

Brookside Primary School Curriculum Knowledge Map Year 1 and 2 B

Topic Title	Rainforests		Great Britain		The Animal Kingdom	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
English	<ul style="list-style-type: none"> Where the Forest meets the sea – Jeannie Baker Narrative writing Descriptive settings Poetry About the rainforests and animals living there. 	<ul style="list-style-type: none"> Information texts Writing fact files about animals living in the rainforest. Rumble in the Jungle – Poetry Writing rhyming poems and riddles about jungle animals. Letter writing to the author 	<ul style="list-style-type: none"> Information texts – Queen Elizabeth II and the Royal Family Traditional tales – Fairy tales Looking at British fairy tales such as Jack and the Beanstalk. Anthony Browne Narrative writing looking at: Gorilla. The Tunnel. Beauty and the Beast. 	<ul style="list-style-type: none"> John Burningham Oi get off our train. Cloud Land. The magic bed. Letter writing Link with John Burningham texts Persuasive writing The night before Christmas Narrative writing. 	<ul style="list-style-type: none"> The Lion King Information texts about animals Narrative writing – stories based on the film Setting descriptions – African landscapes 	<ul style="list-style-type: none"> Zahra – The Literacy shed Diary writing A day in the life of the little girl from the village Letter writing Support funding for water in Africa Narrative writing Writing about the village.
English text types	Narrative Fairy Tales Information texts	Narrative Persuasive writing Letter writing	Narrative Poetry	Information texts Poetry	Narrative Information texts	Diary writing Letter writing Narrative writing
Mathematics	Number <ul style="list-style-type: none"> Multiplication and Division Fractions 	Geometry <ul style="list-style-type: none"> Properties of Shape Position and Direction Statistics	Number <ul style="list-style-type: none"> Number and Place Value Addition and Subtraction 	Measurement Time, Money and Space	Number <ul style="list-style-type: none"> Number and Place Value Addition and Subtraction 	Geometry <ul style="list-style-type: none"> Properties of Shape Number <ul style="list-style-type: none"> Multiplication and Division
Science	<u>Plants</u> <ul style="list-style-type: none"> Pupils should be taught to: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 		<u>Everyday materials</u> <ul style="list-style-type: none"> Pupils should be taught to: identify and compare the suitability of a variety of everyday materials, including wood, 		<u>Living things and their habitats</u> <ul style="list-style-type: none"> Pupils should be taught to: 	<u>Animals and Humans</u> <ul style="list-style-type: none"> Pupils should be taught to: notice that animals, including humans,

	<ul style="list-style-type: none"> identify and describe the basic structure of a variety of common flowering plants, including trees 	<ul style="list-style-type: none"> metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food 	<ul style="list-style-type: none"> have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
History	Geography focus	<ul style="list-style-type: none"> Changes within living memory. Develop awareness of the past using common words and phrases relating to the passing of time. How has Britain changed? The lives of significant individuals in the past. Queen Elizabeth II Great British athletes like Mo Farrah and Jessica Ennis. 	<ul style="list-style-type: none"> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life Children learn about the changes in wildlife in their lives and beyond. Focus on endangered species in Africa and changes in time. The lives of significant individuals in the past. Children learn about the life and achievements of Sir David Attenborough. 	
Geography	<u>Human and physical geography</u>	<u>Locational knowledge</u>	<u>Locational knowledge</u>	

	<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Looking at weather patterns in the United Kingdom and comparing these patterns with an area of the world with Rainforest. For example, looking at the Amazon rain forest in Brazil. Looking at the location of the Amazon rain forest in relation to the Equator. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of the Amazon Rainforest and of the United Kingdom <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use of world maps atlases and globes to identify the location of the Amazon Rainforest within Brazil/Colombia and in relation to the Equator 	<ul style="list-style-type: none"> name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p><u>Human and physical geography</u></p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Looking at local towns and looking for human features and things we might see. Looking at locations around Great Britain to see if children can identify physical features of places across Great Britain. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use of aerial photographs to support children to identify similarities and differences between human and physical geographic features around Great Britain a non-European country using aerial photographs – looking at local towns and looking for human features and things we might see. Use simple fieldwork and observational skills to study the geography of locations around Great Britain and the key human and physical features of each environment Devise a simple map; and use and construct basic symbols in a key to locate key landmarks around the United Kingdom 	<ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Making comparisons between Bicester and a town in Africa. <p>Human and physical geography</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North/South poles and to use this information to consider the characteristics of key animals that live within these localities
Art	<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> Learn about the work of a range of artists, craft makers and designers. Describe the differences and similarities, making links to their own work.

	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. <p>Studying the work of Roman Britto and exploring his techniques to inspire individual pieces.</p>		<ul style="list-style-type: none"> Banksy stencilling 		<ul style="list-style-type: none"> African sunsets and silhouettes African Animals 	
Design and Technology	<ul style="list-style-type: none"> Design and build a 3D insect model. <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria, generate, develop, model and communicate their ideas through talking, drawing, templates,</p> <p>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</p> <p>Evaluate Explore and evaluate a range of existing products</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p>		<ul style="list-style-type: none"> Design and build a famous British landmark. <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria, generate, develop, model and communicate their ideas through talking, drawing, templates,</p> <p>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</p> <p>Evaluate Explore and evaluate a range of existing products</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p>		<ul style="list-style-type: none"> Design and make an animal mask. Make an animal puppet using textiles and sewing skills. <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria, generate, develop, model and communicate their ideas through talking, drawing, templates,</p> <p>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</p> <p>Evaluate Explore and evaluate a range of existing products</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p>	
Computing	<p>Multimedia and Word processing</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	<p>Digital media</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Programming</p> <ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple program 	<p>E-Safety</p> <ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>Communication and Collaboration</p> <ul style="list-style-type: none"> recognise common uses of information technology beyond school 	<p>Data</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Music	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. Listen with concentration and understanding to a range of high-quality live and recorded music. Brazilian Music and its influence on Brazilian culture Charanga – Banana Rap. Singing, improvising, reading and recording notation, playing musical instruments. 		<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. KS1 Christmas Production Charanga – God save our Queen. Singing, improvising, reading and recording notation, playing musical instruments. 		<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. African drumming and music from the African culture Charanga – Zoo Time. Singing, improvising, reading and recording notation, playing musical instruments. 	
Physical Education	<p><u>Multi skills using balls of different sizes and shapes</u></p> <p>Playing games that involve various forms of equipment that encourages manipulation.</p> <p>Introduce tactics of defending and attacking in ball games</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 		<p><u>Gymnastics</u></p> <p>Rolling, balancing, travelling</p> <p>Creating simple routines and sequences individually and in a group</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p><u>Dance</u></p> <p>Children learn a choreographed routine based on a battle scene</p> <p>Perform the routine to modern rock music</p> <ul style="list-style-type: none"> perform dances using simple movement patterns. 	<p><u>Cricket</u></p> <p>Children work on throwing at a target and learning the skills of bowling at a target</p> <p>Children develop their skills of hitting a stationary and moving ball.</p> <p>Children develop their understanding of applying tactics in a game situation. (e.g. finding a space when fielding)</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p><u>Athletics</u></p> <p>Developing running technique</p> <p>Work on throwing technique with a javelin</p> <p>Developing jumping techniques, using agility and coordination.</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
		Swimming		Swimming		
Religious Education	<p>Judaism</p> <p>What is the Torah and why is it important to Jews?</p>	<p>Christianity</p> <p>The Nativity story. What signs are there in the Christmas story?</p>	<p>Christianity</p> <p>Easter story</p> <p>What happens in a Church?</p>	<p>Christianity</p> <p>Why is Easter important to Christians?</p>	<p>Islam</p> <p>In what way is the mosque important to Muslims?</p>	<p>Why should we look after our world?</p>
PSCHE	<p>New beginnings (2)</p> <p>Developing children's knowledge, understanding and skills in four key social</p>	<p>Getting on and Falling out</p> <p>Developing the social skills of friendship, working</p>	<p>Going for goals</p> <p>Provides opportunities for children to reflect on themselves as individuals,</p>	<p>Good to be me</p> <p>The theme is about understanding feelings as well as</p>	<p>Relationships</p> <p>The theme aims to develop knowledge, understanding and skills in three key social</p>	<p>Changes</p> <p>This theme tackles the issue of change and aims to equip children</p>

	and emotional aspects of learning: empathy, self-awareness, social skills and motivation.	well together in a group, managing anger and resolving conflict.	particularly their strengths as learners and how they learn most effectively.	considering strengths and weaknesses as learners.	and emotional aspects of learning: self-awareness, managing feelings and empathy.	with an understanding of different types of change, positive and negative, and common human responses to it.
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Brookside Primary School Curriculum Knowledge Map Year 1 and 2 A

Topic Title	Heroes		Castles		Under the Sea	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
English	<ul style="list-style-type: none"> • Traction Man - Narrative writing • Supertato – Character descriptions and wanted posters sequencing events in a story • Information texts – Superhero fact files. Writing and answering questions • Developing the skills of editing and redrafting. 	<ul style="list-style-type: none"> • Traditional tales. Identifying the features. • Dick Whittington. Story sequencing and retelling. Letter writing. • Taking Flight Narrative writing using video stimulus Diary writing • The Grinch – Dr Seuss. Retelling a well-known and popular story. 	<ul style="list-style-type: none"> • Information texts – features of a medieval castle • Persuasive texts – why dragons would make good pets. • Information texts – writing texts about dragons • King Arthur. Looking at the legends of King Arthur and the knights of the round table. • How to train your Dragon – Cressida Cowell 	<ul style="list-style-type: none"> • Traditional tales – fairy tales • Recount writing. Recounting the events of a real life experience. • Diary writing – living in a castle • Poetry. Writing kennings about medieval weapons. 	<ul style="list-style-type: none"> • Information texts – life under the sea. Focussing on different species that live under the sea. • Dougal's deep sea diary. Diary writing • The Whale's song. Narrative writing. 	<ul style="list-style-type: none"> • Poetry. Underwater inspired poems. • Commotion in the Ocean – Giles Andreae • Finding Nemo. Using the popular Disney movie to inspire writing across different genres. Narrative writing, diary writing, information texts.
English text types	Narrative writing Information texts	Narrative writing Letter writing Diary writing Traditional tales	Information texts Narrative Persuasive texts Fantasy stories	Traditional tales Poetry Recount writing Diary writing	Narrative Information texts Diary writing	Narrative Information texts Poetry
Mathematics	Number <ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction 	Measurement Time, Money and Space	Number <ul style="list-style-type: none"> • Multiplication and Division Fractions 	Geometry <ul style="list-style-type: none"> • Properties of Shape • Position and Direction Statistics	Number <ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction 	Geometry <ul style="list-style-type: none"> • Properties of Shape Number <ul style="list-style-type: none"> • Multiplication and Division
Science	<u>Everyday materials</u> Pupils should be taught to: <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday 	<u>Seasonal changes</u> Pupils should be taught to: <ul style="list-style-type: none"> • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day 	<u>Plants</u> Pupils should be taught to: <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 		<u>Animals and Humans</u> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores 	

	<p>materials, including wood, plastic, glass, metal, water, and rock</p> <ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties 	length varies		<ul style="list-style-type: none"> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
History	<ul style="list-style-type: none"> Changes within living memory. Develop awareness of the past using common words and phrases relating to the passing of time. How have we changed? The lives of significant individuals in the past. Significant real-life women heroes: Rosa Parks, Florence Nightingale. Remembrance Day – real life heroes 	<ul style="list-style-type: none"> The lives of significant individuals in the past. Kings and Queens of the past Compare aspects of life to different periods Comparing houses of today with castles Comparing rich and poor Jobs of today with jobs of the past Clothing and food events beyond living memory that are significant nationally or globally 	Geography and Science focus	
Geography	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans Using maps and atlases name, locate and identify characteristics of the 4 countries within the United Kingdom and their capital cities. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a 	<p>Human and physical geography</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North/South poles Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's five oceans <p>Place knowledge</p> <p>Understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a non-European country – comparative study of seaside town in</p>	

	<p>non-European country</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather – use of this terminology could be linked to comparison work between UK and non-European country <p>Geographical skills and fieldwork</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and create a key using basic symbols</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of castles on a map of the United Kingdom Use world maps, atlases and globes to identify the United Kingdom and its countries, as well the continents to identify the location of castles explored within the United Kingdom 	<p>Britain with a seaside town in a non-European country</p>
Art	<ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. The work of Andy Warhol: Pop Art, self portraits inspired by Pop Art. 	<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use a range of materials creatively to design and make products. Designing a coat of arms. Paul Klee – Cubism. Printing. Dragons 	<ul style="list-style-type: none"> Learn about the work of a range of artists, craft makers and designers. Describe the differences and similarities, making links to their own work. Looking at the colours beneath the sea: fish, corals, other wildlife. Seascapes inspired by Monet.
Design and Technology	<ul style="list-style-type: none"> Clay modelling Design, make and evaluate a product <p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria, generate, develop, model and communicate their ideas through talking, drawing, templates,</p> <p>Make</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>select from and use a wide range of materials and components</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products</p> <p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<ul style="list-style-type: none"> Medieval recipes Design a shield Making a catapult/trebuchet <p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria, generate, develop, model and communicate their ideas through talking, drawing, templates,</p> <p>Make</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>select from and use a wide range of materials and components</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products</p> <p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<ul style="list-style-type: none"> Design and build a working submarine. Consider materials for waterproofing (science link) Diorama of an under the sea scene including papier Mache. <p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria, generate, develop, model and communicate their ideas through talking, drawing, templates,</p> <p>Make</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>select from and use a wide range of materials and components</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products</p> <p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>

	Multimedia and Word processing	Digital media	Programming	E-Safety	Communication and Collaboration	Data
Computing	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple program 	<ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
Music	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. KS1 Christmas Production Charanga – Ho Ho Ho. Singing, improvising, reading and recording notation, playing musical instruments. 		<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. Listen with concentration and understanding to a range of high-quality live and recorded music. Charanga – The Dragon who ate our school. Singing, improvising, reading and recording notation, playing musical instruments. 		<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Charanga – Sea Life. Singing, improvising, reading and recording notation, playing musical instruments. 	
Physical Education	<p><u>Multi skills using balls of different sizes and shapes</u></p> <p>Playing games that involve various forms of equipment that encourages manipulation.</p> <p>Introduce tactics of defending and attacking in ball games</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 		<p><u>Gymnastics</u></p> <p>Rolling, balancing, travelling</p> <p>Creating simple routines and sequences individually and in a group</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p><u>Dance</u></p> <p>Children learn a choreographed routine based on a battle scene</p> <p>Perform the routine to modern rock music</p> <ul style="list-style-type: none"> perform dances using simple movement patterns. 	<p><u>Cricket</u></p> <p>Children work on throwing at a target and learning the skills of bowling at a target</p> <p>Children develop their skills of hitting a stationary and moving ball.</p> <p>Children develop their understanding of applying tactics in a game situation. (e.g. finding a space when fielding)</p> <ul style="list-style-type: none"> master basic movements including running, 	<p><u>Athletics</u></p> <p>Developing running technique</p> <p>Work on throwing technique with a javelin</p> <p>Developing jumping techniques, using agility and coordination.</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

					jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	
		Swimming		Swimming		
Religious Education	Judaism Why do Jewish people celebrate Shabbat?	Christianity The Nativity story. Why is Christmas important to Christians?	Christianity Who were Jesus' friends? Easter story. What do eggs have to do with Easter?	Christianity Easter story. What do eggs have to do with Easter?	Islam How do Muslims pray?	What is prayer? What might God be like?
PSCHE	New beginnings (1) Developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.	Getting on and Falling out Focusing on four key content areas: developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.	Going for goals Provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.	Good to be me The theme is about understanding feelings as well as considering strengths and weaknesses as learners.	Relationships The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.	Changes This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it.

Brookside Primary School Curriculum Knowledge Map Year 3/4 A

Topic Title	Exhilarating Egyptians		Comparing Countries		Britain Begins	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
English	<ul style="list-style-type: none"> • Flotsam – descriptive writing developing expanded noun phrases • Howard Carter Diary – writing in the first person to explore the discovery of Tutankhamun's tomb 	<ul style="list-style-type: none"> • Usain Bolt Diary – assessment writing based on Usain Bolt in the 200m final to apply taught skills • How to mummify a body – using conjunctions to extend sentences and vary structure • Polar Express – developing figurative language through poetry 	<ul style="list-style-type: none"> • How To Train Your Dragon – setting description using the book and clips from the film to use a range of descriptive devices • The Lost Thing – story used as a stimulus for script writing and speech punctuation 	<ul style="list-style-type: none"> • The Lighthouse – assessment writing using animation from the Literacy Shed to create tension and suspense • Information text – based on France as a talk for write to embed a wider range of sentence structures • Urban vs rural life – discussion around the benefits of living in different places in Brazil 	<ul style="list-style-type: none"> • Roald Dahl – sentence level work based on Charlie and the Chocolate Factory and George's Marvellous Medicine • Kidnapped – short story by Pie Corbett as a stimulus for a newspaper report to focus on the structure of writing and use of paragraphs 	<ul style="list-style-type: none"> • The Promise – assessment writing focused on retelling the story adding description and suspense • Stone Age Boy – instructions about how to carry out a task from the story, e.g. making a fire or creating a shelter • Poetry – riddles about animals found in the Stone Age creating kennings
English text types	Story opening Diary writing	Diary writing Explanation Poetry	Narrative Script	Narrative Non-chronological report Discussion	Newspaper report Narrative	Narrative Instructions Poetry
Mathematics	Number <ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction 	Number <ul style="list-style-type: none"> • Multiplication and Division 	Number <ul style="list-style-type: none"> • Fractions Measurement <ul style="list-style-type: none"> • Time and Space 	Geometry <ul style="list-style-type: none"> • Properties of Shape Number <ul style="list-style-type: none"> • Addition and Subtraction • Multiplication and Division 	Measurement <ul style="list-style-type: none"> • Money Number <p>Fractions (including decimals)</p>	Geometry <ul style="list-style-type: none"> • Position and Direction Statistics
Science	Light <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be 	Rocks <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when 	Animals including Humans <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get 	Forces and Magnets <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance 	Plants <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and 	Consolidation of science subject knowledge.

	<div>dangerous and that there are ways to protect their eyes</div> <ul style="list-style-type: none">recognise that shadows are formed when the light from a light source is blocked by a solid objectfind patterns in the way that the size of shadows change.	<div>things that have lived are trapped within rock</div> <ul style="list-style-type: none">recognise that soils are made from rocks and organic matter.	<div>nutrition from what they eat</div> <ul style="list-style-type: none">identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<ul style="list-style-type: none">observe how magnets attract or repel each other and attract some materials and not otherscompare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materialsdescribe magnets as having 2 polespredict whether 2 magnets will attract or repel each other, depending on which poles are facing.	<div>growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</div> <ul style="list-style-type: none">investigate the way in which water is transported within plantsexplore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
<div>History</div>	<div>Ancient Civilizations</div> <ul style="list-style-type: none">locate Egypt in time and create timeline. Understand difference between BC/AD.understand why much of the life of Egypt depended on the River NileEgyptian farmingEgyptian pyramids<ul style="list-style-type: none">what they were used fordiscovery of Tutankhamun’s tomb (literacy)process of constructingafterlife and mummification (topic and literacy)hieroglyphicsEgyptian clothing			<div>Pre-Roman Britain</div> <ul style="list-style-type: none">Stone age, bronze age and iron age timelinefirst settlements and development of houses over this periodhunter gatherers and first farmers in BritainSkara Braereligious beliefs		
<div>Geography</div>	<div>Locational Knowledge</div> <ul style="list-style-type: none">identify the position and significance of the Equator, latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle (not covered previously but will be able to cover/plan for next year). <div>Geographical skills and fieldwork</div> <ul style="list-style-type: none">using a map, an atlas and digital/computer mapping to locate Egypt and describe features studied <div>Human and physical geography</div>		<div>Human and Physical Geography</div> <ul style="list-style-type: none">features of a river and locate rivers in England <div>Place Knowledge</div> <ul style="list-style-type: none">contrast localities – geographical features, culture and traditionsunderstand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Oxfordshire), a region of a European country (France) and a region within North or South America (Brazil) <div>Locational Knowledge</div>		<div>Locational knowledge</div> <ul style="list-style-type: none">identify land use patterns and understand the ways in which aspects of these have changed over timeidentify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) and link this understanding – exploring the solstice at Stonehenge <div>Human and physical geography</div> <ul style="list-style-type: none">human geography, including: types of settlement and land use and the distribution of	

	<ul style="list-style-type: none"> human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food and water River Nile – features of a river, vegetation belt 		<ul style="list-style-type: none"> Prime/Greenwich Meridian and time zone. name and locate the United Kingdom and counties and cities within it, geographical regions and identifying their human and 		natural resources including energy, food, minerals and water – to explore types of houses first civilisations lived in and why hunting was so important	
Art	<p>Death masks</p> <ul style="list-style-type: none"> self-portrait using pencil combine materials to collage a death mask on cellophane over the top <p>Canopic jars</p> <ul style="list-style-type: none"> use clay to sculpt a canopic jar including the head of an animal paint the models considering the colours used in the Egyptian era. 		<p>Landscape painting</p> <ul style="list-style-type: none"> comparison of Monet and Hockney painting of British countryside <p>Flag</p> <ul style="list-style-type: none"> study of Romero Britto apply cubism and pop art approach to create flag design 		<p>Cave painting</p> <ul style="list-style-type: none"> use charcoals and pastels to create pictures which tell a story <p>Stonehenge</p> <ul style="list-style-type: none"> silhouette paintings using watercolours and paper. 	
Design and Technology	<p>Boats</p> <ul style="list-style-type: none"> investigate and analyse a range of exiting products use annotated sketches to design products select from and use a wider range of materials and components evaluate their ideas and products against their own design criteria 				<p>Cooking</p> <ul style="list-style-type: none"> a recipe from the stone age applying heat in different ways become competent in a range of cooking techniques. <p>Stone Age Shelter</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks accurately understand how shelters changed from the stone age to the iron age and understand how key events have helped shape the world 	
Computing	<p>Y3 iProgram Game and animation development (sessions 1-3)</p> <p>LKS2 iAlgorithm Sorting and splitting. How problems can be solved more easily (sessions 1-3)</p>	<p>Y4 iProgram Making shapes and navigating mazes (sessions 1-3)</p> <p>LKS2 iSafe – Unit 1 Staying safe online (sessions 1-3)</p>	<p>Year 3 iPad</p> <ul style="list-style-type: none"> Programming with Kodable 	<p>LKS2 iSafe – Unit 1 (sessions 4-6)</p> <p>LKS2 iSafe – Unit 2 (sessions 1-2) Staying safe online</p> <p>LKS2 iData Introduction to data representation</p> <ul style="list-style-type: none"> (sessions 1-2) 	<p>LKS2 iConnect Computer networking (sessions 1-3)</p> <ul style="list-style-type: none"> 	<p>Year 4 iPad (unit 1) Programming with LightBot Jr + LightBot</p> <p>Y3 iSimulate Exploring Computer Simulations (sessions 1-3)</p> <p>Year 4 iAnimate Introduction to animation</p> <ul style="list-style-type: none"> (sessions 1-2)
Music	Guitar	<p>Let Your Spirit Fly</p> <ul style="list-style-type: none"> listen and appraise play and perform 	Guitar	The Dragon Song	Guitar	<p>Glockenspiel</p> <ul style="list-style-type: none"> theory – the language of music

		<ul style="list-style-type: none"> improvise 		<ul style="list-style-type: none"> improvise 		<ul style="list-style-type: none"> composition
Physical Education	<p>Invasion Games – Football</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>Swimming</p> <ul style="list-style-type: none"> use a range of strokes effectively perform safe self-rescue in different water-based situations. 	<p>Invasion Games - Hockey</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>Dance/Locomotor</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Gymnastics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming</p> <ul style="list-style-type: none"> use a range of strokes effectively perform safe self-rescue in different water-based situations. 	<p>Striking and Fielding</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>Net/Wall games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>Outdoor and adventurous activities</p> <ul style="list-style-type: none"> rafting canoeing orienteering high/low ropes obstacle course 	<p>Striking and Fielding</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>Swimming</p> <ul style="list-style-type: none"> use a range of strokes effectively perform safe self-rescue in different water-based situations. 	<p>Athletics</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate,
Languages	<p>Getting to Know You Year 3 – Unit 1</p> <ul style="list-style-type: none"> say hello and goodbye introduce themselves say how they are feeling count to 10 	<p>All About Me Year 3 – Unit 2</p> <ul style="list-style-type: none"> give and respond to simple classroom instructions name parts of the body identify colours name items of clothing 	<p>Food Glorious Food Year 3 – Unit 3</p> <ul style="list-style-type: none"> follow a story and join in the repeated parts say what foods they like describe the colour or size of an object 	<p>All Around Town Year 4 – Unit 1</p> <ul style="list-style-type: none"> name some of the major cities of France identify and say typical amenities in towns say and order multiples of ten 	<p>On the Move Year 4 – Unit 2</p> <ul style="list-style-type: none"> name some types of transport use Je and Tu correctly respond to simple instructions for direction and movement 	<p>Going Shopping Year 4 – Unit 3</p> <ul style="list-style-type: none"> listen and respond to topic vocabulary answer questions using the topic vocabulary take part in a role play as a

	<ul style="list-style-type: none"> say how old they are use different greetings for different situations ask and answer simple questions for each topic 	<ul style="list-style-type: none"> read and write simple words say that un/une relate to masculine and feminine words use a dictionary 	<ul style="list-style-type: none"> ask politely for something predict a repeated phrase modify a colour adjective recognise the correct determiner depending on gender or number 	<ul style="list-style-type: none"> ask and give a simple address in French use a bilingual dictionary 	<ul style="list-style-type: none"> follow simple directions to find a place on a map use the correct article to precede a noun according to gender use 1st person, 2nd person and 3rd person of 'to go' accurately with the correct pronoun talk about types of transport 	shopper/shopkeeper speaking in French <ul style="list-style-type: none"> greet and respond choose the correct form when changing le to du, la to de, la and les to des; use adjectives and place them after the noun change adjectives to the feminine when needed use the appropriate form for 'at' (au or à la)
Religious Education	The Bible – what's it all about?	Why is light an important sign at Christmas?	What is Maundy Thursday all about?	How do Christians prepare for Easter?	What does it mean to be a Jew?	Why do Christians make promises in marriage?
PSCHE	Growth Mindset and Learning Powers <ul style="list-style-type: none"> The Dot, Peter Reynolds 		Protective behaviours <ul style="list-style-type: none"> Safer together (Kingfisher) feelings safe place body parts 		Philosophy for children <ul style="list-style-type: none"> Jason Buckley Alien Adventure problem solving thinking skills asking difficult questions friendships fairness and punishment 	

Brookside Primary School Curriculum Knowledge Map Year 3/4 B

Topic Title	Victorious Victorians		Bustling Bicester		Roaming Romans	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
English	<ul style="list-style-type: none"> • Egg Drop – instructions based on how to fly • Poetry – developing descriptive and figurative language using different styles of poems • Windows – description of the view using a range of descriptive devices 	<ul style="list-style-type: none"> • Before Sunrise - assessment writing using animation from the Literacy Shed to create tension and suspense • Information text – based on knowledge of the Victorians to vary the structure of writing 	<ul style="list-style-type: none"> • Once upon a time – retell fairy tales with a twist to explore changing perspectives • Letter to Mayor – develop a formal style of writing to invite the Mayor to the Bicester exhibition 	<ul style="list-style-type: none"> • Visit Bicester – develop persuasive writing techniques to create a leaflet to attract visitors to the town • Poetry – Stream School on the Literacy Shed to develop use of personification 	<ul style="list-style-type: none"> • Elf Road – use the Pie Corbett story to enhance descriptions using a range of language features • Instructions – Talk for Write unit to internalise structures and key phrases writing instruction on 'How to Keep a Roman Soldier Happy' 	<ul style="list-style-type: none"> • Romulus and Remus – develop use of paragraphs and speech punctuation based to rewrite part of a myth • Read all about it – use the event of the death of Remus to create a newspaper report using a journalistic style
English text types	Narrative Poetry	Narrative Non-chronological report	Narrative Formal letter	Persuasion Poetry	Narrative Instructions	Myth Newspaper report
Mathematics	Number <ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction 	Number <ul style="list-style-type: none"> • Multiplication and Division 	Number <ul style="list-style-type: none"> • Fractions Measurement <ul style="list-style-type: none"> • Time and Space 	Geometry <ul style="list-style-type: none"> • Properties of Shape Number <ul style="list-style-type: none"> • Addition and Subtraction • Multiplication and Division 	Measurement <ul style="list-style-type: none"> • Money Number <p>Fractions (including decimals)</p>	Geometry <ul style="list-style-type: none"> • Position and Direction Statistics
Science	Sound <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and 	Animals including Humans <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, 	States of Matter <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens 	Electricity <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light 	Living Things and their Habitats <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	Consolidation of science subject knowledge.

	<p>features of the object that produced it</p> <ul style="list-style-type: none"> find patterns between the volume of a sound and the strength of the vibrations that produced it. recognise that sounds get fainter as the distance from the sound source increases 	<p>identifying producers, predators and prey.</p>	<p>in degrees Celsius (°C)</p> <ul style="list-style-type: none"> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. 	<ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. 	
History	<p>Extended Chronological Study</p> <ul style="list-style-type: none"> comparison of Victorian Britain and modern Britain chronology of Victorian era Royal family comparison of rich and poor during Victorian period (homes) study life for Victorian children – workhouse, chimney sweep Victorian inventions and their impact today the first railways 		<p>Local History</p> <ul style="list-style-type: none"> Bicester in the past use a range of sources to learn about the past (photographs, websites, people) 		<p>Roman Britain</p> <ul style="list-style-type: none"> identify the impact of the Roman Empire locate Roman Empire in time and create timeline. Understand the difference between BC/AD. features of Britain which led to the Roman invasion Roman ruling system Roman army Roman entertainment – gladiators, chariots The legacy of Roman culture (art, government, law, language, architecture) 	
Geography	<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate geographical regions within the United Kingdom and identifying their human and physical characteristics – comparing rivers and canals, changes in Britain overtime <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use fieldwork to observe human and physical features in the local area – canal systems/waterways linked to water cycle <p>Human and physical geography</p> <ul style="list-style-type: none"> human geography including types of settlements and land use to explore farming during Victorian Britain and consider the ways in which the introduction of the railway affected the landscape, and the distribution of natural 		<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use and interpret maps, atlases, globes and digital computer mapping to locate areas within the town identify physical features of our local geography to conduct fieldwork to observe, measure and record the human and physical features in the local area using a range of methods – sketch maps, plans, digital technologies and graphs <p>Place knowledge</p> <ul style="list-style-type: none"> human geography, including types of settlements: comparing urban and rural settlements <p>Locational knowledge</p>		<p>Locational knowledge</p> <ul style="list-style-type: none"> compare geographical features of England and Italy concentrating on their environmental regions, key physical and human characteristics using maps, atlases, globes and digital/computer mapping key topographical features – mountain ranges in England and Italy <p>Human and physical geography</p> <ul style="list-style-type: none"> identifying human characteristics - compare British and Italian culture land use, trade links - identify the spread of the Roman Empire locate countries they conquered physical geography – mountain ranges (Alps – Italy) 	

	resources including energy, food, minerals and water to explore the uses of the steam railway and how this improved trade links up and down the country		<ul style="list-style-type: none"> name and locate counties and cities within those counties around the United Kingdom – identifying counties surrounding Oxfordshire 			
Art	<p>Victorian Portrait</p> <ul style="list-style-type: none"> paint portrait using acrylic on material <p>Chimney Sweep</p> <ul style="list-style-type: none"> use a range of media to create pictures of chimney sweeps such as papers, wool and charcoal. <p>Street art</p> <ul style="list-style-type: none"> explore paintings by Lowrie draw street views using perspective <p>Victorian Wallpaper</p> <ul style="list-style-type: none"> explore work by William Morris create a wallpaper design inspired by the symmetrical patterns in Morris' work 		<p>Pop art</p> <ul style="list-style-type: none"> study of James Rizzi use of colour and line to create a picture of the town <p>Collage of Bicester</p> <ul style="list-style-type: none"> use a range of media to create a piece of work using layers to create a perspective 		<p>Roman shield</p> <ul style="list-style-type: none"> explore designs of Roman shields to understand symbolism apply this to design and create their own shield <p>Mosaics</p> <ul style="list-style-type: none"> understand symmetry to create a mosaic pattern using beans 	
Design and Technology			<ul style="list-style-type: none"> Bicester regeneration project 		<ul style="list-style-type: none"> Roman chariots taste Roman food – e.g. bread dipper in vinegar/anchovy sauce make Roman food - bread 	
Computing	Y3 iProgram Games and animation development (sessions 4-6)	Y4 iProgram Making shapes and navigating mazes (sessions 4-6)	LKS2 iSafe – Unit 2 Staying safe online (sessions 3-8) <ul style="list-style-type: none"> 	Y4 iPad – Unit 2 Programming physical systems <ul style="list-style-type: none"> <i>(alternatively teacher Y4 iPad Unit 1 sessions 1-3 in Cycle A & 4-6 here)</i> 	LKS2 iConnect Computer networking (sessions 4-6) Y4-iProgram Unit 3 <ul style="list-style-type: none"> Programming puzzle solutions 	LKS2 iData Introduction to data representation (sessions 3-5) Y3 iSimulate Exploring Computer Simulations (sessions 4-6) Year 4 iAnimate Introduction to animation (sessions 3-6) <ul style="list-style-type: none">
Music	Guitar	Glockenspiel Stage 2	Guitar	Charanga <ul style="list-style-type: none"> English Folk Songs Lean on Me 	Guitar	Charanga <ul style="list-style-type: none"> Romans Blackbird
Physical Education	Invasion Games – Football <ul style="list-style-type: none"> play competitive games, modified 	Invasion Games - Hockey <ul style="list-style-type: none"> play competitive games, modified 	Gymnastics <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	Striking and Fielding <ul style="list-style-type: none"> use running, jumping, throwing and catching in 	Striking and Fielding <ul style="list-style-type: none"> use running, jumping, throwing and catching in 	Athletics <ul style="list-style-type: none"> use running, jumping, throwing and catching in

	<p>where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Swimming</p> <ul style="list-style-type: none"> • use a range of strokes effectively • perform safe self-rescue in different water-based situations. 	<p>where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Dance/Locomotor</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming</p> <ul style="list-style-type: none"> • use a range of strokes effectively • perform safe self-rescue in different water-based situations. 	<p>isolation and in combination</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>Net/Wall games</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>Outdoor and adventurous activities</p> <ul style="list-style-type: none"> • rafted canoeing • orienteering • high/low ropes • obstacle course 	<p>isolation and in combination</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>Swimming</p> <ul style="list-style-type: none"> • use a range of strokes effectively • perform safe self-rescue in different water-based situations. 	<p>isolation and in combination</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate,
Languages	<p>Family and Friends Year 3 – Unit 4</p> <ul style="list-style-type: none"> • identify and introduce some of their relations • name some common pets • recognise some rooms in their home • consider whether nouns are masculine or feminine • use masc/fem articles and possessive nouns 	<p>Our School Year 3 – Unit 5</p> <ul style="list-style-type: none"> • listen and respond to topic vocabulary • demonstrate understanding with actions • write sentences converting le/la to un/une • answer questions • write a sentence with an adverbial phrase e.g; J'aime chanter dans la salle de musique 	<p>Time Year 3 – Unit 6</p> <ul style="list-style-type: none"> • say and order the days of the week • say and order the months of the year • count from 11-31 • say their own birthday • recognise how some larger numbers are made by combining words for smaller numbers • ask other people for their birthday 	<p>Where in the World? Year 4 – Unit 4</p> <ul style="list-style-type: none"> • listen and respond to topic vocabulary • use a bilingual dictionary • understand that because a continent is always feminine the preposition 'en' is always used for 'in' • use the correct masc/fem preposition 	<p>What's the Time? Year 4 – Unit 5</p> <ul style="list-style-type: none"> • say and write a sentence to tell the time • count in fives to at least 30 • understand and use the terms avant and après • answer questions about a tv schedule • use o'clock, half past, quarter past and quarter to 	<p>Holidays and Hobbies Year 4 – Unit 6</p> <ul style="list-style-type: none"> • answer questions orally using the topic vocabulary • write an answer in a sentence • present ideas and information orally to a range of audiences • chose the correct preposition for countries – en or au

			<ul style="list-style-type: none"> identify the correct language for yesterday and tomorrow 	<ul style="list-style-type: none"> use pronouns to replace the name of an animal combine two sentences to form a compound sentence 		<ul style="list-style-type: none"> choose whether a mode of transport needs en or à use third person plural conjugation of a verb use the correct possessive adjective for a family member
Religious Education	What are the Pillars of Islam?	Why are presents given at Christmas?	What do your clothes say about you?	What happened during Jesus' last week on earth?	What do Muslims believe?	Living together in one world
PSCHE	Growth Mindset and Learning Powers <ul style="list-style-type: none"> The Hare and the Tortoise 		Protective behaviours <ul style="list-style-type: none"> Safer together (Kingfisher) feelings safe place body parts 		Changes <ul style="list-style-type: none"> why change is good and has made our lives much better (link to transition) recognise that change is normal. 	

Brookside Primary School Curriculum Knowledge Map Year 5/6 A

Topic Title	WORLD WAR ONE		EXTREME ENVIRONMENTS		SAXONS VS MAYANS	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
English	The Dreamgiver <ul style="list-style-type: none"> Exploring others' writing Using editing to improve writing Diaries from the Front <ul style="list-style-type: none"> Exploring life in the trenches of WWI Operation Ouch! <ul style="list-style-type: none"> Medical treatments and advances during WWI 	Dear Mum <ul style="list-style-type: none"> Letter writing back home during WWI WWI Poetry <ul style="list-style-type: none"> Using figurative language War Games <ul style="list-style-type: none"> The Christmas Truce Writing inspired from an animated movie Switching between formal & informal The Last Man on Earth <ul style="list-style-type: none"> Creating tension 	Hatchet <ul style="list-style-type: none"> Adventure survival story Settings & characters Extreme Environments <ul style="list-style-type: none"> Comparing and contrasting climate zones around the world Should mobiles be allowed in school? <ul style="list-style-type: none"> Discussing the pros and cons of modern technology 	Earthquake! <ul style="list-style-type: none"> News report on a natural disaster in Bicester Something Wicked This Way Comes <ul style="list-style-type: none"> Poems inspired by Macbeth Writing a film trailer voice over 	The Desperate King <ul style="list-style-type: none"> The legend of Hengist & Horsa Writing begging letters Riddle Me This <ul style="list-style-type: none"> Exploring & creating kennings and other riddles 	Beowulf <ul style="list-style-type: none"> A biography of a mighty warrior Saxons Vs Mayans <ul style="list-style-type: none"> Comparing & contrasting ancient civilisations from different continents
English text types	Narrative Diary writing Information texts	Informal writing (letters) Poetry Narrative	Adventure narrative Journalistic writing Discussion text	Information text Poetry Script writing	Persuasive writing Poetry	Biography Information text
Mathematics	Number <ul style="list-style-type: none"> Number and Place Value Addition and Subtraction Multiplication and Division 	Number <ul style="list-style-type: none"> Multiplication and Division Fractions (including decimals and percentages) Measurement <ul style="list-style-type: none"> Space 	Geometry <ul style="list-style-type: none"> Properties of Shape Measurement <ul style="list-style-type: none"> Perimeter, Area and Volume Statistics Geometry <ul style="list-style-type: none"> Position and Direction 	Number <ul style="list-style-type: none"> Fractions (including decimals and percentages) Measurement <ul style="list-style-type: none"> Space Statistics Ratio and Proportion (Year 6) Algebra (Year 6)	Geometry <ul style="list-style-type: none"> Position and Direction Number <ul style="list-style-type: none"> Addition and Subtraction Multiplication and Division Revision (Year 6) Using Calculators (Year 6)	Number <ul style="list-style-type: none"> Number and Place Value Addition and Subtraction Multiplication and Division Measurement <ul style="list-style-type: none"> Time Maths in Art (Year 6) The Maths of Jurassic World (Year 6 project)

Science	Earth & Space <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. 	Properties & Changes of Materials <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this 	Forces <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	Living Things and their habitats <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. 	Animals including Humans <ul style="list-style-type: none"> describe the changes as humans develop to old age. 	Consolidation of Science Subject Knowledge

		kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.				
History	World War I (British History beyond 1066) <ul style="list-style-type: none">• Cause and consequences of WWI• Chronology of WWI• Create structured accounts of life in the trenches• Medical Advances from the War• Voting Reform (Suffragettes)• Comparing & Contrasting technology, uniforms, animals with the modern era• Recruitment criteria• The Christmas Truce			Viking & Saxons <ul style="list-style-type: none">• Origins of settlers• Chronology of Saxon Britain• Saxon settlements• Raiders & traders• The Picts• Hengist & Horsa• Evolution of Christianity under the Saxons• Legacy of Saxon place names	Mayans (non-European society that provide contrasts with British History) <ul style="list-style-type: none">• Settlements• Religion• Art & culture	
Geography	World War I <ul style="list-style-type: none">• Locating countries on maps of Europe (including Russia), pre & post 1914 and identifying changes• The extent of the British Empire• Rise of women as a labour force and the rise in wages of skilled workers.	Extreme Environments (describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes) <ul style="list-style-type: none">• Locating climate zones & biomes on maps & atlases and making comparisons• Describing characteristics of geographical areas• Tectonic plates, earthquake, volcano and mountain formation• Impact of flooding on human land use and the environment• Identify and make comparisons between latitude, longitude, Equator, Northern/Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	Saxons & Vikings <ul style="list-style-type: none">• Maps of Europe from 400AD• To explore patterns and land use and understand how some of these aspects have changed over time Human and physical geography <ul style="list-style-type: none">• Types of settlement and	Mayans <ul style="list-style-type: none">• Maps of South America concentrating on their environmental regions, key physical and human characteristics		

			<ul style="list-style-type: none">Field study: identifying flood areas around Brookside, water levels of the brook	land use, economic activity including trade links.	
Art	Self-Portraits <ul style="list-style-type: none">Lord Kitchener style recruitment posters Silhouettes <ul style="list-style-type: none">Using charcoal to create images of WW1 searchlights WW1 Propaganda <ul style="list-style-type: none">Combining images with slogans		Using a range of materials to recreate the structure of the Earth <ul style="list-style-type: none">Paint, drawing, charcoal, tissue paper,Use of compasses to draw circlesConsidering shades of colours	Drawing tornadoes <ul style="list-style-type: none">Step by step modelling of processBuilding up layers of a picture	Bayeux Tapestry <ul style="list-style-type: none">Creating own section to combine with others on a collaborative large scale piece of art work Viking Long Boats <ul style="list-style-type: none">Collage a 3d picture of a long boat at sea Diagrammatical Drawings <ul style="list-style-type: none">Compare through sketches Saxon and Mayan settlements
Design and Technology	Sewing <ul style="list-style-type: none">PoppiesPerforming practical tasks accurately	Cooking <ul style="list-style-type: none">A recipe from early 20th centuryPreparing ingredientsUsing utensilsApplying heat in different ways	Pulleys & Levers <ul style="list-style-type: none">K’nex construction kitsComparing lever mechanismsHow levers change directionWhere levers are usedTypes of pulley systemHow pulleys change the amount of force used		Saxon Jewellery <ul style="list-style-type: none">Brooches and necklacesSelecting tools and equipmentEvaluate ideas and products
Computing	Y5 iProgram Unit 1 Designing and developing computer programs	UKS2 iAlgorithm Searching, Sorting and Networks UKS2 iSafe Staying safe in a digital world <ul style="list-style-type: none">(sessions 1-4)	iWeb Remixing and creating web content using HTML <ul style="list-style-type: none">	Y5 iProgram – Unit 2 Desgining and developing Xbox games	Y5 iPad Programming with Hopscotch Y6 iApp – Unit 1 <ul style="list-style-type: none">Designing and Developing apps
Music	Classroom Jazz <ul style="list-style-type: none">Three Note BossaFive Note SwingPlaying learnt songsImprovisation		Livin’ On A Prayer <ul style="list-style-type: none">Appraising rock songsFinding pulse, copying rhythmsCopying riffsPlaying instrumentsMusic notation		Fresh Prince of Bel Air <ul style="list-style-type: none">Old school hip hopAppraisalSingingImprovisingPerforming compositions

Physical Education	<p>Netball</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>Outdoor & adventurous activities</p> <ul style="list-style-type: none"> • kayaking • abseiling • climbing • shooting • fencing • crate stacking • zip wire • raft building 	<p>Dance</p> <ul style="list-style-type: none"> • moving to beats • creating sequences of movements • create movement related to an era • perform and evaluate 	<p>Basketball</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending 	<p>Badminton</p> <ul style="list-style-type: none"> • Develop technique, control, • Play competitive games 	<p>Cricket</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending 	<p>Athletics</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance
Languages	<p>Getting to Know You Year 5 – Unit 1</p> <p>Say a simple future sentence; Give an intention for the immediate future; Use body language to gesture to help understand; Say how they are feeling; Follow a simple story and recognise key vocabulary; Present information about themselves; Recognise the</p>	<p>All About Ourselves Year 5 – Unit 2</p> <p>Name facial features; Extend a description using a conjunction and further adjectives; Make a noun/adjective combinations agree according to gender and number, in pronunciation; Make questions and answers in the third person; Say how they are feeling;</p> <p>Explain why adjectives change in French but not English;</p>	<p>That's Tasty Year 5 – Unit 3</p> <p>Learn, listen and respond to topic vocabulary; Interpret a chart written in French; Write an answer in a sentence using a modelled sentence; Write words and phrases from memory; Use the correct masculine or feminine form for some;</p>	<p>Let's Go Shopping Year 6 – Unit 2</p> <p>Using topic vocabulary children take part in a role play; Greet and respond; Use the preposition entre; Write money amounts in French up to 500€ in multiples of 50; Use the preposition à côté de and choose the correct masc/fem form; Use adjectives and place them after the noun; Use nuances of colour foncé and clair.</p>	<p>This is France! Year 6 – Unit 3</p> <p>Listen and respond to topic vocabulary; Write numbers in words up to 999; Describe position up to 8 compass points; Can choose the correct tense of the verb être (present or imperfect); Can choose the correct form of an adjective describing nationalities; Create sentences</p>	<p>All in a Day Year 6 – Unit 4</p> <p>Say and write a sentence to tell the time (o'clock, half past, quarter past, quarter to, 5 minute intervals past and to the hour); Tell the time in 24 hour time; Read and interpret timetables in 24 hour times;</p> <p>Follow a patter to conjugate regular verbs.</p>

	<p>difference between English and French future tenses; Ask how to spell a word in French; Name the accents on French alphabet letters; Use the terms auxiliary verb and infinitive verb;</p>				independently using dictionaries to help.	
Religious Education	<p>Who is the Holy Spirit? [Debate]</p> <ul style="list-style-type: none"> • Know the story of Pentecost – the coming of the Holy Spirit to the disciples • The Holy Spirit is the third person in the Trinity [Father, Son and Holy Spirit] • The Holy Spirit is the presence of God active in Christians • Christians lives are influenced by the Holy Spirit • Key Vocab: <ul style="list-style-type: none"> • <i>Pentecost/Whitsun</i> • <i>Three in one</i> <p><i>Holy spirit as sustainer, counsellor, encourager, comforter, guide</i></p>	<p>How can art help us to understand Christmas?</p> <ul style="list-style-type: none"> • Understand why artists, throughout history and around the world, would have attempted to depict the birth of Jesus • Artists use symbols to express the mysterious events of the Nativity and to express deep Christian beliefs about the person of Jesus • The way in which Christmas is represented by artists around the world tells us about the importance of Jesus to Christians • Key Vocab: <ul style="list-style-type: none"> • <i>annunciation</i> • <i>innocents</i> • <i>massacre</i> • <i>nativity</i> 	<p>Why is prayer important for Christians?</p> <ul style="list-style-type: none"> • There are examples in the Bible of Jesus praying • Christians see prayer as important in building a relationship with God • There are different ways of praying in Christian practice eg reading set prayers, kneeling, standing, rosary beads, song, • Prayer can fall into 4 parts <ul style="list-style-type: none"> • Adoration and praise to express love and worship of God • Confession to seek forgiveness and reconciliation • Thanksgiving prayers- to express gratitude • Supplication [asking] prayers to ask for help for others or oneself • Answers to prayer can result in people having to take action 	<p>Did Jesus have to die?</p> <ul style="list-style-type: none"> • Christians believe that Jesus was sent to show people how to know God better • Jesus died as an 'atonement for sin' • Jesus died to show the true meaning of love and to bring reconciliation • Additional Vocab: <ul style="list-style-type: none"> • <i>sin</i> • <i>Passover sacrifice</i> 	<p>What does it mean to be a Hindu?</p> <ul style="list-style-type: none"> • Hindus worship at home and in the mandir [temple] • Hindus engage all the five senses during Puja and Arti • Hindus have five daily duties [dharma] • Hindus believe that there are consequences for their actions [karma] • Hindus make rites of passage [samskara] through special ceremonies e.g. <ul style="list-style-type: none"> • <i>birth,</i> • <i>belonging,</i> • <i>marriage,</i> • <i>death</i> <p>Key Vocab:</p> <ul style="list-style-type: none"> • <i>Murti</i> • <i>Puja – daily worship</i> • <i>Arti – worship including offering of light to deities</i> • <i>Dharma</i> • <i>Karma</i> • <i>Rangoli</i> • <i>Prashad</i> • <i>Divali</i> • <i>Om</i> • <i>Holi</i> • <i>Raksha Bandhan, rakhi</i> 	<p>How do religions celebrate milestones in life?</p> <ul style="list-style-type: none"> • Why do religions celebrate important events in people's lives such as <ul style="list-style-type: none"> • <i>Birth</i> • <i>Initiation</i> • <i>Marriage</i> • <i>Death</i> • Within these milestones, important themes are developed such as <ul style="list-style-type: none"> • <i>Belonging/identity</i> • <i>Commitment/faithfulness</i> • <i>Community/hope</i> • There are important similarities and differences in the ways in which religions celebrate rites of passage. These reflect the distinctive beliefs of each religion <p>Vocabulary used by pupils as part of their research should be accurate and related to the milestones within the religions of their choice.</p>

PSCHE / Citizenship	Growth Mindsets <ul style="list-style-type: none"> You Are Awesome (Matthew Syed) Effort Inspiration Target setting Learning from Mistakes 	Parliament Day <ul style="list-style-type: none"> The right to vote Role of women in society Suffragettes vs Suffragists 	Philosophy for Children <ul style="list-style-type: none"> Point of view Purpose Moral Responsibility Freedom of will Problem Solving Existence 		Sex, drugs & relationships education <ul style="list-style-type: none"> Puberty (Y5) How babies are made (Y6) Drug education (Y6)+	

Brookside Primary School Curriculum Knowledge Map Year 5/6 B

Topic Title	GROOVY GREEKS		PLANET PERIL		LONDON CALLING	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
English	<p>Greek Myths</p> <ul style="list-style-type: none"> Oral storytelling & embellishment <p>Mythological Creatures</p> <ul style="list-style-type: none"> Fantastic Greek Beasts and Where to Find Them field guide <p>Athens Gazette Reporting back on the drama at the Ancient Olympics</p>	<p>How to Escape from A Fairy Story</p> <ul style="list-style-type: none"> Using Neil Gaiman's book, pupils give advice on how to get back home. <p>The Life & Times of an evolutionary scientist</p> <ul style="list-style-type: none"> A biography of their life and contribution to science <p>Baby You're A Firework</p> <ul style="list-style-type: none"> Creating imagery in poems Firework poetry <p>Christmas in Narnia</p> <ul style="list-style-type: none"> Writing based on The Lion, The Witch & The Wardrobe. 	<p>Story Poems</p> <ul style="list-style-type: none"> Narrative in a poetic style Performance poetry <p>Sam's Thief</p> <ul style="list-style-type: none"> Internalising sentence structure Suspense narrative <p>Should Dragons Be Kept As Pets?</p> <ul style="list-style-type: none"> The advantages and disadvantages of dangerous creatures 	<p>Nuclear Power</p> <ul style="list-style-type: none"> Power for the future or a ticking time bomb? <p>Drastic Plastic</p> <ul style="list-style-type: none"> Writing to local businesses about their environmental policy <p>Interview With the King</p> <ul style="list-style-type: none"> Using <i>The Prince of Egypt</i> to explore Passover 	<p>Audio Guide To London</p> <ul style="list-style-type: none"> A potted history of one of London's iconic attractions <p>Alice In Wonderland</p> <ul style="list-style-type: none"> Pupils create a missing chapter Whacky characterisations 	<p>London Calling</p> <ul style="list-style-type: none"> Promoting London via an advert <p>A Midsummer Night's Dream</p> <ul style="list-style-type: none"> Exploring Shakespeare & The Globe theatre
English text types	Narrative Myths & Legends Descriptive writing	Instructional writing Journalistic writing style Poetry Biographies	Creating suspense Discussion texts Poetry	Discussion texts Formal letter writing Interview questions	Information text Imaginary narrative	Persuasive writing Playscripts

Mathematics	Number <ul style="list-style-type: none"> Number and Place Value Addition and Subtraction Multiplication and Division 	Number <ul style="list-style-type: none"> Multiplication and Division Fractions (including decimals and percentages) Measurement <ul style="list-style-type: none"> Space 	Geometry <ul style="list-style-type: none"> Properties of Shape Measurement <ul style="list-style-type: none"> Perimeter, Area and Volume Statistics Geometry <ul style="list-style-type: none"> Position and Direction 	Number <ul style="list-style-type: none"> Fractions (including decimals and percentages) Measurement <ul style="list-style-type: none"> Space Statistics Ratio and Proportion (Year 6) Algebra (Year 6)	Geometry <ul style="list-style-type: none"> Position and Direction Number <ul style="list-style-type: none"> Addition and Subtraction Multiplication and Division Revision (Year 6) Using Calculators (Year 6)	Number <ul style="list-style-type: none"> Number and Place Value Addition and Subtraction Multiplication and Division Measurement <ul style="list-style-type: none"> Time Maths in Art (Year 6) The Maths of Jurassic World (Year 6 project)
Science	Evolution and inheritance <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	Living Things and their habitats <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. 	Animals Including Humans <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. 	Light <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the 	Electricity <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. 	Consolidation of Science Subject Knowledge

				same shape as the objects that cast them		
History	Ancient Greece <ul style="list-style-type: none"> • Key locations in ancient Greek history • Chronology of Greek history • Typical Greek cuisine • Using a range of sources of history to find out about: <ul style="list-style-type: none"> ◦ Greek myths ◦ Warfare ◦ Olympic Games ◦ Culture and society ◦ Philosophers • Inventions from Ancient Greece 			London: Local History <ul style="list-style-type: none"> • Chronology of the development of London • Historical sites of interest • Comparing modern and historical photographs to contrast changes in: <ul style="list-style-type: none"> ◦ Architecture ◦ Transport technology ◦ Shopping & residential buildings ◦ Public Sanitation 		
Geography	Ancient Greece <ul style="list-style-type: none"> • Key locations in ancient and modern Greece using maps, atlases, globes and digital/computer mapping • Identify similarities and differences in land use patterns in ancient and modern Greece • Contrast localities – culture and traditions with the UK • Trade links with the Mediterranean and beyond Science – Living things and their habitats <ul style="list-style-type: none"> • Field study of habitats, classifying trees 		Natural Resources & The Water Cycle <ul style="list-style-type: none"> • Identifying and classifying natural resources • How fossil fuels are made. • Renewable/non-renewable forms of energy • Using maps to locate natural resources around the world • Fairtrade • How the water cycle works • The impact of plastic on the environment and considering ways to reduce this impact • Field study on plastic usage – questionnaires 		London: Local History <ul style="list-style-type: none"> • Studying maps of London from different eras • Population and urbanisation growth • Six-digit Grid References symbols and keys (including use of Ordnance Survey maps) • Land use patterns • Prime/Greenwich Meridian and time zones (including day and night) • Field study – sketching London skyline 	
Art	3D Greek Masks <ul style="list-style-type: none"> • Creating effects of mouths & eyes • Folding and cutting skills Still life drawing <ul style="list-style-type: none"> • Grapes, vine leaves, • Wax crayons, pastels, chalks 	Figure Drawing <ul style="list-style-type: none"> • Showing movement of Olympic athletes in a still picture Toast Temples	Minecraft Resources Landscape <ul style="list-style-type: none"> • Creating pixelated style images of natural resources 	Understanding Perspective <ul style="list-style-type: none"> • L.S.Lowry industrial landscapes • Vanishing points Mixing Colours	London Calling <ul style="list-style-type: none"> • Modern architectural designs 	Stage Design (for school production)

		<ul style="list-style-type: none"> Creating collages from toast, pretzels, bread sticks 		<ul style="list-style-type: none"> Making secondary colours <p>Exploring colour tones</p>		
Design and Technology	Pottery <ul style="list-style-type: none"> Investigating styles and designs of Ancient Greek pots Select tools to perform practical tasks Stiffening and reinforcing structures Evaluate end products 	Cooking <ul style="list-style-type: none"> Greek honey bread Preparing ingredients Using utensils Applying heat in different ways 	Using Computers to programme, monitor and control products We currently have never covered this as we do not have the resources. Suggest we put on the LTP but look to invest in the required equipment.		Pulleys and Levers <ul style="list-style-type: none"> Tower Bridge mechanisms 	Stage Design (for school production) <ul style="list-style-type: none"> Scenery Props Strengthen, stiffening Use tools to perform tasks accurately
Computing	Y6 iProgram Designing and developing computer programs	iNetwork Networks, data and creating web content iCrypto Cryptography (sessions 4-6)	Y6 IApp - Unit 2 <ul style="list-style-type: none"> Designing and developing mobile apps 	Year 6 iPad – Unit 1 <ul style="list-style-type: none"> Programming with hyperPad 	Y6 iPad -Unit 2 <ul style="list-style-type: none"> Programming with Cato's Hike 	UKS2 iSafe Staying safe and being responsible digital citizens <ul style="list-style-type: none"> (sessions 9-14)
Music	Dancing in the Street <ul style="list-style-type: none"> Singing Playing instrumental parts Improvising with voices / instruments Appraisal of other soul tunes Performing compositions 		I'll Be There <ul style="list-style-type: none"> Singing Playing instrumental parts Vocal warm ups Composing Performance of compositions 		Happy (Charanga Y6Unit4) <ul style="list-style-type: none"> Perform in ensembles Take turns to lead a group Improvise notes independently Compose melodies of 3-4 notes Record own compositions 	
Physical Education	Rugby <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 	Hockey <ul style="list-style-type: none"> play competitive games, modified where appropriate 	Gymnastics <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	Tennis <ul style="list-style-type: none"> develop technique and control play competitive games 	Cricket <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 	Athletics <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination

	<ul style="list-style-type: none"> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>Outdoor & adventurous activities</p> <ul style="list-style-type: none"> kayaking abseiling climbing shooting fencing crate stacking zip wire raft building 	<p>, and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> passing shooting tackling 	<ul style="list-style-type: none"> perform sequences using a range of movement patterns <p>Dance</p> <ul style="list-style-type: none"> moving to beats creating sequences of movements create movement related to an era <p>perform and evaluate</p>		<ul style="list-style-type: none"> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance
Languages	<p>Let's Visit a French Town Year 6 – Unit 1</p> <p>Make simple sentences with habiter (to live); Listen to and join in a song; Use a bilingual dictionary; Identify places in a French town; Recognise ordinal numbers; Recognise a spelling patter; Use simple prepositional phrases; Talk about what there is to do in a town; Vary the noun and verb appropriately for their purpose; Compare and order numbers up to 1000; Use prior learning to help make informed guesses.</p> <p>During the autumn term of Y6 children visit Northern France on a residential visit.</p>	<p>Family and Friends Year 5 – Unit 4</p> <p>Join in traditional songs and rhymes; Recognise rhyming sounds; Use 1st person possessive adjectives and recognise that the 3rd person is different Introduce family members; Give a simple opinion about a named animal or object; Say what sort of home they live in and name items where items can be found;</p>	<p>School Life Year 5 – Unit 5</p> <p>Use the pronouns il and elle to replace a persons name; Use a comparative adverb Use the pronouns ils and ells to replace two people's names; Take part in a conversation with a partner and show it to an audience; Listen and respond to topic vocabulary;</p>	<p>Time Travelling Year 5 – Unit 6</p> <p>Recognise number words in spoken sentences; Say numbers larger than 100; Match the subject and verb for high-frequency verbs; Recognise when someone is saying a date; Identify auxiliary verb and past participle verb; Apply prior knowledge to say when and where they were born; Say when significant people in French history were born and died;</p>		<p>Bastille Day</p> <p>Lessons which give the children the opportunity to learn about the history and culture surrounding Bastille Fay and how it is celebrated in France in the 21st Century. \</p>

		Join two clauses with et or mais Discuss similarities and differences between French and English terms for the same idea;		Give the year that some key historical events happened in France; Construct a past tense sentence with the passé compose;		
Religious Education	What do Christians believe God is like? <ul style="list-style-type: none"> • Christians believe God is a trinity – <i>Father, Son and Holy Spirit</i> • God has many titles and that these reflect aspects of his character e.g. <ul style="list-style-type: none"> • <i>Father</i> • <i>Saviour</i> • <i>Shepherd</i> • <i>Mother hen</i> • <i>Creator</i> • Christians believe God's nature is <i>holy, loving, just forgiving</i> • The person of Jesus reveals what God is like for Christians • Christians also experience God in other ways e.g. through the Bible/personal experiences/sacraments/natural world • Symbols are sometimes used to express deep Christian beliefs about the nature of God. 	What can we find out about the birth of Jesus? <ul style="list-style-type: none"> • There are 4 Gospels • Matthew, Mark, Luke and John • People experience and recall the same events in different ways • There are similarities and differences between the two birth narratives in Matthew and Luke • Evaluate reasons why this might be • The events of the nativity are recorded as historical by the writers • Key vocab <ul style="list-style-type: none"> • <i>Advent</i> • <i>Angel</i> • <i>Bethlehem</i> • <i>Egypt</i> • <i>Epiphany</i> • <i>Halo</i> • <i>Judah</i> • <i>Magi</i> • <i>Nativity</i> • <i>Nazareth</i> 	How do people express their faith through the arts? <ul style="list-style-type: none"> • The 'Arts' can be used to express beliefs, deep feelings and emotions • Different religions express themselves through the arts in different ways • Some religious ideas and beliefs are easier to express through the arts. • Art forms used by religions to express ideas and beliefs include: <ul style="list-style-type: none"> • <i>Music</i> • <i>Art</i> • <i>Poetry</i> • <i>Dance</i> • <i>Drama</i> • Symbols are used to convey deep meaning without words • Key vocab: <ul style="list-style-type: none"> • <i>Calligraphy</i> • <i>Symbol</i> • <i>Geometric design</i> • <i>RamayanaChris</i> • <i>Icon</i> • <i>Mystery play</i> • <i>Wintershall expression</i> 	How did Jesus change lives? <ul style="list-style-type: none"> • Christians believe Jesus showed he was God's son by performing miracles: <ul style="list-style-type: none"> • <i>Miracles over nature</i> • <i>Healing miracles</i> • Each miracle show something different about who Jesus was • Jesus befriended ordinary people and the outcasts of society Jesus' teachings challenged the people he met 	What does it mean to be a Sikh? <ul style="list-style-type: none"> • Guru means teacher and that there are ten gurus of Sikhism • Guru Nanak was the founder of Sikhism • Sikhs believe in one God • Sikh holy book is called Guru Granth Sahib Ji and the study of the scriptures is central to worship • Sikhs mark stages in life through special ceremonies <ul style="list-style-type: none"> • <i>Naming ceremonies</i> • <i>Initiation ceremonies</i> • <i>Vaisakhi/Baisakhi [Sikh New Year]</i> • <i>Equality is very important in Sikh society</i> • <i>The three main duties of a Sikh are to 'Pray Work and Give'</i> • Additional Vocab <ul style="list-style-type: none"> • <i>Langar [shared meal at gurdwara]</i> • <i>Amrit – initiation ceremony</i> • <i>Samsara</i> • <i>Khalsa</i> • <i>Five Ks: Kesh (uncut hair); Kangha (a comb); Kirpan (a sword); Kara (bracelet); Kachera (short trousers)</i> 	What is faith and what difference does it make in our communities? <ul style="list-style-type: none"> • What does it mean to have 'faith' or 'belief' in something and consider the differences? • What does the word 'faith' mean in a religious sense? • Faith or belief is shown by different traditions represented in the locality through: <ul style="list-style-type: none"> • <i>choices made</i> • <i>Moral decision</i> • <i>influence on others</i> • explore faith and its expression through <ul style="list-style-type: none"> • <i>beliefs and practices</i> • <i>places of worship</i> • <i>people and community</i> • <i>leaders</i> • <i>signs and symbols</i> • <i>changing patterns in communities</i> <p>Key vocab</p> <ul style="list-style-type: none"> • <i>Non-religious beliefs – Humanism</i> • <i>God</i> • <i>Promise</i> • <i>Denomination</i> • <i>Church/chapel/cathedral/Abbey</i> • <i>Fellowship</i> • <i>Synagogue</i> • <i>Mosque</i> • <i>Citadel</i> • <i>Meeting house</i> • <i>Mandir</i> • <i>temple</i>

PSCHE / Citizenship	Philosophy 4 Children <ul style="list-style-type: none"> • ethics of war • the value of happiness • democracy • the concept of choice • freedom & desire • personal identity 	Parliament Day <ul style="list-style-type: none"> • Citizenship • how British politics works • voting • debating 	Learning to Learn <ul style="list-style-type: none"> • How the brain works • Motivation to learn • Looking Forward • The Comfort Zone • Thinking you can • Memory 		Sex, drugs & relationships education <ul style="list-style-type: none"> • Puberty (Y5) • How babies are made (Y6) • Drug education (Y6) 	