

# Our Awesome Curriculum



## Long Term Planning

## Year One Curriculum Map

HOOK:	OUTCOMES:	HOOK:	OUTCOMES:	HOOK:	OUTCOMES:
<ul style="list-style-type: none"> <li>● Seaside living – changes in national life</li> <li>● A different place (Where is Barnaby Bear?)</li> <li>● Seasonal changes</li> <li>● Sculpture/Sand sculpture</li> <li>● We are painters - creating an ebook</li> <li>● Does God want us to look after the world he has made?</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to determine the similarities and differences of seaside holidays.</li> <li>● To be able to make suggestions as to why there are those differences.</li> <li>● To identify the changes in transport and how this affected the ability to go on holiday abroad in the past.</li> <li>● Observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</li> <li>● Use the web safely to find ideas for an illustration.</li> <li>● Select and use appropriate painting tools to create and change images on the computer.</li> <li>● Understand how this use of ICT differs from using paint and paper.</li> <li>● Create an illustration for a particular purpose.</li> <li>● Know how to save, retrieve and change their work.</li> <li>● Reflect on their work and act on feedback received.</li> <li>● Use mapping skills to locate the world's seven continents and five oceans.</li> <li>● Create simple maps with keys</li> <li>● Locate United Kingdom on a globe /locate other country on map/globe (e.g. Tibet or any other non-European country)</li> <li>● Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (coastal resort) and Non-European country.</li> <li>● To name key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river.</li> <li>● To name key human features: city, town, village, farm, house, port, harbour and shop.</li> <li>● To play in wet sanding making moulds and experimenting with best sand to make strong sandcastle.</li> <li>● Research others' models and take ideas from others.</li> <li>● Design own sand sculpture, including materials and resources needed.</li> <li>● Create own and evaluate.</li> </ul>	<ul style="list-style-type: none"> <li>● Earth and beyond</li> <li>● A famous person (astronaut)</li> <li>● Weather around the world</li> <li>● We are treasure hunters - using programmable toys (Moon buggy)</li> <li>● What qualities make people special to God?</li> <li>● Dance:BBC Stargazing - Space walkers</li> <li>● What is fair?</li> <li>● Strange new worlds</li> </ul>	<ul style="list-style-type: none"> <li>● To know that space is beyond our atmosphere.</li> <li>● To be able to describe the Earth as part of a Solar System with the sun at the centre.</li> <li>● To be able to name the famous person and their achievements.</li> <li>● To give suggestions as to what kind of person they had to be to achieve something so prestigious.</li> <li>● To be able to explain how they contributed to the national identity.</li> <li>● Understand that a programmable toy can be controlled by inputting a sequence of instructions.</li> <li>● Develop and record sequences of instructions as an algorithm.</li> <li>● Program the toy to follow their algorithm.</li> <li>● Debug their programs.</li> <li>● Predict how their programs will work.</li> <li>● Use maps to locate weather patterns in the UK and around the world.</li> <li>● Identify hot and cold areas, Equator and the North and South poles.</li> <li>● Locate United Kingdom on a world map, making their own weather map.</li> <li>● To identify seasonal and daily weather patterns in the United Kingdom.</li> <li>● To name key physical features: coast, forest, hill, mountain, sea, ocean, river, season and weather</li> <li>● To name key human features: city, town, village.</li> <li>● Explore what the meaning of fair and unfair is using games and other mediums.</li> <li>● Children can give examples of what they think is fair and unfair related to issues inside and outside of the school.</li> <li>● examine the work of a famous space artist e.g. Robert McCall</li> <li>● to use the primary colours to create their own alien planet using patterns to add texture.</li> <li>● to use a variety of tools e.g. brush, matchstick, straws to spread paint and evaluate effectiveness of them.</li> </ul>	<ul style="list-style-type: none"> <li>● Structures: free standing structures</li> <li>● Our local area</li> <li>● Changes in living memory</li> <li>● We are storytellers - producing a talking book (non fiction on local area)</li> <li>● How do we know what right and wrong is?</li> <li>● Does God care about how we treat our family and friends?</li> <li>● Why should we work together?</li> </ul>	<ul style="list-style-type: none"> <li>● Select and use tools, skills and techniques, explaining their choices.</li> <li>● Select new and reclaimed materials and construction kits to build their structures.</li> <li>● Explore a range of existing free standing structures in the school and the local environment e.g. buildings.</li> <li>● Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>● To identify and describe a range of different houses.</li> <li>● Discuss and describe the difference in the past up to now.</li> <li>● Introduce Queen Elizabeth II as our monarch timeline of her life and reign, note significant events on this from national and children's lives.</li> <li>● Compare houses from the time of Elizabeth II to Queen Victoria be able to say what kinds of things houses have now that they didn't have in the past.</li> <li>● Use sound recording equipment to record sounds.</li> <li>● Develop skills in saving and storing sounds on the computer.</li> <li>● Develop collaboration skills as they work together in a group.</li> <li>● Understand how a talking book differs from a paper-based book.</li> <li>● Talk about and reflect on their use of ICT.</li> <li>● Share recordings with an audience.</li> <li>● Children can take part in simple debates around topical issues - relate to local issues: litter, crime, pollution etc.</li> <li>● Use aerial photographs to recognise and identify basic human and physical features,</li> <li>● To create simple maps with keys,</li> <li>● To locate England, London, Canning Town and our school on a map</li> <li>● To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>● To create own sketch map of school or classroom</li> <li>● To name key physical features: hill,, river, soil, vegetation.</li> <li>● To name key human features: city, town, village, factory, housing, office and shop.</li> <li>● Understand the necessity of working together.</li> <li>● Recognising how things can be done better together.</li> <li>● Identify and respect the differences and similarities between people.</li> </ul>
<p>LITERACY CLPE – Anna Hibiscus' Song Camille and the sunflowers</p>	<p>TYPES OF WRITING TO BE COVERED</p> <ul style="list-style-type: none"> <li>- Explanation text</li> <li>- Seaside story</li> <li>- Acrostic seaside poem</li> <li>-</li> </ul> <p>Skills to cover: To say a sentence orally prior to writing. To write a sequence of sentences that start with a capital and are correctly demarcated. To read through writing to check it makes sense. To hold a pencil correctly and form letters accurately. To use joining words. To use capitals for common nouns.</p>	<p>LITERACY non fiction biography of famous person Man on the Moon (A day in the life of Bob) Simon Bartram</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Man on the moon Diary Biography of Astronaut Weather report Explanation text for computing work</p> <p>Skills to cover: To say a sentence orally prior to writing. To write a sequence of sentences that start with a capital and are correctly demarcated. To read through writing to check it makes sense. To hold a pencil correctly and form letters accurately. To use joining words. To use capitals for common nouns.</p>	<p>LITERACY CLPE – Beegu</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Letter to Beegu Kenning to describe Beegu Report on homes DT evaluation</p> <p>Skills to cover: To say a sentence orally prior to writing. To write a sequence of sentences that start with a capital and are correctly demarcated. To read through writing to check it makes sense. To hold a pencil correctly and form letters accurately. To use joining words. To use capitals for common nouns.</p>

## Year One Curriculum Map

History Geography Science Computing Art DT Citizenship/PSHE Questions about God

HOOK:	OUTCOMES:	HOOK:	OUTCOMES:	HOOK:	OUTCOMES:
<ul style="list-style-type: none"> <li>● <b>Plants</b></li> <li>● <b>Animals inc humans (animal focus)</b></li> <li>● <b>We are celebrating - creating a card electronically (Easter)</b></li> <li>● <b>Seasons and weather</b></li> <li>● <b>What is the most beautiful thing about God's creation?</b></li> <li>● <b>printing flowers</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>PLants</b> - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>● identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>● <b>Animals including humans</b> - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>● identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>● Develop basic keyboard skills, through typing and formatting text.</li> <li>● Develop basic mouse skills.</li> <li>● Use the web to find and select images.</li> <li>● Develop skills in storing and retrieving files.</li> <li>● Develop skills in combining text and images.</li> <li>● Discuss their work and think about whether it could be improved.</li> <li>● <b>Locate United Kingdom on a world map, marking on major climate zones.</b></li> <li>● <b>To Identify seasonal and daily weather patterns in the United Kingdom.</b></li> <li>● <b>study the print flowers 1964 by Andy Warhol</b></li> <li>● <b>to plan own flower themed print based on flora found (and names) around the school</b></li> <li>● <b>to create own polystyrene and ink print in the style of Andy Warhol</b></li> <li>● <b>to evaluate work</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Movement</b></li> <li>● <b>Mechanisms: sliders and levers</b></li> <li>● <b>Does God hear me and speak to me?</b></li> <li>● <b>Light and electricity</b></li> <li>● <b>Famous figures</b></li> <li>● <b>We are collectors - finding images online</b></li> <li>● <b>Am I being responsible?</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Movement</b> - To be able to name the key parts of the body that help us to move.</li> <li>● To identify joints where the body bends to allow bones to move.</li> <li>● To able to describe why movement is important in animals.</li> <li>● <b>Light and electricity</b> - to be able to name different parts of a circuit.</li> <li>● To know what a shadow is and describe it as an absence of light.</li> <li>● To be able to create a working circuit independently.</li> <li>● <b>Understand the differences in how we store information comparing books and the internet.</b></li> <li>● <b>Understand the life of Tim Berners-Lee and how his work resulted in the formation of the internet.</b></li> <li>● Select and use tools, explaining their choices, to cut, shape and join paper and card.</li> <li>● Use simple finishing techniques suitable for the project they are creating.</li> <li>● Explore a range of existing books and everyday products that use simple slides and levers.</li> <li>● Understand that different mechanisms produce different types of movement.</li> <li>● <b>Find and use pictures on the web.</b></li> <li>● <b>Know what to do if they encounter pictures that cause concern.</b></li> <li>● <b>Group images on the basis of a binary (yes/no) question.</b></li> <li>● <b>Organise images into more than two groups according to clear rules.</b></li> <li>● <b>Sort (order) images according to some criteria.</b></li> <li>● <b>Ask and answer binary (yes/no) questions about their images.</b></li> <li>● Understanding rules and why they're there.</li> <li>● Identify what our responsibilities are inside and outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>We are TV chefs - filming the steps of a recipe</b></li> <li>● <b>Food: preparing fruit</b></li> <li>● <b>Where is our food from</b></li> <li>● <b>The history of food</b></li> <li>● <b>Animals inc humans (human focus)</b></li> <li>● <b>Does God want us to share (famine etc.)?</b></li> <li>● <b>Can I make healthy choices?</b></li> </ul>	<ul style="list-style-type: none"> <li>● Break down a process into simple, clear steps, as in an algorithm.</li> <li>● Use different features of a video camera.</li> <li>● Use a video camera to capture moving images.</li> <li>● Develop collaboration skills.</li> <li>● Discuss their work and think about how it could be improved.</li> <li>● Use simple utensils to peel, cut, slice, squeeze, grate and chop safely.</li> <li>● Select from a range of fruit according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> <li>● Understand where a range of fruit comes from e.g. farmed or grown at home.</li> <li>● Understand and use basic principles to of a healthy and varied diet to prepare dishes, including how fruit is a part of the 'eatwell' plate.</li> <li>● <b>To locate the world's seven continents and five oceans.</b></li> <li>● <b>Use mapping skills and compass directions to locate continents and oceans where staple foods will be grown, fruits/vegetables etc</b></li> <li>● <b>Create simple maps with keys to show where food is grown in the UK and around the world.</b></li> <li>● <b>compare the diets of two different periods in time for example the diet during the times of Christopher Columbus and our diet now.</b></li> <li>● <b>Understand that the food we eat and diet we have has developed over time.</b></li> <li>● <b>Understand the life of Christopher Columbus and how his journeys to the 'new world' changed our diet.</b></li> <li>● <b>Identify the different senses and the parts of the body linked to that sense.</b></li> <li>● <b>Name different parts of the body including the head, neck, legs arms, elbows etc.</b></li> <li>● Understand the difference between healthy and unhealthy choices, related to food or safety, incorporating food/plants.</li> </ul>
<p>LITERACY CLPE – Handas' Surprise Jim and the beanstalk (Raymond Briggs) Ten seeds (Ruth Brown) Olivers vegetables (Vivian French) Titch (Pat Hutchins) The Growing Story (Ruth Krauss and Helen Oxenbury)</p>	<p>TYPES OF WRITING TO BE COVERED Instructions - how to grow a plant. Explanation text on animals diet Season poetry</p> <p>Skills to cover: To say a sentence orally prior to writing. To write a sequence of sentences that start with a capital and are correctly demarcated. To read through writing to check it makes sense. To hold a pencil correctly and form letters accurately. To use joining words. To use capitals for common nouns.</p>	<p>LITERACY CLPE – Claude in the city Oscar and the bird - a book about electricity (Geoff Waring) The boy who harnessed the wind (William Kamkwamba) Electricity (Chris Oxlade) You wouldn't want to live without electricity (Ian Graham)</p>	<p>TYPES OF WRITING TO BE COVERED Letter to God Labels for circuit drawing Explanation - how to make a circuit Shape poem linked to science</p> <p>Skills to cover: To say a sentence orally prior to writing. To write a sequence of sentences that start with a capital and are correctly demarcated. To read through writing to check it makes sense. To hold a pencil correctly and form letters accurately. To use joining words. To use capitals for common nouns.</p>	<p>LITERACY CLPE – Grace and family <b>2 weeks of Non fiction book Sikhism- The story of Rama and Sita</b> <b>The edible pyramid (Loreen Leedy)</b> <b>Good enough to eat (Lizzy Rockwell)</b> <b>Pancakes Pancakes (Eric Carle)</b> <b>I will not ever eat a tomato (Lauren Child)</b></p>	<p>TYPES OF WRITING TO BE COVERED Thinking poem Action poem Label map and where food is grown Instructional text lists Narrative - based on i will not ever eat a tomato</p> <p>Skills to cover: To say a sentence orally prior to writing. To write a sequence of sentences that start with a capital and are correctly demarcated. To read through writing to check it makes sense. To hold a pencil correctly and form letters accurately. To use joining words. To use capitals for common nouns.</p>

## Year Two Curriculum Map

History Geography Science Computing Art DT Citizenship/PSHE Questions about God

HOOK:	OUTCOMES:	HOOK:	OUTCOMES:	HOOK:	OUTCOMES:
<ul style="list-style-type: none"> <li>● <b>Uses of everyday materials</b></li> <li>● <b>Sort to recycle Lego WeDo 2</b></li> <li>● <b>Mechanisms: wheels and axles</b></li> <li>● <b>Famous Buildings</b></li> <li>● <b>Speed Lego WeDo 2</b></li> <li>● <b>We are game testers (exploring how computer games work)</b></li> <li>● <b>Does God create everything?</b></li> <li>● <b>What am I good at? Who am I?</b></li> </ul>	<ul style="list-style-type: none"> <li>● Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>● Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>● Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.</li> <li>● Select from and use a range of materials and components such as paper, card, plastic and wood.</li> <li>● Explore and use wheels, axles and axle holders.</li> <li>● Distinguish between fixed and freely moving axles..</li> <li>● Describe carefully what happens in computer games.</li> <li>● Use logical reasoning to make predictions of what a program will do.</li> <li>● Test these predictions.</li> <li>● Think critically about computer games and their use.</li> <li>● Be aware of how to use games safely and in balance with other activities.</li> <li>● Use an atlas to identify the United Kingdom and its countries as well as famous landmarks in the UK, Big Ben, Forth Bridge, Angel of the North, Edinburgh Castle etc.</li> <li>● Use an atlas or world map to identify the seven continents and famous buildings e.g. Pyramids, Taj Mahal, Great Wall of China, Sydney opera house, statue of liberty, leaning Tower of Pisa. (Oxford First Atlas pg 30-31)</li> <li>● Children explore what makes them who they are, personality friends and family.</li> <li>● Explore the idea of being good at something and give examples along with why.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Plants</b></li> <li>● <b>Where is Barnaby Bear</b></li> <li>● <b>Does God give us directions to keep us safe?</b></li> <li>● <b>We are astronauts - programming on screen (does not need to be spaced themed)</b></li> <li>● <b>Food: preparing vegetables</b></li> </ul>	<ul style="list-style-type: none"> <li>● Observe and describe how seeds and bulbs grow into mature plants</li> <li>● Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>● Identify the location of our school on a map of London.</li> <li>● Identify the location of the non-European country in relation to the U.K (e.g. Peru or anywhere else Barnaby has visited!)</li> <li>● To understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</li> <li>● To compare the human and physical geography of the two locations</li> <li>● To identify seasonal and daily weather patterns in our part of the UK and the contrasting non European countries.</li> <li>● Talk about the country in relation to hot and cold areas of the world, the Equator and the North and South Poles</li> <li>● Have a clear understanding of algorithms as sequences of instructions.</li> <li>● Convert simple algorithms to programs.</li> <li>● Predict what a simple program will do.</li> <li>● Spot and fix (debug) errors in their programs.</li> <li>● Use simple utensils to peel, cut, slice, squeeze, grate and chop safely.</li> <li>● Select from a range of vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> <li>● Understand where a range of fruit comes from e.g. farmed or grown at home.</li> <li>● Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit is a part of the 'eatwell' plate.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Changes within living memory – World Wars and Remembrance</b></li> <li>● <b>Does God help us in times of war?</b></li> <li>● <b>Our island home – UK</b></li> <li>● <b>We are photographers - taking, selecting and editing digital photos.</b></li> <li>● <b>What are rights and responsibilities?</b></li> <li>● <b>Poppies</b></li> </ul>	<ul style="list-style-type: none"> <li>● To know approximately how long ago the World Wars occurred.</li> <li>● Consider the differences between now and then referring to rationing and technology.</li> <li>● To be able to describe what Remembrance Day is and why it is important.</li> <li>● Consider the technical and artistic merits of photographs.</li> <li>● Use a digital camera or camera apps.</li> <li>● Take digital photographs.</li> <li>● Review and reject or rate the images they take.</li> <li>● Edit and enhance their photographs.</li> <li>● Select their best images to include in a shared portfolio.</li> <li>● To use maps, locational language &amp; compass directions to locate the 4 countries, capital cities &amp; surrounding seas of UK.</li> <li>● To use an Atlas/globe /world map to locate UK in Europe &amp; world.</li> <li>● To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>● Isle of Struay (Coll - Katie Morag) case study a comparison with our local area.</li> <li>● To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>● To devise a simple map; and use and construct basic symbols in a key.</li> <li>● Children recognise what their rights are and the requisite responsibilities they have.</li> <li>● Share why men went off to war, was this their responsibility? What are our responsibilities when using pictures?</li> <li>● Look at the installation Blood red land and seas of red by Paul Cummins and Tom Piper</li> <li>● to experiment with malleable materials e.g. clay, plasticine, modroc, wire and newspaper etc</li> <li>● to create their own poppy sculpture</li> <li>● to evaluate their own work and materials used.</li> </ul>
<p>LITERACY non fiction book on buildings Ossiri and the Bala Mengro (Richard O'Neill and Katherine Quarmby)</p>	<p><b>TYPES OF WRITING TO BE COVERED</b> Non chron report on buildings Auto - biography Explanation text for DT project Letter to architect</p> <p><b>Skills to cover:</b> To use apostrophes for omission and possession. To form lower case, correctly sized letters. Start using diagonal and horizontal strokes to join. Develop stamina for writing:writing about real events, fictional events and poetry. Use expanded noun phrases. Use a range of subordinating and co-ordinating conjunctions. To use present and past tenses correctly. Developing vocabulary. Evaluating own writing, checking for sense, spelling errors and correct use of punctuation</p>	<p>LITERACY non fiction book on geographical location Meerkat Mail (Emily Gravett) Pattans Pumpkin (Chitra Soundar) Pumpkin soup (Helen Cooper) The Jolly Postman (Janet and Allan Ahlberg)</p>	<p><b>TYPES OF WRITING TO BE COVERED</b></p> <p>Letters Emails Texts blogs recipe writing</p> <p><b>Skills to cover:</b> To use apostrophes for omission and possession. To form lower case, correctly sized letters. Start using diagonal and horizontal strokes to join. Develop stamina for writing:writing about real events, fictional events and poetry. Use expanded noun phrases. Use a range of subordinating and coordinating conjunctions. To use present and past tenses correctly. Developing vocabulary. Evaluating own writing, checking for sense, spelling errors and correct use of punctuation</p>	<p>LITERACY Katie Morag (geo link) CLPE The dark (being afraid link to history and empathy) The dragon with a big nose (Kathy Henderson) One day on our blue planet ... in the savannah (Ella Bailey) Archies War (Marcia Williams) Line of Fire (Barroux)</p>	<p><b>TYPES OF WRITING TO BE COVERED</b> Narrative - own Katie Morag story Kenning for Katie Morag Non chron report on rights and responsibilities</p> <p><b>Skills to cover:</b> To use apostrophes for omission and possession. To form lower case, correctly sized letters. Start using diagonal and horizontal strokes to join. Develop stamina for writing:writing about real events, fictional events and poetry. Use expanded noun phrases. Use a range of subordinating and co-ordinating conjunctions. To use present and past tenses correctly. Developing vocabulary. Evaluating own writing, checking for sense, spelling errors and correct use of punctuation</p>



## Year Two Curriculum Map

History Geography Science Computing Art DT Citizenship/PSHE Questions about God PE

<p><b>HOOK:</b></p> <ul style="list-style-type: none"> <li>● Significant event beyond living memory – Great fire of London/Plague</li> <li>● We are researchers - Great fire of London/Plague</li> <li>● Mapping London now and then</li> <li>● Does God protect us from harm?</li> <li>● Am I staying safe?</li> <li>● Blaze haze</li> </ul>	<p><b>OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>● Explain how we can know what happened during the year 1666.</li> <li>● Be aware of the use of primary and secondary historical sources and how these can be used to find out information about events.</li> <li>● Understand how the year 1666 would fit onto a timeline with other time periods studied,</li> <li>● Describe in their own words the events leading up to the Great Fire of London.</li> <li>● Be able to give reasons for its importance in the history of London.</li> <li>● Develop collaboration skills through working as part of a group.</li> <li>● Develop research skills through searching for information on the internet.</li> <li>● Improve note-taking skills through the use of mind mapping.</li> <li>● Develop presentation skills through creating and delivering a short multimedia presentation.</li> <li>● Compare maps of London from 1660's and from the present day.</li> <li>● Use mapping skills to mark on famous landmarks in London, Big Ben, Houses of Parliament, Buckingham Palace and monument.</li> <li>● Use geographical terms to describe how the city has changed over time.</li> <li>● Link to Great Fire, explore fire safety (firemen coming into school).</li> <li>● Identify people within the community and in our lives that keep us safe.</li> <li>● to experiment with watercolors</li> <li>● to create a silhouette of the London skyline in 1666</li> <li>● to use watercolours to create a wash effect and blend and mix colours</li> <li>● to create a landscape of the fire using collage or printing to silhouette and a wash effect for ones and hues.</li> </ul>	<p><b>HOOK:</b></p> <ul style="list-style-type: none"> <li>● Living things and their habitats</li> <li>● We are zoologists -recording bug hunt data</li> <li>● The seaside – Leigh on Sea</li> <li>● Cleaning the Oceans Lego WeDo 2</li> <li>● How does God want us to treat people who are different to us?</li> <li>● Is that fair?</li> <li>● 'painting' with paper</li> </ul>	<p><b>OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>● Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>● Identify that most living things live in habitats to which they are suited and live symbiotically.</li> <li>● Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>● Describe how animals obtain their food from plants and other animals - food chains.</li> <li>● Sort and classify a group of items by answering questions.</li> <li>● Collect data using tick charts or tally charts.</li> <li>● Use simple charting software to produce pictograms and other basic charts.</li> <li>● Take, edit and enhance photographs.</li> <li>● Record information on a digital map.</li> <li>● To use world maps and atlases to identify the United Kingdom and its countries.</li> <li>● Identify coastal towns on a map of the U.K.</li> <li>● Identify the surrounding seas on the U.K.</li> <li>● To name and identify key physical features: beach, cliff, coast, forest, hill, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>● To name and identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>● To use aerial photographs and fieldwork to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>● look at selected works by Eileen Downes</li> <li>● Using Photographs taken at Leigh-on- plan piece of landscape collage artwork justifying picture used.</li> <li>● selects, sorts, cuts and tears according to qualities e.g. warm, cold, shiny, smooth to change texture</li> <li>● decides on most effective adhesive based on experience</li> <li>● creates own collage of Leigh-on-Sea landscape and evaluates.</li> <li>● Introduce the idea of fair and unfair in the context of fair trade.</li> <li>● Consider social and moral dilemmas.</li> <li>● Discuss with those of other faiths about fairness and what it means to them.</li> </ul>	<p><b>HOOK:</b></p> <ul style="list-style-type: none"> <li>● Compare two individuals who contributed to national/international achievements? - CHILDREN IN ROLE AS CHARACTER</li> <li>● We are detectives - communicating clues (crime in the community)</li> <li>● Animals including humans</li> <li>● Does God have super heroes?</li> <li>● A map of our superhero base</li> <li>● How are we different?</li> <li>● Textiles our superhero cape: templates and joining techniques</li> </ul>	<p><b>OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>● To be able to describe who Florence Nightingale was and what she did.</li> <li>● How has she impacted the UK and the world.</li> <li>● Compare the two individuals and describe the difference.</li> <li>● Notice that animals, including humans, have offspring which grow into adults</li> <li>● Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>● Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>● Understand that email can be used to communicate.</li> <li>● Develop skills in opening, composing and sending emails.</li> <li>● Gain skills in opening, composing and sending emails.</li> <li>● Gain skills in opening and listening to audio files on the computer.</li> <li>● Use appropriate language in emails.</li> <li>● Develop skills in editing and formatting text in emails.</li> <li>● Be aware of online safety issues when using email.</li> <li>● To devise a simple map; and use and construct basic symbols in a key.</li> <li>● Use similarities to make comparisons.</li> <li>● Explore differences discussing the positives and negatives</li> <li>● Select and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</li> <li>● Understand how simple 3-D textiles are made, using a template to create two identical shapes.</li> <li>● Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</li> <li>● Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</li> </ul>
<p>LITERACY</p> <p>The Great Fire of London (Emma Adams) The Great Fire of London (George Szirtes)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Shape poem on fire Kenning on fire Instructional text - poster on fire safety Thank you letter to friend for their teamwork</p> <p>Skills to cover:</p> <p>To use apostrophes for omission and possession. To form lower case, correctly sized letters. Start using diagonal and horizontal strokes to join. Develop stamina for writing: writing about real events, fictional events and poetry. Use expanded noun phrases. Use a range of subordinating and coordinating conjunctions. To use present and past tenses correctly. Developing vocabulary. Evaluating own writing, checking for sense, spelling</p>	<p>LITERACY</p> <p>A place to call home (Alexis Deacon) Granddad's Island (Benji Davies) The owl who was afraid of the dark (Jill Tomlinson) 10 things I can do to help my world (Melanie Walsh) Hot like fire and other poems (Valerie Bloom)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Where I call home narrative Narrative based on being afraid (based on the owl who was afraid) Instructional text - 5 things I can do to help my world.</p> <p>Skills to cover:</p> <p>To use apostrophes for omission and possession. To form lower case, correctly sized letters. Start using diagonal and horizontal strokes to join. Develop stamina for writing: writing about real events, fictional events and poetry. Use expanded noun phrases. Use a range of subordinating and co-ordinating conjunctions. To use present and past tenses correctly. Developing vocabulary.</p>	<p>LITERACY</p> <p>Traction man is here (geography map skills) (Mini Grey) Little Evie in the wild wood (Jackie Morris) Orion and the dark (Emma Yarlett) Traction man meets turbo dog (Mini Grey)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Adventure narrative - own traction man adventure story or comic strip Persuasion text to join traction man's team Non-chronological report on animals</p> <p>Skills to cover:</p> <p>To use apostrophes for omission and possession. To form lower case, correctly sized letters. Start using diagonal and horizontal strokes to join. Develop stamina for writing: writing about real events, fictional events and poetry. Use expanded noun phrases. Use a range of subordinating and coordinating conjunctions. To use present and past tenses correctly. Developing vocabulary. Evaluating own writing, checking for sense, spelling</p>

	errors and correct use of punctuation		Evaluating own writing, checking for sense, spelling errors and correct use of punctuation		errors and correct use of punctuation
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### Year Three Curriculum Map

History Geography Science Computing Art DT Citizenship/PSHE Questions about God

HOOK:	OUTCOMES:	HOOK:	OUTCOMES:	HOOK:	OUTCOMES:
<ul style="list-style-type: none"> <li>● <b>Bronze age –Neolithic hunter gatherers/iron age</b></li> <li>● <b>Location of Skara Brae – physical features</b></li> <li>● <b>Forces and Magnets – link to iron age</b></li> <li>● <b>Design/make Stonehenge</b></li> <li>● <b>We are vloggers - Making and sharing a short screencast presentation.</b></li> <li>● <b>Has God shaped the history of our country?</b></li> <li>● <b>Food: healthy and varied diet</b></li> </ul>	<ul style="list-style-type: none"> <li>● Gather information upon a particular discovery made from the Iron Age - Amesbury Archer - and make connections based upon the information collected.</li> <li>● Make links between technology at the time and now and how that compares to our lives now.</li> <li>● Explore housing at the time using Skara Brae as a case study.</li> <li>● Use a search engine to learn about a new topic.</li> <li>● Plan, design and deliver an interesting and engaging presentation.</li> <li>● Search for and evaluate online images.</li> <li>● Create their own original images.</li> <li>● Create a video slidecast of a narrated presentation.</li> <li>● Develop understanding of how the internet, the web and search engines work.</li> <li>● Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>● Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</li> <li>● Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>● Know about a range of fresh and processed ingredients appropriate to their product and whether they are grown, reared or caught.</li> <li>● Describe materials that are attracted to magnets and those that repel, spotting patterns.</li> <li>● Be able to make predictions about magnetic materials.</li> <li>● To be able to describe the magnets as having poles, identify them and describe the different reactions to one another.</li> <li>● To use maps, atlases and digital/computer mapping to locate Skara Brae in the U.K. and describe features studied.</li> <li>● To use the eight points of a compass, four and six-figure grid references, symbols and key to locate Skara brae and describe the human and physical features around the settlement.</li> <li>● To create a sketch map of the settlement noting important features.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Volcanoes</b></li> <li>● <b>Robust Structures Lego WeDo 2</b></li> <li>● <b>Design/make Volcano</b></li> <li>● <b>Rocks</b></li> <li>● <b>We are bug fixers finding and correcting errors in programming (should be taught after we are programmers)?</b></li> <li>● <b>Do my feelings matter?</b></li> <li>● <b>How powerful is God?</b></li> </ul>	<ul style="list-style-type: none"> <li>● Identify the countries and capital cities of European countries</li> <li>● Locate and identify the mountainous regions in Europe e.g. the Alps/Apennines</li> <li>● Locate volcanic regions in Europe. (Etna or Vesuvius volcanoes in Italy and the Eyjafjallajökull volcano in Iceland)</li> <li>● Identify their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>● Describe and understand key aspects of: physical geography: mountains, volcanoes and earthquakes.</li> <li>● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>● Develop a number of strategies for finding errors in programs.</li> <li>● Build up resilience and strategies for problem solving.</li> <li>● Increase their knowledge and understanding of Scratch.</li> <li>● Recognise a number of common types of bug in software.</li> <li>● Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>● Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>● Recognise that soils are made from rocks and organic matter.</li> <li>● Children explore differing points of view and identify whether they have to agree or is it okay to disagree.</li> <li>● Links to right and wrong, is there always a right and wrong answer?</li> <li>● Explore a question like - is anyone's opinions ever wrong?</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Shadows/Light</b></li> <li>● <b>Tudors – age of discovery</b></li> <li>● <b>Tudor portraits</b></li> <li>● <b>We are presenters – Videoing performance – new report/interviews</b></li> <li>● <b>How does God want us to look after our bodies?</b></li> <li>● <b>Mechanical Systems: levers and linkages</b></li> </ul>	<ul style="list-style-type: none"> <li>● Be able to use language like transparent/translucent and opaque to describe objects.</li> <li>● To be able to describe a shadow as an opaque object blocking the light.</li> <li>● To notice light is reflected off of objects and that is how we see it.</li> <li>● Explore a range of Tudor explorers and their impact upon trade and food at the time.</li> <li>● Consider the impact of the world 'expanding' during this time and how things changed for the general populace.</li> <li>● Place events during the Tudor age on a timeline and be able to identify where the Tudors fit within the history of England.</li> <li>● To sketch from observation a range of faces ensuring features are positioned accurately and in proportion.</li> <li>● Study famous portrait artists and learn from their style.</li> <li>● Use a wide range of materials to create the best finish of portrait.</li> <li>● looking at old tudor portraits add the relevant items of clothing to turn portraits into tudor portraits.</li> <li>● Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing.</li> <li>● Edit video, including adding narration and editing clips by setting in/out points.</li> <li>● Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.</li> <li>● Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</li> <li>● Select from and use finishing techniques suitable for the products they are creating.</li> <li>● Understand and use lever and linkage mechanisms.</li> <li>● Distinguish between fixed and loose pivot.</li> <li>● Children understand what a healthy looks like and can plan either a food diary or health plan.</li> <li>● Compare and contrast healthy and unhealthy lifestyles. How has diet changed since Tudor times?</li> </ul>
<p>LITERACY</p> <p>CLPE – Mouse bird, snake, wolf</p> <p>Major Glad Major Dizzy (Jan Oke)</p> <p>The world came to my place today (Jo Readman)</p> <p>A really short history of nearly everything (Bill Bryson)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>play script - for vlog</p> <p>Narrative - historical link</p> <p>explanation text - science magnets</p> <p>To use suffixes and prefixes</p> <p>Spell homophones</p> <p>Place the possessive apostrophe for plurals.</p> <p>Use a dictionary to spellcheck</p> <p>Write from a dictation, using correct spelling and punctuation.</p> <p>Handwriting should be consistently sized and joined accurately.</p> <p>Use ambitious vocabulary</p> <p>Use WAGOLL to learn effective structure, grammar and vocabulary.</p> <p>Organise paragraphs</p> <p>Edit own and other's work - making improvements.</p> <p>Use conjunctions, adverbs and prepositions.</p>	<p>LITERACY</p> <p>CLPE – Hot like fire and other poems</p> <p>CLPE – The pebble in my pocket (Meredith Hooper)</p> <p>Escape from Pompeii (Christina Balit)</p> <p>The Rock Factory (Jacqui Bailey)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Free verse - fire</p> <p>Haiku on fire</p> <p>Adventure story escaping from Pompeii</p> <p>Instructions - how to make a volcano</p> <p>Explanation - Why do volcanoes erupt?</p> <p>To use suffixes and prefixes</p> <p>Spell homophones</p> <p>Place the possessive apostrophe for plurals.</p> <p>Use a dictionary to spellcheck</p> <p>Write from a dictation, using correct spelling and punctuation.</p> <p>Handwriting should be consistently sized and joined accurately.</p> <p>Use ambitious vocabulary</p> <p>Use WAGOLL to learn effective structure, grammar and vocabulary.</p> <p>Organise paragraphs</p>	<p>LITERACY</p> <p>CLPE – The sun is laughing</p> <p>Moon Man (Tomi Ungerer)</p> <p>Shadow (Robbie H Harris)</p> <p>The story of the stars (Neal Layton)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Biography of famous portrait artist</p> <p>Historical narrative based on Tudors</p> <p>Newspaper report - journalistic writing</p> <p>Play script for videoing performance</p> <p>To use suffixes and prefixes</p> <p>Spell homophones</p> <p>Place the possessive apostrophe for plurals.</p> <p>Use a dictionary to spellcheck</p> <p>Write from a dictation, using correct spelling and punctuation.</p> <p>Handwriting should be consistently sized and joined accurately.</p> <p>Use ambitious vocabulary</p> <p>Use WAGOLL to learn effective structure, grammar and vocabulary.</p> <p>Organise paragraphs</p>

Use fronted adverbials followed by comma.  
Punctuate direct speech accurately.

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### Year Three Curriculum Map

History Geography Science Computing Art DT Citizenship/PSHE Questions about God

- HOOK:**
- **Our local area – diverse population, buildings, weather, beliefs**
  - **Drop and Rescue Lego WeDo 2**
  - **Can we improve school life?**
  - **Animals inc humans – diverse habitats, classifications - animals that live in cities?**
  - **Rules, laws and why we need them.**
  - **We are opinion pollsters – Collecting and analysing data – about local area**
  - **Landscape paintings looking at Lowry**
  - **What are my opinions and views?**
  - **Does God love Canning Town?**
  - **Healthy lifestyles- is it worth it?**

- OUTCOMES:**
- Locate the UK within Europe, Identify London and other capital cities/flags of selected European countries.
  - Use digital/computer mapping (Digimaps) to locate Canning Town, East London and important local buildings.
  - To use an ordnance survey map to plan a route for their fieldwork investigation.
  - Understand the geography of their local area in relation to human and physical features.
  - Use fieldwork trip around local area to observe, measure, record and the human and physical features of the local area using a range of methods, including Land use maps.
  - Present information about local area in a report.
  - Children to discuss and make decisions about school life considering the wider impact - beyond their classroom.
  - Identify key areas of school life that need to change.
  - 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.
  - Identify rules around school and how they link to laws.
  - Explore how laws affect the lives of adults and share whether they are necessary and why?
  - Understand some elements of survey design.
  - Understand some ethical and legal aspects of online data collection.
  - Use the web to facilitate data collection.
  - Gain skills in using charts to analyse data.
  - Gain skills in interpreting results.
  - Study famous landscape artist e.g. LS Lowry and take ideas from their style of drawing.
  - Develop sketches using a range of artists techniques to add shade and tones.
  - experiment using different grades of pencil
  - explore tone and shading using different media.
  - to create own landscape in the style of LS Lowry using tone/shading and evaluate against criteria.
  - Children identify their views about a range of subjects both inside and outside of school.
  - Give opinions justifying them, listening to theirs and considering their point of view.

- HOOK:**
- **Overview of Egypt - Nile, Gods**
  - **Maps locating Egypt – physical features, climate**
  - **Shabtis in clay**
  - **Hieroglyphic writing**
  - **We are communicators - Communicating safely on the internet.**
  - **How does God communicate with us?**
  - **Structures: shell structures**
  - **Plants**

- OUTCOMES:**
- Identify key parts within the Egyptian history namely the gods and how the Nile was a huge influence on Egyptian life.
  - Children to use sources to identify key characters within the Egyptian civilisation and share the impact they had on society - Was Cleopatra a Great Egyptian?
  - Consider how things like the flooding of the Nile impacted the people living in its vicinity.
  - Develop a basic understanding of how email works.
  - Gain skills in using email.
  - Be aware of broader issues surrounding email, including 'netiquette' and online safety.
  - Work collaboratively with a remote partner.
  - Experience video conferencing.
  - Use maps to identify the location and climate of Egypt in relation to longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.
  - Locate the countries of Africa using maps. Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts.
  - Select and use appropriate tools to measure, mark out, score, shape and assemble with some accuracy.
  - Explain their choice of materials according to functional properties and aesthetic qualities.
  - Develop and use knowledge of how to construct strong, stiff shell structures.
  - Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.
  - Identify basic parts of plants and the jobs they fulfill
  - Explore the requirements of plants to grow.
  - Investigate how water is transported in plants.

- HOOK:**
- **Forces**
  - **Earthquakes - Nepal**
  - **We are programmers – programming an animation - about forces?**
  - **Does God create natural disasters?**
  - **photographing forces**

- OUTCOMES:**
- Compare how things move on different surfaces
  - Notice that some forces need contact between two objects, but magnetic forces can act at a distance
  - Create an algorithm for an animated scene in the form of a storyboard.
  - Write a program in Scratch to create the animation.
  - Correct mistakes in their animation programs.
  - Locate Nepal using maps and atlases.
  - Identify environmental regions, key physical and human characteristics, countries, and major cities of Nepal.
  - Describe and understand key aspects of the physical geography of Nepal including mountains and earthquakes.
  - Use digital/computer (Google Earth) mapping and Atlases to locate countries and describe features studied.
  - Explain why earthquakes may occur and the dangers of these.
  - Becomes aware of photography as an art form
  - Collects photographs on the theme of forces
  - research famous and specialist photographer in this area.
  - Develops an understanding of scale and perspective in photography
  - Create own collection of photographs around the theme of forces.

<p>LITERACY</p> <p>CLPE The story Tree (Diversity)</p> <p>Flush (Carl Hiasson)</p> <p>The magical Garden of Claude Monet (Laurence Anholt)</p> <p>Cezanne and the apple boy (Laurence Anholt)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Traditional tale based on the story tree</p> <p>Bio of Monet or Cezanne</p> <p>Letter to local MP about legislation and suggestions for changes to improve Canning Town</p> <p>To use suffixes and prefixes</p> <p>Spell homophones</p> <p>Place the possessive apostrophe for plurals.</p> <p>Use a dictionary to spellcheck</p> <p>Write from a dictation, using correct spelling and punctuation.</p> <p>Handwriting should be consistently sized and joined accurately.</p> <p>Use ambitious vocabulary</p> <p>Use WAGOLL to learn effective structure, grammar and vocabulary.</p> <p>Organise paragraphs</p> <p>Edit own and other's work - making improvements.</p> <p>Use conjunctions, adverbs and prepositions.</p> <p>Use fronted adverbials followed by comma.</p> <p>Punctuate direct speech accurately.</p>	<p>LITERACY</p> <p>Violet and the mummy mystery (Harriet Whitehorn)</p> <p>H.O.U.S.E.</p> <p>The Egyptian echo (Paul Dowshell)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Newspaper article - journalistic writing</p> <p>Visual poem</p> <p>Narrative - mystery based on mummy mystery (Scooby doo style?)</p> <p>Flashback of mummy</p> <p>To use suffixes and prefixes</p> <p>Spell homophones</p> <p>Place the possessive apostrophe for plurals.</p> <p>Use a dictionary to spell check</p> <p>Write from a dictation, using correct spelling and punctuation.</p> <p>Handwriting should be consistently sized and joined accurately.</p> <p>Use ambitious vocabulary</p> <p>Use WAGOLL to learn effective structure, grammar and vocabulary.</p> <p>Organise paragraphs</p> <p>Edit own and other's work - making improvements.</p> <p>Use conjunctions, adverbs and prepositions.</p> <p>Use fronted adverbials followed by comma.</p> <p>Punctuate direct speech accurately.</p>	<p>LITERACY</p> <p>Floodland (Marcus Sedgwick)</p> <p>Everything Volcanoes and Earthquakes (National Geographic)</p> <p>The Nepal Earthquake (British Red Cross)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Tanka poem</p> <p>Haiku (Earthquakes or volcanoes)</p> <p>Letter to appeal for support from public in role as British Red Cross</p> <p>Newspaper article - journalistic writing</p> <p>playscript of news report to be recorded and filmed</p> <p>To use suffixes and prefixes</p> <p>Spell homophones</p> <p>Place the possessive apostrophe for plurals.</p> <p>Use a dictionary to spell check</p> <p>Write from a dictation, using correct spelling and punctuation.</p> <p>Handwriting should be consistently sized and joined accurately.</p> <p>Use ambitious vocabulary</p> <p>Use WAGOLL to learn effective structure, grammar and vocabulary.</p> <p>Organise paragraphs</p> <p>Edit own and other's work - making improvements.</p> <p>Use conjunctions, adverbs and prepositions.</p> <p>Use fronted adverbials followed by comma.</p> <p>Punctuate direct speech accurately.</p>
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### Year Four Curriculum Map

History Geography Science Computing Art DT Citizenship/PSHE Questions about God

HOOK:	OUTCOMES:	HOOK:	OUTCOMES:	HOOK:	OUTCOMES:
<ul style="list-style-type: none"> <li>● <b>Greeks – Gods</b></li> <li>● <b>Greek stories - puppets and pop ups</b></li> <li>● <b>Greece in Europe</b></li> <li>● <b>We are HTML editors – Editing and writing HTML for a website about Greeks</b></li> <li>● <b>The Bible: fact, fiction, myth, legend?</b></li> <li>● <b>Consequences - what are they and do they affect me?</b></li> <li>● <b>Stories of the Greeks</b></li> </ul>	<ul style="list-style-type: none"> <li>● Identify key inventions and discoveries during Greek times that impact us today.</li> <li>● How does the news in Greece today compare to Ancient Greece? Case study Trojan War vs Greek current affairs.</li> <li>● Explore the Greek gods naming the key players - particularly linked to the Trojan Story - and noting what their responsibilities were.</li> <li>● Investigate how the games of the gods impacted upon the human populace of Greece - Trojan War/ Odysseus/ Perseus/ Heracles.</li> <li>● Understand some technical aspects of how the internet makes the web possible.</li> <li>● Use HTML tags for elementary markup.</li> <li>● Use hyperlinks to connect ideas and sources.</li> <li>● Code up a simple web page with useful content.</li> <li>● Understand some of the risks in using the web.</li> <li>● Locate Greece in Europe, locate capital city and investigate country data.</li> <li>● Locate capital cities and flags of Greece and other countries in Europe.</li> <li>● Explore the meaning of consequences who they affect.</li> <li>● Identify points in life or a time when there might be consequences explaining who it impacts.</li> <li>● Make sketches of ancient greek scenes and stories based on ancient greek pottery.</li> <li>● Choose one to represent as comic strip in book and then refine and develop in books.</li> <li>● using clay roll out to form a tile and then score image onto clay.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Animals including humans – teeth and digestion</b></li> <li>● <b>Predator and Prey Lego WeDo 2</b></li> <li>● <b>Sounds – ears</b></li> <li>● <b>What are my goals?</b></li> <li>● <b>Portraits</b></li> <li>● <b>We are co-authors – Producing a wiki to teach aliens about humans?</b></li> <li>● <b>How can I be sure God loves me?</b></li> <li>● <b>Bullying and racism-what does it look like.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Animals including humans</b> - Describe the simple functions of the basic parts of the digestive system in humans</li> <li>● Identify the different types of teeth in humans and their simple functions</li> <li>● Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>● <b>Sound</b> - identify how sounds are made and associating it to vibrations and that they travel through different mediums to the ear.</li> <li>● Make links between volume and pitch and the objects that make those sounds.</li> <li>● Children to identify their own skills and what they excel at.</li> <li>● Define goals and then children to explore the meaning in relation to themselves - sports, school, jobs?</li> <li>● To sketch from observation a range of faces ensuring features are positioned accurately and in proportion.</li> <li>● Study famous portrait artists(look at how Picasso's cubist portraits) and learn from their style.</li> <li>● recreate at their own portrait using line, form and colour.</li> <li>● Use a wide range of materials to create the best finish of portrait.</li> <li>● Understand the conventions for collaborative online work, particularly in wikis.</li> <li>● Be aware of their responsibilities when editing other people's work.</li> <li>● Become familiar with Wikipedia, including potential problems associated with its use.</li> <li>● Practise research skills.</li> <li>● Write for a target audience using a wiki tool.</li> <li>● Develop collaboration skills.</li> <li>● Develop proofreading skills.</li> <li>● Explore the ideas of bullying and racism.</li> <li>● Define bullying using the correct terms, children to role play examples - case study - Were they being bullied? (set up scenarios)</li> <li>● Identify incidents of racism for a number of</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Great Britain – case study/ Settlement in UK</b></li> <li>● <b>Viking and Anglo Saxon settlements</b></li> <li>● <b>Locating Viking landing sites – maps then/now</b></li> <li>● <b>We are musicians – producing digital music (new National anthem/Viking chants)</b></li> <li>● <b>Romans – Invasion of Britain including Romans – Bringing Christianity to Britain</b></li> <li>● <b>Are we a Christian country?</b></li> <li>● <b>Dance: Roman Army - formation and marching</b></li> <li>● <b>Roman mosaics</b></li> </ul>	<ul style="list-style-type: none"> <li>● Explore Anglo Saxon settlements clarifying the differences between language such as invade and settle.</li> <li>● Identify key information about the Vikings from a range of secondary sources.</li> <li>● Compare and contrast the settling/invading of England by Viking and Anglo- Saxon forces.</li> <li>● Explain how Britain changed during this period - refer to Danelaw.</li> <li>● Use one or more programs to edit music.</li> <li>● Create and develop a musical composition, refining their ideas through reflection and discussion.</li> <li>● Develop collaboration skills.</li> <li>● Develop an awareness of how their composition can enhance work in other media.</li> <li>● Explore the Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> <li>● Identify key events within the 'Roman Invasion of Britain'.</li> <li>● Investigate the resistance of the local Celts and how their society compared to the Romans.</li> <li>● Understand the difference between the U.K., Great Britain and the British Isles.</li> <li>● Identify industry and economic activities that happen in the U.K.</li> <li>● Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics including hills, mountains, coasts and rivers.</li> <li>● 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 and how this has developed and changed since Roman times.</li> <li>● Children march in formation counting to 4 beats to stay in time.</li> <li>● Work together as a group making sure their movements are in unison.</li> <li>● study famous examples of Roman Mosaics</li> </ul>



			scenarios - what does it look like?		<ul style="list-style-type: none"> <li>Sketch chosen example</li> <li>colour and overlay with gummed square paper (St Paul's Mosaic trip)</li> </ul>
<p>LITERACY</p> <p>CLPE – The adventures of Odysseus (Hugh Lupton, Daniel Morden)</p> <p>Falling out of the sky (Piercey, Rachel and Wright)</p> <p>Greek Myths (Marcia Williams)</p> <p>The minotaur (Rachael M. Nichols)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Own myth (with beast and hero and dilemma)</p> <p>Discussion/argument text based on RE question</p> <p>Playscript for Greek puppet show</p> <p>To use suffixes and prefixes</p> <p>Spell homophones</p> <p>Place the possessive apostrophe for plurals.</p> <p>Use a dictionary to spellcheck</p> <p>Write from a dictation, using correct spelling and punctuation.</p> <p>Handwriting should be consistently sized and joined accurately.</p> <p>Use ambitious vocabulary</p> <p>Use WAGOLL to learn effective structure, grammar and vocabulary.</p> <p>Organise paragraphs</p> <p>Edit own and other's work - making improvements.</p> <p>Use conjunctions, adverbs and prepositions.</p> <p>Use fronted adverbials followed by comma.</p> <p>Punctuate direct speech accurately.</p>	<p>LITERACY</p> <p>CLPE – Gregory Cool</p> <p>CLPE - Moon man</p> <p>Harry Millars Run (David Almond)</p> <p>If you could see Laughter (Mandy Coe)</p> <p>Jemmy Button (Jennifer Uman)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Diary in role of Gregory Cool</p> <p>Informative article about dangers of bullying (to be sent into first news)</p> <p>Letter to my future self (what are my goals)</p> <p>To use suffixes and prefixes</p> <p>Spell homophones</p> <p>Place the possessive apostrophe for plurals.</p> <p>Use a dictionary to spellcheck</p> <p>Write from a dictation, using correct spelling and punctuation.</p> <p>Handwriting should be consistently sized and joined accurately.</p> <p>Use ambitious vocabulary</p> <p>Use WAGOLL to learn effective structure, grammar and vocabulary.</p> <p>Organise paragraphs</p> <p>Edit own and other's work - making improvements.</p> <p>Use conjunctions, adverbs and prepositions.</p> <p>Use fronted adverbials followed by comma.</p> <p>Punctuate direct speech accurately.</p>	<p>LITERACY</p> <p>Beowulf (Michael Morpurgo)</p> <p>King Arthur and knights of round table (Marcia Williams)</p> <p>Freedom for Bron:The boy who saved a kingdom</p> <p>There's a viking in my bed and other stories (Jeremy Strong)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Knights of round table adventure story</p> <p>Elegy of King Arthur</p> <p>Kenning (originally a viking poem)</p> <p>Choral verse (chant)</p> <p>Letter home (from Roman soldier)</p> <p>Discussion text - based on RE question</p> <p>To use suffixes and prefixes</p> <p>Spell homophones</p> <p>Place the possessive apostrophe for plurals.</p> <p>Use a dictionary to spellcheck</p> <p>Write from a dictation, using correct spelling and punctuation.</p> <p>Handwriting should be consistently sized and joined accurately.</p> <p>Use ambitious vocabulary</p> <p>Use WAGOLL to learn effective structure, grammar and vocabulary.</p> <p>Organise paragraphs</p> <p>Edit own and other's work - making improvements.</p> <p>Use conjunctions, adverbs and prepositions.</p> <p>Use fronted adverbials followed by comma.</p> <p>Punctuate direct special eech accurately.</p>

### Year Four Curriculum Map

History Geography Science Computing Art DT Citizenship/PSHE Questions about God

HOOK:	OUTCOMES:	HOOK:	OUTCOMES:	HOOK:	OUTCOMES:
<ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Wildlife Crossing Lego WeDo 2</li> <li>States of matter</li> <li>We can make decisions about school life</li> <li>We are software developers – Developing a simple educational game</li> <li>A different place</li> <li>Do I really need to wash my hands?</li> <li>Where did the world come from?</li> <li>Looking closely</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their habitats - Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>States of matter - compare and group materials based upon solid, liquid and gas.</li> <li>Observe how materials change state through change in temperature and explore his through working scientifically using degrees C (Celsius)</li> <li>Identify evaporation and condensation and their place in the water cycle, also associate rate of evaporation with temperature.</li> <li>Children to discuss and make decisions about school life considering the wider impact - beyond their classroom.</li> <li>Identify key areas of school life that need to change.</li> <li>Develop an educational computer game using selection and repetition.</li> <li>Understand and use variables.</li> <li>Start to debug computer programs.</li> <li>Recognise the importance of user interface design, including input and output.</li> <li>Compare &amp; contrast a region in a European country – France</li> <li>Use maps/computer mapping to locate France in Europe, identify cities, coasts, rivers, mountains.</li> <li>Identify settlement, economic activity and land use patterns in Boulogne.</li> <li>Use a map of the U.K. and France to identify the journey from London to Boulogne.</li> <li>Identify the surrounding seas of the U.K. and France.</li> <li>Explore the times at which we have to/ or are meant to wash our hands.</li> <li>Identify a number of diseases and explore how they are transmitted.</li> <li>What could be the impact of one person, who is a</li> </ul>	<ul style="list-style-type: none"> <li>We are meteorologists</li> <li>The Mountain Environment</li> <li>Climates, hemispheres, tropics, biomes</li> <li>Extreme Habitats Lego WeDo 2.</li> <li>Journeys</li> <li>How is following God like an adventure?</li> <li>Food: healthy and varied diet</li> <li>Textiles: 2D shape to 3D product</li> </ul>	<ul style="list-style-type: none"> <li>Understand different measurement techniques for weather, both analogue and digital.</li> <li>Use computer-based data logging to automate the recording of some weather data.</li> <li>Use spreadsheets to create charts.</li> <li>Analyse data, explore inconsistencies in data and make predictions.</li> <li>Practise using presentation software and, optionally, video.</li> <li>Identify the countries and capital cities of the U.K. Use maps to locate the counties and mountains of the U.K.</li> <li>Use maps,atlases and globes to locate the world's countries, using maps to focus on Europe including the location of Russia, concentrating on their environmental regions, key mountain ranges.</li> <li>Describe and understand key aspects of: physical geography: climate zones, biomes and vegetation belts, rivers, mountains.</li> <li>Locate and describe mountains of the world.</li> <li>Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</li> <li>Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>Know about a range of fresh and processed ingredients appropriate to their product and whether they are grown, reared or caught.</li> <li>Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</li> <li>Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>Understand how to securely join two pieces of</li> </ul>	<ul style="list-style-type: none"> <li>Electricity</li> <li>We are toy designers – Prototyping an interactive toy</li> <li>Electrical systems: simple circuits and switches.</li> <li>Where do we get power from?</li> <li>Does God want us to have fun?</li> </ul>	<ul style="list-style-type: none"> <li>Identify basic parts of a circuit, bulbs buzzers, cell/battery etc.</li> <li>Identify some common conductors and insulators and make associations between metals and being good conductors generally.</li> <li>Plan experiments using bulbs to answer a testable question.</li> <li>Design and make an on-screen prototype of a computer-controlled toy.</li> <li>Understand different forms of input and output (such as sensors, switches, motors, lights and speakers).</li> <li>Design, write and debug the control and monitoring program for their toy.</li> <li>Select from and use tools and equipment to cut, shape, join and finish with some accuracy.</li> <li>Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</li> <li>Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.</li> <li>Apply their understanding of computing to program and control their products.</li> <li>Look at power generation and the distribution of natural resources in the U.K. and the world</li> <li>look at the use of renewables vs non renewables as energy sources</li> </ul>

	<p>carrier not washing their hands?</p> <ul style="list-style-type: none"> <li>Research images of enlarged insect parts as examples</li> <li>Children to take own photos of wildlife to observe closely.</li> <li>Enlarge a selection of the image using viewfinders and sketch.</li> <li>Use a grid to enlarge part of the image to recreate</li> </ul>		<p>fabric together.</p> <ul style="list-style-type: none"> <li>Understand the need for pattern and seam allowance.</li> </ul>		
<p>LITERACY</p> <p>CLPE – Oliver and seawigs (about explorers)</p> <p>If the world were a village (David J Smith)</p> <p>Mouse, Bird, Snake, Wolf, (David Almond)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Poetry based on if the world were a village</p> <p>Email to HT to suggest changes to improve school</p> <p>Explanation to compare and contrast a region</p> <p>Non chron report on animals and their habitats</p> <p>Poster to explain the water cycle in captions</p> <p>To use suffixes and prefixes</p> <p>Spell homophones</p> <p>Place the possessive apostrophe for plurals.</p> <p>Use a dictionary to spell check</p> <p>Write from a dictation, using correct spelling and punctuation.</p> <p>Handwriting should be consistently sized and joined accurately.</p> <p>Use ambitious vocabulary</p> <p>Use WAGOLL to learn effective structure, grammar and vocabulary.</p> <p>Organise paragraphs</p> <p>Edit own and other's work - making improvements.</p> <p>Use conjunctions, adverbs and prepositions.</p> <p>Use fronted adverbials followed by comma.</p> <p>Punctuate direct speech accurately.</p>	<p>LITERACY</p> <p>Range of National Geographic magazine articles</p> <p>See inside: Weather and climate (Katie Daynes)</p> <p>Journey (Aaron Becker)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>TV Weather report</p> <p>Journey narrative</p> <p>Recipe</p> <p>Shape poem</p> <p>Acrostic poem</p> <p>Limerick about a journey</p> <p>To use suffixes and prefixes</p> <p>Spell homophones</p> <p>Place the possessive apostrophe for plurals.</p> <p>Use a dictionary to spell check</p> <p>Write from a dictation, using correct spelling and punctuation.</p> <p>Handwriting should be consistently sized and joined accurately.</p> <p>Use ambitious vocabulary</p> <p>Use WAGOLL to learn effective structure, grammar and vocabulary.</p> <p>Organise paragraphs</p> <p>Edit own and other's work - making improvements.</p> <p>Use conjunctions, adverbs and prepositions.</p> <p>Use fronted adverbials followed by comma.</p> <p>Punctuate direct speech accurately.</p>	<p>LITERACY</p> <p>Non fiction explanation text on electricity</p> <p>National Geographic : Thomas Edison (Barbara Kramer)</p> <p>Electrical Wizard : How Nikola Tesla lit up the world (Elizabeth Rusch)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Bio of Edison or Tesla</p> <p>Diary in role of Edison or Tesla</p> <p>Explanation of science experiment</p> <p>Evaluation of DT project</p> <p>To use suffixes and prefixes</p> <p>Spell homophones</p> <p>Place the possessive apostrophe for plurals.</p> <p>Use a dictionary to spellcheck</p> <p>Write from a dictation, using correct spelling and punctuation.</p> <p>Handwriting should be consistently sized and joined accurately.</p> <p>Use ambitious vocabulary</p> <p>Use WAGOLL to learn effective structure, grammar and vocabulary.</p> <p>Organise paragraphs</p> <p>Edit own and other's work - making improvements.</p> <p>Use conjunctions, adverbs and prepositions.</p> <p>Use fronted adverbials followed by comma.</p> <p>Punctuate direct speech accurately.</p>

### Year Five Curriculum Map

History Geography Science Computing Art DT Citizenship/PSHE Music

HOOK:	OUTCOMES:	HOOK:	OUTCOMES:	HOOK:	OUTCOMES:
<ul style="list-style-type: none"> <li><b>Earth and Space- scientific and link to creation</b></li> <li><b>Space exploration Lego WeDo 2</b></li> <li><b>Colour</b></li> <li><b>We are artists – fusing geometry and art</b></li> <li><b>Our World</b></li> <li><b>Did God create life anywhere else?</b></li> <li><b>Textiles: combining different fabric shapes</b></li> <li><b>PE: Train like an Astronaut programme from NASA</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Earth and Space</b> - describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>describe the movement of the moon relative to the Earth</li> <li>describe the sun, Earth and moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> <li>Develop an appreciation of the links between geometry and art.</li> <li>Become familiar with the tools and techniques of a vector graphics package.</li> <li>Develop an understanding of turtle graphics.</li> <li>Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from peers.</li> <li>Develop some awareness of computer generated art, in particular fractal-based landscapes</li> <li>identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>To use globes and digital/computer mapping to locate countries and describe major features of the world i.e. Continents/countries and seas/Oceans</li> <li>Formulate step by step plans and, if appropriate, allocate tasks within a team.</li> <li>Select from and use a range of tools and equipment to make products that are accurately assembled and well finished.</li> <li>Recognise that 3-D textile products can be made from a combination of accurately made pattern</li> </ul>	<ul style="list-style-type: none"> <li><b>Rivers – link to science too (water cycle) River Lea/Thames fieldwork and Mississippi comparison.</b></li> <li><b>Prevent flooding Lego WeDo 2</b></li> <li><b>Properties and changes to matter</b></li> <li><b>Plants and pollinators Lego WeDo 2</b></li> <li><b>Landscape painting - Perspective drawing / printing</b></li> <li><b>We are architects- Creating a virtual space.</b></li> <li><b>Am I a good citizen?</b></li> <li><b>God's creation: good or bad?</b></li> </ul>	<ul style="list-style-type: none"> <li>Use mapping skills to identify the major rivers of the UK and World.</li> <li>Locate the countries that contain this major rivers and examine the physical features of these.</li> <li>Complete fieldwork in the Lea basin looking at river, navigation and canal.</li> <li>Describe the journey of a river from source to mouth using technical terms</li> <li>Compare fieldwork to the Mississippi river and examine similarities and differences.</li> <li><b>Properties and changes to materials</b> - compare and groups materials based on their properties.</li> <li>know about dissolving to form a solution. use knowledge of states of matter to decide how to separate mixture and demonstrate that dissolving, mixing and changes of state are reversible changes and that some changes result in the formation of new materials and that usually these changes are not reversible including burning.</li> <li>Study famous landscape artists (Van Gogh) and take ideas from their style of drawing and painting to adapt for a London scene.</li> <li>Innovate Van Gogh's style to a different scene e.g. London but with a starry night.</li> <li>Develop a range of sketches using divisionism to shade and add range of tones etc.</li> <li>Create final piece and evaluate against criteria.</li> </ul>	<ul style="list-style-type: none"> <li><b>Plantagenets – Edward IV or Richard III</b></li> <li><b>We are bloggers – Sharing experiences and opinions</b></li> <li><b>Battles for the Crown</b></li> <li><b>Moral dilemmas - what do I do?</b></li> <li><b>Does God know our secrets?</b></li> <li><b>Plantagenets fashion designers</b></li> </ul>	<ul style="list-style-type: none"> <li>Investigate at least one mystery during the Plantagenet era identifying victims, possible culprits and the effects of those events - Princes in the Tower, murder of Thomas Becket, Battle of Bosworth and death of Richard III (Car Park King).</li> <li>Explore the Plantagenet period being able to explain generally the period of time and some of the main events.</li> <li>Become familiar with blogs as a medium and genre of writing.</li> <li>Create a sequence of blog posts on a theme.</li> <li>Incorporate additional media.</li> <li>Comment on the posts of others.</li> <li>Develop a critical, reflective view of a range of media, including text.</li> <li>Locate famous battle sites on O/S maps using a key to identify the sites and surround features of the land.</li> <li>To identify the locations of these in the modern counties of England.</li> <li>Outline the meaning of dilemmas and get children to come up with a few examples.</li> <li>Explore dilemmas that the children will come across in their school life.</li> <li>Identify whether there is always an answer, or a right answer to a problem.</li> <li>Use an example of a dilemma from outside of school that affects the populace on a wider scale - eg. donating to charity vs. ensuring you have what you need.</li> <li>research clothes worn in this era</li> <li>Set purpose for design e.g. ball invite</li> <li>sketch and annotate possible designs including swatches of material.</li> <li>create design using textiles.</li> <li>Evaluate against criteria.</li> </ul>

	<ul style="list-style-type: none"> <li>pieces, fabric shapes and different fabrics</li> <li>Understand that fabrics can be strengthened, stiffened and reinforced were appropriate.</li> <li>See website: <a href="https://www.nasa.gov/audience/foreducators/trainingtoimprovecorestrengthagilityandcardiovascularfitnessbasedonthetrainingthatastronautsundergoatnasa">https://www.nasa.gov/audience/foreducators/trainingtoimprovecorestrengthagilityandcardiovascularfitnessbasedonthetrainingthatastronautsundergoatnasa</a></li> <li>Training to improve core strength, agility and cardiovascular fitness based on the training that astronauts undergo at NASA</li> </ul>		<ul style="list-style-type: none"> <li>Understand the work of architects, designers and engineers working in 3D.</li> <li>Develop familiarity with simple CAD (computer aided design) tool.</li> <li>Develop spatial awareness by exploring and experimenting with a 3D virtual environment.</li> <li>Develop greater aesthetic awareness.</li> <li>Explore what the expected roles and responsibilities of a citizen would be.</li> <li>Identify key events that a good citizen may be a part of.</li> <li>What is community and does it relate to being a good citizen?</li> </ul>		
<p>LITERACY</p> <p>CLPE – Cosmic Disco (Grace Nichols)</p> <p>Professor Astro Cats frontiers of space (Dominic Walliman)</p> <p>My life as a goldfish and other poems (Rachel Rooney)</p> <p>Star (Michaela Morgan)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Shape poem</p> <p>Seeing poem (from space)</p> <p>Letter to an alien</p> <p>Instruction - step by step plan for dT project</p> <p>Colour poem</p> <p>Sci- fi story</p> <p>Write legibly and fluently.</p> <p>Identify audience and purpose for writing.</p> <p>Develop characters and settings with detail.</p> <p>Use grammar and vocabulary choices for effect.</p> <p>Build cohesion throughout text.</p> <p>Structure writing to guide the reader.</p> <p>Assess own and others' writing.</p> <p>Edit and improve for effect the grammar and vocabulary choices.</p> <p>Use consistent and correct use of tense.</p> <p>Ensure correct subject and verb agreement.</p> <p>Use expanded noun phrases to add detail.</p> <p>Use a wide range of punctuation to avoid ambiguity and for clarification.</p>	<p>LITERACY</p> <p>CLPE - Way home (linked to am I a good citizen?)</p> <p>CLPE Varmints (Helen Ward )</p> <p>Window (Jeannie Ward)</p> <p>River story (Meredith Hooper)</p> <p>CLPE Hot like fire and other poems (Valerie Bloom)</p> <p>Red cherry red (Jackie KAy)</p> <p>(Extracts) Watership down (Richard Adams)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Narrative to match picture book - The Window</p> <p>Bio of famous artist</p> <p>Letter to ask questions to local neighbourhood community team</p> <p>Write legibly and fluently.</p> <p>Identify audience and purpose for writing.</p> <p>Develop characters and settings with detail.</p> <p>Use grammar and vocabulary choices for effect.</p> <p>Build cohesion throughout text.</p> <p>Structure writing to guide the reader.</p> <p>Assess own and others' writing.</p> <p>Edit and improve for effect the grammar and vocabulary choices.</p> <p>Use consistent and correct use of tense.</p> <p>Ensure correct subject and verb agreement.</p> <p>Use expanded noun phrases to add detail.</p> <p>Use a wide range of punctuation to avoid ambiguity and for clarification.</p>	<p>LITERACY</p> <p>Non-fiction historical texts on Plantagenets</p> <p>Wizard of Oz (Frank Baum) - extracts from the classic</p> <p>Kings and Queens (Tony Robinson)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Narrative sequel - follow on from Wizard of Oz extract</p> <p>Dilemma narrative</p> <p>Horror/murder mystery story - Prince in tower</p> <p>Newspaper report on princes disappearance</p> <p>Blogs in computers</p> <p>Disussion/argument - what happened to the Princes?</p> <p>Write legibly and fluently.</p> <p>Identify audience and purpose for writing.</p> <p>Develop characters and settings with detail.</p> <p>Use grammar and vocabulary choices for effect.</p> <p>Build cohesion throughout text.</p> <p>Structure writing to guide the reader.</p> <p>Assess own and others' writing.</p> <p>Edit and improve for effect the grammar and vocabulary choices.</p> <p>Use consistent and correct use of tense.</p> <p>Ensure correct subject and verb agreement.</p> <p>Use expanded noun phrases to add detail.</p> <p>Use a wide range of punctuation to avoid ambiguity and for clarification.</p>

### Year Five Curriculum Map

History Geography Science Computing Art DT Citizenship/PSHE Questions about God

HOOK:	OUTCOMES:	HOOK:	OUTCOMES:	HOOK:	OUTCOMES:
<ul style="list-style-type: none"> <li><b>The Maya Civilisation</b></li> <li><b>Locating the Maya civilisation</b></li> <li><b>symmetry in art</b></li> <li><b>We are computational thinkers - mastering algorithms for searching, sorting and mathematics</b></li> <li><b>Does God ask us to sacrifice?</b></li> <li><b>Foods: celebrating culture and seasonality</b></li> </ul>	<ul style="list-style-type: none"> <li>Explore the Maya civilisation, noting what we know about them and what happened to them - Case study - What happened to the Maya Civilisation?</li> <li>Investigate key parts of their culture including god's, sacrifice, sports and architecture.</li> <li>Locate the extent of the Mayan civilisation on a modern world map and the countries this includes.</li> <li>Know the major rivers and mountain ranges contained within these countries.</li> <li>Investigate the climatic zone of the Mayan civilisation and think about the part this may have caused in their decline.</li> <li>look at Mayan art/artifacts , discuss observations of the style and comment on the work using visual language.</li> <li>create symmetrical art work based on Mayan designs (poss children to have one half and create other to develop observational skills).</li> <li>use a variety of techniques to add interesting effects.</li> <li>Develop the ability to reason logically about algorithms.</li> <li>Understand how some key algorithms can be</li> </ul>	<ul style="list-style-type: none"> <li><b>Living things and their habitats</b></li> <li><b>Frog's metamorphosis Lego WeDo 2</b></li> <li><b>We are web developers – Creating a webpage about cyber safety</b></li> <li><b>What are stereotypes - can they be racist?</b></li> <li><b>Animals including humans</b></li> <li><b>Species around the world</b></li> <li><b>What does responsible behaviour look like?</b></li> <li><b>What amazes you about God's creation?</b></li> <li><b>The colour of me</b></li> </ul>	<ul style="list-style-type: none"> <li>Develop their research skills to decide what information is appropriate.</li> <li>Understand some elements of how search engines select and rank results.</li> <li>Question the plausibility and quality of information.</li> <li>Develop and refine their ideas and text collaboratively.</li> <li>Develop their understanding of online safety and responsible use of technology.</li> <li>Explore the idea of stereotypes through a particular idea - for example job- nurses, builders, policemen.</li> <li>What is racism - class research identifying key features of racism and where it may occur.</li> <li><b>Animals including humans</b> - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <ul style="list-style-type: none"> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> </li> <li>Case study of Madagascar and how climate</li> </ul>	<ul style="list-style-type: none"> <li><b>How as transport in London changed</b></li> <li><b>Transport over time</b></li> <li><b>Forces</b></li> <li><b>Pulling Lego WeDo 2</b></li> <li><b>Moving Materials Lego WeDo 2</b></li> <li><b>Matisse (link to RE)</b></li> <li><b>We are game developers – Developing an interactive game.</b></li> <li><b>What kind of jobs do adults have and how do I save?</b></li> <li><b>Does God care about the journey of our lives?</b></li> <li><b>Mechanisms: pulleys or gears</b></li> </ul>	<ul style="list-style-type: none"> <li>Use computer mapping (Digimaps) to analyse the change in land use over time from the 1890's to the 2000's.</li> <li>describe the changes around the London docklands area in this time and investigate why this occurred.</li> <li>Locate and understand the changing transport system in london over this time.</li> <li><b>Forces</b> - Develop and understanding of gravity in relation to the Earth,.</li> <li>identify the effects of forces such as water resistance, air resistance and friction.</li> <li>Recognise levers, pulleys, and gears and their effect upon the forces involved.</li> <li>Study the works of Matisse and create an ideas page using his style</li> <li>Develop the ideas page into a rough draft of a final piece around the theme.</li> <li>Ensure background adds additional clues to the journey of your life.</li> <li>Create final piece in style of Matisse and then evaluate against criteria.</li> <li>Explore methods of transport over the last 150 years.</li> <li>Identify key turning points in history that have</li> </ul>



	<ul style="list-style-type: none"> <li>expressed as programs.</li> <li>Understand that some algorithms are more efficient than others for the same problems.</li> <li>Understand common algorithms for sorting and searching.</li> <li>Appreciate algorithmic approaches to problems in mathematics.</li> <li>Understand how key chefs have influenced eating habits to promote varied and healthy diets</li> <li>Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>Understand about seasonality in relation to food products and the source of different food products.</li> <li>Make, decorate and present the food product appropriately for the intended user and purpose.</li> </ul>		<ul style="list-style-type: none"> <li>and isolation have shaped the animals present.</li> <li>Locate Madagascar on world map as part of Africa</li> <li>Identify climatic zones and physical features of the island that contribute to unique habitats.</li> <li>Link to e-safety - explore what acting responsibly looks like in the home - at school - and online. Identify similarities and differences.</li> <li>Share their own experiences and explore the decision making process involved - could use a case study (made up or otherwise).</li> <li>to experiment with colour mixing and complementary colours to create own colour palette</li> <li>examine self portraits from famous artists</li> <li>Sketch a self portrait focussing on line.</li> <li>using primary colours create an observational self portrait of themselves mixing colours to create tones needed.</li> <li>to develop a personal style of painting drawing based upon ideas of other artists.</li> </ul>		<ul style="list-style-type: none"> <li>impacted travel across the world.</li> <li>Complete a case study on a form of transport presenting upon its impact on the world.</li> <li>Create original artwork and sound for a game.</li> <li>Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables.</li> <li>Defect and correct errors in their computer game.</li> <li>Identify the jobs the children aspire to and share the skills they expect they need to have.</li> <li>How do skills and education help us to get jobs?</li> <li>Explore the idea of saving - St Luke's bank - relate to something they want.</li> <li>Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team</li> <li>Select from and use a range of tools and equipment to make products that are accurately assembled and well finished.</li> <li>Understand that mechanical and electrical systems have an input, process and an output.</li> <li>Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</li> </ul>
<p>LITERACY</p> <p>CLPE – Varmints</p> <p>The chocolate tree : A Mayan folktale</p> <p>The great kapok tree (Lynne Cherry)</p> <p>The hero twins : against the lords of death (A Mayan myth)</p> <p>Rain player (David Wisniewski)</p> <p>Avoid being a mayan soothsayer - The history detective investigates : mayan civilisation</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Diary in role of varmint</p> <p>Own cultural tale based on Mayan stories</p> <p>Recipe writing and instructional texts.</p> <p>Choral verse</p> <p>Write legibly and fluently.</p> <p>Identify audience and purpose for writing.</p> <p>Develop characters and settings with detail.</p> <p>Use grammar and vocabulary choices for effect.</p> <p>Build cohesion throughout text.</p> <p>Structure writing to guide the reader.</p> <p>Assess own and others' writing.</p> <p>Edit and improve for effect the grammar and vocabulary choices.</p> <p>Use consistent and correct use of tense.</p> <p>Ensure correct subject and verb agreement.</p> <p>Use expanded noun phrases to add detail.</p> <p>Use a wide range of punctuation to avoid ambiguity and for clarification.</p>	<p>LITERACY</p> <p>Way home (Libby Hathorn)</p> <p>Metamorphosis (Franz Kafka)</p> <p>The owl tree (Jenny Nimmo)</p> <p>Toms Midnight garden (Phillippa Pearce)</p> <p>Danny the champion of the world (Roald Dahl)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Write follow on chapter from class text</p> <p>Structured poem (couplet/cinquain)</p> <p>Thank you letter to God</p> <p>Assembly powerpoint to the school about responsible behaviour</p> <p>Write legibly and fluently.</p> <p>Identify audience and purpose for writing.</p> <p>Develop characters and settings with detail.</p> <p>Use grammar and vocabulary choices for effect.</p> <p>Build cohesion throughout text.</p> <p>Structure writing to guide the reader.</p> <p>Assess own and others' writing.</p> <p>Edit and improve for effect the grammar and vocabulary choices.</p> <p>Use consistent and correct use of tense.</p> <p>Ensure correct subject and verb agreement.</p> <p>Use expanded noun phrases to add detail.</p> <p>Use a wide range of punctuation to avoid ambiguity and for clarification.</p>	<p>LITERACY</p> <p>London eye mystery</p> <p>Katie in London series</p> <p>Underground:How the tube shapes London</p> <p>The moving metropolis - history of London transport since 1800</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Mystery story</p> <p>Own Katie in London adventure story</p> <p>Shape poem (transport)</p> <p>Write legibly and fluently.</p> <p>Identify audience and purpose for writing.</p> <p>Develop characters and settings with detail.</p> <p>Use grammar and vocabulary choices for effect.</p> <p>Build cohesion throughout text.</p> <p>Structure writing to guide the reader.</p> <p>Assess own and others' writing.</p> <p>Edit and improve for effect the grammar and vocabulary choices.</p> <p>Use consistent and correct use of tense.</p> <p>Ensure correct subject and verb agreement.</p> <p>Use expanded noun phrases to add detail.</p> <p>Use a wide range of punctuation to avoid ambiguity and for clarification.</p>

### Year Six Curriculum Map

<a href="#">History</a> <a href="#">Geography</a> <a href="#">Science</a> <a href="#">Computing</a> <a href="#">Art</a> <a href="#">DT</a> <a href="#">Citizenship/PSHE</a> <a href="#">Questions about God</a>					
<p><b>HOOK:</b></p> <ul style="list-style-type: none"> <li>Victorians</li> <li>Electricity</li> <li>What made Britain Great</li> <li>Toys of the past – puppets/Silhouettes</li> <li>We are advertisers - creating a short television advert for a Victorian toy to be sold by Ragged Museum today.</li> </ul>	<p><b>OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>Place the Victorian era within a timeline of British history.</li> <li>Identify difference and similarities between Victorian life and life today.</li> <li>Explore key turning points in the Victorian era, including the advent of the steam engine, and investigate changes upon society.</li> <li>Electricity - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram</li> <li>Explore the distribution of natural resources in the U.K. (i.e. Energy, food, minerals and water.)</li> <li>Investigate the effects of Coal mining and other natural resources linked to Victorians.</li> <li>compare maps of a coal mining area from 1890 - 2000 and</li> </ul>	<p><b>HOOK:</b></p> <ul style="list-style-type: none"> <li>Crime and punishments</li> <li>We are adventure gamers – making a text based adventure game</li> <li>What important decisions will I have to make?</li> <li>Is it legal? What does behaving in a risky way look like?</li> <li>If God forgives, why punish?</li> <li>Crime maps</li> </ul>	<p><b>OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>Explore the differences in Crime and Punishment over the last 200 years.</li> <li>Investigate capital punishment and debate its effectiveness in the past and today.</li> <li>Link learning to the previous history unit Victorians - Ragged School.</li> <li>Learn some of the syntax of a text - based programming language.</li> <li>Use commands to display text on screen, accept typed user input, store and retrieve data using variables from a select list.</li> <li>Plan a text-based adventure with multiple 'rooms' and user interaction.</li> <li>Thoroughly debug the program.</li> <li>Using their recent selection of high school, explore important decisions throughout life.</li> <li>Explain why it is important that we are able to make decisions including when to say no to our peers.</li> </ul>	<p><b>HOOK:</b></p> <ul style="list-style-type: none"> <li>Evolution and inheritance</li> <li>Amazing parts of the world</li> <li>Living things/habitats</li> <li>Animal expression Lego WeDo2</li> <li>Dye fabrics/stitch on landscapes</li> <li>We are network technicians - exploring computer networks worldwide.</li> <li>Creation: design or accident?</li> </ul>	<p><b>OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>Evolution and inheritance</li> <li>recognise that living things have changed over time and that fossils provide information about living things on Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> <li>Living things/ habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> <li>locate areas of the world that are scientifically important e.g. Galapagos islands</li> </ul>



<ul style="list-style-type: none"> <li>● <b>If God is loving, why poverty?</b></li> <li>● <b>Electrical Systems: more complex switches and circuits</b></li> <li>● <b>Dance: Victorian Ballroom dancing: Waltz, Polka, Galop, Mazurka</b></li> </ul>	<ul style="list-style-type: none"> <li>● look at the changes and the effects..</li> <li>● Explore the improving the environment around our school.</li> <li>● Use eight points of a compass, four and six-figure grid references, symbols and key of an O/S map to investigate.</li> <li>● Research how famous artists have used silhouettes effectively. critique their work then look at methods of creating silhouettes.</li> <li>● create an ideas page recreating methods researched and then use these ideas to plan a final piece.</li> <li>● Evaluate own silhouette art work against criteria.</li> <li>● Think critically how video is used to promote a cause.</li> <li>● Storyboard to an effective advert for a cause.</li> <li>● Work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights.</li> <li>● Work collaboratively to edit the assembled content to make an effective advert.</li> <li>● Securely connect electrical components to produce a reliable functional product which can be linked to a computer control programme.</li> <li>● Investigate famous inventors who developed ground-breaking electrical systems and components.</li> <li>● Understand/use electrical syst in their products.</li> <li>● Apply their understanding of computing to program, monitor and control their products.</li> <li>● Dance with a partner. Learn to step to a count of 3.</li> <li>● Twirling around and moving around with control. Changing hands and stepping in time to the music</li> <li>● Understand the differences between the types of ballroom dance and key features of each</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Printing the cover for our game</b></li> </ul>	<ul style="list-style-type: none"> <li>● Children can explain the kinds of important decisions we may have to make and explain why we have to make a decision.</li> <li>● Link to e-safety- explore the legalities of online behaviours including bullying and trolling.- use real life stories.</li> <li>● Identify a range of ways in which we can behave riskily linking to road safety, drugs and alcohol.</li> <li>● Plot maps of crime data around Newham/London</li> <li>● look at variation around the counties of the UK</li> <li>● Design and create own cover for their text based adventure game using printing</li> <li>● create design criteria for cover</li> <li>● Build up layers of colours.</li> <li>● Create an accurate pattern, showing fine detail.</li> <li>● Use a range of visual elements to reflect the purpose of the work.</li> <li>● Evaluate against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Structures: frame structures</b></li> </ul>	<ul style="list-style-type: none"> <li>● locate and study areas of the world with changing environments both human (developing countries) and physical (natural disasters - such as Montserrat)</li> <li>● Appreciate that computer networks transmit and receive information digitally.</li> <li>● Understand the basic hardware needed for computer networks to work.</li> <li>● Understand key features of internet communication protocols.</li> <li>● Develop a basic understanding of domain names and converted to numerical IP addresses.</li> <li>● Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</li> <li>● Use finishing and decorative techniques to suitable for the product they are designing and making.</li> <li>● Research key events and individuals relevant to frame structures.</li> <li>● Understand how to strengthen, stiffen and reinforce 3-D frameworks</li> </ul>
<p>LITERACY CLPE – The miraculous journey of Edward Tillaney Clockwork (Phillip Pullmn) Streetchild (Bertie Doherty)</p>	<p>TYPES OF WRITING TO BE COVERED Diary in role of Edward Tillaney Art critique about famous artwork Instruction text - how to dance (choose one style) Write legibly and fluently. Identify audience and purpose for writing. Develop characters and settings with detail. Use grammar and vocabulary choices for effect. Build cohesion throughout text. Structure writing to guide the reader. Assess own and others' writing. Edit and improve for effect the grammar and vocabulary choices. Use consistent and correct use of tense. Ensure correct subject and verb agreement. Use expanded noun phrases to add detail. Use a wide range of punctuation to avoid ambiguity and for clarification.</p>	<p>LITERACY CLPE = Street Child/Oliver The highwayman (Alfred Noyes) The evil within (Catherine Macphail) The Arrival (Shaun Tan) The wolfs story (Toby Forward) Nelson Mandela The long walk to freedom</p>	<p>TYPES OF WRITING TO BE COVERED LOve letter from Highwayman Diary of bess Narrative to match images from the Arrival Bio of Nelson Mandella Playscript - court drama Write legibly and fluently. Identify audience and purpose for writing. Develop characters and settings with detail. Use grammar and vocabulary choices for effect. Build cohesion throughout text. Structure writing to guide the reader. Assess own and others' writing. Edit and improve for effect the grammar and vocabulary choices. Use consistent and correct use of tense. Ensure correct subject and verb agreement. Use expanded noun phrases to add detail. Use a wide range of punctuation to avoid ambiguity and for clarification.</p>	<p>LITERACY CLPE - Skellig CLPE - Carnival of the animals The last polar bears (Harry Horse) Who runs the world? (Virginia Bergin) Alices adventures in wonderland (Lewis Carroll) extracts from classic What mr darwin saw (Mick Manning) Collected poems for children (Charles Causley)</p>	<p>TYPES OF WRITING TO BE COVERED Diary of Michael when he found skellig Music critique of carnival of the animals Bio of Darwin Adventure narrative of Darwins adventures on Galapogos Discussion/argument on evolution theories Write legibly and fluently. Identify audience and purpose for writing. Develop characters and settings with detail. Use grammar and vocabulary choices for effect. Build cohesion throughout text. Structure writing to guide the reader. Assess own and others' writing. Edit and improve for effect the grammar and vocabulary choices. Use consistent and correct use of tense. Ensure correct subject and verb agreement. Use expanded noun phrases to add detail. Use a wide range of punctuation to avoid ambiguity and for clarification.</p>

<p align="center"><b>Year Six Curriculum Map</b></p>					
<p>History Geography Science Computing Art DT Citizenship/PSHE Questions about God</p>					
<p><b>HOOK:</b></p> <ul style="list-style-type: none"> <li>● <b>UK – cities, towns, rivers, counties, regions</b></li> <li>● <b>Blitz</b></li> <li>● <b>Photography</b></li> <li>● <b>Interviewing local residents/community housing.</b></li> <li>● <b>We are cryptographers</b></li> <li>● <b>Does God care for my community?</b></li> </ul>	<p><b>OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>● Use an atlas or map to locate the major cities and counties of the UK.</li> <li>● Locate major physical features of the UK e.g. rivers, coastline and mountain ranges</li> <li>● Use computer mapping (Digimaps) to describe the change in Canning town from 1890-2000.</li> <li>● Use ordinance survey maps and 6 figure grid references to locate local features of interest.</li> <li>● Investigate the Blitz and local areas that were bombed.</li> <li>● Develop empathy and understanding for those living during the Blitz.</li> <li>● Explore the local area identifying key areas affected during the Blitz - Hallsville Bombing.</li> <li>● Research what makes an effective photograph.</li> </ul>	<p><b>HOOK:</b></p> <ul style="list-style-type: none"> <li>● <b>Contrasting locations - Ghana</b></li> <li>● <b>We are travel writers – using media and mapping to document a trip</b></li> <li>● <b>Global mapping</b></li> <li>● <b>Foods: celebrating culture and seasonality</b></li> <li>● <b>Sustainability - what can do to help?</b></li> </ul>	<p><b>OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>● Research a location online using a range of resources appropriately.</li> <li>● Understand the safe use of mobile technology, including GPS.</li> <li>● Capture images, audio and video while on location.</li> <li>● Showcase shared media content through a mapping layer.</li> <li>● Locate Africa's position in the world and Ghana's position in Africa and neighbouring countries.</li> <li>● Use mapping skills to identify the location and types of settlements and land use present in Ghana.</li> <li>● Identify the position/significance of latitude, longitude and the Tropics; identify climate zones</li> </ul>	<p><b>HOOK:</b></p> <ul style="list-style-type: none"> <li>● <b>Light – how we see</b></li> <li>● <b>Living things – role of organs/staying healthy</b></li> <li>● <b>Moving on to secondary school</b></li> <li>● <b>TfL – Transport safety</b></li> <li>● <b>My future journey</b></li> <li>● <b>Radicalisation</b></li> <li>● <b>Puberty</b></li> <li>● <b>Still life/wire people</b></li> </ul>	<p><b>OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>● <b>Light</b> - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>● 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</li> <li>● use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> <li>● <b>Living things</b> - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, inc microorganisms, plants+animals.</li> <li>● give reasons for classifying plants and animals based on specific characteristics.</li> </ul>

	<ul style="list-style-type: none"> <li>Teach main “tricks” and introduce key vocabulary.</li> <li>Using hands as viewfinders, ch to find what they want to take photo of outside.</li> <li>Using ipads, take photograph and edit to improve.</li> <li>Name the piece and write a short synopsis of what inspired you, what it represents or symbolises and evaluate the piece.</li> <li>Repeat above process for portraits if landscapes are finished.</li> <li>Be familiar with semaphore and Morse code.</li> <li>Understand the need for private information to be encrypted.</li> <li>Encrypt and decrypt messages in simple ciphers.</li> <li>Appreciate the need to use complex passwords and keep them secure.</li> <li>Have some understanding of how encryption works on the web.</li> </ul>	<ul style="list-style-type: none"> <li>Care for the world: our job or God’s?</li> </ul>	<ul style="list-style-type: none"> <li>and biomes present in Ghana</li> <li>Understand geographical similarities and differences through the study of human and physical geography of Ghana and London..</li> <li>Understand how the economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water effects the standard of living in Ghana.</li> <li>Understand how key chefs have influenced eating habits to promote varied and healthy diets</li> <li>Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>Understand about seasonality in relation to food products and the source of different food products.</li> <li>Make, decorate and present the food product appropriately for the intended user and purpose.</li> <li>Using Fair trade or the Rainforest Alliance explore how this helping farmers and creating a more sustainable supply.</li> <li>Explore what the meaning of sustainability is and children can give clear examples as well as explain the necessity for it in the wider context of the world.</li> </ul>	<ul style="list-style-type: none"> <li>How do I deal with my emotions?</li> <li>We are publishers – creating a yearbook</li> <li>Where can we get support?</li> <li>Did God make me?</li> </ul>	<ul style="list-style-type: none"> <li>Identify key points in our life - related to now - when we may become emotional and how we may be able to deal with it - P4C?</li> <li>Develop understanding of methods to deal with emotions including use of peer groups and adults to talk to.</li> <li>Study famous photographs, sculptures and painting of the human form.</li> <li>Ch to look at how we can use ovals and circles over the human form to create a well-proportioned human figure.</li> <li>Ch to look at the human form in different athletic positions and model using circles and ovals to create the figure in proportion.</li> <li>Using thin wire, ch to construct human figures, in proportion to move into set position as shown in the drawing sessions prior.</li> <li>at end of topic, evaluate.</li> <li>Manage and contribute to large collaborative projects, facilitated using online tools.</li> <li>Write and review content.</li> <li>Source digital media while demonstrating safe, respectful and responsible use.</li> <li>Design and produce a high-quality print document.</li> <li>Explore how children and adults might need help in certain situations and where they can get help.</li> <li>identify key agencies that help people.</li> <li>Remove any stigma from support networks, exploring getting help being a strength rather than a weakness.</li> <li>Use O/S and local transport maps to plan my future safe journey to secondary school.</li> <li>Use an Atlas and computer mapping to explore areas of the world they would like to visit and plan a trip.</li> </ul>
<p>LITERACY CLPE – Ghostscape CLPE - Rose Blanche Artichoke hearts (Sita Brahmachari) The imaginary (AF Harrold) The secret garden (Frances Hodgson Burnett) extracts from the classic</p>	<p>TYPES OF WRITING TO BE COVERED Diary of Rose Blanche Letter from Rose to boy Newspaper report of the blitz Propoganda poster to recruit Explanation - how to stay safe on internet</p> <p>Write legibly and fluently. Identify audience and purpose for writing. Develop characters and settings with detail. Use grammar and vocabulary choices for effect. Build cohesion throughout text. Structure writing to guide the reader. Assess own and others’ writing. Edit and improve for effect the grammar and vocabulary choices. Use consistent and correct use of tense. Ensure correct subject and verb agreement. Use expanded noun phrases to add detail. Use a wide range of punctuation to avoid ambiguity and for clarification.</p>	<p>LITERACY CLPE - The journey Nii Kwei’s Day : From dawn to dusk in a Ghanaian city (Francis Provençal and Catherine McNamara)</p>	<p>TYPES OF WRITING TO BE COVERED Descriptive writing of Nii Kwei’s day Diary of Nii Kwei Journey adventure story Free verse - Ghana Travel article - for first news</p> <p>Write legibly and fluently. Identify audience and purpose for writing. Develop characters and settings with detail. Use grammar and vocabulary choices for effect. Build cohesion throughout text. Structure writing to guide the reader. Assess own and others’ writing. Edit and improve for effect the grammar and vocabulary choices. Use consistent and correct use of tense. Ensure correct subject and verb agreement. Use expanded noun phrases to add detail. Use a wide range of punctuation to avoid ambiguity and for clarification.</p>	<p>LITERACY CLPE – Shackleton’s Journey Complete philosophy files (Stephen Law) Black ships before Troy (Rosemarey Sutcliff)</p>	<p>TYPES OF WRITING TO BE COVERED diary/log of Shackleton’s adventures Philosophical explanations Bio of famous artist/sculptor A letter to me in year 5 - in retrospect</p> <p>Write legibly and fluently. Identify audience and purpose for writing. Develop characters and settings with detail. Use grammar and vocabulary choices for effect. Build cohesion throughout text. Structure writing to guide the reader. Assess own and others’ writing. Edit and improve for effect the grammar and vocabulary choices. Use consistent and correct use of tense. Ensure correct subject and verb agreement. Use expanded noun phrases to add detail. Use a wide range of punctuation to avoid ambiguity and for clarification.</p>