

# Curriculum Maps

## 2021-22

Pride Passion Partnership Professionalism Positivity



The Bridge London  
Hungerford School

---

## Our Curriculum

Our aim is to create an inclusive, happy, caring and co-operative school community, which celebrates learning in all of its forms. We expect excellent behaviour from our pupils and use Positive Behaviour Support and Intervention which means that we relate positively towards children at all times and teach the children how to behave well as part of our curriculum. We believe that specific, meaningful praise and a secure, nurturing environment are necessary in order to develop the child's self-esteem and enable them to develop the confidence to learn with an open and curious mind.

Play is an important element of our curriculum which encourages deep learning & fosters greater enjoyment of school life for children and staff. We ensure that children are able to engage in learning outside of the classroom as much as possible, taking advantage of the school grounds, the local community and the wider cultural experiences that London has to offer. We also place a high priority on the arts, with regular singing and a high quality art provision in our attic. Our curriculum has breadth and ambition equal to the National Curriculum, with reading taught via Read, Write, Inc and Maths taught via the Maths Mastery approach. For English beyond phonics, please see our 'What English Looks Like' document. Foundation subjects are taught via Project Based Learning (see 'What PBL Looks Like' Document) when school is fully open, and via a more traditional topic-based approach with blended learning when schools are closed due to COVID-19.

Children learn in many different ways so we aim to teach using many different styles. Children learn individually, in pairs, in small groups or as a whole class. The classroom is silent, quiet or sometimes very noisy. Our staff are encouraged to teach in many different ways and constantly develop their teaching expertise. They are empowered to take risks in the classroom to ensure the curriculum is exciting and irresistible for the children.

Our initial curriculum design was based on our assessment of the needs of the children within our school community and can be summarised through these three 'golden threads':

### Strand One - Cultural curriculum:

*Our curriculum at Hungerford School provides our children with a range of cultural*

*media & experience to open their minds and expose them to material they may not otherwise encounter. These experiences are then woven through the rest of the curriculum, informing the children's learning journey.*

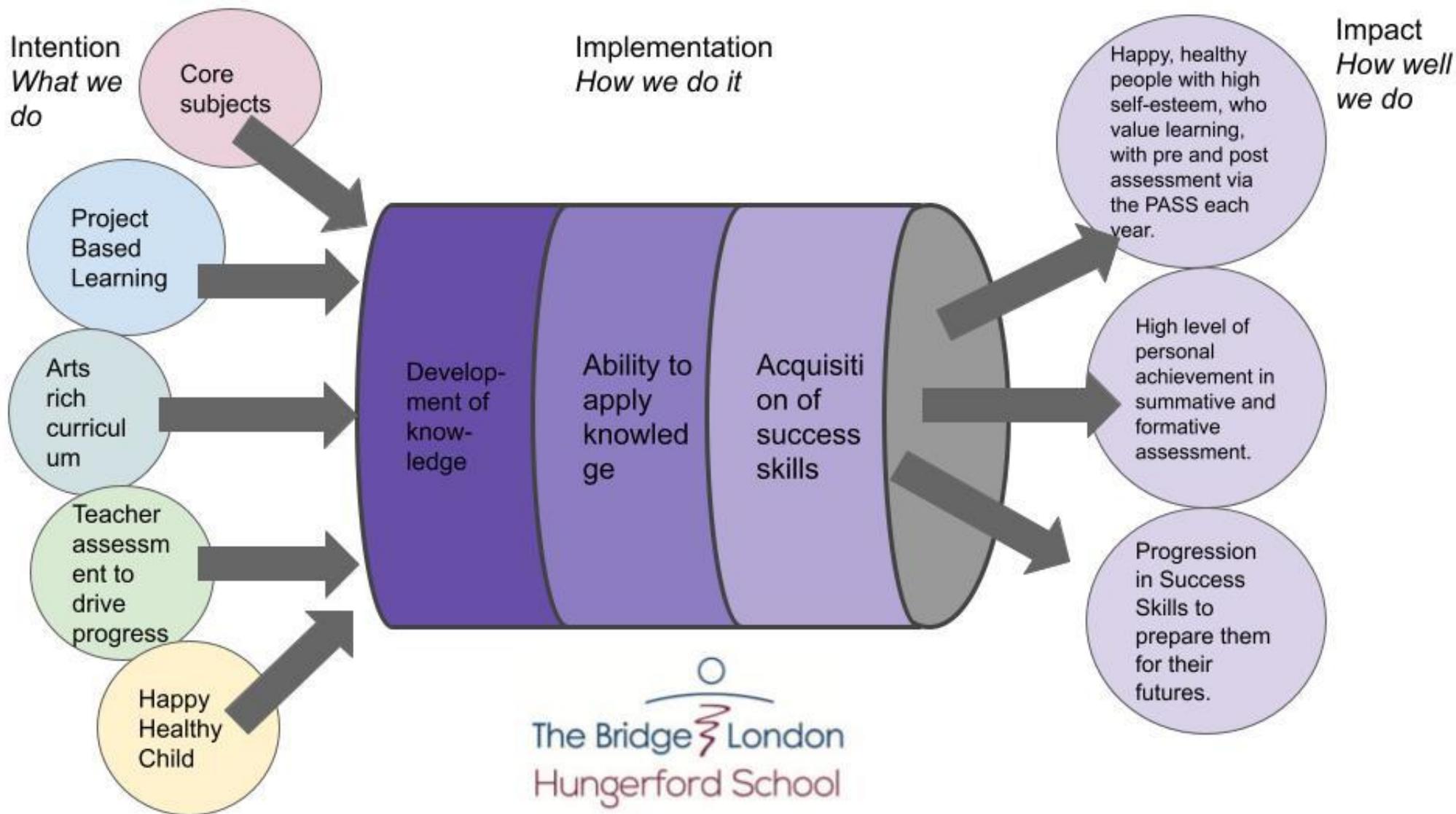
### Strand Two - Becoming an effective learner:

*Our curriculum also enables children to develop characteristics of effective learning through playing & exploring, active learning, creating and thinking critically.*

### Strand Three - Becoming a happy, mindful citizen:

*Our curriculum teaches healthy coping strategies that encourage good mental health and personal success. It also enables us to work together as citizens, mindful of our effect on our community, our country and our planet.*

Through consultation with teaching staff, parents and our school council, and with regard to the latest Ofsted handbook, we further developed our curriculum to its current point:



## 2021/2022 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>						
<b>Book focus</b>	Macbeth A is for Africa	The Lost Smile by Joseph Coelho	Lost and Found Naughty Bus	Titch Jasper's Beanstalk	Actual Size The Enormous Crocodile	Harry and the Dinosaurs Dinosaur Bones - Bob Barner
<b>Trips/ Visitors</b>	Local area trip	dentist / health professional to visit	Train/Bus Station	Garden Centre	Ranger Stu	Natural History museum
<b>English</b>	Read Write INC	Read Write INC	Read Write INC	Read Write INC	Read Write INC	Read Write INC
<b>Maths</b>	Just Like Me!	It's me, 1, 2, 3 Light and Dark	Alive in 5! Growing 6, 7, 8.	Building 9 and 10.	To 20 and Beyond First, Then, Now	Find my pattern, On the Move
<b>Understanding the World (PBL)</b>	Historians  <i>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</i>	Dieticians  <i>Children learn about their brilliant bodies, and how to keep them healthy. They create demonstrations on how to brush your teeth, different exercises you can do to stay fit and healthy and practice preparing healthy snacks.</i>	Map Makers  <i>Children learn about people who help us, and their different jobs. They learn about different modes of transport in our great city, and create maps showing their routes to school.</i>	Gardeners  <i>Children learn about different plants and their growth. They grow classroom edibles and enjoy making sandwiches and salads with their plants.</i>	Zoologists  <i>Children learn about the size of different creatures, including large animals. They create lifesize animals from junk modelling and wire mesh, and make fact files about the animals and their habitats.</i>	Paleontologists  <i>Children learn about dinosaurs and fossils. They become experts on different species of dinosaur and present their learning to an audience during the science fair.</i>

	Shakespeare project - art/performance outcome  <b>Understanding the world + Oracy</b>	<b>Understanding the world + Oracy</b>	<b>Understanding the world + Oracy</b>	<b>Understanding the world + Oracy</b>	<b>Understanding the world + Oracy</b>	<i>They make pictures and models of the dinosaurs they have studied.</i>  <b>Understanding the world + Oracy</b>
<b>Expressive Arts and Design</b>	Jewellery making	Self portraits	Maps and beebots	Plant paintings	Model making	Drawing and Sketching
<b>Physical Development</b>	Moving and handling Health and Self-Care	Moving and handling Health and Self-Care	Moving and handling Health and Self-Care	Moving and handling Health and Self-Care	Moving and handling Health and Self-Care	Moving and handling Health and Self-Care
<b>RE</b>	Theme: Special People  Key Question: What makes people special?  Religions: Christianity, Judaism	Theme: Christmas  Key Question: What is Christmas?  Religions: Christianity	Theme: Celebrations  Key Question: How do people celebrate?  Religions: Islam, Judaism	Theme: Easter  Key Question: What is Easter?  Religions: Christianity	Theme: Story Time  Key Question: What can we learn from stories?  Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism	Theme: Special Places  Key Question: What makes places special?  Religions: Christianity, Islam, Judaism
<b>Personal, Social and Emotional Development</b>	Making relationships  Self-confidence and self-awareness	Making relationships  Self-confidence and self-awareness	Making relationships  Self-confidence and self-awareness  Managing feelings and behaviour	Making relationships  Self-confidence and self-awareness	Making relationships  Self-confidence and self-awareness  Managing feelings and behaviour	Making relationships  Self-confidence and self-awareness

	Managing feelings and behaviour	Managing feelings and behaviour		Managing feelings and behaviour		Managing feelings and behaviour
<b>Communication and language</b>	Listening and attention Understanding Speaking					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>						
<b>Book focus</b>	Macbeth	Tree: Seasons come, seasons go, Lila and The Secret of The Rain	Traction Man is Here Naughty Bus Lost in the Toy Museum	Non fiction books Handa's Surprise Shapes of Australia	The Big Book of Bugs Superworm Arghhh! Spider!	Look up! By Nathan Bryan  Space Race by Malorie Blackman
<b>Trips/ Visitors</b>	Local area trip	Freshwater Theatre company - Weather and Seasons workshop	Museum of Childhood	Art Workshop  11x11 trip	Natural History Museum	Science Museum
<b>English</b>	Read, Write INC	Read, Write INC	Read, Write INC	Read, Write INC	Read, Write INC	Read, Write INC
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place Value within 10</li> <li>Addition and subtraction within 10</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction within 10 (cont)</li> <li>Place value within 20</li> <li>Shape</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction within 20</li> <li>Place value within 50</li> </ul>	<ul style="list-style-type: none"> <li>Place value within 50 (cont)</li> <li>Measurement: length/height weight/volume</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Geometry position/direction</li> <li>Measurement:  Money  Time</li> </ul>

<b>Project Based Learning (PBL)</b>	<p>Historians</p>  <p>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</p> <p>Shakespeare project - art/performance outcome</p> <p><b>History + Oracy</b></p>	<p>Meteorologists</p>  <p>Children learn about the weather in the UK and in other places around the world. They create weather stations to measure rainfall, temperature and wind speed. They present their work by filming a weather segment for the daily news.</p> <p><b>Science + Geography</b></p>	<p>Toy Designers</p>  <p>Children become toy museum curators, learning about the history of toys. They design and make their own futuristic toys. They create a class museum for visitors to learn about different toys and see their inventions.</p> <p><b>History + DT</b></p>	<p>Pattern Makers</p>  <p>Children find out about the different continents, focussing on the traditional patterns of specific countries. They recreate these patterns in different art forms, and make a perspex globe that depicts a cultural celebration of all the continents through pattern</p> <p><b>Geography + Art</b></p>	<p>Entomologists</p>  <p>Children learn about different insects and their natural habitats. They create models of different insects and produce information cards about them for a Science Fair.</p> <p><b>Science + Oracy</b></p>	<p>Astronauts</p>  <p>Children learn about the Space Race and the Moon landings. They learn about the science behind rockets and forces.</p> <p>They present their work to an audience in an end of year assembly.</p> <p><b>History + Science</b></p>	
	<b>Science</b>	Humans	The Seasons	Materials	Plants	Animals	Pushes and pulls
	<b>Art/DT</b>		Sculpture		Paint and Pattern		Drawing and sketching
	<b>Music</b>	Black history month: Charanga: Rhythm in the way we walk		Charanga		Charanga	

<p><b>RE</b></p>	<p>Theme: The Creation Story</p> <p>Key Questions: Does God want Christians to look after the world?</p> <p>Religions: Christianity</p>	<p>Theme: The Christmas Story</p> <p>Key Question: What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?</p> <p>Religions: Christianity</p>	<p>Theme: Jesus as a friend</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>Religions: Christianity</p>	<p>Theme: Easter - Palm Sunday</p> <p>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds?</p> <p>Religions: Christianity</p>	<p>Theme: Shabbat</p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religions: Judaism</p>	<p>Theme: Chanukah</p> <p>Key Question: Does celebrating Chanukah make Jewish children feel closer to God?</p> <p>Religions: Judaism</p>
<p><b>PSHE</b></p>	<p>Fun times</p>	<p>Feeling Safe</p>	<p>Me and Others</p>	<p>What do we put into and on to bodies?</p>	<p>Feelings</p>	<p>My Money</p>
<p><b>PE</b></p>	<p>Multi skills Fitness Frenzy</p>	<p>Ball Skills Mighty Movers</p>	<p>Gymnastics Skip to the Beat</p>	<p>Story Time Dance Invasion Games</p>	<p>Athletics Cool Core</p>	<p>Throwing and Catching OOA (Outdoor Adventure Activities)</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b>						
<b>Book focus</b>	Macbeth	Fairy Tales Zombierella I'll follow the moon	John Burningham stories The Great Fire of London: 350th Anniversary of the Great Fire of 1666	The Twits	Fantastic Mr Fox	Stories with familiar settings  Poetry selections
<b>Trips/ Visitors</b>	Local area trip	London Aquarium	Museum of London	11x11 trip	Kew Gardens	Discovery Children's Story Museum
<b>English</b>	Read, Write INC	Read, Write INC	Read, Write INC	Read, Write INC	Adventure stories Instructions	Stories set in familiar settings  Poetry (learn by heart and perform)
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction (cont)</li> <li>Measurement</li> <li>Money</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Geometry shape</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Measurement length/height</li> <li>Geometry position/direction</li> </ul>	<ul style="list-style-type: none"> <li>Measurement Time mass/capacity temperature</li> </ul>

<p><b>Project Based Learning (PBL)</b></p>	<p>Historians</p>  <p>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</p> <p>Shakespeare project - art/performance outcome</p> <p><b>History + Art</b></p>	<p>Conservationists</p>  <p>Children learn about turtles and their habitats. They learn about the oceans of the world, and the habitats these amazing creatures are so dependent on. They create information posters about ocean preservation and host a charity fundraiser to support the WWF and sponsor a turtle.</p> <p><b>Science + Geography</b></p>	<p>Story Tellers</p>  <p>Children learn about the Great Fire of London in 1666. They read the accounts which survived, make their own model houses to watch the fire spread and write stories to capture this historical event. They perform their stories for an audience in an assembly.</p> <p><b>History + DT</b></p>	<p>Tour Guides</p>  <p>Children become local tour guides and create a video guide for people who are new to Islington. They find out about the history of our diverse borough, and publish their guides on YouTube.</p> <p><b>Geography + Oracy</b></p>	<p>Botanists</p>  <p>Children learn about the wonderful world of plants and create a classroom garden to enjoy. They make information cards about different plants they have discovered on their trip and create a 'botanists guide to growing plants'.</p> <p><b>Science + Oracy</b></p>	<p>Advertisers</p>  <p>Children learn about the different countries in the UK and the history of Great Britain. They create adverts to persuade people to visit their chosen country, detailing the different things they can experience there.</p> <p><b>Geography + History</b></p>	
	<p><b>Science</b></p>	<p>Super Scientists</p>	<p>Living things and their habitats</p>	<p>Materials</p>	<p>Animals including Humans</p>	<p>Plants</p>	<p>Super Scientists</p>
	<p><b>Art/DT</b></p>		<p>Sculpture</p>		<p>Paint and Pattern</p>		<p>Drawing and sketching</p>
	<p><b>Music</b></p>	<p>Black history month</p> <p>Charanga</p>		<p>Charanga</p>		<p>Charanga</p>	

<b>RE</b>	<p>Theme: Jesus' lessons</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religions: Christianity</p>	<p>Theme: Christmas: Jesus as a gift from God</p> <p>Key Question: Why did God give Jesus to the world?</p> <p>Religions: Christianity</p>	<p>Theme: Prayer at home</p> <p>Key Question: Does praying at regular intervals everyday help a Muslim in his/her every day life?</p> <p>Religions: Islam</p>	<p>Theme: Easter resurrection</p> <p>Key Question: Is it true that Jesus came back to life again?</p> <p>Religions: Christianity</p>	<p>Theme: Prayer at home</p> <p>Key Question: How important is it for Jewish people to do what God has asked them to do?</p> <p>Religions: Judaism</p>	<p>Theme: Hajj</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>Religions: Islam</p>
<b>PSHE</b>	What keeps me healthy?	Friendship	Boys and girls, families	Indoors and outdoors	Medicines and me	SRE
<b>PE</b>	<p>Multi skills</p> <p>Fitness Frenzy</p>	<p>Ball Skills</p> <p>Mighty Movers</p>	<p>Gymnastics</p> <p>Skip to the Beat</p>	<p>Story Time Dance</p> <p>Invasion Games</p>	<p>Athletics</p> <p>Cool Core</p>	<p>Throwing and Catching</p> <p>OOA (Outdoor Adventure Activities)</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>						
<b>Book focus</b>	Macbeth Aesop's Fables	Professor Astro Cat's Human Body Odyssey Illuminatomy	The Explorer The Great Kapok Tree There's a Rang-Tan in my bedroom	Ug Boy Genius	Escape from Pompeii Volcanoes!	Ancient Egypt: Tales of Gods and Pharaohs
<b>Trips/ Visitors</b>	Local area visit Islington Town Hall (History - Valda James) Almeida theatre (Art / History - Macbeth)	Centre of the Cell workshop	11 x 11 trip	Museum of London	Natural History Museum	British Museum
<b>English</b>	Playscript Non-chronological report Fables	Recounts in diaries Folk tales Poetry-calligrams and rhyming couplets	Stories from other cultures Discussion: introducing debating	Persuasive letter Poetry - classic poetry to learn by heart and perform	Explanation text Story with a SPaG focus	Mystery Autobiography Poetry-Kenning

<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction (cont)</li> <li>Multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division (cont)</li> <li>Measurement</li> <li>Money</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Measurement</li> <li>length/perimeter</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Measurement</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Geometry</li> <li>Shape</li> <li>Measurement</li> <li>Mass/capacity</li> </ul>
<p><b>Project Based Learning (PBL)</b></p>	<p>Historians</p>  <p><i>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</i></p> <p>Shakespeare project - art/performance outcome</p> <p><b>History + Art</b></p>	<p>Gastroenterologists</p>  <p><i>Children learn about the human body, the organs and how we digest food. They create an interactive tour through the human body, demonstrating their learning to a live audience.</i></p> <p><b>Science + Oracy</b></p>	<p>Conservationists</p>  <p><i>Children learn about the rainforests of the world, and the threats they face. They create an advertising campaign to encourage people to help conserve the rainforest and raise money for the Rainforest Trust</i></p> <p><b>Geography + Oracy</b></p>	<p>Curators</p>  <p><i>Children learn about the earliest of civilisations in Britain through studying artefacts. They create their own artefacts and open a classroom museum to show their learning to a real audience.</i></p> <p><b>History + Art</b></p>	<p>Geologists</p>  <p><i>Children learn about natural disasters and the science behind them. They study different rock types and states of matter. They create science fair demonstrations to show their learning to a real audience.</i></p> <p><b>Science + Geography</b></p>	<p>Egyptologists</p>  <p><i>Children learn about the fascinating history of Ancient Egypt, and learn to tell stories like an Egyptian. They perform their stories to an audience, and showcase their learning in a live event.</i></p> <p><b>History + Oracy</b></p>
<p><b>Science</b></p>	<p>Super Scientists</p> <p>Black History Month :</p> <p>Dzagbele Matilda Asante (Midwife / Health visitor)</p>	<p>Animals including humans</p>	<p>Plants</p>	<p>Light</p>	<p>Rocks</p>	<p>Forces</p>

<b>Art</b>		Sculpture		Paint and Pattern		Drawing and sketching
<b>Music</b>	Charanga		Charanga		Charanga	
<b>RE</b>	<p>Theme: Diwali</p> <p>Key Question: Would celebrating Diwali at home and in the community bring a feeling of b</p> <p>Religions: Hinduism</p>	<p>Theme: Christmas</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religions: Sikhism</p>	<p>Theme: Jesus' miracles</p> <p>Key Question: Could Jesus really heal people? Were these miracles or is there some other explanation?</p> <p>Religions: Christianity</p>	<p>Theme: Easter - Forgiveness</p> <p>Key Question: What is 'good' about Good Friday?</p> <p>Religions: Christianity</p>	<p>Theme: Sharing and Community</p> <p>Key Question: Do Sikhs think it is important to share?</p> <p>Religions: Sikhism</p>	<p>Theme: Pilgrimage to the River Ganges</p> <p>Key Question: Would visiting the River Ganges feel special to a non Hindu?</p> <p>Religions: Hinduism</p>
<b>PSHE</b>	Drugs alcohol and tobacco education - Tobacco is a drug	Keeping Safe and managing risk - bullying (See it, say it, stop it)	Mental health and emotional wellbeing - Strengths and challenges	Identity,society and equality - celebrating difference	Careers, financial capability and economic wellbeing - saving, spending and budgeting	Physical health and wellbeing - What helps me choose?
<b>PE</b>	<p>Multi skills</p> <p>Fitness Frenzy</p>	<p>Ball Skills</p> <p>Athletics</p>	<p>Gymnastics</p> <p>Skip to the beat</p>	<p>Cool Core</p> <p>Dodgeball</p>	<p>Golf</p> <p>Dance</p>	<p>Football</p> <p>OAA (Outdoor Adventure Activities)</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4</b>						
<b>Book focus</b>	Macbeth  Tin Forest	The Miraculous Journey of Edward Tulane	The Ice Bear  Tell me a Dragon  Dragonology	The Thieves of Ostia	Journey to the River Sea  Non-Fiction texts	I was a Rat
<b>Trips/ Visitors</b>	Local trip	11x11 trip	London Zoo	Museum of London	London Museum of Water and Steam	Wahaca
<b>English</b>	Playscript  Poetry-poems with figurative language  Louise Bennett-Coverley  (Poet)	Recounts in newspapers  Fairy Tales	Stories with SPaG focus  Fantasy  Poetry-poems to learn by heart and perform	Roman Myths and legends  Discussion: for and against	Non-chronological report  Explanations  Adventure	Instructions  Dilemma story  Poetry-kenning/cinquain
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Measurement length/perimeter</li> <li>Multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division (cont)</li> <li>Measurement Area</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Fractions (cont)</li> <li>Decimals</li> </ul>	<ul style="list-style-type: none"> <li>Decimals (cont)</li> <li>Measurement Money Time</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Geometry Shape Position/direction</li> </ul>

<p><b>Project Based Learning (PBL)</b></p>	<p>Historians</p>  <p>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</p> <p>Shakespeare project art/performance outcome</p> <p><b>History + Art</b></p>	<p>Electricians</p>  <p>Children learn about electrical circuits, problem solving their way through different challenges. They design and make a model village which has light up elements. They showcase their village as part of the Christmas celebrations at school.</p> <p><b>Science + DT</b></p>	<p>Conservationists</p>  <p>Children learn about living things and their habitats, the importance of conservation and how environmental changes can cause dangers to living things. They use their mapping skills to identify a suitable location for a sanctuary to protect a species, design a safe haven for them and present their work to an external panel.</p> <p><b>Science + Geography</b></p>	<p>Curators</p>  <p>Children learn about the fascinating history of Ancient Rome and its legacy in England today. They create their own artefacts and open a classroom museum to show their learning to a real audience.</p> <p><b>History + Art</b></p>	<p>Limnologists</p>  <p>Children learn about the fragile ecosystems to be found in inland water habitats such as rivers and ponds. They learn about the water cycle, coastal erosion and how animals and humans are affected by these natural processes. They create talking posters explaining their learning.</p> <p><b>Science + Geography</b></p>	<p>Restauteurs</p>  <p>Children learn about different countries and their traditions. They discover recipes and ingredients from these places and design a cookbook featuring their own fusion recipes. They cook and serve their meals to a panel of experts.</p> <p><b>Geography + DT</b></p>
	<p><b>Science</b></p> <p>Super Scientists</p>	<p>Electricity</p>	<p>Living things and their habitats</p> <p>Animals including Humans</p> <p>NB - Look at Y3 animals inc. humans too</p>	<p>States of Matter</p>	<p>Sound</p>	
	<p><b>Art</b></p>	<p>Sculpture</p>	<p>Paint and Pattern</p>	<p>Drawing and sketching</p>		
	<p><b>Music</b></p> <p>Charanga</p>	<p>Charanga</p>	<p>Charanga</p>			

<b>RE</b>	<p>Theme: Beliefs and Practices</p> <p>Key Question: How Special is the relationship Jewish people have with God?</p> <p>Religions: Judaism</p>	<p>Theme: Christmas</p> <p>Key Question: What is the most significant part of the Nativity story for Christians today?</p> <p>Religions: Christianity</p>	<p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religions: Judaism</p>	<p>Theme: Easter</p> <p>Key Question: Is forgiveness always possible?</p> <p>Religions: Christianity</p>	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Jewish person to show commitment to God?</p> <p>Religions: Judaism</p>	<p>Theme: Prayer and Worship</p> <p>Key Question: Do people need to go to church to show they are Christians?</p> <p>Religions: Christianity</p>
<b>PSHE</b>	<p>Identity, society and equality - Democracy</p>	<p>Drugs, alcohol and tobacco education- Making choices</p>	<p>Physical health and wellbeing - What is important to me?</p>	<p>Keeping Safe and managing risk - Playing safe</p>	<p>Sex and Relationship education - Growing up and changing</p>	<p>Sex and Relationship education - Growing up and changing</p>
<b>PE</b>	<p>Tennis Fitness Frenzy</p>	<p>Step to the beat Basketball</p>	<p>Gymnastics Boxercise</p>	<p>Swimming Dodgeball</p>	<p>Athletics Dance</p>	<p>Golf Swimming</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>						
<b>Book focus</b>	Macbeth	What Mr Darwin Saw - Mick Manning Punch - Barbara Henderson	Journey by Aaron Becker	The Willow Pattern Story Tales from Ancient China	The Secret Garden	Who Let the Gods Out? - Maz Evans  Orchard Book of Greek Myths - Geraldine McCaughrean
<b>Trips/ Visitors</b>	Local trip	Natural History Museum	11x11 trip	Virtual museums	Science Museum	British Museum
<b>English</b>	Playscript Recount in biographies Poetry-haiku and limericks	Historical narrative Explanations Story with a SPaG focus.	Persuasive writing for radio or TV Narrative poetry Formal report writing	Stories from other cultures RAP-learning by heart and performance	Instructions Fiction from our literary heritage	Greek Myths Discussion-a formal debate Film/playscript
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Measurement</li> <li>Area/perimeter</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division</li> <li>fractions</li> </ul>	<ul style="list-style-type: none"> <li>Fractions (cont)</li> <li>Decimals</li> <li>Percentages</li> </ul>	<ul style="list-style-type: none"> <li>Decimals (cont)</li> <li>Geometry</li> <li>Shape</li> </ul>	<ul style="list-style-type: none"> <li>Geometry position/direction</li> <li>Measurement Converting units volume</li> </ul>

<p><b>Project Based Learning (PBL)</b></p>	<p>Historians</p>  <p>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</p> <p>Shakespeare project - art/performance outcome</p> <p><b>History + Art</b></p>	<p>Darwinians</p>  <p>Children learn about the science of evolution, adaptation and survival of the fittest. They learn about Charles Darwin and create their own demonstration of evolution over millions of years using clay and dioramas. They narrate the story of evolution and help an audience tour the timeline of evolution in a presentation.</p> <p><b>Science + Oracy</b></p>	<p>Travel Agents</p>  <p>The children become travel agents and design their own holiday adverts enticing people to visit a region of Europe. They learn about the history, culture and landscape of their chosen countries, and present their persuasive adverts to a panel of experts.</p> <p><b>Geography + Oracy</b></p>	<p>Virtual Curators</p>  <p>The children learn about different Ancient cultures by studying primary and secondary sources. They present their learning by creating a virtual museum.</p> <p><b>History + Computing</b></p>	<p>Racers</p>  <p>The children design and build go karts having studied the physics behind their movement. The go karts are put head to head in races, and the children discover the best design for a winning racer.</p> <p><b>Science + DT</b></p>	<p>Storytellers</p>  <p>The children study the history of Ancient Greece, the birth of democracy, the Olympics and myths. They write and perform their own myths based on their own mythical creatures to a live audience.</p> <p><b>History + Oracy</b></p>
<p><b>Science</b></p>	<p>Super Scientists</p>	<p>Evolution and Inheritance</p>	<p>Properties and changes of materials</p>	<p>Living things and their habitats</p>	<p>Forces</p>	<p>Animals including Humans</p>
<p><b>Art</b></p>		<p>Sculpture</p>		<p>Paint and Pattern</p>		<p>Drawing and sketching</p>
<p><b>Music</b></p>	<p>Charanga</p>		<p>Charanga</p>		<p>Charanga</p>	

<b>RE</b>	<p>Theme: Belief into Action</p> <p>Key Question :How far would a Sikh go for their religion?</p> <p>Religions: Sikhism</p>	<p>Theme: Christmas</p> <p>Key Question: Is the Christmas story true?</p> <p>Religions: Christianity</p>	<p>Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religions: Hinduism</p>	<p>Theme: Easter</p> <p>Key Question: Did God intend Jesus to be crucified and if so was Jesus aware of this?</p> <p>Religions: Christianity</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in karma, samsara and moksha help Hindus lead good lives?</p> <p>Religions: Hinduism</p>	<p>Theme: Beliefs and practices</p> <p>Key Question: What is the best way for a Christian to show commitment to God?</p> <p>Religions: Christianity</p>
<b>PSHE</b>	In the media	Stereotypes, discrimination and prejudice	Making safer choices	Dealing with feelings	Different influences	Borrowing and earning money
<b>PE</b>	Tennis Netball	OAA (outdoor adventure activities) Leadership	Swimming Gymnastics	Boxercise Gaelic football	Athletics Dance	Cricket Swimming

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>						
<b>Book focus</b>	Macbeth	See you in the cosmos by Jack Cheng	Slaves for the Isabella - Julia Edwards	Carrie's War - Nina Bawden My Secret War Diary - Flossie Albright	Gut Garden - Katie Brosnan The Bacteria Book - Steve Mould	What is politics? Why should we care? Michael Rosen Vote for Effie - Laura Wood
<b>Trips/ Visitors</b>	Local area trip	Planetarium	11x11 trip	Imperial War Museum	Centre of the Cell	School Journey
<b>English</b>	<ul style="list-style-type: none"> <li>Playscript</li> <li>Biography</li> <li>Retelling Mcbeth in prose</li> <li>SPAG basics</li> </ul>	Space narrative Explanations	Persuasive writing for radio or TV Narrative poetry Formal report writing	Writing in Role Non-Fiction writing RAP-learning by heart and performance	Instructions Fiction from our literary heritage	Greek Myths Discussion-a formal debate Film/playscript
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place value</li> <li>Four operations</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Geometry</li> </ul> position/direction	<ul style="list-style-type: none"> <li>Decimals</li> <li>Percentages</li> <li>Algebra</li> </ul>	<ul style="list-style-type: none"> <li>Measurement</li> <li>Converting units</li> <li>perimeter/area</li> <li>Volume</li> <li>Ratio</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Geometry</li> <li>shape</li> </ul>	<ul style="list-style-type: none"> <li>consolidation</li> </ul>

<p><b>Project Based Learning (PBL)</b></p>	<p>Historians</p>  <p>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</p> <p>Shakespeare project - art/performance outcome</p> <p><b>History + Art</b></p>	<p>Astronomers</p>  <p>The children learn about our solar system, and conduct a tour of space in their own classroom planetarium.</p> <p><b>Science + Oracy</b></p>	<p>Traders</p>  <p>The children learn about Great Britain's past and decide if it does qualify as 'Great'. They make their own tabletop tribes and must negotiate trade deals to ensure the growth of their populations, and learn about different factors of human geography. They present their conclusions in a persuasive speech for the Governors.</p> <p><b>History + Geography</b></p>	<p>Evacuees</p>  <p>The children learn about life of the homefront during WW2, the life of an evacuee and the impact WW2 had on the world. They create their own war scrapbooks, showcasing their learning on the topic in a visual way.</p> <p><b>History + Art</b></p>	<p>Microbiologists</p>  <p>Science - humans</p> <p>The children learn about the science behind antibiotics, ask and find answers to questions to antibiotic resistance. They learn about the circulatory system, and make informative documentaries about how to improve your lifestyle to be healthier.</p> <p><b>Science + Computing</b></p>	<p>Politicians</p>  <p>Geography - Model UN</p> <p>The children conduct a model UN in school, debating the most pressing issues our world faces. They learn about the political perspectives of different global powers and host a debate for the school.</p> <p><b>Geography + Oracy</b></p>	
	<p><b>Science</b></p>	<p>Living things and their habitats</p>	<p>Space</p>	<p>Light</p>	<p>Electricity</p>	<p>Animals including Humans</p>	<p>Super Scientists</p>
	<p><b>Art</b></p>	<p>[Blank]</p>	<p>Sculpture</p>	<p>[Blank]</p>	<p>Paint and Pattern</p>	<p>[Blank]</p>	<p>Drawing and sketching</p>
	<p><b>Music</b></p>	<p>Charanga</p>	<p>[Blank]</p>	<p>Charanga</p>	<p>[Blank]</p>	<p>Charanga</p>	<p>[Blank]</p>

<p><b>RE</b></p>	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show committment to God?</p> <p>Religions: Islam</p>	<p>Theme: Christmas</p> <p>Key Question: How significant is it that Mary was Jesus' mother?</p> <p>Religions: Christianity</p>	<p>Theme: Belief and meaning</p> <p>Key Question: Is anything ever eternal?</p> <p>Religions: Christianity</p>	<p>Theme: Easter</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Religions: Christianity</p>	<p>Theme: Beliefs and morals</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religions: Islam</p>	
<p><b>PSHE</b></p>	<p>Healthy relationships</p>	<p>Weighing up risk</p>	<p>Human Rights</p>	<p>Healthy Minds</p>	<p>Keeping Safe</p>	<p>RSE</p>
<p><b>PE</b></p>	<p>OOA (outdoor adventure activities)</p> <p>Rugby</p>	<p>Step to the Beat</p> <p>Boxercise</p>	<p>Cricket</p> <p>Cool Core</p>	<p>American Football</p> <p>Dance</p>	<p>Athletics</p> <p>Archery/Fencing</p>	<p>Leadership</p> <p>Badminton</p>