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|  | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | |
|  | Journeys and Exploration | | Hereos and Villians | | **Similarities and Differences** | | **Nature and the environment** | | **Friends Near and Far** | | **Imagination & Creativity** | |
| **Year 1** | **English:**   * Naughty Bus - narrative * Astrogirl – fact file | **Maths:**    See NCTEM | **English:**   * Send for a superhero – narrative * Billy and the Beast - narrative | **Maths:**    See NCTEM | **English:**   * Leo and the Octopus – fact   file   * Julian is a   Mermaid - narrative | **Maths:**    See NCTEM | **English:**   Dinosaurs and all that Rubbish  – pamphlets   Writing Week | **Maths:**    See NCTEM | **English:**   Lost and Found  – narrative   Yeti and the  Bird - narrative | **Maths:**    See NCTEM | **English:**   * The Magic Bed - story * Iggy Peck Architect – fact   file | **Maths:**    See NCTEM |
| **Science:**  The Human Body  Seasonal Changes | **RE:**  The Natural  World | **Science:**  Materials  Seasonal Changes | **RE:**  Christianity – The  Bible & Christmas | **Science:** Planting  Animals | **RE:**  Belonging: who am I? | **Science:** Caring for the planet  Seasonal Changes  Planting | **RE:**  Christianity – A local church & Easter weddings | **Science:**  Plants  Planting | **RE:**  Islam – Prophet  Muhammad  (pbuh)  Sharing food  (Ramadan) | **Science:**  Growing & Cooking  Seasonal changes | **RE:**  Islam – Five pillars of Islam |
| **History:** Changes within living memory, revealing aspects of change in  national life - **transport** | **DT:**  To design, make and evaluate a vehicle, exploring and using wheels  and axles | **History:** The lives of significant individuals in the past who have contributed to national and international achievements e.g.  Edith Cavell  Florence  Nightinglae  Mary Seacole | **DT:**  Use the basic principles of a healthy and varied diet to prepare dishesTo understand where food comes from/seasonal food | **History:** Changes within living memory – how have we changed? Personal chronology and timelines | **Art:**  To use painting and colour to develop and share ideas and imagination: Insects & flowers in ink washes and printing. Tiberius Soos  Damien Hurst | **Geography:** Use fieldwork and observational  skills to study the geography of their school and its grounds, with a focus on local environmental issues  e.g.pollution,  rubbish | **Art:**  To use sculpture and form to develop and share ideas and imagination through clay Yayoi Kusama – flower sculprtures | **Geography:**  Use fieldwork and observational  skills to study the surrounding environment, including human and physical features | **Art:**  To use drawing, line and shape to develop and share ideas and imagination – wildlife in local area & urban  landscapes | **Geography:** Name, locate and identify characteristics of the four countries and capital cities of  the UK | **DT:**  To design, make and evaluate and build a structure exploring how  they can be made stronger, stiffer and more stable - building |
| **Computing:**  Information  Technology – Photography    **E-Safety:** Privacy and security  Online reputation | **Music:**  Singing songs with others  Develop techniques  for playing instruments correctly and musically  Listening to others when playing | **Computing:**  Information  Technology – Art  & Design      **E-Safety:** Online relationships Online bullying | **Music:**  Singing songs with others  Perform rhythmic and melodic sequences that incorporate pitch, timbre, and dynamics. | **Computing:**  Information Technology – presentation  Skills:    **E-Safety:** Managing online information | **Music:**  Control sounds made by the voice with attention to different ways of vocalising Learn to play instruments with a range of dynamics and tempo Perform simple rhythmic accompaniments in correct tempo e.g.  ostinato | **Computing:**  Information  Technology – Art  & Design    **E-Safety:** Copyright and ownership | **Music:**  Control sounds made by the voice with attention to different ways of vocalising  Perform from simple scores playing sounds in the correct sequence | **Computing:**  Digital Literacy – Research &  Evaluation    **E-Safety:** Self-image & identity | **Music:**  Develop coordination and feel for rhythm when singing Practising and performing as part of an ensemble and as a soloist Select, evaluate and refine sounds  made by  instruments | **Computing:**  Computer Science – Computational  thinking    **E-Safety:**  Health, well-being and lifestyle | **Music:**  Information  Technology – Audio & Music perform appropriately and within correct place within a whole class, large group piece  Improvise, rehearse and perform short melodies by ear, using 2/3 notes, for instance using 2 different chime bars. |
| **PE:**  Dance  Hit, Catch & Run | **PSHE:**  **Mental Health &**  **Wellbeing - Feelings including Zones of regulation** | **PE:**  Gymnastics  Hit, Catch & Run | **PSHE:**  **Keeping Safe &**  **Managing Risks - Feeling**  **safe** | **PE:**  Dance  Attack, Defend &  Shoot | **PSHE:**  **Identity, Society &**  **Equality - Me and others** | **PE:**  Gymnastics  Attack, Defend &  Shoot | **PSHE:**  **Sex and Relationships** | **PE:**  Run, Jump &  Throw  Send & Return - GC | **PSHE:**  **Drug, Alcohol and**  **Tobacco education** | **PE:**  OAA  Run, Jump & Throw  - GC | **PSHE:**  **Physical Health &**  **Fitness** |
|  | **Trips/Visits:**  Spirit of the Wild | | **Trips/Visits:**  St Saviour’s Church | | **Trips/Visits:** | | **Trips/Visits:**  Devonshire Road Nature Reserve | | **Trips/Visits:** | | **Trips/Visits:**  Horniman Museum | |

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|  | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | |
|  | **A Twist in the Tale** | | **Creation and Conservation** | | **Bravery v Fear** | | **Urban Metropolis** | | **London’s Burning** | |  | |
|  | **Group Reading** | | **Group Reading** | | **Teaching of Reading Texts:**  A Book of Bears  Hotel Flamingo | | **Teaching of Reading Texts:**  The Street Beneath my Feet | | **Teaching of Reading Texts:**  Grimwood  Ada Twist and the Perilous Pantaloons | | **Teaching of Reading Texts:**  Africa Amazing Africa | |
| **Year 2** | **English:**   * Goldilocks & Just the One bear - narrative * Wolves – nonchron leaflet | **Maths:**    See NCTEM | **English:**   * The Journey   Home - letter   * We are Water Protectors – non fiction | **Maths:**    See NCTEM | **English:**   * Bear and the piano - narrative * Writing Week | **Maths:**    See NCTEM | **English:**   A Walk in London  – guide book   Grandad’s Camper - narrative | **Maths:**    See NCTEM | **English:**   Great Fire of London – booklets | **Maths:**    See NCTEM | **English:**   Rosie Revere  Engineer – leaflet | **Maths:**    See NCTEM |
| **Science:**  Animals needs for  survival Humans | **RE:**  Hinduism – Worshipping God | **Science:**  Materials  Plastic | **RE:**  Christianity – The life and teachings  of Jesus & Christmas | **Science:**  Plants- light &  Dark  Living things & their habitats | **RE:**  Weddings – Hindi  Weddings | **Science:**  Living things and their habitats  Light & Dark | **RE:**  Christianity – Easter and symbols | **Science:**  Bulbs & seeds  Growing up | **RE:**  Hinduism – The  Hindu Home | **Science:**  Bulbs & seeds  Growing up  Wildlife | **RE:**  Food – what food is shared at  festivals |
| **History:** Significant historical events, people & places in own locality – Sir Francis Drake Isabella Bird? | **DT:**  To design, make and evaluate a moving picture using mechanisms e.g. levers & sliders | **Geography:** Name and locate the world’s seven continents and five oceans with a focus on protecting our oceans | **Art:**  To use painting, line and shape to develop and share ideas and imagination on water conservation inspired by **Katsushika**  **Hokusai** | **History:** The life of a significant individual in the past who have contributed to national and international achievements - Rosa Parks &  Emily Davidson | **DT:**  Use the basic principles of a healthy and varied diet to prepare dishes and undertsand the need for different foods to survive | **Geography:** Geographical study of a contrasting nonEuropean country  - **city comparison** | **Art:**  To use drawing, colour, pattern & texture to develop and share ideas and imagination through collaborative city collage linked to cultures within the school **Anastasia**  **Savinova** | **History:** Events beyond living memory that are significant – **Fire**  **of London** | **DT:**  To design, make and evaluate a new bridge for london, exploring how it can be made strong, stiff and stable | **Geography:** Geographical study of a contrasting nonEuropean country  - **Somalia** | **Art:**  To use sculpture and form to develop and share ideas and imagination through **Baob Trees** |
| **Computing:**  Information  Technology – Art,  Design &  Animation    **E-safety:** Privacy and security Online reputation | **Music:**  Sing songs  developing control  Control sounds (tuned and untuned percussion) Recognise repetition in music – verse and chorus | **Computing:**  Computer Science  – Computational  Thinking    **E-safety:** Online relationshipsOnline bullying | **Music:**  Beats and silent beats - Children play from rhythm grids. They compose their own grids.  Respond to pitch through movement Perform from pitch notation | **Computing:**  Digital Literacy – Research &  Evaluation    **E-safety:** Managing online information | **Music:**  Control sounds made by the voice with attention to silent passagesImprovising musical patterns with an understanding of tempi, timbre and dynamics.  Develop a sense of relative pitch | **Computing:**  Information Technology – presentation  Skills:  Keyboarding, folders, saving &  retrieval **E-safety:** Copyright and ownership | **Music:**  representing high, low (and middle) pitch, into simple structures.  Compose perform from their own scores, which indicate beats and rests. Leading into traditional notation | **Computing:**  Computer Science – Computational  thinking    **E-safety:** Selfimage and identity | **Music:**  Develop coordination and feel for pulse when singing.  Build an ensemble piece with one or two ostinato accompaniments | **Computing:**  Information  Technology – Film    **E-safety:** Health,  well-being and lifestyle | **Music:**  Information  Technology – Audio & Music  Children perform from symbols and begin to recognise that symbols can represent sounds, including the tempi and dynamics of the sound. |
| **PE:**  Dance    Hit, Catch & Run | **PSHE:**  Mental Health &  Wellbeing - Friendship including Zones of regulation | **PE:**  Gymnastics    Hit, Catch & Run | **PSHE:**  Identity, Society &  Equality - Families | **PE:**  Dance    Attack, defend &  Shoot | **PSHE:**  Keeping Safe &  Managing Risks - Indoors and outdoors | **PE:**  Gymnastics    Attack, defend &  Shoot | **PSHE:**  Sex and  Relationships | **PE:**  Rin, Jump & Throw    Send & Return - GC | **PSHE:**  Drug, Alcohol &  Tobacco education  - Medicines and me | **PE:**  OAA    Run, Jump &  Throw- GC | **PSHE:**  Physical health & Wellbeing - What keeps me healthy? |
|  | **Trips/Visits:**  Spirit of the Wild  Horniman Museum | | **Trips/Visits:**  St Saviour’s Church | | **Trips/Visits:**  Migration Museum | | **Trips/Visits:**  Great Fire of London Walk | | **Trips/Visits:**  Local nature walk and picnic | | **Trips/Visits:**  Science Museum | |

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|  | Term 1 | | | | Term 2 | | | | Term 3 | | | | Term 4 | | | | Term 5 | | | | Term 6 | | | |
|  | **Magic and Wonder** | | | | **Dreams & Curiosity** | | | | **Our Erupting Earth** | | | | **Rivers** | | | | **Stone Age** | | | | **Overcomeing Adversity** | | | |
|  | **Teaching of Reading Texts:**  A Necklace of Raindrops  Lost Spells | | | | **Teaching of Reading Texts:**   BFG | | | | **Teaching of Reading Texts:**  Earth Shattering Events   Fire Makers Daughter | | | | **Teaching of Reading Texts:**   * Africa, Amazing Africa * Fortunately the Milk | | | | **Teaching of Reading Texts:**   Arthur and the golden Rope | | | | **Teaching of Reading Texts:**  Fire Makers Daughter Old Possum’s  Book of practical Cats  Two Weeks with the Queen | | | |
| **Year 3** | **English:**   Leon & the  Place between  – narrative   Tear Thief - explanations | | **Maths:**  See NCTEM | | **English:**   * BFG – narrative * Small in the city | | **Maths:**  See NCTEM | | * **English**: * Escape from Pompeii – newspaper report * Writing Week | | **Maths:**  See NCTEM | | **English:**   * Cinderella of the Nile - narrative * Flotsam - narrative | | **Maths:**  See NCTEM . | | **English:**   The First Drawing  - narrative | | **Maths:**   See NCTEM   | | **English:**   Tea Monkeys – non-chron report  Nen and the Lonely Fisherman - narrative | | **Maths:**  See NCTEM | |
| **Science:**  Skeletons  Movement  Nutrition & Diet | | **RE:**  Judaism - festivals | | **Science:**  Food waste  Rocks | | **RE:**  Peace &  Christmas | | **Science:**  Fossils  Soils | | **RE:**  Judaism –  Shabbat | | **Science:**  Light | | **RE:**  Sikhsim – Sikh  Beliefs | | **Science:**  Plants | | **RE:**  Buddhism – the  Buddha | | **Science:**  Forces  Magnets  Plants  Biodiversity | | **RE:**  Buddhism – Living as a Buddhist | |
| **History**: A study of an aspect in British history **leisure and entertainment** | | **DT:**  To design, make and evaluate a shadow puppet using mechanical systems – levers & linkages inspired by **Leon**  **and the Place**  **Between** | | **Geography:**  Locational & Place knowledge of UK –  city/countryside    Four figure grid references and 4 point compass | | **DT:**  Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of savoury dishes using a range of  cooking techniques | | **Geography:** Describe and understand key aspects of  volcanoes | | **DT:**  To design, make and evaluate a **volcano**  exploring how they can be made stronger, stiffer  and more stable | | **Geography:** Geogrpahcal fieldwork in the  local area  Human & physical  Geography – River Thames and  water cycle | | **Art:**  To improve mastery of Art & Design techniques through drawing/mixed media photography **River View Walk** | | **History:**  Stone Age to the Iron Age. | | **Art:**  To improve mastery of Art & Design techniques through Painting **evolution of abstraction - Mary Swanzy** | | **History:** The achievements of the earliest civilizations – **The**  **Indus Valley** | | **Art:**  To improve mastery of Art & Design techniques through sculpture inspired by **Forces of nature**  **Meterology** | |
| Music:  Develop playing and singing around the structure of a poem or story | | **Computing:**  Information  Technology – Photography    **E-Safety:** Privacy and security  Online reputation | | Music:  Compose and  perform rhythm  grids | | **Computing:**  Computer Science – Computational  thinking    **E-Safety:** Online relationships Online bullying | | Music:  Improve singing by developing control of various elements e.g. expression, breathing, dynamics and mood. | | **Computing:**  Information  Technology – Art  & Design    **E-Safety:** Managing online information | | Music:  Develop the rhythm compositions by composing melodies adding drones and melodic ostinatos. | | **Computing:**  Computer Science  – Computational  Thinking    **E-Safety:** Copyright and ownership | | Music:  Ostinato ensembles –Develop the ability to perform with others rhythmically and at the same tempo | | **Computing:**  Digital Literacy – Research &  Evaluation    **E-Safety:** Self-image & identity | | Music:  Information  Technology – Audio  & Music Create symbols that define musical elements such as  dynamics and form to their compositions. | | **Computing:**  Information Technology – presentation  Skills:  Keyboarding, folders, saving &  retrieval    **E-Safety:** Health, wellbeing and lifestyle | |
| **MFL:**  The origins of  Language | | **MFL:**  The origins of  Language | | **MFL:**  Present tense verbs | | **MFL:** Verbs and adverbs | | **MFL:** Subject and object nouns | | **MFL:** Subject and object nouns | |
| **PE:**  Dance  Cricket | | **PSHE:**  Mental Health &  Wellbeing - Strengths and Challenges including Zones of regulation | | **PE:**  Gymnastics  Hockey | | **PSHE:**  Identity, Society &  Equality - Celebrating difference | | **PE:**  Swimming  Football - GC | | **PSHE:**  Keeping Safe &  Managing Risks - Bullying – see it, say it, stop it | | **PE:**  Gymnastics  Netball - GC | | **PSHE:**  Sex and  Relationships | | **PE:**  Dance  Tennis | | **PSHE:**  Drug, Alcohol &  Tobacco education  - Tobacco is a drug | | **PE:**  OAA  Athletics | | **PSHE:**  Physical health & Wellbeing - What helps me choose? | |
|  | **Trips/Visits:**  Spirit of the Wild  Rivoli Ballroom | | | | **Trips/Visits:** | | | | **Trips/Visits:**  Natural History Museum | | | | **Trips/Visits:**  River View walk / Terrible Thames | | | | **Trips/Visits:**  Devonshire Road Nature Reserve | | | | **Trips/Visits:** | | | |
|  | | Term 1 | | | | Term 2 | | | | Term 3 | | | | Term 4 | | | | Term 5 | | | | Term 6 | | |
|  | | **Invention & Innovation** | | | | **Finding Freedom** | | | | **Courageous Journeys** | | | | **Darkness and Light** | | | | **Exploration & Discovery** | | | | **Different Worlds** | | |
|  | | **Teaching of Reading Texts:**  The story of Flight   How does a lighthouse work | | | | **Teaching of Reading Texts:**   * The Underfeated * Zombierella | | | | **Teaching of Reading Texts:**  Viking voyagers   Letters from the lighthouse | | | | **Teaching of Reading Texts:**   * Tamarind and the Star of Ishta * The Poets Dog | | | | **Teaching of Reading Texts:**   * The Humans * Poems from a Green & Blue Planet | | | | **Teaching of Reading Texts:**   * The Lion, the Witch & the Wardrobe * Two Weeks with the Queen | | |
| **Year 4** | | **English:**   * FArTHER - narrative * Until I met Dudley –   explanation Text | | **Maths:**  See NCTEM | | **English:**   * Tar Beach - Play script * Pride, the story of Harvey Milk and the Rainbow Flag - Biography | | **Maths:**  See NCTEM | | **English:**   * The Matchbox Diary – Non chronological report * Writing week | | **Maths:**  See NCTEM | | **English:**   * Cinnamon - narrative * Frindleswylde - narrative | | **Maths:**  See NCTEM | | **English:**   * The story of   Tutankhamun –  Biography   * Ma’at’s Feather | | **Maths:**  See NCTEM | | **English:**   * The Lion, the Witch & the Wardrobe - narrative * Jabberwocky - poetry | | **Maths:**  See NCTEM |
| **Science:**  Group & Classify  Living Things  Data Collection | | **RE:**  Sikhism – Sikh teaching and life | | **Science:**  States of Matter | | **RE:**  Christianity - celebrations | | **Science:**  Sound Data  Collection | | **RE:**  Judaism –  Abraham | | **Science:**  Electricity  Energy | | **RE:**  Christianity – Local Christian places of worship | | **Science:**  Data Collection  Habitats  Deforestation | | **RE:**  Islam – Ramadan and Id Ul Fitr | | **Science:**  The digestive  System  Food Chains | | **RE:**  Islam – Id Ul Adha |
| **History:** A study of a theme in British History that extends pupils chronological knowledge beyond 1066 – Invention of  Railways | | **DT:**  To design, make and evaluate a toy using and understanding electrical systems (lighthouses) – switches, bulbs,  buzzers, motors | | **Geography:** Locational knowledge of Europe.  Four figure grid references and 4 point compass | | **Art:**  To improve mastery of Art & Design techniques through drawing  Link to science | | **History:**  The Roman  Empire and its impact on Britain | | **Art:**  To improve mastery of Art & Design techniques through sculpture inspired by sound sculptures | | **Geography:**  **Physical**  Mountains and  rivers | | **Art:**  To improve mastery of Art & Design techniques through painting  **Icebergs** | | **History:**  The achievements of the earliest civilizations – Ancient Egypt | | **DT:**  To design, make and evaluate a An Egyptian automa statue using levers,cams and gears to operate one or more  functions | | **Geography:** Place knowledge of a region in  Europe | | **DT:**  Understand and apply the principles of a healthy and varied diet Prepare and cook food from  different worlds |
| Music:  Children sing in two parts maintaining a simple ostinato part and listen to other performers. | | **Computing:**  Digital Literacy – Research &  Evaluation    **E-Safety:** Privacy and security  Online reputation | | Music:  Compose rhythmic ensembles controlling coordination and sounds. Incorporate a variety of different tempi and evaluate accuracy of their own and others | | **Computing:**  Computer Science  – Computational  Thinking    **E-Safety:** Online relationships Online bullying | | Music:  Compose 4 part ensembles with ostinato rhythms and melodies. | | **Computing:**  Information Technology – presentation  Skills:  Keyboarding, folders, saving & retrieval **E-Safety:** Managing online information | | Music:  Create melodies to  different beats/time signatures | | **Computing:**  Computer Science  – Computational  Thinking    **E-Safety:** Copyright and ownership | | Music:  Ensemble improvising - Explore/improvise different textures and structures within rhythmic ensembles. | | **Computing:**  Information  Technology – Data Handling &  Analysis    **E-Safety:** Self-image & identity | | Music:  Information  Technology – Audio  & Music  Compose and perform from their own symbols which define musical elements. | | **Computing:**  Information  Technology – Animation + Film    **E-Safety:** Health, wellbeing and lifestyle |
| **MFL:**  Simple sentences  in Latin | | **MFL:**  Simple sentences in Latin | | **MFL:**  Numerals & ‘to be’ | | **MFL:**  Adjectives & agreement | | **MFL:**  Prepositions | | **MFL:**  Prepositions | |
| **PE:**  Dance    Cricket | | **PSHE:**  Mental Health & Wellbeing - Dealing with feelings including Zones of regulation | | **PE:**  Gymnastics    Hockey | | **PSHE:**  Identity, Society &  Equality - Democracy | | **PE:**  Swimming    Football - GC | | **PSHE:**  Keeping Safe &  Managing Risks -  Playing safe | | **PE:**  Gymnastics    Netball - GC | | **PSHE:**  Sex and  Relationships | | **PE:**  Dance    Tennis | | **PSHE:**  Drug, Alcohol &  Tobacco education  - Making choices | | **PE:**  OAA    Athletics | | **PSHE:**  Physical health & Wellbeing - What is important to me? |
|  | | **Trips/Visits:**  Spirit of the Wild | | | | **Trips/Visits:**  Science Museum | | | | **Trips/Visits:**  Tate Modern | | | | **Trips/Visits:**  British Museum | | | | **Trips/Visits:** | | | | **Trips/Visits:**  Horniman Museum | | |

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|  | **Earth and Beyond** | | **Power v Principles** | | **Belonging and Equality** | | **Ambition & Desire** | | **Legends & Folklore** | | **Mystery and Truth** | |
|  | **Teaching of Reading Texts:**   * Cosmic * The race for Space | | **Teaching of Reading Texts:**   * Mythologica * Who let the Gods out | | **Teaching of Reading Texts:**   * Black & British * Me, My Dad and the End of the Rainbow | | **Teaching of Reading Texts:**   * The Good Thieves * Cosmic Frank | | **Teaching of Reading Texts:**   * Sir Gawain and the Green Knight * The listeners | | **Teaching of Reading Texts:**   * Overheard in the Tower Block * Real Life mysteries | |
| **Year 5** | **English:**   * Hidden Figures - memoir * Curiosity The story of a Mars Rover - exlanation | **Maths:**  See NCTEM | **English:**   * The Odyssey - narrative * Percy Jackson & the lightning Thief - narrative | **Maths:**  . See NCTEM | **English:**   * Freedom Bird – biography * Wriitng Week | **Maths:**  See NCTEM | **English:**   Man who walked between towers  – Biography   Alte Zachen – analytical essay | **Maths:**  See NCTEM | **English:**   * Beowulf - narrative * The lost happy endings - poetry | **Maths:**  See NCTEM | **English:**   * Firebird * High Rise   Mysteries | **Maths:**  See NCTEM |
| **Science:**  Forces | **RE:**  Judaism – Prayer & worship of God | **Science:**  Space  Global Warming | **RE:**  Hinduism – Gods  and beliefs | **Science:**  Properties of  Materials  Animals including  Humans | **RE:**  Hinduism –  Pilgrimage | **Science:**  Animals including  humans  Life Cycles | **RE:**  Christianity – Jesus the Divine | **Science:**  Reproduction  Reversible &  Irreversible  Changes | **RE:**  Buddhism – the  Buddha’s teaching | **Science:**  Plastic Pollution  Reproduction | **RE:**  Buddhism – the Buddhist community worldwide |
| **Geography:** Locational  knowledge of North  America  6 figure grid references and 8 point compass | **Art:**  To improve mastery of Art & Design techniques through painting Galaxies &  Nebulas | **History:**  Ancient Greece | **DT:**  To design and build & evauluate a flying machine inspired  by Icarus– pulleys &  cams | **History:**  **History:** A local history study – Battle of  Lewisham | **DT:**  To design, make and evaluate a crane using mechanical systems link to science  forces and newtons | **Geography:** Place knowledge of a region in North  America  **New York** | **Art:**  To improve mastery of Art & Design techniques through drawing New York **Harlem Renaissance**  **Aaron Douglas**  **Archiebald Mottley**  **Elizabeth Catlett** | **History:** Britain’s settlement by the  Anglo-Saxons and  Scots | **Art:**  To improve mastery of Art & Design techniques through insect sculptures inspired by **Joan Danzinger** | **Geography:** Describe and understand key aspects of **earthquakes** | **DT:**  Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. |
| Music:  Sing songs in 2 or more parts maintaining accurate pitch whilst being aware of other performers. | **Computing:**  Computer  Science – Computational thinking    **E-Safety:** Privacy and security Online reputation | Music:  Pentatonic layers  Cyclic patterns | **Computing:**  Information  Technology – Blogging    **E-Safety:** Online relationships Online bullying | Music:  Perform simple melodies on instruments and singing concentrating on accuracy, control and expression | **Computing:**  Computer Science – computational thinking    **E-Safety:** Managing online information | Music:  Improvise  ‘Question and Response’ phrases  Compose a round using a simple rhythm grid Write and perform a song | **Computing:**  Information Technology – presentation Skills: Keyboarding, folders, saving & retrieval    **E-Safety:** Copyright and ownership | Music: Class rhythm ensembles incorporating a melody into a rhythm from lines of a well-known rhyme. | **Computing:**  Digital Literacy – Research &  Evaluation    **E-Safety:** Self-image & identity | Music: Information  Technology – Audio  & Music  Layering sound - Compose and perform within an ensemble from symbol scores | **Computing:**  Information  Technology – Audio  & Music    **E-Safety:**  Health, well-being and lifestyle |
| **MFL:**  Past continious tense | **MFL**  Past continious tense | **MFL:** Third group nouns | **MFL:**  Possessive noun endings | **MFL:**  Negative and conjunctions | **MFL:**  Negative and conjunctions |
| **PE:**  Trinity Laban Dance    Fotball - GC | **PSHE:**  Mental Health  & Wellbeing - Dealing with feelings including Zones of regulation | **PE:**  Trinity Laban Dance    Basketball - GC | **PSHE:**  Identity, Society &  Equality - Stereotypes, discrimination and prejudice | **PE:**  Trinity Laban Dance    Rugby | **PSHE:**  Keeping Safe &  Managing Risks - When things go  wrong | **PE:**  Trinity Laban  Dance  Volleyball | **PSHE:**  Sex and Relationships | **PE:**  Trinity Laban Dance    Athletics | **PSHE:**  Drug, Alcohol &  Tobacco education  - Different  influences | **PE:**  Trinity Laban Dance    OAA | **PSHE:**  Physical health & Wellbeing - In the  media |
|  | **Trips/Visits:**  Spirit of the Wild  Synagogue | | **Trips/Visits:**  Planetarium | | **Trips/Visits:**  Science Museum | | **Trips/Visits:**  Centre of the cell | | **Trips/Visits:**  Horniman Museum | | **Trips/Visits:**  River Thames / River walk | |

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|  | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | |
|  | **Migration & Movement** | | **Evolution & Inheritance** | | **Activism & Social Change** | | **Utopia v Dystopia** | | **Crossing Borders** | | **The Benin Kingdom** | |
|  | **Teaching of Reading Texts:**   * On the Move, Poems about   Migration   * Fly me Home | | **Teaching of Reading Texts:**   * Darwin Voyage of Discovery * The Tiger Rising | | **Teaching of Reading Texts:**   * The Little Match Girls Strikes Back * Politics for Beginners * Malala | | **Teaching of Reading Texts:**   * Caged Bird * The Wolves of Willoughby Chase | | **Teaching of Reading Texts:**   * Incredible Journeys * Poetry for Young People: Langston Hughes Benny Andrews | | **Teaching of Reading Texts:**  The Explorer | |
| **Year 6** | **English:**   * The Windrush child - persuasive * The Arrival - Narrative | **Maths:**  See NCTEM | **English:**   * The Promise - narrative * Can we save the Tiger – discussion   text | **Maths:**  See NCTEM | **English:**   * Suffragette:The   Battle for Equality speeches   * Stonewall – visitors guide * Writing Week | **Maths:**  See NCTEM | **English:**   * The Boy in the Tower – narrative * The Last Wild – narrative | **Maths:**  See NCTEM | **English:**   The Unforgotten  Coat | **Maths:**  See NCTEM | **English:**   * Children of the   Benin Kingdom   * Diary of an Edo princes | **Maths:**  See NCTEM |
| **Science:** Living Things & their Habitats | **RE:**  Christian communities in  Lewisham | **Science:**  Electricity  Renewalable  Energy | **RE:**  The journey of life and death | **Science:**  Light  Light Pollution | **RE:**  Sikhism - The Gurdwara and the Guru Granth Sahib. Belonging to the Sikh community | **Science:**  The Circulatory  System  Diet Drugs &  Lifestyle | **RE:**  Easter | **Science:**  Variation  Adaptation | **RE:**  Christianity –  Leading a  Christian life | **Science:**  Fossils  Project – Year 7  Ready | **RE:** Sikhism – belonging to a Sikh community |
| **History:** A study of a theme in British History that extends pupils chronological knowledge beyond 1066 Migration | **DT:**  To design, make and evaluate an eco-city that links to the wider environment and apply their understanding of computer aided design | **Geography:** Locational knowledge of South America 6 figure grid references and 8 point compass | **DT:**  To design, make and evaluate an eco-city that links to the wider environment and apply their understanding of computer aided design | **Geography:**  Economic activity including trade links | **Art:**  To improve mastery of Art & Design techniques through drawing human body hands and face drawings inspired by **Leonardo Da**  **Vinci & Agnes**  **Grochulska** | **Geography:** Place knowledge of a region in  South America | **Art:**  To improve mastery of Art & Design techniques through landscape paintings inspired by favela and  shanty towns | **History:**  The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor | **DT:**  Understand and know where and how a variety of ingredients are grown | **History:**  A non-European society that provides contrasts with British history  Benin KIngdom | **Art:**  To improve mastery of Art & Design techniques – production props and scene  paintings |
| Music:  Sing and play in 2, 3 or 4 parts with an awareness of others. | **Computing:**  Information  Technology – Art  & Design      **E-Safety:** Privacy and security  Online reputation | Music:  Perform melodic pieces and accompaniments with an extended structure | **Computing:**  Computer Science – computational  thinking    **E-Safety:** Online relationships Online bullying | Music:  Develop the quality of singing with phrasing and singing | **Computing:**  Digital Literacy – Research &  Evaluation    **E-Safety:** Managing online information | Music:  Two-line stave – compose 5-note compositions incorporating elements of dynamics/tempo | **Computing:**  Information Technology – presentation  Skills:  Keyboarding, folders, saving &  retrieval    **E-Safety:** Copyright and ownership | Music:  Develop musical ensembles into extended pieces | **Computing:**  Computer Science – computational  thinking    **E-Safety:** Self-image & identity | Music: Information  Technology – Audio  & Music Create symbol scores from a stimulus such as a picture | **Computing:**  Information  Technology – Blogging    **E-Safety:** Health, wellbeing and lifestyle |
| **MFL:**  Past continious tense | **MFL:**  Past continious tense | **MFL:** Third group nouns | **MFL:**  Possessive noun endings | **MFL:**  Negative and conjunctions | **MFL:**  Negative and conjunctions |
| **PE:**  Trinity Laban  Dance  Football- GC | **PSHE:**  **Mental Health & Wellbeing - Healthy minds**  **including Zones of regulation** | **PE:**  Trinity Laban  Dance  Basketball - GC | **PSHE:**  **Identity, Society &**  **Equality - Human rights** | **PE:**  Trinity Laban  Dance  Rugby | **PSHE:**  **Keeping Safe &**  **Managing Risks - Keeping safe – out and**  **about** | **PE:**  Trinity Laban  Volleyball | **PSHE: Sex and**  **Relationships** | **PE:**  Trinity Laban  Dance  Athletics | **PSHE:**  **Drug, Alcohol &**  **Tobacco education -**  **Weighing up risk** | **PE:**  Trinity Laban  Dance  OAA | **PSHE:**  Physical health &  Wellbeing -  Secondary School  Transition |
|  | **Trips/Visits:**  Allies and Morrison  Residential Trip Kingswood  Spirit of the Wild | | **Trips/Visits:**  Horniman Museum | | **Trips/Visits:**  Science Museum | | **Trips/Visits:** | | **Trips/Visits:**  British Museum | | **Trips/Visits:** | |