

## Curriculum Map 2021-22

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>All about me</b>	<b>Light &amp; Celebrations</b>	<b>Fairy Tales</b>	<b>Super Scientist</b>	<b>Whats in the Garden</b>	<b>Under the sea</b>
	<p>Nursery rhymes Plus: songs and rhymes about myself family and friends</p> <p><b><u>Were going on a Bear hunt</u></b></p> <p><u>Fiction:</u> Good, easy to remember story song with simple actions and expressive language.</p> <p><u>Visitors:</u> People who help us Reverent Dominic Parents' skills audit.</p>	<p>Nursery rhymes Plus: songs and rhymes about Celebrations such as Bonfire night and Christmas.</p> <p><b>The Christmas Story</b></p> <p><u>Non- Fiction:</u> Re-call and re-tell the story of Jesus Birthday.</p> <p>A trip to St Mary Magdalene church to the Early Years Nativity service.</p> <p><b>Christmas Play</b></p>	<p>Nursery rhymes And songs about Fairy Tale characters Including Brown Bear what do you see by Eric Carle.</p> <p><b>The Gingerbread Man</b></p> <p><u>Fiction:</u> Story map of the Gingerbread man.</p> <p><u>Fiction:</u> Sequencing the story.</p> <p>Trip to Maryon Wilson farm. Use Forest School to hide a bear and reenact a story.</p> <p><b>Trip: Maryon Wilson</b></p>	<p>Nursery Rhymes abd songs about our senses</p> <p><b>The Little Red Hen</b></p> <p><u>Fiction:</u> instruction text on how to make bread and understand a simple recipe.</p> <p>Trip: The Wiggly Wild Show</p> <p><b>Trip: Ecological Park</b></p>	<p>Nursery rhymes and songs about mini beasts, animals and plants.</p> <p><b>The Hungry Caterpillar</b></p> <p><u>Fiction:</u> To sequence the days of the week and be able to read them.</p> <p>Be able to sequence the life cycle and remember key language.</p> <p>Trip: The Horniman museum and gardens</p>	<p>Nursery rhymes Plus: songs and rhymes about animals that live under the sea.</p> <p><b>Commotion in the ocean</b></p> <p><u>Non-Fiction:</u> Rhyming and use of alliteration.</p> <p>Recount what animals live inder the sea and using different descriptive words. Trip The Splash Park.</p> <p><b>Early Years Trip: Park</b></p>
<b>Reception</b>	<b>All About Me</b> <b>Black History Month</b>	<b>Lights &amp; Celebrations</b>	<b>Super Scientist</b>	<b>Capes and Crowns</b>	<b>What's in our garden?</b>	<b>Journeys</b>
	<b><u>Text: Here we are, Owl Babies</u></b>	<b><u>Text: Non -fiction Guy Falkes/Diwali</u></b>	<b><u>Scientific experiments</u></b>	<b><u>Text: Fiction Traditional tale:</u></b>	<b>The Tiny Seed/What the ladybird heard</b>	<b>The Naughty Bus/The journey</b>

	<p>Families/local communityvs. planet, animals</p> <p>Where do you live? How do we fit into a wider world? How are we different/unique?</p> <p>Retell the story using a story map</p> <p>Writing names</p> <p>Drawing self portraits, our families, pets</p> <p>T4W: Owl babies Story Map</p> <p><u>Visitors:</u> Reverent Dominic People who help us</p>	<p>Making diva lamps</p> <p>Describing fireworks-crash, bang, pop etc. Remembrance Day -writing key facts</p> <p>T4W: <u>Instruction text:</u> How to make a diva lamp</p> <p><u>Writing a list:</u> Making a Christmas wish list</p> <p><u>Visitors:</u> Reverent Dominic</p>	<p><u>Non-Fiction:</u> Making predictions- It will pop.</p> <p>Various eperiments writing.</p> <p><u>Visitors:</u> Science experiments/Wiggly Wild Show</p>	<p><b>The Three Little Pigs/Supertato/Moana/ Pocahontas/Mulan</b></p> <p>T4W: The three little pigs story map and writing of the story.</p> <p>I can describe my superhero</p> <p>Trip: Woodland farm: The Three Little Pigs Literacy trip + Koinonia Ball for all campuses</p>	<p><b>song by Julia Donaldson</b></p> <p><u>Fact text:</u> Labelling a flower Butterfly rap song Minibeast factfile</p> <p><u>Recount:</u> Trip recount Animal/ Insects description</p> <p>Trip: Ecology Park/ Hornimans/Maryon Wilson/ Wiggly Wild Show</p>	<p><b>from Gandpa's house song/The snail and the whale</b></p> <p><u>Makins Lists:</u> Types of transport Transport servey</p> <p>Rhymes: Up, Up, Up! Barefoot Books Singalong The snail and the whale</p> <p><u>Trip:</u> Cable cars/End of year trip to the park</p>
<b>Year 1</b>	<b>Teddy Bears' Picnic</b>	<b>Toy Story</b>	<b>How can I change my world?</b>	<b>Space Explorers</b>	<b>Dragons, Knights and Castles</b>	<b>Beside the Sea</b>
	<p><b>CORE TEXT</b> The Lost Teddy, Where's my Teddy? , Peace at Last, Paddington and Winnie the Pooh.</p> <p><u>WRITING OUTCOMES:</u> Writing Invitations Narrative Writng Instructions Writing</p>	<p><b>CORE TEXT</b> Traction Man Turbo Dog Toy Story-video clips Stanley's Stick</p> <p><u>WRITING OUTCOMES:</u> Recounts, Diary entries, Poetry Narrative</p>	<p><b>CORE TEXT</b> 10 Things I can do to change my world Litter Bug Dug, Michael Recycle</p> <p><u>WRITING OUTCOMES:</u> Posters. Letter writing Non-chronological reports.</p>	<p><b>CORE TEXT</b> Man in the Moon</p> <p><u>WRITING OUTCOMES:</u> Narratives Descriptive Diary entries Letter writing</p>	<p><b>CORE TEXT</b> Fairy tale openings and settings. Jack and the Beanstalk</p> <p><u>WRITING OUTCOMES:</u> Retelling story Alternative story endings,</p>	<p><b>CORE TEXT</b> Light house keeper' lunch The Snail and the Whale Blue Fish- by Pie Corbett</p> <p><u>WRITING OUTCOMES:</u> Narrative Poetry</p>

	<p><u>LET'S THINK IN ENGLISH - BEAR</u></p> <p><u>Geography</u> Barnaby Bear – Investigating the local area</p> <p><u>Science</u></p> <p>Seasonal Changes</p> <p><u>RE</u> RBG Unit 1 Hinduism – Diwali (Who are Hindus and what do they believe?)</p> <p><u>DT</u> All year groups to cover a DT unit this half term as a year group please decide the unit you will cover</p> <p>Cooking and Nutrition unit - Biscuits</p> <p><u>PSHE</u> Families and friendships Roles of different people; families; feeling cared for</p> <p>Respecting ourselves and others How behaviour affects others; being polite and respectful</p>	<p><u>LET'S THINK IN ENGLISH Kids</u></p> <p><u>History</u> Changes within living memory comparing old and modern toys.</p> <p><u>Science</u> Plants <u>RE</u> SDBE – Nativity Characters - Which character are you? Why are you important? (RBG Unit 1 Christianity- Jesus' Birth and Christmas)</p> <p><u>ART</u> All year groups will cover a drawing unit in this half term (Further details from Art leaders)</p> <p><u>PSHE</u> Safe relationships Recognising privacy; staying safe; seeking permission</p> <p><u>TRIPS</u> Museum of Childhood</p>	<p><u>Geography</u> Geography – Investigating the UK -UK Map -pollution/climate -towns and cities change and recycling Weather and seasonal changes</p> <p><u>Science</u> Animals including Humans</p> <p><u>RE</u> RBG Unit 1 – Shabbat- A day of rest (SDBE-What is it like to live as a Jew?)</p> <p><u>PSHE</u> Belonging to a community What rules are; caring for others' needs; looking after the environment</p> <p>Money and work Strengths and interests; jobs in the community</p> <p><u>TRIPS</u> Ecology Park</p>	<p><u>LET'S THINK IN ENGLISH Luna</u></p> <p><u>History &amp; Geography</u> Significant Historical figures – Neil Armstrong and Mary Jackson, Tim Peake Mapping the view from space?</p> <p><u>Science</u> Animals including Humans</p> <p><u>RE</u> SDBE – Why Is It Good To Listen To And Remember The Stories Jesus Told (Lessons 1-2)</p> <p>(RBG Unit 2 Christianity- Jesus the teacher) SDBE – Why Is Easter The Most important Festival For Christians? (4) UC- Salvation Why does Easter matter to Christians 1?</p> <p><u>PSHE</u> Media literacy and digital resilience Using the internet and digital devices; communicating online</p> <p>Keeping safe How rules and age restrictions help us; keeping safe online</p> <p><u>TRIPS</u></p>	<p>Narrative, diary entries</p> <p><u>LET'S THINK IN ENGLISH HAT</u></p> <p><u>History</u> Exploring castles and their features</p> <p>Monarchs – the current royal family the changes recently. (towers)</p> <p><u>Science</u> Everyday materials</p> <p><u>RE</u> RBG Unit 3</p> <p>Sikhism - The Gurdwara and the Guru Granth Sahib (Who are Sikhs and where do they worship?)</p> <p><u>PSHE</u> Physical health and mental wellbeing Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p><u>TRIPS</u> Discover Story centre @ Stratford RE Trip -Visit Gurdwara</p>	<p>Postcards Chronological report</p> <p><u>Geography</u> Investigating the seaside</p> <p>Oceans – naming them Key features of a coastline How have things changed by the sea?</p> <p><u>Science</u> Everyday materials</p> <p><u>RE</u> SDBE – Why Is It Good To Listen To And Remember The Stories Jesus Told (Lessons 3-6) (RBG Unit 2 Christianity- Jesus the teacher)</p> <p><u>PSHE</u> Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><u>TRIPS</u> Visit city beach</p>
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Year 2	World Kitchen	Heroines and Villains	Fire! Fire!	A Whole New World – Explorers	Night Explorers	Under the Sea
	<p><u>CORE TEXT</u> Grace &amp; Family</p> <p><u>WRITING OUTCOMES:</u> Diary entries Narrative Descriptive Narrative</p> <p><u>LET'S THINK IN ENGLISH</u> Kites</p> <p><u>Geography</u></p> <p>Contrasting the UK with the Gambia. Looking at food, culture, markets, landscape etc.</p> <p><u>Science</u> Everyday Materials</p> <p><u>RE</u> RBG Unit 2 Judaism – Festivals in the Jewish Year</p> <p>(SDBE – Why are they having a Jewish party?)</p> <p><u>DI</u></p>	<p><u>CORE TEXT</u> The True Story of the Little Pigs Film clip – Despicable Me</p> <p><u>WRITING OUTCOMES:</u> Narrative Letter writing</p> <p><u>LET'S THINK IN ENGLISH</u> Journey</p> <p><u>History</u> Significant Women through history Harriet Tubman Mary Seacole Florence Nightingale</p> <p><u>Science</u> Plants</p> <p><u>RE</u> SDBE – Why are Saints important to Christianity? (2)</p>	<p><u>CORE TEXT</u> The Great Fire of London – Non-fiction texts including Samuel Pepys Diary</p> <p><u>WRITING OUTCOMES:</u> Diary entries Newspaper report Historical recount</p> <p><u>LET'S THINK IN ENGLISH</u> Quest follows on from Journey</p> <p><u>History</u></p> <p>The Great Fire of London Samuel Pepys</p> <p>How has London changed from 1666?</p> <p><u>Science</u> Animals including Humans</p> <p><u>RE</u> RBG Unit 2 Hinduism- Worship</p>	<p><u>CORE TEXT</u> The BFG</p> <p><u>WRITING OUTCOMES:</u> Narrative Instructions Newspaper report</p> <p><u>LET'S THINK IN ENGLISH</u> Mystery</p> <p><u>History</u></p> <p>Link back to Neil Armstrong – covered in year 1</p> <p>Significant individuals – explorers. Christopher Columbus, Walter Raleigh, Ibn Battuta (see the HA website for scheme)</p> <p><u>Science</u> Animals including Humans</p> <p><u>RE</u> SDBE –Why did Jesus Teach The Lord's Prayer As The Way To Pray? (6 – merge lessons)</p>	<p><u>CORE TEXT</u> The Hodgeheg</p> <p>Supplementary Text The Owl Who Was Afraid of the Dark</p> <p><u>WRITING OUTCOMES:</u> Narrative Non-chronological reports Letter writing <u>LET'S THINK IN ENGLISH</u> - Dark</p> <p><u>Geography</u></p> <p>Exploring ideas of variation in space over time/ urban/suburban Fieldwork opportunities</p> <p><u>Science</u> Living Things and Habitats</p> <p><u>RE</u> SDBE - What Responsibility Has God Given People For</p>	<p><u>CORE TEXT</u> The Whale's Song Non Fiction Text– Seaside Rescue – Grace Darling</p> <p><u>WRITING OUTCOMES:</u> Poetry Explanation Text Descriptive Narrative <u>LET'S THINK IN ENGLISH</u> Something Else <u>Geography &amp; History</u></p> <p>Grace Darling Exploring the differences between coastlines. RNLI</p> <p><u>Science</u> Living Things and Habitats</p> <p><u>RE</u> RBG Unit 1 Sikhism- Guru Nanak and his teachings (What do Sikhs believe about God?)</p>

	<p>All year groups to cover a DT unit this half term as a year group please decide the unit you will cover</p> <p><b>Cooking and Nutritional Unit</b></p> <p><u>PSHE</u> <b>Families and friendships</b> Making friends; feeling lonely and getting help</p> <p><b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing of opinions</p> <p><u>MUSIC</u> Charanga - SoW Year 2 Autumn 1 unit</p> <p><u>TRIPS</u> Local food market</p>	<p><b>SDBE – Where Is The Light of Christmas? (4)</b></p> <p><b>UC- Incarnation</b> Why does Christmas matter to Christians 2?</p> <p><u>ART</u> All year groups will cover a drawing unit in this half term (Further details from Art leaders)</p> <p><u>PSHE</u> <b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p><u>TRIPS</u> <a href="https://www.florence-nightingale.co.uk">https://www.florence-nightingale.co.uk</a> Visit Florence Nightingale Museum</p> <p>Or Book Meet Mary Seacole Workshop through the museum</p> <p>RE trip – Visit Christ Church – Christmas Journey</p>	<p>(How and where do Hindus worship?)</p> <p><u>PSHE</u> <b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><u>TRIPS</u> London Museum City of London – Pudding Lane and Monument</p>	<p><b>SDBE – How Do Easter Symbols Help Us To Understand The True Meaning of Easter? (4)</b></p> <p>(RBG Unit 3 Christianity- Easter and Symbols)</p> <p><b>UC- Salvation</b> Why does Easter matter to Christians 2?</p> <p><u>PSHE</u> <b>Media literacy and digital resilience</b> The internet in everyday life; online content and information</p> <p><b>Money and work</b> What money is; needs and wants; looking after money</p> <p><u>TRIPS</u> <u>Maritime Museum School session – KS1 Explo</u></p>	<p><b>Taking Care Of Creation?</b></p> <p><u>PSHE</u> <b>Physical health and mental wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><u>TRIPS</u> Local Field trip</p>	<p><u>PSHE</u> <b>Growing and changing (SRE)</b> Growing older; naming body parts; moving class or year</p> <p><b>Keeping safe</b> Safety in different environments; risk and safety at home; emergencies</p> <p><u>TRIPS</u> London Aquarium</p>
Year 3	Enchanted Gardens	Stone Age	Anglo Saxons and Scots	Vicious Vikings	Chocolate	Out of Africa
	<u>CORE TEXT</u> The Selfish Giant by Oscar Wild	<u>CORE TEXT</u> Stig of the Dump	<u>CORE TEXT</u>	<u>CORE TEXT</u> There is a Viking in my bedroom – Jeremy Strong	<u>CORE TEXT</u> Charlie and the Chocolate Factory.	<u>CORE TEXT</u> The Village that Vanished

	<p><b>Supplementary Text</b> Extracts from The Secret Garden</p> <p><b>WRITING OUTCOMES:</b> Write a description of a setting – a secret garden</p> <p>Write a persuasive letter from the children to the giant and the giant's reply</p> <p>Write own short story using the structure of the selfish giant</p> <p>Use Tree Giants by Pie Corbett as a model text Children create own tree giant and write own non-chronological report to describe them</p> <p><b>LET'S THINK IN ENGLISH</b> RED – The Red Tree Saun Tan</p> <p><b>Geography</b> Greenwich Park through time – how has the land been used over time? Local History Unit</p> <p><b>Geography – place knowledge and field work</b> Meridian Line</p> <p><b>Science</b> Plants</p>	<p><b>Supplementary Texts</b> <b>Horrible Histories</b> <b>Film clip the Crudes</b></p> <p><b>WRITING OUTCOMES:</b> Non-chronological report written in style of horrible history</p> <p>Write page for class book on one aspect of Stoneage life</p> <p>Description of Stig's Cave</p> <p>Police report about the missing property</p> <p>Newspaper report about the missing leopard in the circus</p> <p><b>LET'S THINK IN ENGLISH</b> Before After</p> <p><b>History</b> Changes in Britain from the Stone Age to the Iron Age.</p> <p>When do you think it was better to live in – the stone age the bronze age or the iron age?</p> <p><b>Science</b> Rocks (Stone Age)</p> <p><b>RE</b> RBG Unit 3 Judaism -The Synagogue</p>	<p><b>Beo Wolf</b> by Michael Murpugo</p> <p><b>Supplementary Texts</b> <b>The Anglo Saxon Boy Myths and Legends</b></p> <p><b>WRITING OUTCOMES</b> Non Fiction writing about Anglo Saxon period – eg Non Chronological report <b>LET'S THINK IN ENGLISH</b> Shirley</p> <p><b>History</b></p> <p><b>Britain's settlements by Anglo-Saxons and Scots</b> <b>Roman withdrawal from Britain</b> <b>Place names (-- hamme, -by, -wich)</b> <b>Anglo-Saxon art and culture</b></p> <p><b>Science</b> Plants</p> <p><b>RE</b> RBG Unit 1 Islam – Prophet Muhammed (pbuh)</p> <p>(SDBE – What does it mean to be a Muslim)</p> <p><b>PSHE</b></p> <p><b>Belonging to a community</b> The value of rules and laws;</p>	<p><b>Supplementary Texts</b> <b>Horrible Histories-</b> Sigard and the Dragon (find on LGFL)</p> <p><b>WRITING OUTCOMES:</b> Newspaper article about the sighting of a Viking Perform a radio drama of the story of Siguard the Dragon Re write the story of Siguard the Dragon</p> <p><b>LET'S THINK IN ENGLISH</b> <b>Halver</b> <b>History</b> Viking and Anglo-saxon struggle for the kingdom of England at the time of Edward the Confessor. Viking raids and invasion, resistance by Alfred the Great and Athelstan Danegeld Battle of Hastings and the death of Edward the Confessor Anglo-Saxon laws and justice King Cnut</p> <p><b>Science</b> Light <b>RE</b> SBDE- How did Belief in God Affect the Actions of People In the Old Testament</p> <p><b>SDBE – What Happens In Churches during Lent and At Easter? (4)</b></p>	<p><b>Supplementary Text</b> <b>La Mariposa – as a hook</b></p> <p><b>WRITING OUTCOMES:</b> Newspaper report of winning the golden ticket</p> <p>Description of setting the chocolate room</p> <p>Write a persuasive pitch to sell chocolate product</p> <p>Write a nonfiction piece about the Maya</p> <p><b>LET'S THINK IN ENGLISH</b> <b>Blue Yellow</b></p> <p><b>History</b> Ancient Mayan Civilization Geography of Mexico Culture Significance of chocolate Mayan beliefs etc.</p> <p><b>Science</b> Forces and Magnets</p> <p><b>RE</b> RBG – How Did The World Begin? ( Christianity, Judaism, Islam) <b>SDBE – What are God's Rules for Living (2)</b></p>	<p><b>or</b> <b>The fastest boy</b></p> <p><b>LET'S THINK IN ENGLISH</b> Promise</p> <p><b>Geography</b> <b>African Biomes</b> <b>Physical and Human features of Africa</b> <b>Geographical vocabulary</b> <b>Biomes and habitats of different creatures.</b> <b>Mount Kilimanjaro</b></p> <p><b>Science</b> <b>Forces and Magnets</b></p> <p><b>RE</b> RBG Unit 1 Buddhism – The Buddha</p> <p>(SDBE – The Buddha- How did Buddha teach that people should live?)</p> <p><b>PSHE</b></p> <p><b>Growing and changing</b> Personal strengths and achievements; managing and re-framing setbacks</p> <p><b>Keeping safe</b> Risks and hazards; safety in the local environment and unfamiliar places</p>
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	<p><u>RE</u> <b>RBG Unit 3</b> <b>Hinduism -Hindu Life</b></p> <p>(SDBE - What does it mean to be a Hindu?)</p> <p><u>DT</u> All year groups to cover a DT unit this half term as a year group please decide the unit you will cover</p> <p><u>PSHE</u> <b>Families and friendships</b> What makes a family; features of family life</p> <p><u>MUSIC</u> Charanga - SoW Year 3 Autumn 1 unit</p> <p><u>TRIPS</u> Local Field Trip Greenwich Park</p>	<p><b>(3)</b> <b>SDBE – Is peace the most important message of Christmas? (3)</b></p> <p><b>UC- Incarnation</b> What is Trinity ?</p> <p><u>ART</u> All year groups will cover a drawing unit in this half term (Further details from Art leaders)</p> <p><u>PSHE</u> Build on SRE from YR2 <b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p><b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p><u>TRIPS</u></p>	<p>rights, freedoms and responsibilities</p> <p><u>TRIPS</u></p>	<p>(RBG Unit 4- Christianity- A Local Church)</p> <p><b>UC-Salvation</b> Why do Christians call the day Jesus died, 'Good Friday'?</p> <p><u>PSHE</u> <b>Media literacy and digital resilience</b> How the internet is used; Assessing information online</p> <p><b>Money and work</b> Different jobs and skills; job stereotypes; setting personal goals</p> <p><u>TRIPS</u> Maritime Museum School Session – KS2 Vikings – Need booking ahead of time</p>	<p><u>PSHE</u></p> <p><b>Physical health and mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings oral hygiene and dental care</p> <p><u>TRIPS</u> Chocolate Museum Or chocolate making workshop</p>	<p><u>TRIPS</u></p>
Year 4	Tomb Raiders	Rise of the Romans (Roman Britain)	What a Wonderful World	Cunning Creatures	Rainforests	Time Travelers
	<p><u>CORE TEXT</u> Who built the pyramids? (Meredith Hooper)</p> <p>Howard Carter's Discovery of Tutankhamun</p>	<p><u>CORE TEXT</u> -The Rise of the Romans -Tale of Romulus and Remus -Julius Caesar's Speech</p> <p><u>WRITING OUTCOMES:</u></p>	<p><u>CORE TEXT</u> Peddler of Swatham – from the book Tales of Wonder and Wisdom</p> <p><u>Supplementary Text</u> Pebble in my pocket as a hook for the</p>	<p><u>CORE TEXT</u> Varjak Paw or Krindle Krax</p> <p><u>WRITING OUTCOMES:</u> Write short story based on</p>	<p><u>CORE TEXT</u> Rainforests (Non Fiction text)</p> <p>The Kapok Tree (Use as a hook)</p> <p><u>WRITING OUTCOMES:</u></p>	<p><u>CORE TEXT</u> The Time Wreccas – Val Tyler</p> <p>Use of photos over history to view physical changes.</p>

<p><b>Antony and Cleopatra</b></p> <p><u>History</u> Ancient Egyptians</p> <p><u>Science</u> Animals including Humans</p> <p><u>RE</u> RBG Unit 2 Islam - Five Pillars of Islam (What are the Five Pillars of Islam?)</p> <p><b>DT</b> All year groups to cover a DT unit this half term as a year group please decide the unit you will cover</p> <p><u>PSHE</u> Families and friendships Positive friendships, including online</p> <p><u>MUSIC</u> Charanga - SoW Year 4 Autumn 1 unit</p> <p><u>TRIPS</u> British Museum Egyptian collection</p>	<p>Re tell story of Romulus and Remus</p> <p>Non Fiction piece based on the Romans</p> <p>Inspirational Speech</p> <p><u>LET'S THINK IN ENGLISH</u> Mysteries</p> <p><u>History</u> When did the Romans invade and why? Did native Britain's Welcome or resist them and why? How did they influence the culture of the people already here? Links to RE and Christianity</p> <p><u>Science</u> States of Matter</p> <p><u>RE</u> RBG Unit 2 Living as a Buddhist (4) SDBE - How Do Advent and Epiphany Show Us What Christmas is Really About? (4)</p> <p><u>UC- People of God</u> What is it like for Christians to follow God?</p> <p><b>ART</b> All year groups will cover a drawing unit in this half term</p>	<p><b>geography links to volcanoes</b></p> <p><u>WRITING OUTCOMES:</u> -Write own short story using same structure as Peddler of Swatham</p> <p>-Instructions – how to find a pot of gold</p> <p>Poetry – figurative language to describe volcanoes, molten lather <u>LET'S THINK IN ENGLISH</u> Phillip</p> <p><u>Geography</u> Volcanoes and earthquakes Vesuvius and Pompeii</p> <p><i>Build on learning about Mountains -covered in year 3</i> Pangea split to continents – fault lines mapping</p> <p>St Vincent and the Grenadines recent eruptions.</p> <p>The Impossible tsunami trailer – writing</p> <p>Volcano experience trip</p> <p><u>Science</u> Sound</p> <p><u>RE</u> RBG Unit 2</p>	<p>Zelda Claw and the Rain Cat – Focus building tension Model text – Zelda Claw by Pie Corbett</p> <p>Non-chronological report about animal – link to habitats / science</p> <p>Biography of Charles Darwin</p> <p><u>LET'S THINK IN ENGLISH</u> Wolves</p> <p>Geography Key topographical features on maps and land use. Locate the Galapagos islands on an atlas Grid references Archipelagos, eco systems, effect on weather, pollution (the impact humans are having) and the effect of this on the Galapagos islands</p> <p><u>Science</u> Living Things</p> <p><u>RE</u> SDBE – Easter People – Who is The Most Significant Person In The Easter Story? (4)</p> <p><u>UC- Easter</u> Is forgiveness always possible for Christians?</p>	<p>Persuasive writing re. Saving rainforest / fair trade Visit rainforest room in Zoo experience the heat, sounds smells feeling. Use as stimulus descriptive piece of writing</p> <p><u>LET'S THINK IN ENGLISH</u> Old</p> <p><u>Geography</u> Ecosystems Native cultures within the rainforests Fair trade Creatures within the rainforest Deforestation Use of palm oil Etc.</p> <p><u>Science</u> Electricity</p> <p><u>RE</u> RBG Unit 4 Hinduism - Gods and Beliefs</p> <p>(SDBE - What is the importance of symbols, beliefs and teaching in Hinduism?)</p> <p><u>PSHE</u> Physical health and mental wellbeing Maintaining a balanced lifestyle; how tobacco / vaping can affect</p>	<p><u>WRITING OUTCOMES:</u> Non Fiction writing historical facts eg Report about the catty Sark / Greenwich Maritime</p> <p>Magazine report about 'strange beings' been spotted in Greenwich park – link to Time Wreccas Text</p> <p>Fiction based writing based on the text</p> <p><u>LET'S THINK IN ENGLISH</u> Tunnel</p> <p><u>History</u> Local Maritime History Catty Sark Significance of Greenwich through History Olaudah Equiano The Royal Observatory</p> <p><u>Science</u> Electricity</p> <p><u>RE</u> RBG- Worship (Buddhism, Christianity, Islam, Hinduism)</p> <p><u>PSHE</u></p>
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		<p><b>(Further details from Art leaders)</b></p> <p><u>PSHE</u></p> <p><b>Belonging to a Community</b> What makes a community; shared responsibilities</p> <p><u>TRIPS</u></p> <p><b>Museum of London</b> Session available on Roman London</p>	<p><b>Sikhism - Sikh teaching and life (How do the lives of Sikhs show they follow rules in their lives?)</b></p> <p>(SDBE – What do Sikhs believe?)</p> <p><u>PSHE</u></p> <p><b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p><b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively</p> <p><u>TRIPS</u> <b>Natural History Museum</b> Schools session Emergency Volcanoes and Earthquakes session</p> <p><b>Volcanoes and Earthquakes Gallery</b></p>	<p><u>PSHE</u></p> <p><b>Media literacy and digital resilience</b> How data is shared and used</p> <p><b>Money and work</b> Making decisions about money; using and keeping money safe</p> <p><u>TRIPS</u> <b>London Zoo</b></p> <p>(If school journey is this half term – Could visit London zoo next half term instead as it links to both spring term units)</p>	<p>health</p> <p><b>Keeping safe</b> Medicines and household products; drugs common to everyday life</p> <p><u>TRIPS</u> <b>Kew Gardens</b></p>	<p><b>Growing and changing (SRE)</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p><u>TRIPS</u> <b>Cutty Sark Greenwich</b></p>
Year 5	Amazing Architecture	Victorians	Extreme Environments	Water! Water!	Who were the Ancient Greeks?	Who Was William Shakespeare?
	<p><b>CORE TEXT</b> The London Eye Mystery</p> <p><u>WRITING OUTCOMES:</u></p>	<p><b>Core Texts</b> Street Child Charles Dickens –</p> <p><u>Supplementary Text</u> Extracts from- <b>The Railway children</b></p>	<p><b>CORE TEXT</b> Ice Trap! (Ernest Shackleton's expedition)</p> <p><u>WRITING OUTCOMES:</u></p>	<p><b>CORE TEXT</b> Holes- Louis Sachar</p> <p>Or</p> <p><b>Floodlands</b></p>	<p><b>Core Text:</b> Greek Myths - Usbourne Study the Painting Bacchus and Ariadne There is a model text by Pie Corbett</p>	<p><b>Core Text:</b> Macbeth</p> <p><u>History</u></p> <p>The Tudors and their legacy</p>

	<p>Newspaper article of Salim going missing</p> <p>Letter from Salim's mum</p> <p>Split narrative Diary Entries from two characters' points of view</p> <p><u>LET'S THINK IN ENGLISH</u> Voices in the park</p> <p><u>Geography</u></p> <p>Iconic buildings around the world</p> <p>Focus on London architecture and landmarks initially.</p> <p>Seven wonders of the world Locating world countries, key physical and human characteristics, major cities etc.</p> <p><u>Science</u> All Living Things (Living Things and Habitats and Animals including Humans)</p> <p>RE RBG Unit 3 Buddhism -Following the Buddha's Teaching</p> <p>(SDBE – What does it mean to be a Buddhist?)</p>	<p><u>WRITING OUTCOMES:</u> Non Fiction – writing about the Victorians eg. Comparing life of rich and poor children in Victorian times</p> <p>Persuasive letter about improving the conditions in the workhouse</p> <p>Fiction writing – Write about Jim Jarvis escape from Jim's point of view – building tension</p> <p><u>LET'S THINK IN ENGLISH</u> Creatures</p> <p><u>History</u></p> <p>What impact did the Victorians have on society today?</p> <ul style="list-style-type: none"> <li>- Holidays</li> <li>- Trade Links</li> <li>- Christmas Trees</li> <li>- Schools</li> <li>- Mourning</li> <li>- Longest reigning monarch before Elizabeth II</li> </ul> <p><u>Science</u> All Living Things (Living Things and Habitats and Animals including Humans)</p> <p>RE</p>	<p>Diary entries from the Ernest Shackltons expedition</p> <p>Survival guide / instructions for extreme environment</p> <p><u>LET'S THINK IN ENGLISH</u> Lulu Snowmen</p> <p><u>Geography</u></p> <p>Antarctica Ernest Shackleton Matthew Henson Adaptations Arctic and Antarctic</p> <p>Is it possible to have no day time and no night time?</p> <p><u>Science</u></p> <p>Properties and their Materials</p> <p>RE RBG Unit 4 Judaism - Jewish Life</p> <p>(SDBE – What does it mean to be a Jew?)</p> <p>PSHE Safe relationships Physical contact and feeling safe <u>TRIPS</u> The Maritime Museum Greenwich School session</p>	<p><u>WRITING OUTCOMES:</u> Non Fiction writing linked to Geography theme</p> <p>Chapter from different characters point of view.</p> <p>Newspaper article linked to the book Holes</p> <p><u>LET'S THINK IN ENGLISH</u> Shoes</p> <p><u>Geography</u></p> <p>Water Cycle Thames and the Thames Barrier Local study of the River Thames</p> <p>River Trip – Horton Kirby and compare to Thames.</p> <p><u>Science</u> Forces</p> <p>RE SDBE – How Does Holy Communion Build A Christian Community(3)</p> <p>SDBE – How Does The Christian Festival of Easter Offer Hope (4)</p> <p>UC- Salvation What do Christians believe Jesus did to save human beings?</p> <p>PSHE Belonging to a community Protecting the</p>	<p>Study of painting Luca Giordano: 'Perseus turning Phineas and his Followers to Stone</p> <p><u>WRITING OUTCOMES:</u> The Adventure of Perseus by Pie Corbett</p> <p>Write own Greek Myth</p> <p>Use national Gallery take one Picture to inspire writing</p> <p>Non Fiction writing about ancient Greeks</p> <p><u>LET'S THINK IN ENGLISH</u> Maps</p> <p><u>History</u></p> <p>What influence did the Greeks have on the Western World</p> <ul style="list-style-type: none"> <li>-Olympics</li> <li>-Hippocratic oath medicine</li> <li>-Pythagoras/maths</li> <li>-storytelling (literature and myths etc.)</li> <li>- Philosophy</li> <li>- Alexander the Great</li> </ul> <p><u>Science</u> Earth and Space</p> <p>RE RBG Unit 4 Islam - Hajj – the journey of a lifetime (Why do Muslims go on Hajj?)</p>	<p>Church of England – idea of divorce etc. Evidence that they were here- Hampton Court/ Hever Castle/ Eltham Palace/ Greenwich Palace</p> <p><u>Science</u> Earth and Space</p> <p>RE RGB - Peace Christianity, Islam, Hinduism(3)</p> <p>SDBE – Rules and responsibilities – transition unit(3)</p> <p>PSHE Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>Keeping safe Keeping safe in different situations, including responding in emergencies; first aid</p> <p><u>TRIPS</u> The Globe The Tower of London Hampton Court Eltham Palace Hever Castle</p>
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	<p><b>DT</b> All year groups to cover a DT unit this half term as a year group please decide the unit you will cover</p> <p><b>PSHE</b> <b>Media literacy and digital resilience</b> How information online is targeted; different media types, their role and impact <b>Money and work</b> identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p><b>MUSIC</b> Charanga - SoW Year 5 Autumn 1 unit</p> <p><b>TRIPS</b> The London Eye The Southbank London</p>	<p><b>SDBE – How Do Art and Music Convey Christmas?(5)</b></p> <p><b>UC- Incarnation</b> Was Jesus the Messiah?</p> <p><b>ART</b> All year groups will cover a drawing unit in this half term (Further details from Art leaders)</p> <p><b>PSHE</b></p> <p><b>Families and friendships</b> Managing friendships and peer influence</p> <p><b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p><b>TRIPS</b> Victorian - Time Travellers trip Horton Kirby</p>	<p><b>Polar Explorers Session – book ahead</b></p>	<p>environment; compassion towards others</p> <p><b>TRIPS</b> Local River Study (Horton Kirby) Thames barrier Crossness – Victorian Sewage – Link to learning</p>	<p><b>PSHE</b></p> <p><b>Physical health and mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies; alcohol</p> <p><b>TRIPS</b></p> <p>The National Gallery to see the renaissance artists paintings of the Greek myths</p>	
Year 6	West Side Story	WW2	Medicine Through Time	Migration/People on the Edge	Climate Change	What the Dickens?
	<p><b>Core Text</b> Unheard Voices</p> <p><b>History &amp; Geograohy</b></p>	<p><b>Core text:</b> Good Night Mr Tom</p> <p><b>History &amp; Geograohy</b></p>	<p><b>Core text</b></p> <p><b>History</b></p>	<p><b>Core Text:</b> The islander</p> <p><b>Geography &amp; History</b></p>	<p><b>Core Text</b></p> <p><b>Geography</b></p>	<p><b>Core Text : David Coperfield</b></p> <p><b>History</b></p>

	<p>Transatlantic Slave Trade Alliances between Caribbean countries and the UK in WW2. The Windrush</p> <p><u>Writing Outcomes:</u> Chronological Report Biography Performance Poem Persuasive Argument</p> <p><u>Science</u> All Living Things</p> <p><u>RE</u> RBG Unit 4 Belonging to the Sikh community (How do Sikhs feel they belong to a community?)</p> <p>SDBE – What does it mean to be a Sikh?)</p> <p><b>DT</b> All year groups to cover a DT unit this half term as a year group please decide the unit you will cover</p> <p><u>PSHE</u></p> <p><b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes</p> <p><u>MUSIC</u> Charanga - SoW Year 6</p>	<p>World War 2 The Holocaust Changes in Britain since the 1930s</p> <p><u>Science</u> Electricity</p> <p><u>RE</u> RBG Unit 3 Islam - Ramadan and Id ul Fitr (Why do Muslims fast during Ramadan?) SDBE-How Would Christians Advertise Christmas To Show What Christmas mean today? (4)</p> <p><b>UC- Incarnation</b> How significant is it that Mary was Jesus' mother?</p> <p><u>Writing Outcomes</u> Biography Diary Entry Character Description</p> <p><b>ART</b> All year groups will cover a drawing unit in this half term (Further details from Art leaders)</p> <p><u>PSHE</u> <b>Safe relationships</b> Recognising and managing pressure; consent in different situations</p> <p><b>Respecting ourselves and others</b></p>	<p>Looking at contributions to Medicine throughout the time periods.</p> <p><u>Science</u> Animals including Humans <u>RE</u> RBG Unit 4 Buddhism - The Buddhist Community worldwide</p> <p><u>Writing Outcomes</u> Extended Narrative -</p> <p><u>PSHE</u></p> <p><b>Media literacy and digital resilience</b> Evaluating media sources; sharing things online</p> <p><b>Money and work</b> Influences and attitudes to money; money and financial risks</p> <p><u>TRIPS</u> The Old Operating Theatre</p>	<p>Refugees Link back to the people displaced due to the Tsunamis</p> <p><u>Science</u> Animals including Humans <u>RE</u> SDBE – How Has The Christian Message Survived For Over 2000 Years?</p> <p><b>UC- Salvation</b> What difference does the resurrection make for Christians?</p> <p><u>Writing Outcomes:</u> Refugee Leaflet Monologue (own and as a character)</p> <p><u>PSHE</u></p> <p><b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage</p> <p><u>TRIPS</u></p>	<p>Plastics pollution Renewable and non-renewable energy</p> <p><u>Science</u> Light</p> <p><u>RE</u> RBG- End of Life's journey - comparison of all 6 faiths</p> <p>(SDBE – The journey of life and death)</p> <p><u>Writing Outcome:</u> Letter about plastic pollution Climate change documentary</p> <p><u>PSHE</u></p> <p><b>Physical health and mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p><u>TRIPS</u> Local trip</p>	<p>Charles Dickens Victorian Life Attitudes in Society Transition Unit</p> <p><u>Science</u> Light</p> <p><u>RE</u> RBG -Understanding Faith in Royal Greenwich RBG -Who am I?</p> <p>(SDBE – Understanding faith in...)</p> <p><u>Writing Outcomes:</u> Analytical essay</p> <p><u>PSHE</u> <b>Growing and changing</b> Human reproduction and birth; increasing independence; managing transition</p> <p><b>Keeping Safe</b> Keeping Personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p><u>TRIPS</u> Southwark Cathedral Leaver's service</p>
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	<p>Autumn 1 unit</p> <p><u>TRIPS</u></p> <p><u>School Journey</u></p>	<p>Expressing opinons and respecting other points of view, including discussing topical issues</p> <p><u>TRIPS</u></p> <p><u>Imperial War museum</u></p>				
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