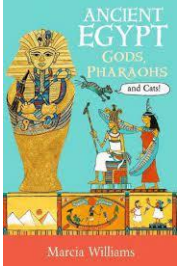

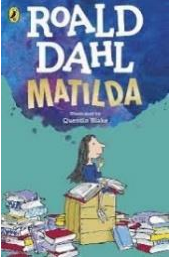
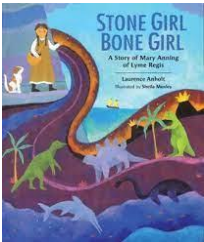

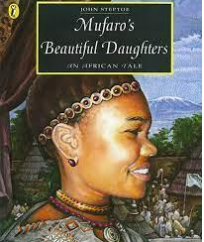








	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	Hamberley Care Home Community action- on going throughout the year	Charcoal art workshop London Symphony Orchestra Concert	Forest School Trip to Neasden Hindu Temple	Class Assemblies RE Focus Day – Holi Festival, Ramadan & Eid Recorder Performance Palmers Greenery Community Cafe - Geography Fieldwork (Agriculture)	Growing and Changing Week British Museum – Ancient Greece (History)	John Gilbert Values- Teamwork focus
English Focus Texts/ Stimuli	 <ul style="list-style-type: none"> Whole school writing project – The Name Jar Tadeo Jones (Literacy Shed) Ancient Egypt, Gods, Pharaohs & Cats (CLPE) Mummifying tomatoes Multicultural Week- Whole School Project 	 <ul style="list-style-type: none"> The King Who Banned the Dark (CLPE) How the Stars Came to Be (CLPE) Mountains – link to Geography 	 <ul style="list-style-type: none"> Matilda 	 <ul style="list-style-type: none"> Stone Girl, Bone Girl – link to Science The Most Magnificent Mosque 	 <ul style="list-style-type: none"> Ruby Bridges Minotaur and the labyrinth – link to History 	 <ul style="list-style-type: none"> Mufaro's Beautiful Daughters Flowering plants' life cycle – link to Science Once upon a picture
Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication and division	Number: Multiplication and division Measurement: Length and Perimeter	Number: Fractions Measurement: Mass and Capacity	Number: Fractions Measurement: Money Measurement: Time	Geometry: Shape Statistics
Science	Animals, including humans (nutrition focus) <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make 	Light <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light 	Forest schools Plants: (Termly) <ul style="list-style-type: none"> Visit the same plants throughout the year gathering evidence linked to their life cycle e.g. collecting seeds and taking 	Rocks <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 	Forces and magnets <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between 2 objects, 	Plants <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

	<p>their own food; they get nutrition from what they eat</p> <p>Animals, including humans (movement focus)</p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and <p>Plants: (Termly)</p> <ul style="list-style-type: none"> Visit the same plants throughout the year gathering evidence linked to their life cycle e.g. collecting seeds and taking photographs or making observational drawings for buds, flowers etc. 	<ul style="list-style-type: none"> Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change 	<p>photographs or making observational drawings for buds, flowers etc.</p>	<ul style="list-style-type: none"> Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter 	<p>but magnetic forces can act at a distance</p> <ul style="list-style-type: none"> Observe how magnets attract or repel each other and attract some materials and not others 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 Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<ul style="list-style-type: none"> 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 Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Computing	<p>Digital Literacy PM - Unit 3.2 Online safety Number of lessons – 3 Programs – Various</p> <p>Information Technology PM - Unit 3.3 Spreadsheets Number of lessons – 2 Programs – 2Calculate</p>	<p>Computer Science PM - Unit 3.1 Coding Number of lessons – 6 Main Programs – 2Code</p>	<p>Information Technology PM - Unit 3.4 Touch Typing Number of lessons – 4 (+ consolidation lesson publishing something using touch typing) Programs – 2Type</p> <p>Online Safety Day</p> <p>(DT link see below)</p>	<p>Digital Literacy PM - Unit 3.5 Email (including email safety) Number of lessons – 6 Programs – 2Email, 2Connect, 2DIY</p>	<p>Keeping myself safe (PSHE) Staying safe online – recognising potential risks associated with browsing online.</p> <p>Information Technology NCCE - Teach computing Data and information – Branching databases. Number of lessons – 6</p>	<p>Information Technology PM - Unit 3.8 Graphing Number of lessons – 3 Programs – 2Graph</p> <p>Information Technology PM - Unit 3.9 Presenting with Google Slides Number of Lessons 4 Programs - Google Slides</p>
Geography	<p>Rivers <i>How do rivers, people and land affect each other?</i></p>	<p>Mountains <i>How do mountains interact with what is around them?</i></p>	<p>Settlements & cities <i>How are settlements similar and different?</i></p>	<p>Agriculture <i>How are we connected to farmers?</i></p>	<p>Volcanoes <i>How do volcanoes affect a place?</i></p>	<p>Climate and Biomes <i>How does the climate affect the way people live?</i></p>
History	<p>Ancient Egypt <i>How much did Ancient Egypt change over time?</i></p>	<p>Cradles of Civilisation <i>How similar and different were Ancient Egypt and Ancient Sumer?</i></p>	<p>The Indus Valley <i>How do we know about the Indus Valley Civilisation?</i></p>	<p>Persia and Greece <i>What did Greek city-states have in common?</i></p>	<p>Ancient Greece <i>What can we learn from the sources of Ancient Greece?</i></p>	<p>Alexander the Great <i>How did Alexander the Great conquer so much?</i></p>
	<p>Why do people pray? Strand: Expressing (L2.4)</p> <p>Christianity, Hinduism, Islam</p>		<p>What does it mean to be a Hindu in Britain today? Strand: Living (L2.8)</p> <p>Hinduism</p>		<p>What do different people believe about God? Strand: Believing (L2.1)</p> <p>Christianity, Hinduism, Islam, Humanism</p>	

<p>RE</p>	<p>What is prayer? Islamic prayer Christian prayer Hindu prayer Similarities and differences</p>		<p>Main beliefs Hindu deities Puja (worship) Aarti (light) Music Reincarnation Life in Britain today Visit a Hindu Temple</p>		<p>Our own beliefs Christian - Trinity Muslims - Allah Qur'an Humanism Comparison to Hindus</p>	
<p>Art</p>	<p>Autumn 2: Drawing and Sketchbooks Gestural Drawing with Charcoal <i>Making loose, gestural drawings with charcoal, and exploring drama and performance.</i> Disciplines: Drawing, Sketchbooks Theme: Cave art, Movement, Human Body, Relationship of Body to Place Medium: charcoal, Paper, Bod</p>		<p>Spring 2: Surface & Colour: Print, Colour, Collage Working with Shape and Colour <i>"Painting with Scissors": Collage and stencil in response to looking at artwork.</i> Disciplines: Printmaking (Stencil/Screen Print), Collage Medium: Paper, Printmaking Ink, Stencils & Crayons</p>		<p>Summer 2: Working in 3 dimensions Telling Stories Through Drawing & Making <i>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</i> Disciplines: Drawing, Sculpture, Sketchbooks Medium: Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine etc).</p>	
<p>D&T</p>	<p>Autumn 1 Technical skill: Food and Nutrition – Sharing Bread Design Brief: Design and make a Unique Bread Product to share with Friends. Design Specifications: 1. The bread should have added ingredients that make it either sweet or savoury. 2. The bread should be shaped to make it easy for sharing between people.</p>		<p>Spring 1 Technical skill: Structures -Shell structures with computer aided design Design Brief: Design and make a Desk Tidy to store all those 'easy to lose' desk items. Design Specifications: 1. The desk tidy should have a base measuring 20cm x 12cm 2. The desk tidy should have a container made using papier mâché technique 3. The desk tidy should have a container recycled from food packaging 4. The desk tidy should have a prism container to hold pens and pencil</p>		<p>Summer 1 Technical skill: Mechanical Systems – lever and linkages Design Brief: To design and make a page for a book for the class library with movable mechanisms to interest and engage the reader. Design Specifications: 1. The page must be A3 portrait in size and should be made of card. 2. The page must include one moving linkage feature. 3. The page must have a coloured background and writing about the topic of the page.</p>	
<p>PSHE</p>	<p>Me and My Relationships</p> <ul style="list-style-type: none"> As a rule Looking after our special people How can we solve this problem? Tangram team challenge (OPTIONAL) Friends are special Thanks Dan's dare 	<p>Rights and Respect</p> <ul style="list-style-type: none"> Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project 	<p>Being My Best</p> <ul style="list-style-type: none"> Derek cooks dinner! (healthy eating) Poorly Harold Body team work For or against? I am fantastic! Top talents 	<p>Valuing Difference</p> <ul style="list-style-type: none"> Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb 	<p>Keeping Safe</p> <ul style="list-style-type: none"> Safe or unsafe? Danger or risk? The Risk robot Super Searcher Help or harm? Alcohol and cigarettes: the facts 	<p>Growing and Changing</p> <ul style="list-style-type: none"> Relationship tree Body space None of your business! Secret or surprise? Basic first aid
<p>Values</p>	<p>Responsibility</p>  <p>Who should be responsible</p>	<p>Courage</p>  <p>When have you been</p>	<p>Appreciation & Understanding</p> 	<p>Trust</p>  <p>Trust in friendships. How</p>	<p>Honesty</p> 	<p>Fairness</p>  <p>Invent a game, establish</p>

	for....? roles	courageous? A time when... determination	When have you been tolerant?/ I can empathise.... empathy	does trust make you a good friend? reliance, dependable	Why is it best to tell the truth? integrity, morals	rules - discuss successfulness equal opportunities
PE (Indoor)	Yoga: Body awareness	Gymnastics: Stretching & Curling	Forest School	Dance: Exploring cultural dance	Gymnastics: Travelling with a change of direction	Team Building/Fitness
PE (Outdoor)	Games: Outdoor & Adventurous Activities (Using simple trails/diagrams)	Games: Invasion Games (Passing)	Games: Invasion Games (Creating space)	Games: Net/Wall (Directing the ball)	Games: Athletics (Running, throwing & jumping)	Games: Striking and fielding
Music	<p style="text-align: center;"><u>Learning to play the recorder</u></p> <p>Genre: Classical, Folk, Pop, Musicals Period: Baroque, Early 20th Century, Contemporary Experience: Professional live music performance, Class Assemblies Skills: contextualising, performing, listening, singing Elements: pitch, tempo, duration, dynamics, silence, timbre</p>				<p style="text-align: center;"><u>The Young Persons Guide to the Orchestra by Benjamin Britten</u></p> <p>Genre: Classical Period: Early 20th Century Skills: contextualising, listening Elements: tempo, duration, texture, structure, timbre</p>	<p style="text-align: center;"><u>Sounds of Africa</u></p> <p>Genre: World Music, Folk Period: Early Music, Early 20th Century, contemporary Skills: composing, contextualising, notating Elements: tempo, timbre, texture</p>
Spanish	Describing me and others <ul style="list-style-type: none"> In class In Perú In Spain 	Saying what I and others have <ul style="list-style-type: none"> At home With friends Revision Christmas 	Saying what I and others do <ul style="list-style-type: none"> At Spanish club At the weekend In Barcelona In the afternoon At breaktime At reading club 	Saying how many and describing things <ul style="list-style-type: none"> My monster Revision Easter 	Describing things and people <ul style="list-style-type: none"> Describing pictures My birthday Favourites States 	Expressing likes and saying what I and others do <ul style="list-style-type: none"> Opinions In the summer My mum's work Una poema