

Year 1			
Subject	Autumn	Spring	Summer
English	<ul style="list-style-type: none"> Stories with repeating patterns – Following a given, repetitive story structure Traditional tales, including from other cultures – story structure, planning their own beginning, middle and end using creativity and imagination Labels, lists, signs, captions 	<ul style="list-style-type: none"> Traditional tales – story structure, planning their own beginning, middle and end using creativity and imagination Instructions 	<ul style="list-style-type: none"> Fantasy stories – creating own settings, with basic story to match setting Non-chronological report
Throughout Y1: Reading, writing and performing poetry with a focus on rhyme, pattern and predictable language, Recounts (including news writing)			
Maths	In a spiral curriculum over the year: Number (number and place value, addition and subtraction, multiplication and division, fractions), measurement, geometry (properties of shapes, position and direction)		
Religious Education	<ul style="list-style-type: none"> What responsibility has God given people about taking care of Creation? Why are saints important to Christians? Christmas: Why is each person important in the Nativity? 	<ul style="list-style-type: none"> What are God's rules for living? The Ten Commandments World Faith: Judaism: What is it like to live as Jewish person? Visit to Belsize Park Synagogue Easter: Why is Easter the most important festival for Christians? 	<ul style="list-style-type: none"> Why did Jesus tell stories? World Faith: Islam: What does it mean to be a Muslim?
Science	Planned spaced retrieval activities and cross curricular links with other subjects to keep up knowledge of both science content and working scientifically skills		
Art and Design	<ul style="list-style-type: none"> Create papers to select, tear and overlap for collage by applying paint using different tools (Eric Carle) Observe closely and make a controlled drawing (Georgia O'Keeffe) 	<ul style="list-style-type: none"> Investigate direct and overprinting (Edward Tingatinga) Make a collage block using a range of materials 	<ul style="list-style-type: none"> Investigate possibilities of working with clay; manipulate clay to produce balls and coils; make a clay slab and use tools to make impressions
Computing	BeeBots; Rodocodo	Purple Mash	JIT Turtle
Computer Science/ Coding	privacy and personal information, how and who to ask for help, online behaviour		
Digital Literacy	labels, lists and captions (Purple Mash)	Seasons pictures (Science/Geog) (Purple Mash)	Pictogram (Science) (Purple Mash)
Design and Technology (examples)	Textiles; templates and joining (Christmas puppets)	Freestanding structures (playground equipment models)	Food: skills for preparing fruit and vegetables
Geography	<ul style="list-style-type: none"> How does the weather change from day to day and from season to season here and around the world? What is it like in our local high street? 	Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects	
History	<ul style="list-style-type: none"> Which toys did our grandparents and parents play with? How are they different from our toys? (Changes in Living Memory) Visit to Museum of Childhood How has transport changed in our local area and more widely? (Changes in living memory, significant events) 	Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects	
PSHE and Citizenship	<ul style="list-style-type: none"> Relationships and diversity Communicating feelings Secrets v. surprises Fairness, kindness Special people 	<ul style="list-style-type: none"> Health and well-being Safety in the home, including safety with medicines Safety out and about, including road safety, cycle safety, water, rail and fire safety 	<ul style="list-style-type: none"> Living in the wider world Everyone has rights and how to respect them Belonging to different communities and groups Caring for the local environment
Music	Music Appreciation: Focus mainly on active listening through appreciation of composers/artists such as: Holst, Kate Bush and Mozart. Studio Session: Focus on all strands of music (e.g. Pulse, Composing, Singing, Performing), explore pieces of music such as: Dawn by Benjamin Britten and an Irish jig.		
Physical Education	<ul style="list-style-type: none"> Balls skills leading to simple games Gymnastics 	<ul style="list-style-type: none"> Health and Fitness/Gymnastics Skills development/Dance 	<ul style="list-style-type: none"> Skills for athletics Ball skills leading to simple games

Year 2		
Autumn	Spring	Summer
<ul style="list-style-type: none"> Stories with familiar settings – following a given, more complex story structure and imagination 222 writing letters and postcards to begin to write from different viewpoints Reading, writing and performing poetry with a focus on one famous poet 	<ul style="list-style-type: none"> Creation stories from different cultures – following a given, story structure using creativity and imagination Non-chronological report – information book and leaflet Reading, writing and performing a range of poetry on the same theme 	<ul style="list-style-type: none"> Traditional tales – alternative endings, developing character and setting descriptions Explanations Narrative – quest stories, developing story structure
Throughout Y2: Recounts (including news writing)		
In a spiral curriculum over the year: Number (number and place value, addition and subtraction, multiplication and division, fractions), measurement, geometry (properties of shapes, position and direction), statistics		
<ul style="list-style-type: none"> Why did Jesus teach the Lord's Prayer as the way to pray? Christmas: How does the symbol of light help us to understand the meaning of the light of Christmas? 	<ul style="list-style-type: none"> World Faith: Judaism: Why are they having a party? What is the story of Noah really all about? Easter: How do the symbols of Easter help us to understand the meaning of Easter for Christians? 	<ul style="list-style-type: none"> Why do Christians make and keep promises before God? World Faith: Islam: How do the five pillars of Islam help a Muslim to show commitment to God – Allah?
Planned spaced retrieval activities and cross curricular links with other subjects to keep up knowledge of both science content and working scientifically skills		
<ul style="list-style-type: none"> Colour mixing and strips and blocks of colour: geometric watercolour and crayon (Paul Klee) 	<ul style="list-style-type: none"> Foam tile relief block printing and overprinting: Great Fire of London prints Applying paint with different techniques (Aboriginal dreamtime animal paintings and comparison to Yayoi Kusama) 	<ul style="list-style-type: none"> Observe and record from different viewpoints: pencil drawings of seeds Investigate positive and negative images in collage and printing using stencils (Henri Matisse)
Rodocodo	Purple Mash	Scratch Junior
privacy, personal information, stranger danger online, asking for support, safe saving and logging off, passwords		
writing frames/postcards (English) (Purple Mash)	Publish poem/story (English) (Purple Mash)	Graph (Science) (Purple Mash)
Mechanical systems: sliders and levers (Christmas cards)	Safe and hygienic food preparation: Crunchy salad	Mechanical systems: wheels and axles (simple vehicles)
<ul style="list-style-type: none"> Are places different around the world? Physical/human geography of a small area of UK and small area of Non-European country (Australia) 	Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects	
<ul style="list-style-type: none"> Why do we remember what happened in the Great Fire of London? Event beyond living memory Why do we remember Florence Nightingale? Significant individual from the past Visit to Florence Nightingale Museum 	Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects	
<ul style="list-style-type: none"> Relationships and diversity Cooperating and negotiating Respecting difference and similarities Acceptable and unacceptable physical contact Anti-bullying and friendship work 	<ul style="list-style-type: none"> Health and well-being What is a healthy lifestyle (sleep, hygiene, exercise, healthy eating, dental health) Preventing spread of diseases Main parts of the body and differences between boys and girls; privacy 	<ul style="list-style-type: none"> Living in the wider world Everyone has rights and how to respect them Money – where does it come from, spending and saving
Music Appreciation: Focus mainly on active listening through appreciation of composers/artists such as: Ravel, The Beatles and Anna Clyne. Studio Session: Focus on all strands of music (e.g. Pulse, Composing, Singing, Performing), explore pieces of music such as: The Carnival of the Animals and Shostakovich's Jazz Suite.		
<ul style="list-style-type: none"> Balls Skills leading to simple games Gymnastics 	<ul style="list-style-type: none"> Health and Fitness/Gymnastics Skills development/Dance 	<ul style="list-style-type: none"> Skills for athletics Ball skills leading to simple games
Languages: Non-statutory introduction to French: talking about me and my family, speaking and listening		



Collated coverage overview for National Curriculum in KS1 and KS2

See Reception curriculum for how we build foundations for the National Curriculum in the EYFS.

Collated KS1 curriculum overview - this page

Collated KS2 curriculum overview - next page

Detailed progression documents for skills, content, concepts and knowledge are available from school in our curriculum packs for each subject.

Year 3			
Subject	Autumn	Spring	Summer
English	<p>-Myths and legends – typical features</p> <p>-Reading, writing and performing poetry with a focus on vocabulary and language</p>	<p>-Adventure stories – typical features, story structure and planning</p> <p>-Non-chronological report</p>	<p>-Stories by the same author – author's style, character and setting description</p> <p>-Instructions</p>
Throughout Y3: Recounts (including news writing)			
Maths	<p><i>In a spiral curriculum over the year:</i> Number (number and place value, addition and subtraction, multiplication and division, fractions), measurement, geometry (properties of shapes), statistics</p>		
Religious Education	<p>-What is the Bible's Big Story?</p> <p>-Why is Remembrance important?</p> <p>-Christmas: How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?</p>	<p>-World Faith: Judaism: What does it mean to be Jewish?</p> <p>-How do Christians believe that following Jesus' new commandment and his two greatest commandments make a difference?</p> <p>-Easter: Who is the most important person in the Easter story?</p>	<p>-World Faith: Buddhism – What did the Buddha teach his followers about life?</p> <p>-Who is Jesus? (I am statements)</p>
Science	<p><i>Planned spaced retrieval activities to keep up knowledge of both science content and working scientifically skills</i></p>	<p>Plants</p> <p>Animals, including humans</p> <p>Rocks</p> <p>Light</p> <p>Forces and magnets</p>	<p>Living things and their habitats</p> <p>Animals, including humans</p> <p>States of matter (water cycle)</p> <p>Sound</p> <p>Electricity</p>
Art and Design	<p>- Explore shading techniques and begin to use shading techniques and different lines</p>	<p>-Use paper forms to make a 3D relief surface and transfer a 2D design to 3D artefact; combine visual and tactile qualities to create collage (Ancient Egyptian masks)</p>	<p>-Understand tint and tone through practical experience and explore and apply of different paints using a range of techniques (e.g. watercolour illustrations by Quentin Blake)</p>
Computing	<p>Rodocodo; J2Code</p> <p>safe searching, reliability of online information (fact and opinion); understanding of persuasion techniques online; how to ask for help/support</p>	<p>Purple Mash</p>	<p>Scratch Junior</p>
Digital Literacy	<p>-leaflet (Geography) (Purple Mash/docs)</p>	<p>-quiz (History) (Purple Mash)</p>	<p>-Data/graph (Science) (Purple Mash)</p>
Design and Technology (examples)	<p>-Mechanical systems: levers and linkages; pneumatics (Christmas cards)</p>	<p>-Healthy and varied diet; origins of our food (bread making; cookery school visit)</p>	<p>-Frame structures – supported (plant obelisks)</p>
Geography	<p>-What is the human and physical geography of the SE region of the UK (including London)?</p>	<p><i>Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects.</i></p>	
History	<p>-What do we know about the achievements of the Earliest Civilizations (including Ancient Egypt in detail)?</p> <p>Visit to British Museum</p> <p>-Are there historically significant buildings and people in our local area? (North End Tube Station)</p>	<p><i>Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects.</i></p>	
PSHE and Citizenship	<p>Positive relationships and diversity</p> <p>-Recognising and responding to feelings</p> <p>-Confidentiality and secrets</p> <p>-Difference and diversity</p>	<p>Keeping safe and healthy</p> <p>-What positively and negatively affects their physical and mental health</p> <p>-Informed choices; a balance lifestyle</p> <p>-Balanced diet</p> <p>-Hygiene routines</p>	<p>Living in the wider world</p> <p>-Topical issues – research, get involved</p> <p>-Resources – how are they allocated and equity and sustainability issues</p> <p>-Responsibilities (at home, school in community environment)</p>
Languages (French)	<p><i>Content examples: all about me, food and drink, home, animals, my town, world around me/holidays</i></p> <p>Respond to simple questions; listen to stories; read some key vocabulary; copy and label accurately</p>		
Music	<p>Music Appreciation: Focus mainly on active listening through appreciation of composers/artists such as: Mozart, Chic, Handel and A.R. Rahman.</p> <p>Studio Session: Focus on all strands of music (e.g. Pulse, Composing, Singing, Performing); play pieces, as an ensemble, including: We Will Rock You by Queen & Three Little Birds by Bob Marley.</p>		
Physical Education	<p>-Skills development leading to invasion games</p> <p>-Gymnastics</p>	<p>-Health and Fitness/Gymnastics</p> <p>-Skills development/Dance</p> <p>-Swimming (intensive course)</p>	<p>-Athletics including cross country</p> <p>-Skills development leading to striking and fielding and racket games</p>

Year 4			
Subject	Autumn	Spring	Summer
English	<p>-Recount – newspaper reports, letters</p> <p>-Letters (formal and informal) – inspired by a fiction text</p> <p>-Reading, writing and performing poetry with a focus on form</p>	<p>-Explanations</p> <p>-Twisted/alternative fairy tales – writing from an alternative viewpoint</p> <p>-Stories with historical settings – typical features</p>	<p>-Fables – typical features</p> <p>-Playscript – structure, features and layout</p> <p>-Persuasive text – including adverts</p>
<p><i>In a spiral curriculum over the year:</i> Number (number and place value, addition and subtraction, multiplication and division, fractions including decimals), measurement, geometry (properties of shapes, position and direction), statistics</p>			
Religious Education	<p>-How did belief in God affect the actions of people from the Old Testament?</p> <p>-What are the beatitudes and what do they mean to Christians?</p> <p>-Christmas: Is the Christian message of peace still relevant to today's world?</p>	<p>-World Faith: Hinduism: How do Hindus worship?</p> <p>Visit to Neasden Hindu Mandir</p> <p>-Do fame and the Christian faith go together?</p> <p>-Easter: What is Holy Communion and how does it build a Christian community?</p>	<p>-World Faith: Hinduism: What does it mean to be a Hindu?</p> <p>-Why is liturgy important to many Christians?</p>
Science	<p><i>Planned spaced retrieval activities to keep up knowledge of both science content and working scientifically skills and cross curricular links with other subjects.</i></p>	<p>Living things and their habitats</p> <p>Animals, including humans</p> <p>States of matter (water cycle)</p> <p>Sound</p> <p>Electricity</p>	<p>Living things and their habitats, including reproduction</p> <p>Animals, including humans</p> <p>Properties and changes of materials</p> <p>Earth and space</p> <p>Forces</p>
Art and Design	<p>-Experiment with a range of materials to create relief and 3D forms; apply paint on multi-layered and textured surfaces: madoc cave paintings; papier mache volcanoes</p>	<p>-Investigate techniques to design and create mosaics (Roman tile mosaics)</p> <p>-Use landscape as a starting point and view/inders; begin to explore perspective (John Constable, David Hockney)</p>	<p>-Transpose designs into prints; investigate monoprinting (Katsushika Hokusai)</p>
Computing	<p>Rodocodo; Pro-bots</p> <p>Safe searching and selection of websites; cross checking information; how others may be unkind online; how it feels if something goes wrong; sources of support</p>	<p>Purple Mash</p> <p>CLC visit</p>	<p>Scratch Junior</p>
Digital Literacy	<p>-newspaper – English (Purple Mash/docs)</p>	<p>-Information text publishing (docs)</p>	<p>-Database (Purple Mash)</p>
Design and Technology (examples)	<p>-Structures: Shell structures (strengthened packaging for biscuits)</p>	<p>-Electrical systems: simple circuits and switches (torches/ light houses, electricals/ light houses, lives across the globe)</p>	<p>-Textiles: 2D fabric to 3D textile product (milk containers)</p>
Geography	<p>-How does the natural world affect people's lives across the globe? (Physical geography: climate zones, biomes, vegetation belts, volcanoes, earthquakes)</p> <p>Visit to Natural History Museum</p> <p>-What is it like in Italy and the region around Rome? (Human and Physical geography of a region in a European country)</p>	<p><i>Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects.</i></p>	
History	<p>-What was life like in Britain in the time before history was written down and how do we know? (Stone Age to Iron Age Britain)</p> <p>-What impact did the Roman Empire have on Britain?</p> <p>Visit to St Alban's Cathedral</p>	<p><i>Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects.</i></p>	
PSHE and Citizenship	<p>Relationships and diversity</p> <p>-Acceptable and unacceptable physical contact</p> <p>-Strategies to resolve disputes; negotiation; compromise; constructive feedback</p> <p>-Forms of bullying and abuse (including online and prejudice-based)</p>	<p>Health and well-being</p> <p>-Risks, dangers and hazards</p> <p>-Predicting risks and keeping physically and emotionally safe (including road, cycle, rail, water, fire safety)</p> <p>-Increasing independence and responsibility</p> <p>-Emergency aid; how to get help</p>	<p>Living in the wider world</p> <p>-UNCR – content and history</p> <p>-Role of community, volunteering and charity groups</p> <p>-Range of identities in the UK</p>
Languages (French)	<p><i>Content examples: all about me, food and drink, home animals, my town, world around me/holidays</i></p> <p>Ask simple questions with correct pronunciation; listen to story and select key phrases; join in with reading familiar story; write short paragraph following a model</p>		
Music	<p>Music Appreciation: Focus mainly on active listening through appreciation of composers/artists such as: Beethoven, Oasis and Trinidad Steel Band.</p> <p>Studio Session: Focus on all strands of music (e.g. Pulse, Composing, Singing, Performing); play pieces, as an ensemble, including: Shotgun by George Ezra and Chasing Cars by Snow Patrol.</p>		
Physical Education	<p>-Skills development leading to invasion games</p> <p>-Gymnastics</p>	<p>-Health and Fitness/Gymnastics</p> <p>-Skills development/Dance</p> <p>-Swimming catch up (if appropriate)</p>	<p>-Athletics including cross country</p> <p>-Skills development leading to striking and fielding and racket games</p>

Year 5			
Subject	Autumn	Spring	Summer
English	<p>-Classic playwright: Shakespeare – typical features and language, reading a play script</p> <p>-Discussion text (link to oral debating work)</p>	<p>-Persuasive text (link to oral debating work)</p> <p>-Classic fiction: fantasy/mystery – typical features, imagery</p>	<p>-Reading, writing and performing poetry with a focus on imagery</p> <p>-Recount – biography</p> <p>-Instructions</p>
<p>Throughout Y5: Revision of features of non-chronological reports and explanations, using content from other subject areas</p>			
<p><i>In a spiral curriculum over the year:</i> Number (number, place value, addition, subtraction, multiplication, division, fractions including decimals and percentages), measurement, geometry (properties of shapes, position and direction), statistics</p>			
Religious Education	<p>-What do the miracles tell us about Jesus?</p> <p>-What can we learn from wisdom?</p> <p>-Christmas: How do art and music convey Christmas?</p>	<p>-World Faith: Sikhism: How did the first five gurus shape Sikhism?</p> <p>-Easter: What happens in churches during Lent, Holy Week and Easter?</p>	<p>-World Faith: Sikhism: How did the final five gurus shape Sikhism?</p> <p>Gurdwara visit</p> <p>-Understanding faith in... (thematic unit)</p>
Science	<p><i>Planned spaced retrieval activities to keep up knowledge of both science content and working scientifically skills and cross curricular links with other subjects</i></p>	<p>Living things and their habitats, including reproduction</p> <p>Animals, including humans</p> <p>Properties and changes of materials</p> <p>Earth and space</p> <p>Forces</p>	<p>Living things and their habitats, including reproduction</p> <p>Animals, including humans</p> <p>Properties and changes of materials</p> <p>Earth and space</p> <p>Forces</p>
Art and Design	<p>-Use colour to represent mood (Jim Dine, Steve Brown)</p> <p>-Work in the negative and experiment with representing light and texture</p>	<p>-Experiment with a range of materials, equipment and techniques to create 3D forms, including shapes and impressions (Anglo Saxon jewellery)</p>	<p>-Develop use of perspective and proportion in drawing (Ken Done)</p>
Computing	<p>Rodocodo</p> <p>Search term and website rankings; website navigation; techniques to check for accuracy and trustworthiness; age ratings (games, social media); reporting concerns; making choices online</p>	<p>PurpleMash</p> <p>CLC visit</p>	<p>Scratchjunior</p>
Digital Literacy	<p>-Leaflet (RE) (Purplemash/docs)</p>	<p>-Report (Geography) (docs)</p>	<p>-Website design</p>
Design and Technology (examples)	<p>-Food: Celebrating culture and seasonality: Christmas biscuits</p>	<p>-More complex frame structures: reinforcing structures: model bird hides</p>	<p>-Mechanical systems: pulleys and gear; cams; and Electrical systems: circuits with motors: model fairground rides</p>
Geography	<p>-How are rivers and mountains important? (Physical geography: Rivers, water cycle, mountains)</p> <p>Visit to Thames Explorer Trust</p> <p>-What is it like in South America? (Human and Physical geography of a region in N/S America)</p>	<p><i>Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects.</i></p>	
History	<p>-Who were the Anglo Saxons and the Vikings and how did they both rule Britain?</p> <p>Visit to Museum of London</p> <p>-Why did the Ancient Maya change the way they lived? (Comparison to Non-European Society)</p>	<p><i>Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects.</i></p>	
PSHE and Citizenship	<p>Relationships and diversity</p> <p>-Responding respectfully, constructively challenging</p> <p>-Nature and consequences of discrimination and bullying, including cyber bullying and trolling; where to get support</p> <p>-Stereotypes</p> <p>-Personal boundaries; privacy</p>	<p>Health and well-being</p> <p>-People who help them stay healthy and safe; how they can take responsibility themselves</p> <p>-Responsible use of mobile phones; managing requests to share images and information</p> <p>-Good and not so good feeling</p> <p>-How the body and emotions change as they approach puberty</p> <p>-Human reproduction</p> <p>-Taking care of their body</p>	<p>Living in the wider world</p> <p>-Rules and laws, democracy</p> <p>Visit: Houses of Parliament</p> <p>-Money and how to manage it, including interest, tax, debt</p> <p>Relationships and Sex Education</p> <p>-Good and not so good feeling</p> <p>-How the body and emotions change as they approach puberty</p> <p>-Human reproduction</p> <p>-Taking care of their body</p>
Languages (French)	<p><i>Content examples: All about me, food and drink; home, animals, numbers, holidays/travel</i></p> <p>Prepare short conversation with partner; understand simple directions; retrieve information from a text; write sentences/paragraph from model and substituting other vocabulary</p>		
Music	<p>Music Appreciation: Focus mainly on active listening through appreciation of composers/artists such as: Björk, Bronski Beat, Vaughan Williams, Ladysmith Black Mombazo.</p> <p>Studio Session: Focus on all strands of music (e.g. Pulse, Composing, Singing, Performing); play pieces, as an ensemble, including: I've Got a Feeling by Black Eyed Peas & Sunshyne by Dario G.</p>		
Physical Education	<p>-Skills development leading to invasion games</p> <p>-Gymnastics</p>	<p>-Health and Fitness/Gymnastics</p> <p>-Skills development/Dance</p> <p>-Skills development/Dance</p>	<p>-Athletics including cross country</p> <p>-Skills development leading to striking and fielding and racket game</p> <p>-Outdoor and adventurous activities</p>

Year 6			
Subject	Autumn	Spring	Summer
English	<p>-Narratives (part and complete) based on a well-known text and on a range of visual literary stimuli</p> <p>-Playscripts – including development of stage directions, character voice and scenes</p> <p>-Reading, writing and performing song lyrics</p>	<p>-Adventure stories – plot, suspense, resolution; developing editing skills</p>	<p>-Persuasive text – formal letter</p>
<p>Throughout Y6: Recount – biography and autobiography, diaries, newspaper reports and journalistic writing. Revision of features of non-chronological reports, explanations, content from other subject areas</p>			
<p><i>In a spiral curriculum over the year:</i> Number (number, place value, addition, subtraction, multiplication, division, fractions including decimals and percentages), ratio and proportion, algebra, measurement, geometry (properties of shapes, position and direction), statistics</p>			
Religious Education	<p>-What might the journey of life and death look like from a Christian perspective?</p> <p>-Should every Christian go on a pilgrimage?</p> <p>-Christmas: How would Christians advertise Christmas to show what Christmas means today?</p>	<p>-World Faith: Buddhism: What does it mean to be a Buddhist?</p> <p>-World Faith: Judaism: What does it mean to be a Jew?</p> <p>Visit to Jewish Museum (Camden)</p> <p>-Easter: How does the Christian festival of Easter offer hope?</p>	<p>-How has the Christian message survived for over 2000 years?</p> <p>-Who decides? (thematic unit)</p>
Science	<p><i>Planned spaced retrieval activities to keep up knowledge of both science content and working scientifically skills and cross curricular links with other subjects</i></p>	<p>Living things and their habitats</p> <p>Animals, including humans (diet, drugs, Hestyle)</p> <p>Evolution and inheritances</p> <p>Light</p> <p>Electricity</p>	<p>Living things and their habitats</p> <p>Animals, including humans (diet, drugs, Hestyle)</p> <p>Evolution and inheritances</p> <p>Light</p> <p>Electricity</p>
Art and Design	<p>-Select techniques and materials to make a 3D form (Ancient Greek vessel)</p> <p>Artist studies – throughout the year (e.g. Yellena James, Yinka Shonibare)</p>	<p>-Make detailed analytical drawings: control of tools and techniques: pencil drawings of features; botanical drawings</p>	<p>-Enlarge and scale up drawings: (Roy Lichtenstein)</p> <p>-Create a figure, form using clay (African tribal masks)</p>
Computing	<p>Rodocodo</p> <p>Transfer skills safely from one program/application to another; safe searching and navigation with good understanding of how to find safe, reliable information; legal and ethical responsibilities online; terms and conditions; what happens to information shared online; digital footprint; report concern/ask for help</p>	<p>Crumble coding</p>	<p>Scratchjunior</p> <p>CLC visit</p>
Digital Literacy	<p>-Publish writing (docs)</p>	<p>-Presentation (Science) (slides)</p>	<p>-Stop motion animation; Budgeting; google sheets</p>
Design and Technology (examples)	<p>-Textiles: Combining different fabric shapes and finishing (Christmas decorations)</p>	<p>-Electrical systems: monitoring and control (Crumble sensor controlled night lights)</p>	<p>-Electrical systems (more complex switches and motors) (Moving vehicles)</p>
Geography	<p>-How do places and people around the world link together? (Human geography: settlements, land use, economic activity, trade links, natural resources)</p>	<p><i>Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects.</i></p>	
History	<p>-How did the Ancient Greeks shape the way we live our lives today? (Ancient Greece and its influence on the western world; the legacy of Greek culture on later period in British history, including today)</p> <p>Visit to British Museum</p>	<p><i>Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects.</i></p>	
PSHE and Citizenship	<p>Relationships and diversity</p> <p>-Positive and healthy relationships</p> <p>-What is marriage and civil partnership</p> <p>-Gender identities</p>	<p>Health and well-being</p> <p>-Changes: puberty (revist from Y5) transition, loss, separation, bereavement</p> <p>-Pressure; where it comes from and how to resist; habits</p> <p>-Alcohol, tobacco, energy drinks, drugs, education</p>	<p>Living in the wider world</p> <p>-Images- media and in reality</p> <p>-Exploring how the media and social media presents information</p> <p>-Enterprise and development of enterprise skills</p> <p>-Early careers information</p>
Languages (French)	<p><i>Content examples: All about me, food and drink; home, animals; world around me</i></p> <p>Devise and perform short role play with correct pronunciation; listen and understand verbs and person in spoken language; understand main points from written paragraph; write sentences with adjectives in short paragraph (using known spelling patterns to make plausible attempts at unfamiliar words)</p>		
Music	<p>Music Appreciation: Focus mainly on active listening through appreciation of composers/artists such as: Abba, Chopin and Mozart.</p> <p>Studio Session: Focus on all strands of music (e.g. Pulse, Composing, Singing, Performing); play pieces, as an ensemble, including: Happy by Pharrell Williams and Crazy by Gnaris Barkley.</p>		
Physical Education	<p>-Skills development leading to invasion games</p> <p>-Gymnastics</p> <p>-Outdoor and adventurous activities: school journey</p>	<p>-Health and Fitness/Gymnastics</p> <p>-Skills development/Dance</p>	<p>-Athletics including cross country</p> <p>-Skills development leading to striking and fielding and racket games</p>