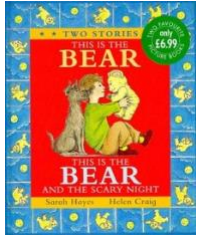
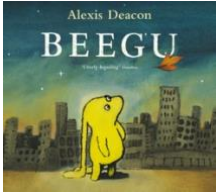
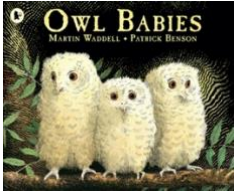
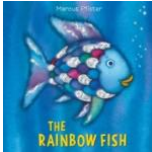
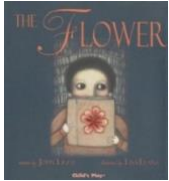
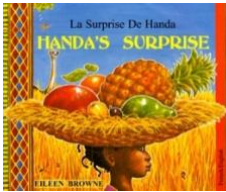
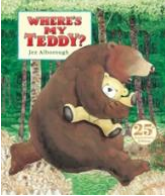
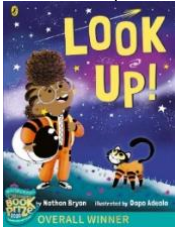






# ALL YEAR GROUPS – CYCLE B

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>In class text and class book</b>	The Bear in the Scary Night 	Beegu 	Owl Babies 	Rainbow Fish 	The Flower 	Handa's Surprise 
<b>Second Class Text</b>	Where's my Teddy? 	Look Up 	Trees – Seasons come and go 	The Illustrated Compendium of Amazing Animal Facts 	Jack and the Beanstalk 	Oi Frog! 
<b>Wider Curriculum theme</b>	Ourselves – Feelings and Senses	Space	Seasons	Animals	Plants	Around the World
<b>Reading (DR/DSR)</b> In addition to retrieval, inference and word building.	- <b>predict</b> what might happen from details stated and implied.	- <b>asking questions</b> to improve understanding	- <b>Answering Questions</b> to improve comprehension	- <b>Summarising</b> to explain what happened in a story	- <b>Sentence making and recognition</b> – ordering text, matching text to pictures	- <b>make connections</b> to the wider world
<b>SPAG</b> Vocabulary, Grammar, Punctuation	Punctuation – Capital letters and full stops	Plural –s- and plural –es-	Sentence construction – Simple noun phrases and expanded noun phrases	Joining sentences using 'and'	Using suffixes and prefixes	Different types of sentences
<b>ORACY</b>	Participate	Active listening	Build on ideas	Summarise	Recite	Active listening
<b>Extended writing outcomes</b>	<b>Narrative (short story)</b> Character description	<b>Narrative (short story)</b> Character description	<b>Report Writing</b> Report about Seasons	<b>Fantasy Stories</b> Character description	<b>Report Writing</b> Report about animals	<b>Poetry</b> To write a poem with a

# ALL YEAR GROUPS – CYCLE B

	Sequencing Retell beginning, middle and end	Setting description Sequencing Retell beginning, middle and end	Descriptions about Seasons	Setting description Sequencing Retell beginning, middle and end	Descriptions about animals	repetitive refrain
<b>PSHE links</b>	Ourselves – Respecting one another and acknowledging feelings.	People from other places – how do we learn about them and make them feel welcome?	Keeping Safe	Positive Relationships	Looking after our planet	Living in the wider world.
<b>MATHS</b>	Number and Place Value Number Bonds Addition within 10 Subtraction	Addition Subtraction Ordinal Numbers Numbers to 40 Numbers and words	Money Fractions Shape Time Data Handling	Addition/Subtraction Capacity/Volume Mass Length	Number and Place Value Addition Subtraction	Addition Subtraction Multiplication Division Position and Turns
<b>Science</b>	<b>Animals Including Humans</b>  Name and locate human body parts including those related to sense  Understand that people change as they get older  Comparing and looking at similarities and differences  Understand that we need our senses to help us explore the world around us  Caring for pets  Home corner hospital	<b>Use of Everyday Materials</b>  Understand that objects need to be distinguished from their materials  Describe materials using scientific vocabulary  Understand that objects are made from materials with properties and begin to describe those properties  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock	<b>Seasonal Changes</b>  Understand and describe the main changes across the seasons  Understand weather associated with the seasons  Understand how day length varies across the year	<b>Animals Including Humans</b>  Be able to identify and name different common animals including fish amphibians, reptiles, birds and mammals. Be able to describe and compare the observable features of animals from a range of groups.  Recognise that animals can be grouped according to whether they are carnivores, herbivores and omnivores.  Know the basic needs of animals for survival.	<b>Plants</b>  Be able to name a variety of different plants (including deciduous and evergreen trees).  Understand and describe how plants are suited to different habitats.  Understand and describe the structure of plants including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem.	<b>Plants and Everyday Materials and Animals</b>  <b>Extending previous coverage</b>
<b>RE</b>	<b>Beginning with God</b>	<b>From Advent to Christmas</b>	<b>Sacraments</b>	<b>From Lent to Easter</b>	<b>Easter to Pentecost</b>	<b>TBC</b>
<b>Computing</b>	<b>Staying Safe Online</b> – How can the Bear stay safe online when trying to find his/her way home? <b>Bee Bot Algorithms</b> - Can you help the bear find his way home using the bee bots? <b>Piccollage</b> – use the app to show how the bear is feeling at different parts of the story <b>Algorithms</b> - Can you give teddy instructions to get home?	<b>Piccollage</b> – Use this apps to make a graph of Beegu’s Feelings at different points in the story <b>Balloon Stickies</b> – Use this app to show what Beegu is saying. Translate the Alien text! <b>Quiver</b> – Create Beegu a Planet <b>Sketches</b> – Design a rocket ship <b>Kapow</b> – Rocket to the Moon	<b>Digital imagery</b> – capturing the season <b>Digital Collage</b> – create a collage for the seasons <b>Green Screen</b> – create a weather report <b>Kapow</b> - Staying Safe Online <b>Chatterpix and Piccollage</b> – Making fact files of animal seasonal habits	<b>Data handling</b> - Data handling types of animals/our pets <b>Book Creator</b> - Pet care brochure <b>Sketches</b> – Create an imaginary pet <b>Chatterpix</b> – What would your pet say if it could talk? <b>Piccollage</b> – Design a pet care poster	<b>Stop-motion</b> – Show the step by step process of our plants as they grow <b>Camera Apps</b> – Children to take pictures of the plants they discover on garden walks <b>Camera</b> – Use the edit function to label plants they discovered, children can put shapes around them, arrows, text...	See Miss Slingsby’s Handa’s Surprise Computing Unit (15 Lessons)

# ALL YEAR GROUPS – CYCLE B

	<b>Piccolage</b> – Pictures of my insides/labelling myself			See Miss Slingsby's Animals Unit (15 Lessons)		
<b>PE</b>	<p><b>GAMES</b> Large balls skills and games</p> <p><b>DANCE</b> -Streamers -Conkers -Playing with a ball</p>	<p><b>GAMES</b> Focus on medium size balls</p> <p><b>Gymnastics</b> Flight, bouncing, jumping and landing.</p>	<p><b>GAMES</b> Focus on using hoops and quoits</p> <p><b>Gymnastics</b> Points and patches</p>	<p><b>GAMES</b> Focus on using bats, ropes and small balls</p> <p><b>DANCE</b> Animal dances</p>	<p><b>GAMES</b> Jumping, running and rolling</p> <p><b>DANCE</b> Jack and the beanstalk Moving and growing</p>	<p><b>GAMES</b> Athletics</p> <p><b>Gymnastics</b> Wide, Narrowed and Curled</p>
<b>History or Geography</b>	<p><b>Changes Within Living Memory</b> When I was a baby When my parents were babies Now I am 5 or 6 How I have changed since I was born How my local area has changed since I was born Old/New Bears</p>	<p>History of space/moon landings Meteor history /locations Famous astronauts Solar system</p>	<p>Seasonal and Climate changes around the World Seasonal comparisons with other countries Famous weather people</p>	<p>Where do animals live? David Attenborough – Who is he? What work does he do with animals? Why is he famous?</p>	<p>Famous horticulturists Tropical plants Domestic plants English Farmland vs African/South American Farmland</p>	<p>Fruit and animals around the world Comparing maps and terrain Famous Kenyans Famous Poets Oceans of the world</p>
<b>DT</b>	<p>Make Skeleton, Make Puppet, Design and make an outfit for your bear, Rocket making</p>		<p>Easter themed activities – making baskets, eggs, cards, Under the sea models</p>		<p>Design a rain catcher, Use recycled material to make a water can, Can seeds grow through different materials? Tights, Socks etc</p>	
<b>Art</b>	<p>Self Portrait, Finger Painting, Hand Painting, Stars/planets pictures</p>		<p>Under the sea models, Animal pictures, Nature pictures/paintings, Paper Mache animals</p>		<p>Van Gogh, Observational drawings, Collage Daffodils, Colour mixing with paints</p>	
<b>Music</b>	<p>Routine Songs Put Your Coat On Goodbye Manners Five Senses Head, Shoulders... Dem Bones Listening Lining Up Song Sharing Friendship Feelings Belonging My Body's No Body's but Mine</p>	<p>Zoom zoom we're going to the moon We are the planets Time to shine Countdown to blast-off Songs about Materials Barnaby bears magnets</p>	<p>Songs about seasons Singing in the rain 30 days has September This little light of mine BBC – Summertime When the cold wind blows</p>	<p>Animal songs Disney animal songs Five little ducks Pete the cat</p>	<p>The needs of a plant Soil It needs five things How does a plant grow? The plant parts song</p>	<p>Afro beats Cultural songs - Kenya and Britain Songs famous in Africa and Europe</p>
<b>Displays</b>	<p><b>Literacy</b> – Bear in the Scary Night <b>Numeracy</b> – Number bonds and place value</p>	<p><b>Literacy</b> – Beegu <b>Numeracy</b> – Multiplication / division <b>Science</b> – Materials</p>	<p><b>Literacy</b> - Trees – Seasons come and go <b>Numeracy</b> – Time/Fractions/Shape</p>	<p><b>Literacy</b> -Rainbow Fish/Gruffalo <b>Numeracy</b> – Measure <b>Science</b> – Animals</p>	<p><b>Literacy</b> -Jack and the Beanstalk <b>Numeracy</b> – Addition/Subtraction <b>Science</b> – plants</p>	<p><b>Literacy</b> – Handa's Surprise <b>Numeracy</b> – Mul / div and turns <b>Science</b> – Working wall <b>Topic</b> – Geographical comparison</p>

# ALL YEAR GROUPS – CYCLE B

	<b>Science – Ourselves</b> <b>Topic – Ourselves</b> <b>RE – Beginning with God</b>	<b>Topic – Space</b> <b>RE – From Advent to Christmas</b>	<b>Science – Seasons</b> <b>Topic – The weather</b> <b>RE - TBC</b>	<b>Topic – animals and Habitats</b> <b>RE – Lent to Easter</b>	<b>Topic – Looking after the environment</b> <b>RE – Easter to Pentecost</b>	<b>RE - TBC</b>
<b>Possible Trips</b> <b>Visits</b>	<b>Pizza Express?</b> <b>Science Museum 13<sup>th</sup> October</b> <b>Epping Forest Stone Age Survival</b>	<b>London Street Surgery Visit-</b> <b>Junk Modelling?</b>	<b>Perform for all workshop on seasonal changes?</b> <b>Can we visit a weather station/channel?</b>	<b>Animal visit</b> <b>Hackney Farm</b> <b>Aquarium</b>	<b>Kew Gardens</b> <b>Park for plant hunt</b> <b>Epping Forest – Plant hunt</b>	<b>Park</b> <b>Big end of year trip – Chessington? Seaside? Shrek’s Adventure?</b>

# ALL YEAR GROUPS – CYCLE B

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>In class text</b>	Eliot Midnight Superhero 	Lila and the Secret of the Rain 	The Three little Pigs 	Toby and the Great Fire of London 	Greta and the Giants 	The Boy Who Grew a Forest 
<b>Class book</b>	Super Snail 	Poems Aloud 	The True Story of The 3 Little Pigs 	The Great Fire of London 	Dear Greenpeace 	A Seed is Sleepy 
<b>Wider Curriculum theme</b>	Superheroes and Health Hero's	Africa – Kenya	Everyday Materials	Use of Everyday Materials	Animals and The Environment	Plants
<b>Reading (DR/DSR)</b> In addition to retrieval, inference and word building.	<b>Predict</b> what might happen from details stated and implied.	<b>Summarising</b> to explain what happened in a story	<b>Answering Questions</b> to improve comprehension	<b>Make connections</b> within books, and to other texts	<b>Make connections</b> to the wider world	<b>Answering Questions</b> to improve comprehension
<b>SPAG</b> Vocabulary, Grammar, Punctuation	Capital letters and full stops	Expanded noun phrases	Use sentences with different forms statement, question, exclamation and command.	Suffixes <b>-ment, -ness, -ful, -less, -ly</b>	Past and present tense correctly	Using commas in a list and apostrophe for contracted forms/ possessive
<b>ORACY</b>	Participate	Active listening	Build on ideas	Summarise	Recite	Clarify

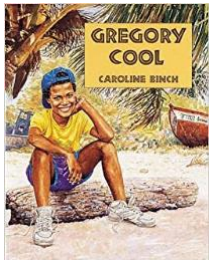
# ALL YEAR GROUPS – CYCLE B

<b>Extended writing outcomes</b>	<b>Narrative (short story)</b> Character description Sequencing Retell beginning, middle and end	<b>Narrative (short story)</b> Character description Sequencing Retell beginning, middle and end  <b>Poetry</b> To write a poem with a repetitive refrain	<b>Newspaper report</b> Report about 'The Big Bad Wolf' Character description	<b>Narrative (short story)</b> Character description Sequencing Retell beginning, middle and end  <b>Non-Chronological report</b> Character description Persuasive argument	<b>Non-Chronological report</b> Character description Persuasive argument  <b>Persuasive letter writing</b>	<b>Narrative writing - Travel Brochure</b>  <b>Report Writing</b>
<b>PSHE links</b>	What helps us grow and stay healthy?	What is bullying?	What jobs do people do?  How people have different strengths and interests that enable them to do different jobs	What helps us to stay safe?	How do we recognise our feelings?	What makes a good friend?
<b>MATHS</b>	Number –Place Value, Comparing, Ordering	Addition – Regrouping in 1s/10s Subtraction –Regrouping in 1s and 10s	Subtraction Money Data Handling	Multiplication Division Fractions Time Length and mass Shape and pattern	Place Value Addition and subtraction Multiplication and division Volume and capacity	Angles and Turn Data handling Fractions Money
<b>Science</b>	<b>Animals including humans</b> How can we be health heroes? – basic needs of animals, the importance of exercise, healthy eating and hygiene	<b>Animals including humans</b> Why do some animals choose to live in Kenya? – Life cycles <b>Living Things and habitats</b> – Living, dead, never alive, habitats, How animals obtain their food	<b>Everyday materials</b> – What material would you choose to build a home? Identify the suitability of everyday materials.  Identify and name a variety of everyday materials Describe the simple physical properties of the everyday materials Compare and group them.	<b>Everyday materials</b> – Find out how materials can be changed by squashing, twisting, stretching and bending	<b>Living things and habitats</b> – What do animals need to survive? Identify that most living things live in habitats to which they are suited and described how different habitats provide for the basic needs of different kinds of animals and plants. Food chains	<b>Plants</b> – find out and describe how plants need water, light and suitable temperature to grow and stay healthy Observe and describe how seeds and bulbs grow into mature plants

# ALL YEAR GROUPS – CYCLE B

<b>RE</b>	Beginning with God	From Advent to Christmas	Being a Sacramental people	From Lent to Easter	Easter to Pentecost	A Godly Life
<b>Computing</b>	We are TV Chefs Filming – tablets Selecting and editing	Scratch Jr Coding with image – based blocks	We are Newsreaders Editing iMovie Sharing	We are Historians Research Word Processing	We are E-Book Authors Adding Photos Adding Text	Scratch Jr Record and make sound Repeat
<b>PE</b>	Movement – running, jumping, throwing and catching.  Ball games – participate in team games	Develop balance, agility and coordination.  African dance	Develop simple tactics for attacking and defending.	Perform dances using simple movement patterns.	Master movements  Throwing and catching  Participate in team games	Master balance, agility and coordination, and begin to apply these in a range of activities.
<b>History or Geography</b>	<b>History</b> To know the lives of significant individuals in the past who have contributed to national and international achievements. Florence Nightingale Mary Seacole	<b>Geography</b> Kenya – describe a place outside of Europe using geographical words	<b>Human and physical geography:</b> Describe and understand key human features including: city, town, village (different housing) factory (make bricks), farm (harvest straw and sticks), house, cottage, flat, shop	<b>History</b> To know events beyond living memory that are significant nationally or globally for example The Great Fire of London	<b>History</b> To know significant historical events, people and places in their own locality.  <b>Geography</b> To use basic geographical vocabulary.	<b>Geography</b> Fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including, sketch maps or plans.
<b>Art or Design</b>	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	To use a range of materials creatively to design and make products	Collage – using different materials to design 3 houses for the Three little pigs 3D Papier mache model of the pigs and a wolf	To think of an idea and plan what to do next.  To describe the ingredients I am using.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	To look at a range of artists, craft makers and designers, describing the differences and similarities.

# ALL YEAR GROUPS – CYCLE B

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>In class text</b>	Traditional Tales, Folk and Fables  Mufaro's Beautiful Daughters – John Steptoe	Stories with Related Themes  Necklaces of a raindrop – Joan Aiken	Non-Chronological Report  Escape from Pompeii – Christina Balit	Letters written for a range of purposes  The Global Garden – Katy Petty & Jennie Maizels	Stories by same author - Roald Dahl  Fantastic Mr Fox – Roald Dahl	Adventure and Mystery Stories  Gregory Cool – Caroline Binch
<b>Class book</b>	The Baker's Daughters	The Baker's Cat + The Patchwork Quilt	Roman Diary: <b>The Journal of Iliona</b>	The Night Gardener	The Twits	Fatima the Spinner and the Tent + The Julian Stories
<b>Wider Curriculum theme</b>	Traditional Tales, Folk and Fables	Stories with Related Themes	Romans	Plants	Stories by the Same Author	European countries
<b>Reading (DR/DSR)</b> In addition to retrieval, inference and word building.	Introduce pupils to a new reading focus each week to ensure a smooth transition from DSR to DR and sufficient expose to all reading strategies to develop familiarity.	Prediction Clarifying	Asking Questions Clarifying Making connections	Prediction Summarising	Summarise Evaluate	Asking Questions Making connections Evaluating
<b>SPAG</b> Vocabulary, Grammar, Punctuation	Punctuation – capital letters and full stops. Nouns, verbs and Adjectives.	Present and past tense Expanded noun phrases Direct speech	Formal language, 3 <sup>rd</sup> person, factual information	Formal language, formulating writing for a range of purposes	Subordinate and main clause Apostrophes – possessive and contracted.	Adverbials Paragraphs
<b>ORACY</b>	Participate	Active listening	Build on ideas	Summarise	Recite	Clarify and Debate
<b>Extended writing outcomes</b>	Character description Recount Narrative (short story)	Letter writing – write in the role of a character Narrative (short)	Non-Chronological Report Writing Recount	Report writing Leaflet Diary entry	Newspaper report Balanced argument	Character profile Extending writing Alternative ending



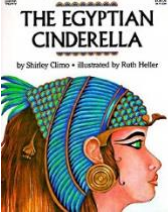
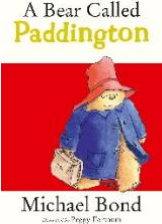

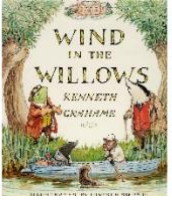
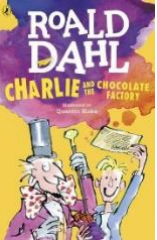
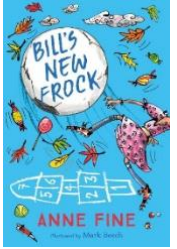
# ALL YEAR GROUPS – CYCLE B

<p><b>PSHE links</b></p> <p><b>RHE</b></p>	Building relationships, Anti-bullying, environment COP26.	Feelings and emotions	Environment: How can we look after our planet?	Families and close positive relationships PSHE Programme of Study R1, R8 and R9	'Ourselves, growing and changing' How am I different to others? H21 – H24	Healthy lifestyle 'Health and Wellbeing' H1 – H10
				Friends, Families and others (Module 2)	My relationships with others (Module 2) Assessment	Module 2 - Unit 3 'Keeping Safe' Drugs, alcohol and tobacco
<b>MATHS</b>	Number and place value	Four operations	Roman numerals + word problem solving	Shapes and angles Symmetry Geometry Measurement	Area and Perimeter Fractions Decimals	Statistics Time Money
<b>Science</b>	Light and Shadows	Forces and Magnets	No science topic focus this term. Science will be incorporated using numeracy problem solving questions.	Plants	Rocks and Soil	Animals Including Humans
<b>RE</b>	Beginning with God	Advent to Christmas	Being a Sacramental person	From Lent to Easter	From Easter to Pentecost	A Godly Life
<b>Computing</b>	Using iPads to access TTRS Research topics	Online Safety	Email – Purple Mash	Become a coder – Scratch Sequences, loops and debugging.	Create a movie using iMovie	Produce and broadcast a news report (green screen).
<b>PE</b>	Handball Fitness Swimming	Hockey Swimming	Tag Rugby Swimming	Cricket Swimming	Rounders Swimming	Athletics Swimming
<b>History or Geography</b>	<b>History:</b> Stone Age	<b>History:</b> Local History and Black History	<p><b>Geography:</b> Compare and Identify human and physical features of two places – UK and Naples.</p> <p>Create a Roman map using a key to construct basic symbols for features.</p> <p>Use simple compass points – N, E, S, W.</p> <p><b>History:</b> Roman Empire and 'Romanisation' of Britain. Explore the impact of technology, culture and beliefs The Roman Empire: What was it like in Roman Britain? What were Roman houses like? What was a Roman family like? What technology did the Romans bring?</p>	<b>Geography</b> – How do different climates affect harvest and plant growth?	<b>Geography:</b> Volcanoes, Earthquakes and Tsunamis	<b>Geography:</b> European Countries

# ALL YEAR GROUPS – CYCLE B

<b>Art or Design</b>	Cave Art Theatre puppet show Designing stone age homes and clothing	Design and make a pulley	Design a Roman Chariot or Aqueduct. Mosaic design for a kitchen floor	Planting seeds Create a self-watering plant	Creating Fossils	Construction a life size human skeleton.
<b>Music</b>	African musicp	Music and instruments from around the world	Roman instrumentation and music themes of these times (performance).			

# ALL YEAR GROUPS – CYCLE B

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>In class text</b>	<p>Egyptian Cinderella</p> 	<p>Paddington - Michael Bond</p> 	<p>The Iron Man - Ted Hughes</p> 	<p>Wind in the Willows - Kenneth Grahame</p> 	<p>Charlie and The Chocolate Factory - Roald Dahl</p> 	<p>Bill's New Frock - Anne Fine</p> 
<b>Class book</b>						
<b>Wider Curriculum theme</b>	History - Ancient Egypt (Earliest civilisations)	History - A non-European Society Science - Animals incl Humans (Teeth, Digestive system)	Science - Electricity (construct simple circuits etc) Geography -Place and Location knowledge	Geography - Location knowledge, Skills and fieldwork Geography - Towns, cities and villages. Build our own city.	History -The History of Chocolate  Geography - The journey of Cocoa	Identity and diversity  History and Geography - Our family tree
<b>Reading (DR/DSR)</b> In addition to retrieval, inference and word building.	Introduce pupils to a new reading focus each week.  Predict	Predict True or False Summarise	Predict Summarise Making Connections Ordering	Predict Making Connections Clarify Inference	Predict Making Connections Clarify Inference Evaluate	Predict Making Connections Clarify Inference Evaluate
<b>SPAG</b> Vocabulary, Grammar, Punctuation	Adjectives, Proper and Common Nouns, Verbs, Capital letters and Full stops.	Statements, Questions, Exclamations and Commands Punctuation - Bullet points.	Speech Marks Adverbs Fronted adverbials	Subordinate and main clauses.  Apostrophes - Possessive	Types of nouns - nouns, proper and common and possessive pronouns.	Speech marks.  Paragraphs.

# ALL YEAR GROUPS – CYCLE B

				and contractions.	Plurals.	Revision
<b>ORACY</b>	Talk Partners Drama workshop	Presentation on a European country.	Class debate.	Talk Partners Playscript - drama	Class debate. Dragon's den presentation.	Perform poetry.
<b>Extended writing outcomes</b>	Narrative writing - alternative ending Non-Chronological Report	Descriptive writing Postcard / Letter writing	Persuasive writing Newspaper Report Individual debate on robots.	Playscript Diary entry	Newspaper article Class Debate - Is Willy Wonka a good person?	Debate - Are boys and girls treated differently?  Narrative
<b>PSHE links</b>  <b>RHE/ Ten Ten</b>	How do we treat each other with respect? (Looking out how Egyptian Cinderella was treated)  Anti-Bullying	What strengths, skills and interests do we have?	How can we manage our feelings?  The importance of expressing feelings and how they can be expressed in different ways How to respond proportionately to, and manage, feelings in different circumstances SEAL - Relationships Getting on and falling out	How will we grow and change?  Health and Wellbeing 'Ourselves, Growing and changing' H25 - H29  'Created to love others' Module 2 Story session - Jesus my friend	How can our choices make a difference to others and the environment? "Is Willy Wonka a good person?" - Can a person be all good / all bad. "Are the Oompa Loompas treated fairly?"  Module 3: Created to Live in Community with Others Unit 2: Big, Wide World	Relationships "Are boys and girls treated differently?"  Family tree - What are families like? How can we manage risk in different places?
<b>MATHS</b>	Place value, types of numbers (roman numerals, negative numbers)	The four operations, are and perimeter	Fractions and decimals and measurement	Money, Co-ordinates and data handling	Shape Angles and Time	Time and Revision
<b>Science</b>	Animals and their habitats	Digestive System and teeth	Electricity Construct a simple series electrical circuit, identify and name basic parts Recognise that a switch opens and closes a simple circuit Associate metals with being good conductors	Sound	Changing states	The Water Cycle

# ALL YEAR GROUPS – CYCLE B

<b>RE</b>	Beginning with the Church	From Advent to Christmas	Sacramental People	From Lent to Easter		
<b>Computing</b>	We are Time Travellers: -Film and photography -Editing -Digital footprint -Publishing	We are animators: -Planning -Modelling -Animation -Editing	Scratch: Adding and programming sprites -Changing backgrounds.	Website design: -Develop research, word processing and collaborative working skills. -Change layouts	We are chocolate opinion pollsters: -online surveys -Analyse results -Publish findings -Email	Scratch: -Variables -Consumes -Constraints -Broadcasting -Robots
<b>PE</b>						
<b>History or Geography</b>	History – Ancient Egypt	Geography - Exploration	Geography – Villages and Cities Identify human and physical topographical features : hills, mountains. coasts and rivers Locate countries using a world map, globe and atlas	Geography – The UK Villages, towns and cities continued.	History – The History of Chocolate Geography – Journey of Cocoa	History – Where do we come from?
<b>Art or Design</b>	Write in Hieroglyphics. Design and make Ancient Egyptian jewellery.	Create a treasure map. Make an exploration mosaic.	Design and build a build a robot	Design and build a 3D city.	Bake chocolate cake. Design and make our own chocolate product.	Create our own identity art.

# ALL YEAR GROUPS – CYCLE B

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>In class text</b>	Storm – Kevin Crossly Holland 	Children of Winter- Berlie Doherty 	The Lorax – Dr. Seuss 	Cosmic – Frank Cottrell Boyce 	Journey to Jo'burg – Beverley Naidoo 	The Highwayman – Alfred Noyes 
<b>Class book</b>	A Monster Calls – Patrick Ness	Plague – Tony Bradman	Journey to the River Sea – Eva Ibbotson	We Dream of Space – Erin Entrada Kelly	From Slave Ship to Freedom – Julius Lester	Street Child – Berlie Doherty
<b>Wider Curriculum theme</b>	Extreme Weather/Climate Change – Geography	The Black Death - History	Human and physical geography: Effect on the rainforests	Space - Science	Slavery - History	Victorian Hackney - History
<b>Reading (DR/DSR)</b> In addition to retrieval, inference and word building.	- <b>predict</b> what might happen from details stated and implied.	- <b>make connections</b> to the wider world	- <b>Evaluate</b> author's purpose	- <b>make connections</b> within books, and to other texts	- <b>make connections</b> with self	- <b>asking questions</b> to improve understanding
<b>SPAG</b> Vocabulary, Grammar, Punctuation	Punctuation – capital letters and full stops	Formal/Informal language	Tense Past perfect / past progressive	Passive/active voice	Sentence construction	Formulating paragraphs/verse
<b>ORACY</b>	Participate	Active listening	Build on ideas	Summarise	Recite	Clarify
<b>Extended writing outcomes</b>	<b>Narrative (short story)</b> Diary entry Recount	<b>Formal/informal writing</b> Letter writing Persuasive writing	<b>Narrative (extended)</b> POV of boy	<b>Non- Chronological Report/Presentation</b> <b>Explanation text</b> On the planets of the solar system	<b>Biography</b> A biography of Nelson Mandela	<b>Poetry</b> Writing own version of the poem in prose style

# ALL YEAR GROUPS – CYCLE B


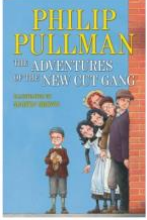


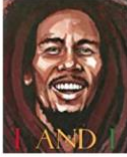

<b>PSHE links</b>	Life beyond: what must it feel like to be a ghost?	Isolation: how would it feel to be isolated from everyone?	The future of our planet: what will the Earth be like in 500 years? Pupils will recognise that environments can change and that this can pose dangers to living things. Pupils should explore examples of human impact (both positive and negative) on environments, for example the positive effects of nature reserves, ecologically planned parks, and the negative effects of population and development, or deforestation		Commitment: what does it mean to be committed to something or someone?	Bravery: what do we mean by being brave? Who do you know who is brave?
<b>MATHS</b>	Place Value	Multiplication and division	Fractions and decimals	Percentages of amounts, fractions, decimals	Money/area and perimeter	Shape/data/time
<b>Science</b>	Living things	Animals including humans	Properties and materials Rainforest products/materials : Coconut oil – shampoo, moisturiser 70% of plants that have proven anti-cancer properties only found in rainforest Vanilla pods – cooling/cosmetics Cacao – chocolate Particular us eof everyday materials: wood (Bitesize – BBC)	Earth and Space	Forces	
<b>RE</b>	Beginning with God	Advent to Christmas	Being a Sacramental People	From Lent to Easter	From Easter to Pentecost	A Godly Life
<b>Computing</b>	Spreadsheets	We are time travellers	Online Safety	Kapow Mars rover project	Software and Hardware (what, where, when, who, why, how)	Film Making
<b>PE</b>	Handball	Goalball	Tag Rugby	Cricket	Rounders	Athletics
<b>History or Geography</b>	Extreme weather/climate change	The plague and medieval medicine	Rainforests Climate zones Tropical forest – biome Economic activity and trade links Distribution of natural resources – energy, food, minerals, water Tropical rainforests and	The space race	Slavery	Victorians

ALL YEAR GROUPS – CYCLE B

			Tropic of Cancer and Tropic of Capricorn			
Art or Design	Painting volcanoes	Mask making	Jungle collages	Rocket design/making	African based art	Stain glass window making



# ALL YEAR GROUPS – CYCLE B

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>In class text</b>	"Viking Boy" Tony Bradman 	The Adventures of the New Cut Gang - Pullman 	Mohinder's War - Bali Rai 	The Lightning Thief - Percy Jackson 	I and I Bob Marley (poetry) 	Just under the clouds - Melissa Sarno 
<b>Class book</b>	The 50 Good Guys	The London Eye Mystery - Siobhan Dowd	Carrie's War - Nina Bawden	Who let the Gods out Maz Evans	Rhythm and Poetry - Karla Nova	Just like me
<b>Wider Curriculum theme</b>	Vikings	Victorians Victorian Christmas	WW2	Ancient Greece	"Roots, Rhythms and Records"	Kidulthood to Adulthood
<b>Reading (DR/DSR)</b> In addition to retrieval, inference and word building.	- <b>predict</b> what might happen from details stated and implied.	- <b>asking questions</b> to improve understanding	- <b>Evaluate</b> author's purpose	- <b>make connections</b> within books, and to other texts	- <b>make connections</b> with self	- <b>make connections</b> to the wider world
<b>SPAG</b> Vocabulary, Grammar, Punctuation	Punctuation - semi-colons/dashes/brackets	Word classes	Sentence construction	Tense Past perfect / past progressive	Formal/Informal language	passive/active voice
<b>ORACY</b>	Participate	Active listening	Build on ideas	Summarise	Recite	Clarify
<b>Extended writing outcomes</b>	<b>Newspaper report</b> Letter from the front Setting description	<b>Narrative (short story)</b> Diary entry Recount	<b>Non-Chronological report</b> Character description Persuasive argument	<b>Narrative writing - writing own myth</b> Travel Brochure Newspaper report	<b>Biography</b> Poetry Non-Chronological report	<b>Balanced argument</b> Letter to myself Job advertisement
<b>PSHE links</b>	Loyalty. Would you be loyal at all costs?	Friendship: How important is friendship and how do we become a good friend?	Difference: How do we respect the differences of others?	Resilience: Is there a difference between standing up for yourself and fighting?	Qualities/Role model/Values Why do we admire some qualities more than others?	Gratitude: What are you grateful for?

# ALL YEAR GROUPS – CYCLE B

<b>MATHS</b>	Number, four operations, place value	Fractions, Decimals, Percentages, Ratio,	Handling Data, Geometry	Translation, Rotation, Transformation, Numerals	Word Problems, Algebra, Inverse	Application, Reasoning and CPA
<b>Science</b>	Animals Including Humans	Electricity	Living Things and Their Habitats	Inheritance and Evolution	Forces	Light
<b>RE</b>	Beginning with God	Advent to Christmas	Being a Sacramental People	From Lent to Easter	From Easter to Pentecost	A Godly Life
<b>Computing</b>	Big Data 1	Big Data 2	Bletchley Park	Intro to Python	Python	Skills Showcase
<b>PE</b>	Gymnastics	Invasion Games (football, netball, basketball, etc.)	Racket and Club Sports (rounders, hockey, tennis, etc.)	Dance	OAA	Athletics
<b>History or Geography</b>	<p>Geography: * Answer questions by using a map about Vikings</p> <p>History: * Key events from Britain's past (Viking invasions and kingdoms) * Historical events from times studied (Lindisfarne raid)</p>	<p>Geography: * Describe how some places are similar and dissimilar in relation to their human and physical features (Victorian vs. modern East London)</p> <p>History: * Place historical events on a timeline (Victorian Era) * Summarise how Britain has had a major global influence (British Empire)</p>	<p>Geography: * Use ordnance survey symbols and 6 figure grid references (plotting enemy lines during a WW2 battle)</p> <p>History: * Identify and explain propaganda used during WW2</p>	<p>Geography: * Explain how time zones work and calculate time differences around the world (ancient Greece and beyond)</p> <p>History: * How has Britain learnt from other countries and civilisations (Democracy, Olympics, etc.) * Identify and explain differences, similarities and changes between different periods of history (throughout time)</p>	<p>Geography: * Use maps, aerial photographs, plans and e-resources to describe what a locality might be like (create a tourism pamphlet for Jamaica)</p> <p>History: * Identify and explain how history has been influenced by music and popular culture</p>	<p>Geography: * Plan a world exploration * Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles * Name the largest desert in the world and locate desert regions in an atlas</p> <p>History: * Reflect on how my past will influence my future</p>
<b>Art or Design</b>	<p>Art: * Use a range of art and e-resources to create my own longboat.</p> <p>Design: * Explain why hygiene is important when working with food</p>	<p>Art: * Use a range of e-resources to create art to create a circus poster</p> <p>Design: * Design a circus poster inspired by Pablo Fanque * Design our very own roundel (inspired by our tour of East London)</p>	<p>Art: * Explain the style of my work and how it has been influenced by a famous artist to create a propaganda poster * Over print to create different patterns to create a propaganda poster</p> <p>Design: * Evaluate my product against clear criteria * Follow and refine my plans to design and create a bomb shelter</p>	<p>Art: * Explain why I have used different tools to create Greek pots * Explain why I have chosen specific techniques to create Greek pots</p> <p>Design: * Show that I consider culture and society in my plans and designs to design an amphitheatre</p>	<p>Art: * Use feedback to make amendments and improvements to make a blanket</p> <p>Design: * Work within a budget to create a blanket inspired by Roots. Rhythms and Records</p>	<p>Art: * To over print to create a world amendments and improvements to make a blanket (by layering existing flags)</p> <p>Design: * Design and create our own wall art in the garden</p>