

Nursery



*Early years practice – ensure opportunities throughout allow sufficient time for children's own interests

*Topics will rotate between RF and NG and planning will be shared across both schools

Topics will rotate between Mr and Ms and planning will be shared across both schools						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All about me Ourselves (Our Body)	Space Light and Dark/Colour	Traditional tales Monsters	Dinosaurs Eggs	Plants Growth Lifecycles	Under the Sea Transport
Ongoing throughout the year	Seasons and Celebrations – these will be taught in the corresponding terms they apply to i.e., Christmas will be taught in Autumn 2					
Books Stories	So Much Owl Babies The Last Noo-Noo' Peace at Last Baby Loves Hugs and Kisses' Funny Bones Three to Tango	Whatever Next Elmer and the Rain- bow Brown Bear Brown Bear Handa's Surprise The Colour Monster	Goldilocks and Three Bears Three Little Pigs The Gingerbread man The Gruffalo Where the Wild Things Are Not Now Bernard	Dinosaur Roar! The Tyrannosaurus rex Stomp, Chomp, Big Roars! Here Come the Dinosaurs!	Jack and the Bean- stalk Jasper's Beanstalk Oliver's Vegetables First Favourite Tales: The Enormous Turnip	The Rainbow Fish Under the Sea Commotion In The Ocean
Phonics	Phonics – Phase 1 Aspects 1-7 Oral segmenting and blending skills, make own rhyming words, (more able continue a rhyming string) recognise rhyme and alliteration in words. Essential Letters & Sounds (NG) Little Wandle (RF)				Sound of the week –objects table- alliteration skills For more able: Phonics Phase 2	
Nursery Rhymes	Nursery rhyme – 1 focus each week in response to child interests					
Literacy	Recognising own name (with visual cue).	Recognising own name (with no visual cues).	More able- recognising own name and begin to trace some letters.		Recognising own name and begin to copy some letters.	

	<p>Pincer grip development see PD.</p> <p>Mark making- Distinguishes between the different marks they make.</p> <p>Using different medium to make marks, salt trays, sand, messy play, white boards, chalks etc.</p>	<p>Mark making- Ascribes meaning to marks that they see in different places. Gives meaning to marks that they draw and paint.</p> <p>More able- recognising own name and begin to trace some letters.</p> <p>More able to begin shared story sessions- focus on book skills, orientation of text.</p> <p>Describe characters and events. Listen to stories with increasing attention and recall.</p>	<p>More able – to copy name using a model. Orientating text and turning pages correctly. Going to left hand page. Differentiating between words and pictures.</p> <p>Alliteration song- a focus sound of the week to support alliteration skills.</p> <p>Robot talk- children able to hear and say what the object is when adult segments the word.</p>		<p>More able to write own name without model.</p>	
Mathematics	<p>Compare quantities more/ less Select a small amount of objects from group when asked.</p> <p>Shapes in the environment – awareness of similarities of shapes in the environment.</p>	<p>Action and number rhymes 1- 10 Counting out set amount from larger group of objects numbers 1-3 (more able 1- 6)</p> <p>Recognising numbers 05 (more able 0-10).</p> <p>Conservation of number Numerals in the environment- Develop interest in ways to represent numbers.</p>	<p>Recognising and ordering numbers to 10 (More able to work on numbers to 20).</p> <p>Counting out set amount from larger group of objects numbers 1- 6 (more able 10 and beyond).</p> <p>Shape names circle, triangle, square, rectangle and naming objects in the environment using mathematical language.</p> <p>More able- match numeral and quantity correctly Understand and use language of more, less, same when talking about amounts.</p>	<p>Number time- numbers 1- 5 Ways to record numbers.</p> <p>Match numeral and quantity correctly up to 6 (more able 10 and beyond)</p> <p>Captain 1, Captain 2 etc.</p> <p>Introduce partitioning- separate a group of 3 or 4 in different ways beginning to</p>	<p>Number time numbers 6- 10 Count actions or objects that cannot be moved- jumps, claps etc.</p>	

			<p>Able to partition amounts of up to 4 objects and know that the amount does not change.</p> <p>Begin to count objects and things that cannot be moved and actions and sounds.</p> <p>Understanding of routines and begin to anticipate some time based routines after register we do our books etc.</p>	<p>recognise that the total is always the same.</p> <p>Compare amounts and say which has more, less or when they are the same.</p>	
Understanding the World	<p>New routines, green expectations Technology- Learn how to operate simple classroom equipment- CD player, white board using pen, busy things etc. iPad.</p> <p>The World- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>People and Communities- Similarities and differences that connect them to, and distinguish them from others. Show interest in the lives of people who are familiar to them- who helps you at home, at school, in the community? Show an interest in different occupations and ways of life.</p>	<p>Technology-Mechanical toys remote control toy/ cars Beebots- program to move in a specific direction, through bridge etc. iPad The World- Shows care and concern for living.</p> <p>The World- Shows care and concern for living things and the environment.</p> <p>People and Communities- Things that make them unique, similarities and differences in relation to friends and family.</p>	<p>Technology Laptops- paint program using mouse to change colour, make simple representations iPad.</p> <p>Microphones- record and play back.</p>		
Expressive Arts and Design	<p>Role play- make believe by pretending based on familiar events e.g. Home corner, making tea etc. Ascribe meaning to their images. Develop range of skills- painting, drawing, collage.</p>	<p>Colour mixing- explore what happens when they mix different colours Colour of the week- Animals that are different colours.</p>	<p>Texture monsters and dinosaurs- select different materials and describe.</p>	<p>Vegetable printing Still life drawing of vegetables and fruit Role play fruit and veg shop.</p>	<p>Sea pictures Sea collages "The rainbow fish" Role play Ice cream parlour Role play under the sea.</p>
Personal, Social and Emotional Development	<p>Settling in - new routines Making friends - how to resolve conflicts using adults to help negotiate/ compromise Support with parting with parents.</p>	<p>Turn taking /Sharing</p>	<p>Feelings</p>	<p>Individual /Group sessions to support ongoing PSED Skills through</p>	<p>Transition</p>

	Behaviour expectations- sitting on the carpet etc.			development matters.	
Communication and Language	<ul style="list-style-type: none"> • Support children to speak in full sentences. • Develop vocabulary relevant to classroom- lunchtime, playground etc. • Adults to consistently model correct use of language. • Small group work linked to literacy carpet sessions focusing on listening and attention and communication and language. 				
Physical Development	<ul style="list-style-type: none"> • Opportunities for fine motor skills to develop - Snipping with scissors, tweezers, threading, mark making salt trays, easel, large paper on floor/ walls, painting etc. • Opportunities for gross motor skills – bikes, ball, obstacle course, climbing frame • Focus on mark making using - pens, paints, chalks etc. – linked to phonics and Literacy • Pencil grip holding pencil between thumb and two fingers. • Ongoing support in dressing and undressing, toilet routines and personal hygiene • Support children to make healthy choices with regards to snacks and eating • Adults to Model correct table manners and using please and thank you 				
Suggestions for trips				Petting Zoo	Farm trip to either Hackney City farm of Freightliners City farm Trip to the Transport Museum

Reception

*Early years practice – ensure opportunities throughout allow sufficient time for children's own interests

*Topics will rotate between RF and NG and planning will be shared across both schools

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All about me People who help us Senses	Space	Superheroes Traditional Tales	Weather Habitats	Mini beasts Growth	Pirates Under the sea
Ongoing throughout the year	Seasons and Celebrations – these will be taught in the corresponding terms they apply to i.e.; Christmas will be taught in Autumn					
Books	I'm Absolutely too Small for School Baby Loves Hugs and Kisses' Marshall Armstrong is New to Our School Gotcha Smile Non-fiction books about different occupations	Whatever Next The Way Back Home How to Catch a Star	Superheroes ABC Superkid How to Be a Super-hero Supertato Superpigs Kevin The Elves and the Shoemaker The Gingerbread Man The Three Billy Goats Gruff	Elmer and the Wind The Very Rainy Day We're Going on a Bear Hunt Nonfiction books about Weather and Habitats	The Bad-tempered Ladybird The Very Hungry Caterpillar The Very Busy Spider The Quiet Cricket What the Ladybird Heard Yucky Worms The Tiny Seed Titch Nonfiction books about tadpoles, caterpillars, bean stalks and animals and their young	The Singing Mermaid Pirates Love Underpants The Snail and the Whale Non-fiction books

<p>Phonics</p>	<p>Initial assessment to recognise where children are and plan accordingly</p> <p><u>Phase 2</u> Introduce single sounds from Phase 2 and then Phase 3 digraphs qu, sh, ch, th</p> <p>Hear and says initial sounds in words.</p> <p>More able – focus oral segmenting and blend using CV and CVC words working towards reading simple sentences.</p> <p>Recap phase 2 tricky words - I, the, to go, no</p> <p>More able - Introduce phase 3 tricky words</p> <p>Introduce writing books to children who have a secure knowledge of Phase 2 phonemes of GPC</p> <p>Writings books should be used for ongoing writing practice linked to the topic</p> <p><u>Introduce Phase 3</u> Oral segmenting and blending CV and CVC words working towards reading and writing simple sentences using phase 2 and phase 3 tricky words and graphemes.</p> <p>More able reading and writing words and simple sentences using tricky words</p> <p><i>Essential Letters & Sounds (NG)</i> <i>Little Wandle (RF)</i></p>	<p><u>Continuation of Phase 3</u> Oral segmenting and blending CV and CVC words working towards reading and writing simple sentences using phase 2 and phase 3 tricky words and graphemes.</p> <p>More able reading and writing words and simple sentences using tricky words</p> <p><u>Phase 3 and phase 4 tricky words</u></p> <p>Ensure that continuous assessments are taking place so that children are taught according to their ability</p> <p>Introduce Phonics writing books to all other children</p>	<p><u>Phase 4</u> Consonant clusters CVCC words, compound words</p> <p><u>Phase 4 and phase 5 tricky words</u></p> <p>More able- 100/200 high frequency words.</p> <p>Ensure that continuous assessment are taking place so that children are taught according to their ability</p>	<p><u>Continuation of Phase 4</u> Consonant clusters CVCC words, compound words</p> <p><u>Phase 4 and phase 5 tricky words</u></p> <p>Teach 100/200 high frequency words.</p> <p>Ensure that continuous assessment are taking place so that children are taught according to their ability</p>	<p><u>Phase 5</u> Extending the more able ensuring that they get opportunities to write and read</p> <p>Reading – ELG Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them out loud accurately. They also read some common irregular/ tricky words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing- ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular/ tricky words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and</p>
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					others are phonetically plausible.
Literacy	<p>Shared reading-book skills, e.g. orientation of text, English reading from left to right.</p> <p>Predicting and interpreting using texts.</p> <p>Follow school handwriting scheme- correct letter formation.</p>	<p>Guided reading- locating key words in text e.g., tricky words, character names.</p> <p>Guided writing: more able sentence work reading simple sentence related to text.</p> <p>Begin to separate into ability groups.</p> <p>Follow school handwriting scheme- correct letter formation.</p>	<p>Guided reading - In ability-based group - This to be taught during a timetabled slot three times weekly</p> <p>Guided writing – in mixed ability groups – this to be taught during a timetabled slot weekly</p>		
	<p>Outcomes</p> <ul style="list-style-type: none"> -Read individual letters by saying the sounds for them. -Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. -Read some letter groups that each represent one sound and say sounds for them. -Understand how to listen carefully and why listening is 	<p>Outcomes</p> <ul style="list-style-type: none"> -Read a few common exception words matched to the school's phonic programme. -Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. -Re-read these books to build up their confidence in 	<p>Outcomes</p> <ul style="list-style-type: none"> -Form lower-case and capital letters correctly. -Spell words by identifying the sounds and then writing the sound with letter/s. -Engage in Story times. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have 	<p>Outcomes</p> <ul style="list-style-type: none"> -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. -Re-read what they have written to check that it makes sense. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. 	<p>ELG's</p> <p>Comprehension:</p> <ul style="list-style-type: none"> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary -Anticipate – where appropriate – key events in stories -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading:</p> <ul style="list-style-type: none"> -Say a sound for each letter in the alphabet and at least 10 digraphs -Read words consistent with their phonic knowledge by sound-blending

	<p>important.</p> <ul style="list-style-type: none"> -Learn and use new vocabulary. -Ask questions to find out more and to check they understand what has been said to them. -Articulate their ideas and thoughts in well-formed sentences. 	<p>word reading, their fluency and their understanding and enjoyment.</p> <ul style="list-style-type: none"> -Connect one idea or action to another using a range of connectives. -Describe events in some detail. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -Develop social phrases. 	<p>developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <ul style="list-style-type: none"> -Use new vocabulary in different contexts. 	<ul style="list-style-type: none"> -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing:</p> <ul style="list-style-type: none"> -Write recognisable letters, most of which are correctly formed -Spell words by identifying sounds in them and representing the sounds with a letter or letters -Write simple phrases and sentences that can be read by others.
Mathematics	<p>Guided Maths – in mixed ability groups using concrete resources and observed on app – this to be taught during a timetabled slot weekly</p> <p>Maths's meeting – supporting key numerical and pattern skills daily</p>				
	<p>Outcomes</p> <ul style="list-style-type: none"> -Count objects, actions and sounds. -Subitise. -Link the number symbol (numeral) with its cardinal number value. 	<p>Outcomes</p> <ul style="list-style-type: none"> -Count beyond ten. -Compare numbers. -Understand the 'one more than/one less than' relationship between consecutive numbers. 	<p>Outcomes</p> <ul style="list-style-type: none"> -Explore the composition of numbers to 10. -Automatically recall number bonds for numbers 0–5 and some to 10. -Select, rotate and manipulate shapes to develop spatial reasoning skills. 	<p>Outcomes</p> <ul style="list-style-type: none"> -Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. -Continue, copy and create repeating patterns. -Compare length, weight and capacity. 	<p>ELG's Number:</p> <ul style="list-style-type: none"> -Have a deep understanding of number to 10, including the composition of each number. -Subitise (recognise quantities without counting) up to 5. -Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns:</p>

					<ul style="list-style-type: none"> -Verbally count beyond 20, recognising the pattern of the counting system. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World	<p>Festivals Harvest festival, Black History month, Halloween, Christmas, Bonfire Night, Diwali – Hindu / Sikh, Hanukkah, New Year/New beginnings, Valentine's Day, Mothering Sunday, Holi, Easter, Lent, Eid, Father's Day</p> <p>D&T Introduce a cooking activity once a week linked to the topic</p> <p>Computing Introduce a range of iPad apps termly</p>				
	<p>Outcomes:</p> <ul style="list-style-type: none"> -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Comment on images of familiar situations in the past. 	<p>Outcomes:</p> <ul style="list-style-type: none"> -Compare and contrast characters from stories, including figures from the past. -Draw information from a simple map. -Understand that some places are special to members of their community. 	<p>Outcomes:</p> <ul style="list-style-type: none"> -Recognise that people have different beliefs and celebrate special times in different ways. -Recognise some similarities and differences between life in this country and life in other countries. -Explore the natural world around them. 	<p>Outcomes:</p> <ul style="list-style-type: none"> -Describe what they see, hear and feel whilst outside. -Recognise some environments that are different from the one in which they live. -Understand the effect of changing seasons on the natural world around them. 	<p>ELG's</p> <p>Past and Present:</p> <ul style="list-style-type: none"> -Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People Culture and Communities:</p> <ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on

					<p>their experiences and what has been read in class.</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World:</p> <p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Expressive Arts and Design	<p>Music</p> <p>Repeating patterns, different sounds of instruments</p> <p>Sessions with Music teacher</p> <p>Instruments on a daily basis</p> <p>Classroom role play ideas</p> <p>Doctors surgery</p> <p>Vets</p> <p>Space ship</p> <p>Dark cave</p> <p>Art</p> <p>Self portraits</p> <p>My family</p> <p>Where I live</p>	<p>Music</p> <p>Using instruments to create a specific sound effect e.g. wind blowing, rain falling.</p> <p>Playing at different volumes to create loud/ soft effects.</p> <p>Work in collaborate group to create and perform music piece e.g., a rainstorm and then sun coming out.</p> <p>Instruments on a daily basis</p> <p>Art</p> <p>Working with different media to create 2d and 3d pieces e.g., mod roc to create ig-loos. Papier Mache for hot air balloons,</p> <p>Classroom role play ideas</p> <p>Weather station</p> <p>Superhero world</p>	<p>Music</p> <p>Sessions with Music teacher</p> <p>Instruments on a daily basis</p> <p>Art</p> <p>3D Mini beasts</p> <p>My bean</p> <p>Still life of plants</p> <p>Classroom role play ideas</p> <p>Castle in a forest</p> <p>Mini beast world</p> <p>ELG's</p> <p>Creating with Materials</p> <p>-Safely use and explore a variety of</p>		

			<p>materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> -Share their creations, explaining the process they have used. -Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> -Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
Personal, Social and Emotional Development	<p>Learning new routines, school rules, how to resolve conflicts with other children e.g. find a compromise. Anti-Bullying Week</p>	<p>Taking care of each other- understands own actions and their consequences. Negotiation skills- compromise, ways to solve a problem</p>	<p>Transition- Getting ready for Year 1</p> <p>ELG's Self-Regulation:</p> <ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self:</p> <ul style="list-style-type: none"> -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave

				<p>accordingly.</p> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships:</p> <p>-Work and play cooperatively and take turns with others.</p> <p>-Form positive attachments to adults and friendships with peers.</p> <p>-Show sensitivity to their own and to others' needs.</p>
Communication and Language	Using full and detailed sentences. Develop new vocabulary e.g. texture words, maths words etc.	Develop new vocabulary e.g. sea-son words, maths words Link with PSED- how to communicate with others, negotiation skills.	Developing new vocabulary e.g. insect descriptions, maths words	<p>Develop new vocabulary e.g., growing terms, maths words</p> <p>ELG's</p> <p>Listening, Attention and Understanding</p> <p>-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>-Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking</p> <p>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>-Express their ideas and feelings about their experiences using full sentences, including</p>

					use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
Physical Development	<p>Undressing and dressing self, e.g. coat, shoes and getting changed after P.E.</p> <p>Establish warm up and cool down routine in PE session.</p> <p>Simple team games, follow instructions Ball skills</p>	<p>Revise team games</p> <p>Skipping skills</p>	<p>Dance- Aerobic warm</p> <p>Set dance e.g. country dance with sequence of steps</p>	<p>Dance- Aerobic warm</p> <p>World music, different dance genres</p>	<p>Gymnastics</p> <p>Athletics- getting ready for sports day</p> <p>Whole School Sports Day</p> <p>ELG's</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> -Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. -Use a range of small tools, including scissors, paint brushes and cutlery. -Begin to show accuracy and care when drawing. 	
Suggested Trips			Ecology Centre	Freightliners farm or Hackney City farm	<p>London Zoo- Minibeasts exhibition</p> <p>Natural History Museum- Creepy Crawly Gallery</p> <p>The Petting Zoo</p>	<p>Kew Gardens</p> <p>Butterfly exhibition at Clissold Park</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Superheroes	Our Local Area	Wonderful Women	London	How It's Made	It's Alive
Science	<p>Science based activities which relate to the EYFS Prime areas.</p> <p>Include activities around: To observe changes across the 4 seasons (Seasons Project).</p>	<p>To be able to explore and discover some common animals living in my local area.</p> <p>To be able to identify and name a variety of common animals (including fish, amphibians, reptiles, birds and mammals).</p> <p>To be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p>To be able to identify, name, draw and label parts of the human body.</p> <p>To be able to understand that the term 'animal' includes human and the similarities that all animals have.</p> <p>To be able to ask and answer simple questions and recognise that these can be answered in different ways.</p> <p>To understand that all animals, including humans, grow and change as they become older.</p>	<p>To be able to observe the weather around me and think about the changes that occur.</p> <p>To be able to look at the length of a day and see how it changes.</p> <p>To be able to describe the weather associated with the seasons.</p> <p>To be able to make tables and charts about the weather.</p> <p>To be able to ask simple questions about the world around me.</p>	<p>To be able to tell the difference between an object and the material it is made from.</p> <p>To be able to identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p> <p>To be able to describe the simple physical properties of a variety of everyday materials.</p> <p>To be able to compare and group together a variety of everyday materials on the basis of their</p>	<p>To identify and name a variety of common wild and garden plants.</p> <p>To know the difference between deciduous and evergreen trees and can name some of these.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>To explore the plants growing in my local habitat.</p> <p>To plant and observe (keeping a record) the growth of flowers or vegetables I have planted myself.</p> <p>To understand and can explain this vocabulary:</p>

		<p>To be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To be able to compare animals according to what they eat.</p> <p>To be able to find similarities and differences between different animals through my observations.</p> <p>To know the difference between deciduous and evergreen trees and can name some of these. (Autumn – Seasons Project)</p> <p>Suggested Scientists: Diane Fossey (zoologist)</p>	<p>To be able to explore the senses.</p> <p>To be able to match body parts to each sense.</p>	<p>Suggested Scientists: Weather presenters, NASA (Cloud studies)</p>	<p>simple physical properties.</p> <p>To be able to ask simple questions about the world around me (Link to Seasons Project)</p>	<p>leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem.</p> <p>Revisit Key Vocabulary from Autumn 2: Mammal, Fish, Amphibian, Reptiles, Birds, Omnivore, Herbivore, Carnivore, Deciduous, Evergreen</p> <p>Suggested Scientists: Margaret Rebecca Dickinson (Victorian botanist and Plant Illustrator) Beatrix Potter (painter and botanist/naturalist)</p>
Working Scientifically	<p>Questioning I can ask simple questions about the world around me.</p> <p>Planning -I can suggest how I can investigate to find the answer.</p>					

	<ul style="list-style-type: none">-I can compare simple features of objects, materials and living things and, with help, decide how to sort and group them.-I can observe changes over time.-With help, I can perform simple tests and begin to notice how things are linked.-I can use books and simple electronic media to find things out. <p>Obtaining Evidence</p> <ul style="list-style-type: none">-I can use simple measurements and equipment (for example, hand lenses, egg timers) to collect data and carry out simple tests.-I can observe closely. <p>Presenting Evidence</p> <ul style="list-style-type: none">-I can use and record simple data-I can talk about what I have found out and how I found it out.-I can record in words or pictures, or in simple prepare formats such as tables and tally charts. <p>Considering evidence and evaluating</p> <ul style="list-style-type: none">-I can begin to use simple scientific language (words to describe the properties of materials and the types of materials as well as simple comparative language).					
History	Transition	<p>To be able to use photographs to find out how our school has changed over time.</p> <p>To be able to interview a former pupil to find out what school life was like in the past (English Link).</p> <p>To be able to show my understanding of how school life has changed and sequence events in my own school life.</p>	<p>To be able to use historical sources to find out about health care during the Victorian era.</p> <p>To be able to compare the lives of Florence Nightingale and Mary Seacole (Maths link – timeline construction).</p> <p>To be able to ask and answer questions, using elements of role play about Rosa Parks.</p> <p>To be able to show my understanding about the past and significant people learnt.</p>	x	<p>To be able to find similarities and differences in toys from the past and present (digital link)</p> <p>To be able to sequence toys from different periods of time (Maths Link).</p> <p>To understand when different toys were used and match objects to people of different ages.</p> <p>To be able to investigate the development of a popular toy from the past.</p> <p>To be able to learn about children's</p>	x

			To understand what life was like in a hospital during the Crimean War and reflect on the changes since then (English Link).		games from the past and make comparisons with current games played. To understand how computers have changed children's play (Literacy Link).	
Geography	Transition	<p>To be able to use basic fieldwork skills to study the human and physical features of the local area (Field Work).</p> <p>To be able to compare the human and physical features of the local area with a small area of Australia.</p> <p>To be able to make a memory map of a journey in the local area using simple compass directions (Maths Link).</p> <p>To be able to find out where, through geographical questions, in the world</p>	x	<p>To be able to know of and understand different types of weather.</p> <p>To understand that different areas of the U.K. and the world have different weather and climates.</p> <p>To be able to compare the weather and climate in an area of the U.K. with and area in Australia.</p> <p>To understand that the weather changes at different times of the year with the seasons.</p> <p>To be able to conduct a piece of field work about</p>	x	<p>To be able to use world maps or globes to help me understand that different areas of the world has different types of plants.</p> <p>To understand what plants need to grow and how they adapt to their climate (digital link).</p> <p>To understand how plants have health and material uses.</p> <p>To understand that many plants and their products are traded around the world.</p> <p>To be able to find out what plants grow around our school (field work; maths link).</p> <p>To understand how humans are</p>

		people in our school come from and locate the different places on a world map. <i>(include naming the continents, oceans and identifying the U.K.)</i>		weather (Maths link; digital link). To understand the effects of extreme weather (English link).		damaging plants (literacy link).
Computing	<p>NG To understand what personal information is and how to keep it safe</p> <p>To log onto a device and access the internet safely</p> <p>To understand the functions of the keyboard and mouse pad (2 lessons)</p> <p>To identify key items of hardware</p> <p>To navigate a website and search for items</p> <p>To use painting tools to create a family image</p>	<p>RF To understand what personal information is and how to keep it safe</p> <p>To log onto a device and access the internet safely</p> <p>To understand the functions of the keyboard and mouse pad (2 lessons)</p> <p>To identify key items of hardware</p> <p>To navigate a website and search for items</p> <p>To use painting tools to create a family image</p>	<p>NG To know the benefits and risks of using the Internet</p> <p>To understand how we use technology in school and outside (recognise common uses of information technology beyond school)</p> <p>To use data to create a pictogram</p> <p>To create an animation using block programming</p> <p>To explore and format different fonts (size, colour and justification of my text)</p>	<p>RF To know the benefits and risks of using the Internet</p> <p>To understand how we use technology in school and outside (recognise common uses of information technology beyond school)</p> <p>To use data to create a pictogram</p> <p>To create an animation using block programming</p> <p>To explore and format different fonts (size, colour and justification of my text)</p>	<p>NG To understand what an algorithm is</p> <p>To understand that devices follow instructions</p> <p>To create and debug simple algorithms and programs</p> <p>To program a BeeBot to move (and to know that you have to clear the memory before each new instruction).</p> <p>To solve coding Puzzles (using logical thinking)</p> <p>To solve coding Puzzles (using logical thinking)</p> <p>To use book creator to create a page</p> <p>To use simulations to help us learn about ourselves</p>	<p>RF To understand what an algorithm is</p> <p>To understand that devices follow instructions</p> <p>To create and debug simple algorithms and programs</p> <p>To program a BeeBot to move (and to know that you have to clear the memory before each new instruction).</p> <p>To solve coding Puzzles (using logical thinking)</p> <p>To use book creator to create a page</p> <p>To use simulations to help us learn about ourselves</p>

	<p>To become familiar with the basic use of a computer</p> <p>To use "Balloon Stickies +" or "Ty-porama" to create 'Who am I' posters</p> <p>To find information I am looking for on a given online resource.</p> <p>To type in simple URLs</p>	<p>To become familiar with the basic use of a computer</p> <p>To use "Balloon Stickies +" or "Ty-porama" to create 'Who am I' posters</p> <p>To find information I am looking for on a given online resource.</p> <p>To type in simple URLs</p>	<p>To create a poster with images and text</p> <p>To open and save documents in/from the correct folder</p> <p>To use Mashcams to role play as a character</p> <p>To create a portrait (of Wonderful Women) using painting tools on Purple Mash</p> <p>To use green screen to film yourself with 'Wonderful Women'</p>	<p>To change size, colour and justification of my text</p> <p>To create a poster with images and text</p> <p>To open and save documents in/from the correct folder</p> <p>To use green screen to present a weather report</p> <p>To create a tourist guide to London using sway or book creator</p> <p>To design a 3D bus using '2Design and Make' on Purple Mash</p>	<p>To use simulations to help us learn about ourselves</p> <p>To create a digital advert for a toy using J2e or Purple-Mash</p> <p>To compare old and new toys using Purple Mash</p> <p>To write a description for a toy (Purple Mash)</p>	<p>To use technology to understand and label parts of a plant (Purple Mash)</p> <p>To use technology to understand label what helps plants grow (Purple Mash)</p> <p>To create an animation of a plant growing</p>
P.E.	<p>Ball Skills</p> <p>To develop control and co-ordination when dribbling a ball with your hands.</p> <p>To explore accuracy when rolling a ball.</p>	<p>Gymnastics</p> <p>To explore travelling movements.</p> <p>To develop quality when performing and linking shapes.</p> <p>To develop stability and control</p>	<p>Dance</p> <p>To use counts of 8 to move in time and make my dance look interesting.</p> <p>To explore pathways in my dance.</p>	<p>Net and wall games</p> <p>To defend space, using the ready position.</p> <p>To play against an opponent and keep the score.</p> <p>To explore hitting with a racket.</p>	<p>Invasion games</p> <p>To understand the role of defenders and attackers.</p> <p>To understand who to pass to and why when playing against a defender.</p> <p>To move towards a goal with the ball.</p>	<p>Athletics</p> <p>To move at different speeds over varying distances.</p> <p>To develop balance.</p> <p>To develop agility and co-ordination.</p>

	<p>To explore throwing with accuracy towards a target.</p> <p>To explore catching with two hands.</p> <p>To explore control and co-ordination when dribbling a ball with your feet.</p> <p>To explore tracking a ball that is coming towards me.</p>	<p>when performing balances.</p> <p>To develop technique and control when performing shape jumps.</p> <p>To develop technique in the barrel, straight and forward roll.</p> <p>To link gymnastic actions to create a sequence.</p>	<p>To create my own dance using, actions, pathways and counts.</p> <p>To explore speeds and actions in our pirate inspired dance.</p> <p>To copy, remember and repeat actions that represent the theme.</p> <p>To copy, repeat, create and perform actions that represent the theme.</p>	<p>To develop racket and ball skills.</p> <p>To develop sending a ball using a racket.</p> <p>To develop hitting over a net.</p>	<p>To support a teammate when in possession.</p> <p>To move into space showing an awareness of defenders.</p> <p>To be able to stay with a player when defending.</p>	<p>To explore hopping, jumping and leaping for distance.</p> <p>To develop throwing for distance.</p> <p>To develop throwing for accuracy.</p>
Art and Design	<p>An introduction to the art materials</p> <p>To learn about the work of artist Saul Steinberg</p> <p>To create a picture from a blob of paint or a fingerprint</p> <p>Use a variety of tools to experiment with paint</p> <p>Mix different combinations of red, blue and yellow</p>	x	<p>To learn a few facts about Frida Kahlo's life and have a look at a three of her portraits</p> <p>To draw details onto a ready drawn Frida Kahlo head</p> <p>To draw a mixed media portrait</p> <p>To draw/paint Mexican plants and tree shapes as details for a final picture</p> <p>To draw cartoon animals from dot to dot</p>	x	x	<p>To learn about Henri Matisse and his different ways of making images, including collage</p> <p>To use a Matisse painting template to copy his use of colour and mark making</p> <p>To look at a variety of Matisse collages and talk about how the pictures make you feel – likes/dislikes</p> <p>To create ideas for a Matisse style collage – what sorts of things would you put in your picture?</p>

	<p>together to attempt to make secondary colours</p> <p>To give thoughts and feeling on a range of abstract paintings</p> <p>To attempt to create a poly block print</p> <p>To experiment with clay/plasticine</p> <p>To make a free-standing structure using paper straws, card and tape</p> <p>(Can complete more than one objective per lesson)</p>		<p>pictures/2D instructions/3D toys</p> <p>To create a sky painting for the background of a painting (using photo references)</p> <p>Collage all work together to make a Frida Kahlo inspired picture (optional)</p> <p>To discuss, recap and evaluate all work using emoji's</p>			<p>To practice making simple outline drawings of a variety of objects, animals and people</p> <p>To create a collage inspired by Henri Matisse</p> <p>To discuss, recap and evaluate all work using emoji's</p>
Design Technology	x	<p>To listen to the story of the naughty bus and imagine what he would look like by the end of his journey</p> <p>Colour in a naughty bus (3D template) to make him look like he has been through all of the</p>	x	<p>To learn about fruit and vegetables - how do they grow? where are they grown?</p> <p>To draw and label a variety of fruit and vegetables</p> <p>To draw and label parts of an apple (or other fruit)</p>	<p>To investigate different types of puppets</p> <p>To discuss what materials we think they are made from and how they have been made</p> <p>To make an observational drawing of a 3D toy/teddy</p>	x

		<p>different environments</p> <p>Cut out your naughty bus and stick it together until it looks 3D</p> <p>Make tea/coffee stained paper in preparation for map making (optional)</p> <p>To look at a map of our local area and think about places where our naughty bus might want to go</p> <p>Make our own colourful maps of our local area, showing the main places that we want our buses to visit</p> <p>To evaluate my work – discussion and emoji's</p>		<p>To understand what different cooking utensils are used for</p> <p>To learn about food hygiene and food preparation (cutting, grating peeling)</p> <p>To make a poster titled 'Let's get ready to cook'</p> <p>To make an apple pastry or similar</p> <p>To evaluate my work using emojis</p>	<p>To design and make a paper puppet from a template (decorate)</p> <p>To make a final puppet with felt and other available materials</p> <p>To recap, discuss and evaluate all work using emojis</p>	
Music	<p>The Sound of Music (Au2 – Christmas Production)</p> <p>To listen to our song of the term and learn to sing it.</p>	<p>Your Imagination</p> <p>To sing and perform a song about Florence Nightingale. (History link)</p>			<p>BBC Ten Pieces: Lark Ascending</p> <p>To explore the difference between high pitch and low pitch.</p>	

	<p>To learn simple songs and rhymes with actions.</p> <p>To follow and learn simple melodies.</p> <p>To keep the beat to a simple song.</p> <p>To keep the beat while singing a simple song or rhyme.</p> <p>To accompany a song with percussion.</p> <p>To begin to sing in a round.</p> <p>To be able to follow musical instructions.</p> <p>To understand the role of a Conductor.</p> <p>To make suggestions on how we can improve our performance.</p> <p>To perform to an audience.</p>		<p>To listen to a piece of music and discuss where and when you might hear it.</p> <p>To accompany a song with using pitched percussion.</p> <p>To be able to copy rhythms with an awareness of the beat.</p> <p>To Improvise different rhythms.</p> <p>To understand the difference between the beat and rhythm.</p> <p>To listen to music about the seasons.</p> <p>To learn to sing songs and rhymes about the weather in a round.</p> <p>To use a variety of percussion instruments to create the stages of a storm.</p> <p>To use my own ideas to compose music.</p> <p>To write my music down.</p> <p>To read from basic written notation using symbols.</p>		<p>To listen to sounds from our outdoor environment and recreate them to create musical sounds.</p> <p>To use different instruments in relation to different animals.</p> <p>To recognise the different sounds of instruments.</p> <p>To create new words to a song and use my voice in different ways.</p> <p>To use our imaginations and draw pictures of new birds then use musical instruments to create what they sound like.</p> <p>To revisit our song repertoire that we have created over the past year.</p> <p>To perform a musical piece to an audience independently or as a small group.</p> <p>To evaluate my own performance.</p>	
Spanish	<p>Greetings and Introductions</p> <p>To be able to introduce yourself</p> <p>To write about how someone is feeling</p>	<p>Numbers 1-10</p> <p>To identify numbers 1 to 6</p> <p>To identify numbers 5 to 10</p>	<p>Colours</p> <p>To respond to spoken and written names for primary colours</p> <p>To create and name secondary colours</p>	<p>Classroom equipment and Numbers 11-20</p> <p>To recognise the nouns for equipment I use in the classroom</p>	<p>Healthy Eating</p> <p>To respond to the names of some fruits</p> <p>To respond to the names of some vegetables</p>	<p>Healthy Eating across the curriculum</p> <p>To talk to your classmates about fruit and vegetables</p> <p>To read and write about the story 'La Pequeña Oruga Glotona'</p>

	<p>To respond to how someone is feeling</p> <p>To tell your classmates how you are feeling</p> <p>To make your own puppets to communicate feelings</p> <p>To respond to the story of the three little pigs</p>	<p>To practise identifying numbers 1-10 out of sequence</p> <p>To practise identifying numbers through sculpture</p> <p>To practise counting and recording numbers 1-10</p> <p>to practise sequencing numbers in figure and word form</p> <p>To respond to the nativity story</p>	<p>and show a personal response to them</p> <p>To use my understanding of colours in Spanish to play games</p> <p>To practise talking and thinking about primary and secondary colours</p> <p>To read Spanish words to reproduce one of Frida Kahlo's paintings</p> <p>To quantify the colours used in Frida Kahlo's paintings</p>	<p>To respond to descriptions of colours of classroom equipment</p> <p>To begin to count from eleven to fifteen</p> <p>To practise counting objects and record the results</p> <p>To begin to count from sixteen to twenty</p> <p>To practise numbers 11-20 and complete a counting study</p>	<p>To talk about whether you like or dislike each type of fruit or vegetable</p> <p>To count and record how many fruits or vegetables there are</p> <p>To categorise fruits and vegetables by colour</p> <p>To categorise edible plants into fruits and vegetables</p>	<p>To respond to the story 'La Pequeña Oruga Glotona' through drama</p> <p>To sculpt models of fruit and vegetables to order</p> <p>To go shopping at the fruit and vegetable stall at the market</p> <p>To follow instructions to reproduce a Paul Cézanne still life painting</p>
P.S.H.E.	<p>Physical health and Well Being</p> <p>LO: To know about foods associated with special occasions.</p> <p>LO: To understand that some foods are healthier than others.</p>	<p>Keeping safe and managing risk</p> <p>Switched on Online Safety Unit 1.1: We are Year 1 Rule Writers</p> <p>LO: To learn about the roles of different people in the school and who to</p>	<p>Identity, society and equality</p> <p>Switched on Online Safety Unit 1.2: We are kind and thoughtful</p> <p>LO: To learn about what makes themselves special</p> <p>LO: To learn about what makes others special.</p>	<p>Drug, alcohol and tobacco education</p> <p>LO: To learn about what can go into bodies and how it can make people feel.</p> <p>Social Skill: To take care of my own personal hygiene. For example, changing clothes, cleaning</p>	<p>Mental health and emotional wellbeing</p> <p>Switched on Online Safety Unit 1.3: We are responsible internet and device users</p> <p>LO: To learn about times when people feel joyful/happy</p>	<p>Careers, financial capability and economic wellbeing</p> <p>LO: To learn about the different jobs that people do.</p> <p>LO: To know where money comes</p> <p>LO: To learn about keeping money safe.</p> <p>LO: To make choices about spending money</p>

	<p>LO: To understand how exercise makes us feel.</p> <p>L.O. To learn about different play-ground games from around the world.</p> <p>LO: To understand how different active playground games make them feel and to make choices about which they enjoy.</p> <p>LO: To learn how to be safe in the sun</p> <p>DEBATE: Should people have to eat healthy food?</p> <p>Social Skill: To hold the door to allow others through it, without being asked</p> <p>Social Skill: To use the phrase "Please may I..."</p>	<p>ask for help and advice.</p> <p>LO: To learn about personal safety and what to do if they feel uncomfortable</p> <p>LO: To understand responsibilities in the home and school – of self and others.</p> <p>LO: To know it is not always right to keep secrets if they relate to being safe.</p> <p>LO: To understand which adults help to keep us healthy and well (e.g., dentists, doctors)</p> <p>LO: To know about germs and personal hygiene.</p> <p>Social Skill: To offer someone help or assistance</p>	<p>LO: To understand how friendships are important to make us feel happy and secure.</p> <p>LO: To learn how people choose and make friends</p> <p>LO: To learn about roles and responsibilities at home and school.</p> <p>LO: To learn about being co-operative with others and treating each other with kindness.</p> <p>DEBATE: Is honesty important?</p> <p>Social Skill: To understand some ways to resolve an argument</p>	<p>teeth and washing hands.</p>	<p>LO: To learn about different types of feelings.</p> <p>LO: To talk about and name different feelings.</p> <p>LO: To learn about managing different feelings.</p> <p>LO: To talk about change and loss and how this can make people feel.</p> <p>LO: To discuss ways to make someone feel better.</p> <p>Social Skill: To say sorry with meaning</p>	<p>LO: To understand about saving money.</p> <p>DEBATE: Footballers earn too much money!</p> <p>Social Skill: To prepare food (egg sandwich/fruit) safely and cleanly for a class picnic.</p>
R.E	To understand who is a Christian and what they believe.		To learn about some of the festivals celebrated in Christianity.	To be able to discuss why it is important to show respect for	To be able to explore what we think about God and what Muslim's think about God.	

	<p>To understand what Christian's believe about God and Jesus.</p> <p>To understand what the Bible teaches us about God.</p> <p>To be able to study art and music and recognise how God is expressed through these.</p> <p>To understand what miracles of Jesus teach us about what is important to Christians.</p> <p>To be able to investigate how Christian's follow teachings from Bible to live their lives.</p>		<p>To understand what happens at Easter and how it makes people feel.</p> <p>To learn about the significance of festivals to Jewish people and what they mean.</p> <p>To understand how Muslim's celebrate Eid-UI-Fitr as the completion of a month fasting.</p> <p>To be able to find similarities between symbols of light within different festivals.</p> <p>To be able to discuss what I celebrate and how the importance of these relate or differ to other religious celebrations.</p>	<p>other people's precious or sacred belongings.</p> <p>To understand what places of worship are sacred to Christian's, Hindu's, Jewish people and Muslim's.</p> <p>To understand how places of worship are similar and different.</p> <p>To be able to explore the meanings of signs, symbols, artefacts and actions and how they help people in worship.</p>	<p>to understand who the Prophet Muhammad is and why he is important to Muslims.</p> <p>To understand some teachings from the Qur'an.</p> <p>To understand what makes a place or object special to ourselves and Muslims.</p> <p>To understand what a Mosque is and what happens there.</p> <p>To understand what happens at the celebration of Eid-UI-Fitr.</p>	
Options for Educational Visits/ Outdoor Learning	-	<p>St Stephen's Church – advent - FREE</p> <p>Trip to City Farm – Free</p> <p>Newington Green, Fruits & Vegetables: Trip to be scheduled</p>	<p>Museum of London – Mary Seacole workshop - FREE</p> <p>Florence Nightingale Museum – £7.50 per child</p> <p>100 hours World of Work Opportunity -</p>	<p>London Transport Museum – Is This the Way Home Workshop - £3.20</p> <p>Or £2.60 per child without workshop</p>	<p>Theatre – Little Angel Puppet Theatre – Paper Dolls- £6.50 per child + £39 per class for adult tickets</p> <p>V&A Museum of Childhood – £40 for 2 sessions</p>	<p>House of Illustration - £6</p> <p>Nature study @ King Henry's Walk – £4.60 per child</p>

		when the chn are learning about money – 50p per child	Discover 2 Dream – Q&A Session with a young female professional.	100 hours World of Work Opportunity - Eurostar – Visit to St Pancras International Station & In School Train Driver Talks		
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Year 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	My Healthy Life	Great Fire of London	Africa	Amazing Animals	Environmental Activists	The Blitz

<p>Science</p>	<p>To be able to describe the importance for humans of exercise.</p> <p>To be able to understand why humans must eat the right amounts of different types of food.</p> <p>To be able to understand the meaning of the word 'hygiene' and know how to be hygienic.</p> <p>To investigate how germs may travel.</p> <p>To observe how bulbs grow into mature plants.</p>	<p>To be able to compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 re-cap)</p> <p>To be able to identify and compare the suitability of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Suggested Scientists: Charles Mackintosh, John Dunlop, John McAdam</p>	<p>To find out about and describe the basic needs of animals and humans, for survival (water, food and air).</p> <p>To describe how animals obtain their food from plants and other animals.</p> <p>To identify and name different sources of food.</p> <p>To use the idea of a simple food chain.</p> <p>To identify whether something is living, dead or has never been alive.</p> <p>Suggested Scientists: Maria Sibylla Merian (entomologist) Charles H Turner (entomologist who discovered insects can hear)</p>	<p>To observe and describe how seeds and bulbs grow into mature plants (using my local environment)</p> <p>To find out and describe how plants need, water, light, and a suitable temperature to grow and be healthy.</p> <p>To set up, and carry out, a comparative test.</p> <p>To be able to explain what growth means and use this to describe how some animals grow and change (Observing the life cycle of caterpillars.)</p>	<p>To be able to identify and name a variety of plants and animals in their habitats (including microhabitats).</p> <p>To identify how different habitats provide the basic needs of plants and animals.</p> <p>To understand how animals are suited to their habitats and how they are dependent on each other.</p> <p>To compare animals in familiar habitats and less-familiar habitats for example, the ocean, the rainforest, seashore etc.</p>	<p>To notice that animals, including humans, have offspring which grow into adults.</p> <p>To understand what is male and what is female and be able to talk about what makes them different biologically.</p> <p>To understand that female mammals give birth and nurse their young.</p> <p>To be able to explain what growth means and use this to describe how some animals grow and change.</p> <p>To be able to ask questions about the world around me.</p> <p>To know what humans need to stay healthy.</p>
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**Working
Scientifically**

Questioning

I can ask simple questions about the world around me.

Planning

- I can suggest how I can investigate to find the answer.
- I can compare simple features of objects, materials and living things and, with help, decide how to sort and group them.
- I can observe changes over time.
- With help, I can perform simple tests and begin to notice how things are linked.
- I can use books and simple electronic media to find things out.

Obtaining Evidence

- I can use simple measurements and equipment (for example, hand lenses, egg timers) to collect data and carry out simple tests.
- I can observe closely.

Presenting Evidence

- I can use and record simple data
- I can talk about what I have found out and how I found it out.
- I can record in words or pictures, or in simple prepare formats such as tables and tally charts.

Considering evidence and evaluating

- I can begin to use simple scientific language (words to describe the properties of materials and the types of materials as well as simple comparative language).
- I can begin to notice patterns and relationships with help (Year 2).

History	x	<p>Now Press Play – To be able to understand what life was like during The Great Fire of London (digital link).</p> <p>To be able to sequence events of The Great Fire of London using a timeline (Maths link).</p> <p>To use historical sources to ask and answer questions about the Great Fire of London.</p> <p>To be able to make comparisons between London then and now (field work).</p> <p>To be able to compare houses then and now and understand why The Great Fire of London spread so quickly.</p> <p>To be able to reflect on what it was like to live through The Great Fire of London (diary entry/English link).</p>	x	x	<p>To be able to research a significant individual (Diane Fossey) (digital link).</p> <p>To be able to write about the life of Jane Goodall (English link).</p> <p>To be able to sequence photographs from the life of David Attenborough.</p> <p>To learn about the life of Wangari Maathai and describe key events in her life.</p> <p>To be able to retell a memory from my life and make comparisons between the early lives of those studied.</p>	<p>To be able to sequence artefacts and photographs from WWII. (Maths link).</p> <p>To be able to use artefacts to make inferences about life in WWII.</p> <p>To understand how The Blitz affected different areas of London.</p> <p>To understand what evacuation and why it was important.</p> <p>To be able to role play life as an evacuee/life in London during the Blitz .</p> <p>To be able to retell a blitz experience (English Link).</p>
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Geography	<p>To be able to locate countries and capital cities in the UK and identify where different foods come from.</p> <p>To be able to use maps to locate different ingredients in the U.K.</p> <p>To find out what types of food we can buy in our local environment (Field Work)</p> <p>To visit a local restaurant (literacy link – to write instructions on how to make a pizza)</p> <p>To understand that food can have a negative effect on the environment (Digital link).</p> <p>To compare and contrast hot and cold places in the world and understand that weather can make growing crops difficult.</p>	X	<p>To be able to locate and identify countries in Africa on a map.</p> <p>To understand that Africa has a range of different environmental regions.</p> <p>To be able to describe how South Africa has changed through time.</p> <p>To compare life in the city to life in the countryside in the U.K. and a region of South Africa. (fieldwork link)</p> <p>To identify topographical features on a map of the local area (Maths link).</p> <p>To be able to compare and contrast living in the countryside to living in the city - debate (English link)</p>	<p>Now Press Play lesson – Maps</p> <p>To be able to follow directions using the four points of a compass (digital link).</p> <p>To name and locate continents and oceans on a map and make predictions about the location of bear habitats.</p> <p>To be able to directional and locational language to describe and locate bear habitats on a map.</p> <p>To design a map of our local area (bear hunt) (Maths link).</p> <p>To be able to compare the habitats of polar bears and pandas (English link).</p> <p>To understand human and physical impacts on bear habitats.</p>	X	X
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Computing	NG To understand what information should or should not be given online	RF To understand what information should or should not be given online	NG To understand how to ask a trusted adult for help	RF To understand how to ask a trusted adult for help	NG To create a book/presentation using book creator (2 lessons)	RF To create a book/presentation using book creator (2 lessons)
	To explore animation using J2e	To explore animation using J2e	To create a silhouette image using PowerPoint (background)	To create a silhouette image using PowerPoint (background)	To understand that devices can be programmed	To understand that devices can be programmed
	To use J2e to create a short animation on Food	To use J2e to create a short animation on the fire of London	To create a silhouette image using PowerPoint (foreground)	To create a silhouette image using PowerPoint (foreground)	To program a BeeBot using multi-step commands	To program a BeeBot using multi-step commands
	To use formatting skills to create an acrostic poem	To use formatting skills to create an acrostic poem	To use data to create tables and charts using J2e	To use data to create tables and charts using J2e	To use a 'when' commands to program an on screen robot (hopscotch)	To use a 'when' commands to program an on screen robot (hopscotch)
	To add images into a document	To add images into a document	To create a simple table in Excel and enter data into it	To create a simple table in Excel and enter data into it	To use 'when' and 'repeat' commands to program multi-step actions for a character (hopscotch)	To use 'when' and 'repeat' commands to program multi-step actions for a character (hopscotch)
	To explore and understand a branching database	To explore and understand a branching database	To use data in a table to generate a graph (adding a graph title and labelling axis)	To use data in a table to generate a graph (adding a graph title and labelling axis)	To create a program using my own design (draw trail – hopscotch)	To create a program using my own design (draw trail – hopscotch)
	To create a branching database	To create a branching database	To collect data in response to a problem/question	To collect data in response to a problem/question	To make word clouds to support vocabulary	To make word clouds to support vocabulary
	To understand how to use my class team (logging in and assignments)	To understand how to use my class team (logging in and assignments)	To recognise the use of technology outside the school environment	To recognise the use of technology outside the school environment	To navigate through a website	To navigate through a website

	<p>To understand the functions of the key-board and mouse pad</p> <p>To create a digital poster about internet safety</p>	<p>To understand the functions of the key-board and mouse pad</p> <p>To create a digital poster about internet safety</p>	<p>To be able to find websites related to a topic</p>		<p>To generate a simple search term</p>	<p>To generate a simple search term</p>
P.E.	<p>Ball skills</p> <p>To be able to roll a ball to hit a target.</p> <p>To develop co-ordination and be able to stop a rolling ball.</p> <p>To develop technique and control when dribbling a ball with your feet.</p> <p>To develop control and technique when kicking a ball.</p> <p>To develop co-ordination and technique when throwing and catching.</p> <p>To develop control and co-ordination</p>	<p>Gymnastics</p> <p>To perform gymnastic shapes and link them together.</p> <p>To be able to use shapes to create balances.</p> <p>To be able to link travelling actions and balances using apparatus</p> <p>To demonstrate different shapes, take off and landings when performing jumps.</p> <p>To develop rolling and sequence building.</p> <p>To develop sequence work on apparatus.</p>	<p>Dance</p> <p>To remember, repeat and link actions to tell the story of my dance.</p> <p>To develop an understanding of dynamics and how they can show an idea.</p> <p>Use counts of 8 to help you stay in time with the music.</p> <p>To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>To explore pathways and levels.</p> <p>To remember and rehearse our circus dance showing expression and character.</p>	<p>Net and wall games</p> <p>To use the ready position to defend space on court.</p> <p>To develop returning a ball with hands.</p> <p>To play against a partner.</p> <p>To develop racket skills and use them to return a ball.</p> <p>To develop returning a ball using a racket.</p> <p>To play against an opponent using a racket.</p>	<p>Invasion games</p> <p>To understand what being in possession means and support a teammate to do this.</p> <p>To use a variety of skills to score goals.</p> <p>To develop stopping goals.</p> <p>To learn how to gain possession of the ball.</p> <p>To develop an understanding of marking an opponent.</p> <p>To learn to apply simple tactics for attacking and defending</p>	<p>Athletics</p> <p>To develop the sprinting action.</p> <p>To develop jumping for distance.</p> <p>To develop technique when jumping for height.</p> <p>To develop throwing for distance.</p> <p>To develop throwing for accuracy.</p> <p>To develop technique when taking part in an athletics carousel.</p>

	when dribbling a ball with your hands.					
Art and Design	x	<p>To make 'fire' marble paper (3 students at a time) - optional</p> <p>To look at a variety of artwork based on The Great Fire of London - mind map</p> <p>To draw a famous Great Fire of London scene</p> <p>To create a Great Fire of London collage picture – mixed media (use marble paper as the fire with Tudor houses)</p> <p>To make and colour a 3D paper Tudor house</p> <p>To discuss, recap and evaluate all work</p>	<p>To be able to give a personal response to HMS Victory sculpture and draw African Batik fabrics.</p> <p>To design an African pattern for a fabric sail.</p> <p>To use glue to create patterns for a Batik sail.</p> <p>To use fabric paint to colour the Batik fabric sail.</p> <p>To make a clay pinch pot boat.</p> <p>To discuss, recap and evaluate all work</p>	<p>To learn about Andy Goldsworthy</p> <p>To make a collage using photographs of natural objects</p> <p>To make a painting of our natural form collages</p> <p>To make a sculpture out of natural objects</p> <p>To make natural forms out of clay</p> <p>To discuss, recap and evaluate all work</p>	x	x
Design Technology	<p>To identify different food products and learn about where they come from</p> <p>To identify different types of cooking equipment</p>	x	x	x	<p>To learn about a variety of human and animal habitats</p> <p>To identify different building materials on a variety of habitats</p>	<p>To create an underlying pop up structure – parallel folds</p> <p>To draw a Quentin Blake style character (to stick on pop up card)</p>

	<p>To prepare for cooking - cutting, grating and peeling and food hygiene</p> <p>To make a food product containing fruit or vegetables (e.g., carrot cookies)</p> <p>To evaluate a food product</p> <p>To use the correct ingredients in a paper recipe (to follow a recipe)</p> <p>To look at and discuss and make a piece of food art (Claes Oldenburg, Wayne Thiebaud and Andy Warhol)</p>				<p>To draw and colour a house/habitat</p> <p>To design a habitat for an animal or human</p> <p>To experiment with a variety of materials to build a habitat/house /structure</p> <p>To experiment with clay to build a habitat/house Structure</p> <p>Discuss, recap and evaluate all work (this can be done at the end of each practical lesson)</p>	<p>To create symmetrical counter-folds (triangle & rectangle)</p> <p>To make an observational drawing of a toy (3D object)</p> <p>To make a bending plane (spirals)</p> <p>Extension: To make a slot-guided slide</p> <p>To discuss, recap and evaluate all work</p>
Music	<p>I Wanna Play in A Band! (Au2 – Christmas Song)</p> <p>To listen to our song of the term and know the features of it.</p> <p>To learn action songs in a round.</p> <p>To identify the solfege notes and Curwen hand signs.</p> <p>To listen and appraise classic rock songs.</p>	<p>African Music/Carnival of the Animals</p> <p>To understand the key features of African music.</p> <p>To learn call and response songs.</p> <p>To identify improvements in your work and change them musically.</p> <p>To identify the beat in music and play call and response patterns.</p>	<p>Introduction to Recorders/BBC Ten Pieces – Night on Bare Mountain.</p> <p>To identify and read crotchets and quaver rests on music notation to prepare for recorder playing.</p> <p>To learn about the different parts of a Recorder.</p> <p>To learn how to hold and use the recorder focusing on posture.</p> <p>To learn the note B on the Recorder making a clear sound.</p>			

	<p>To learn songs using the solfege notes and Curwen hand signs.</p> <p>To be able to locate notes on a Glockenspiel and be able to play the instrument correctly.</p> <p>To learn a melody on the Glockenspiel.</p> <p>To play musical accompaniments using tuned percussion.</p> <p>To learn a song to performance standard.</p> <p>To perform to an audience.</p> <p>To accompany a song with percussion instruments.</p> <p>To improvise four beat rhythms and melodies to a song.</p> <p>To compose a class melody to the music of 'I Wanna Play In A Band!'</p>		<p>To improvise and layer ostinato rhythms based on African countries, as a whole class ensemble using different dynamics.</p> <p>To read and play rhythms from written notation.</p> <p>To compose rhythms and write them with notation.</p> <p>To create ostinato patterns based on African countries.</p> <p>To create a composition layering ostinatos.</p> <p>To understand how music can show a character.</p> <p>To compare music showing different musical characters.</p> <p>To identify musical characters and explore movement.</p> <p>To plan music for an animal character.</p>		<p>To read and play short melodies on the recorder using note B.</p> <p>To compose a short melody using the notes of the Recorder and write them down using a rhythm grid.</p> <p>To listen a piece of music and create movement that suits the atmosphere.</p> <p>To musically create the atmosphere and sound of a 'Witches' Spell'.</p> <p>To describe the mood and atmosphere of music using musical elements.</p> <p>To understand that music tells stories and creates moods.</p> <p>To use my own ideas to compose music to show a story.</p>	
Spanish	<p>Alphabet To recall year 1 language</p> <p>To respond to cognate graphemes</p>	<p>Birthdays and Numbers 21-31 To strengthen neural pathways for numbers 1-20</p> <p>To respond to months nouns</p>	<p>Countries To respond to the names of different countries</p> <p>To describe the colours of flags of different countries</p>	<p>Geographical Environments and Habitats To respond to nouns labelling living environments</p> <p>To learn about a Spanish city by designing a postcard</p>	<p>Weather, Seasons To categorise months by season</p> <p>To focus on the spellings of months and seasons nouns</p>	<p>Animals: nocturnal and diurnal To respond to the names of some different animals and say which you like and dislike</p>

	<p>To respond to a wider range of graphemes</p> <p>To practise naming letters of the alphabet in Spanish</p> <p>To apply understanding of grapheme names to think about who young children live with</p> <p>To listen to the story 'La Bella Durmiente' and act it out</p>	<p>To respond to numbers 21 to 31</p> <p>To identify the date of my birthday in speech and writing</p> <p>To practise counting numbers 1-31, matching them to a calendar month</p> <p>To review months and numbers 1-31</p> <p>To learn about 'El día de los Reyes': how Christmas is celebrated by children in Spain</p>	<p>To say which country you are from</p> <p>To learn the names of some African countries and talk about the 2010 World Cup, held in Africa</p> <p>To compose and perform a song about where people come from</p> <p>To practise using the words and sentences we have learnt about countries and the colours that represent them</p>	<p>To learn about Valencia through discussion and drama</p> <p>To respond to the four major points of the compass</p> <p>To show understanding of compass points and geographical features by making a model</p> <p>To create an imaginary country in the playground from a description in Spanish</p>	<p>To respond to key weather vocabulary through drama</p> <p>To respond the written information about weather and seasons</p> <p>To respond to sentences about the weather and seasons through drama</p> <p>To respond to information about weather and seasons in paragraphs</p>	<p>To do a study about quantities of animals</p> <p>To think about nocturnal and diurnal animals</p> <p>To think about animals' habitats</p> <p>To use your artistic skills to demonstrate understanding of animal habitat nouns</p> <p>To read and write about animals' colours and habitats</p>
P.S.H.E.	<p>Physical health and wellbeing – what keeps me healthy?</p> <p>Switched On Online Safety Unit 2.1: We are Year 2 Rule writers</p>	<p>Mental health and emotional wellbeing – friendship</p> <p>LO: To learn about the importance of special people in their lives</p>	<p>Keeping safe and managing risk</p> <p>Switched On Online Safety Unit 2.2: We are not online bullies</p>	<p>Drug, alcohol and tobacco education</p> <p>LO: To understand why medicines are taken and that there can be alternatives to taking medicine</p>	<p>Sex and relationship education (Summer Term)</p> <p>LO: To understand and respect the differences and similarities between people</p>	<p>Sex and relationship education (Summer Term)</p> <p>Switched On Online Safety Unit 2.3: We are safe searchers</p> <p>Social Skill: To tie my own shoelaces</p>

	<p>LO: To learn about eating well and what makes a balanced diet</p> <p>LO: To learn about the importance of eating fruit and vegetables (as part of a balanced diet)</p> <p>LO: To know about the importance of physical activity, sleep and rest</p> <p>LO: To learn about ways of being physically active throughout the day</p> <p>LO: To understand about people who help us to stay healthy and well</p> <p>LO: To learn about basic health and hygiene routines</p> <p>DEBATE: Should people be made to eat healthily because it is good for them?</p> <p>Social Skill: To give a meaningful compliment</p>	<p>LO: To learn about being co-operative with others</p> <p>LO: To learn about making friends and who can help with friendships</p> <p>LO: To learn about solving problems that might arise with friendships</p> <p>LO: To understand that teasing and bullying is unacceptable and what to do if they experience it</p> <p>DEBATE: What is the best way to deal with bullying?</p> <p>Social Skill: To discuss positively my own and other people's cultures</p>	<p>LO: To learn about keeping safe in the home</p> <p>LO: To learn about fire safety</p> <p>LO: To learn about keeping safe outside</p> <p>LO: To learn about road safety</p> <p>LO: To learn about people who help keep us safe (including police, fire service etc.)</p> <p>LO: To learn how to respond safely and appropriately to unknown adults</p> <p>DEBATE: Everyone deserves to feel safe.</p> <p>Social Skill: To be able to cross the road safely</p> <p>Social Skill: To be able to keep my belongings safe in school</p>	<p>LO: To understand what medicine looks like and how it is used</p> <p>LO: To understand where medicines come from</p> <p>LO: To learn about keeping themselves safe around medicine</p> <p>LO: To learn the safety rules about using and storing medicines</p> <p>LO: To know that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p> <p>Social Skill: To understand the importance of being grateful for the things that we have</p>	<p>LO: To learn about the biological differences between male and female animals and their role in the life cycle</p> <p>LO: To learn the biological differences between male and female children</p> <p>LO: To learn about growing from young to old and that they are growing and changing</p> <p>LO: To understand that everybody needs to be cared for and ways in which they care for others</p> <p>LO: To learn about different types of family and how their home-life is special</p> <p>LO: To know how to report concerns of abuse and the appropriate language to do so and where to get advice</p>	
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	Social Skill: To be able to wash and dry up					
R.E	<p>To discuss what 'precious' means and what is precious to us.</p> <p>To understand what Jewish beliefs about God are.</p> <p>To understand what is precious to Jewish people.</p> <p>To understand how and why Jewish people celebrate Shabbat and compare how we ensure times of rest.</p> <p>To know what the story of Chanukah means to Jewish people and to discuss what it means to us.</p> <p>To know what the meaning of the festival of Sukkoth and Pesach are.</p>		<p>To understand that parables are stories with a deeper meaning.</p> <p>To understand what a holy book is and how different holy books are used and treated.</p> <p>To be able to read, act out and illustrate some stories that are about what God is like.</p> <p>To understand the story of Jonah and know what is special to him.</p> <p>To know which stories Muslims tell about the Prophet Muhammed and to understand what they tell us.</p> <p>To be able to make explicit comparisons between stories that appear in more than one sacred text.</p>	<p>To understand how Christianity, Islam and Judaism show that they belong and what symbols of belonging are used.</p> <p>To be able to explore the idea that everyone is valuable and compare and contrast how this is celebrated between different religions.</p> <p>To be able to compare the promises made in a Christian wedding and a Jewish Ketubah.</p> <p>To understand that some people feel they belong to different communities that may not be religious.</p> <p>To know that different religions, at times, work together.</p>	<p>To be able to discuss whether we should care for everyone and explore ideas of friendships.</p> <p>To know that religions believe that serving others and those who may be less fortunate, is important within religions.</p> <p>To understand how the 'Golden Rule' is an encouragement of care and explore where this has or hasn't been followed within religious texts.</p> <p>To understand how the creation account in Genesis 1 and 2 tells believers about God and the treatment of the world.</p>	
Options for Educational	-	St Paul's Cathedral and dome climb - £5.50 per child	London Zoo - £8.00 per child	Islington Ecology Centre – habitat workshop - £2.50 per child	Nature study e.g. Hampstead Heath – Free	

Visits/Outdoor Learning		<p>Museum of London – Great Fire of London workshop – FREE</p> <p>Visit to Monument – £3.20 per child</p>		<p>Horniman museum – Free or £2.42 per child for Animals and their habitats workshop</p> <p>100 hours: World of Work Opportunity – 3 Discovery Century (Link to Computing)</p>	
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Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Strong Forces	The Big Dig	Oceans and Seas	Our Island Home	How Does Your Garden Grow?	Light and Dark

<p>Science</p>	<p>To be able to compare how things move on different surfaces.</p> <p>To be able to notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>To be able to observe how magnets attract or repel each other and attract some materials but not others.</p> <p>To be able to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>To be able to describe magnets as having two poles.</p> <p>To be able to predict whether two magnets will attract or repel each other,</p>	<p>To be able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>To be able to describe how fossils are formed when things that have lived are trapped within rock.</p> <p>To be able to recognise that soils are made from rocks and organic matter.</p> <p>To be able to recognise that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>To be able to identify and group animals with and without skeletons and observe and compare their movement.</p> <p>Suggested Scientists: Katia Kraff (geologist and volcanologist)</p>	<p>To be able to identify that animals, including humans, need the right types and amount of nutrition.</p> <p>To understand that animals, including humans, can't make their own food; they get nutrition from what they eat.</p> <p>To be able to identify and group animals with and without skeletons.</p> <p>To be able to observe and compare the movement of different animals, including humans.</p> <p>To be able to group animals according to what they eat.</p> <p>To be able to research different food groups and think about how they keep us healthy.</p>	<p>To be able to research facts about Mary Anning</p> <p>To be able to ask relevant questions about Mary Anning and her work</p> <p>To begin to decide what kind of scientific enquiry I could use to find the answer.</p> <p>To be able to record my findings.</p> <p>To be able to use my results to draw simple conclusion, suggest improvement and raise further questions.</p>	<p>To be able to identify and describe the functions of different part of flowering plants: roots, stem/ trunk/ leaves and flowers.</p> <p>To be able to 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.</p> <p>To be able to investigate the way in which water is transported within plants.</p> <p>To be able to explore the part that flowers play in the life cycle of flowering plants, including pollination and seed formation.</p> <p>To understand and be able to explain different methods of seed dispersal.</p> <p>Suggested Scientists: George Washington Carver (botanist and inventor)</p>	<p>To be able to recognise that I need light in order to see things.</p> <p>To understand that dark is the absence of light.</p> <p>To be able to notice that light is reflected from surfaces</p> <p>To be able to recognise that light from the sun can be dangerous and that there are ways to protect my eyes</p> <p>To be able to recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>To be able to find patterns in the way that the size of shadows change.</p> <p>Suggested Scientist: Liz West (artist)</p>
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	depending on which poles are facing.				Joseph Banks (botanist and explorer)	
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**Working
Scientifically**

Questioning

-I can ask relevant questions about my science topic.

Planning

-I can begin to decide what kind of scientific enquiry I could use to find the answer: observing changes over time, noticing patterns, grouping and classifying things, carrying out a fair test, or using secondary sources.

-I can decide when to investigate using a fair test.

-I can decide what criteria to use to group, sort and classify objects or events.

-I can use simple keys.

-I can begin to look for patterns and relationships and decide what data to collect to identify them.

-I can decide what to observe.

-I can information sources to find the information I need.

-I can make predictions.

Obtaining Evidence

-I can take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

-I can help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.

-I can make systematic and careful observations.

Presenting Evidence

-I can gather, record, classify and present data in a variety of ways to help in answering questions.

-I can use and spell appropriate scientific language.

-I can record findings using drawings, labelled diagrams, keys, bar charts, and tables.

-I can present my results in different ways, including oral and written explanations, displays or presentations of results and conclusions.

Considering Evidence and Evaluating

-I can use my results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

-I can identify differences, similarities or changes related to simple scientific ideas and processes.

-I can use straightforward scientific evidence to answer questions or to support their findings.

History	<p>To be able to use primary and secondary sources to find out more about The Romans and describe life in Roman Times (digital link).</p> <p>To be able to use a timeline to help me understand that the Roman Empire expanded over time (Maths link).</p> <p>To understand why the Roman Empire was so powerful.</p> <p>To understand that Iron Age Britain was different from the Roman Empire.</p> <p>To understand why Julius Caesar failed to conquer Britain (English link).</p> <p>To be able to use secondary sources to research the invasion by Claudius.</p>	<p>To be able to present findings about the British resistance and Boudicca (diary entry).</p> <p>To be able to develop my knowledge and understanding of Hadrian's Wall (model making).</p> <p>To compare and contrast technology in Roman and Celtic Britain.</p> <p>To use evidence to describe Roman culture.</p> <p>To understand Roman beliefs and compare them with early Christianity.</p> <p>To be able to recap my knowledge of Roman Britain.</p>	x	<p>To be able to use secondary sources to research the invasion of Britain by the Anglo-Saxons and the reasons for their invasion and place events on a timeline.</p> <p>To be able to locate the 7 Anglo-Saxon kingdoms on a map of Britain.</p> <p>To be able to explore and ask questions about Anglo Saxon artefacts.</p> <p>To be able to develop my knowledge and understanding of Anglo- Saxon settlements/villages (model making Maths Link).</p> <p>To present my findings about Anglo-Saxon settlements (newspaper article English link).</p> <p>To be able to find out about life as an Anglo-Saxon (Now Press Play digital link).</p>	x	x
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Geography	X	X	<p>To be able to identify the world's oceans and seas (Maths link).</p> <p>To know the different features of a coastal region.</p> <p>To understand how the coastal erosion changes the landscape.</p> <p>To understand how some people rely on the sea for their livelihood (English Link).</p> <p>To understand that seas and oceans contain a range of different types of wildlife.</p> <p>To compare a coastal region with our own community (Field work).</p>	x	<p>To be able to locate the earth's major volcanic and earthquake regions.</p> <p>To understand why earthquakes, happen (English Link).</p> <p>To understand how the Richter scale works (Maths link).</p> <p>To understand how a volcano works (create a model of an erupting volcano).</p> <p>To be able to compare a region of the U.K. with a volcanic region of Italy (e.g. Sicily), identifying trade and economy.</p> <p>To understand the effects of natural disasters on humans (digital link).</p>	<p>To be able to locate different countries in Europe, identifying differences in climate.</p> <p>To understand what maps are and how they have developed over time (Maths link).</p> <p>To understand what the different lines on a map of the world show us</p> <p>To be able to follow a map (English Link).</p> <p>To be able to use a map to plan a journey (digital link).</p> <p>To be able to create a range of maps of our local area (field work).</p>
Computing	<p>RF To understand how to stay safe online</p> <p>To understand how an internet search works</p>	<p>NG To understand how to stay safe online</p> <p>To understand how an internet search works</p>	<p>RF To create a wordsearch using properties of a table</p> <p>To edit table properties in word</p>	<p>NG To create a wordsearch using properties of a table</p> <p>To edit table properties in word</p>	<p>RF To plan a stop motion animation</p> <p>To create a digital background for an animation</p>	<p>NG To plan a stop motion animation</p> <p>To create a digital background for an animation</p>

	<p>To open, read and respond to emails</p> <p>To compose emails with attachments</p> <p>To add images, text and media to create a PowerPoint presentation</p> <p>To select appropriate presentation features (such as animation and transitions)</p> <p>Write an author fact file using PurpleMash</p> <p>Share Book Reviews using Flipgrid</p> <p>To explore the Roman period using LGFL Romans resource</p>	<p>To open, read and respond to emails</p> <p>To compose emails with attachments</p> <p>To add images, text and media to create a PowerPoint presentation</p> <p>To select appropriate presentation features (such as animation)</p> <p>Write an author fact file using PurpleMash</p> <p>Share Book Reviews using Flipgrid</p> <p>To explore the Roman period using LGFL Romans resource (augmented/virtual reality)</p>	<p>To program multiple sprites using Scratch Jr or Hopscotch</p> <p>To understand and use a variable</p> <p>To program an action to occur in response to a collision</p> <p>To use the random block to vary speed</p> <p>To create an underwater animation using J2e, Scratch</p> <p>To use green screening to create a scene from class reader</p> <p>Use Google Expeditions to visit Geographic/Historical sites</p>	<p>To program multiple sprites using Scratch Jr or Hopscotch</p> <p>To understand and use a variable</p> <p>To program an action to occur in response to a collision</p> <p>To use the random block to vary speed</p> <p>To create an animation using J2e, Scratch</p> <p>To use green screening to create a scene from class reader</p> <p>Use Google Expeditions to visit Geographic/Historical sites</p>	<p>To create an animation to show the growth of a plant</p> <p>To explore the range of loops available in garage band</p> <p>To practice looping and cropping tracks on a timeline</p> <p>To create a soundtrack using GarageBand (to accompany an animation)</p> <p>To research and gather information for a quiz</p> <p>To create a quiz</p>	<p>To create an animation to show the growth of a plant</p> <p>To explore the range of loops available in garage band</p> <p>To practice looping and cropping tracks on a timeline</p> <p>To create a soundtrack using GarageBand (to accompany an animation)</p> <p>To research and gather information for a quiz</p> <p>To create a quiz</p>
P.E.	<p>Invasion games (Netball)</p> <p>To develop passing and moving</p>	<p>Gymnastics</p> <p>To be able to create interesting point and patch balances.</p> <p>To develop stepping into shape jumps with control.</p>	<p>Dance</p> <p>To create actions in response to a stimulus and move in unison with a partner.</p> <p>To create actions to move in contact with a partner or interact with a partner.</p>	<p>Net and Wall Games (Tennis)</p> <p>To develop racket and ball control.</p> <p>To develop hitting the ball using a forehand.</p>	<p>Striking and Fielding Games (Cricket)</p> <p>To develop overarm throwing and catching.</p>	<p>Athletics</p> <p>To develop the sprinting technique and improve on your personal best.</p> <p>To develop change-over in relay events.</p>

	<p>To develop passing and moving towards a goal.</p> <p>To be able to defend an opponent</p> <p>To develop movement skills to lose a defender.</p> <p>To develop the shooting action.</p> <p>To develop playing using netball rules while applying simple tactics for attacking and defending</p>	<p>To develop the straight, barrel, and forward roll.</p> <p>To be able to transition smoothly into and out of balances.</p> <p>To create a sequence with matching and contrasting actions and shapes.</p> <p>To create a partner sequence incorporating equipment.</p>	<p>To select and link appropriate actions and dynamics to show our dance idea.</p> <p>To remember, repeat and create actions to represent an idea.</p> <p>To share ideas of actions and dynamics to create a dance that shows a location.</p> <p>To use choreographing ideas to develop our dance.</p>	<p>To develop returning the ball using a forehand</p> <p>To develop the two handed backhand.</p> <p>To be able to rally using a forehand.</p> <p>To develop shot selection</p> <p>To develop playing against an opponent.</p>	<p>To develop underarm bowling.</p> <p>To learn how to grip the bat and develop batting technique.</p> <p>To be able to field a ball using a two handed pick up and a short barrier.</p> <p>To develop overarm bowling technique.</p> <p>To play apply skills learnt to small sided cricket matches</p>	<p>To develop jumping technique in a range of approaches and take off positions.</p> <p>To develop throwing for distance and accuracy.</p> <p>To develop throwing for distance in a pull throw.</p> <p>To develop officiating and performing skills.</p>
Art and Design	x	x	<p>To learn about Edo Period Japan and the woodblock prints of Hokusai</p> <p>To design a printed picture, drawing inspiration from photographs of Japanese water scenes</p> <p>To make a Japanese style print while exploring different printing techniques</p> <ul style="list-style-type: none"> • mono print 	x	<p>To learn about the artwork and life of artist Georgia O'Keefe</p> <p>To draw a Georgia O'Keefe flower or landscape</p> <p>To create an observational drawing using compressed charcoal (cross hatching)</p> <p>To mix primary colours to make secondary colours</p>	<p>To look at and investigate a variety of famous maps - make a mind map</p> <p>To draw sections of a variety of maps</p> <p>To complete a map design sheet</p> <p>To make a final map design</p> <p>To draw and paint a map</p>

			<ul style="list-style-type: none"> poly block print printing tools <p>To draw into the mono printed images using pen and oil pastels to make the images stand out more clearly</p> <p>To paint a wax resist landscape using wax crayons and water colour paints</p> <p>To recap, discuss and evaluate all work</p>		<p>To draw and paint a flower/landscape using primary and secondary colours</p> <p>To recap, discuss and evaluate all work</p>	To recap, discuss and evaluate all work
Design Technology	<p>To investigate and draw a variety of levers and linkage mechanisms</p> <p>To know the difference between fixed and loose pivots</p> <p>To make sketches and experiment with materials</p> <p>To design a variety of lever and linkage mechanisms based on discussed sketches and material experiments</p>	<p>To investigate and draw a variety of Roman mosaics</p> <p>To create observational drawings of Roman artefacts</p> <p>To investigate, draw and paint modern mosaics</p> <p>To design a mosaic tile by drawing a variety of animals, shapes and patterns from 2D references</p>	x	<p>To discuss the 'healthy eating plate' and food groups</p> <p>To investigate a variety of desserts</p> <p>To learn about how flour is made and draw a variety of cereals</p> <p>To discuss food hygiene and practice food preparation techniques (bridge & claw grip)</p>	x	x

	<p>To make a lever and linkage mechanism</p> <p>To discuss, recap and evaluate all work</p>	<p>To make a mosaic tile out of clay and glass tiles</p> <p>To discuss, recap and evaluate all work</p>		<p>To make a dessert (suggestion Apple crumble)</p> <p>To discuss, recap and evaluate the baking lesson</p>		
Music	<p>Think like a Roman! (Au2 – Christmas Production)</p> <p>To identify pulse and rhythm in music and perform these with an awareness of others.</p> <p>To recognise and create repeated (ostinato) patterns.</p> <p>To layer ostinato rhythms to create a whole class composition based on Roman themes.</p> <p>To learn to sing the song 'Think like a Roman' (<i>Christmas song for Au2</i>) using expression and sign.</p> <p>To sing in unison and focus on the pitch of the melody.</p> <p>To begin to sing in different parts, while having an awareness of pulse and rhythm.</p> <p>To be aware of others when performing to an audience.</p> <p>To learn a variety of warm-ups to develop singing skills.</p> <p>To rehearse songs to performance standard.</p>		<p>The Orchestra/BBC Ten Pieces – MAMBO!</p> <p>To identify timbre/instrument names, sounds and families belonging to the Orchestra.</p> <p>Learn to sing the Orchestra Song with many vocal parts.</p> <p>Learn to play a famous orchestral piece on the glockenspiels.</p> <p>Compose a section B melody for an Orchestral piece.</p> <p>To create and label the layout of an orchestra.</p> <p>To learn about a great composer from the Classical Period.</p> <p>To listen and describe a piece of music from Leonard Bernstein and compare the orchestral sound to Beethoven's music.</p>		<p>Recorders Stage 1/Around the World</p> <p>To learn how to play the notes B, A, and G.</p> <p>To learn to play and read crotchet, quavers, minims and semibreve rhythmic note values.</p> <p>To read and play four-bar rhythms.</p> <p>To compose a Recorder piece using and record it with written notation.</p> <p>To play the recorder with an awareness of others.</p> <p>To understand the main Italian musical terms for dynamics and identify them on a musical score.</p> <p>To listen and match different pieces of traditional music to their country.</p> <p>To create melodies using a pentatonic scale.</p> <p>To create melodic ostinatos based upon different continents and countries.</p>	

	<p>To discuss the effectiveness of your performance and identify and make improvements for a better performance.</p>		<p>To create and perform a Latin rhythmic pattern to a pulse and orchestrate the patterns.</p> <p>To learn to play a Mambo Pulse and choose appropriate instruments to work in groups to perfect the pulse.</p> <p>To play and layer Mambo rhythms keeping in time with the Mambo pulse.</p> <p>To invent and learn a tune by creating short pieces using pulse, ostinato and melody.</p> <p>To structure all ideas into one piece and perform the piece to an audience.</p>		<p>To learn and sing world songs, focusing on pitch and melody shape.</p> <p>To continue learning world songs.</p> <p>To perform a piece of music from the term to an audience.</p>	
Spanish	<p>Pets</p> <p>To recall language studied in Year 2</p> <p>To respond to pets' nouns and think about colour variation in animals</p> <p>To link animal and food nouns</p> <p>To publish work about animals and the foods they eat</p>	<p>Behaviour Choices</p> <p>To demonstrate understanding of written descriptions of pets</p> <p>To demonstrate understanding of spoken descriptions of pets</p> <p>To talk to my friends to describe pets</p> <p>To describe behaviour choices</p>	<p>Clothes</p> <p>To demonstrate understanding of clothes nouns</p> <p>To practise using clothes vocab in speech</p> <p>To categorise clothes vocabulary and extend my vocabulary with a dictionary</p>	<p>Descriptions of Clothes</p> <p>To demonstrate understanding of descriptions of clothes</p> <p>To make some clothes, according to a description</p> <p>To compose some sentences about the clothes people wear</p> <p>To plan a design for my ideal school uniform or football kit</p>	<p>Food and drink at the café</p> <p>To respond to the names of drinks and snacks at the café in Spain</p> <p>To demonstrate understanding of multiples of ten in Spanish</p> <p>To demonstrate understanding of how many euros and cents items cost</p> <p>To practise ordering snacks and drinks</p>	<p>Food and drink at home and at the restaurant</p> <p>To respond to food nouns and express whether you like them or not</p> <p>to classify different foods by colour and look for patterns in nouns and adjectives</p> <p>To categorise food and drink nouns according to scientific criteria</p>

	<p>To place animal and food nouns in their habitats</p> <p>To understand written information about the habitats of living things</p>	<p>To act out different behaviour type adjectives in Spanish</p> <p>To produce sculpture based on descriptions of animals</p>	<p>To communicate strings of information, using <i>translation</i></p> <p>To write some sentences about when I wear different clothes</p> <p>To focus on spellings of clothes vocabulary and colours</p>	<p>To describe my ideal football kit or uniform design</p> <p>To publish my ideal football kit or uniform design for display</p>	<p>and understanding prices</p> <p>To make a café menu, thinking about the cost of snacks and drinks</p> <p>To order snacks and drinks at the café and pay for them</p>	<p>To create sentences about the foods you like and don't like and discussing your tastes with others</p> <p>To plan and describe the menu of my dream café or restaurant</p> <p>To publish the menu of my dream café or restaurant</p>
P.S.H.E.	<p>Drug, Alcohol and Tobacco Education</p> <p>Switched On Online Safety Unit 3.1: We are Year 3 Rule Writers</p> <p>LO: To understand the definition of drugs</p> <p>LO: To know that drugs (including medicine) can be harmful to people</p> <p>LO: To learn the effects and risks of smoking tobacco</p>	<p>Keeping safe and managing risk</p> <p>LO: To understand what bullying is and why it is unacceptable</p> <p>LO: To recognise bullying and how it can make people feel</p> <p>LO: To learn about different types of bullying</p> <p>LO: To understand how to respond to incidents of bullying</p>	<p>Mental health and emotional wellbeing</p> <p>Switched On Online Safety Unit 3.2: We are digital friends</p> <p>LO: To learn about different emotions and how to manage these</p> <p>LO: To know that people can experience conflicting emotions at different times, such as times of loss and change</p>	<p>Identity, society and equality</p> <p>LO: To be able to value the similarities and differences between themselves and others</p> <p>LO: To learn about what makes a good friend</p> <p>LO: To learn about dealing with issues that might arise in friendship</p> <p>LO: To understand the importance of</p>	<p>Careers, financial capability and economic wellbeing</p> <p>Switched On Online Safety Unit 3.3: We are internet detectives</p> <p>LO: To understand what influences people's choices about spending and saving money</p> <p>LO: To understand why people might borrow money and that borrowed</p>	<p>Physical health and wellbeing</p> <p>LO: To learn about making healthy choices about food and drinks</p> <p>LO: To learn about the range of sources that their food comes from</p> <p>LO: To understand that food comes from a range of countries from around the world</p>

	<p>and secondhand smoke</p> <p>LO: To learn about the help available for people to remain smoke free or stop smoking</p> <p>LO: To understand that medicines can be used to manage and treat medical conditions and the importance of this being done correctly (asthma)</p> <p>DEBATE: Should people have to pay for their medicines or should they be free for everybody?</p> <p>Social Skill: To be able to clean a wound and apply a plaster or ice pack</p>	<p>LO: To understand what to do if they witness bullying</p> <p>Social Skill: To know how and when to call an ambulance</p>	<p>LO: To learn about the process of grief and bereavement</p> <p>LO: To learn about celebrating achievements and setting personal goals</p> <p>LO: To learn about dealing with put-downs</p> <p>LO: To learn about positive ways to deal with set-backs</p> <p>Social Skill: To understand different emotions and how to manage them</p>	<p>self-respect, being treated with respect by others and showing respect to others</p> <p>LO: To understand what is meant by community</p> <p>LO: To learn about belonging to groups</p> <p>DEBATE: Should you always be honest with your friends? Is it ever OK to lie to your friends?</p> <p>Social Skill: To know my own full name, date of birth, address and telephone number</p>	<p>money must be paid back</p> <p>LO: To learn how people can keep track of their money</p> <p>LO: To think about the different jobs people do to earn money</p> <p>LO: To learn about the world of work</p> <p>DEBATE: What should happen to someone who borrows money but can't pay it back?</p>	<p>LO: To learn about how branding can affect what foods people choose to buy</p> <p>LO: To learn about keeping active and some of the challenges people face with this</p> <p>Social Skill: To understand the importance of a healthy lifestyle (including sleep, exercise and water).</p>
R.E	<p>To be able to explore our own personal thoughts about believing in God.</p> <p>To understand, through the use of</p>	<p>To be able to explore the use of the Bible and discuss how Christians find and use ancient wisdom from it.</p>	<p>To be able to discuss and explore what in life is worth celebrating.</p> <p>To understand what Christian's celebrate at Easter.</p> <p>To explore and understand the meaning behind what Hindu's celebrate at Diwali.</p>	<p>To understand what prayers are and how they are helpful to some people.</p> <p>To be able to compare and contrast Christian, Hindu and Muslim prayers.</p> <p>To understand what happens in Islamic prayer what it shows about Muslim beliefs and way of life.</p>		

	<p>Art, how God is represented in different religions.</p> <p>To understand Christian beliefs about God.</p> <p>To understand Muslims beliefs about Allah and the Holy Qur'an.</p> <p>To understand Hindu beliefs about God and Goddesses.</p> <p>To be able to explore and discuss that many people do not believe in God.</p>	<p>To understand how the Bible was put together and what it is comprised from.</p> <p>To understand what the Bible teaches Christians about God, Life, the universe and everything else.</p> <p>To explore how Christians, use the Bible to inspire dance, music, art and drama.</p> <p>To be able to explore the ideas of temptation and understand that the Bible helps people when they are tempted to do wrong.</p>	<p>To understand what Muslim's, celebrate at the end of Ramadan.</p> <p>To understand why Jewish people, celebrate Pesach every year.</p> <p>To be able to describe how believers express the meaning of religious festivals through symbols, sounds, actions, stories and rituals.</p>		<p>To understand how and why Christians like to pray.</p> <p>To understand how and why Christian's like to pray.</p> <p>To understand how Hindu's pray and worship at home and in the Mandir.</p> <p>To be able to reflect what the meaning of prayer is and to understand why some people pray, but others not at all.</p>	
Options for Educational Visits/Outdoor Learning	<p>East London Mosque - Free</p> <p>London Central Mosque – Free</p> <p>Science Museum: Forces Workshop – £4.00 per child</p>	<p>City of London – Guildhall – Amphitheatre explorers - £4.20 per child</p> <p>Museum of London: Romans Workshop – Free</p> <p>Pantomime – £10</p>	<p>London Aquarium - £6 per child</p>	<p>Museum of London – how to be a mudlark experience - FREE</p> <p>Trip to Southbank: Westminster Walk – Free</p>	<p>Kew Gardens + workshop - £5.20 per child or £1.85 without workshop</p> <p>100 hours: World of Work Opportunity – 3 Discovery Centre (link to computing)</p>	<p>Museum of Childhood – Spotlight talk on shadow puppets - £4.60 per child</p> <p>100 hours: World of Work Opportunity - Camden and Islington NHS Trust - Unexpected careers and people in the NHS (link to PSHE)</p>



Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Food Glorious Food	Chocolate	Inventors	Inventors	Save Our Planet	Changes

<p>Science</p>	<p>To be able to name and describe the main body parts associated with the digestive system.</p> <p>To be able to describe the simple functions of parts of the digestive system.</p> <p>To be able to compare the teeth of carnivores and herbivores and suggest reasons for their differences.</p> <p>To be able to discover what damages teeth and how to look after them.</p> <p>To be able to draw and discuss my ideas about the digestive system and compare these with models or images</p> <p>To be able to construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>To be able to compare, group and classify materials together, according to whether they are solids, liquids or gases.</p> <p>To understand and be able to define using examples, a solid, liquid and a gas.</p> <p>To be able to observe that some materials change state when they are heated or cooled.</p> <p>To be able to measure and research the temperature at which materials change state and measure this in degrees Celsius.</p> <p>To be able to explore the effect of temperature on substances such as chocolate, butter or cream.</p> <p>Suggested Scientists: Jabir ibn Hayyan (chemist)</p>	<p>To be able to identify how sounds are made, associating some of them with something vibrating.</p> <p>To be able to recognise that vibrations from sounds travel through a medium to the ear.</p> <p>To be able to find patterns between the pitch of a sound and features of the object that produced it.</p> <p>To be able to find patterns between the volume of a sound and the strength produced it.</p> <p>To be able to recognise that sound gets fainter as the distance from the sound source increases</p> <p>To know and understand who Alexander Graham Bell is and why he is important.</p>	<p>To be able to identify common appliances that run on electricity.</p> <p>To be able to construct a simple series electrical circuit and name the basic parts of a circuit (cells, wires, bulbs, switches and buzzers).</p> <p>To 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.</p> <p>To be able to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit.</p> <p>To be able to recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>To be able to recognise that living things can be grouped in a variety of ways (animals, flowering plants, non-flowering plants, classifying individual vertebrates/invertebrates).</p> <p>To be able to explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment.</p> <p>To be able to recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (considering the impact climate change has on this)</p>	<p>(Investigation linked to changes – Working Scientifically focus)</p> <p>To be able to make predictions and decide what to observe.</p> <p>To be able to decide when to investigate using a fair test.</p> <p>To begin to decide which scientific enquiry to use.</p> <p>To be able to help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>To be able to use my results to draw simple conclusions, make predictions for new values and suggest improvements.</p> <p>To be able to record my findings in different ways, using diagrams, drawings and tables.</p>
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			Suggested Scientists: The Vegetable Or- chestra	Suggested Scientists: James West (inven- tor)	<p>To be able to make a guide to local liv- ing things using what I have found out about other animals I have researched.</p> <p>To be able to select a habitat and ob- serve the changes throughout the year. (Link to Habitats Book)</p> <p>Suggested Scientists: Sylvia Earle (marine biologist, explorer and aquanaut)</p>	
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Working Scientifically

Questioning

-I can ask relevant questions about my science topic.

Planning

-I can begin to decide what kind of scientific enquiry I could use to find the answer: observing changes over time, noticing patterns, grouping and classifying things, carrying out a fair test, or using secondary sources.

-I can decide when to investigate using a fair test.

-I can decide what criteria to use to group, sort and classify objects or events.

-I can use simple keys.

-I can begin to look for patterns and relationships and decide what data to collect to identify them.

-I can decide what to observe.

-I can information sources to find the information I need.

-I can make predictions.

Obtaining Evidence

-I can take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

-I can help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.

-I can make systematic and careful observations.

Presenting Evidence

-I can gather, record, classify and present data in a variety of ways to help in answering questions.

-I can use and spell appropriate scientific language.

-I can record findings using drawings, labelled diagrams, keys, bar charts, and tables.

-I can present my results in different ways, including oral and written explanations, displays or presentations of results and conclusions.

Considering Evidence and Evaluating

-I can use my results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

-I can identify differences, similarities or changes related to simple scientific ideas and processes.

-I can use straightforward scientific evidence to answer questions or to support their findings.

History	x	<p>To be able to ask questions and make predictions about The Maya using historical sources.</p> <p>To understand out what life was like for different kinds of Mayan person (Literacy link).</p> <p>To understand that The Maya were responsible for many inventions.</p> <p>To understand Mayan religion.</p> <p>To understand The Maya had their own number system (Maths link).</p> <p>To understand that The Maya were great architects and builders (digital link).</p> <p>To try and understand why The Maya disappeared.</p>	<p>To be able to use primary and secondary sources to find out about Victorian life.</p> <p>To be able to learn about the social and economic changes in Victorian Britain.</p> <p>To understand how The Victorians change London architecturally (Math link).</p> <p>To be able to learn more about the Great Exhibition (English link).</p> <p>To be able to learn about an important Black Victorian and entertainment during the Era (digital link – Now Press lay).</p> <p>To be able to learn about school during the Victorian era.</p>	x	x	<p>To know the different periods of history and place them on a timeline (Maths link).</p> <p>To compare different ways of living (hunter gather and farming) (digital link; literacy link) To understand how prehistoric people used technology (sources activity)</p> <p>To understand how prehistoric people changed the earth around us.</p> <p>To understand that prehistoric people were creative.</p> <p>To understand how prehistoric people used technology (sources activity).</p>
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Geography	<p>To understand that different foods are grown in different areas of the globe.</p> <p>To understand that food production can have a negative impact on the environment and climate zones (focus on South America).</p> <p>To understand what is meant by 'fair trade'.</p> <p>To understand how climate change is affecting food production (English link).</p> <p>To understand that food production has changed over time (Maths link).</p> <p>To compare and contrast food production in two differing regions of South America.</p>	x	x	<p>To be able to locate mountain ranges, rivers and oceans and consider how location of these geographical features has shaped life.</p> <p>To be able to study world maps and identify major cities, hilly areas, rivers etc.</p> <p>To understand how geographical features are marked on a map.</p> <p>To be able to begin to experiment with and understand 4-figure grid references (Maths link).</p> <p>2-week fieldwork study – Design and carry out a survey of land use in the local area (English and field work link).</p>	<p>To understand the difference between the Northern and Southern Hemisphere and use compass points to locate countries and continents in each hemisphere on a map (Maths link).</p> <p>To be able to identify some of the world's biomes, locate them on a world map and compare their climates.</p> <p>To use maps and photographs to help understand the impact of climate change on the biomes of Antarctica (digital link).</p> <p>To use maps and photographs to help understand the impact of climate change on The Amazon rainforest.</p> <p>To be able to identify climate zones in the U.K. and relate this knowledge to weather in the local area.</p>	x
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					To be able to use a range of sources to compare life in Antarctica or The Amazon rainforest with life in the U.K.	
Computing	<p>RF To understand how to stay safe online</p> <p>To plan the packaging for a new chocolate bar</p> <p>To design digital packaging for a new chocolate bar (Paint 3D x2 lessons)</p> <p>To plan an advert for a new chocolate bar (iMovie)</p> <p>To create an advert for a new chocolate bar (iMovie x2 lessons)</p> <p>To know that spreadsheets are organised into cells with a cell reference</p> <p>To enter labels and numbers into a spreadsheet</p>	<p>NG To understand how to stay safe online</p> <p>To plan the packaging for a new chocolate bar</p> <p>To design digital packaging for a new chocolate bar (Paint 3D x2 lessons)</p> <p>To plan an advert for a new chocolate bar (iMovie)</p> <p>To create an advert for a new chocolate bar (iMovie x2 lessons)</p> <p>To explore the Mayan period using LGFL Maya resource (augmented/virtual reality)</p>	<p>RF To explore the features of a Micro: bit (including loops)</p> <p>To design and create a doorbell for the deaf (x2 lessons)</p> <p>To understand how Micro: bits 'communicate' with each other</p> <p>To test out the prototype and debug my code</p> <p>To demonstrate a working prototype (doorbell for the deaf)</p> <p>To create a topic quiz using Kahoot!</p> <p>To produce an explanation text about sound/hearing using Book Creator</p>	<p>NG To explore the features of a Micro:bit (including loops)</p> <p>To design and create a doorbell for the deaf (x2 lessons)</p> <p>To understand how Micro: bits 'communicate' with each other</p> <p>To test out the prototype and debug my code</p> <p>To demonstrate a working prototype (doorbell for the deaf)</p> <p>To create a topic quiz using Kahoot!</p> <p>To produce an explanation text about electricity using Book Creator</p>	<p>RF To generate useful search criteria to find the answer to a question</p> <p>To consider whether the information I have found is most likely to be correct/reliable</p> <p>To produce a digital media resource (2 lessons - Sway linked with topic)</p> <p>To explore and create a virtual environment (CoSpaces linked with topic)</p> <p>To use code blocks to create an animation (CoSpaces linked with topic)</p>	<p>NG To generate useful search criteria to find the answer to a question</p> <p>To consider whether the information I have found is most likely to be correct/reliable</p> <p>To produce a digital media resource (2 lessons - Sway linked with topic)</p> <p>To explore and create a virtual environment (CoSpaces linked with topic)</p> <p>To use code blocks to create an animation (CoSpaces linked with topic)</p>

	<p>To know how to use basic formulae in Excel</p>	<p>To know that spreadsheets are organised into cells with a cell reference</p> <p>To enter labels and numbers into a spreadsheet</p> <p>To know how to use basic formulae in Excel</p>	<p>To explore a topic further using Skype with an inventor</p>	<p>To explore a topic further using Skype with an inventor</p>	<p>To write a 'pick your path' story using Forms (Branching)</p> <p>To explore a topic further using Skype with an environmentalist</p>	<p>To write a 'pick your path' story using Forms (Branching)</p> <p>To explore a topic further using Skype with a historian</p>
<p>P.E.</p> <p>*Swimming</p> <p>*Attend intensive 2 week swimming course aiming to achieve the statements below</p> <p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different</p>	<p>Invasion Games (Netball)</p> <p>To develop passing and moving and play within the footwork rule.</p> <p>To develop passing and moving towards a goal as a team.</p> <p>To be able to defend an opponent and try to win the ball.</p> <p>To develop movement skills to lose a defender and communicate to receive the ball</p> <p>To develop the shooting action from different angles</p>	<p>Gymnastics</p> <p>To develop individual and partner balances.</p> <p>To develop control in performing and landing rotation jumps.</p> <p>To develop the straight, barrel, forward and straddle roll.</p> <p>To develop strength in inverted movements.</p> <p>To be able to create a partner sequence to include apparatus.</p>	<p>Dance</p> <p>To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p>To choose actions which relate to the theme.</p> <p>To develop a dance using matching and mirroring.</p> <p>To learn and create dance moves in the theme of carnival.</p> <p>To develop a carnival dance using formations, canon and unison.</p> <p>To develop a dance phrase and perform as part of a class performance.</p>	<p>Net and Wall Games (Tennis)</p> <p>To develop hitting the ball using a forehand.</p> <p>To develop returning the ball using a forehand.</p> <p>To develop the backhand and understand when to use it.</p> <p>To work co-operatively with a partner to keep a continuous rally going.</p> <p>To use simple tactics in a game to outwit an opponent.</p> <p>To demonstrate honesty and fair play</p>	<p>Striking and Fielding Games (Cricket)</p> <p>To develop overarm throwing and catching and knowing when to use it</p> <p>To develop underarm bowling with consistent accuracy.</p> <p>Develop batting technique and using different shots.</p> <p>To be able to field a ball using a two handed pick up and a short barrier and using it correctly within game situations.</p>	<p>Athletics</p> <p>To develop stamina and an understanding of speed and pace in relation to distance.</p> <p>To develop power and speed in the sprinting technique.</p> <p>To develop technique when jumping for distance.</p> <p>To develop power and technique when throwing for distance.</p> <p>To develop a pull throw for distance and accuracy.</p>

water-based situations.	To develop playing using netball rules in small sided games while applying simple tactics for attacking and defending			when competing against others.	To develop overarm bowling. To play apply skills learnt to small sided adopting various different roles and positions within cricket matches	To develop officiating and performing skills.
Art and Design	x	<p>To give a personal response to Mayan artefacts and images</p> <p>To draw/colour a variety of Mayan artefacts</p> <p>To design simplified Mayan style images in preparation for printing</p> <p>To create a poly block and mono print using our Mayan style designs</p> <p>To use the mono print as a starting point for a mixed media image</p> <p>To discuss, recap and evaluate all work</p>	<p>To give a personal response to a famous portrait painting</p> <p>To draw/colour a famous portrait painting and make a quick proportions collage</p> <p>To create a tonal pencil drawing of a female astronaut/scientist</p> <p>To create a tonal painting of Marie Curie</p> <p>To create a variety of skin tones and paint a female scientist or astronaut</p> <p>To discuss, recap and evaluate all work</p>	x	<p>To give a personal response to Grayson Perry's artwork (mind maps)</p> <p>To draw a Grayson Perry piece of artwork</p> <p>To discuss different types of creative mind maps and make one about climate change</p> <p>To present your climate change mind maps to the class</p> <p>To make a collaged landscape</p> <p>To make a clay mind map about climate change (optional)</p> <p>Recap, discuss and evaluate all work</p>	x

Design Technology	<p>To discuss the 'healthy eating plate' and food groups</p> <p>To investigate a variety of breakfast products</p> <p>To learn about factory food making processes (eg. Cereal bars)</p> <p>To discuss food hygiene and practice food preparations techniques</p> <p>To make a breakfast product (suggestions breakfast muffin/ banana bread)</p> <p>To discuss, recap and evaluate the baking lesson</p>	x	x	<p>To investigate and make an electrical circuit</p> <p>To investigate and draw different types of night light designs</p> <p>To design a night-light using 2D reference images of animals and objects</p> <p>To draw and make 3D shapes in preparation for making nightlights</p> <p>To make a final refined nightlight</p> <p>To discuss, recap and evaluate work</p>	x	<p>An introduction to Cave Art, and early Farming artefacts</p> <p>To draw Cave Art using sugar paper and chalk</p> <p>To draw a variety of Iberian Peninsula (first farming) artefacts</p> <p>To design pot patterns based on hunter gatherer or Iberian artefacts</p> <p>To make a coil pot with patterns carved into the surface</p> <p>To discuss, recap and evaluate work</p>
Music	<p>Food Glorious Food! (Au2 – Christmas Production)</p> <p>To learn about the musical genre and learn to sing a musical song.</p> <p>To sing and play an instrumental accompaniment to a musical song.</p>	<p>Recorders</p> <p>To learn how to play an extended range of notes on the Recorder with a good embouchure. <i>(LO for a few sessions to cover the range of notes)</i></p> <p>To improvise and compose musically on the Recorder, using varying pitch and</p>		<p>Lean on Me</p> <p>To understand the main features of Gospel Music.</p> <p>To learn about a prominent Musician <i>(Bill Withers)</i></p>		

	<p>To understand the importance of musical expression and following the conductor during a performance.</p> <p>To create a vocal ostinato composition and combine different musical elements to make it more expressive.</p> <p>To improve singing technique and expression.</p> <p>To learn songs in more than one part.</p> <p>To evaluate our class 'dress rehearsal' and identify and make improvements for our final performance.</p> <p>To listen and appraise songs from different musicals using appropriate terminology.</p> <p>To perform expressively to an audience following the conductor's instructions.</p>					
	<p>dynamics.</p> <p>To read rhythmic notation and play these to Recorder notes.</p> <p>To learn to play as an ensemble.</p> <p>To develop a repertoire of pieces to a performance standard.</p> <p>To prepare for a Recorder 'concert'.</p> <p>To perform a repertoire of pieces to an audience.</p> <p>To listen to music from a variety of periods and discuss how different musical elements are effective.</p>					
	<p>To learn to sing 'Lean on Me' with musical expression and understand the meaning of the lyrics.</p> <p>To learn to play different accompaniments to 'Lean on me' using Glockenspiels and Recorders.</p> <p>To learn to play a baseline accompaniment on tuned percussion and iPads.</p> <p>To improvise riffs and melodic rhythms that complement the backing music.</p> <p>To compose a melodic accompaniment using a pentatonic scale and use musical notation to record your evidence.</p> <p>To rehearse your 'Lean on me' accompaniment composition and share them with the class.</p> <p>To explore and layer sounds using music technology, varying dynamics to create a more effective sound.</p>					
Spanish	<p>Parts of the body and illness</p> <p>To respond to body part nouns</p> <p>To work with written forms of body part nouns, applying understanding of biology</p>	<p>Descriptions of Eyes and Hair</p> <p>To learn about the Mexican festival 'The Day of the Dead'</p> <p>To describe your eye colour</p> <p>To describe other people's eye colour</p>	<p>Description of people / characters</p> <p>To describe people's height in sentence form</p> <p>To understand the main points of texts comparing people's height</p>	<p>Appearance and Clothes</p> <p>To apply understanding of clothes nouns and colour adjectives</p> <p>To recall and upgrade language to use in a clothes' shop</p>	<p>Means of transport</p> <p>To work with the written forms of transport nouns</p> <p>To strengthen neural pathways to new vocabulary with drama</p> <p>To complete a study about differences in</p>	<p>Parts of the school and school subjects</p> <p>To respond to school subject nouns</p> <p>To use adverbial phrases to think about how often you study different subjects</p>

	<p>To apply understanding of body part nouns to create art</p> <p>To be able to say that something hurts</p> <p>To pay the correct amount of money for a remedy at the pharmacy</p> <p>To make a film about a visit to the pharmacy in Spain</p>	<p>To write about people's hair colour</p> <p>To describe your hairstyle</p> <p>To show understanding of hair style and colour</p> <p>To apply understanding of hair style and colour by visiting the hair salon</p>	<p>To review the work we have done on describing what people look like</p> <p>To draft a description of characters from <i>Monsters Inc</i> in Spanish</p> <p>To describe the characters from <i>Monsters Inc</i> in Spanish</p> <p>To use understanding of numbers to compare, contrast and quantify people's heights</p>	<p>To make a film about a visit to the clothes shop</p> <p>To gather language for describing a character in writing, using nouns and adjectives</p> <p>To describe a film character's appearance, behaviour and clothes in writing</p> <p>To describe someone's appearance and clothes to make an ID card</p>	<p>means of transport in the UK and Spain</p> <p>To write about your experiences of means of transport</p> <p>To extract key information from sentences about means of transport</p> <p>To revise vocabulary from the autumn term and compete in a game</p>	<p>to respond to nouns identifying places in school</p> <p>To relate what we learn to where we learn in school</p> <p>To differentiate between different question words in the context of school subjects</p> <p>To review school vocabulary and learn about schools in Spain</p>
P.S.H.E.	<p>Identity, Society and Equality Democracy</p> <p>Switched On Online Safety Unit 4.1: We are Year 4 Rule Writers</p> <p>LO: To understand what a democracy is and that Britain is a democracy</p> <p>LO: To learn about how laws are made</p>	<p>Drug, Alcohol and Tobacco education</p> <p>LO: To understand that there are drugs (other than medicines) that are common in everyday life</p> <p>LO: To understand why people might choose to use legal drugs other than medicines</p>	<p>Physical health and wellbeing</p> <p>Switched On Online Safety Unit 4.2: We are standing up to peer pressure</p> <p>LO: To understand healthy food choices</p> <p>LO: To understand why people eat or</p>	<p>Keeping Safe and managing risk</p> <p>LO: To know how to stay safe near roads, water, building sites, railways and fire-works</p> <p>LO: To know what to do in an emergency and how to do basic first aid procedures</p>	<p>Relationships and Sex Education: Growing up and Changin</p> <p>Switched On Online Safety Unit 4.3: We are aware that our online content lasts forever</p> <p>LO: To learn about the way we grow and change throughout the human lifecycle</p>	<p>Relationships and Sex Education: Growing up and Changing</p> <p>LO: To understand how puberty affects emotions and behaviour.</p> <p>LO: To have strategies to manage emotional changes associated with puberty.</p>

	<p>LO: To learn about the local council</p> <p>LO: To learn about what is positive and negative in Islington's environment.</p> <p>LO: To learn about the experiences of refugees.</p> <p>DEBATE: Should children be able to vote for the government?</p> <p>Social Skill: To know how to make a visitor or new pupil feel welcome.</p>	<p>LO: To understand behaviours associated with drug use</p> <p>LO: To understand about the effects and risks of drinking alcohol</p> <p>LO: To know about how medicines can be used to treat asthma</p>	<p>avoid certain foods (religious reasons)</p> <p>LO: To understand how factors might contribute to food choices (fair trade)</p> <p>LO: To be able to make healthy choices about exercise</p> <p>LO: To be able to make healthy choices about transport.</p> <p>LO: To understand the importance of getting enough sleep.</p> <p>DEBATE: should people be made to do sport/Should smoking be banned?</p> <p>Social Skill: To plant, grow and look after a plant.</p>	<p>LO: To understand the rules and principles for how to be safe online.</p> <p>LO: To learn about acceptable/unacceptable behaviour online.</p> <p>LO: To know how to report harmful content or contact online.</p> <p>LO: To be safe in their computer gaming habits</p> <p>Social Skill: To respect differences in others.</p>	<p>LO: To understand the physical changes associated with puberty</p> <p>LO: To learn about the impact of puberty in physical hygiene and the strategies for managing this</p> <p>Social Skill: To independently compromise and manage conflicts</p>	<p>LO: To learn about menstruation and wet dreams</p> <p>LO: to answer each other's questions about puberty with confidence and know how to seek support</p> <p>DEBATE: The lives of people are more important than the lives of animals. Do you agree?</p> <p>Social Skill: To demonstrate an understanding of how my behaviour affects others.</p>
R.E	To understand how Hindu's show their faith within their families.		To be able to reflect on what a journey means to us.	To understand what the word inspiring means.	To understand how Christian's show their beliefs at home.	To be able to explore teachings which act as guides for living in Christianity and Judaism.

	<p>To understand what is important in a Hindu's life and what traditions are followed in the week.</p> <p>To understand Hindu's ideas of the four aims of life: Dharma, Artha, Kama and Moksha.</p> <p>To understand Hindu's beliefs about karma with reference to the Hindu hero Mahatma Ghand.</p> <p>To understand how the different representation images of the different characters and attributes of the deities differ.</p> <p>To understand how Hindu's make a difference in the world.</p>	<p>To be able to compare and contrast the journey of life between Christian's, Jewish people and Hindu's.</p> <p>To understand the value and meaning of ceremonies, which mark milestones, particularly taking responsibility within a faith community.</p> <p>To be able to explore the symbols and rituals used and the promises made in Christian, Jewish and Hindu ceremonies.</p> <p>To understand why some people, choose to get married and how this differs between religions.</p> <p>To be able to explore what Christian's, Hindu's and Jewish people believe about life after death.</p>	<p>To understand Jesus' life story and how it is inspiring to some people.</p> <p>To understand the importance of Holy Week and Easter to Christians and the events that took place.</p> <p>To understand how and why Jesus' actions and teachings inspired people.</p> <p>To be able to discuss the idea that Christian's cannot be completely good and so rely on the Holy Spirit to help them follow Jesus.</p> <p>To be able to discuss who is inspiring to me and others, providing explanations and comparisons</p>	<p>To discuss the similarities and differences between the family values and rituals of a Christian and those of the pupils in the class.</p> <p>To understand how and why Christian's use music in worship</p> <p>To understand how and why Christian's celebrate holy communion.</p> <p>To discuss how Christian's make a difference in their local communities.</p> <p>To be able to find out some ways in which Christian's made a difference to the world.</p>	<p>To explore what religious stories tell believers about temptation.</p> <p>To understand how we learn the difference between right and wrong and how guidance from religion helps its followers.</p> <p>To be able to explore the lives of some religious individuals and how their faith guides and inspires them through life.</p> <p>To be able to discuss hate crime and reflect on the value of love, kindness and generosity.</p>
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Options for Educational Visits/Outdoor Learning	Royal Albert Hall – primary Proms – FREE	<p>Greenwich maritime museum – The world for Breakfast - £2.20</p> <p>The Chocolate Museum in Brixton – price TBC</p>	<p>Tower Bridge – raise the bridge workshop - £3.70 per pupil</p> <p>National Portrait Gallery - Free</p> <p>The Ragged School Museum - £5.24 per pupil (class of 30) - or £157 per class</p> <p>100 hours – World of Work Opportunity - The Institute of Physics – Workplace Visit)</p>	<p>Science museum + Wonderlab - FREE</p> <p>Visit to a church – FREE</p> <p>100 hours – World of Work Opportunity - London's Air Ambulance Charity - Primary School Session (link to PSHE)</p>	<p>Eco-Active sustainability workshop roughly - £5</p> <p>Nature Study at Highgate Wood - FREE</p> <p>Geography Field Trip to The River Lea - FREE</p>	Archery – Price TBC
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Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Olympics	Space	Vikings	Egyptians	Jungles and Rainforests	Build it High

Science	<p>To be able to identify the effects of air resistance on different objects such as parachutes and sycamore seeds.</p> <p>To be able to identify the effects of water resistance on boats of different sizes.</p> <p>To be able to identify the effects of friction and how it slows or stops moving objects.</p> <p>To be able to explain that unsupported objects fall towards the Earth because of the force of gravity.</p> <p>To know that using some mechanisms, such as pulleys, magnify forces</p> <p>To be able to research about scientists who investigated gravity, such as Galileo and Newton.</p>	<p>To be able to describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>To be able to describe the movement of the Moon relative to the Earth.</p> <p>To be able to describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>To be able to use the Earth's rotation to explain day and night.</p> <p>To be able to use the Earth's rotation to explain the apparent movement of the Sun across the sky.</p> <p>Suggested Scientists: Steven Hawkins, Helen Harman (astronaut) Jocelyn Bell Burnell (researched black holes)</p>	<p>To be able 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.</p> <p>To be able to test the effectiveness of a given material.</p> <p>To be able to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Suggested Scientists: European Space Agency</p>	<p>To know that some materials dissolve in liquid and form a solution (e.g. acid rain/limestone).</p> <p>To be able to separate mixtures of materials using filtering, sieving and evaporating.</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible e.g. burning, reaction with bicarbonate of soda.</p> <p>Suggested Scientists: Spencer Silver (chemist and inventor) Ruth Benerito</p>	<p>To be able to observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in my local environment.</p> <p>To be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>To be able to describe the life process of reproduction in some plants and animals, including sexual and asexual reproduction.</p> <p>To be able to research and find out about the work of Animal Behaviourists for example Jane Goodall and David Attenborough.</p> <p>Suggested Scientists:</p>	<p>To be able to choose how to group rocks based on their properties.</p> <p>To be able to choose building materials based on their properties.</p> <p>To be able to use results to identify when further tests and observations might be needed.</p> <p>To be able to use relevant scientific language and illustrations to discuss and communicate my scientific ideas.</p>
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	Suggested Scientists: Sarah Guppy (inventor) Victoria Drummond (engineer) Beatrice Shilling (aero engineer)	Valentina Tereshkova (first woman in space) Wang Zhenji (astronomer who explained eclipses)			Jane Goodall (zoologist) David Attenborough Alice Roberts (anatomist)	
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Working Scientifically

Questioning

-I can ask a range of questions about my science topic and the world around me.

Planning

-I know when and how to set up comparative and fair tests and can explain which variables need to be controlled and why.

-I can measure and record changes over time.

-I can use and develop keys and other information records to identify, classify and describe living things and their materials.

-I can identify patterns that are found in the natural environment.

-I can decide when to use a wide range of secondary sources to find the answers to questions and begin to separate opinion from fact.

-I can make predictions and hypotheses.

Obtaining Evidence

-I can choose the most appropriate equipment to make measurements and explain how to use it accurately.

-I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. -I can make my own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them.

Presenting Evidence

-I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

-I can decide how to record data from a choice of familiar approaches.

Considering Evidence and Evaluation

-I can look for different causal relationships in my data and identify evidence that refutes or supports my ideas.

-I can use my results to identify when further tests and observations might be needed.

-I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas.

-I present my findings and conclusions in different ways.

-I can reflect on my results and say how reliable they are.

-I can talk about how scientific ideas have developed over time.

-I can identify scientific evidence that has been used to support or refute ideas or arguments

History	<p>To choose reliable sources of information to ask and answer questions about life in Ancient Greece.</p> <p>To understand the differences between Athens and Sparta.</p> <p>To understand how Ancient Greek society was structured.</p> <p>To be able to study a historical event in detail and present my findings (English link).</p> <p>To understand how the Ancient Greeks contributed to mathematical and philosophical thought and make connections with other periods studied (Maths link).</p> <p>To understand about the life of Alexander the Great (digital link).</p>	.x	<p>To be able to use primary sources to find out more about the Vikings.</p> <p>To understand how the Vikings lived in Scandinavia (digital link).</p> <p>To be able to compare Viking customs and culture with our own, with a focus on religion and trade (Maths link).</p> <p>To be able to compare the culture and customs of The Vikings with our own with a focus on life-style and death.</p> <p>To understand what happened when the Vikings first invaded Britain (English link).</p> <p>To understand how Alfred the Great and the Anglo Saxons responded to the Viking invasions.</p> <p>To understand Edward the Confessor's role in the culmination of the Viking era</p>	<p>To be able to know and sequence key events in the Ancient Egyptian period and make comparisons between periods studied (Maths link).</p> <p>To be able to use historical sources to find out about Ancient Egyptian life.</p> <p>To understand the importance of the River Nile to the Ancient Egyptians and locate it on a map of Africa, making comparisons to the River Thames (English Link).</p> <p>To learn about an important ruler of Ancient Egypt.</p> <p>To be able to make connections between Ancient Africa and Europe.</p> <p>To understand Ancient Egyptian attitudes towards death and understand the process of</p>	x	x
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			to be able to know and sequence key events in the Ancient Egyptian period and make comparisons between periods studied (Maths's link).	mummification (digital link).		
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Geography	x	<p>To be able to use atlases, globes, maps and Google Earth to understand how the Earth looks from Space and locate the countries in Africa (digital link).</p> <p>To be able to locate the Equator on a map, atlas and globe and draw conclusions about the climates of the countries on the Equator and The Tropics (English link).</p> <p>To be able to use maps to study the UK, identifying both human and physical features (including environmental regions, human characteristics, major cities, national parks, counties, hills, mountains and coasts.</p> <p>To understand how land use has changed in 3 key areas of The UK over time.</p> <p>To be able to use 4-</p>	x	x	<p>To understand the different vegetation regions in the world and identify them on a map.</p> <p>To understand how the ecosystem of a rainforest operates</p> <p>To compare and contrast a forested area of the UK with another in Asia (Filed work).</p> <p>To be able to study the way of life of the inhabitants of a rainforest (digital link; literacy link)</p> <p>To be able to identify and label the 4 layers/strata of the rainforest</p> <p>To understand the effects of deforestation (Maths Link)</p>	<p>To understand how settlements develop and grow)</p> <p>To understand the similarities and differences between ancient and modern cities (literacy link).</p> <p>To understand how the city around us and its land use has changed in the last 100 years (fieldwork).</p> <p>To understand how water affects settlements and the importance of The River Thames as a trade route. (field-work).</p> <p>To understand the different lifestyles people in one city live (focus on Mumbai) (digital link)</p> <p>To be able to design an ideal city (maths link)</p>
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		figure grid refer- ences to read maps (Maths link).				
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Computing	RF To understand how to stay safe online	NG To understand how to stay safe online	RF To use decomposition to design a game (linked to topic if possible)	NG To understand that spreadsheets are organised into cells with a cell reference	RF To understand that spreadsheets are organised into cells with a cell reference	NG To create a blog post
	To create a blog post	To use decomposition to design a game (linked to topic if possible)	To create a background and sprites using scratch	To be able to use the '=' sign to write simple formulas (for the four operations)	To be able to use the '=' sign to write simple formulas (for the four operations)	To publish a blog post and understand the role of a moderator
	To publish a blog post and understand the role of a moderator	To create a background and sprites using scratch	To understand how to use conditions in a game (x2 lessons) - make a sprite move in response to a key - make a sprite react in contact with another sprite	To use conditional formatting with formulae (in Excel)	To use conditional formatting with formulae (in Excel)	To plan a design of a building with CAD
	To plan a design of an Olympic torch/flame with CAD	To understand how to use conditions in a game (x2 lessons) - make a sprite move in response to a key - make a sprite react in contact with another sprite	To understand how to use variables (e.g. points) in a game	To create a spreadsheet to plan an event (x2 lessons)	To create a spreadsheet to plan an event (x2 lessons)	To design a 3D building using Paint 3D (x2 lessons)
	To design a 3D Olympic torch/flame using Paint 3D (x2 lessons)	To understand how to use variables (e.g. points) in a game	To peer assess and debug my game	To retell 'The Highwayman' or class reader by creating a trailer or short movie using iMovie	To retell the class reader by creating a trailer or short movie using iMovie	To create and code a town/city environment using Co-Spaces
	To create and code an Olympic village/stadium environment using Co-Spaces	To peer assess and debug my game	To create an app using AppMaker (LGFL)	To create a quiz using Kahoot!	To create a quiz using Kahoot!	To use green screening and iMovie to create a news report about the class reader
	To create an Olympic Torch/Flame using SketchUp or Paint 3D	To create an app using AppMaker (LGFL)	To create a quiz using AppMaker (LGFL)	To use Book Creator to create an explanation text on the mummification process	To use Book Creator to create persuasive content to support endangered animals	To produce an audio retelling of a scene from the the class reader using GarageBand and sound effects
	To use green screening and iMovie to	To create a quiz using AppMaker (LGFL)	To explore Augmented and Virtual	To use Google Expeditions to visit the Egyptian era	To use Google Expeditions to visit a rainforest	

	<p>create a news report about the class reader</p> <p>To produce an audio retelling of a scene from the the class reader using GarageBand and sound effects</p>	<p>To explore the Space Adventures (inc VR) by LGfL</p>	<p>Reality using LGfL resource 'Sigurd and the dragon'</p>			
P.E.	<p>Invasion Games (Netball)</p> <p>To be able to perform symmetrical and asymmetrical balances.</p> <p>To develop the straight, forward, straddle and backward roll.</p> <p>To be able to explore different methods of travelling, linking actions in both canon and synchronisation.</p> <p>To be able to perform progressions of inverted movements.</p> <p>To explore matching and mirroring using</p>	<p>Gymnastics</p> <p>To create a dance using a random structure and perform the actions showing quality and control.</p> <p>To understand how changing dynamics changes the appearance of the performance.</p> <p>To understand and use relationships and space to change how a performance looks.</p> <p>To copy and repeat movements in the style of rock 'n' roll.</p> <p>To work with a partner to copy and repeat actions keeping in time with the music.</p> <p>To work collaboratively with a group to create</p>	<p>Dance</p> <p>To develop hitting the ball using a forehand with control and accuracy</p> <p>To develop returning the ball using a forehand with control</p> <p>To develop the backhand and understand when to use it.</p> <p>To work co-operatively with a partner to keep a continuous rally going.</p> <p>To develop shot selection in game situations</p> <p>To use simple tactics in a game to outwit an opponent.</p>	<p>Net and Wall Games (Tennis)</p> <p>To develop hitting the ball using a forehand with control and accuracy</p> <p>To develop returning the ball using a forehand with control</p> <p>To develop the backhand and understand when to use it.</p> <p>To work co-operatively with a partner to keep a continuous rally going.</p> <p>To develop shot selection in game situations</p>	<p>Striking and Fielding Games (Cricket)</p> <p>To develop throwing accuracy and catching skills under pressure.</p> <p>To develop batting placement of a ball into space.</p> <p>To develop overarm bowling technique and accuracy.</p> <p>To develop a range of fielding techniques</p> <p>To develop playing in a range of cricket roles and positions</p> <p>To think tactically when batting</p>	<p>Athletics</p> <p>To be able to apply different speeds over varying distances.</p> <p>To develop fluency and co-ordination when running for speed.</p> <p>develop technique in relay changeovers.</p> <p>To develop technique and co-ordination in the triple jump.</p> <p>To develop throwing with force for longer distances.</p> <p>To develop throwing with greater control and technique.</p>

	<p>actions both on the floor and on apparatus.</p> <p>To be able to create a partner sequence using apparatus.</p>	a dance in the style of Rock 'n' Roll.		To use simple tactics in a game to outwit an opponent.		
Art and Design	x	<p>To investigate Hubble telescope photographs and the work of artist Yayoi Kusama</p> <p>To make pastel drawings of shapes seen in the Hubble telescope photographs</p> <p>To make a still life drawing of fruit and vegetables</p> <p>To use the still life drawing as a starting point for a dot painting inspired by Yayoi Kusama</p> <p>To present finished paintings</p> <p>To discuss, recap and evaluate all work</p>	<p>To discuss what we already know about Vikings</p> <p>To investigate and annotate a range of Viking Shields/artefacts</p> <p>To complete a Viking design sheet</p> <ul style="list-style-type: none"> • Runes • Symbols • Colours • Patterns <p>To draw a final Viking design</p> <p>To make a 3D Viking design product</p> <p>To discuss, recap and evaluate all work</p>	<p>To give a personal response to Egyptian artefacts and images</p> <p>To draw a variety of Egyptian artefacts</p> <p>To design simplified Egyptian style images in preparation for printing</p> <p>To explore the colour wheel and begin to understand complementary colours</p> <p>To create a poly block print and a mono print</p> <p>To use the mono print as a starting point for a mixed media image</p> <p>To discuss, recap and evaluate all work</p>	x	x

		https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama				
Design Technology	<p>To give a personal response to the buildings of Zaha Hadid</p> <p>Draw one of Zaha Hadid's buildings</p> <p>To experiment with materials</p> <p>To build a 'free standing structure' Card, string, straws</p> <p>To build a 'free standing structure' Clay</p> <p>To discuss, recap and evaluate all work</p>	x	x	x	<p>To be able to investigate a variety of structures and discuss what makes a structure strong</p> <p>To research and present a style/type of bridge structure</p> <p>To draw a strong bridge structure using learnt shapes and methods</p> <p>To experiment with materials to make components for a bridge model</p> <p>To make a structurally sound bridge model</p> <p>To present, discuss and evaluate a bridge model</p>	<p>To learn about what is meant by seasonal produce and carbon footprint</p> <p>To investigate where (in the world) a variety of fruit and vegetable products come from</p> <p>To know how to use different cutting techniques to prepare ingredients</p> <p>To design and annotate a product and recipe</p> <p>To make a product based on my design (fruit salad/fruit tart)</p> <p>To discuss, recap and evaluate all work</p>

Music	<u>BBC Ten Pieces: Mars by Holst</u> To listen and describe the character and mood of music and create a piece of art-work inspired by the music. To Learn two asymmetrical 5/4 beat ostinatos and use them to create a crescendo. To invent new ostinatos in a march style To structure two pieces of music into one larger piece and To follow a diagram to create Holst's coda Structure and combine all our ideas so far into one big piece. To create musical motifs to describe a new planet and structure these ideas into a piece To learn a song to performance standard by maintaining your own part and being aware of other performers and the conductor. <i>(LO throughout the term).</i>		<u>Gamelan Music</u> To learn about the history of the Gamelan and its significance to its culture. To learn about the importance of melody, texture and structure. To perform Gamelan music using pitch and rhythmic notation. To create a Gamelan melody using the pentatonic scale. To create further parts of a Gamelan composition following success criteria. To structure a composed Gamelan composition using Tempo and Dynamics. To evaluate each other's work by acknowledging their successes and suggesting improvements, using musical terminology.		<u>Fresh Prince of Bel Air</u> To listen to a piece of old school hip hop and learn about the history and style indicators of the music. To sing and rap in unison with clear diction, controlled pitch and sense of phrase. To learn and play a solo and ensemble accompaniment with increasing accuracy and expression. To create lyrics to an old-school hip-hop structure. <i>(Link to PSHE)</i> To compose an accompanying melody for the extended breaks in your composition structure, To prepare for a performance by maintaining your own part <i>(vocals or instruments)</i> and be aware of other performers and the conductor.	
Spanish	Time and Morning Routine To work with numbers 0-59 To work with numbers to understand whole and half hours To have a conversation about the time	The Romans, their language and Influence To work with cognates to demonstrate understanding of science	Weather Forecasts To locate points on a map with nouns depicting geographical features and the points of the compass To review understanding of adjectival phrases and	Hobbies To demonstrate understanding of verbal phrases to discover information about my classmates To use infinitives in sentences expressing opinions	Wild animals To express opinions about different wild animals To express opinions and facts about wild animals in sentence form	Travelling on holiday To strengthen neural links with means of transport nouns To recall appropriate nouns to talk about reaching a holiday destination

	<p>To use numbers 0-59 to understand digital time</p> <p>To respond to reflexive verb forms about morning routine</p> <p>To show understanding of reflexive verbs and time</p>	<p>To show understanding of nouns, adjectives, describing the solar system</p> <p>To learn about Latin, the language of the Romans and how it is used in scientific English</p> <p>To review numbers in Spanish by working with Roman numerals</p> <p>To discover the Latin names for the provinces of the Roman Empire and translate, using a bilingual dictionary</p> <p>To make a Roman passport or ID card, using Latin</p>	<p>sentences about the weather</p> <p>To demonstrate understanding of weather forecast vocabulary</p> <p>To practise presenting spoken language from a text</p> <p>To investigate international weather conditions, extracting information from prepositional phrases</p> <p>To write a <i>script</i> for a weather forecast, using prepositional phrases in sentences</p>	<p>To use negatives in sentences</p> <p>To use adverbial phrases to give information about how you spend your free time</p> <p>To use sentences or adverbial phrases with music or drama</p>	<p>To use prepositional phrases to place wild animals in their habitats</p> <p>To use scientific nouns describing physical form to classify wild animals</p> <p>To use scientific vocabulary about diet to classify wild animals</p> <p>To demonstrate understanding of descriptions of food chains</p>	<p>To learn and recall language needed for a trip by aeroplane to Spain</p> <p>To prepare written language for a trip by aeroplane to a Spanish-speaking country</p> <p>To take part in a role play, travelling to Spain by air</p> <p>To review nouns, verbs and adjectives, years 1-5</p>
P.S.H.E.	<p>Physical health and wellbeing</p> <p>Switched On Online Safety Unit 5.1: We are Year 5 Rule writers</p> <p>LO: To understand that the messages in food adverts can be misleading</p>	<p>Identity, Society and Equality</p> <p>LO: To know what is meant by stereotyping, prejudice and discrimination</p> <p>LO: To know about gender stereotyping and how it can make people feel</p>	<p>Keeping safe and managing risk</p> <p>Switched On Online Safety Unit 5.2: We are responsible for our online actions</p> <p>LO: To know that people may behave differently online</p>	<p>Mental Health and emotional wellbeing</p> <p>LO: To understand different emotions and how they feel in the body and to know that it is normal to experience a full range of emotions</p>	<p>Drug, alcohol and tobacco education</p> <p>Switched On Online Safety Unit 5.3: We are content evaluators</p> <p>LO: To learn about risks associated with smoking (cigarettes, e-cigarettes, shisha).</p>	<p>Careers, financial capability and economic wellbeing</p> <p>LO: To know that money can be borrowed</p> <p>LO: To understand the risks associated with borrowing money</p>

	<p>LO: To understand factors that impact on people's choices about eating</p> <p>LO: To understand how the media impacts on food and eating choices</p> <p>LO: To understand what a role model is</p> <p>LO: To understand that the media can manipulate images and that they may not reflect reality</p> <p>DEBATE: Is it right that companies can advertise foods that are unhealthy?</p> <p>Social skill: To be able to use most kitchen appliances safely.</p>	<p>LO: To understand how prejudice and discrimination can make people feel (incl homophobia)</p> <p>LO: To understand how prejudice can impact on decision making</p> <p>LO: To recognise common stereotypes</p> <p>Social skill: To be able to articulate an opinion on current affairs.</p>	<p>and may pretend to be someone they're not</p> <p>LO: To understand risks associated with online friendships and appropriate boundaries within online friendships</p> <p>LO: To know how data is stored and shared online</p> <p>LO: To understand problems that can occur when someone goes missing from home</p> <p>LO: To know how to keep safe near roads independently</p> <p>Social skill: To know how to plan a journey on public transport.</p>	<p>LO: To understand ways of managing different emotions</p> <p>LO: To know about times of change and understand how this can make people feel</p> <p>LO: To understand the feelings associated with loss, grief and bereavement</p> <p>LO: To understand strategies used to manage grief</p>	<p>LO: To understand how smoking and alcohol can be portrayed in the media.</p> <p>LO: To know strategies to resist peer pressure around drug use.</p> <p>Democracy</p> <p>LO: To learn about major political parties</p> <p>LO: To know how laws are made</p> <p>DEBATE: Is it right that people can smoke? Should it be banned?</p> <p>Social skill: To understand what being a good citizen is.</p>	<p>LO: To understand what is meant by enterprise</p> <p>LO: To know what influences people's decisions about careers</p> <p>LO: To understand how education impacts on career opportunities</p> <p>DEBATE: Is it right for the government to give money to people who are poor/do not have a job?</p> <p>Social skill: To be able to challenge others politely.</p>
R.E	<p>To understand how many people, in different religions, believe in God.</p> <p>To understand what Christian's believe about whether God is real.</p>	<p>To understand Jesus' view of love.</p> <p>To understand and reflect on the importance of forgiveness in Christianity.</p>	<p>To understand what a place of worship is and understand what it is used for.</p> <p>To understand what a Christian place of worship is and identify what it is used for.</p> <p>To understand what a Hindu place of worship is and identify what it is used for.</p>	<p>To understand what the special place of worship is for Muslims.</p> <p>To understand the significance of the five pillars of Islam and know how they are practiced today.</p> <p>To understand the importance of the Holy Qur'an to Muslims and how it was revealed.</p>		

	<p>To reflect on how we know what is true regarding believing in God.</p> <p>To understand the Christian belief of how the world began.</p> <p>To understand why some people may or may not believe in God.</p> <p>To be able to reflect on the impact that believing in God can have on a person's life.</p>	<p>To understand and reflect on Jesus' teachings of justice and fairness.</p> <p>To understand and reflect on Jesus' teachings surrounding greed and generosity.</p> <p>To reflect on what Jesus might do in some of today's world problems.</p> <p>To reflect on what has been learned about Jesus' values and how they are followed in the modern world.</p>	<p>To understand what a Jewish place of worship is and identify what it is used for.</p> <p>To understand and identify how people can show commitment outside of a religious building.</p> <p>To be able to reflect on the importance of a place of worship.</p>	<p>To be able to identify where Muslim's might go for advice and guidance.</p> <p>To understand the role of the Shahadah and how it can be seen throughout Islamic culture.</p> <p>To understand why Muslims fast and go on Pilgrimage.</p> <p>To identify and reflect on the role of the five pillars for Muslims and whether you abide by any.</p>		
Options for Educational Visits/Outdoor Learning	Olympic park visit – tour of all the arenas FREE	<p>Science museum - FREE</p> <p>Greenwich Royal Observatory - £3.75</p> <p>Planetarium (Greenwich) - £3 per child (£90 for 30 chn or £3.50 per child including a space workshop).</p>	<p>Ben Kinsella PHSCE workshop – FREE</p> <p>Greenwich maritime museum – Vikings workshop £2.20</p> <p>Visit to Neasdon Hindu Temple – Free or £1.50 per child with Understanding Hinduism Exhibition.</p>	British Museum – Excavation in Egypt workshop - £2.20	<p>Natural history museum and free discovery workshop - FREE</p> <p>London Zoo - £8.00 per child</p> <p>Geography Field Trip - comparative fieldwork at Hampstead Heath - FREE</p>	<p>Tower Bridge – design the skyline whole day workshop - £3.70 per child.</p> <p>Walking Tour to sketch buildings on The South Bank - FREE</p> <p>Sailing at North London Sailing Club - price TBC</p>

		<p>Trip to the Ballet - £10 per pupil – Nut-cracker ENB</p>				<p>100 Hours: World of Work Opportunities:</p> <p>Arcadis – Being a Bridge Engineer STEM Workshop</p> <p>New London Architecture - Digital Design</p> <p>New London Architecture - Introduction to Architecture</p> <p>Mears Plumbing Workshop - in school</p> <p>Lendlease – Site visits (Construction Industry)</p> <p>Lendlease – Speakers from the world of work in schools (Construction Industry)</p>
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Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	World War II	Migration	Tudors	Spain	Women's Equality	Climate Change

Science	<p>To be able to find patterns between the brightness of a lamp of the volume of a buzzer with the number and voltage of cells.</p> <p>To be able to draw a circuit diagram using recognised symbols.</p> <p>To be able to use simple series circuits to help me answer questions about the functions of different components.</p> <p>To be able to compare and give reasons for changes in how components in circuits work, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches.</p>	<p>To be able to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>To be able to recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.</p> <p>To be able to describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>To be able to revisit my learning on the internal organs, remembering their functions and purpose. (Skeletal, muscular and digestive system).</p> <p>To be able to explore the work of scientists conducting research on the relationship between</p>	<p>To be able to describe how living things are classified into groups according to common observable characteristics.</p> <p>To be able to investigate and identify the similarities and differences in living things, including micro-organisms, plants and animals.</p> <p>To be able to divide my broad groups into sensible subdivisions to help me classify living things.</p> <p>To be able to discuss reasons why living things are placed in one group and not another.</p> <p>To be able to give reasons for classifying plants and animals based on specific characteristics.</p> <p>To be able to explore the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p>	<p>To be able to recognise that light appears to travel in straight lines.</p> <p>To be able to recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>To be able to 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.</p> <p>To be able to 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.</p> <p>To be able to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>To be able to recognise that living things have changed over time, for example the peppered moth.</p> <p>To be able to recognise that fossils provide information about living things that lived on Earth millions of years ago.</p> <p>To be able to recognise that living things produce offspring of the same kind, but normally offspring are not identical to their parents.</p> <p>To be able to identify how animals and plants are adapted to suit their environment in different ways.</p> <p>To be able to identify how adaptation can lead to evolution.</p> <p>Suggested Scientists: Rosalind Franklin (worked out the structure of DNA and had her work stolen)</p>	<p>Revisit and review statements for the year where necessary.</p> <p>Use the working scientifically statements to investigate the children's own questions to do with your topic of 'Climate Change.'</p>
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	<p>To be able to design and make a circuit that is useful, (for example a device for use in a black out - air raid siren or torch).</p> <p>Suggested Scientists: Hertha Ayrton (engineer, mathematician and inventor) Michael Faraday (physicist) Nicola Tesla (physicist and inventor)</p>	<p>diet, exercise, drugs, lifestyle and health.</p> <p>Suggested Scientists: Gerty Cori (bio-chemist – discovered how cells use sugar for energy) Charles Drew (inventor of the blood bank) Marie Maynard Daly (researched the effects of cholesterol and sugar on the heart) Dorothy Hodgkin (mapped out the structure of insulin)</p>	<p>To be able to use classification systems and keys to identify some animals and plants in the immediate environment.</p> <p>To be able to re-search unfamiliar animals and plants from a range of other habitats and decide where they belong in the classification system.</p> <p>Suggested Scientists: Carl Linnaeus (Victorian botanist, physician and zoologist) Percy L Julian (botanist who developed medicines from plants) Marianne North (Victorian botanist)</p>	<p>To be able to plan my own scientific enquiry to answer a question I have posed recognising and controlling variables where necessary.</p> <p>Suggested Scientists: Patricia Bath (Ophthalmologist and Inventor) Ibn al-Haitham (mathematician, astronomer and physicist)</p>	<p>Charles Darwin Alfred Wallace</p>	
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**Working
Scientifically**

Questioning

-I can ask a range of questions about my science topic and the world around me.

Planning

-I know when and how to set up comparative and fair tests and can explain which variables need to be controlled and why.

-I can measure and record changes over time.

-I can use and develop keys and other information records to identify, classify and describe living things and their materials.

-I can identify patterns that are found in the natural environment.

-I can decide when to use a wide range of secondary sources to find the answers to questions and begin to separate opinion from fact.

-I can make predictions and hypotheses.

Obtaining Evidence

-I can choose the most appropriate equipment to make measurements and explain how to use it accurately.

-I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. -I can make my own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them.

Presenting Evidence

-I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

-I can decide how to record data from a choice of familiar approaches.

Considering Evidence and Evaluation

-I can look for different causal relationships in my data and identify evidence that refutes or supports my ideas.

-I can use my results to identify when further tests and observations might be needed.

-I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas.

-I present my findings and conclusions in different ways.

-I can reflect on my results and say how reliable they are.

-I can talk about how scientific ideas have developed over time.

-I can identify scientific evidence that has been used to support or refute ideas or arguments

History	<p>To be able to place up to 10 events from WW2 on a timeline in relation to other studies and understand that WW2 was an international war.</p> <p>To be able to understand how Jews were treated during WW2 (English link).</p> <p>To be able to choose and use reliable sources of factual evidence to reflect on children's experiences of evacuation.</p> <p>To be able to understand how rationing in Britain was used during WW2 (Maths link).</p> <p>To be able to understand how people in London protected themselves during the Blitz.</p>	x	<p>To be able to choose and use reliable sources of evidence, including paintings and artefacts, to find out about the beliefs, attitudes and religion of people in Tudor times.</p> <p>To be able to learn about the defeat of the Spanish Armada and sequence the events on a timeline (Maths link).</p> <p>To be able to learn about Crime and Punishment during Tudor Times and the differences between rich and poor tudors (digital link).</p> <p>To be able to learn about the reformation.</p> <p>To be able to find out more about Tudor exploration and travel.</p> <p>To be able to learn about Tudor people of colour.</p>	x	<p>To be able to appreciate that men and women have not been treated equally in the past (maths link)</p> <p>To understand why Mary Wollstonecraft was important use a range of sources to understand how she changed Newington Green (digital link).</p> <p>To be able to form an opinion about the suffragettes from using a range of sources.</p> <p>To be able to present information about The Suffragettes in an appropriate way (English link).</p> <p>To be able to appreciate that the fight for gender equality continues today</p>	x
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	<p>To be able to reflect on the end of WW2, forming my own opinion about historical events and describing how some changes affect live today (e.g. the U.N. treaty).</p>					
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Geography	x	<p>To be able to name and locate the main countries in all the continents on a world map and identify their main environmental regions, key physical and human characteristics and major cities.</p> <p>To be able to explain climates of given countries in the world, relating this to knowledge of hemispheres, equator tropics, latitude and longitude and explaining this as a cause for migration.</p> <p>To understand what migration is, why people might migrate from one region to another and the effect migration has on populations. (e.g. study population numbers throughout WW2)</p> <p>To be able to use maps, photographs</p>	x	<p>To be able to name and locate the key topographical features of Spain- including coast, erosion, hills, mountains and rivers and understand how these can change over time.</p> <p>To be able to select the most appropriate map to identify physical and human features and major cities of Spain. (using 6-figure grid references).</p> <p>To draw conclusions on similarities and differences (Spain and the U.K.)</p> <p>To compare and contrast a region of Spain with the local environment (e.g. population data).</p> <p>To be able to relate human geography to locality (e.g. population data).</p> <p>To understand the key aspects of Spain's economy</p>	x	<p>To be able to explain and describe the processes that cause global warming and natural disasters.</p> <p>To be able to investigate rising CO2 levels over history (maths link)</p> <p>To be able to look at zones where climate change impacts on natural disasters.</p> <p>To be able to reflect upon the changes caused by climate change and draw conclusions about its impact (English link).</p> <p>To carry out a field-work study, including a survey into the impact of traffic in the local area, collecting, recording and presenting data (field work).</p>
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		<p>and data from a local fieldwork survey to find evidence of it in migration in our community (Field work).</p> <p>To be able to discuss how British trade and the distribution of natural resources can both impact on migration.</p> <p>To understand that there are different views and opinions on migration (English link).</p>		<p>and be able to reflect on the importance and value of tourism.</p> <p>To compare the cultural practices of a region of Spain with our own</p>		
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Computing	<p>RF</p> <p>To understand how to stay safe online</p> <p>To design a questionnaire using Microsoft Forms' branching option (linked to topic if possible)</p> <p>To analyse data gathered from my questionnaire using Excel (via Microsoft Forms)</p> <p>To access and filter data to find answers from an existing database</p> <p>To use charts to visualise and understand data</p> <p>To present the findings of my data</p> <p>To create key quotes/concept posters using Typorama</p>	<p>NG</p> <p>To understand how to stay safe online</p> <p>To design a questionnaire using Microsoft Forms' branching option (linked to topic if possible)</p> <p>To analyse data gathered from my questionnaire using Excel (via Microsoft Forms)</p> <p>To access and filter data to find answers from an existing database</p> <p>To use charts to visualise and understand data</p> <p>To present the findings of my data</p> <p>To create key quotes/concept posters using Typorama</p> <p>To explore the class topic using Google Expeditions</p>	<p>RF</p> <p>To explore a webpage using Trinet</p> <p>To understand how to create a webpage using HTML</p> <p>To create a webpage for a website (linked to topic if possible)</p> <p>To create multiple webpages and link them from the homepage (x2 lessons)</p> <p>To explore a website made by a peer and evaluate it</p> <p>To implement improvements to my website using peer feedback</p> <p>To retell parts of the class reader using TextingStory</p> <p>To create an author fact file using PurpleMash or Sway</p>	<p>NG</p> <p>To explore a webpage using Trinet</p> <p>To understand how to create a webpage using HTML</p> <p>To create a webpage for a website (linked to topic if possible)</p> <p>To create multiple webpages and link them from the homepage (x2 lessons)</p> <p>To explore a website made by a peer and evaluate it</p> <p>To implement improvements to my website using peer feedback</p> <p>To retell parts of the class reader using TextingStory</p> <p>To create an author fact file using PurpleMash or Sway</p>	<p>RF</p> <p>To identify features of a documentary</p> <p>To plan my documentary (All about my time at primary school)</p> <p>To film my documentary (interviews, cut-aways and dramatic reconstructions) x 2 lessons</p> <p>To sequence video shots and refine using transitions</p> <p>To add post production effects to my documentary</p> <p>To share my documentary with my peers and provide feedback</p> <p>To understand the class topic using Skype an expect</p> <p>To record a diary entry in character and share using FlipGrid</p>	<p>NG</p> <p>To identify features of a documentary</p> <p>To plan my documentary (All about my time at primary school)</p> <p>To film my documentary (interviews, cut-aways and dramatic reconstructions) x 2 lessons</p> <p>To sequence video shots and refine using transitions</p> <p>To add post production effects to my documentary</p> <p>To share my documentary with my peers and provide feedback</p> <p>To understand the class topic using Skype an expect</p> <p>To record a diary entry in character and share using FlipGrid</p>
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	To understand the class topic using Skype an expect		To understand the class topic using Skype an expect	To explore the class topic using Google Expeditions		
<p>P.E.</p> <p>*OAA</p> <p>To work as a team to solve problems, sharing ideas and collaborating with one another.</p> <p>To develop navigational skills and map reading.</p> <p>To share ideas and work as a team to solve problems.</p> <p>*In addition pupils also attend their school journey in which they take part in a range of OOA.</p>	<p>Invasion Games (Netball)</p> <p>To develop passing and moving at speed within the footwork rule using a range of passes</p> <p>To be able to use the attacking principle of creating and using space for self and team-mates.</p> <p>To be able to defend ball side and know when to go for interceptions.</p> <p>To be able to change direction and lose a defender creating angles and use communication to receive a pass</p> <p>To develop the shooting action from different angles using a range of shooting techniques</p>	<p>Gymnastics</p> <p>To be able to develop the straddle, forward and backward roll.</p> <p>To develop counter balance and counter tension.</p> <p>To be able to perform inverted movements with control.</p> <p>To be able to perform the progressions of a headstand and a cartwheel.</p> <p>To be able to use flight from hands to travel over apparatus.</p> <p>To be able to create a group sequence using formations and apparatus.</p>	<p>Dance</p> <p>To copy and repeat a set dance phrase showing confidence in movements.</p> <p>To work with others to explore and develop the dance idea.</p> <p>To use changes in dynamics in response to the stimulus.</p> <p>To demonstrate a sense of rhythm and energy when performing bhangra style motifs.</p> <p>To perform a bhangra dance, showing an awareness of timing, formations and direction.</p> <p>To select, order, structure and perform movements in a bhangra style, showing various group formations.</p>	<p>Net and Wall Games (Tennis)</p> <p>To develop returning the ball using a forehand groundstroke with control and accuracy</p> <p>To be able to return the ball using a backhand groundstroke with control and accuracy.</p> <p>To develop accuracy of the underarm serve.</p> <p>To select and use the volley when needed</p> <p>To work co-operatively with a partner and employ tactics to outwit an opponent</p>	<p>Striking and Fielding Games (Cricket)</p> <p>To apply throwing accuracy and catching skills under pressure within match situations.</p> <p>To recognise space and apply batting placement of a ball into that space.</p> <p>To develop overarm bowling technique and accuracy and apply in match situations</p> <p>To select and apply a range of fielding techniques</p> <p>To play confidently in a range of cricket roles and positions.</p> <p>To apply tactics and strategy when batting</p>	<p>Athletics</p> <p>To work collaboratively with a partner to set a steady pace.</p> <p>To develop your own and others sprinting technique.</p> <p>To develop power, control and technique for the triple jump.</p> <p>To develop throwing with force and accuracy for longer distances.</p>

	To use and apply skills and tactics to small sided games in a range of different positions.					
Art and Design	<p>To discuss and expand upon what we already know about the Blitz</p> <p>To create a mind map incorporating all of our Blitz knowledge</p> <p>To learn new drawing skills – rulers, angles, smudging and cross hatching (Blitz photographs build-ings)</p> <p>To create a blitz multi-media piece of artwork Inspired by an artist (eg. John Virtue)</p> <p>Discuss, recap and evaluate all work</p>	<p>To analyse a range of artwork based on the topic 'Migration'</p> <p>To draw a picture based on the topic migration</p> <p>To complete a trainer design sheet based on migration</p> <ul style="list-style-type: none"> • Colours • Animal patterns • Photo inspiration <p>To create a trainer/landscape/ bird collage</p> <p>To practise drawing skills: Tonal Range</p> <p>To recap, discuss and evaluate all work</p>	<p>To give a personal response to paintings of portraits</p> <p>To develop portraiture skills – proportions and facial features</p> <p>To develop drawing techniques – faces, hands and fabric</p> <p>To design a modern Tudor outfit</p> <p>To paint/draw a Tudor Portrait</p> <p>Discuss, recap and evaluate all work</p>	x	x	x

Design Technology	x	x	x	To investigate different types of pulley systems and their uses To draw a variety of pulley systems To experiment with a variety of building materials to make a working pulley system To design a product with a working pulley system To build a product with a working pulley system To test, present and evaluate a working product	To investigate different electrical products Mind map any ideas to make an innovative, functional and appealing product Answer questions about the target market for the product Design a product with a working electrical system To build a product with a working electrical system To test, present and evaluate a working product	To discuss where in the world different food/dishes come from To taste and describe a variety of food products To research dishes from one country/region To design and make a menu based on one country/region To design a recipe working with a selection of ingredients To make a savoury food product To recap, discuss and evaluate all work	
Music	Popular Music: Livin' on a Prayer. To discuss musical features of different popular music examples. To explore the timeline of popular music history and compare current popular music with the popular music of WWII.		BLUES MUSIC To know the key features of Blues music and its prominence in history. To learn about key musical figures including Bessie Smith. To listen to and discuss the music of Blues using musical elements.			Music and Me (Inspirational Women in Music)/Ukuleles To listen to different styles of music from Women in the industry and discover how music can reflect our identity. To discover some of the most influential women in music over the past 100 years and explore the inequality that has existed in the Music Industry.	

	<p>To describe music using musical elements, stylistic features and instruments.</p> <p>To warm-up the voice with good technique and greater complexity.</p> <p>To learn to sing a famous popular song as an ensemble.</p> <p>To learn/create an instrumental part to accompany a popular song.</p> <p>To learn a song to performance standard.</p>		<p>To play a 12-bar blues structure on glockenspiels or iPads.</p> <p>To use technology to compose music.</p> <p>To explore rhythm, chords and structure and the effect of different timbre.</p> <p>To compose AB contrasting sections of a 12 Bar Blues piece.</p>		<p>To create your own music that represents how you feel/what you believe/your gender/where you are from and anything else.</p> <p>To learn about the Ukulele and develop a good playing technique.</p> <p>To sing and play at the same time.</p> <p>To learn how to create the chords of C, C7, F and G major chords.</p> <p>To learn strumming patterns.</p> <p>To learn a repertoire of Ukulele songs using these chords and perform this individually and as an ensemble.</p>	
Spanish	<p>Extra-Curricular Activities</p> <p>To critically review the language, we've studied years 1-5</p> <p>To compare and contrast information from a long text, using working memory</p> <p>To begin to identify verb conjugation</p>	<p>Our Lives</p> <p>To identify and describe my friends</p> <p>To use adverbial phrases to say how often you and others eat different foods</p> <p>To use adverbial phrases to talk about a healthy diet</p> <p>To write about my morning routine incorporating adverbs</p> <p>To place nouns and adjectives in a context</p>	<p>Travel and Tourism</p> <p>To be able to write about the countries and capital cities I have visited</p> <p>To be able to extract verbs, nouns and adjectives from long texts</p> <p>To link associated nouns, verbs and adverbs</p> <p>To draft a paragraph including nouns, verbs and adverbs to draft a</p>	<p>Spain's Universe</p> <p>To learn facts about the Romans' rule from extended spoken and written text</p> <p>To learn facts about Arab rule from extended spoken and written text</p> <p>To lay the foundations for translation with an extended text</p> <p>To extract detailed information from a longer text about the solar system and</p>	<p>Travelling Independently: Places and Directions in town</p> <p>To use place nouns to complete a geographical study</p> <p>To respond to key words in prepositional phrases about directions</p> <p>To physically respond to prepositional phrases with directions</p>	<p>Travelling Independently: On Holiday in Spain</p> <p>To recall and consolidate the language needed to visit a restaurant in Spain</p> <p>To order a meal in a restaurant in Spain</p> <p>To buy an ice-cream</p> <p>To use prepositional and adverbial phrases and nouns to see the sights in Barcelona</p>

	<p>To construct some sentences, conjugating verbs accurately</p> <p>To deconstruct sentences about hobbies</p> <p>To create some new sentences from familiar language</p>	<p>To transform language, using my understanding of nouns, verbs, adjectives and adverbs</p>	<p>postcard to a Spanish friend</p> <p>To publish a postcard to a Spanish friend including nouns, verbs and adverbs</p> <p>To create new sentences, adapting from models</p>	<p>write sentences about it</p> <p>To learn about the Conquistadors from extended text and write sentences</p> <p>To recall language about the Spanish climate and talk about it</p>	<p>To use question forms to ask for directions in town</p> <p>To recall geographical vocabulary to locate Hispanic tourists in London</p> <p>To use prepositional and adverbial phrases and nouns to see the sights in Madrid</p>	<p>To write a postcard to a Spanish friend about your holiday in Barcelona</p> <p>To produce a Gaudí inspired mosaic</p>
P.S.H.E.	<p>Mental health and emotional wellbeing</p> <p>Switched On Online Safety Unit 6.1: We are online safety ambassadors</p> <p>LO: To understand what is meant by mental health</p> <p>LO: To understand factors that can affect mental health</p> <p>LO: To know some everyday</p>	<p>Identity, society and equality</p> <p>LO: To know about people who have moved to Islington from other places (inc refugees)</p> <p>LO: To know about human rights and children's rights</p> <p>LO: To know about the impact of homelessness</p> <p>LO: To understand choices around physical activity as they grow older</p> <p>LO: To understand choices about</p>	<p>Drug, Alcohol and Tobacco Education</p> <p>Switched On Online Safety Unit 6.2: We will not share inappropriate images</p> <p>LO: To understand the risks associated with legal drugs (alcohol, tobacco, medicines)</p> <p>LO: To know about the risks associated with using illegal drugs</p> <p>LO: To assess the level of risk associated with legal and</p>	<p>Keeping Safe – Out and About</p> <p>LO: To understand about being out and about in the local area with increased independence</p> <p>LO: To know the consequences of anti-social behaviour (including gangs and gang related behaviour)</p> <p>LO: To understand the role of peer pressure in anti-social behaviour</p> <p>LO: To understand strategies to keep</p>	<p>Healthy Relationships/How a baby is made</p> <p>Switched On Online Safety Unit 6.3: We are safe social networkers</p> <p>LO: To consider values that are important to us</p> <p>LO: To understand the role of friendship in intimate relationships</p> <p>LO: To understand what healthy relationships look like and know how to report concerns.</p>	<p>Healthy Relationships/How a baby is made</p> <p>LO: To understand the changes that occur in puberty</p> <p>LO: To know about human reproduction in the lifecycle</p> <p>LO: To understand how a baby is made and grows</p> <p>LO: To know the role and responsibility of a carer</p> <p>LO: To understand some myths and misconceptions about HIV, how it is and</p>

	<p>strategies for looking after mental health</p> <p>LO: To understand the stigma and discrimination that can surround mental health</p> <p>LO: To know how to seek help when struggling with mental health</p> <p>DEBATE: Migration: Should the government allow more people to move to Britain from other countries?</p> <p>Social skill: To know how to use a washing machine and fold clothes</p>	<p>healthy eating and dietary choices as they gain independence</p> <p>Social skills: To be able to plan and cook a healthy meal on a tight budget.</p>	<p>illegal drug use in different situations</p> <p>LO: To know strategies for dealing with situations involving drug use</p> <p>LO: To know about the role of peer pressure in situations involving drug use</p> <p>DEBATE: Should the government ban alcohol and tobacco?</p> <p>Social skill: To be able to take my own view in a debate, take someone else's view, or play devil's advocate</p>	<p>safe when travelling independently</p> <p>Social skills: To know how to plan a household budget</p> <p>Social Skill: To be able to negotiate a refund for an item purchased.</p>	<p>LO: To consider different values and attitudes around gender stereotyping and sexuality and consider their origin and impact</p> <p>Social skill: To set a table for a special occasion and be able to eat in a socially acceptable way.</p>	<p>isn't transmitted and who it affects.</p> <p>LO: To understand that contraception can be used to stop a baby from being conceived</p> <p>LO: To answer questions about sex and relationships and to know where to seek accurate information</p> <p>DEBATE: Should Year 6 primary school children be in bed by 8pm?</p> <p>Social skill: To be able to independently plan a journey on public transport</p> <p>Social Skill: To understand the importance of punctuality</p>
R.E	To be able to discuss questions about life, death, suffering	To be able to discuss what we can learn from the game 'Everyone's Committed'.	To be able to discuss thoughts and opinions on whether rules matter and why.		To be able to discuss what makes a place special and the value is of a sacred place.	

	<p>and what matters most in life.</p> <p>To be able to explore the way in which religions help people to live, even when times are tough.</p> <p>To understand what different religions teach different forms of life after death and how it brings comfort to people who face suffering and bereavement.</p> <p>To understand what Christians believe happens when we die.</p> <p>To understand what people who don't believe in God think happens when we die.</p> <p>To explore how artwork, prayers, liturgies, meditation texts and</p>	<p>To understand what harmlessness means in the Hindu religion.</p> <p>To understand how Ahimsa links to the idea of Karma and Reincarnation and how Gandhi practiced Ahimsa in the liberation of India.</p> <p>To understand that for Christians, the idea of grace from God means that God loves unconditionally and is willing to forgive all.</p> <p>To understand that for Muslims, the worldwide Muslim community is the Ummah.</p> <p>To be able to discuss and consider the impact of Ahimsa, Grace and Ummah and if followed, how life would change.</p>	<p>To understand and discuss why people do good and bad things.</p> <p>To understand who is a humanist and what codes for living non-religious people use.</p> <p>To be able to discuss what we can learn from discussion and drama about good and bad right and wrong and explore the meanings of big moral concepts.</p> <p>To understand what codes for living Christians try and follow.</p> <p>To understand what people consider to be valuable and discuss whether some things are more valuable than others.</p> <p>To be able to create a code for living that would help the world.</p>	<p>To understand the similarities and differences between Christian and Muslim sacred buildings.</p> <p>To understand how mosque buildings express Islamic beliefs and values.</p> <p>To be able to compare and contrast Muslim calligraphy, paintings, poetry and art with Christian sculpture and art.</p> <p>To be able to discuss whether a Christian place of worship can be a building for the 'glory of God' and what this means.</p> <p>To be able to discuss Muslim and Christian ideas about the importance of being generous and charitable and applying them to issues about poverty and charity.</p> <p>To be able to discuss what matters more Christians and Muslims: art and architecture or generosity and charity.</p>
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	<p>songs and hymns in Christian, Hindu and other religions are used when someone dies.</p> <p>To be able to reflect on and express clearly my own ideas and worries about life after death.</p>					
Options for Educational Visits/Outdoor Learning	<p>HMS Belfast - FREE</p> <p>The Jewish Museum- Camden - £1.25 per child per workshop</p> <p>Visit to a Synagogue - FREE</p>	<p>Into University - FREE</p> <p>Visit to the Opera – cost TBC</p>	<p>Globe Theatre - £9</p> <p>National Portrait Gallery -The Real Tudors workshop - FREE</p> <p>Tower of London + crime and punishment workshop - £5.95</p>	<p>Picnic in the Park - FREE</p> <p>100 hours World of Work Opportunity - Arsenal in the Community - Stadium Tour and Careers in Sport Insight</p>	<p>Museum of London– Suffragette workshop – FREE</p> <p>Horniman Museum - FREE</p> <p>100 hours World of Work Opportunity - Discover 2 Dream – Q&A Session with a young female professional.</p>	<p>SATs reward cinema trip - £2.50 @ Hackney Picture House (or Dalston Rio – prices TBC)</p> <p>100 hours World of Work Opportunities</p> <p>City University - Campus Visit</p> <p>100 hours: World of Work Opportunities – Three Discovery Centre – Movie Making</p>