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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 WildHorniman 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 WildRivoli 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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|   | Term 1  | Term 2  | Term 3  | Term 4  | Term 5  | Term 6  |
|   | **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
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| **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 WildSynagogue  |  **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 MorrisonResidential Trip KingswoodSpirit of the Wild |  **Trips/Visits:** Horniman Museum |  **Trips/Visits:** Science Museum |  **Trips/Visits:**  |  **Trips/Visits:** British Museum |  **Trips/Visits:**  |