

## Year One Curriculum Framework 2018/2019



	Autumn 1 <b>Woodlands</b>	Autumn 2 <b>Transport: Then and Now</b>	Spring 1 <b>World Carnivals</b>	Spring 2 <b>Our Garden</b>	Summer 1 <b>A City Farm</b>	Summer 2 <b>A Seaside Adventure</b>
<b>Visits</b>	<b>Soanes Centre Woodland</b>	<b>Transport Museum</b>	<b>THAMES Dance Workshop</b>	<b>Canary Wharf Garden</b>	<b>Mudchute Farm</b>	<b>Chalkwell Beach</b>
<b>English</b>	<p><b>Narrative</b> Oral story: The Owl Who Was Afraid of the Dark (3wks)</p> <p><b>Non-Narrative</b> Instructions: How to Build a den/ an Owl's Nest (3 wks)</p> <p><b>Read Aloud</b> Range of Picture books including Owl Babies</p> <p><b>Shared read</b> Yr 1 big books</p>	<p><b>Narrative</b> Oral story: Mr Gumpy's Outing (3 wks)</p> <p><b>Non-Narrative</b> Recount: Mr Gumpy's Diary/ Our Trip to the Transport Museum (3 wks)</p> <p><b>Poetry</b> List poems: Winter/ Christmas ( 2 wks)</p> <p><b>Read Aloud</b> <u>Archimedes</u> (class set)</p> <p><b>Shared read</b> Yr 1 big books</p>	<p><b>Narrative</b> Oral story: The dancing tortoise (3 wks)</p> <p><b>Non-Narrative</b> Persuasive adverts: Carnival costumes? (2 wks)</p> <p><b>Poetry</b> Take one poem – Cats sleep anywhere by Eleanor Farjohn (1 wk)</p> <p><b>Read Aloud</b> <u>The Twits</u> by Roald Dahl</p> <p><b>Shared read</b> Yr 1 big books</p>	<p><b>Narrative</b> Oral story: Jack and the Beanstalk (3 wks)</p> <p><b>Non-Narrative</b> Non-chronological report: All about garden animals/ giants (3 wks)</p> <p><b>Read Aloud</b> <u>Jim and the Beanstalk</u> (class set) and Picture books to incl Martin Waddell and Julia Donaldson books</p> <p><b>Shared read</b> Yr 1 big books</p>	<p><b>Narrative</b> Book: Farmer Duck (3 wks)</p> <p><b>Non-Narrative</b> Personal Recount: Our Trip to Mudchute Farm (2 wks)</p> <p><b>Read Aloud</b> <u>The Hodgeheg</u> by Dick-King Smith</p> <p><b>Shared read</b> Yr 1 big books</p>	<p><b>Narrative</b> Oral story: The Lighthouse Keeper's Lunch (3 wks)</p> <p><b>Non-Narrative</b> Non-chronological report: All About Seagulls/ Whales/ Sea Creatures (3wks)</p> <p><b>Poetry</b> List poems: Seaside (1.5 wks)</p> <p><b>Read Aloud</b> <u>The Enormous Crocodile</u> by Roald Dahl (class set)</p> <p><b>Shared read</b> Yr 1 big books</p>
<b>Maths</b>	<b>Maths Mastery and White Rose Units of Work</b>					
<b>Science</b>	<p><b>Seasonal Changes (on-going)</b> What do you notice happens when the seasons change? Autumn. Introduce daily weather chart to be used throughout year.</p> <p><b>Plants</b> Identify and name a variety of common plants, including deciduous and evergreen trees.</p>	<p><b>Seasonal Changes (on-going)</b> <b>Materials</b> What materials are different objects made from? What are some common everyday materials and what are their properties? How can you sort and group everyday materials?</p>	<p><b>Seasonal Changes (on-going)</b> Spring <b>Materials</b> What materials are different objects made from? What are some common everyday materials and what are their properties? How can you sort and group everyday materials?</p>	<p><b>Seasonal Changes (on-going)</b> <b>Edible Garden Focus</b> <b>Plants</b> What are the different parts of common flowers and trees? Describe basic structure; roots, stem, leaves etc. What do plants need to grow? What do we need to remember when caring for plants?</p>	<p><b>Seasonal Changes (on-going)</b> Summer <b>Animals, including humans</b> Describe and compare lots of common animals (fish, amphibians, reptiles, birds and mammals, including pets) by how they look and how they move. What are omnivores, herbivores and carnivores?</p>	<p><b>Seasonal Changes (on-going)</b> <b>Link to Senses Poems</b> What are the five senses and what part of the body is matched to each? Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>
<b>History</b>	<b>Black History Month</b> October	<p style="text-align: center;"><b>History of Transport</b></p> <p>How did people move around London in the past? How can you find out about the past? How is this different to how people travel around our city now?</p> <p style="text-align: center;"><b>Remembrance Day / Guy Fawkes</b></p>	<p style="text-align: center;"><b>History of Carnivals and Festivals</b></p> <p>What is the history of carnivals and festivals around the world? How has the way they are celebrated changed over time?</p>		<b>Local History</b> Learning about the local history of Mudchute Farm and why it is there:  <a href="https://www.mudchute.org/about-us/history">https://www.mudchute.org/about-us/history</a>	<p style="text-align: center;"><b>History of the Seaside</b></p> <p>What was going to the seaside like in the past in Britain? How can you find out about the past? What is it like going to the seaside now?</p>
<b>Geography</b>	<p style="text-align: center;"><b>Fieldwork</b></p> <p>Go on a tree walk around school. Create a simple map and devise a simple key for the locations of the different trees within the school grounds.</p>	<p style="text-align: center;"><b>Human Geography</b></p> <p>Where would you most likely find different modes of transport? City, town, village, factory, farm, house, port, harbour etc.</p>	<p style="text-align: center;"><b>Locational Knowledge</b></p> <p>What carnivals and festivals are celebrated around the world? What happens and why are they important to people, communities and cultures?</p>	<p style="text-align: center;"><b>Our School Garden</b></p> <p>Can you create an aerial map of our school garden, positioning the different plants? How can you use compass points to make your map more accurate?</p>	<p style="text-align: center;"><b>Farm Study</b></p> <p>How can you describe the features of a local city farm? What are the main countries and cities of the United Kingdom? How is a farm in another part of the UK different to one in London?</p>	<p style="text-align: center;"><b>Seaside Study</b></p> <p>What are the physical and human geographical features of the seaside?</p>
<b>Art &amp; Design/ Design Technology</b>	<p style="text-align: center;"><b>Class artist Focus</b></p> <p><b>Painting</b> – exploring paint properties, learning primary colours</p> <p><b>Drawing</b> – rubbings, texture &amp; tone</p>	<p><b>DT</b> - Create moving pictures using a sliding mechanism</p> <p><b>DT</b> – Designing and making a moving vehicle.</p>	<p><b>Sculpture</b> – exploring materials</p> <p><b>Collage &amp; Textiles</b> –exploring materials</p>	<p><b>Painting</b> – using different brushes and tools</p> <p><b>Printing</b> – printing with different materials</p> <p><b>Collage &amp; Textiles</b> – cut and tear materials for collage.</p>	<p><b>Drawing</b> – exploring a range of media</p> <p><b>Painting</b> – work on different scales</p> <p><b>Printing</b> – create simple printing block and make repeated patterns</p>	<p><b>Drawing</b> – observational drawings</p> <p><b>Sculpture</b> – exploring clay</p> <p><b>Digital Art</b> – taking digital photographs</p>
<b>Computing</b>	<b>Cross-curricular Learning using Lansbury Lawrence Scheme of Work and Discrete Coding Lessons</b>					
<b>RE</b>	<b>Believing</b> What do Christian people believe? What do Muslim people believe?		<b>Expressing</b> What makes places sacred? How and why do we celebrate sacred times?		<b>Living</b> What does it mean to belong to a faith family? How should we care for others in the world and why does it matter?	
<b>French</b>	Specialist Teacher					
<b>Music</b>	Performing Arts, Drama and Musical Specialist Teacher					
<b>PE</b>	Physical Activity Leader					

## Year Two Curriculum Framework 2018/2019



	Autumn 1 <u>The Great Fire of London</u>	Autumn 2 <u>We are Pirates!</u>	Spring 1 <u>Rainforests</u>	Spring 2 <u>Proud to be a Londoner</u>	Summer 1 <u>Who lives in the secret garden?</u>	Summer 2 <u>British Icons</u>
<b>Visits</b>	<b>Monument</b>	<b>Museum of London Docklands</b>	<b>Canary Wharf Garden</b>	<b>Tower of London</b>	<b>Soanes Centre</b>	<b>Place of Worship</b>
<b>English</b>	<p><b>Narrative</b> Oral story: The Great Fire of London (3 wks) Including 1 wk of <b>Poetry</b> List poems: Linked to fire of London</p> <p><b>Non-Narrative</b> Recount: Jack's Diary/ our trip to the monument (3 wks)</p> <p><b>Read Aloud</b> Assorted picture books include <u>Leon and The Place In Between</u> (class set)</p> <p><b>Shared read</b> Yr 2 big books</p>	<p><b>Narrative</b> Oral story: The Pirate Cruncher (3 wks)</p> <p><b>Non-Narrative</b> Instructions: How to Make a Pirate Telescope/ Treasure Map etc. (3 wks)</p> <p><b>Poetry</b> Riddles – linked to pirates/ winter/ Christmas (2 weeks)</p> <p><b>Read Aloud/ Shared read</b> Range of Pirate picture books, including <u>The Man whose mother was a pirate</u></p>	<p><b>Narrative</b> Book: <u>Where the Forest Meets the Sea</u> Story invention focus (3 wks)</p> <p><b>Non-Narrative</b> Non-chronological reports: rainforest animals e.g. Jaguars (3 wks)</p> <p><b>Read Aloud/ Shared read</b> <u>The Owl who was afraid of the dark; Beware of the Bears; The Tin Forest</u></p>	<p><b>Narrative</b> Oral story: Little red riding hood, set in Poplar (3 wks)</p> <p><b>Non-Narrative</b> Persuasive adverts: Crisp street market/ London bus tour/ London attraction (3 weeks)</p> <p><b>Read Aloud/ Shared read</b> <u>Katie in London</u> (class set); <u>Elliot Jones midnight superhero</u></p>	<p><b>Revising writing genres needed from assessment: recount/ non-chronological report/ instructions/ story (3 wks)</b></p> <p><b>Non-Narrative</b> Explanation: How trees grow/ How Spiders Weave Webs (2 wks)</p> <p><b>Read Aloud/ Shared read</b> <u>The enchanted Wood by Enid Blyton; Harry the Poisonous Centipede</u> (class set)</p>	<p><b>Narrative</b> TBC oral story or book by British author e.g. Peter rabbit, Alice in Wonderland (simplified), Paddington etc (3 weeks)</p> <p><b>Poetry</b> Take one poem - The Sound collector by Roger McGough (2 wks)</p> <p><b>Non-Narrative</b> Discussion: tbc (2 1/2 wks)</p> <p><b>Read Aloud/ Shared read</b> <u>Fantastic Mr Fox by Roald Dahl</u></p>
<b>Maths</b>	<b>Maths Mastery and White Rose Units of Work</b>					
<b>Science</b>	<p><b>Materials</b> What can different materials be used for? Are some materials better than others for some uses? How do materials change when heated (introduce to chemical change)? What materials are best to build a house from?</p> <p><b>Scientist Study</b> What is an Oceanographer?</p>	<p><b>Materials</b> What materials are best to build a boat from?</p> <p><b>Scientist Study</b> What is an Oceanographer?</p>	<p><b>Edible Garden Focus Plants</b> What do plants need to grow? How do seeds and bulbs grow into mature plants? What do we need to remember when caring for plants?</p>	<p><b>Animals, including humans</b> What are offspring? What are the names of the offspring of different animals, including pets? What do animals and humans need to survive? What is the importance of exercise, hygiene and eating well?</p>	<p><b>Habitats (including micro habitats)</b> What animals and plants might you find on our school grounds? How are the grounds suited to their survival?</p> <p><b>Plants</b> What do plants need to grow? What do we need to remember when caring for plants?</p>	<p><b>Habitats</b> How do you know that something is alive? How are habitats suited for the animals that live there? What is a food chain?</p>
<b>History</b>	<p><b>Black History Month</b> <b>The Great Fire of London</b> When was the Great Fire of London? What happened? Why is it significant? How can we find out about something that happened in the past? What sources can we use?</p>	<p><b>Historical Explorer Study</b> Who was Captain Cook? Why is he a significant figure in Britain? How can we find out about him? What sources can we use?</p> <p><b>Remembrance Day</b></p> <p><b>Guy Fawkes Night</b></p>	<p><b>Historical Explorer Study</b> Link geography work to Captain Cook and Australia.</p>	<p><b>Local History</b> History of the Tower of London.</p>		<p><b>British Icons</b> Who are some historical British Icons? Why are they important? How can we find out about the past?</p>
<b>Geography</b>	<p><b>London Study</b> What kind of historical maps can we use? How are these maps different to maps of London now? What parts of London were on fire? How do compass points help us?</p>	<p><b>Ocean Study</b> What are the seven continents and five oceans of our world? How can you use world maps, atlases and globes to help you?</p>	<p><b>Daintree Rainforest Study</b> How are the physical and human features of our local area different to an aboriginal village in Australia? Where is the equator, North and South Poles? Use an atlas and a globe.</p>	<p><b>Locational Knowledge</b> Use maps to identify and name the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><b>School Grounds Study</b> How can aerial photographs help us to draw a map of our school's grounds? What symbols will you use to create a key?</p>	
<b>Art &amp; Design/ Design Technology</b>	<p><b>Class artist Focus</b> <b>Collage</b> – weaving paper <b>Printing</b> – mono-printing on variety of papers <b>Sculpture</b> – Recreating 2D images in 3D</p>	<p><b>Drawing</b> – explore shading <b>Sculpture</b> – texture, form and shape <b>Digital</b> – create digital images</p>	<p><b>Painting</b> – Still life and landscape studies <b>Drawing</b> – explore line and tone <b>Sculpture</b> – creating texture using a variety of tools</p>	<p><b>Painting</b> - Learning primary and secondary colours. <b>Printing</b> – extends repeated patterns <b>Collage &amp; Textiles</b> – printing on fabric and simple stitching</p>	<p><b>DT</b> – designing and making bird boxes/ feeders</p>	<p><b>Drawing</b>– combining different techniques and materials <b>Printing</b>– explore colour mixing through printing</p>
<b>Computing</b>	<b>Cross-curricular Learning using Lansbury Lawrence Scheme of Work and Discrete Coding Lessons</b>					
<b>RE</b>	<b>Believing</b> What do Jewish people believe? What can we learn from sacred books?		<b>Expressing</b> How and why do we celebrate sacred times?		<b>Living</b> How should we care for others in the world and why does it matter?	
<b>French</b>	<b>Specialist Teacher</b>					
<b>Music</b>	<b>Performing Arts, Drama and Musical Specialist Teacher</b>					
<b>PE</b>	<b>Physical Active Leader</b>					



## Year Three Curriculum Framework 2018/2019

	Autumn 1 <u>Stone Age to Iron Age</u>	Autumn 2 <u>The Human Body</u>	Spring 1 <u>Who were the Romans?</u>	Spring 2 <u>The Iron Man</u>	Summer 1 <u>Mountains of the World</u>	Summer 2 <u>Anglo-Saxons and the Scots</u>
<b>Visits</b>	<b>Natural History Museum</b>	<b>Centre of the Cell</b>	<b>Roman Amphitheatre</b>	<b>Iron Man Dance Workshop</b>	<b>Place of Worship</b>	<b>Saxon Village</b>
<b>English</b>	<p><b>Narrative</b> Oral story: The Mammoth Hunt (3 wks)</p> <p><b>Non-Narrative</b> Non-chronological reports: All about Woolly Mammoths (3 wks)</p> <p><b>Read Aloud/Shared read</b> <u>Dinosaur Cove</u> (class set)</p>	<p><b>Narrative</b> Oral story: The Skeleton Woman (3 wks)</p> <p><b>Poetry</b> Take one poem – The Visitor by Ian Serrallier; write list poems/free verse about skeletons (2 wks)</p> <p><b>Non-Narrative</b> Instructions - recipes: How to Make a Fruit Salad/ Healthy Recipe (3 wks)</p> <p><b>Read Aloud/Shared read</b> <u>The Fox and the Ghost King</u> by Michael Morpurgo</p>	<p><b>Narrative</b> Oral story: Minerva and Neptune (3 wks)</p> <p><b>Non-Narrative</b> Persuasive adverts: Advert for Roman Shields (3 wks)</p> <p><b>Read Aloud/Shared read</b> <u>The Worst Witch</u> by Jill Murphy (class set)</p>	<p><b>Narrative</b> Book: <u>The Iron Man</u> (4 wks)</p> <p><b>Non-Narrative</b> Discussion: Should the Farmers have Trapped the Iron Man?/ Should the iron man help the people? (2 wks)</p> <p><b>Read Aloud/Shared read</b> <u>The Iron Man</u> by Ted Hughes (class set)</p>	<p><b>Narrative</b> Oral story: The Snow Leopard (3 wks)</p> <p><b>Non-Narrative</b> Explanations: How snow leopards live in the mountains; Why snow leopards are endangered (2 wks)</p> <p><b>Read Aloud/Shared read</b> <u>The Minpins</u> by Roald Dahl (class set)</p>	<p><b>Narrative</b> Oral story: Beowulf (3.5 wks)</p> <p><b>Poetry</b> Kennings based on characters in the story (1 wk)</p> <p><b>Non-Narrative</b> Recount letter – Beowulf’s letter home (3 wks)</p> <p><b>Read Aloud/Shared read</b> <u>How to Train Your Dragon</u> by Cressida Cowell (class set)</p>
<b>Maths</b>	<b>Maths Mastery and White Rose Units of Work</b>					
<b>Science</b>	<p style="text-align: center;"><b>Rocks and Fossils</b></p> <p>How are different types of fossils formed?</p> <p style="text-align: center;"><b>Rocks</b></p> <p>How can we compare and group together different types of rocks? How is soil created?</p>	<p style="text-align: center;"><b>Animals, including humans</b></p> <p>What is nutrition? What types and amounts of nutrition do humans need? What is the purpose of muscles and the human skeleton?</p>	<p style="text-align: center;"><b>Light</b></p> <p>Why do we need light? What happens when there is no light? What does light reflect off of? How are shadows formed? How can you change the shape and size of shadows?</p>	<p style="text-align: center;"><b>Forces and Magnets</b></p> <p>How do things move on different surfaces? How do magnetic forces act at a distance and either attract or repel? What objects are magnetic?</p>	<p style="text-align: center;"><b>Edible Garden Focus - Plants</b></p> <p>Explore the requirements of plants for life and growth. The functions of different parts of flowering plants. How is water transported through plants? What part do flowers play in the lifecycle of flowering plants?</p>	<p style="text-align: center;"><b>Animals, including humans</b></p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
<b>History</b>	<p style="text-align: center;"><b>Black History Month Stone Age to Iron Age</b></p> <p>What sources can we use to find out about the Stone Age? Place on a timeline. What was the way of life of people who lived in the Stone Age and the Iron Age? Significant events.</p>	<p style="text-align: center;"><b>Remembrance Day Guy Fawkes Night</b></p>	<p style="text-align: center;"><b>The Romans</b></p> <p>How can we find out about the Romans? Where would you place this period on a timeline? What do you know about the way of life of people who lived in Rome and Roman Britain? Significant events of this period?</p>			<p style="text-align: center;"><b>Anglo-Saxons and Scots</b></p> <p>How can we find out about the Anglo-Saxons? What sources can we use? Where would you place this period on a timeline? What do you know about the way of life the Anglo-Saxons and Scots? Significant events.</p>
<b>Geography</b>	<p style="text-align: center;"><b>Settlement Study</b></p> <p>Where did Stone Age people settle? How does a map of Anglo-Saxon Britain differ from a current map of the UK? How is the human geography of the UK different in modern times?</p>	<p style="text-align: center;"><b>Local Area Mapping</b></p> <p>Can you create an exercise plan and routine? How can you map out the local area identifying how someone can keep healthy? What are the human and physical features of the local area?</p>	<p style="text-align: center;"><b>Where were the Romans?</b></p> <p>What areas of the world did the Romans control? What kind of maps will you look at? How do these maps look different to a current world map?</p>	<p style="text-align: center;"><b>Mining in the UK Study</b></p> <p>What are the counties and major cities of land in the UK were historically used for mining? Why? Can you describe the human and physical geography of these areas? How has the geography of these areas changed over time?</p>	<p style="text-align: center;"><b>Mountains: UK and Abroad</b></p> <p>Where are the major mountains of the UK? How can you describe the physical geography and key topological features of these areas? What are other significant mountain ranges on Earth? What are the eight points of a compass and how can you use them to draw your own maps?</p>	<p style="text-align: center;"><b>Settlement Study</b></p> <p>Where did the Anglo-Saxons settle? How does a map of Anglo-Saxon Britain differ from a current map of the UK?</p>
<b>Art &amp; Design/ Design Technology</b>	<p style="text-align: center;"><b>Class artist Focus</b></p> <p><b>Drawing</b> - Make marks and lines with a wide range of drawing implements</p> <p><b>Sculpture</b> – use papier mache to create a simple 3D object</p>	<p style="text-align: center;"><b>Creating sketchbooks</b></p> <p><b>Painting</b> – self portraits</p> <p><b>Drawing</b> – life drawing</p>	<p><b>Drawing</b> – use of pattern and texture</p> <p><b>Sculpture</b> - Clay work</p> <p><b>Collage &amp; Textiles</b> – dyeing fabric</p>	<p><b>Printing</b> – repeated patterns</p> <p><b>Sculpture</b> – Clay work</p> <p><b>Digital Art</b> - animation</p>	<p><b>DT</b> – mechanisms</p> <p>Illustration focus.</p>	<p><b>Painting</b> – Primary and secondary colours.</p> <p><b>Printing</b> – colour overlays</p> <p><b>Collage &amp; Textiles</b> – using a variety of techniques, including drawing, painting and printing.</p>
<b>Computing</b>	<b>Cross-Curricular Learning using Lansbury Lawrence Scheme of Work</b>				<b>Discrete Coding Lessons</b>	
<b>RE</b>	<b>Believing</b>	<b>Believing</b>	<b>Expressing</b>	<b>Expressing</b>	<b>Living</b>	
	What do different people believe about God (Christian, Hindus, Muslim)?	Why is the bible important for Christians?	Why do people pray?	Why are festivals important to religious communities?	What does it mean to be a Christian in Britain today?	
<b>French</b>	<b>Specialist Teacher</b>					
<b>Music</b>	<b>Performing Arts, Drama and Musical Specialist Teacher</b>					
<b>PE</b>	<b>Physical Active Leader</b>					



## Year Four Curriculum Framework 2018/2019

	Autumn 1 <u>Shakespeare</u>	Autumn 2 <u>Viking Invasion</u>	Spring 1 <u>Who were the Victorians?</u>	Spring 2 <u>Explorers</u>	Summer 1 <u>Extreme Weather</u>	Summer 2 <u>Our Countries of Origin</u>
<b>Visits</b>	Theatre Trip (SSF)	Place of Worship – All Saints Church	Keates House	Scott Polar Centre	Science Museum	Community Visits
<b>English</b>	<p><b>Narrative</b> Oral Story: The tempest ( 3 wks)</p> <p><b>Non-Narrative</b> Recount - biographies (3 wks)</p> <p><b>Read Aloud/Shared read</b> <u>Nim's island</u> by Wendy Orr</p>	<p><b>Narrative</b> Thor and His Mighty Hammer (3 wks)</p> <p><b>Non-Narrative</b> Discussion: Based on becoming Viking story – should Crog fight for the Vikings or the Britain's? Were the Vikings right to invade? (3 wks)</p> <p><b>Read Aloud/Shared read</b> <u>The Saga of Erik the Viking</u> by Terry Deary (class set)</p>	<p><b>Narrative</b> Book: Street Child (4 wks)</p> <p><b>Poetry</b> Take one poem – There was a naughty boy by John Keates (1 wk)</p> <p><b>Non-Narrative</b> Persuasive leaflet: Stop Chimney Sweeps! Close the workhouses!(3 wks)</p> <p><b>Read Aloud/Shared read</b> <u>Street Child</u> (class set)</p>	<p><b>Narrative</b> Book: Ice trap (3 wks)</p> <p><b>Non-Narrative</b> Newspaper Report Recount: Shackleton's exploration (3 wks)</p> <p><b>Read Aloud/Shared read</b> <u>The Ice Palace</u> by Robert Swindells (class set)</p>	<p><b>Narrative</b> Oral story: Pompeii (3 wks)</p> <p><b>Non-Narrative</b> Explanations: How volcanoes erupt (2 wks)</p> <p><b>Read Aloud/Shared read</b> <u>The Demon Headmaster</u> by Gillian Cross (class set)</p>	<p><b>Playscripts</b> tbc – traditional tale from chosen country, rewrite as a playscript (3 wks)</p> <p><b>Poetry</b> imagery and similes(2 wks)</p> <p><b>Non-Narrative</b> Instructions – How to... linked to food/craft from country of choice (2.5 wks)</p> <p><b>Read Aloud/Shared read</b> <u>Bill's New Frock</u> by Anne Fine (class set)</p>
<b>Maths</b>	<b>Maths Mastery and White Rose Units of Work</b>					
<b>Science</b>	<p><b>Electricity</b></p> <p>What are some common appliances that run on electricity? Can you construct a simple series electrical circuit with a lamp and switch? How will you fix an incorrect circuit? What are some common conductors and insulators?</p>	<p><b>Edible Garden Focus</b></p> <p><b>Animals, including humans</b></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they get nutrition from what they eat. What are the basic parts of the human digestive system?</p>	<p><b>Animals, including humans</b></p> <p>What are the different types of teeth in humans and what are their basic functions?</p>	<p><b>Habitats</b></p> <p>How can you group and classify living things in different ways? How can classification keys help to group, identify and name a variety of living things? How are different habitats suited to the animals that live there? How is the Arctic changing and how does this pose a danger to living things?</p>	<p><b>States of Matter</b></p> <p>How can you compare and group solids, liquids and gasses? Can you observe how materials change when they are cooled or heated? How does the water cycle work (evaporation and condensation)? How is rust formed over time? Why is this considered a chemical change?</p>	<p><b>Scientist Study</b></p> <p>How are sounds made? How do vibrations travel? Can you identify patterns between the pitch of a sound and the object that produced it? How can the sound change based on the strength of vibrations and distance from source?</p>
<b>History</b>	<p><b>Historical Enquiry</b></p> <p>The life and times of Shakespeare.</p>	<p><b>The Vikings</b></p> <p>How can we find out about the Vikings? What sources can we use? Where would you place this period on a timeline? What do you know about the way of life of people who lived in the Viking age? Significant events.</p> <p><b>Remembrance Day / Guy Fawkes Night</b></p>	<p><b>The Victorians</b></p> <p>How would you place this period on a timeline? Who were the Victorians? How will you find out about this period? What sources will you use? Why was this a significant time in British history? How did life in London change?</p>	<p><b>Explorers</b></p> <p>Who are some famous world and British explorers? How can we find out about them? Where did they explore? What is their significance?</p>		<p><b>Family History</b></p> <p>Where do our families originate from? What memories do we have? Share stories from family members.</p>
<b>Geography</b>		<p><b>Where did the Vikings invade?</b></p> <p>What areas of the world did the Vikings invade? What kind of maps will you look at? How do these maps look different to a current world map?</p>	<p><b>The Empire</b></p> <p>What areas of the world were part of the British Empire? What maps will you look at? How are these different to maps now? What countries are members of the Commonwealth? What does this mean?</p>	<p><b>Explorers</b></p> <p>Where have explorers travelled to? Can you locate the places on maps, globes, atlases and by using digital/ computer mapping tools? What is the position and significance of the Arctic and Antarctic Circle? How can you describe the human and physical geography of these places? How has the Arctic changed over time?</p>	<p><b>Natural Disasters Around the World</b></p> <p>How are volcanoes, tsunamis, earthquakes formed/ created? How can you scientifically measure their force and impact? What is their impact on human and physical geography? Use atlases, maps, globes and computer mapping software to locate different natural disasters.</p>	<p><b>Countries of Origin</b></p> <p>Where is your country of origin? How can you describe the human and physical geography? How can you use four and six-figure grid references to find it? What is the significance of the Tropic of Cancer and Capricorn, Equator, etc. to weather patterns?</p>
<b>Art &amp; Design/ Design Technology</b>	<p><b>Painting</b> – Primary, secondary and tertiary colours</p> <p><b>Printing</b> – creating more intricate patterns</p>	<p><b>Digital Art</b> - photography</p> <p><b>Drawing</b> – line, tone and texture</p> <p><b>Sculpture:</b> clay work</p>	<p><b>Textiles</b> – fabric design</p> <p><b>Drawing</b> – pattern and detail</p> <p><b>Printing</b> – wallpaper design</p>	<p><b>Painting</b> – light and colour</p> <p><b>Sculpture</b>– Looking at patterns within landscape and creating cardboard sculpture</p>	<p><b>Printing</b> – overlaying images</p> <p><b>Collage and Textiles</b> – soft sculpture</p> <p><b>Painting</b> - mood</p>	<p><b>DT</b> – cooking and nutrition</p>
<b>Computing</b>	<b>Cross-Curricular Learning using Lansbury Lawrence Scheme of Work</b>			<b>Discrete Coding Lessons</b>		
<b>RE</b>	<b>Believing</b> Why is Jesus inspiring to some people?		<b>Expressing</b> Why are festivals important to religious communities?	<b>Expressing</b> Why do some people think that life is like a journey?	<b>Living</b> What does it mean to be a Hindu in Britain today?	<b>Living</b> What can we learn from religions about deciding what is right and wrong?
<b>French</b>	<b>Specialist Teacher</b>					
<b>Music</b>	<b>Performing Arts, Drama and Musical Specialist Teacher</b>					
<b>PE</b>	<b>Physical Activity Leader</b>					



## Year Five Curriculum Framework 2018/2019

	Autumn 1 <b>Who were the Greeks?</b>	Autumn 2 <b>STEAM Power</b>	Spring 1 <b>Planet Protectors</b>	Spring 2 <b>The Mighty Egyptians</b>	Summer 1 <b>Festival of Britain</b>	Summer 2 <b>Space</b>
Visits	British Museum	Science Museum Engineering Day	Place of Worship	British Museum	Residential/ Chrisp Street Clock Tower	Science Museum
English	<p><b>Narrative</b> Oral story: Theseus and the Minotaur (3 wks)</p> <p><b>Poetry</b> Take one poem – Pegasus (1 wk)</p> <p><b>Non-Narrative</b> Non-chronological reports: The Minotaur (2 wks)</p> <p><b>Read Aloud</b> <u>Who let the Gods out by Maz Evans</u></p>	<p><b>Narrative</b> tbc (3 wks)</p> <p><b>Non-Narrative</b> Instructions: how to... linked to steam project (2 wks)</p> <p><b>Non-narrative</b> Discussion – Should teachers be replaced with robots? Other issues which link to project (3 wks)</p> <p><b>Read Aloud</b> <u>Operation Gadgetman By Malorie Blackman</u></p>	<p><b>Narrative</b> Book: This morning I met a whale (3 wks)</p> <p><b>Non-Narrative</b> Persuasive speech: Recycling/ Save Energy/ water aid/ protect the whales etc. (3 wks)</p> <p><b>Read Aloud</b> <u>This morning I met a whale by Michael Morpurgo</u> (class set)</p>	<p><b>Narrative</b> Oral story: The Egyptian Cinderella (3weeks)</p> <p><b>Non-Narrative</b> Explanations: Mummification/ Egyptian funerals (3 wks)</p> <p><b>Read Aloud</b> <u>Clockwork</u> by Phillip Pullman (class set)</p>	<p><b>Non-Narrative</b> Non-chronological report – The festival of Britain/ lansbury Lawrence primary school (3 wks)</p> <p><b>Poetry:</b> To commemorate the festival of Britain – all forms e.g. list poems, cinquains, free verse (2 wks)</p> <p><b>Read Aloud:</b> <u>I know what you did last Wednesday by Anthony Horowitz</u> (class set)</p>	<p><b>Narrative</b> Oral Story: Apollo 13 (3 wks)</p> <p><b>Poetry</b> Monologues (planets) and metaphors (1.5 weeks)</p> <p><b>Non-Narrative:</b> Recount newspaper reports: Apollo 13 Lands/ The First Men on the Moon (3 wks)</p> <p><b>Read Aloud</b> <u>There's a boy in the girls bathroom</u> by Louis Sacher (class set)</p>
Maths	Maths Mastery and White Rose Units of Work					
Science	<p style="color: green;">Edible Garden Focus</p> <p><b>Animals including Humans</b> Grow what you eat project using the edible garden. Planting and harvesting. Write a report for blog... first class responsible for garden in the new school year!</p>	<p>Science/ Technology/ Engineering/ Arts/ Maths</p> <p>Scientific enquiry project.</p>	<p><b>Materials</b></p> <p>How can you compare and group together everyday materials? How do some materials dissolve to form a solution? How can mixtures be separated? How are some changes reversible? Irreversible and chemical?</p>	<p><b>Forces</b></p> <p>How can you explain gravity? What are the effects of air resistance, water resistance and friction? How can some mechanisms, including levers, pulley and gears, allow a smaller force to have a greater effect?</p>	<p><b>Animals including humans</b></p> <p>Describe the changes as humans develop to old age.</p>	<p><b>Earth and Space</b></p> <p>Describe the movement of the Earth and other planets around the Sun in the solar system. Describe the movement of the moon. Describe the shape of the moon and other planets. How can you explain day, night, seasons?</p>
History	<p><b>Black History Month</b> <b>Ancient Greece</b></p> <p>How would you place this period on a timeline? Who were the Ancient Greeks? How will you find out about this period? What sources will you use? Why was this a significant time in world history? Impact on today?</p>	<p><b>Remembrance Day</b>  <b>Guy Fawkes</b></p>		<p><b>Ancient Egypt</b></p> <p>How would you place this period on a timeline? Who were the Ancient Egyptians? How will you find out about this period? What sources will you use? Why was this a significant time in world history?</p>	<p><b>Local History</b></p> <p>Use e-resources, library and school archive material to research Festival of Britain and the importance of the event to our school and community.</p>	<p><b>The First Moon Landing</b></p> <p>When was the first moon landing? Who were the significant people involved? Why was this a ground-breaking world event? What sources will you look at when researching? How would you place this event on a timeline? Who is Tim Peake?</p>
Geography	<p><b>Mapping the Ancient World</b></p> <p>Can you find Ancient Greece on a world map? What did Ancient Athens look like? Can you spot any historical landmarks on a map of modern Athens?</p>		<p><b>Our World</b> <b>Choose an area of the world under environmental threat</b></p> <p>Use maps, atlases, globes to explore this area. Explore threat to human and physical geography of this area. Discuss economic threats/ benefits, climate zones, biomes and vegetation belts etc. How can we make a difference?</p>	<p><b>Mapping the Ancient World</b></p> <p>Can you find Ancient Egypt on a world map? Can you create a map of the Valley of the Kings?</p>	<p><b>Local Study of Poplar and the Festival of Britain</b></p> <p>Mapping the local area using digital ordinance survey maps. What were the significant buildings and landmarks within the Festival of Britain? What was the purpose of the Festival? How has the human geography changed in the local area?</p>	<p><b>Locational Knowledge</b></p> <p>Identify the position and significance of the Northern and Southern Hemisphere.</p> <p><b>Human and Physical Geography</b></p> <p>Understand the Tropics of Cancer and Capricorn, the Prime/ Greenwich Meridian and time zones (including day and night)</p>
Art & Design/ Design Technology	<p><b>Painting</b> – create imaginary work, developing a painting from a drawing</p> <p><b>Collage and Textiles</b> – sewing</p> <p><b>DT</b> – cooking and nutrition</p>	<p><b>DT</b> – cam mechanisms</p> <p><b>Digital Art</b> - animation</p>	<p><b>Sculpture</b> - Using recycled materials</p> <p><b>Drawing</b> – close observational drawings</p> <p><b>Painting</b> – atmosphere and light effects</p>	<p><b>Printing</b> – three overlays</p> <p><b>Sculpture</b> – Clay work.</p> <p><b>Collage and Textiles</b> – exploring tissue paper</p>	<p><b>DT</b> – Architecture</p> <p><b>Drawing</b> – shading and hatching</p> <p><b>Collage and Textiles</b> - Exploring pattern</p>	<p><b>Painting</b> – complimentary colours</p> <p><b>Printing</b> – working in to prints with other media</p> <p><b>Digital Art</b> – green screen</p>
Computing	Cross-Curricular Learning using Lansbury Lawrence Scheme of Work			Discrete Coding Lessons		
RE	<p><b>Believing</b></p> <p>Why do some people think that God exists (Christians and Humanists)?</p>	<p><b>Believing</b></p> <p>What would Jesus do?</p>	<p><b>Expressing</b></p> <p>If God is everywhere, why go to a place of worship?</p>	<p><b>Living</b></p> <p>What does it mean to be a Muslim in Britain today?</p>		
French	Specialist Teacher					
Music	Performing Arts, Drama and Musical Specialist Teacher					
PE	Physical Active Leader					

## Year Six Curriculum Framework 2018/2019



	<b>Autumn 1 Parliament</b>	<b>Autumn 2 Ancient Islamic Civilisation</b>	<b>Spring 1 World War II</b>	<b>Spring 2 Way Home/ Charity Project</b>	<b>Summer 1 Rivers</b>	<b>Summer 2 Year Six Production</b>
<b>Trips</b>	<b>Houses of Parliament</b>	<b>Place of Worship - Mosque</b>	<b>Imperial War Museum</b>	<b>Council Offices</b>	<b>Mudlarking</b>	<b>Residential</b>
<b>English</b>	<p><b>Narrative</b> Oral story: The suffragettes (3 wks)</p> <p><b>Non-Narrative</b> Persuasive speech – Women’s right to vote (3 wks)</p> <p><b>Read Aloud</b> <u>Cogheart/ Black Powder</u></p>	<p><b>Narrative</b> Book: Varjak Paw – suspense short story (3 wks)</p> <p><b>Poetry</b> Personification: Use City Jungle by Pie Corbett (1 wk)</p> <p><b>Non-Narrative</b> Non-chronological reports: Linked to topic (2 wks)</p> <p><b>Non-narrative</b> Discussion: Linked to topic (2 wks)</p> <p><b>Read Aloud</b> <u>Varjak Paw</u> by S.F.Said (class set)</p>	<p><b>Narrative</b> Oral story: The evacuees – character emotions, dialogue (3 wks)</p> <p><b>Poetry</b> Book – Rose Blanche/read holocaust poems: imagery and monologues (1 wk)</p> <p><b>Non-narrative</b> Recount diary based on book: Rose Blanche/ Anne Frank extracts (2 wks)</p> <p><b>Read Aloud</b> <u>Friend or Foe</u> by Morpurgo (class set)</p>	<p><b>Narrative</b> Book: Way home – write short journey story (3 weeks)</p> <p><b>Non-narrative</b> Recount newspaper report: local boy goes missing/ missing boy found (1 wk)</p> <p><b>Non-narrative</b> Persuasive formal letter: donate money to homeless charity (2 wks)</p> <p><b>Read Aloud</b> <u>Holes</u> by Louis Sachar (class set)</p>	<p><b>Narrative</b> Oral story: Clean Water, Dirty water – re-write new ending (3 wks)</p> <p>SATs (1 wk)</p> <p><b>Non-Narrative</b> Non-chronological reports: River Animals (1 wk)</p> <p><b>Read Aloud</b> <u>Floodland</u> (class set)</p>	<p><b>Poetry</b> Take one poem – The Highway Man (3 wks) – assorted writing depending on assessment needs e.g. newspaper report, diary entry, description, 1 st person narrative etc.</p> <p><b>Playscripts</b> (4 wks) Yr 6 production</p> <p><b>Read Aloud</b> Wonder by R. J Palacio</p>
<b>Maths</b>	<b>Maths Mastery and White Rose Units of Work</b>					
<b>Science</b>	<b>Light</b> How does light travel? How do we see objects? How are shadows created?	<b>Evolution and Inheritance</b> How have living things changed over time? How do fossils provide information about living things that inhabited the Earth millions of years ago? How are offspring similar and different to their parents and each other? How are animals and plants adapted to suit their environment in different ways? How can adaptation lead to evolution?	<b>Electricity</b> How can we change the brightness of a lamp, volume of a buzzer? What is voltage? What symbols are used to represent circuits?	<b>Animals including humans</b> What are the main parts of the human circulatory system? What are the functions of the heart, blood vessels and blood? What is the impact of diet, exercise, drugs and lifestyles on the way the body functions? How are nutrients and water transported within animals, including humans? Impact of diet on the way the body functions.	<b>Properties of Materials</b> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes.	<b>Edible Garden Focus</b> <b>Living things and their habitats</b> How are living things classified into broad groups? Can you explain how you have grouped plants, animals and micro-organisms? Describe the life process of reproduction in some plants.
<b>History</b>	<b>Black History Month</b>	<b>Ancient Islamic Civilisation</b> How would you place this period on a timeline? What are the characteristics of this civilisation? How will you find out about this period? What sources will you use? Why was this a significant time in world history? How is this period similar/ different to modern times?	<b>The Second World War</b> When was WW2? Which countries were involved? Why did the war start? What were some of the major events? How did life change in Britain during the war? How does the outcome of the war affect us now? How will you find out about the past? What sources will you use?		<b>Historical Enquiry</b> Investigate the history of the River Thames within London.	
<b>Geography</b>	<b>Parliament Square Mapping</b> Can you use a variety of aerial photographs and maps using symbols and keys (including Ordnance Survey maps) to locate major London landmarks? Using mapping skills to map out the area around the Houses of Parliament.	<b>Ancient Islamic Civilisation Map Work</b> Use atlases, maps, globes and computer mapping software.	<b>WW2 Map Work</b> Use atlases, maps, globes and computer mapping software. How did the map of Europe change during the war?	<b>Locational and Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of our local area, a region in a European country, and a region within North or South America.	<b>The Thames and World Rivers</b> Use atlases, maps, globes and computer mapping software to locate rivers around the world. What is the physical geography of the Thames? How is a river formed? What is the importance of a river to human (economic activity and natural resources) and physical geography?	<b>Locational and Place Knowledge</b> Locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, countries, and major cities.
<b>Art or D&amp;T</b>	<p><b>Painting</b> – Primary, secondary and tertiary colours.</p> <p><b>Digital Art</b> – create images for particular purpose</p> <p><b>Suffragettes focus</b></p>	<p><b>Printing</b> – creates more intricate patterns</p>	<p><b>Henry Moore Focus</b></p> <p><b>Drawing</b> - Mixed media, wax and ink. Charcoal skills.</p> <p><b>Sculpture</b> – Recreating 2D image as 3D</p>	<p><b>Painting</b> – use acrylic paints</p> <p><b>Drawing</b> – composition, scale and proportion</p>	<p><b>Printing</b> – using tone within prints</p> <p><b>Sculpture</b> – expressing own ideas and feelings</p>	<p><b>DT</b> – textiles</p> <p><b>Digital Art</b>- iMovie</p>
<b>Computing</b>	<b>Cross-Curricular Learning using Lansbury Lawrence Scheme of Work</b>			<b>Discrete Coding Lessons</b>		
<b>RE</b>	<b>Believing</b> What do religions tell us when life gets hard?	<b>Expressing</b> Is it better to express your beliefs in art and architecture or charity and generosity?		<b>Living</b> What matters most to Christians and Humanists?	<b>Living</b> What difference does it matter to believe in ahimsa, grace and or/ Ummah?	
<b>French</b>	<b>Specialist Teacher</b>					
<b>Music</b>	<b>Performing Arts, Drama and Musical Specialist Teacher</b>					
<b>PE</b>	<b>Physical Active Leader</b>					