



Beecroft Garden
PRIMARY SCHOOL

National curriculum
coverage by year group
2017-18

Year 1

Autumn
An island destination

Spring
Awesome adventures

Summer
Plot to plate

English

Aut1: Character flaw: How the tortoise lost his tale
Non-fiction: report – hot and cold places
Aut2: Tale of fear: Rumpelstilkin
Non-fiction: report – animals

Finding tale: Model text based on Lost and Found
Non-fiction: recounts
Warning: Little Red Riding Hood
Reading: Lost and found

Summer 1: Portal story: Jack and the beanstalk
Non fiction: Instructions – fruit salads
Summer 2: Text based topic: Pattan’s pumpkin
Non-fiction: healthy eating leaflets

Maths

Number: Place Value (within 10) (4wks)
Number: Addition and Subtraction (within 10) (4wks)
Geometry: Shape (1wk)
Number: Place Value (within 20) (2wks)

Number: Addition and Subtraction (4wks)
Place Value (3wks)
Measurement: Length and Height (2wks)
Measurement: Weight and Volume (2wks)

Number: Multiplication and Division (3wks)
Number: Fractions (4 wks)
Geometry: position and direction (1wk)
Number: Place Value (2wks)
Measurement: Money (1wk)
Measurement: Time (2wks)

Computing

KS1: switch on computer; log on; shut down correctly; Word and Paint – chn must be able to locate, open, close, and save work; Safari/Chrome – use keywords to find images/information/games

We are treasure hunters:
N.C: algorithms, debugging, programming
Programmable toys/Bee-Bot and Blue-Bot apps
Outcome: Programming a journey using a toy

Rising stars: We are painters
N.C: digital content Tux Paint/Paint/2Paint A Picture/Fresh Paint/IWB software/ Word. Also include web browser
Outcome: illustrating a class e-book
E-safety week: Using technology safely.

Rising stars: we are TV chefs
N.C: Technology beyond school
Paint/Fresh Paint/Movie Maker/iMovie
Outcome: class film of a recipe

DT

Design: design purposeful, functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate their ideas . **Make** select from and use a range of tools and equipment to perform practical tasks; select from and use a wide range of materials and components. **Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria

Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose).

Mechanism
Projects on a page: Sliders and levers
Suggsted Outcome: class pop-up book

Textiles
Projects on a page: Templates and joining techniques
Outcome: Make Superhero puppets

Food: Understand where food comes from
Projects on a page: Preparing fruit and vegetables
Outcome : vegetable salad

Geography

Geographical vocabulary: Physical: beach, forest, hill, mountain, sea, oceans, river, soil, seasons, weather. Human: city, town, Village , house, shop

LK – name and locate five oceans and seven continents.

PK: Comparison between Brazil and UK
HPG: Identify weather patterns in the UK and the location of hot and cold areas in the world ; describe key physical features.

Geographical skills: field work and observation of the **school and its grounds**
GS - use world maps, atlases and globes to identify the United Kingdom and its countries
GSK: Ariel photography to identify landmarks, devise a simple map, use basic constructs.

HPG: Identify weather patterns in the UK and the location of hot and cold areas in the world

GS: Use world maps and globes to identify the UK and relevant countries and continents from topics covered

History

<p>Changes within Living Memory – Communication Sir Frances Drake Christmas through the ages: RE link</p>	<p>Significant historical events, people and places in own locality.</p>	<p>Changes within living memory: how we eat Significant historical events, people and places in their own locality.</p>
---	--	--

RE: Lewisham agreed syllabus

<p>Natural world – the understanding of God a creator (link to harvest festival) Unit 1: The bible at Christmas Key Questions: What do Christians remember at Christmas? What do Christians believe about Jesus? Why is the Bible important to Christians?</p>	<p>Christianity (extra focus) why do we have hot cross buns and Easter eggs? Focus religion: Judaism Festivals and celebrations → Unit 2 : Festivals in Jewish Life Traditions and ways of life → Unit 1 : Shabbat and a day of rest Belief system and significant figures → Unit 3: Abraham & Unit 4: Prayer and Worship of God Holy texts and places of worship → Unit 3: Torah</p>
---	---

Science

<p>Seasonal Changes: <u>Focus investigation:</u> changes over time. Animals including humans <u>Focus investigation:</u> grouping and classifying.</p>	<p>Materials: <u>Focus investigation type:</u> grouping and classifying; comparing. Seasonal changes: Spring <u>Focus investigation type:</u> changes over time</p>	<p>Plants <u>Focus investigation:</u> changes over time, pattern seeking Seasonal changes: Spring <u>Focus investigation type:</u> changes over time, pattern seeking Animals including humans Identify and label parts of the human body.</p>
---	--	--

PE

<p>Hockey Tag Rugby Basketball</p>	<p>Football Athletics Netball Gymnastics and movement</p>	<p>Cricket Tennis Rounders & dodgeball Gymnastics and movement</p>
--	--	---

Music

<p>Rhythm detectives Composition and improvisation: Pirate Island Singing</p>	<p>Take one picture: Composition Rhythm detectives: Rhythm values, percussion instruments Composition: a piece of rhythmic music</p>	<p>Pitch and melody Composition: own melodies</p>
--	--	--

Year 2

Autumn Travels through land, sea and space	Spring Where we live now and then.	Summer Africa
English		
<p>Aut 1: <u>Warning tale:</u> The lonely beast <u>Non-fiction:</u> Instructions: how to be an explorer</p> <p>Aut 2: <u>Character flaw:</u> Man in the Moon <u>Non-fiction:</u> newspaper recount Reading: lonely beast,</p>	<p><u>Portal story:</u> based on Katie in London <u>Non fiction:</u> recount: diaries <u>Finding / losing tale:</u> The Queen's hat</p> <p>Reading: Katie in London</p>	<p>Summer 1: <u>Tale of fear:</u> The papaya that spoke <u>Non-fiction:</u> Reports - animals</p> <p>Summer 2: <u>Text based topic:</u> Lila and the secret of Rain <u>Non-fiction:</u> Persuasion</p>
Maths		
<p>Number: Place value 3wks Number: Addition and Subtraction 5wks Measurement: Money 2 wks Number: Multiplication and Division 2wks</p>	<p>Number: Multiplication and Division 2wks Statistics 2wks Geometry: Properties of Shape 3wks Number: Fractions 3wks Measurement: length and height 1wk</p>	<p>Position and direction 3wks Problem solving and efficient methods 2wks Measurement: Time 2-3wks Measurement: Mass, Capacity and Temperature 3wks Investigations 2wks</p>
Computing		
<p>KS1: switch on computer; log on; shut down correctly; Word and Paint – chn must be able to locate, open, close, and save work; Safari/Chrome – use keywords to find images/information/games</p>		
<p>We are astronauts N.C: algorithms, debugging, programming. Scratch/Kodu/Scratch Jnr/Pyonkee</p>	<p>We are photographers N.C: Digital content / technology beyond school Picasa/Pixlr.com/Snapseed E-safety week: Using technology safely.</p>	<p>We are zoologists N.C: using technology / technology beyond school. Excel/Google Sheets/Picasa/Photo Gallery/Snapseed/ Google Maps/Google Earth</p>
DT		
<p>Design: design purposeful, functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate their ideas . Make select from and use a range of tools and equipment to perform practical tasks; select from and use a wide range of materials and components. Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose).</p>		
<p>Mechanisms Projects on a page: Wheels and axles Outcome: a moving vehicle</p>	<p>Structures Projects on a page: Freestanding structures Outcome: Make London Bridge/Tower Bridge</p>	<p>Healthy living week: Food Projects on a page: Preparing fruit and vegetables Outcome: Smoothies / yoghurt/ kebabs / salad</p>
Geography		
<p>Geographical vocabulary: As year 1 and introducing: Physical: cliff, coast,soil, valley, vegetation; Human : factory, farm, office, port, harbour.</p>		
<p>GSF: use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</p>	<p>LK: Name and locate the characteristics of the four counties and the capital cities of the UK and surrounding seas. GS: field work and observation of the local area. Use of aerial photographs and plan perspectives to recognise features. Devise a map, use a key.</p>	<p>PK: compare a small location in the UK with a contrasting non-European country (Africa) HPG: refer to the key physical features of a place Refer to the key human features of a place. GS: use maps, atlases and globes to identify areas covered in topics.</p>

History

Neil Armstrong (compared to Tim Peak) Christopher Columbus Figures from black history.	Events beyond living memory that are significant nationally or globally: the Great Fire of London -Samuel Pepys	significant historical events, people and places in their own locality.
---	--	---

RE: Lewisham agreed syllabus

Christianity Unit 3: The Life and Teachings of Jesus; Christmas. Questions: What do symbols of Christmas mean? How do symbols show the importance of Christmas for Christians? Suggested activities: stars, candle holders, decorations	Christianity Unit 4: Easter and symbols. Focus religion: Sikhism Festivals and celebrations → Unit 1: Sikh Beliefs Traditions and ways of life → Unit 2: Sikh Teaching and Life Belief system and significant figures → Unit 4: Belonging to the Sikh Community Holy texts and places of worship → Unit 3: The Gurdwara and the Guru Granth Sahib – Final and Everlasting Guru
--	---

Science

Materials <u>Focus investigation:</u> grouping and classifying; comparisons	Animals including humans: <u>Focus investigation:</u> research, pattern finding / survey	Living things and their habitats/ Plants: <u>Focus investigation:</u> changes over time, pattern finding / survey. Animals including humans (healthy living week) <u>Focus investigation:</u> changes over time
---	--	--

PE

Hockey Tag Rugby Basketball	Football Athletics Netball	Cricket Tennis Rounders & dodgeball Dance & movement
-----------------------------------	----------------------------------	---

Music

Untuned percussion Pulse, rhythm and pitch. Creative compositions (using musical elements based on space and sea journeys.)	Take one picture: Composition Use timbre, dynamics, tempo, pitch, rhythm. Structure: beginning, middle, end. Pitch and rhythm notation Graphic score.	Going Global: Africa project Djembe drumming, singing African songs and dancing. Aural learning and memory
---	--	---

Year 3

Autumn From stone age to iron age	Spring A Passage to India	Summer Egyptian Adventures
English		
<p>Aut 1: <u>Tale of fear</u>: Model text TBC Non fiction – Instructions</p> <p>Aut 2: <u>Portal tale</u>: model text – the old cotton bonnet Non-fiction: <u>Explanations</u> –</p> <p><u>Poetry</u>: TBC <u>Reading</u>: Stone age boy;</p>	<p>Traditional tales <u>Finding tale</u> - Model text: magic paintbrush <u>Non-fiction</u>: information texts <u>Warning tale</u> – Model text: TBC innovate / invent to be chapter of firebird <u>Poetry</u>: TBC <u>Reading</u>: The firebird; traditional tales; into the forest</p>	<p>Summer 1 <u>Character flaw</u> – model text TBC <u>Non fiction</u>: <u>persuasion</u> – adverts</p> <p>Summer 2: <u>Maat’s feather</u> <u>Non-fiction</u>: newspaper reports</p> <p><u>Poetry</u>: <u>Reading</u>: <u>Maat’s feather</u></p>
Maths		
<p>Number – Place Value 3wks Number – Addition and Subtraction 5wks Number – Multiplication and Division 3wks</p>	<p>Number - Multiplication and Division 3wks Measurement: Money 1wk Statistics: 2wks Measurement: length and perimeter 3wks Number - Fractions 2wks</p>	<p>Number – fractions 3wks Measurement: Time 3wks Geometry – Properties of Shapes 2wks Measurement: Mass and Capacity 3wks</p>
Computing		
<p>LKS2: All KS1 expectations; Powerpoint, Publisher, and Excel - chn must be able to locate, open, close, and save work; Email – send and receive; Safari/Chrome – experiment with search terms to find best results, use snippets/blurbs in search results to select which links to follow</p>		
<p>We are programmers N.C. programming, algorithms Scratch/Scratch Jr/Pyonkee <u>Outcome</u>: creation of an animation</p>	<p>We are communicators N.C Computer networks including the internet, Search technologies Email system/Skype/Google Hangouts/PowerPoint/ Google Slides E-safety week: Using technology safely.</p>	<p>We are vloggers N.C Computer networks including the internet. Digital literacy Google/PowerPoint/QuickTime Player/screencast-o-matic/ Explain Everything/Adobe Voice Or We are presenters N.C Digital literacy Movie Maker/iMovie <u>Outcome</u>: Digital content for the website</p>
DT		
<p>When designing and making, pupils should be taught to Design ; make; evaluate Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose).</p>		
<p>Mechanical systems: Levers and Linkages Outcome: storyboard</p>	<p>Food Projects on a page: healthy and varied diet Outcome: Indian snack</p>	<p>Textiles 2d shape to a 3d product Outcome: money bag</p>
MFL		
<p>RIGOLO 1 – Years 3 and 4; 24lessons per year. 1 practical food lesson per term e Year 3: Rigolo 1 Units 1 – 6. Food – chocolate mousse, fondue, baguettes</p>		
Bonjour!	En classe	Mon corps
<p>Greetings Numbers 1-10</p>	<p>Stationary Colour Age, class instructions</p>	<p>Body parts Days of the week Character descriptions</p>

Geography

Throughout topics: GS - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Lk: Locate the worlds countries using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities link to stone age settlements.

Identify equator, northern hemisphere, southern hemisphere

History

Changes in Britain from the Stone Age to the Iron Age

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China

RE: Lewisham agreed syllabus

Across the year coverage of focus religion must include: Festivals and celebrations Traditions and ways of life Belief system and significant figures Holy texts and places of worship

Unit 5: The bible (link in with Christmas)
Extra unit: How Christmas is celebrated in other countries (international link)

Key Questions:

Why is Christmas celebrated in different ways around the world?
What do all Christians share about Christmas?

Suggested activities: Christingles; Christmas foods from different countries

Focus religion: Hinduism

Festivals and celebrations → Unit 3: God and Beliefs

Traditions and ways of life → Unit 1 : Worshipping God at Diwali

Belief system and significant figures → Unit 2 :The Hindu Home

Holy texts and places of worship → Unit 4: The Hindu Life

Science

Rocks Focus investigation: classification, changes over time
Animals including humans: Focus investigation type: classification
Forces and Magnets: related to magnetic rock
Focus investigation type: classifying and grouping

Light: links to light in different areas of the world

Focus investigation: changes over time; comparison (best materials for shadow puppets)

Forces and Magnets: Geography links to the poles. Focus investigation: fair testing, pattern finding / surveys

Plants

Focus investigation: changes over time, survey / pattern seeking

Animals including humans: Link to Egyptian remains / mummies

Focus investigation: research

PE

Hockey
Tag Rugby
Basketball

Football
Athletics
Netball
Gymnastics and movement

Cricket
Tennis
Rounders & dodgeball
Gymnastics and movement

Music

Recorders Pitch Musical skills Topic link: Ice Age flutes, drums Instrument families (orchestra) Fife and drums. History of wind music: sackbuts, recorders, flutes, clarinets	T.O.P. CREATIVE COMPOSITION Composing and performing project based on art work Listening: Indian music Continue with range of wind music Composition: story telling with music; instrument choice	Going Global: Egyptian project Egyptian percussion Finger cymbals, tambourines, drums. Texture: playing different parts and different instruments together.
---	---	--

Year 4

Autumn The Ancients	Spring The universe and beyond	Summer North vs South
--------------------------------------	---	--

English

<p>Aut 1: <u>Character flaw:</u> Model text TBC <u>Non-fiction:</u> debates / democracy balanced arguments on schools issues</p> <p>Aut 2: <u>Tale of fear:</u> Model text – the unusual house <u>Non-fiction:</u> persuade and inform – leaflets</p> <p><u>Poetry:</u> TBC <u>Reading:</u> The adventures of Odysseus</p>	<p><u>Portal-</u> Model text: TBC <u>Non-fiction:</u> Newspapers <u>Finding tale -</u> Model text: TBC</p> <p><u>Poetry:</u> TBC <u>Reading:</u> Iron man</p>	<p>Summer 1 <u>Warning</u> – model text TBC <u>Non fiction:</u> explanations</p> <p>Summer 2: <u>Jeremy Button</u> <u>Non-fiction:</u> reports</p> <p><u>Poetry:</u> <u>Reading:</u> TBC, Jeremy Button; <u>The island (from 2018?)</u></p>
--	---	---

Maths

<p>Number – Place Value: 4wks Number- Addition and Subtraction: 3wks Measurement- Length and Perimeter: 1 wk Number- Multiplication and Division -3wks</p>	<p>Number- Multiplication and Division: 3wks Measurement- Area: 1wk Fractions: 4wks Decimals: 3wks</p>	<p>Decimals: 2wks Measurement- Money: 2wks Time: 1wk Statistics: 2wks Geometry- Properties of Shape: 3wks Geometry- Position and Direction: 1wk</p>
--	--	---

Computing

LKS2: All KS1 expectations; Powerpoint, Publisher, and Excel - chn must be able to locate, open, close, and save work; Email – send and receive; Safari/Chrome – experiment with search terms to find best results, use snippets/blurbs in search results to select which links to follow

<p>We are software developers N.C: programming, algorithms Scratch/Snap!/Pyonkee</p>	<p><u>Programming a interactive toy</u> N.C: programming, algorithms</p>	<p>We are meteorologists N.C: Computer networks including the internet, digital literacy and a range software. Excel/Google sheets/ PowerPoint/IWB software (and also Google Forms/j2Data/Google Sheets and Google Slides/ InspireData/ Excel/Word)</p>
--	--	---

DT

When designing and making, pupils should be taught to Design ; make; evaluate

Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose).

<p>Food: Projects on a page: Healthy and varied diet Outcome : pitta bread and dip</p>	<p>Structures: Projects on a page: Shell Structures Outcome: Computer Aided Design- packaging to protect biscuits for travels</p>	<p>Electrical systems: Projects on a page: simple circuits and switches / control systems Outcome: nightlight</p>
---	--	--

MFL

RIGOLO 1 – Years 3 and 4; 24lessons per year. 1 practical food lesson per term e
Rigolo 1 Units 6 – 12. Food – strawberry mousse, croque monsieur, fruit kebab

<p>Encore! Character descriptions(revision) Nationalities</p>	<p>Quelle heure est-il? Talk about activities Tell the time Talking about what time you do activities</p>	<p>Les fêtes Festivals and dates Presents at festivals Numbers 31 – 60 Give + understand instructions</p>
--	--	--

Geography

Throughout topics: GS - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

LK: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - link to main roman Cities

HPG: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – compared to Roman times

HPG: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (as part of study of Earth compared to other planets

LK: Locate the worlds countries using maps to focus ON North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities,

PK: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a **region in a European country**, and a region within North or South America

GS: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History

Ancient Greece – a study of Greek life and achievements and their influence on the western world

The Roman Empire and its impact on Britain

RE: Lewisham agreed syllabus

Across the year coverage of focus religion must include: Festivals and celebrations Traditions and ways of life Belief system and significant figures Holy texts and places of worship

Unit 7: Christian celebrations: focus on Christmas (Advent)

Key Questions:

How do festivals help Christians to remember Jesus and His teachings?
What happens in places of worship to help Christians understand the meaning behind their festivals?

Suggested activities: Create own advent calendars

Focus religion: Islam

Festivals and celebrations → Unit 4 : Hajj and Id ul Adha

Traditions and ways of life → Unit 3 : Ramadan and Id ul Fitr

Belief system and significant figures → Unit 1: Prophet Muhammad (pbuh)

Holy texts and places of worship → Unit 2: Five Pillars of Islam

Science

Animals and humans:

Focus investigation: classification, fair testing, pattern seeking

Space: Focus investigation: research, changes over time

Electricity: Focus investigation: fair testing.

States of matter: Focus investigations: classification and grouping. Comparing and fair testing

Living things and their habitats: Classifying, pattern seeking

PE

Hockey Tag Rugby Basketball Swimming	Football Athletics Netball Swimming	Cricket Tennis Rounders & dodgeball Swimming Dance
---	--	--

Music

Rhythm: Rhythm sticks, techniques, values & notation Xylophones and singing	T.O.P. CREATIVE COMPOSITION Composing and performing project based on art work Ukelele Harmony: understanding of chords	Blues project (Charanga) Sing, play and compose blues songs, playing chord sequence in C on ukulele (either roots or chords). Melodic improvisation
---	---	---

Year 5

Autumn Shakespeare's London	Spring Bombs to Bunting	Summer How did we get here?
---------------------------------------	-----------------------------------	---------------------------------------

English

<p>Aut 1: <u>Character flaw:</u> Model text TBC Shakespearean <u>Non-fiction:</u> Reports / information</p> <p>Aut 2: <u>Warning :</u> Model text – TBC <u>Non-fiction:</u> debates / democracy balanced arguments on local / global issues <u>Poetry:</u> Shakespeare <u>Reading:</u> Macbeth extracts, Shakespeare</p>	<p><u>Portal -</u> Model text: The gas mask <u>Non-fiction:</u> Newspapers (Bias) <u>Tale OF Fear -</u> Model text: The unusual house</p> <p><u>Poetry:</u> war poems including Wilfred Owen Dulce Et Decorum Est <u>Reading:</u> Goodnight Mr Tom, Rose Blanche</p>	<p>Summer 1 <u>Losing tale</u> – model text Kidnapped <u>Non-fiction:</u> explanations</p> <p>Summer 2: <u>The journey</u> (TBC) <u>Non-fiction:</u> persuasion: speeches/ formal letters</p> <p><u>Poetry:</u> <u>Reading:</u> TBC, Jeremy Button</p>
--	--	--

Maths

<p>Number – Place Value: 3wks Number – Addition and Subtraction: 2wks Statistics: 2wks Number – Multiplication and Division: 2wks Perimeter and Area: 2wks</p>	<p>Number – Multiplication and Division: 3wks Number – Fractions: 6wks Number – Decimals & Percentages: 2wks</p>	<p>Number – Decimals: 4wks Geometry- Properties of Shapes: 3wks Geometry- Position and Direction: 1wk Measurement- Converting Units: 1wks Measures Volume: 1wk</p>
--	--	--

Computing

UPKS: All KS1 and LKS2 expectations: All KS1 and LKS2 expectations; paint.net and imovie/Movie Maker – to create and edit images and video; evaluate online resources for accuracy/trustworthiness of information; choose appropriate programs/apps to showcase learning – understanding what platforms will best present their message and learning to peers, teachers, and the community

<p>We are architects N.C: Digital literacy and a range software Trimble SketchUp/Screencast-O- Matic</p>	<p>We are cryptographers N.C: Programming, algorithms Scratch/Snap!/Pyonkee/The Black Chamber E-safety week: Using technology safely. We are web developers N.C: Computer networks including the internet Google/Google Sites/learning platform/WordPress/ Adobe Slate</p>	<p>We are bloggers N.C: Computer networks including the internet WordPress/learning platform/GIMP/Audacity/Movie Maker</p>
--	--	--

DT

When designing and making, pupils should be taught to Design ; make; evaluate
Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose).

<p>Structures : Projects on a page: frame Structures Outcome: A theatre</p>	<p>Mechanical systems: Pulleys or gears Outcome: Moving vehicle</p>	<p>Food: Projects on a page Celebrating culture and seasonality Outcome: food linked with cultures studied / healthy living week</p>
--	---	--

MFL

RIGOLO 1 – Years 3 and 4; 24lessons per year. 1 practical food lesson per term e
Year 5: Rigolo 2 Units 1 – 6. Food – macaroons, croissants, croquettes

<p>Salut! Greet people and give information Talk about siblings Say what people have (avoir) and are like (être) in the 3rd person</p>	<p>À l'école Name school subjects Likes and dislikes at school Ask and say the time School timetable</p>	<p>La nourriture Ordering food How to make a sandwich Opinions about food Healthy and unhealthy food</p>
--	---	---

Geography

Throughout topics: GS - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

HPG: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – compared to Elizabethan London

GS: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Link to local area in WW2

LK: Locate the world's countries using maps (Links to refugees and personal heritage.)
 LK:: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (link to main anglo saxon settlements)
 HPG: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

History

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Entertainment and Leisure

A local history study

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Entertainment and Leisure

RE: Lewisham agreed syllabus

Across the year coverage of focus religion must include: Festivals and celebrations Traditions and ways of life Belief system and significant figures Holy texts and places of worship

Unit 9: Leading a Christmas life (linked to fundraising / homelessness) / extra focus: the commercialisation of Christmas

Key Questions:

How do Christians follow Jesus and His teachings in their daily lives?
 What Christian values guide the actions of the people and organisations studied?
 Unit 10 the commercialisation of Christmas

Key Questions:

How and why has Christmas become commercialised?
 How do Christians try to keep the religious meaning of Christmas

Suggested activities: Fundraising; Christmas cards

Focus religion: Buddhism

Festivals and celebrations → Unit 4: The Buddhist Community Worldwide

Traditions and ways of life → Unit 3 – Following the Buddha's Teaching

Belief system and significant figures → Unit 1: The Buddha

Holy texts and places of worship → Unit 2: Living as a Buddhist

Additional unit: Christianity Unit 5 Peace for a comparison to Buddhism

Science

Properties of materials and change of materials.

Focus investigation: Classifying and grouping; fair testing

Forces: Focus investigations: Fair testing

Sound: Focus investigation: Fair testing; pattern seeking/ survey

Living Things and their Habitats: Focus investigation: changes over time, classifying

Animals including humans -Describe the changes as humans develop into old age (as part of HLW or SRE week)

PE

Hockey
Tag Rugby
Basketball

Football
Athletics
Netball
Gymnastics and movement

Cricket
Tennis
Rounders & dodgeball
Gymnastics and movement

Music

Keyboard techniques
Musical skills: classroom Jazz
Melodic improvisation
Chords and harmony

T.O.P. CREATIVE COMPOSITION
Composing and performing project based
on art work
French Music 1888-1941, an introduction
to 20th Century composition techniques.

Music technology
Composition and song writing.

Year 6

Autumn Mapping past present and future	Spring	Summer Mayans
---	---------------	--------------------------------

English

<p><u>Classic texts:</u> Oscar Wilde, Hans Christian Anderson</p> <p><u>Non fiction:</u> recounts, journalistic writing, discussions</p> <p><u>Poetry:</u> Walter De La Mare: The listeners; William Blake</p>	<p>Text: The death of a sales man</p> <p>Non-fiction: letter of complaint, persuasion, biography</p> <p>Poetry: Shakespeare</p>	<p>Specific readers skills, inference, deduction, writers use of language.</p>
--	---	--

Maths

<p>Addition & subtraction, shape, perimeter and area measures: length, mass capacity, time.</p>	<p>Percentages, Decimals, fractions, Ratio & Proportion</p> <p>Measures, Multiplication & division number, problem solving</p> <p>Perimeter, area, circumference</p>	TBC
---	--	------------

Computing

UPKS: All KS1 and LKS2 expectations: All KS1 and LKS2 expectations; paint.net and imovie/Movie Maker – to create and edit images and video; evaluate online resources for accuracy/trustworthiness of information; choose appropriate programs/apps to showcase learning – understanding what platforms will best present their message and learning to peers, teachers, and the community

<p>Computer Science: We are adventure gamers Programming, algorithms Scratch/Snap!/Python/Code <u>Outcome:</u> Creation of an mapping game</p>	<p>Digital literacy: research skills, publishing.</p>	<p>Music technology project: Programming,</p>
--	---	--

DT

When designing and making, pupils should be taught to Design ; make; evaluate
Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose).

<p>Levers and pulleys: Creating a water filtration system.</p>	<p>Electrical systems: Projects on a page: More complex switches and circuits & control systems</p>	<p>Textiles: Projects on page: Combing different fabric shapes</p>
--	---	--

MFL

Rigolo 2 Units 6 – 12. Food – tarte tatin, quiche, grougeres		
Le week-end	Les vêtements	Ma journée
<p>Ask and talk about regular activities Say what you don't do Talk about what you like and dislike</p>	<p>Ask and say what clothes you'd like Give your opinion Say what clothes you wear Prices of clothes</p>	<p>Ask and talk about daily routine Ask and talk about breakfast Details of a typical day</p>

Geography

Throughout topics: GS - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
<p>LK: Identify the latitude , longitude the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>GSK: use the eight points of a compass, four and six-figure grid</p>	<p>Compass: latitude & Longitude</p> <p>3 figure</p> <p>6 figure</p> <p>Coordinates</p>	<p>LK: Identify the latitude , longitude the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>

references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		
History		
Black history month.		A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
RE: Lewisham agreed syllabus		
<u>Across the year coverage of focus religion must include:</u> Festivals and celebrations Traditions and ways of life Belief system and significant figures Holy texts and places of worship		
Christianity Unit 8: Jesus human and divine Key Questions: Who do Christians believe Jesus to be? What evidence to Christians base their beliefs on?	Focus religion: Christianity Festivals and celebrations → Christmas (Extra Focus) / Easter unit: Actions and symbolism of Easter in the Orthodox Tradition Traditions and ways of life → The Journey of Life and Death Belief system and significant figures → Bridging Unit / Right and Wrong Holy texts and places of worship → visit to Christian places of worship	
Science		
Living things and their habitat <u>Focus investigation:</u> classification of animals / plants Evolution and Inheritance <u>Focussed investigation:</u> Survey / pattern seeking, changes over time	Light <u>Focus investigation:</u> fair test, research Electricity: <u>Focus investigation:</u> fair testing, classifying	Animals including humans: <u>Focus investigations:</u> changes overtime, comparative testing, research
PE		
Hockey Tag Rugby Basketball	Football Athletics Netball Gymnastics and movement	Cricket Tennis Rounders & dodgeball Gymnastics and movement
Music		
Keyboard techniques Playing as a band Riffs, chords and rhythm patterns Melodic improvisation and	TOP creative project. Creative song writing	Music technology Amplification, sampling & effects Own recordings