

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Jolly Postman and Friends – traditional tales	Lost in Space Beegu and The Way Back Home	London	How does your garden grow? The Story Tree	Toys Dogger Toys in Space	Kenya Lila and the Secret of the Rain
Educational Visits and Learning Experiences	Walk around the local area to use map skills.		London Transport Museum Cultural Visit: Bookshop (on/near World Book Day)	Regents Park to look at flowers and trees Children to grow their own sunflowers	Museum of Childhood in Bethnal Green	London Zoo
History			History of London Buses and The Tube <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <i>Pupils should be taught about significant historical events, people and places in their own locality.</i>		Toys <i>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	
Geography	Map Skills <i>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</i> <i>use basic geographical vocabulary to refer to:</i> <i>key human features,</i>			Weather <i>identify seasonal and daily weather patterns in the United Kingdom</i>		Comparing Kenya and England <i>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i> <i>name and locate the</i>

	<p><i>including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p><i>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i></p> <p><i>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i></p>					<p><i>world's seven continents and five oceans</i></p>
Computing	<p>Using computers safely and appropriately. Practise logging on using user names. Learn how to navigate through the computer – pupil drives, office documents, internet etc. <i>use technology purposefully to create,</i></p>	<p>What is an algorithm? (Understanding instructions must be accurate) 3BM – 3 lessons TES – iboard</p> <p><i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and</i></p>	<p>Internet Scenario Card Activity (Finding inappropriate images – 1 lesson 3BM)</p> <p>Use PowerPoint or word to create a report on London such as different transport types.</p>	<p>How does my garden grow? (Safe searching - 1 lesson 3BM)</p> <p>Beebot Garden Walk (Programming devices - 4 lessons 3BM) ipad app.</p> <p><i>create and debug simple programs</i></p>	<p>Drive carefully (Trial and error game - 2 lessons 3BM)</p> <p>Smartie the Penguin (Know to ask for help - 2 lessons 3BM)</p> <p>Use search engines to research the history of toys.</p>	<p>I can sort objects (Data handling - 4 lessons)</p> <p>Sort and class safari animals.</p> <p>Research animals that live in Kenya.</p>

	<p><i>organise, store, manipulate and retrieve digital content</i></p> <p>Use Google maps and locate the local area. Use the search box to find locations and discuss the differences between the standard map and the satellite map. What are the benefits of using an electronic map?</p>	<p><i>unambiguous instructions</i></p> <p>Cyberwalk (Creating a digital image) 3BM – 3 lessons 2 simple – paint JIT paint Busy things</p>	<p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p>		<p><i>Recognise common uses of information technology beyond school .</i></p>	
Science	<p>Begin seasonal change – look at weather each day.</p> <p>Learning to be presented in a class scrapbook/as a video/display – not in individual books/worksheets.</p> <p><i>Pupils should be taught to:</i></p> <p><i>observe changes across the four seasons</i></p> <p><i>observe and describe weather associated with the seasons and how day length varies.</i></p> <p>Note: <i>Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</i></p>	<p>Animals including humans – main focus on humans and parts of the body</p> <p><i>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i></p> <p><i>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</i></p>	<p>Seasonal change</p> <p>Growing Things – plants and trees</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <i>observe changes across the four seasons</i> <p><i>observe and describe weather associated with the seasons and how day length varies.</i></p> <p><i>Pupils should be taught to:</i></p> <p><i>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i> <i>identify and describe the basic structure of a variety of common flowering plants, including trees.</i></p> <p>They should become familiar with common names of flowers, examples of deciduous</p>	<p>Seasonal change</p> <p>Growing Things – plants and trees</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <i>observe changes across the four seasons</i> <p><i>observe and describe weather associated with the seasons and how day length varies.</i></p> <p><i>Pupils should be taught to:</i></p> <p><i>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i> <i>identify and describe the basic structure of a variety of common flowering plants, including trees.</i></p> <p>They should become familiar with common names of flowers, examples of deciduous</p>	<p>Seasonal change</p> <p>Every day materials</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <i>distinguish between an object and the material from which it is made</i> <i>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</i> <i>describe the simple physical properties of a variety of everyday materials</i> <p><i>compare and group together a variety of everyday materials on the basis of their simple physical properties.</i></p> <p>Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff;</p>	<p>Animals (including humans) – main focus on animals</p> <p><i>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i></p> <p><i>identify and name a variety of common animals that are carnivores, herbivores and omnivores</i></p> <p><i>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</i></p>

			<p>and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p>	<p>and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p>	<p>shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</p> <p>Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.</p> <p>Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</p>	
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fire! Fire!	Explore Antarctica	Change The World The Magic Finger	Chocolate Charlie and The Chocolate Factory	Jim And The Beanstalk Poetry	We Do Like To Be Beside The Seaside
Educational Visits and Learning Experiences	Museum of London/The Monument			Chocolate making workshop		Trip to the beach Children to set up a travel agents/seaside scene in class.
History	<p>The Great Fire of London/ Samuel Pepys</p> <p><i>Pupils should be taught about events beyond living memory that are significant nationally or globally</i></p>	<p><i>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements:</i></p> <p>Robert Falcon Scott Ernest Shackleton Roald Amundsen</p>	<p><i>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements:</i></p> <p>Rosa Parks Emily Davison</p>			<p>History of seaside holidays</p> <p><i>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p>

Geography		<p>Antarctica</p> <p><i>name and locate the world's seven continents and five oceans</i></p> <p><i>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i></p> <p><i>identify the location cold areas of the world in relation to the Equator and the North and South Poles</i></p> <p><i>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i></p>		<p>Chocolate</p> <p><i>name and locate the world's seven continents and five oceans</i></p> <p><i>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage – link to chocolate growing regions</i></p>		<p>The Seaside</p> <p><i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p> <p><i>Use geographical vocabulary to identify and describe key physical features, including: beach, cliff, coast</i></p> <p><i>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</i></p>
Art and Design	Study both painters and compare the times that they lived in (objective from the history curriculum)					
Computing	<p>Using computers safely and appropriately. Practise logging on using user names. Learn how to navigate through the computer – pupil drives, office documents, internet etc. <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p>	<p>Internet Scenario Card Activity (Finding inappropriate video - 1 lesson 3BM)</p> <p>Digiducks Dilemma (making mistakes online - 2 lessons 3BM)</p> <p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support</i></p>	<p>Research and learn about and compare William Caxton and Tim Berners-Lee (objective from the history curriculum)</p> <p>I can debug (Coding using simple commands - 5 lessons 3BM) <i>create and debug simple programs</i></p>	<p>Say no to graffiti! (Create a poster with photo - 3 lessons 3BM)</p> <p>Design a chocolate wrapper using paint.</p> <p>Research on the history of chocolate.</p>	<p>Mini-beasties (Sorting, classifying and asking questions - 4 lessons 3BM)</p> <p>Using word to type out neat drafts of the poem.</p>	<p>Demolition Turtle (Algorithms - 4 lessons 3BM)</p> <p>Use Google maps to explore the beach.</p> <p>Create brochures for visiting the beach.</p>

	<p>Research the GFoL – Write a report on the events on MO word. Use paint to create images of the event.</p>	<p><i>when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>Use MO PowerPoint to create a presentation on Antarctica.</p>				
Science	<p>Materials and Their Uses</p> <p>Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam</p> <p><i>Pupils should be taught to:</i></p> <p><i>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i></p> <p><i>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i></p>	<p>Living Things and Their Habitats</p> <p><i>Pupils should be taught to: explore and compare the differences between things that are living, dead, and things that have never been alive</i></p> <p><i>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</i></p> <p><i>identify and name a variety of plants and animals in their habitats, including micro-habitats</i></p> <p><i>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</i></p>	<p>Animals including Humans – focus on exercise, nutrition and hygiene</p> <p><i>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i></p> <p><i>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i></p>	<p>Plants</p> <p><i>Pupils should be taught to: observe and describe how seeds and bulbs grow into mature plants</i></p> <p><i>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i></p>	<p>Plants</p> <p><i>Pupils should be taught to: observe and describe how seeds and bulbs grow into mature plants</i></p> <p><i>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i></p>	<p>Animals including humans</p> <p><i>Pupils should be taught to: notice that animals, including humans, have offspring which grow into adults</i></p> <p><i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</i></p>

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stone Age	The Miraculous Journey of Edward Tulane	Robots	Eyes on The Sky	Ancient Egypt	Light and Shadows
Educational Visits and Learning Experiences				Royal Air Force Museum	Petrie Museum, UCL	Natural History Museum – Emergency! Earthquakes and Volcanoes Show
History	<p><i>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</i></p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture 			<p>History of Flight/Inventors</p> <p>Including The Wright Brothers</p> <p>Amelia Earhart Bessie Colman</p>	<p><i>the achievements of the earliest civilizations - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</i></p> <p><i>Ancient Egypt</i></p>	
Geography		<p><i>Use maps to identify European countries (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p>		<p><i>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</i></p>		<p>Volcanoes and Earthquakes</p> <p><i>Use and understand vocabulary linked with physical geography, including: volcanoes and earthquakes</i></p>
Computing	<p>Using computers safely and appropriately. Practise logging on using user names.</p>	<p>Internet Scenario Card Activity (Emailing strangers - 1 lesson 3BM)</p> <p>Do you like my</p>	<p>Can your robot make shapes? (Algorithms - 4 lessons 3BM)</p> <p>Words, words, words</p>	<p>Make a duck and fly it - (Trial and error game - 2 lessons 3BM)</p> <p>Research the history of</p>	<p>Would I lie to you (Searching - 3 lessons 3BM)</p> <p>Research on ancient</p>	<p>I can use block coding (Programming simple sequences - 5 lessons 3BM)</p>

	<p>Learn how to navigate through the computer – pupil drives, office documents, internet etc.</p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p>Use search engines to research the stone age.</p>	<p>presentation? (Creating a presentation - 3 lessons 3BM)</p>	<p>(1 lesson 3BM)</p> <p><i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p>famous people connected to flight.</p> <p>Create documents presenting the information.</p>	<p>Egypt. Look at famous people and artefacts. Create presentations or documents on the ancient Egyptians.</p> <p><i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p>	<p>Use Google maps to locate countries with volcanoes and frequent occurrences of earthquakes. Compare the locations and how they may be similar.</p> <p><i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p>
<p>Science</p>	<p>Rocks and soils</p> <p><i>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</i></p> <p><i>describe in simple terms how fossils are formed when things that have lived are trapped within rock</i></p> <p><i>recognise that soils are made from rocks and organic matter.</i></p>	<p>Animals including humans</p> <p><i>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</i></p> <p><i>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</i></p>	<p>Forces and magnets</p> <p><i>compare how things move on different surfaces</i></p> <p><i>notice that some forces need contact between two objects, but magnetic forces can act at a distance</i></p> <p><i>observe how magnets attract or repel each other and attract some materials and not others</i></p> <p><i>compare and group together a variety of everyday materials; whether they are attracted to a magnet, and identify some magnetic materials</i></p> <p><i>describe magnets as having two poles</i></p> <p><i>predict whether two magnets will attract or repel each other;</i></p>		<p>Plants</p> <p><i>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</i></p> <p><i>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</i></p> <p><i>investigate the way in which water is transported within plants</i></p> <p><i>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</i></p>	<p>Light</p> <p><i>recognise that they need light in order to see things and that dark is the absence of light</i></p> <p><i>notice that light is reflected from surfaces</i></p> <p><i>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</i></p> <p><i>recognise that shadows are formed when the light from a light source is blocked by a solid object</i></p> <p><i>find patterns in the way that the size of shadows change.</i></p>

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Roman Britain	Magical Mystery Tour	The Ice Palace	Civil Rights and Slavery	Rainforests	Victorians
Educational Visits and Experiences	London Roman Wall and The Museum Of London Roman Collection	London Field Work		London, Sugar and Slavery at The Museum of London Docklands	Rainforest Life at London Zoo	Ragged School
History	<p><i>Pupils should be taught about the Roman Empire and its impact on Britain.</i></p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> <i>Julius Caesar's attempted invasion in 55-54 BC</i> <i>the Roman Empire by AD 42 and the power of its army</i> <i>successful invasion by Claudius and conquest, including Hadrian's Wall</i> <i>British resistance, for example, Boudica</i> <i>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i> <p>Key vocabulary: empire</p>			<p>Civil Rights Including significant people: Rosa Parks Martin Luther King Suffragettes</p> <p>London, Sugar and Slavery at The Museum of London Docklands</p> <p><i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></p>	<p><i>Mayan civilisation c. AD 900</i></p> <p><i>a non-European society that provides contrasts with British history</i></p> <p>Key vocabulary: civilisation</p>	Victorians
Geography	<p>The Roman Empire</p> <p>Compare modern maps of Europe and maps of the Roman Empire.</p> <p><i>locate the world's countries, using maps to focus on Europe</i></p>	<p>London Field Work</p> <p>Study an area of London – this could be any place of interest linked to your topic e.g. Hampstead Heath, The South Bank, Regent's Park</p> <p><i>use fieldwork to observe, measure, record and present the human and physical features in the local area</i></p>	<p>Study of a European area (link with Ice Palace)</p> <p><i>locate the world's countries, using maps to focus on Europe (including the location of Russia)</i></p>		<p>Rainforests</p> <p><i>Understand key aspects of physical geography including vegetation belts, climate zones and biomes</i></p>	

		<p><i>using a range of methods</i></p> <p><i>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</i></p> <p><i>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p> <p><i>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p>	<p><i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</i></p> <p><i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</i></p>			
Computing	<p>Using computers safely and appropriately. Practise logging on using user names. Learn how to navigate through the computer – pupil drives, office documents, internet etc.</p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p>Use MO to create</p>	<p>Logo turtle mania (Logo/Algorithms - 6 lessons 3BM)</p> <p>Use Google maps, locate different locations in London.</p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i></p>	<p>Internet scenario card (Social networking - 1 lesson 3BM)</p> <p>What's a spreadsheet? (Introduction to spreadsheets - 3 lessons 3BM)</p>	<p>Write a report on civil rights and slavery. Use MO word or PowerPoint to present what happened.</p> <p><i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p>	<p>Animal Internet search (Safe searching- 3 lessons 3BM)</p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></p> <p>Words words words (Computing terminology - 1 lesson 3BM)</p>	<p>I can make a game using j2code (Programming - 5/6 lessons 3BM)</p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p>

	reports or presentations on the Romans.					
Science		<p>Sound</p> <p><i>Pupils should be taught to:</i></p> <p><i>identify how sounds are made, associating some of them with something vibrating</i></p> <p><i>recognise that vibrations from sounds travel through a medium to the ear</i></p> <p><i>find patterns between the pitch of a sound and features of the object that produced it</i></p> <p><i>find patterns between the volume of a sound and the strength of the vibrations that produced it</i></p> <p><i>recognise that sounds get fainter as the distance from the sound source increases.</i></p>	<p>States of Matter</p> <p><i>Pupils should be taught to:</i></p> <p><i>compare and group materials together, according to whether they are solids, liquids or gases</i></p> <p><i>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</i></p> <p><i>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</i></p>	<p>Electricity</p> <p><i>Pupils should be taught to:</i></p> <p><i>identify common appliances that run on electricity</i></p> <p><i>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</i></p> <p><i>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</i></p> <p><i>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</i></p> <p><i>recognise some common conductors and insulators, and associate metals with being good conductors.</i></p>	<p>Habitats</p> <p><i>Pupils should be taught to:</i></p> <p><i>recognise that living things can be grouped in a variety of ways</i></p> <p><i>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</i></p> <p><i>recognise that environments can change and that this can sometimes pose dangers to living things.</i></p>	<p>Animals including humans</p> <p><i>Cutting Edge Workshop – Natural History Museum</i></p> <p><i>Pupils should be taught to:</i></p> <p><i>describe the simple functions of the basic parts of the digestive system in humans</i></p> <p><i>identify the different types of teeth in humans and their simple functions</i></p> <p><i>construct and interpret a variety of food chains, identifying producers, predators and prey.</i></p>
Art and Design					Weaving? Link to Mayans	
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Anglo Saxons	Earth and Space	Castaway	Tudors	The Olympics	Rivers

<p>History</p>	<p><i>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots</i></p> <ul style="list-style-type: none"> • <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i> • <i>Scots invasions from Ireland to north Britain (now Scotland)</i> • <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i> • <i>Anglo-Saxon art and culture</i> • <i>Christian conversion – Canterbury, Iona and Lindisfarne</i> 	<p>History of Space Travel including the moon landings</p>		<p>Tudors in London</p>	<p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> <p><i>the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</i></p>	<p>A study of the Thames over time, including key periods that children have already studied e.g. Romans, Tudors, Victorians,</p> <p><i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i></p> <p>Mudlarking</p> <p>Thames Explorer Trust</p>
<p>Geography</p>			<p>Mapping linked to Kensuke's Kingdom</p> <p><i>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p>			<p>The Water Cycle</p> <p><i>Understand physical geography, including: the water cycle</i></p> <p>Choose 3 rivers as a class and study a part of them and the human and physical geography around them e.g. The Thames (visit), The Danube and /</p> <p><i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a</i></p>

						<i>region in a European country, and a region within North or South America</i>
Computing	<p>Practise logging on and remembering username and password from memory. Show confidence in navigating around the computer such as finding programmes and using the student share drive.</p> <p>Use MO documents to create reports or presentations on Anglo Saxons.</p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p>	<p>Words words words (Computing terminology - 1 lesson 3BM)</p> <p>Starting with Scratch (Programming - 4 lessons 3BM)</p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i></p>	<p>Stop! Check! (website validation - 3 lessons 3BM)</p> <p>Design a poster (Design an e safety poster - 3 lessons 3BM)</p> <p><i>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</i></p> <p><i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</i></p>	<p>Simply Delicious (Spreadsheets - 5 lessons 3BM)</p> <p>May need to recap or familiarise chn with spreadsheet.</p>	<p>Logo block of flats (Logo/Algorithms - 5 lessons 3BM)</p> <p>Research the history of Olympics. Write a report or make a presentation on it using MO.</p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p>	<p>My exciting world landmarks (Finding information online - 3/4 lessons 3BM)</p> <p>Use Google maps and do research on different rivers.</p>
Science	<p>Properties and Changes of materials</p> <p><i>Pupils should be taught to: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</i></p>	<p>Earth and Space</p> <p><i>Pupils should be taught to: describe the movement of the Earth, and other planets, relative to the Sun in the solar system</i></p> <p><i>describe the movement of the Moon relative to the Earth</i></p> <p><i>describe the Sun, Earth and Moon as approximately spherical bodies</i></p>	<p>Living Things and their habitats</p> <p><i>Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i></p> <p><i>describe the life process of reproduction in some plants and animals.</i></p>	<p>Forces</p> <p><i>Pupils should be taught to: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</i></p> <p><i>identify the effects of air resistance, water resistance and friction,</i></p>	<p>Animals including humans</p> <p><i>describe the changes as humans develop to old age</i></p> <p><i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</i></p>	

	<p><i>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</i></p> <p><i>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</i></p> <p><i>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</i></p> <p><i>demonstrate that dissolving, mixing and changes of state are reversible changes</i></p> <p><i>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</i></p>	<p><i>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</i></p>		<p><i>that act between moving surfaces</i></p> <p><i>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</i></p>		
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Vikings	WW2	Migration	Significant People		

<p>History</p>	<p><i>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <ul style="list-style-type: none"> • Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 	<p><i>A significant turning point in British history</i></p> <p><i>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p>		<p>Charles Darwin</p>		<p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: leisure and entertainment in the 20th Century</i></p> <p><i>This could focus on football, theme parks, theatres, television, film... something that interests the cohort.</i></p>
<p>Geography</p>			<p>Migration</p> <p><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>			
<p>Computing</p>	<p>Practise logging on and remembering username and password from memory. Show confidence in navigating around the computer such as finding programmes and using the student share drive.</p> <p>Use MO documents to create reports or presentations on Vikings.</p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p>	<p>Words words words (Computing terminology - 1 lesson 3BM)</p> <p>Have fun with Scratch (Programming and solving problems - 4 lessons 3BM)</p> <p>Use MO to write a report/research on WW2</p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i></p>	<p>Are you a Cyber Superhero? (Making good online behaviour decisions 3BM) - 2/3 lessons</p> <p>Searching Searching... (Understanding how a search engine 'works' - 2/3 lessons 3BM)</p>	<p>Victorian internet search (Creating a presentation - 3 lessons 3BM)</p> <p><i>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</i></p> <p><i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</i></p>	<p>Party time (Spreadsheets - 4 lessons 3BM)</p>	

<p>Science</p>	<p>Light</p> <p><i>Pupils should be taught to:</i></p> <p><i>recognise that light appears to travel in straight lines</i></p> <p><i>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</i></p> <p><i>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</i></p> <p><i>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</i></p>	<p>Electricity</p> <p><i>Pupils should be taught to:</i></p> <p><i>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i></p> <p><i>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</i></p> <p><i>use recognised symbols when representing a simple circuit in a diagram.</i></p>	<p>Living Things and their Habitats</p> <p><i>Pupils should be taught to:</i></p> <p><i>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</i></p> <p><i>give reasons for classifying plants and animals based on specific characteristics.</i></p>	<p>Evolution and inheritance</p> <p><i>Pupils should be taught to:</i></p> <p><i>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i></p> <p><i>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i></p> <p><i>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i></p>		<p>Animals including humans</p> <p><i>Pupils should be taught to:</i></p> <p><i>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</i></p> <p><i>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</i></p> <p><i>describe the ways in which nutrients and water are transported within animals, including humans.</i></p>
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