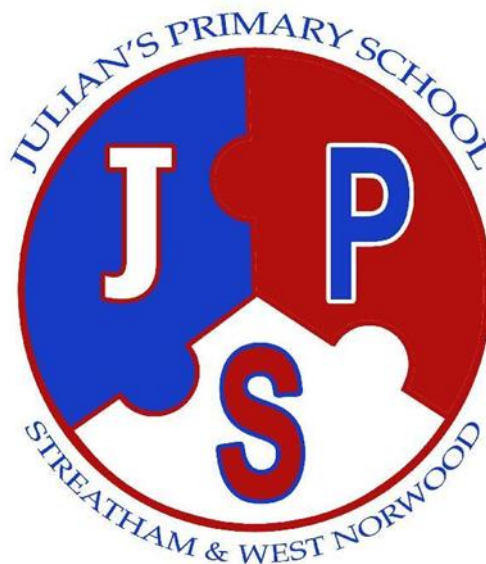


Julian's Primary School



Whole School Curriculum

Early Years Foundation Stage

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME	Me and the world	Animals Visit:	Far, far away Visit:	Growing and Change Visit: Godstone Farm	On the move Visit: Naughty Bus trip to Crystal palace Bus Station	Bears Visit: Teddy Bear Picnic-Streatham Common
DISPLAYS Permanent (but changing displays) * Maths * Literacy (Early reading and writing then Golden sentence) * How we Learn (photo boards)	Self Portraits My Granny Went to Market We're all going on Safari	* Shark in the Park * Sealife collage * The Gruffalo * Update Maths and Literacy	* The Ugly Duckling * Discovery board- floating and sinking- Who sunk the boat * Three Little Pigs * Update Maths and Literacy	* The very hungry Caterpillar- Life cycle model- Wall climbing of the caterpillar. * Jack and the beanstalk Growing Seed- Greenhouse table top display) Update Maths and Literacy	*The very hungry Caterpillar (moved from Spring 2) (1 Week) * Vehicles- Holiday projects * Naughty Bus * Update Maths and Literacy	* We're going on a Bear Hunt * Display large story Maps * Update Maths and Literacy
KEY TEXT CL/ L	* Funny Bones (1 Week) * My Granny went to Market (2 Weeks) * We're All going on Safari (2 weeks)	* I want my mum (2 Weeks) * Shark in the Park (2 Weeks) * The Gruffalo (2 Weeks)	* Weather poetry * Who sunk the Boat. * The Ugly Duckling * Three little Pigs	* The Very Hungry Caterpillar (wk4) * Jack and the Beanstalk (wk2-3) * Growing seeds (non fiction/ (wk1 instructions)	* The VHC (1 Week) * Betson bear travels/ Information book Wheels wings and other things (1week) * (non-fiction) Pakistan Trucks (2Week) * The Naughty Bus (2 weeks)	* We're going on a Bear Hunt. (3 weeks) * The Biscuit Bear (2 weeks) * Bear and the picnic lunch (2 weeks)
Literacy Guided Reading	Phonics- Phase 1 GR- Shared big books- Recognize key words. Introduce individual books for GR expectations. Key word games and phonics application games.	Phonics- Phase 2 GR- Segmenting sounds in texts (Big books) Phonics games (tiles, letters, lotto). Cont. KW. Non-Fiction (1 week)	Phonics- Phase 2 GR- Emphasis on KW (initial KW) Focus on children reading simple refrains. Phonics games. Captain readings.	Phonics- Phase 3 GR- Emphasis on KW (initial KW) Focus on children reading simple refrains. Phonics games. Captain readings. Non-fiction. (1 Week)	Phonics-Phase 3 GR- Individual books. Individual reading. Continued and review key words. Developing	Phonics- Phase 4 GR- Non-fiction. (2 Weeks)
Maths	N- Counting rhymes Counting aloud 0-10 and back Number recognition 1:1 correspondence when counting objects and matching to numerals SSM- Height (we all went on Safari), Patterns (maasai necklaces), money (market)	N- Addition using fingers Find one more/one less than Counting to 20 and back. Ordering numerals to 10 then beyond. SSM- Length (I want my mum) 2D shapes, positional language (Shark in the park), Weight (Gruffalo) 3D shapes (Christmas presents)	N- Teen numbers Addition and Subtraction using objects, fingers and number lines. One more one less. Adding two single digit numbers by counting on. Counting to 30. SSM- Shapes, Time,	Number bonds to 10 (Farmer Pete) Addition and Subtraction using number line and counting in head, ordinal numbers. Halving and doubling (beans). Counting to beyond 30. SSM- 2D/3D shapes, money, height, Position.	Halving with objects and numbers. Doubling with objects and numbers. Solving problems involving having, doubling and counting in 2's, 5's,10's SSM- Distance, Money, Time, Shape	Estimates the amount in a set. Count and sequence to 20. Count in 2's, 5's and 10's. Count on and back to find the answers to addition and subtraction problems. SSM- Capacity (in problem), Estimating measure, measuring with cm height and width.
PD	Handwriting- Names, anticlockwise movements, tracing shapes, lines. PE- Experiments with	Handwriting- Whiteboards- names, letters and numbers PE- Shows increasing control	Handwriting- Paper and pencils Encourage tripod grip- letters and key words. PE- Children to travel with	Handwriting- Key words, pencils on paper PE- Children show control and	Handwriting- On the line- Letters and captions PE- Shows increasing control over	Handwriting- On the line- Letters and captions PE- Children to travel with

	different ways of moving. Jumping on and off objects landing appropriately. Negotiating space when racing, adjusting speed and changing direction to avoid obstacles.	over and object. Moving with a beanbag, throwing and catching a beanbag. Throwing, catching and kicking balls,	confidence and skill around, under, over and through balancing and climbing equipment. Wall frames, Benches, beams, springboards.	co-ordination in large and small movements. - Relay, obstacle races - Equipment obstacle session - Wall frames and gym equipment.	and object. Moving with a beanbag, throwing and catching a beanbag. Throwing, catching and kicking balls. Moving whilst controlling an object.	confidence and skill around, under, over and through balancing and climbing equipment. Wall frames, Benches, beams, springboards.
EAD	"Picasso" - Self portraits * Music- Around the world instruments. * Constructing Buildings and environments in different places * Role play different cultures and people who help us.	* Collage- Sealife/ Gruffalo * Clay models of the characters from The Gruffalo. Story scene boxes. * Painting and colour mixing.	* Ugly duckling collage laminated window scenes. * Constructing houses for the three little pigs. (combining different materials). * Re-telling the story and developing narratives *Weather scenes- mixing tones.	* Building beanstalks. Creating bean collages of castles. * Large modeling Castles. * Printing with objects. * Role-paly- developing narratives.	* Making moving vehicles * Printing with wheels. * Truck art- Pakistani	* Re-create scenes with natural materials from We're going on a bear hunt. * Shadow puppets and scenery. * Colour mixing
PSED	Starting school Texts Golden rules books New beginnings/ Classroom rules Classroom routines and rules Support children in making friends/ Induction- circle time games.	SEAL: Getting on and falling out We are Gentle, We look after Property How to deal with anger e.g. when someone has taken a toy Bonfire night safety	SEAL: Going for Goals We are Kind and Helpful Board Games – taking turns – snakes and ladders/ supermarket game/ fishing for numbers – can they invent their own board game with rules	SEAL: Good to be me We are Honest Feelings – looking at facial expression and recognising emotions	SEAL: Relationships We Listen and don't interrupt Kims game/ memory games	SEAL: Changes We work hard and don't waste time Transition to year 1 Discuss how they could help next year's Reception class
UW	* Our Five senses. * Me in the past- Photos of children talk about changes as they have grown. * Places around the world- Making comparisons between children's lives and environment and others around the world. ICT -Introduction to computers ipads- starting up.	* Animals frozen in Ice- Changing state * Melting chocolate for Christmas treats. * Fireworks/ Halloween * Habitats * Diwali *Christmas ICT –Beebots, cameras	* Floating and sinking materials * Sinking boats * Chinese New Year * Materials- Looking at properties of materials through The Little Pigs homes then (waterproof roofs) * Caring for animals (eggs). ICT- ipads puppet shows	* Growth * Butterfly Life cycle * Frog life cycle * Baby animals on the farm * Food from the Farm. ICT- Microscopes, ipads animations of life cycle.	* Building ramps to test resistance and distance. * Travel around the world. * Transport in the past. ICT- Beebots, ipads-Gears	* Can't you sleep little Bear (Shadows/ Light and Dark) * Biscuit Bear' Grey & Cape (Jelly/ making biscuits-changing state) * Where our food comes from. * 'Crocodiles don't brush their teeth' Fancy & Wilson-Max (caring for ourselves)
Role Play Area	House/ Doctors/ Dentist/ Hospital Moroccan Market Maasai hut	House/ Vets Gruffalo cave Christmas grotto	Little pigs house Bird watching Den/ House Chinese restaurant/ shop	Giants castle Garden Center Greenhouse Farm shop	Naughty Bus Bus Station Train Travel agents	Bear cave Forest Bakery
Additional Texts	* Starting school * Little blue Kangaroo goes to school * Don't eat the Teacher * Lola's first day at school. * My friend Daniel doesn't talk. * Our amazing bodies 'From Head to Toe' Eric Carle	* Shark in the dark * 'Panda Bear, Panda Bear' Eric Carle * 'The Rabbit Problem' Emily Gravett	* 'Kipper's Rainy Day' Mick Inkpen (Materials) * 'The Slimy Book' Babette Cole * 'Once upon a time, Upon a nest' Emmett & Harry	Jaspers Beanstalk (Maths- Length/ Measure) * 'Ten Seeds' Ruth Brown (UW) * 'Ben Plants a Butterfly Garden' Kate Petty & Alex Scheffler (UW) * 'Oliver's Vegetables' Vivian (UW)	* The Big Red bus (Fiction) * Things that go (non-fiction) * 'Mr Gumpy's Motor Car' John Burningham	* Shark in the dark (Fiction)

English

	Autumn Term	Spring Term	Summer Term
Year 1	Predictable language Stories with Familiar Settings Traditional and Fairy Tales Poetry – senses Labels, Lists and Captions	Poems on a Theme Recounts Dictionary Information Text Stories from a range of cultures	Information texts Instructions Stories from fantasy worlds Poetry (pattern and rhyme) Recounts/fact and fiction
Year 2	Instructions Stories with Familiar Settings Poetry – Patterns on the Page	Stories with Familiar Settings Traditional Stories Information Texts Non Chronological Reports Poetry – Really Looking	Different stories by the same author Extended stories/Significant authors Non Chronological Reports Poetry – Silly Stuff
Year 3	Instructions Poetry – shape and calligrams Dialogue and Plays Authors and Letters	Stories with Familiar Settings Dialogue and Plays Poems to perform Information Texts	Reports Myths and Legends Adventure and Mystery Poetry – Language play
Year 4	Information Texts Newspapers Playscripts Kennings (1 week) Poetry Historical stories	Stories set in Imaginary Worlds Stories from other cultures Poetry – Creating Images Persuasive Texts	Stories which raise dilemmas Explanation Poetry – exploring form
Year 5	Instructions Classic Narrative poems - The Highway Man Older Literature – Oliver Twist Stories from other Cultures.	Traditional Tales, Fables and Myths Stories by Significant Children’s Authors - There’s Boy in the Girl’s Bathroom Recount based on medium Term Plans Dramatic Conventions	Choral Performance Persuasion Film Narrative Poetry
Year 6	Fiction Genres Extending Narrative Biography Auto Biography Power of Imagery Journalistic writing	Reading and writing narrative and plays Reading and writing non fiction Reading poetry (All revision units)	Authors and texts Short stories with flashbacks Argument Formal and impersonal writing Finding a voice

Mathematics

KEY STAGE 1 –sequencing of topics over 12 weeks

Week 1	Number (place value) -- revision of expectations from the previous year (autumn); -- counting, ordering, partitioning (spring and summer)
Week 2	Number (place value) -- counting, reading, writing number; -- comparing, ordering, partitioning number -- number properties and patterns
Week 3	Geometry -- properties of 2D, 3D shapes -- line symmetry
Week 4	Calculation -- addition and subtraction -- including 'real life' problems with measures, money, etc
Week 5	Calculation -- addition and subtraction -- including 'real life' problems with measures, money, etc
Week 6	Measurement -- length, mass, capacity Statistics (relate to work on measurement) -- recording information in different ways; sorting
Week 7	Number (place value) -- counting, ordering, partitioning
Week 8	Number (fractions) -- finding halves and quarters (then other fractions) -- understanding fractions notation
Week 9	Measurement -- time (sequencing units of time; duration) -- telling the time Statistics (relate to work on measurement) -- recording information in different ways; sorting
Week 10	Calculation -- multiplication and division -- including 'real life' problems with measures, money, etc
Week 11	Calculation -- multiplication and division

	-- including 'real life' problems with measures, money, etc
Week 12	Geometry -- position, direction and movement -- turn

KEY STAGE 1 – Continuous focus

These areas of mathematics need to be addressed continuously through the year, not only during the daily mathematics lesson but also throughout the school day in other subjects, spare moments, walking down to assembly, on the bus on the way to swimming, etc . . .

Use and application:

- choosing and using appropriate operations
- reasoning about numbers and shapes, investigating, generalising, predicting, suggesting extensions
- explaining methods and reasoning
- solving problems in real life, money and measures

Instant recall of number facts:

- finding 1, 10, more/less than
- number bonds for all numbers to 10, then 20
- halving and doubling numbers to 10, then 20
- multiplication and division facts for 2x, 5x, 10x tables (extending to others)

Number:

- reading, writing, ordering, numbers; positioning these on a number line

Geometry:

- correct use of positional language
- giving and following instructions

Measurement:

- understanding and using units of time, converting these
- reading and telling the time

LOWER KEY STAGE 2 – sequencing of topics over a 12-week term

Week 1	<p>Number (place value) – revision of expectations from the previous year (autumn); -- counting, reading, writing, comparing, ordering number (spring and summer)</p>
Week 2	<p>Number (place value) -- counting, reading, writing, comparing, ordering number -- place value -- number properties and patterns</p>
Week 3	<p>Geometry -- properties of 2D and 3D shapes; classifying these -- line symmetry</p>
Week 4	<p>Calculation -- addition and subtraction -- including ‘real life’ problems with measures, money, etc</p>
Week 5	<p>Calculation -- addition and subtraction -- including ‘real life’ problems with measures, money, etc</p>
Week 6	<p>Measurement -- length, mass, capacity -- perimeter Statistics (link to work on measurement) -- presentation and interpretation of data)</p>
Week 7	<p>Number (place value) -- counting, reading, writing, comparing, ordering number -- place value -- number properties and patterns -- other number systems (Roman numerals)</p>
Week 8	<p>Number (fractions and decimals) -- fractions -- tenths and decimals -- equivalence -- addition and subtraction of fractions <1 -- comparing, ordering fractions</p>
Week 9	<p>Measurement -- time (sequencing and converting units; duration) -- telling the time Statistics (link to work on measurement) -- presentation and interpretation of data</p>
Week 10	<p>Calculation -- multiplication and division -- including ‘real life’ problems with measures, money, etc</p>
	<p>Calculation</p>

Week 11	-- multiplication and division -- including 'real life' problems with measures, money, etc
Week 12	Geometry -- position and direction, angles and turns -- lines -- coordinates in the first quadrant; translation

LOWER KEY STAGE 2 – Continuous focus

These areas of mathematics need to be addressed continuously through the year, not only during the daily mathematics lesson but also throughout the school day in other subjects, spare moments, walking down to assembly, on the bus on the way to swimming, etc . . .

Use and application:

- choosing and using appropriate operations
- reasoning about numbers and shapes, investigating, generalising, predicting, suggesting extensions
- explaining methods and reasoning
- solving problems in real life, money and measures

Instant recall of number facts:

- pairs of all numbers that total 100
- halving and doubling numbers to 100
- multiplication and division facts for all numbers to 10x10 (extending to multiples of 10)
- pairs of fractions to total 1
- multiplication and division of numbers by 10, 100 (extending to decimals)

Number:

- reading, writing, ordering, numbers; positioning these on a number line
- rounding numbers to nearest 10, 100 (extending to 1000)

Geometry:

- correct use of positional language
- giving and following instructions
- using 8 compass points

Measurement:

- reading scales (vertical, horizontal, circular)
- reading and telling the time to the nearest minute

UPPER KEY STAGE 2 –sequencing of topics over a 12-week term

Week 1	<p>Number (place value) – revision of expectations from the previous year (autumn); -- counting, reading, writing, comparing, ordering number (spring and summer)</p>
Week 2	<p>Number (place value) -- reading, writing, comparing, ordering number -- negative numbers in context -- other number systems (Roman numerals) -- algebra</p>
Week 3	<p>Geometry -- accurate construction of 2D and 3D shapes -- classifying shapes -- circles</p>
Weeks 4 and 5	<p>Calculation -- efficient use of all four operations -- including 'real life' problems with measures, money, etc -- using factors, multiples and primes -- algebra</p>
Week 6	<p>Measurement -- length, mass, capacity -- perimeter, area, volume -- Imperial units Statistics (link to work on measurement) -- presentation and interpretation of data -- calculating the mean</p>
Week 7	<p>Number (place value) -- reading, writing, comparing, ordering number -- negative numbers in context -- other number systems (Roman numerals) -- algebra</p>
Week 8	<p>Number (fractions, decimals, percentages) -- four operations with fractions -- equivalence of fractions, decimals, percentages -- ratio and proportion</p>
Week 9	<p>Measurement -- time (sequencing units; duration) Statistics (link to work on measurement) -- presentation and interpretation of data -- calculating the mean</p>
Weeks 10 and 11	<p>Calculation -- efficient use of all four operations -- including 'real life' problems with measures, money, etc -- using factors, multiples and primes</p>

	-- algebra
Week 12	Geometry -- angles and angle properties -- translation, reflection, rotation -- coordinates in all four quadrants

UPPER KEY STAGE 2 – Continuous focus

These areas of mathematics need to be addressed continuously through the year, not only during the daily mathematics lesson but also throughout the school day in other subjects, spare moments, walking down to assembly, on the bus on the way to swimming, etc . . .

Use and application:

- choosing and using appropriate operations
- reasoning about numbers and shapes, investigating, generalising, predicting, suggesting extensions
- explaining methods and reasoning
- solving problems in real life, money and measures

Instant recall of number facts:

- squares of all numbers to 12x12 (extend to multiples of 10 and decimals)
- multiplication and division facts for all numbers to 10x10 (extend to multiples of 10 and decimals)
- multiplication and division of numbers by 10, 100, 1000 (to 3 decimal places)

Number:

- reading, writing, ordering, numbers; positioning these on a number line
- rounding numbers to nearest 10, 100, etc, to 3 decimal places

Measurement:

- reading scales (vertical, horizontal, circular)
- accurate drawing of lines to nearest millimetre
- conversion between units of measurement (including Imperial to metric)

Year One Autumn Term Creative Curriculum

<p style="text-align: center;">Creative Entry Points and Educational Visits</p> <p>Toys and Ourselves. We all love to play toys and games so we will explore toys from different places and how other children from different cultures play different toys too. We will learn about toys from the past and then make our very own Julian's Museum. Creative entry points and educational visit We will make our own toys after we have learnt some very careful toy making skills. We will bring in our own toys from home and share them with the class. We will also learn a lot about ourselves and our bodies and then we will draw and paint our own portraits. Trip to The Bethnal Green Toy Museum.</p>	<p style="text-align: center;">Art & Design</p> <p>Self-portraits: Sketch and mark make with a range of mixed media e.g. pencils, paint. Talk about and compare a range of portraits by different artists. Draw from imagination and observation.</p>	<p style="text-align: center;">Computing</p> <p>Self-portraits: Use technology purposefully to create, organise, store, manipulate and retrieve digital content e.g take photos using ipads Use word processing to write labels</p>
<p style="text-align: center;">Core texts:</p> <p>Narrative Stories with familiar settings Traction Man (CLPE) Traditional tales The Gingerbread Man The Nutcracker Non-fiction Information text -Toys Poetry Toy Poems and Movement Poems (Jump + Jiggle etc)</p>	<p style="text-align: center;">Design & Technology</p> <p>Puppets: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates e.g. pop up puppet. Select from and use a range of tools and equipment to perform practical tasks. Explore and evaluate a range of existing products.</p>	<p style="text-align: center;">Geography</p> <p>Great Britain; Use map work to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use some geographical vocabulary. Understand that there are similarities and differences between places and the people that live in them.</p>
<p style="text-align: center;">Science</p> <p>Human body Working scientifically Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment performing simple tests. Identifying and classifying using their observations and ideas to suggest answers to questions. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 4 seasons ongoing.</p>	<p style="text-align: center;">Physical Education</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Spatial awareness/ moving around others advanced movement, with equipment</p>	<p style="text-align: center;">Religious Education</p> <p>Christianity Unit 3 Jesus' friends and His teaching Christianity Unit 1 Jesus' birth celebrated at Christmas</p>
<p style="text-align: center;">History</p> <p>Changes within living memory Compare and Contrast old and new toys Create a personal time line Use a range of chronological words</p>		<p style="text-align: center;">Music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.</p>

Year One Spring Term Creative Curriculum

<p align="center">Creative Entry Points and Educational Visits</p> <p>Wonderful Earth! Explore the different parts of our world, particularly the rainforest and the animals and humans that inhabit it. Investigate what plants need to grow in our earth and the different plants and foods that we can gather from them. Exploring recycling. We will show everyone what we have learnt through clay modelling, a decorated classroom and making a food product." The structure of the term follows the text 'The Snowy Bear' where Lars goes on a journey from the Antarctic to the rainforest before going home and reporting it. Lars creates purpose for the children, e.g. finding out about the forest for him and then finding out about where he comes from. Educational visit to Kew Gardens SMSC: Looking after our world and understanding the consequences of our actions.</p>	<p align="center">Art & Design</p> <p>Camouflage Look at Tiger in the storm by Henri Rousseau. How has the artist depicted the rainforest? Sketch and mark make with a range of mixed media e.g. pencils, paint Draw from imagination and observation</p>	<p align="center">Computing</p> <p>Eggs to chicks- digital photography photograph the eggs daily, and then run the images taken together in a slideshow to show progression over the weeks. Multimedia and Communicating collaborating and Publishing -create simple drawings using the presentation apps on the iPads to describe the chicks hatching. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
<p align="center">Core texts:</p> <p>Stories with familiar settings Little Polar Bear Over in the Jungle Emperors Egg Traditional tales The Gigantic Turnip Narrative text (2 weeks) The Leopards Drum, Egg Drop Information text Living Eggs Information Book/Posters/E book. Recount. Poetry Food Poems - Slurping Spaghetti</p>		<p align="center">Geography</p> <p>Where in the world is the rainforest? Name and locate the worlds 7 continents and 5 oceans. Identify the location of the hot & cold areas of the world in relation to the Equator and N & S Poles Use basic geographical vocabulary</p>
<p align="center">Science</p> <p>Growing Plants Working scientifically; asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. 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. 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. 4 seasons ongoing.</p>	<p align="center">Design & Technology</p> <p>Fruit and/or vegetable snack for healthy eating Select from and use a range of tools and equipment to perform practical tasks e.g. tools for preparing food, generate, develop, model and communicate their ideas.</p>	<p align="center">Religious Education</p> <p>Judaism Unit 1 Beliefs about God Christianity Unit 2 Special Occasions Baptism and Naming</p>
<p align="center">History</p> <p>Food, transport and kitchen appliances Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Compare food in the past going back to Tudor, Victorian and Edwardian times. Compare recipes and food packaging over time. We will learn how food has changed because of the transport links we have now. In the past Looking at changes in technology e.g. electrical devises to produce more varieties of food. Order kitchen objects chronologically.</p>	<p align="center">Physical Education</p> <p>Balance, control, co-ordination (body) Playing as a team - cooperative games Participate in team games, developing simple tactics for attacking and defending.</p>	<p align="center">Music</p> <p>Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.</p>

Year One Summer Term Creative Curriculum

<p>Creative Entry Points and Educational Visits</p> <p>The Universe and Me! This unit explores the differences between the children's local area and then expands it to the universe and the solar system. Children will experiment with a range of materials to create a solar system collage. They will explore drawing media and mixing paints to create a landscape of London. Build your own solar system. Children to create Tourist Guide books and leaflets about London which includes maps, pictures, photos and information about London landscapes, places of interest and transport.</p> <p>Visit to The London Eye and a trip down the River Thames</p>	<p>Art & Design</p> <p>London Landscapes/ collages Experiment with a range of materials to create a solar system collage. They will explore drawing media and mixing paints to create a landscape of London. Explore and experiment with different collage materials. Cut, tear and layer paper, textiles and card for the collages review, adapt and improve work. Use charcoal to create black and white landscapes of London. Mix paints independently and use a variety of different shaped brushes to create the sky and River Thames. Mix primary colours to make secondary colours.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Computing</p> <p>Beebots Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs e.g. Beebots.</p>
<p>Core texts:</p> <p>Information texts and Instructions: Space information books - Children to create own fact pages/books on planets/space</p> <p>Stories from Fantasy Worlds: Poetry (pattern and rhyme): Trip to London/London poems and a range of other poems - Write poems about the Great Fire of London</p> <p>Recount/fact and fiction: My Whale Watching Trip/London Trip - Make guide books for tourists about London, Diary entries from Great Fire of London. The Man on the Moon - Simon Bartlett (CLPE)</p>		<p>Geography</p> <p>Trip down the River Thames Describe what the places are like. Compare with other places they have visited. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>
<p>Science</p> <p>Everyday Materials Working scientifically Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. 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. 4seasons ongoing.</p>	<p>Design & Technology</p> <p>Junk Modelling Space Ships Select from and use a range of tools and equipment to perform practical tasks. Explore materials for building models and ways of joining these. Investigate a range of simple moving mechanisms to create a moving part. Evaluate their ideas and work against simple design criteria.</p>	<p>Religious Education</p> <p>Islam Unit 1 Customs and beliefs</p> <p>Islam Unit 2 Following Allah's teaching from the Qur'an</p>
<p>History</p> <p>First man on the moon The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Neil Armstrong. Understand events beyond living memory that are significant nationally or globally e.g. the Great Fire of London</p>	<p>Physical Education</p> <p>Target practice - throwing/ hitting for accuracy Athletics - Running, jumping, throwing basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p style="text-align: right;">Master</p>	<p>Music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

Year Two Autumn Term Creative Curriculum

<p>Creative Entry Points and Educational Visits</p> <p>Island Destinations Our topic will help us to understand islands and their features. Studying the history of lighthouses will prepare us for building a 3D model of a lighthouse. This will develop our geography vocab and knowledge of features to do with coastal areas. Linking to the stories of Katie Morag we will study the island of Coll and draw our own maps of it. Shoreham Lifeboat Centre Follow up RNLI visit to the school St Peter's Church (Christianity)</p>	<p>Art & Design</p> <p>Interpretations of the sea by various artists <i>Painting:</i> Mix primary colours to make a secondary colour; add white to make tints; add black to make tones <i>Drawing:</i> use pencils, pastels and charcoal in drawings; show patterns and textures by adding dots and lines; show different tones using coloured pencils</p> <p>Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Computing</p> <p>Sound recording: Record poetry read aloud. Music and sound: record, save and share ideas in different forms for specific purpose; select and use resources for recording sound. Research Grace Darling. Finding things out: gather, organise and classify information, answering a range of questions about the information gathered. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
<p>Core texts final:</p> <p>Stories with Familiar Settings: Katie Morag books The Snail and the Whale</p> <p>Explanation: Flotsam (David Wiesner)</p> <p>Poetry – Patterns on the page: The Puffin Book of fantastic First Poems, Patterns on the page Poems from around the world, Rockpool Rap – Rod Hunt</p>		<p>Geography</p> <p>An Island Home – the imaginary island of Coll Looking at a contrasting locality: ask geographical questions; express own views about people, places and environments; use geographical language; identify and describe what places are like; recognise how places compare with other places; Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
<p>Science</p> <p>Grouping & changing Materials identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses e.g, look at rainproof materials for lifeboats Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Using Electricity (Until 2016) Identify everyday appliances that use electricity. Investigate simple series circuits involving batteries, wires, bulbs and other components.. Know that a switch can be used to break a circuit. e.g. lighting up a lighthouse</p>	<p>Design & Technology</p> <p>Make a lighthouse <i>Structures:</i> use materials that are strong; measure and mark out materials and use safe ways of cutting it, including using a junior hacksaw; use a range of joints. Cross curricular Literacy: Instructions. Build structures, exploring how they can be made stronger, stiffer and more stable Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	<p>Religious Education</p> <p>Islam Unit 3 Prayer in Islam</p> <p>Judaism Unit 2 Celebrations in the Jewish Home</p>
<p>History</p> <p>Grace Darling Lives of significant men or women from the past: Recognise why people did things, why event happened and what happened as a result; identify differences between ways of life at different times; find out about the past from a range of sources; communicate in a variety of ways. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Physical Education</p> <p>Ball control: Agility Passing and Moving: Ball in hands Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.</p>

Year Two Spring Term Creative Curriculum

<p align="center">Creative Entry Points and Educational Visits</p> <p>Journeys London Transport Museum</p> <p>London Zoo (Nocturnal Animals)</p> <p>Polka Theatre</p>	<p align="center">Art & Design</p> <p>Textile train Art - Printing DT - Textiles Use printing skills to design and print squares of fabric which are then sewn together to create a textile train. Use a range of materials creatively to design and make products.</p>	<p align="center">Computing</p> <p>Music and Sound; Digital Imagery ; Finding things out; Developing ideas - Modelling and Simulations Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p align="center">Geography</p> <p>Locality of the local school Consider the school's locality and compare this to localities that family members have come from. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
<p align="center">Core texts final:</p> <p>Traditional Stories: The Story Tree</p> <p>Information: 10 things I can do to help my world</p> <p>Poetry - Really looking: Observational poems</p> <p>Character description: The Twits</p> <p>Non-chronological report Animals (Science link Variation)</p>	<p align="center">Design & Technology</p> <p>Make a moving vehicle DT workshop. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping joining and finishing] Explore and use mechanisms [for example, levers, sliders, wheels and axle], in their products.</p>	<p align="center">Religious Education</p> <p>Christianity: Unit 4 The Church - Place and People</p> <p>Christianity: Unit 5 Jesus' life: friends, enemies, life, death and afterwards</p>
<p align="center">Science</p> <p>Forces & Movement (Until 2016) Investigate and describe the movement of familiar things. Recognise that when things speed up, slow down or change direction there is a cause.</p> <p>Variation (Until 2016) Recognise and compare the main external parts of the bodies of humans and other animals. Recognise similarities and differences between themselves and others. Group living things according to observe similarities and differences.</p>	<p align="center">Physical Education</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p align="center">Music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.</p>
<p align="center">History</p> <p>Family History Children explore the journeys their family members have made throughout the recent past. Changes in pupils' own lives over time. Significant historical events, people and places in their own locality. Changes within living memory; where appropriate, these should be used to reveal aspects of change in national life.</p>		

Year Two Summer Term Creative Curriculum

<p align="center">Creative Entry Points and Educational Visits</p> <p>Visit from Florence Nightingale Museum</p>	<p align="center">Art & Design</p> <p>Make a fruit bowl</p> <p>Sculpture</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p align="center">Computing</p> <p>Multimedia book</p> <p>Geography, 'Where our food comes from'.</p> <p>Simulation</p> <p>Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
<p align="center">Core texts final:</p> <p>Different stories by the same author:</p> <p>John Burningham</p> <p>Non-chronological report</p> <p>Florence Nightingale</p> <p>Independent writing:</p> <p>For assessment purposes</p>	<p align="center">Design & Technology</p> <p>Puppets</p> <p>Make puppets of Florence Nightingale and the soldiers in the Crimean War. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p>Food</p> <p>Make a fruit salad. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p align="center">Geography</p> <p>Where does our food come from?</p> <p>Look at where fruit and vegetables come from. Consider these places as contrasting localities. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>
<p align="center">Science</p> <p>Health & Growth</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Know that animals, including humans, have offspring, which grow into adults.</p>	<p align="center">History</p> <p>Florence Nightingale</p> <p>Look at her life and consider her impact on health and hospitals. Past events from history (the Crimean War). Study the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p align="center">Physical Education</p> <p>Participate in team games, developing simple tactics</p>	<p align="center">Religious Education</p> <p>The Natural World</p> <p>Islam Unit 4 The Mosque</p> <p align="center">Music</p> <p>Experiment with, create, select and combine sounds</p>

Plants & animals in the local environment

Describe how animals obtain their food from plants and other animals.

Understand the idea of a simple food chain, and identify and name different sources of food.

Identify that most living things live in habitats which they are suited to and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

Observe and describe how seeds and bulbs grow into mature plants.

Investigate how plants need water, light and a suitable temperature to grow and stay healthy.

for attacking and defending.

using the inter-related dimensions of music.

Year Three Autumn Term Creative Curriculum

<p style="text-align: center;">Creative Entry Points and Educational Visits</p> <p>Me Myself and I</p> <p>As artists we will investigate how paintings, prints, photographs and other images that include figures communicate ideas about our relationships. We will use composition skills to make a double portrait that conveys ideas about ourselves and our relationship with another person in our lives. As scientists firstly we will be learning about animals and humans and how they have to eat the right diet to be healthy. We will link this to design and technology whereas designers we will learn how to make fruit smoothies. As historians we will learn about the local area of Streatham/ Brixton and will focus on the events around the period of Windrush (1948). As geographers we will be studying a locality in the UK (Streatham) this will link with the work we are doing in history. We will learn how to mark on a map of the British isles and on a map of the local area where we live. We will make maps of the local area and will be able to identify and describe what places are like and where they are. As scientist we will be learning about the characteristics of materials we will extend our knowledge of the range of materials we use and of the properties that characterise them. We will use this knowledge to help us to recognise what needs to be considered when a material is chosen for a particular use.</p> <p>visit Black Cultural Archives, Windrush Square, Library</p>	<p style="text-align: center;">Art & Design</p> <p>Portraying relationships</p> <p>To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. About great artists, architects and designers in history.</p> <p>To investigate relationships we have with different people using different mediums. To develop our portraits by revisiting them and adding new layers.</p> <p>To explore the work of different portrait artists and comment on the techniques they have used.</p>	<p style="text-align: center;">Computing</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<p style="text-align: center;">Core texts:</p> <p>Narrative:</p> <p>Dialogue and plays (literacy framework unit 5: dialogue and plays: 4 weeks)</p> <p>Non-fiction:</p> <p>Instructions:(Literacy framework unit 2: instructions 3 /4 weeks)</p> <p>Dear Greenpeace (Literacy Framework: narrative unit 4: authors and letters)</p> <p>The Jolly Postman (Literacy Framework: narrative unit 4: authors and letters)</p> <p>Poetry:</p> <p>Shape poems and calligrams (literacy Framework unit 2: Shape poems and calligrams 2 weeks)</p>	<p style="text-align: center;">Design & Technology</p> <p>Making Food:</p> <p>To understand and apply the principles of a healthy and varied diet and prepare food and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>To explore foods currently in season in England and know where they are grown.</p> <p>To design and make a healthy savoury snack using foods currently in season.</p>	<p style="text-align: center;">Geography</p> <p>Comparing localities around the world</p> <p>Children to draw the map and to mark where England, Scotland and Wales are. Then to draw on the three longest rivers i.e. the Trent, Thames, Severn and locate and mark London, Dublin, Edinburgh, Cardiff and Belfast.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>

<p style="text-align: center;">Science</p> <p>Animals including humans</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Children to visit a supermarket/ market taking photographs of different types of fruits and vegetables.</p> <p>Children to undertake research finding out what different animals like to eat.</p>	<p style="text-align: center;">Modern Languages</p> <p>French</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p style="text-align: center;">Religious Education</p> <p>Hinduism</p> <p>Unit 1 Diwali</p> <p>Christianity</p> <p>Unit 6</p> <p>Festival of Christmas and Advent: a time of preparation</p>
<p style="text-align: center;">History</p> <p>Local History study-Windrush</p> <p>As historians we will learn about the local area of Streatham/ West Norwood and will focus on a local history study. A depth study linked to one of the British areas of study listed above. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p style="text-align: center;">Physical Education</p> <p>Football and Tag rugby.</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p style="text-align: center;">Music</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

Year Three Spring Term Creative Curriculum

<p style="text-align: center;">Creative Entry Points and Educational Visits</p> <p>Life forces/ Exploration and structures</p> <p>Our topic will help us to make observations of the natural environment. We will understand how the natural environment has influenced design i.e. We are going to learn how to make a structure stable using triangles and will design, make and evaluate a range of tents. We will learn when the Roman period was and what it was like being a Roman. We will learn how they invaded other countries and how it felt to be invaded. We will find out who Boudicca was and how she influenced the Roman period. We will investigate holiday destinations and we will look closely at the Caribbean. We want to understand how climate affects where people go on holiday. We will investigate magnets and springs and rocks and soils and we will be able to carry out fair testing."</p> <p>Visit to Crofton Roman Villa.</p> <p>British Museum</p>	<p style="text-align: center;">Art & Design</p> <p>Printmaking</p> <p>Children investigate patterns in textiles from different times and cultures. They use ideas from these as a starting point for developing their own designs. They investigate stencilling and print-making techniques and explore ways of combining and organising shapes, colours and patterns to make a decorative textile piece.</p> <p>Evaluate and analyse creative works using the language of art, craft and design to improve their mastery of art and design techniques.</p>	<p style="text-align: center;">Computing</p> <p>Programming: create gladiator computer game on Scratch software</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
<p style="text-align: center;">Core texts:</p> <p>Narrative:</p> <p>Gregory Cool (CLPE) (Literacy Framework: narrative 1: stories with familiar settings)</p> <p>The Jolly Postman - Letters and Authors.</p> <p>Into the Forest (CLPE) (Literacy Framework: narrative unit 5: dialogue and plays)</p> <p>Non-fiction:</p> <p>Information texts about Romans (Literacy Framework: unit 3: information texts)</p> <p>Poetry:</p> <p>(Literacy Framework: unit 1: Poems to perform)</p>	<p style="text-align: center;">Design & Technology</p> <p>Structures - making a Roman Fort</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according of their functional properties and aesthetic qualities.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Children to explore how different joins make a structure more stable (i.e. using a triangular reinforcement) and use this to make a stable section of the fort.</p>	<p style="text-align: center;">Geography</p> <p>Weather around the world</p> <p>Children to develop ideas about weather conditions around the world. The focus is the relationship between weather and tourism.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
<p style="text-align: center;">Science</p> <p>Forces and Magnets</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials that are magnetic or not magnetic</p>	<p style="text-align: center;">Modern Languages</p> <p>French</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p style="text-align: center;">Religious Education</p> <p>SIKHISM -unit 1</p> <p>Guru Nanak</p> <p>ISLAM -unit 5</p> <p>Prophet Muhammad (pbuh) the Final Messenger</p>

Describe magnets as having two poles

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Have a range of magnets and metals for children to explore. What happens when we put them together? Trip to the science museum. Use magnet games with questions, I.e. who can build the tallest structure?

Rocks and soils

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 a rock

Recognise that soils are made from rocks and organic matter.

Name and give characteristics of different rocks and explain how they are used for different purposes.

Recognise that there is rock under all surfaces and that soils come from rocks.

History

Romans

Consider the effects of the invasion and settlement of the Romans on Britain. A Re-enactment of a Roman versus Celt battle. Guided visualisation exercises. Explore images of Boudicca, Locate the Roman Empire on a map. To understand what the term invasion means and to explore. Why people left their home country.

Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudicca. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Have some understanding of who Boudicca was and why she led a revolt. Understand the reasons for the Romans leaving Britain? The Roman Empire and its impact on Britain. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

Physical Education

Gymnastics and Hand Ball

Use running, jumping, throwing and catching in isolation and in combination

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Music

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Year Three Summer Term Creative Curriculum

<p style="text-align: center;">Creative Entry Points and Educational Visits</p> <p>Our Global Garden over Time</p> <p>Our topic will help us to make/ observe how our world has changed over time. We will explore the Viking period and understand how they were able to travel to different countries on the boats they built. We will understand how the Vikings influenced their environment through the development of their settlements. We will learn new textile skills which we will apply to making a tapestry of a Viking legend. The second phase of the topic will look at how plants have been used by man for centuries, we will visit Kew Gardens and we will learn how to name the parts of a plant and understand the processes of reproduction, germination, pollination, fertilization and dispersal. In art we will make careful observational drawings of flowers, we will look at the work of Van Gogh and the impressionists. We will then look at the contemporary work of Thomas Demand and create paper sculptures of plants and photograph them. In science we will explore 'light and shadows' and 'helping plants grow well' and will use the work of Kara Walker to help support our understanding of silhouette art. We will set up experiments and record our findings.</p> <p>Kew Gardens visit</p>	<p style="text-align: center;">Art & Design</p> <p>Still life and the natural world</p> <p>(Drawing, painting and collage)</p> <p>Thomas Demand: Look at the work of Thomas Demand. Discuss how these are actually photographs of sculptures that he made from paper. Design a flower: show images of tropical flowers relate to flowers seen at Kew Gardens.</p> <p>Paint design: Use work of Vincent Van Gogh: Sunflowers to look at how colours are mixed. Make paint samples. Experiment using a range of paint brushes to produce shapes, textures and tones. To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p>	<p style="text-align: center;">Computing</p> <p>Viking comics</p> <p>Plant Animations</p> <p>Maths</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<p style="text-align: center;">Core texts:</p> <p>Narrative:</p> <p>The Orchard Book of Vikings (Literacy Framework: narrative unit 2: Myths and Legends)</p> <p>Ice Palace (CLPE) (Literacy Framework: narrative unit 3: Adventure and Mystery)</p> <p>Non-fiction:</p> <p>Viking books (Literacy Framework: unit 1: reports)</p> <p>Poetry:</p> <p>The sun is laughing (CLPE) (Literacy Framework: unit 3: Language Play)</p>	<p style="text-align: center;">Design & Technology</p> <p>Textiles tapestries</p> <p>To look at images of tapestries and to guess the stories that are being told in them with a view to make a class tapestry to depict a Viking legend. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of materials and components, including textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p style="text-align: center;">Geography</p> <p>Map building</p> <p>To create a large scale map of Sweden outside using the overhead camera outside the yurt to record the process. This could show how settlements have grown over time from the Viking period till the present day. To find Sweden on a world map. To ask geographical enquiry questions. To be able to describe how places have become the way they are, and how it is like another place. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

Science

Light

This unit introduces the relationship between light, an object and the formation of shadows. Children observe the apparent movement of the Sun and the associated changes in shadows. Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change.

Helping plants grow well

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Modern Languages

French

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Religious Education

SIKHISM

unit 2 The Sikh Gurus

BUDDHISM

unit 1 The Buddha

History

The Vikings

Question time? Opportunity for the children to ask the questions they want answers to about the Vikings.

Timeline: to order events in chronological order for Viking period. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion: Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066.

Physical Education

Short Tennis and Athletics

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Develop flexibility, strength, technique, control and balance [for example, through athletics]

Music

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Year Four Autumn Term Creative Curriculum

<p style="text-align: center;">Creative Entry Points and Educational Visits</p> <p>Tudors and Exploration</p> <p>Background: As historians we will be studying life in Tudor times and researching evidence of music, clothes, past times and culture of these days including some of the famous explorers. We will be investigating life for different sections of society; rich and poor and we will focus on the kitchen and who to ask to the banquet. The banquet's elements will form a major research project where we will look at factual evidence of the music, entertainment and food.</p> <p>As artists we will draw and paint Tudor portraits to decorate the great hall where the banquet will take place and we will design and build Tudor thrones on which to sit at our banquet. As design and technologists we will design and build sea vessels after our workshops at the Golden Hinde Museum.</p>	<p style="text-align: center;">Art & Design</p> <p>Tudor Portraits</p> <p>Use a large range of portraits, postcards, posters of Tudor explorers and Henry VIII to deduce information about him and lifestyles. Use this as stimulus for drawing and painting Tudor Portraits.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.</p> <p>About great artists, architects and designers in history.</p>	<p style="text-align: center;">Computing</p> <p>Podcasts and presentations in role as Tudor Sailor - linked to the Golden Hinde.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<p style="text-align: center;">Core texts:</p> <p>Narrative</p> <p>Historical Stories/Newspapers/play scripts can all link to History, different events and play scripts</p> <p>Non Fiction</p> <p>Information texts - can again link but you need to see where it is most appropriate.</p> <p>Newspapers</p> <p>Poetry</p> <p>Kennings, Henry VIII Kenning in 'The Works'</p>	<p style="text-align: center;">Design & Technology</p> <p>Tudor thrones Design and</p> <p>make a life size throne using chairs as basic structure. Perhaps use a printing technique to print Tudor/Royal crest on to material of throne.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p style="text-align: center;">Geography</p> <p>Tudor Gardens</p> <p>Research how Tudor explorers came back from travels with exotic foods, spices, precious metals and tales of adventure. Research and create a travel plan as if they are Tudor Explorers and map where they going in order to develop their geographical skills and knowledge and understanding of places around the world. Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>
<p style="text-align: center;">Science</p> <p>States of matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Electricity</p> <p>Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit? Recognise some common conductors</p>	<p style="text-align: center;">Modern Languages</p> <p>French</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p style="text-align: center;">Religious Education</p> <p>Christianity</p> <p>Unit 7</p> <p>A Local Parish Church</p> <p>Christianity Unit 8</p> <p>A second local Christian Place of worship and the bible</p>

and insulators, and associate metals with being good conductors.

History

Tudors

Relive the voyage of the Golden Hinde from start to finish children will create their own maps, write letters home, and meet various members of Drake's crew. Become a member of our ship's company and experience the adventure of a lifetime! 1)The Voyage Begins Navigation and Map Making 2) Anchors Aweigh 3) Crime and Punishment 4) Gunning and Battle 5) The Voyage Home 6) Treasure

A study of an aspect or theme in British history that extends pupils' chronological knowledge
Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century beyond 1066.

Physical Education

Netball and Tag Rugby

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Music

Use and understand staff and other musical notations. Develop an understanding of the history of music.

Year Four Spring Term Creative Curriculum

<p align="center">Creative Entry Points and Educational Visits</p> <p>A World of Contrasts We will learn about the contrasting ways of living on our planet. We will be exploring how the Egyptians used to live in Ancient times, how people live in a rural community in Chembakolli, how we live in Streatham and comparing them in terms of life style, jobs and beliefs. We will show everyone what we have learnt through a Museum Tour of our classroom, printing of pictures, drawings, sketching and a giant Iron Man with flashing eyes! Visit to British Museum</p>	<p align="center">Art & Design</p> <p>Collage Link with history and a visit to the British Museum. This unit begins with drawing, leads into painting and then develops the skills of collage. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>	<p align="center">Computing</p> <p>Programming - Tutankhamen crypt invasion game Research - using mapping software/websites children discover where Chembakoli is and how it is similar and different to other towns/villages in India and the UK. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
<p align="center">Core texts:</p> <p>Narrative Iron Man (CLPE) (Stories set in Imaginary Worlds Unit 2) Footprints in the Forest: A Chembakolli Story (Unit 3 Stories from other Cultures) Additional relevant texts: Anita Desai Iron Woman Indian Tales Mufaro's Beautiful Daughter Non Fiction Oxfam resource on Chembakolli/Action Aid Website (Unit 4 Persuasive Texts) (could be 2 weeks and then 2 weeks) Poetry Hot Like Fire/Iron Man (CLPE) (Creating Images Unit 1)</p>	<p align="center">Design & Technology</p> <p>The Iron Man The pupils could use the following skills to create their iron man with flashing eyes. Generate, develop, model and communicate their ideas through discussion and annotated sketches. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p align="center">Geography</p> <p>Contrast a city in India and a village Chembakolli. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a Asian country. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water .</p>
<p align="center">Science</p> <p>Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sound gets fainter as the distance from the sound source increases.</p>	<p align="center">Modern Languages</p> <p>French Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p align="center">Religious Education</p> <p>Sikhism Unit 3 The Guru Granth Sahib, The Final Guru Sikhism Unit 4 Living a Sikh Life</p>
<p align="center">History</p> <p>Ancient Egypt and Life in Ancient Times. In this unit children find out about the way of life of people living in ancient Egypt from archaeological discoveries. The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt.</p>	<p align="center">Physical Education</p> <p>Gymnastics and Handball Develop flexibility, strength, technique, control and balance through gymnastics. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p align="center">Music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

Year Four Summer Term Creative Curriculum

<p style="text-align: center;">Creative Entry Points and Educational Visits</p> <p>Animals We will look at endangered animals - why they are endangered and ways of stopping this. You will write animal poems and make a moving illustrated picture to accompany it, and create an explanation text about animals and an animal 3D model. Our Literacy texts will be Charlotte's Web and Varjak Paw which are animal dilemma stories. We will learn about the circuses of today and in the past. You will showcase your work in the class by designing and creating your own display board. Possible visits and visitors: Trip to the Horniman Museum. Trip to Hyde Park for Habitats workshop.</p>	<p style="text-align: center;">Art & Design</p> <p>Spider web textiles Link to Charlotte's Web - Textiles/ICT To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, with a range of materials (e.g. pencil, charcoal, paint) Learn about great artists, architects and designers in history.</p>	<p style="text-align: center;">Computing</p> <p>Podcasts and iWebs about endangered animals. Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
<p style="text-align: center;">Core texts:</p> <p>Narrative: Varjak Paw/Charlotte's Web (Stories which raise issues/dilemmas) CLPE (GR texts to accompany - Stuart Little, Animal Passions, The Animals of Farthing Wood) Class Text I Was a Rat by Philip Pullman and the Firework Maker's Daughter (CLPE) - link to Reading Journals Non Fiction Explanation Texts - link with Geography work on endangered animals. Poetry Exploring form - animal poems and poets - using DT to present work.</p>	<p style="text-align: center;">Design & Technology</p> <p>Moving animals and cards Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages</p>	<p style="text-align: center;">Geography</p> <p>Endangered animals Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>
<p style="text-align: center;">Science</p> <p>Habitats Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that living things can be grouped in a variety of ways. Construct and interpret a variety of food chains, identifying producers, predators and prey. Recognise that environments can change and that this can sometimes pose dangers to living things. Moving and Growing 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.</p>	<p style="text-align: center;">Modern Languages</p> <p>French Present ideas and information orally to a range of audiences.</p>	<p style="text-align: center;">Religious Education</p> <p>Hinduism Unit 2 Living as a Hindu</p> <p>Islam Unit 6 The Five Pillars of Islam</p>
<p style="text-align: center;">History</p> <p>Circuses over time A depth study linked to one of the British areas of study listed above. A study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Watch the Cirque de Soleil video generate a list of words to add to their large pictures describing the movement and types of activity. Discuss historical interpretation/differing viewpoints.</p>	<p style="text-align: center;">Physical Education</p> <p>Short Tennis and Athletics Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance.</p>	<p style="text-align: center;">Music</p> <p>Use and understand staff and other musical notations.</p>

Year Four Summer Term Creative Curriculum

<p style="text-align: center;">Creative Entry Points and Educational Visits</p> <p>Animals We will look at endangered animals - why they are endangered and ways of stopping this. You will write animal poems and make a moving illustrated picture to accompany it, and create an explanation text about animals and an animal 3D model. Our Literacy texts will be Charlotte's Web and Varjak Paw which are animal dilemma stories. We will learn about the circuses of today and in the past. You will showcase your work in the class by designing and creating your own display board. Possible visits and visitors: Trip to the Horniman Museum. Trip to Hyde Park for Habitats workshop.</p>	<p style="text-align: center;">Art & Design</p> <p>Spider web textiles Link to Charlotte's Web - Textiles/ICT To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, with a range of materials (e.g. pencil, charcoal, paint) Learn about great artists, architects and designers in history.</p>	<p style="text-align: center;">Computing</p> <p>Podcasts and iWebs about endangered animals. Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
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<p style="text-align: center;">Science</p> <p>Habitats Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that living things can be grouped in a variety of ways. Construct and interpret a variety of food chains, identifying producers, predators and prey. Recognise that environments can change and that this can sometimes pose dangers to living things. Moving and Growing 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.</p>	<p style="text-align: center;">Modern Languages</p> <p>French Present ideas and information orally to a range of audiences.</p>	<p style="text-align: center;">Religious Education</p> <p>Hinduism Unit 2 Living as a Hindu</p> <p>Islam Unit 6 The Five Pillars of Islam</p>
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Year Five Autumn Term Creative Curriculum

<p style="text-align: center;">Creative Entry Points and Educational Visits</p> <p>Innovation and Inspiration As historians we will be researching and studying Victorian Britain. We will find out about different sections of society i.e. food, school, rich and poor and the inventions that they developed by visiting 'The Ragged School'. We will place our findings on a timeline. As Geographers we will be contrasting a locality close to us. We will go to Claygate to identify the features of villages and compare them to our town setting. We will also use William Morris as inspiration for our designs of the batik. As designers we will make a mechanical cam in order to make a Victorian toy. All this work over the term leads to a presentation of a Victorian School afternoon. We will design and make a Victorian classroom that our work will be displayed in over the term. Trips to Claygate, CLC for GPS mapping, Ragged School</p>	<p style="text-align: center;">Art & Design</p> <p>William Morris and Batik</p> <p>Use sketches, objects and photos from trip to Claygate as 'inspiration' for their designs and sketches for Batik Experimenting with batik and use of colour dyes to create their own design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas. About great artists, architects and designers in history.</p>	<p style="text-align: center;">Computing</p> <p>Highwayman Blogging Persuasive letters Victorian presentations Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<p style="text-align: center;">Core texts:</p> <p>Classic Narrative The Highway Man (CLPE)</p> <p>Poems (4 weeks) Link in with Neil Carter and a final performance. Oliver Twist (order 15 simple copies) Older Literature (3 weeks)</p> <p>Stories from Other Cultures Street Child (CLPE)</p> <p>Non Fiction Persuasive Writing (3 weeks) Link to Geography and ICT outcome of comparing features of different settings)</p>	<p style="text-align: center;">Design & Technology</p> <p>Mechanical cam toys</p> <p>Visit from Paul Newham to make mechanical cams. Research Victorian toys and investigate other toys and make one. Design and evaluate. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>	<p style="text-align: center;">Geography</p> <p>Claygate</p> <p>Orienteering Quiz around area of trip to use mapping skills, Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>
<p style="text-align: center;">Science</p> <p>Gases around us and changing state</p> <p>To know that some materials will dissolve in liquid to form a solution. Describe how to recover a substance from a</p>	<p style="text-align: center;">Modern Languages</p> <p>French</p> <p>Read carefully and show understanding of</p>	<p style="text-align: center;">Religious Education</p> <p>Judaism unit 3 Jewish Life</p>

solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering. Sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

words, phrases and simple writing.

Islam unit 7
The Journey of a Lifetime

History

Victorians

Life without Victorian Inventions investigations: Give each group a scenario to solve the problem as they were in Victorian times - elicit how important the Victorian inventions are to today's life.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The changing power of monarchs using case studies of Victoria.
Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.

Physical Education

Hockey and Tag Rugby

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Music

Steel pans and Musictrax

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Develop an understanding of the history of music.

Year Five Spring Term Creative Curriculum

<p style="text-align: center;">Creative Entry Points and Educational Visits</p> <p>Human Versus Nature In this unit children find out about the way people lived in the Ancient Greek empire. Children will be investigating 2 Greek states (Athens and Sparta) one of which was the centre for arts the other the military centre. The British Museum will inspire us to find out through artefacts, how the Ancient Greeks lived and create containers in a Greek style. Making vases out of Mod Roc designed as an Ancient Greek vase or a modern version of an Olympian. The Educational visit to Chiswick Thames Explorer will teach us about rivers and land use. This will lead to designing and making bridges in Design and technology lessons. Looking at a range of designs from famous bridge builders, including The Millennium Bridge by Sir Norman Foster. Collect examples of containers from different cultures, look at contemporary designers eg Bodil Manz, Kate Malone, Ed Rossbach, Fran Reed, Dorothy Gill Barnes, Norie Hatakeyama, Birgitta Wendel. Thames Explorer British Museum</p>	<p style="text-align: center;">Art & Design</p> <p>Containers In this unit children explore the craft tradition of making vessels and containers. They develop their own designs which will hold something special that they would wish for. They consider examples by contemporary designers and ceramicists and look at work from different cultures. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, Mod Roc, paint, clay]. About great artists, architects and designers in history.</p>	<p style="text-align: center;">Computing</p> <p>Greek top trump cards Excel spread sheets Recognise common uses of information technology beyond school Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
<p style="text-align: center;">Core texts:</p> <p>Narrative Greek Myths (Literacy Framework unit 2: Traditional stories, myths and legends) Boys in the Girls Bathroom (Literacy Framework unit 1: novels and stories by significant children's authors)</p> <p>Non Fiction (Literacy Framework unit 2: Recount based on the topic)</p> <p>Poetry (Literacy Framework unit 1: Poetic Style)</p>	<p style="text-align: center;">Design & Technology</p> <p>Bridges Do a case study on the Millennium bridge and how Sir Norman Foster had to make changes to his design to accommodate the needs of the users. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Investigate and analyse a range of existing products. Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Understand how key events and individuals in design and technology have helped shape the world.</p>	<p style="text-align: center;">Geography</p> <p>Rivers Recognise selected physical processes relating to rivers and begin to appreciate how these can change the character of places; Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>
<p style="text-align: center;">Science</p> <p>Properties of materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Famous scientist link Isaac Newton Identify the effects of air resistance, water resistance and friction, which act between moving surfaces. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p style="text-align: center;">Modern Languages</p> <p>French Appreciate stories, songs, poems and rhymes in the language.</p>	<p style="text-align: center;">Religious Education</p> <p>Christianity Unit 9 Who was Jesus?</p> <p>Judaism Unit 4 Passover</p>
<p style="text-align: center;">History</p> <p>Ancient Greece In this unit children find out about the way people lived in the ancient Greek empire. They use a range of archaeological and written sources, select and record information and interpret the past in different ways. Place the ancient Greek civilisation accurately on a time line and demonstrate their understanding of BC and AD; Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>	<p style="text-align: center;">Physical Education</p> <p>Handball and Athletics Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p style="text-align: center;">Music</p> <p>Steel pans and Musictrax Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

Year Five Summer Term Creative Curriculum

<p style="text-align: center;">Creative Entry Points and Educational Visits</p> <p>The final frontier</p> <p>This is to be shared with the children in a child friendly language in order to give them a bigger picture and the context of which their learning will take place.</p> <p>Using the text 'They dance in the sky' and 'American Indian myths about the Constellations' to start the topic look at a range of stories and tales from these cultures to explore the meaning and uses of the starts from past generations and cultures.</p> <p>Explore the meaning of the space race and what it meant to the countries involved at the time. Show the video clips of man's first steps on the moon (Armstrong) and the speech given to the world at the time. Timeline the main events in order up to the current day.</p> <p>Get students to create a space race of their own assigning roles and deadlines they have to meet for both sides.</p>	<p style="text-align: center;">Art & Design</p> <p>Constellations by Christine Balit About great artists, architects and designers in history. Students will learn to identify star constellations using the text 'Zoo in the sky' and explore how these constellations have developed into living creatures. Students will then select a constellation of stars and create an animal around these as has been done by Cristina Balit. This will be produced using mixed media ranging from paint to collage.</p>	<p style="text-align: center;">Computing</p> <p>Programming Create a computer game based on the space race on Scratch coding software Animation - space race animation/linked to art unit if so chosen.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
<p style="text-align: center;">Core texts:</p> <p>Narrative</p> <p>Novel and stories by significant Children's Authors</p> <p>George's Cosmic Treasure Hunt by Lucy and Steven Hawking (National Curriculum unit 1,3weeks)</p> <p>Film narrative (National curriculum Unit 5,3 weeks)</p> <p>Star Wars/ET movie</p> <p>Non-Fiction</p> <p>Persuasive texts (National curriculum Unit 3,5 weeks)</p> <p>Persuading ALIENS TO COME AND VISIT THE EARTH</p> <p>Poetry</p> <p>Poetic style (National curriculum Unit 1, 2 weeks)</p> <p>Space poems text to be confirmed!!!!</p>	<p style="text-align: center;">Design & Technology</p> <p>Rockets</p> <p>They will have to design a rocket made around a pop bottle which will be launched from a compressed air pump aiming for the most distance as possible. In the second part students will examine the properties of gravity on the moon and create a robotic buggy which could be used on the moon to transport people and gather information. Students will build scale models from a range of materials.</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p style="text-align: center;">Geography</p> <p>How Settlements change over time. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>How settlements change over time link to Streatham and change over time. Mapping continents and different time zones. Atlas mapping work. Mapping exercise using old maps and photographs to list changes and differences in landscape. Explain how and why changes take place in our local environment using 'History of Streatham - a pictorial resource'. Ordnance survey.</p>

<p style="text-align: center;">Science</p> <p>Earth, Sun & Moon</p> <p>Describe the Earth, Sun and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain the apparent movement of the Sun across the sky.</p> <p>Use the idea of the Earth's rotation to explain day and night.</p> <p>Describe the movement of the moon relative to night.</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun.</p> <p>Life Cycles</p> <p>Describe the life process of reproduction in some plants and animals</p> <p>Describe the changes as humans develop to old age.</p> <p>Describe the differences in the life cycles of a mammal, and amphibian, an insect and a bird.</p>	<p style="text-align: center;">Modern Languages</p> <p>French</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p style="text-align: center;">Religious Education</p> <p>Buddism Unit 2</p> <p>Buddhist Teaching</p> <p>Hinduism Unit 3</p> <p>The Mandir</p>
<p style="text-align: center;">History</p> <p>Solar System</p> <p>This history unit will cover the exploration of how Ancient Greeks, Egyptians and Indians regarded the Solar System and how they used it to live their everyday life. This will support the art and design aspect of the unit as we will look at sky art from these cultures. The unit will then lead into the great space race and the history of space explorations visiting significant and interesting events along the way. A non-European society that provides contrasts with British history- a study of Baghdad c. AD 900; focussing on astronomy at that time.</p>	<p style="text-align: center;">Physical Education</p> <p>Cricket and Rounders</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p style="text-align: center;">Music</p> <p>Steel Pans and Musictrax</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

Year Six Autumn Term

Creative Entry Points and Educational Visits

Stone Age and WW2

Our context for learning this term will be WW2. As historians we will be studying Britain since the 1930s. We will be finding out about The Battle of Britain. We will explore rationing and try to recreate living conditions of that time. As geographers we will be looking at maps, globes and atlases to discover the places where fighting happened and where children were evacuated to. As design technologists we will be using rationing as a basis for making our own. We will be exploring food products that can be made on a budget, especially soup. We will be looking at ingredients, learning techniques to make soup and designing, making and tasting our own. As artists we will be looking at important figures of the war and drawing, sketching and painting them we will also do print making.

School journey to Osmington Bay

The Blitz Experience - Britain at War Museum

National Army Museum

The Blitz Workshop (in school)

Chelsea Pensioners

Art & Design

Investigating photos and paintings of significant people in the war and the roles that they had i.e. ARPs, evacuees, women in factories, leaders. Children are to sketch, draw and paint portraits. Then create a final piece by using a viewfinder on their work to find a section to recreate as block printing.

About great artists, architects and designers in history.

Computing

Publish newspaper

Create publication of: Is it right to fight?

Create own poppy around remembrance Sunday with own poem written on it.

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Core texts:

Fiction

Goodnight Mister Tom (Fiction Genres)

Rose Blanche (Fiction Genres)

Poetry

Flanders Fields

Non Fiction

Link to WW2 newspapers (Journalistic Writing)

The Diary of Anne Frank (Biography/Autobiography)

Otto

Recount - school journey based recount.

Design & Technology

Ration meal

Use old money and shop information to plan a week's meals for your family in the war. How would you make things last? Plan a shopping trip for all the things you would need to create a meal. Make the meal for their family and taste it. How could they make it better?

Make 2 cakes, one on rations and one without - which tastes better? Why? Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Geography

Carbon footprint of food

Listen to speech by Churchill - draw large maps for each group. Use toy soldiers to move soldiers around according to events in war. Take photos at different times and display on a large wall timeline for war. Use maps and atlases to investigate carbon footprint of foods that were brought in before rationing.

Link with D&T find the carbon footprint of the foods that they are ordering. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. School journey to Osmington Bay. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Science

How we see things

Recognise that light appears to travel in straight lines.

Explain that objects are seen because they give out or reflect light into the eye.

Explain why shadows have the same shape as the object cast by them.

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.

More about dissolving Unit 6C (Until 2016)

Modern Languages

French

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Religious Education

Christianity Unit 10

Christians and the World

Christianity Unit 11

Faith in Action

History - Stone Age and WW2

First four weeks of this term relating to School journey to Osmington bay and the Jurassic coast.

Changes in Britain from the Stone Age to the Iron Age.

late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

Bronze Age religion, technology and travel, for example, Stonehenge

Iron Age hill forts: tribal kingdoms, farming, art and culture

A significant turning point in British history, for example, the Battle of Britain.

Use newspapers from the time to use as factual information to research a time line. Children to write own newspaper of a main event from the timeline.

Use eyewitness accounts - Martin and Erica and write a diary entry of a child in a concentration camp. Make own soap to highlight issues with rationing and food shortages.

Physical Education

Hockey and Tag Rugby

Take part in outdoor and adventurous activity challenges both individually and within a team.

School journey to Osmington Bay

Music

Steel Pans and MX Grove

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Year Six Spring Term Creative Curriculum

<p style="text-align: center;">Creative Entry Points and Educational Visits</p> <p>Our identity</p> <p>Victoria and Albert museum for textiles inspiration.</p> <p>The children will create pillows using inspiration from their visit to the V&A museum. They will also study an early Islamic civilisation –Baghdad, linking with our identity creative context this term.</p> <p>During the Spring term extra emphasis is put on the core subjects for revision of all skills needed for the SATs tests in May.</p>	<p style="text-align: center;">Art & Design</p> <p>Self portraits</p> <p>The art for this term will link to the children's identities. They will be using their sketching techniques to draw portraits of themselves.</p> <p>About great artists, architects and designers in history.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p style="text-align: center;">Computing</p> <p>E - safety</p> <p>Workshop and create online book or presentation.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<p style="text-align: center;">Core texts:</p> <p>Fiction</p> <p>Rabbits - Shaun Tan</p> <p>Non-fiction</p> <p>Instructions - How to trap a dragon</p> <p>Information - dragons</p> <p>How Dogs work - explanation</p> <p>Poetry</p> <p>Spider and the Fly - Toni Diterlizzi</p>	<p style="text-align: center;">Design & Technology</p> <p>Textiles</p> <p>The children will use their inspirations from the V&A museum to create their own logo, representative of themselves as individuals. They will also use their textiles skills to create a cushion with the logo.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p style="text-align: center;">Geography</p> <p>Local area linked to Baghdad</p> <p>The children will be looking at their local area and using their geography skills and vocabulary. We will also look at a contrasting locality, linking to the children's identities and where they come from. In addition to this, we will use maps and primary and secondary resources to research the history of our local area.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

<p style="text-align: center;">Science</p> <p>Changing Circuits</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p style="text-align: center;">Modern Languages</p> <p>French</p> <p>Describe people, places, things and actions orally and in writing.</p>	<p style="text-align: center;">Religious Education</p> <p>Hinduism Unit 4</p> <p>Personal identity and belonging in Hinduism</p> <p>Islam Unit 8</p> <p>The Ummah</p>
<p style="text-align: center;">History</p> <p>Early Islamic Civilisation Baghdad</p> <p>The children will be looking at their local area and using their geography skills and vocabulary. In addition to this, we will use maps and primary and secondary resources to research the history of our local area.</p> <p>We will also look at a contrasting locality, linking to the children's identities and where they come from</p> <p>A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900</p>	<p style="text-align: center;">Physical Education</p> <p>Gymnastics and Handball</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p>	<p style="text-align: center;">Music</p> <p>Steel Pans and MX Grove</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>

Year Six Summer Term Creative Curriculum

<p>Creative Entry Points and Educational Visits</p> <p>Journeys</p> <p>The first few weeks will have an emphasis on the core curriculum subjects as SATs week is halfway in May.</p> <p>Children will represent their personal journey in art and D&T through the starting point of <i>Geography</i>. The children will then be a part of the year 6 performance and make all of the props and costumes as well as performing. This whole term is led by the children and they decide, after the skills have been taught, how to present their work and they can be as creative as they wish. The entire mini projects that they have worked on will be displayed for the creative afternoon for parents/carers. The children will decide how to display them and make all of the displays in class.</p> <p>End of term trip - Guildford Spectrum</p>	<p>Art & Design</p> <p>Outdoor sculptures</p> <p>Andy Goldsworthy art will be the inspiration for outdoor work and making outdoor sculptures. The children will sketch and paint their sculptures, take one element and then polystyrene print them in a pattern.</p> <p>About great artists, architects and designers in history. To improve their mastery of art and design techniques, including sculpture with a range of materials.</p>	<p>Computing</p> <p>Summer Musical</p> <p>Website design, programme design, ticket design, poster designs, etc.</p> <p>Programming - Kensuke's Kingdom computer game on Scratch. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
<p>Core texts:</p> <p>Fiction</p> <p>Kensuke's Kingdom - Transition Unit, Stories with flashbacks</p> <p>The Eye of the Wolf - CLPE (flashbacks)</p> <p>Poetry</p> <p>Where the Forest Meets the Sea and Window by Jean Baker</p> <p>Non Fiction</p> <p>Revision of non-fiction topics in first weeks.</p>	<p>Design & Technology</p> <p>3D mapping</p> <p>Leading on from their <i>Geography</i> work and working alongside their art work the children design and make a 3D map. When designing the map they focus on how to make the structures strong and what different materials make good structures and how mouldable materials can be used. The main DT focus is about the high quality finish and that it is fit for purpose. Another aim is that the children are constantly evaluative and reflective about their work.</p>	<p>Geography</p> <p>3D mapping</p> <p>The children will use maps as a stimulus for their 3D personal map project. The book 'You Are Here,' Personal Maps will be used to explore creative approach to mapping. The children will then develop their mapping skills through the use OS maps.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
<p>Science</p> <p>Interdependence and Adaptation</p>	<p>Modern Languages</p> <p>French</p>	<p>Religious Education</p> <p>Buddhism Unit 3</p>

<p>(Link with Art – using outdoor artists as an inspiration and finding animals and mini beasts)</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Famous scientist link Charles Darwin.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<p>Understand basic grammar including : feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>The Sangha</p> <p>Transition Unit</p> <p>Who decides? Rules</p>
<p style="text-align: center;">History</p> <p>Streatham and West Norwood</p> <p>The journey both places have taken up until today. We will compare artefacts from the past and see how times have changed. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p style="text-align: center;">Physical Education</p> <p>Cricket and Athletics</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance.</p>	<p style="text-align: center;">Music</p> <p>Steel pans and MX Grove</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p>