

Park Hill Junior School – Whole School Overview (updated January 2022)

Year 3	Autumn LET'S ROCK & LET'S SHINE	Spring ANTARCTICA	Summer VICTORIANS
English	<p>The class books they will be reading are: Stone Age Boy, Pebble in My Pocket, The story of Rama and Sita and Just so Stories.</p> <p>Grammar</p> <ul style="list-style-type: none"> ● Nouns, verbs and adjectives ● Past tense ● Paragraphs ● Coordinating conjunctions ● Sentence openers ● Prepositions ● Inverted commas and speech ● Adverbs ● Formal language ● Brackets <p>Writing</p> <ul style="list-style-type: none"> ● A leaflet about the stone age ● Evaluations of their outdoor shelters ● Comparisons of life now and then ● Diary entries ● A Play script for the story of Rama and Sita 	<p>The class books they will be reading are: Shackleton's Journey, Ice Trap Shackleton's Incredible Expedition and The Promise.</p> <p>Grammar</p> <p>Prefixes</p> <ul style="list-style-type: none"> ● Direct and indirect speech ● Synonyms ● Adverbs <p>Writing</p> <p>Persuasive adverts</p> <ul style="list-style-type: none"> ● Diary entries/adventure logs ● Newspaper reports ● Adventure stories ● Descriptions ● Poetry ● Letters 	<p>The class books they will be reading are: Alice in Wonderland and Iron Man.</p> <p>Grammar</p> <ul style="list-style-type: none"> ● Direct and indirect speech ● Noun phrases ● Conjunctions ● Clauses ● Prepositions <p>Writing</p> <ul style="list-style-type: none"> ● Newspaper reports ● Biographies ● Instructions ● Descriptive writing ● Diary entries ● Persuasive letters

	<ul style="list-style-type: none"> ● Instructions for making hand puppets ● A just so story ● Letters 		
Mathematics	<ul style="list-style-type: none"> ● Number bonds to 100. ● Mental and written strategies for addition and subtraction ● Comparing and ordering 2- and 3-digit numbers ● Multiplication and division facts ● Doubling and halving ● Understanding a calendar ● Telling the time to the nearest 5 minutes on analogue and digital clocks ● The properties of 3D shapes ● Understanding fractions and fractions of numbers ● To use money and record using the correct notation ● To use an appropriate instrument to measure length and draw to the nearest cm ● Measure and estimate capacity ● Round 3 digit numbers to the nearest 100 ● To divide with remainders 	<ul style="list-style-type: none"> ● To rehearse place value in 3 digit numbers and order them on a number line. ● Multiplying and dividing by 10 with whole number answers ● Mental and written strategies for addition and subtraction ● Times table and division facts ● Doubling and halving ● Identifying $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$ and recognising how many of each make a whole ● Finding equivalent fractions and fractions of amounts ● Recognising right angles and knowing they are measured in degrees ● Listing simple properties of 2D shapes ● Recognising that perimeter is the distance around a 2D shape ● Knowing that angles can be described as turns ● Rounding 3 digit numbers to the nearest 10 and 100 ● About money 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● About fractions including making wholes, counting in tenths and recognising tenths as a decimal ● To place fractions on a number line ● To calculate fractions of an amount ● To compare fractions and calculate equivalent fractions ● To add and subtract fractions ● To tell the time using O'clock, half past, quarter past and quarter to ● About months and years and how many hours are in a day ● To tell the time to the nearest 5 minutes and minute ● About a.m. and p.m. and the 24 hour clock ● To find durations and compare durations ● To measure time in seconds and problem solve with time ● To identify right angles in shapes

		<ul style="list-style-type: none"> ● Telling time to the nearest minute on an analogue and digital clock ● Calculating time intervals and solving word problems involving time 	<ul style="list-style-type: none"> ● To compare angles ● To draw angles ● About horizontal, vertical, parallel and perpendicular lines ● To recognise and describe 2D and 3D shapes ● To measure and compare mass ● To measure capacity, volume and temperature
Science	<p>Children will learn:</p> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> ● How to classify ● To use scientific evidence to answer questions ● To make careful observations ● To identify similarities and differences ● To ask relevant questions and use different types of scientific enquiries ● To use evidence to answer questions ● To take accurate measurements using a range of equipment ● To set up simple practical enquiries. ● To record and report on findings ● To present data 	<p>Children will learn:</p> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> ● To use scientific evidence to answer questions or support their findings ● To make systematic and careful observations <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> ● That animals need the right types and amounts of nutrition ● That animals get their nutrition from what they eat ● That humans and animals have skeletons and muscles for support, protection and movement <p><u>Plants</u></p> <ul style="list-style-type: none"> ● The functions of different parts of flowering and non-flowering plants 	<p><u>Working scientifically</u></p> <p>Children will learn:</p> <p>To take accurate measurements</p> <p>To set up practical enquiries, comparatives and fair tests</p> <p>To use results to draw simple conclusions, make predictions and suggest improvements</p> <p>To record findings using graphs</p> <p>To make predictions</p> <p><u>Forces and Magnets</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> ● How things move on different surfaces and compare them ● That some forces need contact between two objects, but magnetic forces can act at a distance ● To observe how magnets attract and repel each other

	<p><u>Rocks</u></p> <ul style="list-style-type: none"> ● To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. ● To describe how fossils are formed ● To recognise that soils are made from rocks and organic matter. <p>Light</p> <ul style="list-style-type: none"> ● That light is needed to see things and that the sun is dangerous to the eyes ● About reflection ● How shadows are formed and find patterns in the sizes of shadows. 	<ul style="list-style-type: none"> ● The requirements of plants for life and growth ● To investigate the way water is transported within plants ● The part that the flower plays in the life cycle of a flowering plant ● About seed formation, seed dispersal and pollination 	<p>and attract some materials and not others</p> <ul style="list-style-type: none"> ● To identify magnetic materials ● That magnets have two poles
<p>Art</p>	<p>In art the children will learn:</p> <ul style="list-style-type: none"> ● To use sketchbooks to make observations and review their art work ● To create and use natural dyes ● To take photographs from a high angle ● To use sketchbooks to make observations and review their art work. 	<p>In art the children will learn:</p> <ul style="list-style-type: none"> ● To use sketchbooks to make observations and review their art work. ● To explore tone when looking at sea landscapes ● To explore using a range of materials ● To use different adhesive techniques 	<p>In art the children will learn:</p> <ul style="list-style-type: none"> ● To use sketchbooks to make observations and review their art work. ● About William Morris and Van Gogh. ● Develop their mastery of different painting and printing techniques.

	<ul style="list-style-type: none"> ● To manipulate clay to create a figure 		
Computing	<ul style="list-style-type: none"> ● E-safety ● How to use Google Classroom ● To touch type 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● How to input instructions on Probots ● How to code using Logo 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● How to use sequence, selection, and repetition programs in Scratch; ● To work with variables and various forms of input and output ● To use logical reasoning to explain how some simple algorithms work and to detect and correct errors
DT	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> ● To develop design criteria for an outdoor shelter ● To select and use equipment ● To create annotated diagrams ● To create their own tools using flint ● To evaluate their products against the criteria ● To prepare and cook a variety of dishes during their outdoor learning sessions. ● To plan and evaluate a hand puppet ● To use a basic running stitch to adhere two pieces of cloth together for a hand puppet 	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> ● To select and choose materials based on their aesthetic and functional properties 	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> ● About the different mechanisms that allow toys to move ● Designing, making and evaluating a Zoetrope

	<ul style="list-style-type: none"> ● To use adhesives to complete their puppet 		
History	<p>In history the children will learn:</p> <ul style="list-style-type: none"> ● The chronology of the Stone Age, Bronze Age and Iron Age. ● About hunter-gatherers ● About agriculture, family life and trade ● The legacy of the Neolithic people ● About the importance of Stonehenge ● How to use different sources to research information ● Changes from the stone age to the IronAge. 	<p>In History children will learn:</p> <ul style="list-style-type: none"> ● About the famous explorer Ernest Shackleton ● How expeditions paved the way for new research and understanding of areas 	<p>In History children will learn:</p> <ul style="list-style-type: none"> ● About the Victorians including: Family life, Education/school life, Chronology and Queen Victoria ● How the Victorians have shaped our lives today ● About inventions and innovations from the time ● How to research using a range of sources
Geography	<p>In geography children will learn:</p> <ul style="list-style-type: none"> ● To use atlases maps and globes to locate India. ● Describe India according to these key terms: climate, hemisphere, other places surrounding, time zone, latitude, comparing to us, bodies of water. ● About the human and physical features of India including the flora and fauna. 	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> ● To use atlases and maps to locate Antarctica ● To describe Antarctica according to these key terms: climate, hemisphere, other places surrounding, time zone, latitude, comparing to us, bodies of water. ● About the fauna and flora of Antarctica ● Compare the physical and human geography of the UK to Antarctica 	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> ● To use atlases and maps to locate and name the countries in the UK, plus major cities ● To describe the countries in the UK according to these key terms: climate, hemisphere, other places surrounding, time zone, latitude, comparing to us, bodies of water. ● The four points of a compass ● About the British Empire

	<ul style="list-style-type: none"> About Rivers, in particular the river Sarayu (Surja). 	<ul style="list-style-type: none"> About the environmental impact of global warming and climate change, particularly for Antarctica The difference between rural and urban The use of land in our local area Map reading and the use of symbols on maps 	<ul style="list-style-type: none"> About their local area, particularly Crystal Palace and its links to the Victorians.
MFL (French)	<p>Children will learn:</p> <ul style="list-style-type: none"> Greetings and classroom instructions How to answer the question 'How are you?' Common colours 	<p>Children will learn:</p> <ul style="list-style-type: none"> How to say their name and their age Days of the week Common fruits Numbers to 31 	<p>Children will learn:</p> <ul style="list-style-type: none"> Days of the week Describing fruits and colours using the Hungry Caterpillar (in French) About France Numbers to 31 Months of the year including birthdays Classroom objects
Music	<p>Children will learn about the musical elements through:</p> <ul style="list-style-type: none"> The instruments of an orchestra Identifying the different musical families 	<p>Children will learn:</p> <ul style="list-style-type: none"> About pitch, tempo and dynamics To recognise key musical terms 	<p>Children will learn:</p> <ul style="list-style-type: none"> To play the recorder with increasing accuracy, fluency and control. To play and perform in solo and group contexts. To improvise and compose music using paintings as a stimulus.

			<ul style="list-style-type: none"> About the musical elements pitch, dynamics, tempo, timbre, structure and duration.
PE	<p>Fitness with a focus on endurance</p> <ul style="list-style-type: none"> To explain why it is important to warm up and cool down To identify some muscle groups used in exercise <p>Real Gym with a focus on the creative skill</p> <ul style="list-style-type: none"> To start to select and link movements to fit a theme To begin to develop sequences with a partner To begin to compare my movements and skills with those or others <p>Children will learn:</p> <ul style="list-style-type: none"> About passing and receiving To explore effective teamwork To begin to move and use actions with coordination and control which will be explored through netball <p>Real Dance with a focus on the social skill</p>	<p>Children will take part in and learn:</p> <p>Dance:</p> <ul style="list-style-type: none"> To perform basic dance actions with fluency and control To select and use appropriate dance movements To evaluate theirs and others' performances <p>Hockey:</p> <ul style="list-style-type: none"> To hold a hockey stick correctly To dribble To pass accurately whilst standing still and moving To shoot To tackle and defend 	<p>Children will complete athletics activities and will be following the REAL PE scheme.</p> <p>During this they will learn:</p> <ul style="list-style-type: none"> To perform a variety of movements and skills with good body tension To link actions together so that they flow in running, jumping and throwing activities To perform and repeat longer sequences with clear shapes and controlled movement To select and apply a range of skills with good consistency and control To perform a range of skills with some control and consistency To perform a sequence of movements with some changes in level, direction or speed How often and long they should exercise to be healthy To monitor how hard they are working

	<ul style="list-style-type: none"> ● To share and create phrases of dance with a partner and in small groups ● To individually create a range of movements linked to a theme 		<ul style="list-style-type: none"> ● Why their body feels a certain way during and after exercise ● To use equipment appropriately and move and land safely
PHSE		<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> ● To identify their dreams and ambitions ● To enjoy facing new challenges ● To recognise obstacles which might hinder their achievements ● How exercise affects their body ● How to keep safe ● About household medicines and other drugs ● About their complex bodies and how to take care of it 	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> ● About roles within families and their own responsibilities ● Skills needed in friendship ● Strategies for keeping themselves safe ● How the actions and work of people around the world help and influence their lives ● How children around the world have rights and needs ● How to express their appreciation to friends and family ● RSHE ● About stereotypical ideas with regards to families ● About changes that they may make when going into year 4
RE	<p>Children will be learning about:</p> <p>Hinduism</p> <ul style="list-style-type: none"> ● Roles and names of God ● Stories based on the different God forms. 	<p>Children will be learning about:</p> <p>Christianity</p> <ul style="list-style-type: none"> ● The importance of Jesus to Christians ● The Holy book 	<p>Children will be learning about:</p> <p>Christianity</p> <ul style="list-style-type: none"> ● The 10 commandments <p>Religions and the Environment:</p>

	<ul style="list-style-type: none">● Their holy place of worship● Celebrations including Diwali and Holi● Worship at home and in the temple● Rangoli patterns <p>Christianity</p> <ul style="list-style-type: none">● Christmas – the Christmas story	<ul style="list-style-type: none">● How the stories and parables are relevant today● Prayer and worship● Holy place of worship● The Easter story	<ul style="list-style-type: none">● How the following religions care for their environment:<ul style="list-style-type: none">o Islamo Christianityo Judaismo Hinduism
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Year 4	Autumn AFRICA	Spring RAINFORESTS	Summer INVADERS, RAIDERS and SETTLERS
English	<p>The class books they will be reading are: Africa is Not a Country, Marcy and the Riddle of the Sphinx and The Patchwork Path.</p> <p>Grammar</p> <ul style="list-style-type: none"> ● Present tense ● Subordinate clauses ● Figurative language ● Adverbs and adverbial phrases ● Brackets ● Apostrophes <p>Writing</p> <ul style="list-style-type: none"> ● A non-chronological report ● A persuasive piece ● A poem ● Diary entries ● A play script ● Descriptions ● Instructions ● An informal letter ● A newspaper report 	<p>The class books they will be reading are: Buddy’s Rainforest Rescue.</p> <p>Grammar</p> <ul style="list-style-type: none"> ● Different tenses and when they should be used ● Figurative/descriptive language including metaphors and personification ● Subordinate clauses ● Apostrophes for contraction ● Apostrophes for possession ● Speech marks <p>Writing</p> <ul style="list-style-type: none"> ● Newspaper reports ● Balanced arguments ● Poetry ● Narratives ● Fact files ● Non-chronological reports ● Letters 	<p>The class books they will be reading are: Beowulf by Michael Morpurgo and Viking Boy.</p> <p>Grammar</p> <ul style="list-style-type: none"> ● Direct speech ● Past tense ● Figurative language ● The use of commas ● Pronouns <p>Writing</p> <ul style="list-style-type: none"> ● A non-chronological report ● A descriptive piece ● Narratives ● Character descriptions ● Poetry ● Instructions ● Letters
Mathematics	Children will learn:	Children will learn: <ul style="list-style-type: none"> ● The 11 and 12 times-table 	Children will learn:

	<ul style="list-style-type: none"> ● A robust understanding of place value up to 10,000 ● Round to the nearest 10, 100 and 1000 ● How to partition numbers ● How to compare using the < and > symbols ● To order numbers ● About negative numbers ● Roman numerals ● Different mental and written methods for ● addition and subtraction. ● About Kilometres and equivalent lengths for metres and centimetres ● To measure perimeters of rectangles and rectilinear shapes ● To multiply and divide by 10 and 100 using place value ● Multiplication and division facts, especially for the 3, 6, 9 and 7 times table 	<ul style="list-style-type: none"> ● To multiply 3 numbers ● Factor pairs ● Efficient multiplication strategies ● Written methods for multiplication ● Multiplying 2 and 3 digits but 1 digit ● Dividing 2 and 3 digits by 1 digit ● How to calculate area ● About comparing area ● Unit and non-unit fractions ● Counting in tenths ● Equivalent fractions ● Adding 2 or more fractions ● Subtracting fractions ● Fractions of an amount ● To recognise tenths and hundredths ● Tenths and hundredths as decimals ● Dividing by 10 and 100 	<ul style="list-style-type: none"> ● About making a whole with decimals ● To write, compare and order decimals ● To round decimals ● About halves and quarters ● About pounds and pence and conversions ● between them ● To order money ● To add and subtract money including when change is given ● To tell the time to the nearest 5 minutes and minute ● About a.m and p.m. and also the 24 hour clock ● About different time scales including hours, minutes, seconds, years, months ● weeks and days ● To convert between analogue and digital times ● To interpret charts ● About line graphs ● To identify, compare and order angles ● About the different types of triangles and quadrilaterals ● About symmetry, identifying lines of symmetry and also completing symmetrical
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			<ul style="list-style-type: none"> • figures • About positions and movements on a grid
Science	<p>Working scientifically Children will learn:</p> <ul style="list-style-type: none"> • To use equipment to measure decibels • To make careful observations to help them to answer a question • To find patterns when investigating • To set up simple practical enquiries, comparative and fair tests • To take accurate measurements • To record findings • To draw simple conclusions <p>Sound: Children will learn:</p> <ul style="list-style-type: none"> • How sounds are made and how we hear them • About pitch and how it can be changed • About volume • About soundproofing <p>Electricity How an electrical circuit works</p>	<p>Working scientifically Children will learn:</p> <ul style="list-style-type: none"> • To make systematic and careful observations of the environment around them • How to classify <p>Animals, including humans Children will learn:</p> <ul style="list-style-type: none"> • To describe the simple functions of the organs involved in the digestive system • Identify different types of teeth and their functions • To construct and interpret a variety of food chains • Identify predators, prey and producers <p>Living things and habitats Children will learn:</p> <ul style="list-style-type: none"> • How to group different living things • What makes something living • To use classification keys • How environments change, particularly linked to 	<p>Working scientifically Children will learn:</p> <p>To take accurate measurements using</p> <ul style="list-style-type: none"> • thermometers • To set up practical enquiries, comparatives and fair tests • To use results to draw simple conclusions, • make predictions and suggest improvements • To record findings using graphs <p>States of Matter Children will learn:</p> <ul style="list-style-type: none"> • How to compare and group materials according to whether they are solids, liquids or gases • That materials change state according to whether they are heated or cooled • About the water cycle including evaporation and condensation

	<ul style="list-style-type: none"> ● To identify if a bulb will light or not ● About switches ● About electrical conductors and insulators 	deforestation and the danger this poses to living things.	
Art	<p>In art the children will learn:</p> <ul style="list-style-type: none"> ● To use sketchbooks to make observations and review their art work. ● To use tone to create a 3D effect ● To sculpt using clay 	<p>In art the children will learn:</p> <ul style="list-style-type: none"> ● To use sketchbooks to make observations and review their art work. ● To improve their mastery of drawing and painting, particularly looking at shade and tone. ● Use printing techniques based on natural patterns found in the rainforest. 	<p>In art the children will learn:</p> <ul style="list-style-type: none"> ● About the artist Olafur Eliasson ● To develop their mastery of painting, drawing and sculpture based on Olafur Eliasson's work and also on Viking artefacts.
Computing	<p>Children will learn:</p> <ul style="list-style-type: none"> ● E-safety ● To recap the features of Google Classroom ● What blogging is and the features of blogging ● How to use digital cameras for photography 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● The purpose of APPs ● To create an informative APP. 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● How to use sequence, selection, and repetition programs in Scratch ● To work with variables and various forms of input and output ● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors ● To blog
DT	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> ● To compare fabrics 	In Design and Technology children will learn:	In Design and Technology children will learn:

	<ul style="list-style-type: none"> ● To use a needle and thread ● To plan for purpose and evaluate their designs ● To create a working mechanism 	<ul style="list-style-type: none"> ● Prepare and cook a variety of dishes during their outdoor learning sessions. ● Locate different fruits from around the world (particularly rainforest fruits) and discuss how they are grown. 	<ul style="list-style-type: none"> ● About Viking Longships and design, make and evaluate their own. ● About weaving
History	<p>In History children will learn:</p> <ul style="list-style-type: none"> ● About Ancient Egypt including agriculture, society and beliefs ● The importance of the River Nile ● The process of mummification ● About hieroglyphs ● About the life of Tutankhamen 	<p>In history the children will learn:</p> <ul style="list-style-type: none"> ● About the lives of famous rainforest explorers. ● The legacy created by their exploration. 	<p>In History children will learn:</p> <ul style="list-style-type: none"> ● About the Anglo-Saxons and Vikings including: Warfare, beliefs, agriculture and family life ● About key figures associated with this period of time ● The chronology of the time period ● The legacy we still see today ● How to research using a range of sources
Geography	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> ● To use atlases and maps to locate information and countries ● About the continent Africa ● The human and physical features of Egypt 	<p>In geography children will learn:</p> <ul style="list-style-type: none"> ● About biomes and the features of a specific biome. ● To use atlases, maps and globes to locate rainforests of the world and ● specifically the location of the Amazon rainforest ● Describe the Amazon rainforest according to these key terms: climate, 	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> ● To use atlases and maps to locate and name particular countries in Europe associated with the Anglo-Saxons and Vikings. ● The eight points of a compass and use these to describe directions ● To read and follow maps around the local area including

		<ul style="list-style-type: none"> ● hemisphere, other places surrounding, time zone, latitude, comparing ● to us, bodies of water. Including the names of South American countries. ● About the human and physical features of the rainforests including: ● flora and fauna, indigenous people, layers of the rainforest and ● resources found there that we use today. ● The impact of deforestation. 	<p>comparing modern and older maps</p> <ul style="list-style-type: none"> ● How the local area has changed over time ● Why people choose to settle in a particular areas
MFL (French)	<p>Children will learn:</p> <ul style="list-style-type: none"> ● The names of snacks, drinks and fruits ● To become familiar with j'aime and je n'aime pas ● To ask and answer questions ● How different cultures celebrate special days 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To respond to 'ours brun, dis-moi' story ● Days of the week ● To describe clothes 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● Animals ● Adjectives: position and agreement ● To write a book based on 'Ours Brun, dis-moi' ● Which countries speak French ● The Euro ● To describe families
Music	<p>Children will learn about the musical elements through:</p> <ul style="list-style-type: none"> ● Composition using percussion instruments 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● How to appraise different songs ● To develop an understanding of 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To play the recorder with increasing accuracy, fluency, control and expression. ● Listen with attention to detail.

	<ul style="list-style-type: none"> ● Keeping a beat in an ostinato pattern 	<ul style="list-style-type: none"> ● rhythm and pitch ● To play tuned and ● untuned percussion 	<ul style="list-style-type: none"> ● Appreciate and understand music from great composers.
PE	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To develop collaboration and communication ● To move and use actions with coordination and control ● To move and find space when not in possession in a game ● which will be explored through football <p>Fitness with a focus on endurance</p> <ul style="list-style-type: none"> ● To explain some important safety principles when preparing for exercise ● To choose appropriate warm ups and cool downs <p>Real gym with a focus on the creative skill</p> <ul style="list-style-type: none"> ● To begin to recognise similarities and differences in movements and expressions ● To explore a variety of movements to fit a theme ● To work with a partner to create, repeat and improve a sequence with at least 3 phrases. 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To throw and catch accurately with one ● hand ● Correct tackling techniques ● How to follow specific rules ● Applying their skills to a game ● To vary tactics and adapt skills depending on what is happening in the game <p>Which will be explored through tag rugby</p> <p>Gymnastics with a focus on the cognitive skill</p> <ul style="list-style-type: none"> ● To explain what they are doing well and identify areas for improvement <p>Dance with a focus on the physical skill</p> <ul style="list-style-type: none"> ● To perform and repeat longer sequences with clear shapes and control 	<p>Children will be learning athletic activities and following the REAL PE scheme.</p> <p>During this they will learn:</p> <ul style="list-style-type: none"> ● To perform a variety of movements and skills with good body tension ● To link actions together so that they flow in running, jumping and throwing activities ● To perform and repeat longer sequences with clear shapes and controlled movement ● To select and apply a range of skills with good consistency and control ● To perform a range of skills with some control and consistency ● To perform a sequence of movements with some changes in level, direction or speed ● How often and long they should exercise to be healthy ● To monitor how hard they are working

	<p>Real Dance with a focus on the social skill</p> <ul style="list-style-type: none"> ● To use dance to communicate an idea ● To begin to show control, making sure dance movements are clear and fluent ● To confidently communicate and collaborate with others about my ideas. 		<ul style="list-style-type: none"> ● Why their body feels a certain way during and after exercise ● To use equipment appropriately and move and land safely
PHSE	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> ● How to be part of the class team ● About the school community and everyone's roles ● About democracy in school ● How their actions affect themselves and others ● About bullying and being a witness to it ● To identify what is special about them ● About first impressions and how they can change 	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> ● To express their hopes and dreams ● To reflect on positive experiences as well as disappointing ones ● To make new plans and goals if needed ● To work out the steps needed to achieve a goal independently or as part of a team. ● About different friendship groups and changing dynamics ● About smoking and alcohol and its effects on health ● How to recognise when they are being pressured by others 	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> ● About the relationships they have with different people ● About loss ● About animal rights ● How to show love and appreciation to the people and animals who are special to them ● That some of their characteristics come from their birth parents ● RSHE ● About changes that are in their control and out of their control and how to accept this ● About the transition to year 5

		<ul style="list-style-type: none"> • About their views on what is right and wrong 	
RE	<p>Children will be learning about:</p> <p>Judaism</p> <ul style="list-style-type: none"> • Beliefs • Signs and symbols • Moses and the ten commandments • Clothing • The Torah • The Synagogue <p>Christianity</p> <ul style="list-style-type: none"> • Advent • Christmas around the world 	<p>Children will be learning about:</p> <ul style="list-style-type: none"> • The Golden Rule and resolving conflicts <p>Judaism</p> <ul style="list-style-type: none"> • Celebrations including Yom Kippur and Rosh Hashanah <p>Islam</p> <ul style="list-style-type: none"> • What Muslims believe about God • Key religious figures • The Mosque <p>Easter</p> <ul style="list-style-type: none"> • Signs and symbols associated with Easter 	<p>Children will be learning about:</p> <p>Islam</p> <ul style="list-style-type: none"> • The importance of prayer • The Five Pillars • About the prophet Muhammad • The Qur'an • Key celebrations

Year 5	Autumn INDIA	Spring SPACE	Summer ANCIENT GREEKS and ROMANS
English	<p>The class book they will be reading is: Asha and the Spirit Bird</p> <p>Grammar</p> <ul style="list-style-type: none"> ● Relative clauses ● Adjectives ● Conjunctions ● Homophones linked to spelling ● Main and subordinate clauses <p>Writing</p> <ul style="list-style-type: none"> ● A brochure ● A diary entry ● A biography ● A letter ● An adventure story ● A non-chronological report 	<p>The class book they will be reading is: Curiosity The Story of a Mars Rover</p> <p>Grammar</p> <ul style="list-style-type: none"> ● Parenthesis ● Figurative language ● Direct and indirect speech ● Relative clauses <p>Writing</p> <ul style="list-style-type: none"> ● Scripts ● Non-chronological reports ● Poetry ● Narratives ● Diary entries 	<p>The class book they will be reading is: The Adventures of Odysseus</p> <p>Grammar</p> <ul style="list-style-type: none"> ● Parenthesis ● Emotive language ● Figurative language ● Direct and indirect speech ● Relative clauses <p>Writing</p> <ul style="list-style-type: none"> ● Letters ● Descriptions ● Newspapers ● Poetry ● Narratives
Mathematics	<p>Children will learn:</p> <ul style="list-style-type: none"> ● How to read, write, compare and order 6-digit numbers ● To use < and > ● To add and subtract multiples of 10, 100 and 1000 to and from 5-digit numbers ● Written methods for addition and subtraction 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To multiply 4 digit numbers by a 1 digit number ● To multiply 2 digits by 2 digits ● To multiply 3 digit and 4 digit numbers by 2 digits ● To divide 2, 3 and 4 digit numbers by 1 digit numbers ● numbers 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To multiply 4 digit numbers by a 1 digit number ● To multiply 2 digits by 2 digits ● To multiply 3 digit and 4 digit numbers by 2 digits ● To divide 4 digit numbers by 1 digit numbers ● To divide with remainders

	<ul style="list-style-type: none"> ● Mental strategies for addition and subtraction ● How to solve word problems ● Rounding to the nearest 10, 100 and 1000 ● Place value in decimal numbers ● Numbers to 1 million ● Negative numbers ● Roman numerals ● Interpreting different types of graphs including being introduced to line graphs ● To read and interpret table and timetables ● Multiples and factors including common factors ● Prime numbers, square and cube numbers ● How to multiply and divide by 10, 100 and 1000 ● Written methods for multiplying and dividing ● How to calculate the perimeter of rectilinear shapes ● How to ca 	<ul style="list-style-type: none"> ● To divide with remainders ● Equivalent fractions ● To convert between improper fractions to mixed numbers and the other way around ● To compare and order fractions ● Number sequences ● To add and subtract fractions ● To add and subtract mixed numbers ● To multiply fractions and mixed numbers by integers ● To calculate fractions of an amount ● To use fractions as operators ● To recognise decimals up to 2 d.p. ● Decimals as fractions ● To understand thousandths as decimals ● Round, order and compare decimals ● To recognise percentages as fractions and decimals ● Equivalent fractions, decimals and percentages 	<ul style="list-style-type: none"> ● Equivalent fractions ● To convert between improper fractions to mixed numbers ● To compare and order fractions ● To add and subtract fractions ● To add and subtract mixed numbers ● To multiply fractions and mixed numbers by integers ● To calculate fractions of an amount ● To recognise decimals up to 2 d.p. ● Decimals as fractions ● To understand thousandths as decimals ● Round, order and compare decimals ● To recognise percentages as fractions and decimals ● Equivalent fractions, decimals and percentages
Science	Working scientifically Children will learn: <ul style="list-style-type: none"> ● To compare and group everyday materials 	Working scientifically <ul style="list-style-type: none"> ● Recording data ● Presenting findings ● Use scientific evidence to 	Working scientifically <ul style="list-style-type: none"> ● To take measurements using a range of equipment

	<ul style="list-style-type: none"> ● To plan investigations ● To communicate findings accurately in graphs and conclusions <p>Properties and Changes of Materials Children will learn:</p> <ul style="list-style-type: none"> ● About the different properties of materials ● That some materials will dissolve in liquid. ● To separate mixtures in different ways according to their properties ● About irreversible and reversible changes 	<ul style="list-style-type: none"> ● support or refute ideas <p>Earth and Space</p> <ul style="list-style-type: none"> ● About the movement of the Earth and other planets relative to the Sun in the solar system ● About the movement of the Moon in relation to the Earth ● To describe the Sun, Earth and Moon as approximately spherical bodies ● To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<ul style="list-style-type: none"> ● To record data using different graphs/diagrams ● To communicate findings accurately in graphs and conclusions <p>Forces:</p> <ul style="list-style-type: none"> ● To explain how objects fall towards the Earth ● About gravity ● About air resistance, water resistance and friction ● About mechanisms, including levers, pulleys and gears <p>Living things and their habitats:</p> <ul style="list-style-type: none"> ● The differences in life cycles of mammals, an amphibian, an insect and a bird. ● To describe the life processes of reproduction in some plants and animals <p>Animals, including humans:</p> <ul style="list-style-type: none"> ● To describe the changes as human develop to old age
Art	<p>In art the children will learn:</p> <ul style="list-style-type: none"> ● To use sketchbooks to make observations and review their art work. 	<p>In art the children will learn:</p> <ul style="list-style-type: none"> ● To use sketchbooks to make observations and review their art work. 	<p>In art the children will learn:</p> <ul style="list-style-type: none"> ● To use sketchbooks to make observations and review their art work.

	<ul style="list-style-type: none"> To use watercolours to create different landscapes and experiment with layers. 	<ul style="list-style-type: none"> To use crayons, pastels and pencils with effect focusing on the work of Peter Thorpe 	<ul style="list-style-type: none"> To use crayons, pastels and pencils with effect To manipulate clay to create an Ancient vase
Computing	<p>Children will learn:</p> <ul style="list-style-type: none"> E-safety To use Google Classroom To use Python and Scratch, including completing simple calculations, input values, create variables and use loops to draw shapes 	<p>Children will learn:</p> <ul style="list-style-type: none"> About spreadsheets including: functions, graphs, formulas and calculations To use 'SketchUp' for 3D design 	<p>Children will learn:</p> <ul style="list-style-type: none"> To use scratch to program interactive stories, games and animations To use 'SketchUp' for 3D design
DT	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> To select and cut appropriate material To sew using a running stitch To plan and evaluate a design 	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> To use research to create a design for a Mars Rover Select materials to use according to their functional properties 	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> To plan, design and make an Aqueduct which transports water from one place to another To evaluate their Aqueduct
History	<p>In History children will learn:</p> <ul style="list-style-type: none"> How to research and write notes Facts about Mahatma Gandhi About British rule in India Indian independence 	<p>In History children will learn:</p> <ul style="list-style-type: none"> About the Space Race and using timelines to show chronology of key events About key figures in history who supported space exploration The legacy of space exploration 	<p>In History children will learn:</p> <ul style="list-style-type: none"> About Ancient Greeks including chronology, politics, the Olympics and legacy About the Romans including: battles, the army and legacy
Geography	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> To use atlases and maps to locate information 	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> About the structure and layers of the Earth 	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> To use atlases and maps to locate information

	<ul style="list-style-type: none"> ● About India, including location, bodies of water, climate and timezone ● About tectonic plates and movement ● The physical and human geography of India ● About biomes 	<ul style="list-style-type: none"> ● About what causes Earthquakes ● The different parts of a volcano 	<ul style="list-style-type: none"> ● About human development ● The location of Modern Greece and Rome
MFL (Spanish)	<p>Children will learn:</p> <ul style="list-style-type: none"> ● The location of Spain ● Greetings ● Numbers to 20 ● Colours 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● Food and drink ● Weather ● Clothes 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To form simple sentences ● Animals ● Fruits ● Vegetables ● Shapes
Music	<p>Children will learn about the musical elements through:</p> <ul style="list-style-type: none"> ● Exploring Indian musical instruments and their function within ragas ● Composing and performing to a given structure 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● How different moods can be achieved through music ● To compose, perform and evaluate a group piece ● To create a musical soundscape and evaluate own and other's compositions 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To perform in triple time ● To clap a rhythm in triple time ● About leitmotifs
PE	<p>Children will learn:</p> <ul style="list-style-type: none"> ● An introduction to effective leadership by varying tactics according to game conditions ● To refine passing and receiving ● To begin to show good control in different movements <p>Which will be explored through hockey.</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To pass with accuracy and in different ways ● To choose a specific tactic for defending and attacking ● Gain possession by working as a team ● Use a number of techniques to pass and shoot 	<p>Children will be taking part in athletic activities and following the REAL PE scheme.</p> <p>During this they will learn:</p> <ul style="list-style-type: none"> ● To explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.

	<p>Fitness with a focus on endurance</p> <ul style="list-style-type: none"> ● To explain some important safety principles when preparing for exercise ● To choose appropriate warm ups and cool downs <p>Real Gym with a focus on the Creative skill</p> <ul style="list-style-type: none"> ● To develop sequences with interlinking moves which change speed and direction ● To confidently recognise similarities and differences in movements and expressions <p>Real Dance with a focus on the Social skill</p> <ul style="list-style-type: none"> ● To create and compose a dance in a creative and imaginative way ● To show control when making clear and fluent dance movements. ● To negotiate and collaborate when creating and performing dance with others 	<p>Which will be explored through netball</p> <p>Gymnastics with a focus on the cognitive skill</p> <ul style="list-style-type: none"> ● How to develop their own and others' work ● How to recognise and suggest patterns of play ● with will increase chances of success <p>Dance with a focus on the physical skill</p> <ul style="list-style-type: none"> ● To perform a range of skills fluently and ● accurately in practice and performance situations 	<ul style="list-style-type: none"> ● To plan and follow their own basic fitness programme. ● To self-select and perform appropriate warm up and cool down activities. ● To describe the basic fitness components and explain how often and how long people should exercise to be healthy. ● To effectively transfer skills and movements across a range of activities and sports. ● To perform a variety of skills consistently and effectively in challenging or competitive situations. ● To use combinations of skills confidently in sport specific contexts. ● To perform a range of skills fluently and accurately in practice situations.
<p>PHSE</p>	<p>Children will be following the Jigsaw programme and learn:</p>	<p>Children will be following the Jigsaw programme and learn:</p>	<p>Children will be following the Jigsaw programme and learn:</p>

	<ul style="list-style-type: none"> ● To face new challenge positively and set personal goals ● About their rights and responsibilities as a British citizen ● About rewards and consequences ● How an individual's behaviour impacts a group ● How democracy works in the school community ● About cultural differences ● Racism ● About bullying 	<ul style="list-style-type: none"> ● That money is needed to achieve some dreams ● Different jobs that people can have ● To identify a job they can do when they are older and what they need to do to achieve it ● The dreams and goals of young people in a different culture ● To support young people ● The health risks of smoking ● Risks of misusing alcohol ● Basic emergency aid procedures ● How the media promotes certain body types ● The different roles food plays in people's lives ● What makes a healthy lifestyle and the choices ● I need to make to be happy and healthy 	<ul style="list-style-type: none"> ● Their personal characteristic and qualities ● How friendships change and how to manage fall outs with friends ● About different relationships ● How to stay safe online ● About their own self-image and body image ● RSHE ● About the exciting changes that come with growing up and the responsibilities ● To think about what they are looking forward to when being in year 6.
RE	<p>Children will be learning about:</p> <p>Sikhism:</p> <ul style="list-style-type: none"> ● Beliefs about God ● Guru Nanak ● The Gurdwara <p>Christianity</p>	<p>Children will be learning about:</p> <p>Sikhism:</p> <ul style="list-style-type: none"> ● The Khalsa ● Vaisakhi/Baisakhi ● The 5Ks ● Bandi Chor and Amritsar 	<p>Children will be learning about:</p> <p>Journeys:</p> <ul style="list-style-type: none"> ● Pilgrimages ● Lourdes ● Hajj

	<ul style="list-style-type: none"> • The church at Christmas • Comparing religious and secular Christmas traditions 	Christianity <ul style="list-style-type: none"> • The importance of Easter 	Ceremonies <ul style="list-style-type: none"> • At the beginning of our lives • Special moments (religious and non-religious) • Weddings • Christenings/Baptisms • Funerals • Memorials • Traditions
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Year 6	Autumn AFRICA	Spring JOURNEYS	Summer WORLD WAR II
English	<p>The class books they will be reading are: Children of the Benin Kingdom and Nelson Mandela Long Walk to Freedom</p> <p>Grammar</p> <ul style="list-style-type: none"> • Adjective phrases • Adverbs • Modal verbs • Subordinating conjunctions • Commas • Fronted adverbials • The passive voice <p>Writing</p> <ul style="list-style-type: none"> • A character description 	<p>The class book they will be reading is: Wolf Brother</p> <p>Grammar</p> <ul style="list-style-type: none"> • Direct and indirect speech • Figurative language • Sentence structure • Complex sentences • Active and passive voice <p>Writing</p> <ul style="list-style-type: none"> • Narratives • Reports • Poems • Balanced Arguments • Letters 	<p>The class book they will be reading is: Goodnight Mr Tom</p> <p>Grammar</p> <ul style="list-style-type: none"> • Fronted adverbials • Passive voice • Relative clauses • Progressive tenses • Apostrophes • Semi colons / colons <p>Writing</p> <ul style="list-style-type: none"> • Speeches • Newspaper reports • Diaries • Posters • Letters

	<ul style="list-style-type: none"> ● A diary entry ● Letters ● A non-chronological report ● Creation stories 		<ul style="list-style-type: none"> ● Historical recounts ● Descriptive writing ● Poems
Mathematics	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To read, write and compare 6 and 7-digit numbers and decimals ● To round to the nearest 10, 100 and 1000 ● To round decimals to the nearest tenth and whole number ● About negative numbers ● Mental strategies for addition and subtraction ● Written methods for addition and subtraction problems including money ● Written methods for multiplication and division (including with remainders) ● How to divide using factors ● Multiples and factors ● About prime, square and cube numbers ● Equivalent fractions and how to simplify fractions ● How to convert between mixed numbers and improper fractions 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● Up to 3 decimal places ● To multiply and divide by 10, 100 and 1000 ● To multiply and divide decimals by integers ● Decimals as fractions ● Fractions to percentages ● Equivalent FDP ● Ordering FDP ● How to calculate percentages of an amount ● Algebra including: finding rules, forming expressions, substitutions and formulae ● Forming equations ● How to solve one and two-step equations ● To find pairs of values ● Metric measures (calculating and converting) ● Miles and Kilometres ● Imperial measures ● How to calculate area and perimeter ● Area of a triangle ● Area of a parallelogram 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To read, interpret and draw line graphs ● About circles including key terminology ● About pie charts and percentages ● About the mean ● To measure angles with a protractor ● About angles on a straight line, around a point, within triangles and quadrilaterals ● To draw shapes accurately and draw nets of 3D shapes

	<ul style="list-style-type: none"> ● To add, subtract, multiply and divide fractions ● To calculate fractions of an amount ● To identify fractions on a number line and to compare and order decimals ● About the four quadrants ● How to translate and reflect 	<ul style="list-style-type: none"> ● Volume ● Ratio and fractions 	
Science	<p>Working scientifically Children will learn:</p> <ul style="list-style-type: none"> ● To identify scientific evidence that has been used to support or refute arguments ● To make observations <p>Animals including humans Children will learn:</p> <ul style="list-style-type: none"> ● About the digestive system ● The cardiovascular system ● The Excretory system ● The respiratory system ● Key information about an African animal 	<p>Working scientifically Children will learn:</p> <ul style="list-style-type: none"> ● To identify scientific evidence that has been used to support or refute arguments <p>Evolution and Inheritance Children will learn:</p> <ul style="list-style-type: none"> ● How the Earth and living things have changed over time ● Know how fossils can be used to find out about the past ● Know about reproduction and offspring ● Know how animals and plants are adapted to suit their environment ● To link adaptation over time to evolution ● What evolution is 	<p>Light: Children will learn:</p> <ul style="list-style-type: none"> ● To recognise that light appears to travel in straight lines and to explain why shadows have the same shape as the objects that cast them. ● 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 ● 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>Electricity: Children will learn:</p> <ul style="list-style-type: none"> ● To associate the brightness of a lamp or the volume of a

		<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> ● To classify living things into broad groups based on observable characteristics ● To give reasons for classifying plants and animals in a specific way 	<p>buzzer with the number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> ● To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. ● To use recognised symbols when representing a simple circuit in a diagram. <p>Living Things and their Habitats Children will learn:</p> <ul style="list-style-type: none"> ● To describe how living things are classified into broad groups based on observable characteristics
Art	<p>In art the children will learn:</p> <ul style="list-style-type: none"> ● To use sketchbooks to make observations and review their art work. ● To work collaboratively on a larger scale ● To develop photography skills including looking at micro, macro, and high angles ● To mould clay to make Benin Bronzes 	<p>In art the children will learn:</p> <ul style="list-style-type: none"> ● To use sketchbooks to make observations and review their artwork ● To develop their drawing skills 	<p>In art the children will learn:</p> <ul style="list-style-type: none"> ● To use sketchbooks to make observations and review their art work. ● To develop their mastery of painting and drawing ● Use charcoal to create effect ● To draw using silhouette's for an effect

Computing	Children will learn: <ul style="list-style-type: none"> ● E-safety ● To refresh their Google Classroom skills ● The features of Google slides and Prezi ● How to use Movie Maker/iMovie 	Children will learn: <ul style="list-style-type: none"> ● How to code ● How to use algorithms ● How to change variables ● How to create and debug a web page 	Children will learn: <ul style="list-style-type: none"> ● How to use digital cameras/iPad's for photography ● How to use Movie Maker/iMovie for animation
DT	In Design and Technology children will learn: <ul style="list-style-type: none"> ● To plan, design, make and evaluate an African musical instrument 	In Design and Technology children will learn: <ul style="list-style-type: none"> ● To create designs based on criteria ● To evaluate designs ● About architects and the process of designing a building 	In Design and Technology children will learn: <ul style="list-style-type: none"> ● To plan, design and make bravery medals using their sewing skills. ● How to make a motorised vehicle using an electrical circuit ● To evaluate their products
Geography	In geography children will learn: <ul style="list-style-type: none"> ● About the location and physical and human features of South Africa ● To use maps and atlases 	In geography children will learn: <ul style="list-style-type: none"> ● About tourism, including tourist attractions and features of a tourist city ● About the uses of the River Thames ● To plan journeys within the UK ● About ordnance survey symbols ● About six-figure grid references ● About land use ● To read different types of maps 	In Geography children will learn: <ul style="list-style-type: none"> ● Which countries were involved in World War II ● To use atlases and maps ● Digging for Victory and how World War II effected trade, agriculture and farming. ● How to use 6 figure grid references ● Ordnance survey symbols
History	In history the children will learn: <ul style="list-style-type: none"> ● Research skills ● About Nelson Mandela 	In history children will learn: <ul style="list-style-type: none"> ● The events leading to WWII 	In History children will learn: <ul style="list-style-type: none"> ● The events leading to WWII

	<ul style="list-style-type: none"> ● About Apartheid ● About the Kingdom of Benin, including society, agriculture and transport ● To compare the Benin Kingdom to modern day Nigeria 	<ul style="list-style-type: none"> ● About the history of a local area (London) and how it links to their everyday lives. ● About chronology by looking at timelines 	<ul style="list-style-type: none"> ● About warfare, including different battles ● How the war affected society including the Blitz and evacuation ● How our local area (Croydon) was affected ● by the war
MFL (Spanish)	<p>Children will learn:</p> <ul style="list-style-type: none"> ● Greetings ● Numbers to 20 ● Days of the week and months of the year ● About the Town 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To form simple sentences ● Fruits 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To form simple sentences ● Animals ● Fruits ● Vegetables ● Shapes
Music	<p>Children will learn about the musical elements through:</p> <ul style="list-style-type: none"> ● Techniques for African djembe drumming ● Exploring call and response ● Composing over an 8 beat cycle ● Refining their composition 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To appreciate the music of another culture ● Musical vocabulary ● About different timbres ● About different sounds on instruments ● To practice and refine a piece of music 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● About Jazz specifically Glen Miller and other music of the time. ● To think about the importance of music bringing people together and being a powerful moral tool. ● To sing, rehearse and perform to an audience
PE	<p>Children will learn:</p> <ul style="list-style-type: none"> ● To gain possession by working as a team ● To create and apply attacking and defensive tactics ● To show good control in different movements 	<p>Children will learn:</p> <ul style="list-style-type: none"> ● Dribbling, shooting, defending and attacking techniques ● To agree and explain rules to others ● To work as a team to communicate a plan 	<p>Children will be taking part in athletic activities and following the REAL PE scheme.</p> <p>During this they will learn:</p> <ul style="list-style-type: none"> ● To explain how individuals need different types and levels

	<p>all of which will be explored through rugby</p> <p>Fitness with a focus on endurance</p> <ul style="list-style-type: none"> ● To understand the components of fitness and explain how the body reacts to different kinds of exercise ● To explain why certain warm ups and cool downs are appropriate for different exercise <p>Real Dance with a focus on the social skill</p> <ul style="list-style-type: none"> ● To work with others and motivate others to dance and perform better ● To confidently show control and balance when accurately performing dance movements <p>Real Gym with a focus on the creative skill</p> <ul style="list-style-type: none"> ● To develop gymnastic sequences where movements are controlled, accurate, clear and consistent ● To link actions and develop complex and extended 	<ul style="list-style-type: none"> ● Create and use a variety of tactics to help a team ● To select and apply different movement skills (e.g. to lose a defender) ● Use marking to improve defending <p>Which will be explored through Football</p> <p>Gymnastics with a focus on the Cognitive skill</p> <ul style="list-style-type: none"> ● To understand ways to judge performance ● To identify specific parts of performance to work on <p>Dance with a focus on the Physical skill</p> <ul style="list-style-type: none"> ● To connect a variety of movements and skills together ● accurately 	<p>of fitness to be more effective in their activity/role/event.</p> <ul style="list-style-type: none"> ● To plan and follow their own basic fitness programme. ● To self-select and perform appropriate warm up and cool down activities. ● To describe the basic fitness components and explain how often and how long people should exercise to be healthy. ● To effectively transfer skills and movements across a range of activities and sports. ● To perform a variety of skills consistently and effectively in challenging or competitive situations. ● To use combinations of skills confidently in sport specific contexts. ● To perform a range of skills fluently and accurately in practice situations.
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	<p>sequences of movements that express ideas</p> <ul style="list-style-type: none"> ● To consider variety and creativity to engage an audience 		
PHSE	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> ● To identify goals for the year ● How to express their worries and fears ● The universal rights of children ● To make choices for their behaviour ● About democracy ● How having a disability may affect someone's life ● About power within groups ● About bullying and why people use bullying behaviour ● How differences can be a source of conflict but also celebration 	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> ● Their learning strengths and setting challenging yet realistic goals ● To set their learning steps to help them achieve a goal ● About problems in the world that concern them ● To work with other people to help make the world a better place ● To accept praise from others ● About the impact of food on the body ● About different types of drugs and their uses and effects ● To evaluate when alcohol is being used responsibly, antisocially or being misused ● Basic emergency aid procedures ● About being emotionally well ● To recognise when they feel stressed and the triggers 	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> ● About special people in their lives ● How to cope with feelings of loss ● About the different stages of grief ● About standing up for themselves and recognising when people are trying to gain power or control ● How technology can be used to gain power and control and learn strategies to prevent this from happening ● To use technology positively and safely ● About self-image and self esteem ● RSHE ● About the transition to secondary school
RE	Children will be learning about:	Children will be learning about:	Children will be learning:

	<p>Ceremonies</p> <ul style="list-style-type: none">● How people mark special moments in their lives● Ceremonies at the beginning and end of life <p>Buddhism</p> <ul style="list-style-type: none">● Siddhartha Gautama● The importance of the Buddha● The Noble Truths● Karma● The Wesak festival● Shrines <p>Christianity</p> <ul style="list-style-type: none">● The Nativity● Giving	<p>Buddhism</p> <ul style="list-style-type: none">● Karma● The Wesak festival● Shrines● The Three Jewels● The Eightfold Path● The Five Precepts <p>Christianity</p> <ul style="list-style-type: none">● The Easter Story● Jesus's death	<ul style="list-style-type: none">● The ascension● How different religions celebrate harvest including<ul style="list-style-type: none">○ Christianity○ Hinduism (Pongal)○ Judaism (Sukkoth)○ How to be thankful
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