Geographical enquiry Skills**	● 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. ● Create simple maps with keys of locations of animals in school grounds.	**A different place near the sea** ● **Contextual world knowledge** ● **Understanding processes** ● **Geographical enquiry Skills**	● 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.Australia or any other non-European country) ● Understand geographical similarities and differences through studying the human and physical geography of a coastal resort in the UK 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 • Printing • Pattern • color	• 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. • Create pattern on paper, on polystyrene tile, then print or print with a range of flowers or leaves found around the school/local area. • To develop impressed images by experimenting with double print and overlap with colour change. • to create own picture in the style of Andy Warhol	**Mechanisms: sliders and levers** • Designing • Planning • Practical skills • Technical Knowledge • Evaluating	• Explore a range of existing books and everyday products that use simple slides and levers. • 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** • Texture • Drawing • Form • Pattern	• Research the artist Steven Brown or weaver Anni Albersand 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 • Food • Technical Knowledge • Practical skills and techniques	• 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?	• Understanding Christianity unit • Salvation unit	**How do Hindu people belong?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1tw4njT26odkymfwgDrC9hCRGo8Rjy7TD?usp=share_link	**What does it mean to belong to Islam?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1exoPjo6SfqCX2ZzXDNl4i4ri_o7tAaEE?usp=share_link
Health & Prevention Basic First Aid	• Pupils can describe how to look after themselves. • Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep • Pupils can identify and list many healthy and less healthy foods. • Pupils will have observed/ experienced/participated in some calming reflection time. • Pupils can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say). • Pupils can talk about what kindness and coping mean and identify some coping skills. • Pupils focus on asthma attacks and burns.	**Drugs, Alcohol & Tobacco Communities & Shared responsibilities**	• Pupils learn about the things that go into and onto bodies and how this can make people feel • Pupils learn about medicines and the people who help them to stay healthy • Pupils learn rules about keeping safe around medicines and other household products	**Economic Well Being Chaning Me & being safe**	• Pupils can recognise parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva. • Pupils are taught to respect their bodies and understand which parts are private. • Pupils can talk about how their bodies belong to them, are incredibly special and should be protected.
French songs and rhymes	• Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Children can listen and identify specific words in songs and rhymes and demonstrate understanding. Children can • listen and identify specific phrases in songs and rhymes and demonstrate understanding • Children appreciate stories, songs, poems and rhymes in the language. • Children can join in with actions to accompany familiar songs, stories and rhymes; join in with words of a song or storytelling.	**Describing in French**		**Likes and dislikes**	
Music					
Games	• Stop a ball with basic control. • Send a ball in the direction of another person. • Take part in sending and receiving.	**Games**	• Take part in sending and receiving • Stop a ball with basic control. • Talk about exercising, safety & short term effects of exercise. • Begin to develop an understanding of tactics and positioning	**Athletics**	• Throw a variety of objects with one hand. (two hands where necessary). • Recognise a change in temperature and heart rate during exercise. • Change speed and direction whilst running.
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

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AUTUMN 1 - We are Superheroes		AUTUMN 2 - We are Tour Guides		SPRING 1 - Our Escape from the Great Fire of London	
Animals including humans	● 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) ● They should also be introduced to the processes of reproduction and growth in animals. ● The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. ● The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. ● Working scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival.	**Animals Inc humans (exercise. diet and hygiene focus)**	● 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) ● Work scientifically by: observing, through video or first-hand observation and measurement, what humans need to stay healthy; and suggesting ways to find answers to their questions.	**Living things and their habitats**	● 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. ● Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. ● They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. ● Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). ● They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. ● Work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They Should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions
Computing systems and networks – IT around us	● 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	**Creating media – Digital photography**	● 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** **Link - Snowy marty the robot.**	● 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 (British History)	● Place period on class timeline. ● 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 (British/World History)**	● 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 (British History)**	● 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)
Mapping Journeys	● Use maps to chart the Journeys of Florence Nightingale and Mary Seacole ● Name and locate the continents and oceans travelled through. ● Use and construct basic symbols in a key.	**Our island home – The U.K.**	● 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**	● 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	● 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.	**Poppies**	● 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.	**Watercolours and silhouettes - Blaze haze**	● to experiment with watercolours and investigate famous artists that have used these (Georgia O'Keeffe) ● 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

	• Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Evaluate against design criteria.		• to evaluate their own work and materials used.		effect for tones and hues.
How are we different?	• Use similarities to make comparisons. • Explore differences discussing the positives and negatives	**What are rights and responsibilities?**	• 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?**	• 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?	• Understanding Christianity unit • Creationn unit	**Why does Christmas matter to Christians?**	• Understanding Christianity unit • Incarnation unit	**Why are different books special for different people?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1WrNFRhxEaTSLp75iWBJ2lxzN74r0y_4g?usp=share_link
Families and the parents who care for me & Caring Friendships	• Pupils can talk about the people who care for them and give them love, and the things that they do to share that care. • Pupils can talk about the ways that they might show that they enjoy being in their families. • Pupils can show that they understand that different people have different kinds of families. • Pupils can talk about what is the same across all families. • Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family. • Pupils can describe what a good friend is like. • Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like. • Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity. • Pupils can talk about what you can do if you fall out with your friend.	**Respectful relationships & Online relationships**	• Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful. • Pupils can talk about where to go for help if they are bullied. • Pupils can talk about why it is good to be kind to people. • Pupils can talk about how you might support someone who has been hurt because someone has been unkind to them. • Pupils understand that they should always use the internet where a responsible adult can see them • Pupils know they should only play games, or use websites that their parents, or teachers, have said are okay • Pupils know that they should ask a responsible adult before doing something new online. • Pupils understand that they should only talk to people online that I have already met face-to-face. • Pupils know they should tell an adult straight away if anything worries or upsets them.	**Mental wellbeing & Internet Safety and harm**	• Pupils can talk about their emotions, (such as when they are happy, sad, angry or afraid) and understand when those emotions are helpful. • Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or reflecting can be good for their feelings • Pupils can list some of the ways that screens improve their lives. • Pupils can list some rules about the limits for using screens that can keep people healthy. • Pupils can identify how people use 'masks' online to be nasty and who to ask for help. • Pupils can list what information should or should not be shared.
French songs and rhymes					
Music					
Dance (link to story)	• Perform with control & coordination. • Discuss their own & other children's performances with simple vocabulary. • Understand the need for warm up & cool down. • Respond imaginatively to a variety of stimuli.	**Gymnastics**	• Understand the need for warm up & cool down • Understand what is happening to my body during exercise. • Begin to identify the difference between my performance & that of others. • Copy, remember, explore & repeat simple actions • Link & vary ideas with control & coordination	**Dance**	• Improvise freely on my own & with a partner. • Compare, develop & adapt movement & motifs to create longer dances. • Use dance vocabulary to compare & improve my work • -Understand working safely • Recognise changes in their body and can give reasons why PE is good for their health.
LITERACY **Reciprocal reading** **Traction man** **Supertato**	**GPS Skills to cover:** 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 **Writing opportunities:** 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	**LITERACY** **Reciprocal reading** **Flo and the Somme** **Where the poppies now grow** **Katie Morag**	**GPS Skills to cover:** 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? **Writing opportunities:** **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)**	**LITERACY** **Reciprocal reading** **Biography of Samuel Pepys** **Toby and the Great Fire** **In the Land of the Giants (Great Fire of London Page 7)**	**GPS Skills to cover:** Questions Verbs (synonyms and shades of meaning) & Adverbs Contractions and apostrophes Possession - plural or possessive? Exclamations Statements Recognising all four sentence types **Writing opportunities:** Note taking Writing questions Magpie narrative **Autobiography / Biography** **Lists - writing events in chronological order** **Diary writing in role of Samuel Pepys** Senses poem

Year Two Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion French Music PE

SPRING 2 - Our Materials		SUMMER 1 - Our Natural World		SUMMER 2 - Our Coast	
Everyday Materials Sort to recycle Lego WeDo 2	• 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. • Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing or different materials are used for the same thing. • They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. • **Work scientifically** by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.	**Plants**	• 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 • **Working scientifically** : Can pupil ask simple questions and recognise that they can be answered in different ways? • Can pupil perform simple tests and record data? • Can pupil gather and record data to help in answering questions? • Can pupil use observations and ideas to suggest answers to questions? • Can pupil find out and describe how plants need water, light and a suitable temperature to grow and stay healthy?	**Living things and their habitats**	• Identify and name a variety of animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals - food chains. • They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. • Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. • **Work scientifically by:** They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.
Programming B – An introduction to quizzes	• 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	**Creating media – Making music**	• 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	**Data and information – Pictograms**	• 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
Famous Scientists in History	• Study life and works of John Mcadam (or other materials scientist, for example John Dunlop, Charles Macintosh or John McAdam. • How was their work important to us, what useful new materials did they develop? • Add period to class timeline	**Famous Scientists in History**	• 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.	**Famous Scientists in History**	• Watch a "deadly in 60" episode with Steve Backshall". What is he doing this job? link to preservation and conservation and protecting the future.
Famous Buildings	• 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)	**Is school the same everywhere? Australia or Ethiopia case study**	• 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	**The seaside Leigh on Sea Fieldwork**	• 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.
Mechanisms: wheels and axles (Lego WeDo kits unit also available for this unit)	• 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?	**Working with sliders and levers**	• 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.	**Food: preparing vegetables (Make Hummus and carrot/celery/cucumber sticks)**	• 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
What am I good at? Who am I?	• 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.	**Is that fair?**	• 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.	**'Painting' with paper -Collage**	• 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.
Why does Easter matter to Christians?	• Understanding Christianity unit • Salvation unit	**How does special food and fasting help people in their faith?**	• Understanding other faiths - Newham 2022 unit • **https://drive.google.com/drive/folders/1mRsUKRnuVod1jpNxzMw6zICiEEOV4isG?usp=share_link**	**What can stories teach us about forgiveness**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/11SJphcIcb6bDDmUG2V1G3jJowviowG2A?usp=share_link

Health & Prevention Basic First Aid	• Pupils can describe how to look after themselves. • Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep • Pupils can identify and list many healthy and less healthy foods. • Pupils will have observed/ experienced/participated in some calming reflection time. • Pupils can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say). • Pupils can talk about what kindness and coping mean and identify some coping skills. • Pupils focus on asthma attacks and burns.	**Drugs, Alcohol & Tobacco Communities & Shared responsibilities**	• Pupils learn about the things that go into and onto bodies and how this can make people feel • Pupils learn about medicines and the people who help them to stay healthy • Pupils learn rules about keeping safe around medicines and other household products	**Economic Well Being Chaning Me & being safe**	• Pupils can recognise parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva. • Pupils are taught to respect their bodies and understand which parts are private. • Pupils can talk about how their bodies belong to them, are incredibly special and should be protected.
French songs and rhymes					
Music					
Games	• Demonstrates the ability to stop, catch, and control a ball with increasing accuracy and coordination, using both hands and different parts of the body. • Accurately passes a ball to a partner or teammate using both hands, demonstrating an understanding of different types of passes and when to use them. • Participates confidently in opposed conditioned games, applying simple tactics for attacking and defending, working collaboratively with teammates. • Demonstrates fundamental movement skills such as running, jumping, throwing, and catching in isolation and in combination, showing agility, balance, and coordination. • Understands and follows the basic rules of games, showing respect for teammates and opponents, and demonstrating fair play and sportsmanship.	**Games**	• Effectively stops and catches a ball with hands or feet, demonstrating control and coordination. • Passes the ball accurately to a partner using hands or feet, employing appropriate techniques for different situations. • Actively participates in opposed conditioned games, utilising basic tactics for attacking and defending. • Demonstrates teamwork by communicating with peers and understanding roles within a game context. • Recognizes the importance of regular physical activity and follows safety rules during exercise. • Identifies short-term effects of exercise on the body, such as increased heart rate, breathing rate, and feeling warmer.	**Athletics**	• Reflects on personal and peer performances in athletics events identifying strengths and areas for improvement. • Offers constructive feedback and suggests specific strategies to enhance athletic techniques and performances. • Demonstrate a Range of Throwing Actions • Performs a variety of throwing actions using different athletics equipment demonstrating appropriate techniques, accuracy, and control for each type of throw. • Identifies and describes changes in heart rate, temperature, and breathing rate during and after athletic activities, understanding these as natural responses to exercise.
LITERACY **Reciprocal reading**	**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)	**LITERACY** **Reciprocal reading**	**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)	**LITERACY** **Reciprocal reading**	**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

Year Three Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion French Music PE

AUTUMN 1 - Our stone age adventure		AUTUMN 2 - A Guide to Our Town		SPRING 1 - Our Egyptian Museum	
Shadows/Light	• 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. • Work scientifically by asking relevant questions and using different types of scientific enquiries to answer them • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • **Working scientifically:** Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions and use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions? • Can pupil identify differences, similarities or changes related to simple scientific ideas and processes?	**Animals inc humans – diverse habitats, classifications -**	• 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. • **Working scientifically** : Can pupil identify differences, similarities or changes related to simple scientific ideas and processes? • Can pupil set up simple practical enquiries, comparative and fair tests? • Can pupil use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?	**Plants**	• 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. • **Working scientifically**: Can pupil gather, record, classify and present data in a variety of ways to help in answering questions relating plant growth? • Can pupil identify differences, similarities or changes related to simple scientific ideas and processes? • Can pupil use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions? • Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions? •
Computing systems and networks – Connecting computers	• -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**	• -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**	• -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
Neolithic hunter gatherers to the iron age and Bronze age	• Locate Stone, bronze and iron age on timeline and compare to other periods studied. • Identify how life changed for people during the Stone Age. • Explore how we know about life in the Stone Age • Describe some ways in which life changed from the Stone Age to the Bronze Age. • Explore what archaeology has told us about Britain's prehistoric tombs and monuments. • Learn about the lives of the Celtic tribes in Iron Age Britain. • Discover why people built hill forts in Iron Age Britain and what we know about them.	**The History of Canning Town**	• 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**	• 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.
Skara Brae case study	• 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 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.	**Mapping Our local area – diverse population, buildings, weather, beliefs Fieldwork**	• 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.**	• 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.
Food: A healthy and varied diet	• 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. • Create a dish inspired by a "stone age stew" • Know about a range of fresh and processed ingredients appropriate to their product and whether they are grown, reared or caught.	**Landscape paintings looking at Lowry**	• 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 Egyptian pyramid boxes / Hieroglyphic writing**	• 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.
	•	**What are my opinions and views?**	• 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.**	• 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?	• Understanding Christianity unit • Gospel unit	**What is the Trinity?**	• Understanding Christianity unit • Incarnation unit	**How do Jews celebrate their beliefs?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1rTspzsFesY7oCOk5i_J7vebA2HG7uAog?usp=share_link
Families and the parents who care for me & Caring	• Pupils can explain why it is important to recognise and give respect that there are different types of family structure, (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families). • Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there	**Respectful relationships & Online relationships**	• Pupils can show understanding about the different types of bullying that people can encounter. • Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying (see online relationships) • Pupils can explain what stereotyping is and how bullying can be damaging for someone.	**Mental wellbeing & Internet Safety and harm**	• Pupils can talk about how people can express their emotions such as anger and fear. • Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others. • Pupils can explain how to make wise choices online and why limiting

Friendships	for each other in times of difficulty etc). • Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice. • Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them. • Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence.		• Pupils can explain how people can keep themselves safe and ask for help when bullied. • Pupils can describe how not to be a bystander when someone else is bullied. • Pupils should understand that they should keep personal details away from strangers. • Pupils should know not to meet people that they know online unless they are with a trusted adult. • Pupils should know not to click any links that they are unsure about and that they should ask a trusted adult.		screen time is a good idea.
French songs and rhymes					
Music **EAR TRAINING** **LISTENING** **IMPROVISING & COMPOSING** **PERFORMANCE**	• Clap back rhythms Sing back low/high (octave do-do) phrases • Listen to teacher's performance and discuss/appraise • Playing with the Hello Song- changing voice tones/timbres/vowel sounds. • Student's lead the Hello Song in their own way, everyone echoes. • Learn set rhythms with syncopation. • Call and Response chants. • DoReMiFaSoLaTiDo with patterns • Popular songs and folk songs with student-led actions.	**Music** **EAR TRAINING** **IMPROVISING & COMPOSING** **PERFORMANCE**	• Clap back rhythms • Sing back low/high (octave do-do) phrases from ocarina • Playing with the Hello Song - changing voice tones/timbres/vowel sounds. • Student's lead the Hello Song in their own way, everyone echoes. • Call and response chants and rounds. • Do Re Mi Fa So La Ti Do with patterns • Popular songs and folk songs with student-led actions, and solo/duet opportunities.	**Music** **EAR TRAINING** **IMPROVISING & COMPOSING** **PERFORMANCE**	• Clap back longer and more syncopated rhythms • Sing back longer low/mid/high (do-so -do) phrases and translate using "low, high, mid" vocabulary. • Using a grid to compose rhythms with mi so la, and assign lyrics to the rhythms • Student's lead the Hello Song in their own way, everyone echoes. • Learn set rhythms with syncopation. • Call and Response chants. • Rounds • Do Re Mi Fa So La Ti Do with patterns • Popular songs and folk songs with student-led actions. • Extended vocal warm ups for focus, energy and alignment, airflow and support, primal sound, range and register, resonance, articulation and performance.
Dance	• Demonstrates the ability to interpret and express ideas from various stimuli through creative movement. • Develops sequences that convey emotions or narratives, showing imagination and originality. • Selects and combines a range of dance skills, movements, and actions to create and perform sequences. • Applies these with coordination, control, and an awareness of rhythm and space, ensuring fluidity and expressiveness. • Understands and explains the importance of warming up before dance activities, identifying how it prepares the body and prevents injury. • Recognizes the physical and mental health benefits of regular physical activity, including improved fitness, mood, and concentration.	**Gymnastics**	• Chooses and combines simple gymnastic actions such as rolls, jumps, and balances to construct basic sequences. • Demonstrates an understanding of how to link these actions smoothly and with control. • Apply compositional ideas to sequences alone & with others. • Expanded: Utilizes compositional ideas such as changes in level, direction, and speed to enhance gymnastic sequences. Collaborates effectively with others to create and perform sequences, ensuring synchronization and creativity. • Describe and Evaluate Work Noting Similarities, Differences, and Improvements • • Original: Describe their own & others work noting similarities & differences. They can make suggestions for improvements. • Expanded: Observes and describes their own and peers' gymnastic performances, identifying similarities and differences in technique and composition. Provides constructive feedback and suggests specific improvements to enhance performance quality.	**Gymnastics**	• Utilises compositional ideas such as changes in level, direction, and speed to enhance gymnastic sequences. • Collaborates effectively with others to create and perform sequences, ensuring synchronisation, creativity, and expression. • Demonstrates an understanding of how to structure a sequence with a clear beginning, middle, and end. • Demonstrates an understanding of safety principles in gymnastics, including the use of equipment and spatial awareness. • Recognises physiological changes such as increased heart rate, breathing rate, and muscle warmth during exercise. • Articulates the benefits of physical activity for health, including improved fitness, strength, flexibility, and mental well-being. • Selects and combines a range of gymnastic skills and actions to create sequences, applying them with coordination, control, and precision. • Demonstrates an awareness of rhythm and flow in performance, ensuring smooth transitions between movements.
LITERACY **Reciprocal reading** **Ug** **Stone age boy**	**GPS Skills to cover:** Noun phrases Types of Sentences Expanding sentences Commas Vowels and Consonants a or an Determiners Clauses Co-ordinating conjunctions **Writing opportunities:** Stone Age recipe Stone age narrative Recount Poetry Letter	**LITERACY** **Reciprocal reading** **Katie meets the impressionists**	**GPS Skills to cover:** Clauses (review) Sub-ordinating conjunctions Conjunctions of Time, Place and Cause Using conjunctions **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	**LITERACY** **Reciprocal reading** **Ancient Egypt - Tales of gods and pharaohs**	**GPS Skills to cover:** What is an adverb? Adverbs of time Adverbs of place Adverbs of cause What is a preposition? Prepositional phrases **Writing opportunities:** Factfile to compare and contrast Gods/Pharaohs Non-chronological report Character analysis/description Character Poetry Shape Poetry

Year Three Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion French Music PE

SPRING 2 - Forces - Seen and Unseen		SUMMER 1 - Our Adventure Back in Time		SUMMER 2 - Our Escape from the Volcano	
Forces	• 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. • **Working scientifically**: Can pupil set up simple practical enquiries, comparative and fair tests? • Can pupil use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions? • Can pupil record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables?	**More Magnets**	• 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. • **Working Scientifially** : Can pupil compare how things move on different surfaces? • Can pupil set up simple practical enquiries, comparative and fair tests? • Can pupil use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions? • Can pupil record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables?	**Rocks**	• 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. • **Working scientifically**: Can pupil set up simple practical enquiries, gather, record, classify and present data in a variety of ways to help in answering questions? • Can pupil record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables? • Can pupil use straightforward scientific evidence to answer questions or to support their findings? • Can pupils identify differences, similarities or changes related to simple scientific ideas and processes?
Creating media – Animation	• 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	**Creating media – Desktop publishing**	• 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	**Programming B – Events and actions**	• 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
Famous Scientists in History	• **Study the life of Isaac Newton or other famous forces Scientist** • **Add life events to the class timeline.**	**Greeks**	• 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 Scientists in History**	• Study Mary Anning , write bio and visit Natural History Museum.
Earthquakes - Nepal case study	• 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. • To understand the structure of the Earth and how this causes earthquakes • To explain why earthquakes may occur and understand the geographic hazards that may be caused by earthquakes.	**Greece in Europe**	• Locate Greece in Europe, locate the capital city and investigate country data. • Locate capital cities and flags of Greece and other countries in Europe.	**Volcanoes**	• 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 or Montserrat) • 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.
photographing forces	• 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.	**Stories of the Greeks**	• Complete design criteria for greek myth tablet • 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.	**Pop art volcanoes**	• 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.
Mechanical Systems: levers and linkages	• 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				
Why do Christians call it 'good' Friday?	• Understanding Christianity unit • Salvation unit	**What can we learn about Signs and symbols in Religions?**	• Understanding other faiths - Newham 2022 unit • **https://drive.google.com/drive/folders/1Bpay6YWXGISQRA3NC13x-PifupovYeUS?usp=share_link**	**What do Sikh sayings tell us about beliefs?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1jDcbAtWmTGMij4WMI6_4ktMASVW9Hmx3?usp=share_link
Health & Prevention Basic First Aid	• Pupils can explain why it is important to look after themselves. • Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this. • • Pupils can plan a healthy diet and describe the dangers of an unhealthy one. • Pupils can identify which is their favourite type of calming reflection time and engage positively in others • Pupils learn about giving first aid and the work of the Red Cross. • Pupils discuss how to spot the danger, how and when to help and learn some key factors related to the decision making process. • Pupils focus on bleeding and head injuries.	**Drugs, Alcohol & Tobacco Communities & Shared responsibilities**	• Pupils learn about the safe use of medicines and household products • Pupils learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health	**Economic Well Being Changing Me & being safe**	• Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts about the menstrual cycle, menstrual wellbeing and wet dreams. • Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public.

French songs and rhymes					
Music **EAR TRAINING** **GENERAL MUSICIANSHIP** **IMPROVISING & COMPOSING** **PERFORMANCE**	• Clap back longer and more syncopated rhythms • Sing back longer low/mid/high (do-so -do) phrases and translate using "low, high, mid" vocabulary. • Reading Crotchets and quavers, verbalise as Ta, tete. • Reading low/high (do-do) without stave lines • Reading So-mi on 2-line stave. • Using a grid to compose rhythms with mi so la, and assign lyrics to the rhythms • Learn set rhythms with syncopation. • Call and Response chants. • Rounds • Do Re Mi Fa So La Ti Do with patterns • Popular songs and folk songs with student-led actions. • Extended vocal warm ups for focus, energy and alignment, airflow and support, primal sound, range and register, resonance, articulation and performance. • Basic harmony static drone. • School assembly performance.	**Music** **EAR TRAINING** **GENERAL MUSICIANSHIP** **IMPROVISING & COMPOSING** **PERFORMANCE**	• Clap back longer and more syncopated rhythms • Sing back longer low/mid/high (do-so -do) phrases and translate using "low, high, mid" vocabulary. • Reading and clapping crotchets and quavers and rests, verbalise as Ta, tete, sh, along to a drum beat. • Reading low/mid/low (do-so-do) with 5 line stave • Pitch and verbalise So-mi-la on 5-line stave. • Dynamics f and p. • Using a grid to compose rhythms with mi so la, and assign lyrics to the rhythms • Learn set rhythms with syncopation. • Call and Response chants. • Rounds • Do Re Mi Fa So La Ti Do with patterns • Popular songs and folk songs with student-led actions. • Extended vocal warm ups for focus, energy and alignment, airflow and support, primal sound, range and register, resonance, articulation and performance. • Basic harmony static drone.	**Music** **EAR TRAINING** **GENERAL MUSICIANSHIP** **IMPROVISING & COMPOSING** **PERFORMANCE**	• Clap back longer and more syncopated rhythms • Sing back longer low/mid/high (do-so -do) phrases and translate using "low, high, mid" vocabulary. • Reading and clapping Crotchets and quavers along to a drum beat. • Reading low/mid/low (do-so-do) with 5 line stave • Pitch and verbalise So-mi-la on 5-line stave. • Recognising notes on lines or spaces. • Identifying notes missing from a C major scale. • Using set rhythms with visual cues and sequencing them to create a rhythm • composition - add pitch • Compose new lyrics for an existing song. • Verse and chorus. • Learn set rhythms with syncopation. • Call and Response chants. • Rounds • Do Re Mi Fa So La Ti Do with patterns • Popular songs and folk songs with student-led actions. • Extended vocal warm ups for focus, energy and alignment, airflow and support, primal sound, range and register, resonance, articulation and performance. • Basic harmony static drone.
Games	• Demonstrates the ability to influence the flow of a conditioned game by making strategic decisions and positioning. • Understands basic tactics for attacking and defending, and uses communication and movement to support teammates and create opportunities. • Controls and catches a ball effectively while on the move, using coordination and agility. • Shows the ability to anticipate the ball's path and adjust movement accordingly to maintain possession and support team play. • Executes accurate and timely passes to teammates, utilising a variety of passing techniques (e.g., chest pass, bounce pass, kick pass) suited to the game situation. • Demonstrates an understanding of when and how to pass to maintain team possession and advance play.	**Games**	• Demonstrates the ability to accurately pass a ball to teammates using both hands and feet, employing different types of passes depending on the game context. • Shows an understanding of when and how to use each type of pass to maintain possession and support team play. • Proficiently moves with a ball using skills specific to different games, such as dribbling in football, stick handling in quicksticks, and running with the ball in tag rugby. • Demonstrates control, agility, and spatial awareness while maintaining possession and avoiding opponents. • Understands and articulates the importance of warming up before engaging in physical activity, explaining how it prepares the body, reduces the risk of injury, and enhances performance. • Recognises the benefits of regular exercise for health, inc. improved physical fitness, mental well-being, and social skills.	**Athletics**	• Demonstrates the ability to adjust running speed according to the distance, understanding pacing for short sprints versus longer distances. • Exhibits efficient running techniques, including posture and stride, to optimise performance for different events. • Performs a running jump with proper technique, combining speed, coordination, and control to maximise distance. • Demonstrates an understanding of the approach, take-off, flight, and landing phases, applying these elements to improve jump performance. • Observes and analyses personal and peer performances in athletic events, identifying similarities and differences in technique and outcomes. • Uses this understanding to make informed suggestions for improvement and set personal goals for enhancing skills.
LITERACY **Reciprocal reading** **Escape from Pompeii***	**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	**LITERACY** **Reciprocal reading** **Odysseus**	**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	**LITERACY** **Reciprocal reading** **The pebble in my pocket**	**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

Year Four Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion French Music PE

AUTUMN 1 - Our Roman Adventure		AUTUMN 2 - Our World (Architecture in Schools project)		SPRING 1 - Our UK Museum	
Sounds	• **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. • **Working Sientifically:** Can pupil set up simple practical enquiries, fair and comparative tests? • Can pupil make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, data loggers? • Can pupil record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • and use straightforward scientific evidence to answer questions or to support their findings? • Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions?	**States of matter**	• **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. • **Working Scientifically:** Can pupil make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers? • Can pupil set up simple practical enquiries, comparative and fair tests and gather, record, classify and present data in a variety of ways to help in answering questions? • Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions based on scientific evidence?	**Living things and their habitats**	• **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. • **Working scientifically**: Can pupil recognise that living things can be grouped in a variety of ways? • Can pupil identify differences, similarities or changes related to simple scientific ideas and processes? • Can pupil gather, recording, classifying and presenting data in a variety of ways to help in answering questions? • Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusion?
Computing systems and networks – The Internet	• 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**	• 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**	• To identify that sound can be recorded • To explain that audio recordings can be edited • To recognise the different parts of creating a podcast project • To apply audio editing skills independently • To combine audio to enhance my podcast project • To evaluate the effective use of audio
The Roman Invasion of Britain	• Explain the spread of the Roman empire and recall key facts about the invasion of Britain. • Understand why the Romans built roads in Britain and know where some of the roads ran to and from. • Understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made. • Describe who Emperor Hadrian was, say when, how and why he built a wall and explain its features. • Understand what religious beliefs the Romans had and some of the gods & goddesses that they worshipped and compare with other periods studied.	**Famous Scientist or Architect**	• 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.	**Early Anglo Saxons and Scots**	• Understand the impact of Britain's settlement by Anglo-Saxons and Scots and the reasons for this. • Understand how the Anglo-Saxons influenced Britain by explaining some of the place names they established and their meanings. • Describe a typical Anglo-Saxon village andexplain what jobs the people did. • Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. • Explain the religious beliefs and practices of the early Anglo-Saxon people • Explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and some of the sites e.g. Canterbury, Iona and Lindisfarne
The Geography of Roman Britain	• Explore the network of Roman roads and settlements in the UK • Investigate how settlement and economic activity has developed and changed since Roman times.	**A different place France (or the Mediterranean)** **Fieldwork in Canning Town** **Zero Carbon Schools**	• Compare & contrast a region in a European country – France • Fieldwork around Canning Town settlement, land use, economic activity, emotion map and survey. • Use maps/computer mapping to locate France in Europe, identify cities, coasts, rivers, mountains. • Identify the surrounding seas of the U.K. and France. • Identify settlement, economic activity and land use patterns in Boulogne. • Compare the two areas	**Great Britain – Mapping Settlement, economic activity and sustainability in the UK** **Zero Carbon Schools**	• 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. • Understand that different activities have different carbon footprints • Understand how carbon dioxide causes climate change and the meaning of a carbon footprint
Roman Mosaics	• **Describe a Mosaic as a decorative piece of art made from assembling hundreds of small pieces of coloured glass/ stone or other material.** • **That different rock types produced different colours mosaics.** • **Understand that mosaics were popular in public buildings and homes and they help to tell us about the Roman way of life.** • **View and critique examples of Roman mosaics.** • **Plan and design their own design in the Roman style.** • **List what equipment is needed to create a mosaic design.** • **Create own small piece and put it together to create a larger piece of art.** • **Evaluate their individual final piece using disciplinary language.**	**Architecture - Looking closely**	• Research famous architect Zaha Hadid • 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. • Children to create own model inspired by their local area and Zaha Hadid as a building for the future • Participate in a workshop on building a new world using sustainable building materials.	**Anglo-Saxon art**	• Experiment with the potential of various pencils for different techniques. • Make close observation of famous examples of Anglo-Saxon artifacts • Use different techniques for different purposes e.g. shading, hatching. • Identify and draw the effect of light • Apply skills to sketch chosen like an archeologist would ensuring Scale and proportion is correct.
	•	**Food for the future?**	• 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**	• Explore foods that the Anglo-Saxons would have eaten and how they were grown, reared or caught. • Order the main stages of making. • Prepare and cook Anglo Saxon style stew using chopping and mixing skills and the use of a heat source. • Accurately use scales and measuring jugs to weigh and measure. • Follow procedures for safety and hygiene. • Use a range of techniques such as peeling, chopping, slicing, grating and mixing.
What kind of a world did Jesus want?	• Understanding Christianity unit • Gospel unit	**What is the Trinity?**	• Understanding Christianity unit • **Incarnation unit**	**How do Hindus Worship?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1BsaMDlZ8jGLHRTEL5Bf8i6efblbiQ_hH?usp=share_link

Families and the parents who care for me & Caring Friendships **French songs and rhymes**	• Pupils can explain why it is important to recognise and give respect that there are different types of family structure, (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families). • Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc). • Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice. • Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them. • Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence.	**Respectful relationships & Online relationships**	• Pupils can show understanding about the different types of bullying that people can encounter. • Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying (see online relationships) • Pupils can explain what stereotyping is and how bullying can be damaging for someone. • Pupils can explain how people can keep themselves safe and ask for help when bullied. • Pupils can describe how not to be a bystander when someone else is bullied. • Pupils should understand that they should keep personal details away from strangers. • Pupils should know not to meet people that they know online unless they are with a trusted adult. • Pupils should know not to click any links that they are unsure about and that they should ask a trusted adult.	**Mental wellbeing & Internet Safety and harm**	• Pupils can talk about how people can express their emotions such as anger and fear. • Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others. • Pupils can explain how to make wise choices online and why limiting screen time is a good idea.
Music **EAR TRAINING** **LISTENING** **IMPROVISING & COMPOSING** **PERFORMANCE**	• Clap back rhythms Sing back low/high (octave do-do) phrases • Listen to teacher's performance and discuss/appraise • Playing with the Hello Song- changing voice tones/timbres/vowel sounds. • Student's lead the Hello Song in their own way, everyone echoes. • Learn set rhythms with syncopation. • Call and Response chants. • DoReMiFaSoLaTiDowithpatterns • Popular songs and folk songs with student-led actions.	**Music** **EAR TRAINING** **IMPROVISING & COMPOSING** **PERFORMANCE**	• Clap back rhythms • Sing back low/high (octave do-do) phrases from ocarina • Playing with the Hello Song - changing voice tones/timbres/vowel sounds. • Student's lead the Hello Song in their own way, everyone echoes. • Call and response chants and rounds. • Do Re Mi Fa So La Ti Do with patterns • Popular songs and folk songs with student-led actions, and solo/duet opportunities.	**Music** **EAR TRAINING** **IMPROVISING & COMPOSING** **PERFORMANCE**	• Clap back longer and more syncopated rhythms • Sing back longer low/mid/high (do-so -do) phrases and translate using "low, high, mid" vocabulary. • Using a grid to compose rhythms with mi so la, and assign lyrics to the rhythms • Student's lead the Hello Song in their own way, everyone echoes. • Learn set rhythms with syncopation. • Call and Response chants. • Rounds • Do Re Mi Fa So La Ti Do with patterns • Popular songs and folk songs with student-led actions. • Extended vocal warm ups for focus, energy and alignment, airflow and support, primal sound, range and register, resonance, articulation and performance. • Basic harmony static drone. • School assembly performance.
Dance	• Demonstrates the ability to improvise dance movements both individually and with a partner, responding creatively to a range of stimuli such as music, themes, and emotions. • Shows confidence and spontaneity in exploring new movements and ideas. • Explores and varies dance dynamics (e.g., speed, energy, intensity) to enhance movement quality. • Collaborates effectively with a partner or group to develop and perform dance sequences, demonstrating timing, synchronisation, and cohesion. • Performs dance sequences with precision, control, and fluency, responding accurately to various stimuli. • Shows an understanding of how to express ideas and emotions through dance, maintaining a high level of technical skill and artistic expression.	**Gymnastics**	• Utilises compositional elements such as contrasting shapes, levels, and pathways to enhance gymnastic sequences. • Collaborates with others to create and perform sequences that demonstrate creativity, rhythm, and fluency, ensuring smooth transitions and synchronisation. • Leads or participates in warm-up routines that include dynamic stretches and exercises specific to gymnastics. • Explains the physiological effects of exercise, such as increased heart rate, improved flexibility, and muscle engagement, and discusses the importance of these changes for performance and health. • Copies and memorises a variety of simple gymnastic actions, exploring and experimenting with variations. • Links actions to create cohesive sequences, demonstrating control, balance, and coordination. • Adjusts sequences to incorporate feedback and improve performance.	**Dance**	• Observes and analyses personal and peer performances to identify areas for improvement, using a basic understanding of body mechanics and posture. • Makes informed modifications to enhance movement quality and expressiveness in dance sequences. • Consistently demonstrates a strong sense of rhythm by moving in time with music and maintaining consistent timing throughout sequences. • Exhibits spatial awareness by effectively using the dance space, understanding proximity to others, and adjusting movements accordingly. • Selects and integrates a variety of dance skills and actions into sequences, applying them with coordination, control, and fluidity. • Demonstrates creativity and expression in choreography, ensuring movements are purposeful and well-executed.
LITERACY **Reciprocal reading** **A Roman Story** **Julius Caesar**	**GPS Skills to cover:** Determiners Clauses Expanding sentences using conjunctions, adverbs and prepositions Direct speech Past tense Present tense **Writing opportunities:** Letter from Odysseus to wife Character description Narrative - box up Odysseus as model to imitate and innovate Narrative adventure using dialogue	**LITERACY** **Reciprocal reading** **Masterpiece by Elise** **Broach** **The Fox**	**GPS Skills to cover:** Present perfect or Simple past Paragraphs Nouns Pronouns **Writing opportunities:** 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	**LITERACY** **Reciprocal reading** **Beowulf**	**GPS Skills to cover:** Adverbials Fronted adverbials Time adverbials Place adverbials Descriptive fronted adverbials Apostrophes for plural possession Apostrophes for contractions When to not use an apostrophe **Writing opportunities:** 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

Year Four Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion French Music PE

SPRING 2 - Me		SUMMER 1 - We are Toy Makers		SUMMER 2 - Our Mountain Adventure	
Animals including humans – teeth and digestion	• **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. • **Working Scientifically**: Can pupil ask relevant questions and use different types of scientific enquiries to answer them? • Can pupil gather, record, classify and present data in a variety of ways to help in answering questions? • Can pupil use straightforward scientific evidence to answer questions or to support their findings? • Can pupil identify differences, similarities or changes related to simple scientific ideas and processes?	**Electricity**	• 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. • **Working Scientifically**: Can pupil identify differences, similarities or changes related to simple scientific ideas and processes? • Can pupil record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables? • Can pupil set up simple practical enquiries and recording, classifying and presenting data in a variety of ways to help answer questions and use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?	**Animals including humans (food chain focus)**	• 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 • **Working scientifically:** Can pupil record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables and use straightforward scientific evidence to answer questions or to support their findings? • Can pupil ask relevant questions and use different types of scientific enquiries to answer them? • Can pupil gather, record, classify and present data in a variety of ways to help in answering questions?
Creating media – Photo editing	• 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	**Programming B – Repetition in games**	• 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	**Data and information – Data logging**	• 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
Later Viking and Anglo Saxons - what is British? The history of Me!	• 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 • Draw own family tree.	**Eddison, Tesla, Latimer & Garrett Morgan**	• 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	**Sir Edmund Hilary & Sherpa Tenzing Norgay**	• 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.
Zero Carbon Schools		**Where do we get power from?** **Zero Carbon Schools**	• 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.	**Mount Everest and its ascent** **Zero Carbon Schools**	• Identify the countries and capital cities of the U.K. Use maps to locate the counties and mountains of theWorld • 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.
Cubist Portraits	• 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				
Designing a phone cover	• 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.	**Electrical systems: simple circuits and switches**	• 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.	**Food: healthy and varied diet**	• 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.
Why do Christians call it 'good' Friday?	• Understanding Christianity unit • Salvation unit	**What religions are represented in our neighbourhood?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1OdG7mI5hvkntFT37LRMmTQpJAs-RS6UB?usp=share_link	**What happens when someone gets married?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1L1BpcvHEx7f6dkpwPzgXTudm7ZPu27Za?usp=share_link
Health & Prevention Basic First Aid	• Pupils can explain why it is important to look after themselves. • Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this. • • Pupils can plan a healthy diet and describe the dangers of an unhealthy one. • Pupils can identify which is their favourite type of calming reflection time and engage positively in others • Pupils learn about giving first aid and the work of the Red Cross. • Pupils discuss how to spot the danger, how and when to help and learn some key factors related to the decision making process.	**Drugs, Alcohol & Tobacco Communities & Shared responsibilities**	• Pupils learn about the safe use of medicines and household products • Pupils learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health	**Economic Well Being Chaning Me & being safe**	• Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts about the menstrual cycle, menstrual wellbeing and wet dreams. • Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public.

	• Pupils focus on bleeding and head injuries.				
French songs and rhymes					
Music **EAR TRAINING** **GENERAL MUSICIANSHIP** **PERFORMANCE**	• Clap back longer and more syncopated rhythms • Sing back longer low/mid/high (do-so -do) phrases and translate using "low, high, mid" vocabulary. • Reading Crotchets and quavers, verbalise as Ta, tete. • Reading low/high (do-do) without stave lines • Reading So-mi on 2-line stave. • IMPROVISING & COMPOSING • Using a grid to compose rhythms with mi so la, and assign lyrics to the rhythms • Learn set rhythms with syncopation. • Call and Response chants. • Rounds • Do Re Mi Fa So La Ti Do with patterns • Popular songs and folk songs with student-led actions. • Extended vocal warm ups for focus, energy and alignment, airflow and support, primal sound, range and register, resonance, articulation and performance. • Basic harmony static drone. • School assembly performance.	**Music** **EAR TRAINING** **GENERAL MUSICIANSHIP** **IMPROVISING & COMPOSING** **PERFORMANCE**	• Clap back longer and more syncopated rhythms • Sing back longer low/mid/high (do-so -do) phrases and translate using "low, high, mid" vocabulary. • Reading and clapping crotchets and quavers and rests, verbalise as Ta, tete, sh, along to a drum beat. • Reading low/mid/low (do-so-do) with 5 line stave • Pitch and verbalise So-mi-la on 5-line stave. • Dynamics f and p. • Using a grid to compose rhythms with mi so la, and assign lyrics to the rhythms • PERFORMANCE • Learn set rhythms with syncopation. • Call and Response chants. • Rounds • Do Re Mi Fa So La Ti Do with patterns • Popular songs and folk songs with student-led actions. • Extended vocal warm ups for focus, energy and alignment, airflow and support, primal sound, range and register, resonance, articulation and performance. • Basic harmony static drone.	**Music** **EAR TRAINING** **GENERAL MUSICIANSHIP** **IMPROVISING & COMPOSING** **PERFORMANCE**	• Clap back longer and more syncopated rhythms • Sing back longer low/mid/high (do-so -do) phrases and translate using "low, high, mid" vocabulary. • Reading and clapping Crotchets and quavers along to a drum beat. • Reading low/mid/low (do-so-do) with 5 line stave • Pitch and verbalise So-mi-la on 5-line stave. • Recognising notes on lines or spaces. • Identifying notes missing from a C major scale. • Using set rhythms with visual cues and sequencing them to create a rhythm • composition - add pitch • Compose new lyrics for an existing song. • Verse and chorus. • Learn set rhythms with syncopation. • Call and Response chants. • Rounds • Do Re Mi Fa So La Ti Do with patterns • Popular songs and folk songs with student-led actions. • Extended vocal warm ups for focus, energy and alignment, airflow and support, primal sound, range and register, resonance, articulation and performance. • Basic harmony static drone.
Games	• Demonstrates the ability to control and catch a ball with confidence, using hands or feet, while moving. • Accurately passes the ball to teammates during dynamic play, showing coordination, timing, and an understanding of game flow. • Actively participates in conditioned games, applying an understanding of basic tactics, such as finding space, marking opponents, and defending. • Demonstrates a clear understanding of game rules and the ability to adapt strategies as needed. • Explains and applies the principles of effective warm-up routines, recognising their role in preparing the body for physical activity and preventing injuries. • Understands and articulates the benefits of regular exercise, including improved physical fitness, mental well-being, and overall health.	**Games**	• Demonstrates the ability to move confidently and fluently with a ball, using a variety of techniques (e.g., dribbling, passing, carrying) in sports such as quicksticks, football, and tag rugby. • Shows control, agility, and spatial awareness while keeping the ball close to maintain possession. • Effectively manoeuvres with a ball in opposed situations, demonstrating evasive techniques to maintain possession against defenders. • Applies strategic thinking and decision-making to navigate challenges, showing awareness of teammates and opponents. • Identifies and describes key muscle groups and explains how they function by stretching and contracting during various physical activities. • Understands the importance of these muscle actions in executing movements in games and maintaining physical fitness.	**Athletics**	• Accurately performs a variety of throwing actions (e.g., shot put, javelin, chest push) and jumping actions (e.g., long jump, high jump), demonstrating correct technique and consistency. • Understands the mechanics of each action and applies them to improve distance and height. • Observes and identifies key elements of effective athletic performance, such as posture, alignment, and technique. • Explains how these elements contribute to successful outcomes, using appropriate terminology to describe strengths and areas for improvement. • Demonstrates athletic performances that exhibit precision, control, and fluency, understanding how these qualities enhance overall effectiveness. • Reflects on performance to identify how precision, control, and fluency impact results and areas for improvement.
LITERACY **Reciprocal reading** **A journey through digestive system**	**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	**LITERACY** **Reciprocal reading** **Frankenstein (kids classic)**	**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	**LITERACY** **Reciprocal reading** **Everest: story of Edmund Hillary**	**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

Year Five Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion French Music PE

AUTUMN 1 - Our Journey into Space		AUTUMN 2 - Our World		SPRING 1 - The Mystery of the Two Princes in the Tower	
Earth and Space	• **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. • **Working Scientifically**: Can pupil plan different types of scientific enquiries to answer questions? • Can pupil report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? • Can pupil identify scientific evidence that has been used to support or refute ideas or arguments?	**Properties and changes to matter**	• 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 (filering, 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. • **Working scientifically**: Can pupil take measurements, using a wide range of scientific equipment, with increasing accuracy and precision, and taking repeat readings when appropriate? • Can pupil use test results to make predictions to set up further comparative and fair tests? • Can pupil report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations?	**Properties and changes to matter (reversible and irreversible focus)**	• 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 • **Working scientifically:** Can pupil plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary? • Can pupil take measurements, using a wide range of scientific equipment, with increasing accuracy and precision, and taking repeat readings when appropriate? • Can pupil use test results to make predictions to set up further comparative and fair tests?
Computing systems and networks – Sharing information	• 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**	• 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**	• 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	• Study Brian Cox, Katherine Johnson, Mary Jackson or other famous 'space' scientists. • Add life and events to class timeline	**The Thames**	• 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**	• 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	• 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 the USA and describe major features such as the Grand Canyon and the states,rivers,mountain ranges and seas • To investigate the variation in population desnity across the USA. • To Investigate reasons for variation in population density.	**Rivers and the water cycle - River Lea/ Thames fieldwork & Mississippi comparison.**	• 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.	**O/S Mapping Battles for the Crown**	• 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	• 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 -sketching**	• Vivienne Westwood • 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	• 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?	• Understanding Christianity unit • People of god unit	**Was Jesus the Messiah?**	• Understanding Christianity unit • Incarnation unit	**Why is Muhammad and the Qur'an important to Muslims?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1XDCMQqe3jH-f41fBZPYHRTeD37K2FsUn?usp=share_link
Families and the parents who care for me & Caring Friendships	• Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another. • Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them. • Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice. • Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices. • Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable. • Pupils can order the possible reasons that people fall out from most	**Respectful relationships & Online relationships**	• Pupils can explain how people can keep themselves safe and ask for help when bullied. • Pupils can describe how not to be a bystander when someone else is bullied. • Pupils can explain what they think is the most effective way to combat bullying and explain why they think it is the most effective. • Pupils know how to keep their personal information safe. • Pupils know that meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. • Pupils know to think carefully before clicking on or opening something online (e.g. links, adverts, friend requests, photos) as they never know where they may lead to or if they contain viruses. • Pupils know they cannot trust everything they see online as some things can be out of date, inaccurate or not entirely true. • Pupils know to tell a trusted adult if something or someone ever makes	**Mental wellbeing & Internet Safety and harm**	• Pupils can understand that keeping healthy physically and spiritually will help their mental health. • Pupils can identify some of the worries and concerns that people might feel in school/moving to a new school. • Pupils can identify ways in which someone can positively manage feelings such as staying/moving. • Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm.

	common to least common and try to offer solutions for reconciliation for each.		them feel upset, worried or confused. ● Pupils should remember to always be kind and respectful to others online.		
French songs and rhymes					
Music **SINGING/MUSICIANSHIP** **LISTENING** **PERFORMANCE**	● Mi soh la Pitches, ● Low/high (Do, do) ● Echo games ● Ta, tete (cotchets, quavers) ● Listen to teacher's performance and move to the music and appraise freely ● How to hold the instrument ● About the instrument, names of the parts of the instrument ● Pulse activities and games ● Moving to music ● Copy back 3 note/chord phrases ● Children perform to each other in small groups and individually	**Music** **SINGING/MUSICIANSHIP** **IMPROVISING** **PERFORMANCE**	● Mi soh la with accurate pitching ● Ta, tete, sh (crotchets, quavers, rests) ● Notate on 3 line stave ● - On instruments ● Question and Answer games with open strings/strumming ● Strumming a chord ● Copy back combinations of plucking, strumming, knocking ● Follow rhythm scores to pulse ● Read and perform 2 notes from simple notation with instruments ● Simple time signatures ● Children perform to each other in small groups and individually. ● Melody and accompaniment	**Music** **SINGING/MUSICIANSHIP** **COMPOSING** **PERFORMANCE**	● Do re mi so la with accurate pitching ● Accents, dynamics ● 3 time ● Structuring a performance of a simple song making choices of repeats, dynamics, body percussion, percussion instruments, and texture choices of strumming and simple ostinato. ● f p mf mp ● Learn 2 chords ● On instruments - copy back phrases with notes/chords learnt ● Follow longer rhythm scores to pulse ● Children perform to each other and school staff in small groups and individually. ● Develop sense of ensemble and performance ● Staff Notation and chord diagrams ● Confidence singing melody whilst strumming
Dance	● Analyses and refines personal and peer performances by observing and applying a basic understanding of body mechanics and alignment. ● Makes informed adjustments to improve posture, balance, and movement efficiency in dance sequences. ● Consistently exhibits strong rhythm and spatial awareness in dance, adapting movements to align with musical beats and utilising space effectively. ● Demonstrates the ability to navigate and perform within different spatial formations and patterns. ● Integrates and applies a variety of dance skills, techniques, and creative ideas with precision, control, and fluency. ● Performs sequences that are well-structured and expressive, demonstrating a clear understanding of timing, dynamics, and flow.	**Gymnastics**	● Demonstrates the ability to link advanced gymnastic skills and techniques with control, precision, and fluency. ● Shows competence in performing complex actions such as rolls, balances, jumps, and turns, ensuring seamless transitions and maintaining poise throughout sequences. ● Applies compositional principles to create and perform complex gymnastic sequences. ● Demonstrates an understanding of how to structure sequences using variations in level, direction, speed, and rhythm, working individually and collaboratively to convey themes or narratives. ● Critically evaluates personal and peer performances, identifying specific areas for refinement and improvement. ● Provides detailed suggestions on how to modify techniques and sequences to enhance overall performance quality, focusing on elements such as control, expression, and creativity.	**Gymnastics**	● Executes a comprehensive warm-up routine that includes specific exercises targeting flexibility, strength, and cardiovascular readiness. ● Describes the physiological effects of exercise, such as increased heart rate, enhanced muscle elasticity, and improved circulation. ● Understands the role of warm-up in preventing injury and optimising performance. ● Integrates a variety of gymnastic skills and techniques into coherent sequences, demonstrating accuracy, precision, and control. ● Performs movements with fluency and rhythm, adapting techniques to suit different challenges and contexts. ● Shows a high level of body awareness and spatial control. ● Demonstrates creativity and originality in combining elements such as levels, dynamics, and pathways. ● Collaborates effectively with peers to enhance group performances.
LITERACY **Reciprocal reading** **Mouse, bird, wolf, snake**	**GPS Skills to cover:** Pronouns Expanded noun phrases Fronted adverbials Plural and possessive apostrophes Direct and indirect speech **Writing opportunities:** Character description Diary in role of character Prequel/sequel of prediction- to include dialogue between characters	**LITERACY** **Reciprocal reading** **Journey to river sea**	**GPS Skills to cover:** Relative pronouns and relative clauses Modal verbs Adverbs and adverbs to indicate degree of possibility **Writing opportunities:** Explanation text of journey of a river and stages Balanced argument on uses of water Book review	**LITERACY** **Reciprocal reading** **Treason**	**GPS Skills to cover:** Parenthesis Expanded noun phrases Tenses Present perfect, past perfect, future perfect. **Writing opportunities:** Crime report Formal and informal letter Newspaper article in past perfect

Year Five Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion French Music PE

SPRING 2 - My Life		SUMMER 1 - My Guide to Ancient Civilisations		SUMMER 2 - Our Transport Museum	
Animals including humans	• 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. • **Working Scientifically**: Can pupil identify scientific evidence that has been used to support or refute ideas or arguments? • Can pupil report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? • Can pupil record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs and bar and line graphs?	**Living things and their habitats**	• 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. • **Working Scientifically**: Can pupil identify scientific evidence that has been used to support or refute ideas or arguments? • Can pupils describe the life process of reproduction in some plants and animals? • Can pupil record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs and bar and line graphs? • Can pupil plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?	**Forces**	• **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. • **Woring scientifically**: Can pupil take measurements, using a wide range of scientific equipment, with increasing accuracy and precision, and taking repeat readings when appropriate? • Can pupil identify scientific evidence that has been used to support or refute ideas or arguments?
Data and information – Flat-file databases	• 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**	• 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**	• 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
Tudors – age of discovery	• 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 Maya Civilisation**	• Locate on class time line in comparison to other periods studied. • 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	**The first railways - Transport over time**	• Explore methods of transport over the last 150 years. Place changes on timeline. • Identify key turning points in history that have impacted travel across the world. - industrial revolution and invention of the first railways. • 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. • Explore how Empire Windrush and the Bristol Boycott shaped British history.
Unique biomes around the world	• 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**	• 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.	**How has transport in London changed**	• 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.
The colour of me (Matisse)	• 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**	• look at Mayan art/artefacts , discuss observations of the style and comment on the work using visual language. (Frida Kahlo) • 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.		
	•	**Foods: celebrating culture and seasonality**	• 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.	**Mechanisms: pulleys or gears**	• 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 • Virtual school trip robotics and machines via Amazon Schools
What did Jesus do to save us?	• Understanding Christianity unit • Salvation unit	**What inner forces affect how we think and behave ?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1sHGjJQDg0LNt9TJw8gittuipClmp2F6P?usp=drive_link	**What do religions believe about God?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1N7ti6CR0FhEXihxVyhs9h6d2h4ZRGiDF?usp=share_link
Health & Prevention Basic First Aid	• Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be. • Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so. • Pupils can work within a small group to plan and make a healthy meal for themselves to eat • Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health.Pupils grapple with why first aid is important and the decision to give first aid. • Pupils learn about emotions and comforting others and practise sharing	**Drugs, Alcohol & Tobacco Communities & Shared responsibilities**	• Pupils learn how the correct use of medicines, and how vaccinations and immunisations, can help to maintain health and wellbeing • Pupils learn about some of the risks and effects of (legal and illegal) drug use • Pupils learn about the reasons why people use drugs; managing situations and peer influence • Pupils learn that mixed messages about drugs use in the media exist and that these can influence opinions and decisions	**Economic Well Being Chaning Me & being safe**	• Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction. • Pupils can explain what a bad secret is like and how to get help.

	words of comfort. ● Pupils focus on broken bones, choking, unresponsiveness and breathing.				
French songs and rhymes					
Music SINGING/MUSICIANSHIP IMPROVISING PERFORMANCE	● Follow directions for crescendo and decrescendo ● - On instruments: ● Musical Conversations using Do Re Mi ● Free improvisation responding to visual cues for mood/character ● Correctly sequence a jumbled notation of a known song. ● Recall 3 chords ● Follow longer rhythm scores to pulse ● Static and moving harmony ● Children perform to each other and school,with increasing sense of ensemble and performance ● Staff Notation	**Music SINGING/MUSICIANSHIP LISTENING IMPROVISING & COMPOSING PERFORMANCE**	● Do re mi reading with accurate pitching ● Follow directions for crescendo and decrescendo. ● Notate on 5 line stave "low-mid-high" (Do, So, Do) ● Listen to recorded performance and move to the music. ● Music with multiple sections ● Discuss responses. ● Moving to the music ● Improvise over a groove - respond to the beat creating satisfying melodic shape. ● Read and play 4 bar phrase ● Syncopated rhythms ● Children perform to each other and school staff in small groups and individually. ● Staff Notation - one octave	**Music SINGING/MUSICIANSHIP COMPOSING PERFORMANCE**	● Feeling longer silences as a group ● Improvise freely over a drone with ukuleles using a bank of musical cells ● Compose using a grid/step sequencer ● Read 6 notes on staff notation ● Static and Moving parts ● Confidence playing independent parts ● Perform rhythm parts piece with texture showing ever increasing ensemble skills
Games	● Demonstrates the ability to control and catch a ball with precision and consistency while in motion. ● Executes accurate passes to teammates while moving, using a variety of techniques in different game situations. ● Effectively moves with the ball in opposed situations, maintaining control and making strategic decisions to evade opponents in games like quicksticks, football, and tag rugby. ● Demonstrates agility, spatial awareness, and tactical understanding to support team play. ● Recognises and explains the short-term effects of exercise on the body, including increased heart rate, breathing rate, and body temperature. ● Understands the importance of warming up to prepare muscles and joints for activity, and cooling down to aid recovery and prevent injury.	**Games**	● Demonstrates the ability to control and manipulate a ball effectively while moving in opposed situations, using skills such as dribbling, shielding, and feinting. ● Shows agility and spatial awareness to maintain possession under pressure from opponents. ● Identifies major muscle groups (e.g., quadriceps, hamstrings, biceps, triceps) and explains how they function through stretching and contracting in various physical activities. ● Demonstrates an understanding of how different muscles contribute to movement and performance in games. ● Integrates accurate and varied passing techniques into gameplay, demonstrating precision and timing. ● Uses passing as a strategic tool to advance play and create scoring opportunities, showing an understanding of positioning and teamwork.	**Athletics**	● Demonstrates the ability to improve and maintain efficient running techniques across a range of speeds. ● Shows understanding of pacing, stride length, arm movement, and breathing control to optimise performance in different running events. ● Identifies and explains the physiological changes that occur during exercise, such as increased heart rate, breathing rate, and perspiration. ● Understands the role of oxygen in muscle function and energy production, and can articulate why it is essential for sustained physical activity. ● Analyses and explains techniques for improvement in various athletic events, including throws, jumps, and running. ● Provides specific feedback and strategies for enhancing performance, such as adjusting posture, optimising take-off angles, and refining throwing grips.
LITERACY **Reciprocal reading** **The train to impossible places** **Journey** **The year they walked**	**GPS Skills to cover:** Commas for lists, adverbials and clauses Commas to avoid ambiguity Cohesion - pronouns to avoid repetition Relative clauses Adverbials for cohesion **Writing opportunities:** Narrative Playscript Explanation or instructional text - based on digimaps work in Geography	**LITERACY** **Reciprocal reading** **Small things** **A heart pumping adventure**	**GPS Skills to cover:** Parenthesis for clarity Concise noun phrases Consolidation of cohesion from term **Writing opportunities:** Box up and narrative own version of "Small things" using relative clauses punctuated correctly Poetry Non chronological report	**LITERACY** **Reciprocal reading** **The Great Kapok Tree**	**GPS Skills to cover:** Prefixes de- dis- and mis- Consolidation Revision **Writing opportunities:** Report on ancient Civilisation Recipe / instructions Report on lifecycle of chosen animal

Year Six Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion French Music PE

AUTUMN 1 - Our African Adventure		AUTUMN 2 - My Guide to Canning Town		SPRING 1 - Our Changing World Documentary	
Living things/ habitats (African animal focus)	• 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 • **Working scientifically**: Can pupil identify differences, similarities or changes related to simple scientific ideas and processes? • Can pupil recognise statements that do and do not support an argument? • Can pupil gather, recording, classifying and presenting data in a variety of ways to help in answering questions? • Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusion? • Can pupil use straightforward scientific evidence to answer questions or to support their findings?	**Light – How do we see?**	• **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. • **Working Scientifically**: Can pupil set up simple practical enquiries, comparative and fair tests; making accurate measurements using standard units, using a range of equipment? • Can pupil gather, record, classify and present data in a variety of ways to help in answering questions? • Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions and use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions? • Can pupil identify differences, similarities or changes related to simple scientific ideas and processes?	**Evolution and inheritance 1***	• 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 • **Working Scientifically**: reporting and presenting findings from enquiries, including conclusions, causal • relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments. • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Computing systems and networks – Communication	• 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	**Data and information – Spreadsheets**	• 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	**Creating media – 3D Modelling**	• 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
Colonisation & Role models	• 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.	**Local History WWII The Blitz and the Battle of Britain**	• 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.	**Famous Scientists**	• 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?
Contrasting locations - Ghana Global trade and interdependence	• 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.	**Canning Town - How and why is it changing? Fieldwork**	• 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 • Use digimaps to plan route / scale of investigation • use direct observation, maps,photographs and surveys to collect data. • Human and Physical features looking closer is it really clear which are human and which are physical or is there overlap? • Use annotations of base maps with information, field sketches of different scenes or views that they see and take photographs to collect data. • Present information in a report about how&why our local area is changing.	**Amazing parts of the world - brazil and Galapagos case studies**	• 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.
Pattern - Ghana weaving	• Research Kente (traditional Fabric) • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes • Design using ICT	**Photography**	• 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.		
Foods: A Ghanaian dish - celebrating culture and seasonality	• 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.			**Frame Structures: Bridges and docks**	• 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.
How can following God bring freedom and justice?	• Understanding Christianity unit • People of god unit	**Was Jesus the Messiah?**	• Understanding Christianity unit • Incarnation unit	**What qualities are important to present day religious leaders?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1ajvSjhIMn-3-JOBByEYDeAwXygDm_pdR?usp=share_link

Families and the parents who care for me & Caring Friendships	• Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another. • Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them. • Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice. • Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices. • Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable. • Pupils can order the possible reasons that people fall out from most common to least common and try to offer solutions for reconciliation for each.	**Respectful relationships & Online relationships**	• Pupils can explain how people can keep themselves safe and ask for help when bullied. • Pupils can describe how not to be a bystander when someone else is bullied. • Pupils can explain what they think is the most effective way to combat bullying and explain why they think it is the most effective. • Pupils know how to keep their personal information safe. • Pupils know that meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. • Pupils know to think carefully before clicking on or opening something online (e.g. links, adverts, friend requests, photos) as they never know where they may lead to or if they contain viruses. • Pupils know they cannot trust everything they see online as some things can be out of date, inaccurate or not entirely true. • Pupils know to tell a trusted adult if something or someone ever makes them feel upset, worried or confused. • Pupils should remember to always be kind and respectful to others online.	**Mental wellbeing & Internet Safety and harm**	• Pupils can understand that keeping healthy physically and spiritually will help their mental health. • Pupils can identify some of the worries and concerns that people might feel in school/moving to a new school. • Pupils can identify ways in which someone can positively manage feelings such as staying/moving. • Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm.
French songs and rhymes					
Music **SINGING/ MUSICIANSHIP** **LISTENING** **IMPROVISING** **PERFORMANCE**	• Reading Do Mi So Pitches, crotchets quavers,rests • Echo games • Call and response chants • Listen to teacher's performance and discuss/appraise • - On instruments • Freely improvising as a group with a focus on listening to the whole group sound, blending and creating a steady beat. • How to hold the instrument • About the instrument, names of the parts of the instrument • Follow a chord chart using 3 different chords • Follow a combined lyric and chord sheet • Children perform to each other in small groups and individually • Playing with dynamics - playing softly	**Music** **SINGING/ MUSICIANSHIP** **LISTENING** **COMPOSING** **PERFORMANCE**	• Do Re Mi, Mi So La, Do Mi So, Do Re Me So La with accurate pitching • Ties and dotted notes • Listen to recorded performances • Discuss responses • Moving to the music • - On instruments • Question and Answer games with notes learnt, • Make decisions about dynamics • Recall 5 different chords • Perform a song with lyrics and 3 chords • Children perform to each other in small groups and individually.	**Music** **SINGING/ MUSICIANSHIP** **LISTENING** **COMPOSING** **IMPROVISING** **PERFORMANCE**	• Do re mi soh la with accurate pitching • Songs in 3/4 time • Notate on 5 line stave • f p mf mp • Listen to recorded performances. Discuss context. • Moving to the music • Appraise with increasingly challenging given questions. • On instruments - Question and Answer games, increase length and speed of phrases, some children start playing the 'Question' • Triads and chord progressions • On instruments - Freely improvising as a group with a focus on listening to the whole group sound, blending and creating a steady beat. • Learn 6 notes/ 4 chords • On instruments - copy back phrases with notes/chords learnt • Follow longer rhythm scores to pulse • Children perform to each other and school staff in small groups and individually. • Develop sense of ensemble and performance
PE	• Demonstrates the ability to perform and create dances across various styles with precision,consistency, and quality. • Shows an understanding of the stylistic features and characteristics unique to each dance style. • Select and Use a Wide Range of Compositional Skills • Utilises an extensive range of compositional skills, such as dynamics, spatial awareness, formation changes, and timing, to effectively convey ideas and emotions through dance. • Collaborates with peers to develop complex and cohesive dance sequences that explore themes and narratives. • Critically evaluates personal and peer performances, identifying strengths and areas for improvement with well-informed suggestions. • Demonstrates a sound understanding of dance techniques and performance qualities, such as expression, timing, and precision, to enhance the overall quality of dance.	**Gymnastics**	• Develops and performs complex gymnastic sequences that incorporate skills such as twists, turns, and balances. • Demonstrates accuracy, consistency, and fluidity in movement, showing a clear progression of skills. • Critically evaluates personal and peer performances, identifying strengths and areas for improvement. • Provides detailed, constructive feedback using technical vocabulary. • Suggests targeted strategies to enhance precision, control, and artistic expression. • Independently designs and leads warm-up routines tailored to gymnastics, incorporating dynamic stretches and exercises that promote flexibility and suppleness. • Demonstrates comprehensive knowledge of safe practices, including equipment usage and spatial awareness. • Uses vocabulary to describe effects of exercise, such as increased flexibility, suppleness and enhanced coordination.	**Athletics**	• Independently leads a structured warm-up routine that includes dynamic stretches and activities specific to athletics. • Demonstrates comprehensive knowledge of safe practices, including the correct use of equipment and spatial awareness. • Critically evaluates their own and peers' athletic performances, identifying strengths and areas for improvement in skills and techniques. • Provides detailed feedback and suggestions for modification and refinement to enhance performance. • Demonstrates the ability to implement changes and track improvements over time. • Understands the importance of pacing, technique efficiency, and strategic planning in achieving personal bests.
LITERACY **Reciprocal reading** **Traditional African tales**	**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	**LITERACY** **Reciprocal reading** **Windrush child**	**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	**LITERACY** **Reciprocal reading** **Creation stories from different cultures and religions**	**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

Year Six Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion French Music PE

SPRING 2 - The Victorians		SUMMER 1 - Our Museum of Crime and Punishment		SUMMER 2 - My Guide to Me - Moving On	
Evolution and Inheritance 2*	• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Electricity***	• **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**	• 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	• 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**	• 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**	• 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)	• 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 punishment**	• 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	• 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**	• 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**	• 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	• Study famous photographs, sculptures and painting of the human form. • Looking at the work ofJoan 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	• 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**	• 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**	• 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 difference does the resurrection make to Christians?	• Understanding Christianity unit • Salvation unit	**What similarities and differences do religions share?**	• Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1bBHYxYaDpx8yZV3mw7KJbrARZdeSbfky?usp=share_link	**How do people express their faith through the Arts in Christianity?**	• Understanding other faiths - Newham 2022 unit • Faith in Art
Health & Prevention Basic First Aid	• Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be. • Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so. • Pupils can work within a small group to plan and make a healthy meal for themselves to eat • Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health.Pupils grapple with why first aid is important and the decision to give first aid. • Pupils learn about emotions and comforting others and practise sharing words of comfort. • Pupils focus on broken bones, choking, unresponsiveness and breathing.	**Drugs, Alcohol & Tobacco Communities & Shared responsibilities**	• Pupils learn how the correct use of medicines, and how vaccinations and immunisations, can help to maintain health and wellbeing • Pupils learn about some of the risks and effects of (legal and illegal) drug use • Pupils learn about the reasons why people use drugs; managing situations and peer influence • Pupils learn that mixed messages about drugs use in the media exist and that these can influence opinions and decisions	**Economic Well Being Changing Me & being safe**	• Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction. • Pupils can explain what a bad secret is like and how to get help.
French songs and rhymes					

Music **SINGING/ MUSICIANSHIP** **LISTENING** **COMPOSING** **PERFORMANCE**	• Follow directions for crescendo and decrescendo • Verses, chorus, middle 8/bridge - structure of a song • Continue to listen to recorded performances • Discuss context. • Moving to the music • Appraise with increasingly challenging given questions. • - On instruments • - Legato and staccato (deadening the strings) • Question and Answer games, increase length and speed of phrases, some children play the 'Question' • Duet, melody and accompaniment • Copy back/read increasingly complex 6 note/chord phrases. Add different tempos and dynamics. • Static and moving harmony • Children perform to each other and school, with increasing sense of ensemble and performance • Class performance in school assembly/concert	**Music** **SINGING/ MUSICIANSHIP** **COMPOSING** **PERFORMANCE**	• Do re mi soh la do with accurate pitching • Singing in appropriate style • Dotted rhythms, ties, compound time signatures • Write song lyrics with verse and chorus • Compose a song using a chord progression. • Record/overdub in class using microphone and students conducting with headphones, then evaluate • Syncopated rhythms • Children perform to each other and school staff in small groups and individually.	**Music** **SINGING/ MUSICIANSHIP** **LISTENING** **COMPOSING** **PERFORMANCE**	• Do Re Mi Fa So La Ti Do • Continue to listen recorded performances • Discuss context. • Moving to the music • Appraise with increasingly challenging given questions. • Improvise freely over a drone with tuned percussion and melodic instruments • Collaborate to create a finished song with original lyrics, melody, chord progression and structure. • Record/overdub in class using microphone and students conducting with headphones, then evaluate • Ensemble with more instruments
Games	• Demonstrates the ability to maintain control of the ball while moving in opposed situations, using dribbling, shielding, and agility techniques. • Shows confidence in maintaining possession under pressure and making quick decisions to navigate around opponents. • Actively engages in peer coaching by offering constructive feedback and guidance to teammates on their game techniques. • Demonstrates leadership skills by identifying areas for improvement and suggesting effective strategies to enhance team performance. • Combines a variety of accurate passing skills and techniques, such as short passes, long passes, and through balls, to effectively support team play. • Demonstrates an understanding of when and how to use different passing techniques to create scoring opportunities and maintain possession.	**Games**	• Demonstrates the ability to apply strategic and tactical knowledge effectively during games. • Understands and utilises concepts such as positioning, anticipation, and teamwork to enhance performance. • Exhibits the ability to adapt strategies based on game dynamics and opponent behaviour. • Articulates the long-term benefits of regular physical activity, including improved cardiovascular health, muscle strength, and mental well-being. • Explains the process of aerobic respiration and the role of haemoglobin in transporting oxygen in the bloodstream, and the importance of this for sustained physical activity. • Critically evaluates and analyses skills and techniques used in games, identifying strengths and areas for improvement. • Applies feedback and self-assessment to modify and refine skills and techniques, demonstrating ongoing improvement in personal and peer performances.	**Athletics**	• Exhibits control, strength, speed, and stamina across a range of athletic events such as sprints, long-distance runs, jumps, and throws. • Demonstrates the ability to maintain technique and performance under competitive conditions, showing resilience and adaptability. • Explains the short-term effects of exercise, such as increased heart rate, breathing, and muscle warmth, as well as long-term benefits like improved cardiovascular health, strength, and endurance. • Understands and articulates the importance of warm-up and cool-down routines in preparing the body for exercise and aiding recovery. • Critically analyses and provides commentary on personal and peer performances, identifying effective skills and techniques. • Demonstrates the ability to refine and modify techniques through practice and feedback to enhance performance in various athletic events.
LITERACY **Reciprocal reading** **Oliver** **Ice Trap!: Shackleton's Incredible Expedition**	**GPS Skills to cover:** Identifying verbs in sentences Active and passive Formal and informal Subjunctive form Question tags Recognising clauses Semicolons and colons to mark boundaries **Writing opportunities:** 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.	**LITERACY** **Reciprocal reading** **Holes** **Highwayman** **Black Powder** **The Steam whistle** **Theatre Company**	**GPS Skills to cover:** Hyphens to avoid ambiguity Devices to build cohesion Avoiding repetition Paragraphs in fiction Organising sentences within paragraphs **Writing opportunities:** Letter to judge/police officer using hyphenated compound adjectives Narrative	**LITERACY** **Reciprocal reading** **Pig heart boy**	**GPS Skills to cover:** Paragraphs in nonfiction Organising paragraphs within texts Using devices to build cohesion Relative clauses Prefixes and suffixes **Writing opportunities:** Non-fiction report Journalistic writing Poster to inform