

	Term 1			Term 2		Term 3	
Science	Understanding the world around us	Plants		Winter (incl . trip to the farm)	Plants (revisited)	Life Cycle (incl. trips to Paradise Park and West Ham Park)	Seaside (incl. trip to Shoeburyness beach)
Science detail	With a focus on early language development and observation skills, pupils undertake nature walks in the Nursery garden and populate daily weather charts. Use of texts (e.g. Owl Babies) and videos (e.g owls feeding) are used to help pupils embed new vocabulary e.g. food, tree, branch, twig.	Having observed the natural world in the first unit, pupils are encouraged to care it (e.g. clearing flowerbeds, planting bulbs, pruning). The development of observation skills continues to be a focus with pupils encouraged to use full sentences to describe (e.g. The tree is big. The tree has leaves.)		A trip to the farm at the start of this unit gives many of our pupils their first introduction to real life animals, enabling them to have an experience to draw upon throughout the unit. Pupils learn animal names and describe their appearance. Literacy learning around Gruffalo's Child supports pupils to understand new vocabulary associated with the natural world in winter e.g. hibernation, bare trees.	Learning from AUT2 is revisited here as pupils observe changes to the bulbs they planted before Christmas, using drawings and magnifying glasses. Parts of a flower are also discussed and pupils print their own picture of a flower, verbally naming the stem, flower, petals, leaves, roots. Once again, they are encouraged to care for the world around them by planting new seedlings for spring.	An initial trip to Paradise Park gives pupils the opportunity to observe animals and plants, activating their prior knowledge of names. Pupils will revisit plants and seeds in this unit, planting beans and sunflowers. The new learning follows the life cycle of chick, with opportunities to observe the hatching process in class. A trip to West Ham Park at the start of SUM2 is another opportunity for pupils to observe how plants change over time.	Ahead of a trip to Shoeburyness, pupils learn about features of a beach (e.g. sand, stone, logs) as well as the animals that live there (e.g. crabs, jelly fish). At the beach, pupils make comparisons to the geography of where they live. Once again, pupils are encouraged to care for the world around them by pick up litter at the beach in order to tackle pollution.
Computing	<b>Nursery continuous provision:</b> I pads on Weds afternoons, recordable microphones, battery operated toys, torches Nursery will use recordable boxes to label parts of a tree (new for 2021) Pupils watch videos about different religious festivals, such as Eid, who celebrates Eid and a day in the life of a Muslim. Festivals and religious leaders are explained through the use of videos and images online, such as Diwali, Guru Nanak, Christmas. Pupils are consistently shown videos on IWB for non/fiction & fiction texts to enhance their understanding of the world to develop their language.			<b>Nursery Continuous provision:</b> I pads on Weds afternoons, recordable microphones, battery operated toys, torches Pupils use recordable pegs for their 'My history' unit. Pupils bring in photos of themselves and clip these onto the pegs and record what is happening in the photo (new for 2021). Pupils watch life cycle and habitat videos online about chicks as part of their science learning. Pupils plant beans towards the end of Spring term and watch videos of the bean plant germinating. They also watch videos of sunflowers germinating. West Ham Park visit whereby pupils take pictures and videos of their observations.		<b>Nursery continuous provision:</b> I pads on Weds afternoons, recordable microphones, water proof turtles for counting, torches Nursery go to West Ham park each half term. Classes will take ipads for pupils to capture photos and videos (new for 2021) Pupils to use remote control toys to navigate them around a map using positional language.	
Digital Literacy	<b>How can we stay safe online?</b> New learning: Pupils discuss what to do if something they see worries them or pops up on their screen when they are online.			<b>Internet Safety Day activity</b>		<b>How can we stay safe online?</b> Smartie the Penguin story. Pupils build on learning from Autumn term. <b>Story 1:</b> Pop-ups and in-app purchasing, Inappropriate websites & Cyber-bullying. <b>Story 2:</b> Upsetting images, Unreliable information & talking to strangers online. Pupils discuss what to do when faced with these problems. They have additional resources to reinforce the story messages after reading it.	
Music	<b>Daily singing, learning number songs and nursery rhymes.</b> Remember and sing entire songs Sing the pitch of a tone sung by another person (pitch match) sing the melodic shape (moving melody such as up and down, down and up) of familiar songs Create their own songs or improvise a song around the one they know			<b>Learning about different instruments</b> What is an instrument and how do we use it? Daily singing as in term one, increasingly matching pitch and following melody Children will also have access to various untuned instruments and percussion. Children will be encouraged to clap/stamp/tap to the beat of music.		<b>Beginning to understand music can be used as a form of expression.</b> Children will listen to different types of music and think about how the music makes them feel, is this sad music or happy music? Play instruments with increasing control to express their feelings and ideas. (Through musical stories, or musical journeys).	
RE	<b>Diwali</b> Pupils to learn about what happens at Diwali. They will explore this big question by looking at the Diwali story of Rama and Sita. With a focus on early language development, pupils are encouraged to use new vocabulary when talking about the story, pictures, or books about Diwali. Pupils will learn about who celebrates the festival of Diwali and how they celebrate. Parents will have the opportunity to come into school and help children make Rangoli Patterns and Diva Lamps.	<b>Guru Nanaks Birthday</b> Pupils will review what they know about how Diwali is celebrated before being introduced to this new topic. <b>New learning:</b> Pupils will learn about what happens on Guru Nanak's Birthday. They will explore this big question by learning about who celebrates Guru Nanak's Birthday and how they celebrate it. Pupils will be encouraged to use new vocabulary when talking about the facts that they have learnt.	<b>Christmas and The Nativity assembly</b> Pupils will review what they know about how Diwali and Guru Nanak's Birthday are celebrated before introducing this new topic. <b>New learning:</b> Pupils will learn about what happens at Christmas. They will explore this big question by looking at the nativity story. With a focus on early language development, pupils are encouraged to use new vocabulary when talking about the story, pictures, or books about Christmas. Pupils will learn about who celebrates the festival of Christmas and how they celebrate. Parents will have the opportunity to watch their children in a Nativity assembly, where they will perform songs they have been learning. Pupils will make Christmas decorations for this assembly.	<b>Easter</b> Pupils will review what they know about celebrations before being introduced to this new topic. <b>New learning:</b> Pupils will learn about what happens at Easter. They will explore this big question by looking at the Easter story. With a focus on early language development, pupils are encouraged to use new vocabulary when talking about the story, pictures, or books about Easter. Pupils will learn about who celebrates the festival of Easter and how they celebrate. Parents will be invited to help pupils make Easter bonnets at a play and stay session.	<b>Eid al-Fitr</b> Pupils will review what they know about celebrations before being introduced to this new topic. <b>New learning:</b> Pupils will learn about what happens at Eid-Ul-Fitr. They will explore this big question by looking at who celebrates Eid-Ul-Fitr and how it is celebrated. With a focus on early language development, pupils are encouraged to use new vocabulary when talking about the facts they have learnt about this celebration. Pupils will design, decorate and write their own Eid cards.		

	Term 1			Term 2		Term 3								
Science	Land, Art and Transient Art	Trees (incl. trip to West Ham Park AUT1)		Antartica		Plants & Animals (incl. trips to Old McDonald's farm SPR1, West Ham Park SPR2)	Seaside (incl. trip to Shoeburyness beach)							
Science detail	In Nursery pupils were encouraged to make observations in the natural world. These skills are developed further as pupils observe nature and draw things in the natural world. A trip to West Ham Park gives pupils the opportunity to undertake their own fieldwork, retrieving natural objects e.g. conkers, leaves. These objects are then used to make arrangements, developing the children's ability to spot and create patterns.	Having become familiar with trees in nursery, pupils now develop their confidence in identifying what is and is not a tree. They will name parts of a tree and recognise that trees are living and are part of the natural world. Starting to develop an awareness of seasons, pupils will describe how things change over time (e.g. trees lose their leaves). The importance of trees to the environment will also be explored e.g. bearing fruit.		While this unit has a geographical focus, scientific knowledge is developed as pupils identify the weather in Antarctica and name three different animals that live there (sea lion, penguin, killer whale). Predicting skills are also explicitly taught as pupils suggest why people don't live in Antarctica. Linking back to knowledge of their local environment, pupils will suggest differences between the environment/ weather in Antarctica and the UK. Making links to their own experiences (e.g. books, TV, Paradise Park trip in Nursery) is encouraged to help pupils comprehend tricky concepts such as how some animals have adapted to living in Antarctica.		A trip to West Ham Park in SPR2 with a focus on trees, their parts and their importance, sets pupils up for this unit. Pupils then have the knowledge needed to learn about what plants need to grow. They will also explore parts of a plant, their function and different stages of growth. A trip to Sun Trap trip to Epping Forest provides a lovely opportunity for pupils to appreciate the environment.  Moving on to look at animals, pupils are exposed to a variety of minibeasts, naming them too. A trip to Old McDonald's farm in SPR1 to tie in with their learning around jobs, provides a useful revitalisation of animal names, features and habitats. Butterflies become the focal point of study back in school, with each class having their own to observe. The butterfly learning centres around its life cycle, where to find them, habitat, diet, where it fits in food chain and its features.	Having learnt about the features of a beach and the animals that live there in Nursery, pupils now think about the ways in which people interact with the beach e.g. types of attractions you'd find there, why people bring things to the beach. Knowledge about the animals found there becomes more specific as pupils identify which animals would find along the UK coastline and consider why some creatures have shells. Linking back to their Antarctica unit, pupils will explain the difference between Antarctica animals and UK coastline sea life. Finally, the pollution theme is revisited as the children identify plastic and why it is dangerous, reading texts in connection with this (e.g. Secrets of the Seashore, Dear Greenpeace)							
Computing	Reception continuous provision: Ipad Mon & Thurs pm Pupils take photographs of their 'Movable Art'. Pupils are consistently shown videos on the IWB about non/fiction & fiction texts to enhance their understanding of the world and to develop their language.			Reception continuous provision: Ipad Mon & Thurs pm, J2e for drawing and hand control		Reception continuous provision: Ipad Mon & Thurs pm, Beebots and Beebot maps, walkie talkies. Reception go to West Ham park each half term. Classes will take ipads for pupils to capture photos and videos (new for 2021) Reception watch life cycle and habitat videos online about butterflies as part of their science learning.								
Digital Literacy	How can we stay safe online? New learning: Pupils discuss what to do if something they see worries them or pops up on their screen when they are online.			Internet Safety Day activity		How can we stay safe online? Smartie the Penguin story. Pupils build on learning from Autumn term. Story 1: Pop-ups and in-app purchasing, inappropriate websites & Cyber-bullying. Story 2: Upsetting images, Unreliable information & talking to strangers online. Pupils discuss what to do when faced with these problems. They have additional resources to reinforce the story messages after reading it.								
Music	Daily singing, learning number songs and nursery rhymes. Remember and sing entire songs Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs Create their own songs or improvise a song around the one they know			Learning about different instruments What is an instrument and how do we use it? Daily singing as in term one, increasingly matching pitch and following melody Children will also have access to various untuned instruments and percussion. Children will be encouraged to clap/stamp/tap to the beat of music.		Beginning to understand music can be used as a form of expression. Children will listen to different types of music and think about how the music makes them feel, is this sad music or happy music? Play instruments with increasing control to express their feelings and ideas. (Through musical stories, or musical journeys).								
RE	Diwali	Guru Nanak's Birthday	Christmas	Easter	Eid al-Fitr	Place of worship								
	Pupils to build on previous knowledge of what they know about Diwali from nursery.	Pupils to build on previous knowledge of what they know about Guru Nanak's Birthday from nursery.	Pupils to build on previous knowledge of what they know about Christmas and other festivals they have previously learnt	Pupils will review what they know about celebrations before being introduced to this new topic.	Pupils will review what they know about celebrations for Eid-UI-Fitr and other celebrations before being introduced to this new topic.	New learning: Pupils to learn about Place of Worship and what they might find in some of these buildings. Pupils to explore Places of worship in our local area and think about what holy books we might find in them. Pupils to create art from their findings.								
	New learning: Pupils to learn about what happens at Diwali. They will explore this big question by looking at the story of Rama and Sita, who celebrates Diwali, and how it is celebrated. Pupils should be able to retell the story of Diwali using characters' names and discuss the theme of good over evil. Pupils will create Diya Lamps out of clay and make Rangoli patterns.	New learning: Pupils to learn about Sikhism and Guru Nanak's birthday - who celebrates it and who Guru Nanak was. Pupils to revisit how Diwali is celebrated and start to make connections about how different festivals are celebrated amongst various cultures.	New learning: Pupils will learn about what happens at Christmas. They will explore this big question by looking at the Christmas story. Pupils will learn about who celebrates Christmas and how they celebrate it. Pupils will be encouraged to retell the story using props. Pupils will decorate the classroom with Christmas decorations. Pupils will also have the opportunity to practise their mark-making skills by writing letters to Santa. Faith in Schools to visit Reception for this unit of work.	New learning: Pupils to learn about what happens at Easter. They will explore this big question by looking at who celebrates Easter and how it is celebrated. Pupils should start to make connections between Christmas and Easter and recognise that Christians celebrate both. Pupils should also start to recognise that Jesus is in both stories. Pupils will create art using symbols used at Easter. Pupils will be encouraged to use vocabulary and talk in complete sentences about Easter celebrations.	New Learning: Pupils to learn about what happens On Eid-UI-Fitr. They will explore this big question by looking at who celebrates Eid and how it is celebrated. Pupils to discuss what festivals they celebrate and how they do it. Pupils to think about the different types of food they might eat during celebrations. Pupils to make Eid cards. Pupils will be encouraged to use vocabulary and talk in complete sentences about Eid celebrations.									

		Term 1	Term 2	Term 3			
PSED	Self regulation	<b>Being Me:</b> In Reception, pupils begin to recognise that they have an individual identity that is tied to the numerous groups they belong to (their family, their class, their school, faith, etc.) and begin to explore how they fit into these groups. Pupils explore being in a classroom and appropriate learning behaviours as well as identify and name feelings and begin to learn how to manage their feelings with support. Pupils explore being gentle through discussions about hands and how hands can be used in positive ways. Pupils also begin to develop an understanding of their rights and responsibilities by exploring how their behaviour affects their feelings and learning in the classroom and outdoors.	<b>Celebrating Differences:</b> In Reception pupils begin to identify their talents and celebrate what makes them special. They explore families and what makes a family, respecting that not every family is the same and that every family is unique. Pupils explore the similarities and differences between homes in the local area as well as around the world. Pupils explore how to makes friends as well as what to do if they are in a situation they are uncomfortable in.	<b>Changing Me:</b> In Reception pupils learn to name different parts of their body, both inside and out and begin to name their purpose. They go on to briefly explore how to respect their body by developing healthy habits both at school and at home (sleeping well, brushing teeth, eating and drinking healthy foods, taking part in PE and other exercise etc.) Pupils discuss how much they have changed and grown since they were a baby and how they can look after some of their own personal hygiene independently now.	<b>Relationships:</b> In Reception pupils begin to make links between jobs and responsibilities. They explore what their role is within their family at home and at school. They build on their knowledge of friendships by exploring the characteristics of a good friend and what to do if they see someone who looks lonely. Pupils develop strategies to begin to solve minor disputes independently	<b>Dreams and Goals:</b> In Reception pupils explore how they may come across challenges and the need to persevere, practice and think of solutions rather than give up. They are invited to think of instances they have already shown perseverance and overcome challenges before setting new achievable goals for the short term and also linked to future aspirations and the unit on occupations.	<b>Healthy Me:</b> In Reception, pupils revisit the topic of healthy habits, with a key focus on healthy food and sleeping habits. Pupils reflect on how much they have changed over the course of Reception and celebrate their accomplishments. They consider what they are looking forward to in year 1 as well as voice any fears they may have how to overcome them. Before heading into the summer break, they cover stranger danger both in person and online.
	Managing Self						
	Building relationships	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents (SR) Being special (SR) Families (BR) Where we live (BR) Making friends (BR)	Bodies (MS) Respecting my body (MS) Growing up (MS) Everybody's body (BR) Physical activity (MS)	Family life + Class room life (BR) Friendships 1 (BR) Friendships 2 (BR) Falling out and bullying 1 (Discussed during friendships) (BR) Being a good friend (BR)	Challenges (MS) (TS) Perseverance (MS) (TS) Goal-setting (class forum) (SR) (TS) Overcoming obstacles (BR) (TS) Achieving goals (SR) (TS)	Healthy food (MS) (T6) Sleep (MS) (T6) Fun and fears 1 (Summer 2 moving to year 1) (MS) (T6) Fun and fears 2 (Summer 2 moving to year 1) (MS) (T6) Celebrations (Cover across the year as celebrations arise) (BR) (T6)
Physical development	Gross Motor Skills	follow instructions, respond to signals, move safely in a variety of ways, being aware of other children in their space/surroundings					
	Fine motor skills	pencil grip, scissor skills, developing more control and forming letters correctly					
Literacy	Comprehension						
	Word reading (phonics)	set 1 sounds, cvc words					
	Writing	forming letters correctly					
Mathematics	Number	Mental Maths: pupils orally chant numbers to 30, recognise numerals to 5, subitise regular arrangements of objects using 5 frames and domino cards.  Main maths teaching: Pupils explore the story of 1-5 and learn to recognise each number and its quantities in turn. They build the composition of each number (i.e. 3 is 0 and 3, 2 and 1, 1, and 2, 1 and 1 and 1), learn it's place in the number system (more/less), match the numeral and quantity and count with 1 to 1 correspondence with increasing accuracy.  Outdoor and independent maths through play: Throughout the day, pupils have the opportunity to see numerals and arrangements in different forms and independently use numbers in their play by selecting items from a larger group, comparing quantities saying when there is more/less and counting with 1 to 1 correspondence. Pupils have access to a variety of number stimulus (i.e. calculators, stencils, handwritten numerals, loose parts, blocks) to help them explore and apply their number knowledge.  Through block and concrete pattern play pupils begin to visualize rotating shapes and develop the language of position	Mental Maths: pupils orally chant numbers to 50, recognise numerals to 10, subitise regular arrangement of objects using 10 frames and domino cards.  Main maths teaching: Pupils explore the story of 6-10 and learn to recognise each number and it's quantities in turn. They build on the composition of each number including it's relation to 5 (i.e. 6 is 5 and 1 more, 7 is 5 and 2 more etc.) Pupils begin to recognise and explain (with the use of stem sentences) that when you rearrange quantities, the total stays the same if nothing is added or taken away.  Counting to 40 Counting concrete irregular arrangement through play Giving a nr things from a larger group Subitising regular arrangements 0-5 using 5 frames & domino cards Notice total stays the same when nothing is added or taken away but rearranged Opportunity to see groups of similar amounts then match to check it's similar  MAIN: Number bonds/ Story of 5-10 Counting with 1:1as Adult Focussed activities Rearranging quantities noticing the total stays the same, if nothing is added or taken away, modelled by adult teaching stem sentences Identify similarities between shapes  OUTDOORS/BLOCK PLAY-CARPET: Subitising irregular arrangements to 5  nr names to 5 then more crossing boundaries 19/20 counting irregular arrangement to give a specific amount from a larger group to subitise regular arrangement i.e. 10 frame and irregular arrangement up to 5 variety of numeral-calculators, stencils and handwritten notice if amounts are rearranged and not +/-, total stays the same to construct and notice the shape of what they want to represent and the properties of shape they are using or chose opportunity to see groups of equal things and match to check  Extra: Asking questions about children's constructions. What would be the best shape /block for this	<b>NUMBER</b> Mental Maths: CC 1-Counting to 50 CC 4-Subitising irregular/ regular arrangements to 0-10 COMP 3-Number bonds 0-10  Main: Addition and language associated with it (3wks) doubles? Subtraction (3wks) Com 4 - to generalise and apply knowledge of 1 less and 1 more. see notes COM 3-comparing actual numbers-next, previous, near and far through reasoning(terms)  Outdoors/ EXTRA: M2-children compare size,lengths,weights, capacities M6-comparing 1 thing with 2 others i.e length M6-measuring with non standard units like bricks.Have enough for children to pack out a row instead of moving measure along. Also access to all measuring equipment,tape measures, meter sticks,scales M 1-Using language of measure: tall, long, heavy etc. M5-comparing different units of measure in practical contexts/playing bottles with water etc.To notice the smaller the unit the more of it to fill a container and the opposite. M7- the groundwork for concepts of time-learning about timetable, days of the week, before, after, next M8-time span and timers in areas, home corner, bikes, children learn how long /many jumps can be done in a minute	NUMBER Mental Maths: CC 1-Counting to 50 CC 4-Subitising irregular/ regular arrangements to 0-10 COMP 3-Number bonds 0-10  Main: Sharing (1-4wks) COMP 1-Recognising small numbers in larger numbers; 2 is 1 and 1. Number Talks- discuss how you knew the answer COMP 2/CC 6- to partition a number and put it back together to see the total stays the same COMP 3-partitioning a number and noticing the pairs. We are not adding or taking away so know the total stays the same but what are the pairs COMP 5-To estimate how many left of an arrangement hidden when only some part of it is shown Indoor/outdoor areas:  Outdoor/Extra S57-Chn informally discuss the use of shape in their work Seeing shapes in various sizes and orientations and talking about their properties, colours Showing appropriateness of shape by selection ones better suited for purpose of construction  S7-using language to describe shape curvedness, number of sides and corners, faces/vertices?, equal sides, parallel sides, right angles??, "D shapes faces as sides of 3D shapes? Seems excessive leave this level of SSM	NUMBER Mental Maths: CC 1-Counting to 100 CC 4-Subitising irregular/ regular arrangements to 0-10 COMP 3-Number bonds 0-10 COMP 5-how many are hidden.  Main: "Odds and evens"(2wks)Using sharing knowledge COMP 1-To see smaller numbers in larger nrs.Ladybirds/number talks-how you figured out the answer Reasoning/problem solving Composition-part-whole relationship/bonds Recognising small numbers in larger numbers; 2 and 1 and 1 COMP 2- to partition a number and put it back together to see the total stays the same COMP 3-partitioning a number and noticing the pairs.we are not adding or taking away so know the total stays the same but what are the pairs COMP 4-Sharing concrete objects out into more than 2 groups.Children see the more we share between the less in each group( revisit T6 and add mathematical graphics)  Outdoors: Comparing 3 items in measures	Number: Mental Maths: CC 1-Counting to 100 CC 4-Subitising irregular/ regular arrangements to 0-10 COMP 3-Number bonds 0-10  Main: COMP 1- To see smaller numbers in larger nrs.Ladybirds/number talks-how you figured out the answer Reasoning/problem solving Composition-part-whole relationship/bonds Recognising small numbers in larger numbers; 2 and 1 and 1 COMP 2- to partition a number and put it back together to see the total stays the same COMP 3-partitioning a number and noticing the pairs.we are not adding or taking away so know the total stays the same but what are the pairs COMP 4-Sharing concrete objects out into more than 2 groups.Children see the more we share between the less in each group( revisit T6 and add mathematical graphics)  Outdoors: M2- Finding objects that are longer, shorter etc. than a specific object M4- comparing indirectly-using compare snakes to find longer and shorter ones, a jug to fill other bottles S4- Small world play using language of position and using maps
	Numerical patterns						

	<b>Past and present</b>	<b>Kings and Queens:</b> In Nursery pupils were exposed to a range of stories with links to kings or queens. In Reception, pupils build on their knowledge as they learn about a specific Queen: Queen Elizabeth II. Pupils will explore the role of the Queen, the countries she reigns over and her key homes i.e. Buckingham Palace and Windsor Castle. Pupils will explore some items that represent Royalty e.g. a crown, sceptre, robe etc. and how we encounter the Queen in our daily lives through spotting the Queen's likeness on money and stamps and listening to the national anthem. Pupils will also explore how the Queen's numerous Jubilee celebrations have been marked in London with special holidays and the naming of train lines (Jubilee line and Elizabeth line) and parks (Queen Elizabeth Olympic Park).		<b>Toys:</b> In Reception chn will reflect on the toys they played with as babies and compare to the toys they play with now. They will explore the similarities and differences and begin to categorise old toys as from a long time ago and used toys as those that have been played with before. They will also investigate the different materials of their toys and toys from the past, making comparisons and learning to form opinions. Pupils will look into the changes in toys functions i.e. many toys today are battery operated and have a digital element whereas toys of the past could be played with without the need to charge them. Chn will visit the The V&A Museum of Childhood to experience toys from across the ages. Parents will be invited to share pictures or toys from their cultures and childhoods.				
<b>Understanding the world</b>	<b>People, Culture and Communities</b>	<b>Diwali</b> Pupils to build on previous knowledge of what they know about Diwali from nursery.  <b>New learning:</b> Pupils to learn about what happens at Diwali. They will explore this big question by looking at the story of Rama and Sita, who celebrates Diwali, and how it is celebrated. Pupils should be able to retell the story of Diwali using characters' names and discuss the theme of good over evil. Pupils will create Diya Lamps out of clay and make Rangoli patterns.	<b>Guru Nanak's Birthday</b> Pupils to build on previous knowledge of what they know about Guru Nanak's Birthday from nursery.  <b>New learning:</b> Pupils to learn about what happens at Guru Nanak's Birthday who celebrates it and how it is celebrated. Pupils will revisit how Diwali is celebrated, so they can start to make connections about how different festivals are celebrated amongst various cultures.	<b>Christmas</b> Pupils to build on previous knowledge of what they know about Christmas and other festivals they have previously learnt.  <b>New learning:</b> Pupils will learn about what happens at Christmas. They will explore this big question by looking at the Christmas story. Pupils will learn about who celebrates Christmas and how they celebrate it. Pupils will be encouraged to retell the story using props. Pupils will decorate the classroom with Christmas decorations. Pupils will also have the opportunity to practice their mark-making skills by writing letters to Santa. Faith in Schools to visit Reception for this unit of work.	<b>Easter</b> Pupils will review what they know about celebrations before being introduced to this new topic.  <b>New learning:</b> Pupils to learn about what happens at Easter. They will explore this big question by looking at who celebrates Easter and how it is celebrated. Pupils should start to make connections between Christmas and Easter and recognise that Christians celebrate both. Pupils should also start to recognise that Jesus is in both stories. Pupils will create art using symbols used at Easter. Pupils will be encouraged to use vocabulary and talk in complete sentences about Easter celebrations.	<b>Eid al-Fitr</b> Pupils will review what they know about celebrations for Eid-Ul-Fitr and other celebrations before being introduced to this new topic.  <b>New Learning:</b> Pupils to learn about what happens On Eid-Ul-Fitr. They will explore this big question by looking at who celebrates Eid and how it is celebrated. Pupils to discuss what festivals they celebrate and how they do it. Pupils to think about the different types of food they might eat during celebrations. Pupils to make Eid cards. Pupils will be encouraged to use vocabulary and talk in complete sentences about Eid celebrations.	<b>Occupations:</b> In Reception pupils begin to recognise the variety of jobs that they already encounter at home and in school and explore what happens if these jobs do not get done e.g. cleaning, cooking etc. Pupils then look at different places of work within our community and discuss what roles their family members play in society. We then take a closer look at 3 specific jobs within the emergency services: a firefighter, a police officer and a doctor. For each of these occupations, chn will explore where they work, their uniform, and the main duties of their roles. Each of these emergency services visit the pupils in person for a short show and tell and the local fire service also bring their fire engine to allow pupils the opportunity to explore a fire engine in person.	<b>Place of worship</b>  <b>New learning:</b> Pupils to learn about Place of Worship and what they might find in some of these buildings. Pupils to explore Places of worship in our local area and think about what holy books we might find in them. Pupils to create art from their findings.
	<b>Natural world</b>	<b>Land, Art and Transient Art</b> In Nursery pupils were encouraged to make observations in the natural world. These skills are developed further as pupils observe nature and draw things in the natural world. A trip to West Ham Park gives pupils the opportunity to undertake their own fieldwork, retrieving natural objects e.g. conkers, leaves. These objects are then used to make arrangements, developing the children's ability to spot and create patterns.	<b>Trees (incl. trip to West Ham Park AULT1)</b> Having become familiar with trees in nursery, pupils now develop their confidence in identifying what is and is not a tree. They will name parts of a tree and recognise that trees are living and are part of the natural world. Starting to develop an awareness of seasons, pupils will describe how things change over time (e.g. trees lose their leaves). The importance of trees to the environment will also be explored e.g. bearing fruit.	<b>Antarctica</b> While this unit has a geographical focus, scientific knowledge is developed as pupils identify the weather in Antarctica and name three different animals that live there (sea lion, penguin, killer whale). Predicting skills are also explicitly taught as pupils suggest why people don't live in Antarctica. Linking back to knowledge of their local environment, pupils will suggest differences between the environment/ weather in Antarctica and the UK. Making links to their own experiences (e.g. books, TV, Paradise Park trip in Nursery) is encouraged to help pupils comprehend tricky concepts such as how some animals have adapted to living in Antarctica.	<b>Plants &amp; Animals (incl. trips to Old McDonald's farm SPR1, West Ham Park SPR2)</b> A trip to West Ham Park in SPR2 with a focus on trees, their parts and their importance, sets pupils up for this unit. Pupils then have the knowledge needed to learn about what plants need to grow. They will also explore parts of a plant, their function and different stages of growth. A trip to Sun Trap trip to Epping Forest provides a lovely opportunity for pupils to appreciate the environment.  Moving on to look at animals, pupils are exposed to a variety of minibeasts, naming them too. A trip to Old McDonald's farm in SPR2 to tie in with their learning around jobs, provides a useful revisit of animal names, features and habitats. Butterflies become the focal point of study back in school, with each class having their own to observe. The butterfly learning centres around its life cycle, where to find them, habitat, diet, where it fits in food chain and its features	<b>Seaside (incl. trip to Shoeburyness beach)</b> Having learnt about the features of a beach and the animals that live there in Nursery, pupils now think about the ways in which people interact with the beach e.g. types of attractions you'd find there, why people bring things to the beach. Knowledge about the animals found there becomes more specific as pupils identify which animals would find along the UK coastline and consider why some creatures hard shells. Linking back to their Antarctica unit, pupils will explain the difference between Antarctica animals and UK coastline sea life. Finally, the pollution theme is revisited as the children identify plastic, and why it is dangerous, reading texts in connection with this (e.g. Secrets of the Seashore, Dear Greenpeace)		
<b>Expressive arts and design</b>	<b>Creating with materials</b>	Reception pupils will be introduced to land art and moveable art through the art works of Andy Goldsworthy. They will use 'loose parts' materials and resources to create patterns and pictures which they will then take a photo of themselves using iPads. Pupils will learn about line and shape compositions as well as patterns within their moveable/landart which could be indoors and outdoors. Pupils should be able to describe their pattern or picture using subject specific language such as describing the materials they may have used (bamboo rings, shells, conkers etc) and the type of pattern they have used (repeating, spiral, line, zig zag etc).	Reception pupils will develop the skill for painting through exploring brush sizes and how much paint to load on a brush. Pupils have access to various mark making tools to develop increasing control over pencils, pens and paintbrushes with the appropriate tripod grip. Reception pupils will begin to talk about the art work, saying what they like, what they found difficult and what they may try to do next time.	Reception pupils will explore sculpting with various malleable materials including playdough, salt dough and clay. They will experiment with sculpting equipment and tools to create a range of textures and help mould their material into their desired shape. Pupils will learn a range of sculpting techniques and create an end sculpture of an Antarctic animal which they will paint and varnish.	Reception pupil will explore a range of printing techniques that are increasingly more complex. They begin with painting on a single side and folding over to make a symmetrical print of a butterfly. They then move on to repeating a print using printing ink stamps and creating their own stamps out of fruits and vegetables. Finally they learn to create stencils for a resist print. Pupils will discuss which printing technique they liked the best and why before creating their final print independently from start to finish.	Reception pupils will make observations about different plants including flowers, fruits, vegetables and seeds. They will develop descriptive language what will assist them to draw with increasing detail. Their observational drawings will consider shape, size, texture, colour and any special features their chosen subject (plant) holds.	Reception pupils begin to understand how to add a story/narrative to their imaginative play. They are encouraged to draw on their own experiences as well as stories they have read throughout the year to enhance their narrative. Pupils also make props to support their play out of recyclable materials and loose parts/open ended resources in the classroom.	
	<b>Being imaginative (Music)</b>	Long song: Rainbow song	Long song: You are my Sunshine Sunshine in my Heart	Long song: Here Comes The Sun	Long song: What a Wonderful World	Long song: Do Re Mi	Long song: You've Got a Friend in Me	

**Elmhurst Primary School New Curriculum Map 2020 - 2021**

**Year 1**

	Term 1				Term 2				Term 3									
<b>Science</b>	Biology - Animals and Humans (14 incl. trip to Paradise Park)				Physics - Seasonal change, Autumn (2 incl. trip to West Ham Park)		Physics - Seasonal change, Winter (2 incl. trip to West Ham Park)		Chemistry - Everyday Materials (8)		Physics - Seasonal Changes, Spring (2 incl. trip to West Ham Park)		Biology - Plants (11)		Physics - Seasonal Changes (2 incl. trip to West Ham Park)			
<b>Science detail</b>	Starting with a focus on humans, pupils begin to identify parts of the human body and explore which parts of the body are associated with each sense. They then broaden their studies to common animals including fish, amphibians, reptiles, birds and mammals, with a trip to Paradise Park. Having had an opportunity to see a variety of animals up close, pupils find it easier to access later learning e.g. describing animal structures, recognising carnivores, herbivores and omnivores.				Having learnt about trees and identified the four seasons in EYFS, pupils now observe changes across seasons and in weather. This unit is split across the year so pupils can make observations in their local environment (West Ham Park)		Having made observations around West Ham Park in Autumn, pupils now consider changes across the seasons and in weather in Winter.		Pupils learn to distinguish between an object and the material from which it is made before identifying and naming a variety of everyday materials (e.g. wood, plastic, glass). Classification skills are explicitly taught as pupils explore the simple physical properties of a variety of everyday materials, comparing and grouping them.		Having made observations around West Ham Park in Autumn and Winter, pupils now consider changes across the seasons and in weather as we move into Spring.		With an understanding of growth and change in plants developed in EYFS, pupils now identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They also identify and describe the basic structure of a variety of common flowering plants, including trees. The summer term trip to West Ham Park in relation to seasonal changes provides further opportunities to embed this knowledge. Pupils develop their observation and recording skills whilst keeping their very own a seed diary, feeling a sense of ownership as they watch their own seed grow.		Pupils bring their seasonal changes learning together with a final visit to West Ham Park in the summer. This visit encourages them to reflect on changes in seasons and weather throughout the year.			
<b>History</b>	Castles (11 Lessons) including Castle day and trip to the Tower of London				Explorers (Combined) (10) including a share day													
<b>History detail</b>	Children learn about what a castle was, its role as a building but also the roles of different people inside it. This is a vital unit as they are beginning to more deeply study the distant past. They are building their comparison skills by thinking about how castles differ to modern day homes and visit the Tower of London, to see a real life example of what they have been learning.				Children learn about what an explorer is, as well as studying specific examples from the recent and distant past, including Ibn Battuta (b. 1304), Roald Amundsen (b. 1872) and Ranulph Fiennes (b. 1944).													
<b>Geography</b>					Explorers (Combined) (10) including a share day								Local Fieldwork (Maps etc) (9) including visits to West Ham Park					
<b>Geography detail</b>					New knowledge - pupils learn the continents. They Learn about hot and cold places in the world in relation to the equator and focus on deserts and the poles.								Building on explorers using maps from previous unit. New knowledge-pupils learn how to devise a simple map and learn how to use a map in West Ham Park where they are introduced to fieldwork skills by collecting data (creating a sensory map), they are introduced to compass directions and grid referencing					
<b>Computing and ICT</b>	We are Explorers (6)				ICT: We are Painters (paint) (6)								ICT: We are Talking books (ipads) (6)					
<b>Computing Detail</b>	New learning: Pupils will program a toy to move around a map to find buried treasure. They will start by thinking of algorithms for their routes, then input these as stored programs for the robot. They predict how the robot will move and will debug their programs.				New learning: Pupils will produce a piece of electronic artwork to illustrate a traditional tale, collated into an eBook.								New learning: Pupils will use their pictures from SPR unit to create an audiobook. They will record audio for their class book to retell the story alongside their pictures.					
<b>Digital literacy</b>	(1 hour)	<b>How to be safe online.</b> Pupils review learning from EYFS and read Smartie the Penguin, a story which covers the themes of Pop-ups, in-app purchasing, inappropriate websites and cyber bullying.		(1 hour)	<b>Trusted adults.</b> New learning: Pupils look at what information is personal and talk about adults who they can share personal information with.		(1 hour)	<b>Internet Safety Day activity</b>		(1 hour)	<b>Personal and non-personal information (continued).</b> Pupils build on learning from Autumn term and read Little Red Riding Hood and discuss what she does and says to the wolf. They reenact the story, this time not disclosing any personal information.		(1 hour)	<b>How to be responsible online.</b> New learning: Pupils read Chicken Clicking and discuss how to behave responsibly online. They think of top tips for the farmer to protect himself.		(1 hour)	<b>What have I learnt this year?</b> Pupils to reflect on what they have learnt this year. They can produce a digital or paper poster, booklet, leaflet etc including the key learning from one or all of their online safety lessons.	
<b>Art</b>	Collage and Drawing (Portraits) (8)				Painting - Animal Prints (6)				Printing (Fruit) (6)									
<b>D and T</b>	Castle Structures (junk modelling) (6)				Textiles - Puppets (explorers link) (6)													

	<b>Art and DT detail</b>						
	<b>PE</b>	<p><b>Gymnastics</b> In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing.</p> <p><b>Dance (6)</b> Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme.</p>	<p><b>Fundamentals</b> Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination.</p> <p><b>Ball Skills (6)</b> In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.</p>	<p><b>Team Building (6)</b> In this unit pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.</p>	<p><b>Fitness</b> In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health.</p> <p><b>Sending and Receiving (6)</b> Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls.</p>	<p><b>Yoga</b> Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.</p> <p><b>Athletics including Sports day</b> In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.</p>	<p><b>Invasion games</b> Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means.</p>
	<b>Music</b>	Keeping Time (6 Lessons)	Explorers (Across the world) (5 Lessons)	Soundscapes (5 Lessons)	Pitch (Voices) Lessons	(6)	
	<b>Music detail</b>	<p>Pupils to review and build on learning from EYFS. Children had daily singing time, and access to a variety of untuned instruments. Child were taught to sing along with a backing track and follow their teacher(as a conductor) during Christmas assembly.</p> <p><b>New learning:</b> Children will learn what it means to keep 4/4 time and to find a pulse in music, and the difference between pulse and rhythm.They will begin to use musical language and terminology. They will listen to music and begin to understand how music can be used as a way of expression.</p>	<p>Revisits keeping time, children to revise finding and keeping the pulse. <b>New learning:</b> They will build on and use musical language and terminology. They will compose a peice using symbols for notation.</p> <p><i>Cross curricular link: Geography</i></p>	<p>Links to previous learning: Using symbols for composing. Playing untuned instruments. Keeping time. <b>New learning:</b> What is a soundscape? Children will learn to represent the sounds they can hear around them using instruments. They will learn how to play instruments using different dynamics to create different musical effects.</p>	<p>Children will have been practising singing in different pitches, and magtching pitch with the music coordinator in singing assemblies. Students will learn to recognise higher or lower pitch</p> <p>Students will be able to sing in different pitches</p> <p>Students will learn to play untuned instruments in different pitches</p> <p>Students will compose music in different pitches</p>		
	<b>RE</b>	<b>Sikhism (6 Lesson) and Guru Nanak assembly (3 days) (Autumn 1)</b>	<b>What does it mean to belong to y (6 Lessons)</b>	<b>What does it mean to be a Muslim (6)</b>	<b>What does it mean to be a Hindu (6 Lessons) Place of Worship week (2 lessons)</b>	<b>How do you live well with family and friends</b>	
	<b>RE detail</b>	<p>Pupils to review and build on learning from EYFS, where they looked at Guru Nanak's Birthday.</p> <p><b>New learning:</b> Pupils to learning about what it means to belong. Pupils to learn about how someone belongs to the Sikh community, focusing on the naming ceremonies, 5K's, the Story of Guru Nanak, and a potential trip to the Gurdwara. Pupils will put on an assembly to showcase and teach the wider school community about Sikhism and Guru Nanak.</p>	<p>Pupils to review and build on learning from EYFS where they look at the Christmas story. Pupils to review what it means to belong and what groups they feel they belong to.</p> <p><b>New learning:</b> Pupils to learn about how someone belongs to the Christian community, focusing on baptism and Christmas and how it is celebrated. Pupils to take part in the Christmas experience at a local church.</p>	<p>Pupils to review what it means to belong and what groups they feel they belong to. Pupils to review and build on learning from EYFS, where they looked at Eid.</p> <p><b>New learning:</b> Pupils to discuss how people can belong to various groups, religious, cultural, family, and school. Pupils to learn about how someone belongs to the Muslim community, focusing on the story of Muhammed receiving a message from God and how he went on to spread this message.</p>	<p>Pupils to review and build on learning from EYFS, where they were introduced to Hinudism through Diwali and the story of Rama and Sita.</p> <p><b>New learning:</b> Pupils to learn about how someone belongs to the Hindu religion, focusing on the 5 daily duties for Hindus, Karma, Puja, Brahman, and Krishna. Pupils to visit the Hindu temple. Pupils to take part in Place of worship week.</p>	<p><b>New learning:</b> Pupils will look at a variety of different religions for this final unit in Yr1. Pupils to be introduced to Judaism, focusing on Shabbat and how it helps Jewish people belong to their faith. Pupils learn about how Raksha Bandhan is a Hindu festival of belonging to a family. Pupils to discuss a special place in their homes and look at different artifacts found in many homes. Pupils should think about religious and non-religious examples.</p>	
	<b>PSHE/ RSE</b>	Being Me (2)	Dreams & Goals (2) & Anti Bullying Week	Celebrating Difference (6)	Healthy Me (6)	Relationships (4) & Changing Me	



	Term 1				Term 2				Term 3									
<b>Science</b>	Biology - Living Things and Habitats (12 incl. trip to West Ham Park)				Chemistry - Everyday Materials (9)				Biology - Plants (6)		Biology - Animals including Humans (7)							
<b>Science detail</b>	Having identified common animals in Y1, pupils now explore and compare the differences between things that are living, dead, and things that have never been alive. They are introduced to the concept of habitats, recognising how animals and plants are suited to these. Pupils begin to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain - a concept that will be revisited in Y4. Reading Challenge Books: The World of Bees. One Tiny Turtle				As the Y1 unit on materials was taught entirely online, experimentation and developing enquiry skills will be prioritised in this unit. Pupils will, for example, identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses and find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.				Following a focus on observing and describing plants in Y1, pupils now begin to consider how plants grow and stay healthy. Carrying out investigations with seeds and bulbs, pupils will discover and describe how plants need water, light and a suitable temperature.		In Y1 pupils gained an understanding of the basic parts of the human body. Now they will find out about and describe the basic needs of animals, including humans, for survival (e.g. water, food and air). PHSE links are made as pupils describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Reproduction is first introduced here, with pupils learning that animals, including humans, have offspring which grow into adults, with further teaching on these concepts in UKS2. Reading Challenge books: Which food will you choose?							
<b>History</b>	Great Fire (10 Lessons)								Australia (History and Geography combined) 10 lessons									
<b>History detail</b>	Children look at a key historical event in the development of London, the Great Fire. As well as learning about the key facts of the blaze itself, they also develop their understanding of change over time by looking at both its long and short term impacts. They also study key figures of the time and their recordings about the fire and then look at how the fire service has changed since that time.								Children learning about the change in Australia due to colonisation. They begin by learning about the native Aboriginal people before looking at how their lives were disturbed by the arrival of Captain Cook and later colonisers, including the First Fleet. They first touch on the idea of empire, specifically the British Empire, which is explored in much more depth in later years. The skills of a historian (analysing sources etc) are specifically taught and developed.									
<b>Geography</b>					Paddington's UK Adventures (maps, UK, London) (10)													
<b>Geography detail</b>					Building on knowledge of continents, introduce world oceans new knowledge- locate and name countries in the UK, as well as their capital cities learn about the human and physical features of the UK.				Building on knowledge of hot places near the equator in year 1 as well as features of a beach in previous unit. New knowledge- understand climate in Australia and compare to the UK as well as compare cities and beaches. Learn about Ulluru and the need to protect the Great Barrier Reef Reading Challenge books: Australia - Travel for kids.									
<b>Computing and ICT</b>	ICT: We are Digital Writer: Word Processing (6)				Computer Science: Principle of coding and Scratch (Astronauts!) (8)				ICT: We are Photographers (6)									
<b>Computing detail</b>	New learning: This unit will develop pupils' understanding of the various aspects of using a computer and how to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.				Pupils will build on the learning from the Year 1 unit 'We are Treasure Hunters' to program a sprite to move around the screen. In Year 1, they inputted instructions into BeeBots, changing the position and movement and were introduced to the idea of debugging. New learning in this unit involves changing features of the sprite (size) and understanding the function of loops and control blocks.				New learning: Pupils will review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio.									
<b>Digital literacy</b>	(1 hour)	Trust and appreciation (jigsaw) Pupils build on learning from year 1 to identify people in their circle of trust and those not in their circle of trust. They create a profile for one/some of their trusted adults and put together to make a class book.		(1 hour)	Who can we share personal information with? Pupils build on learning from yr 1 and look at a video of children sharing personal info with an online player. They discuss top tips to be safe whilst playing online.		(1 hour)	Internet Safety Day activity		(1 hour)	Secrets (jigsaw) New learning: Pupils identify good secrets and worry secrets and discuss what to do with them.		(1 hour)	Online and in-app purchasing. Pupils build on learning from EYFS and yr 1 and read 'Once Upon a Time Online' and discuss how the fairytale characters purchased items without asking for permission. Pupils also learn about in-app purchases and what to do if they are encouraged to buy these by companies.		(1 hour)	What have I learnt this year? Pupils to reflect on what they have learnt this year. They can produce a digital or paper poster, booklet, leaflet etc including the key learning from one or all of their online safety lessons.	
<b>Art</b>	Fire of London inspired painting (6)								Dot Painting combined with Aboriginal Masks (8)									
<b>D and T</b>					Mechanisms - wheels and axles (6)				Fruit Salad (science link) (6)									

	<b>Art and D and T detail</b>	In this unit pupils will experiment with hot and cold colours by making tints and shades with primary colour and white and black. They experiment with brush strokes to make experimental small paintings. They will blend white and black with other colours to develop control of paint and other media. This unit builds on the animal pattern unit in Year 1 where children used thick and thin brushes to create texture.					
	<b>PE</b>	<p><b>Gymnastics</b> In this unit pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling (<b>introduce forward roll with apparatus</b>), balancing and travelling individually and in combination to create short sequences and movement phrases. <b>New Learning:</b> Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.</p> <p><b>Dance</b> Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. <b>New Learning</b> Working in unison and mirroring a partner.</p>	<p><b>Fundamentals</b> Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment.</p> <p><b>Ball Skills</b> In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.</p>	<p><b>Team Building</b> Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety.</p>	<p><b>Fitness</b> Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, coordination, speed and stamina.</p> <p><b>Net and Wall</b> Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring.</p>	<p><b>Yoga</b> Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p> <p><b>Athletics</b> In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p>	<p><b>Striking and Fielding</b> In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p>
	<b>Music</b>	Exploring Pitch (5 Lessons)	Exploring Rhythm (5 Lessons)	Songs from Around the world (incorporate a round) (6 Lessons)	Music in Nature (some music technology) (5 Lessons)	Famous Pieces (5 Lessons)	
	<b>Music detail</b>	This unit is a direct follow up to the pitch unit in year 1. Children should revise matching and changing pitch. Children will compose a short melody including changes in pitch. Children have experience in composing from year 1.	Revisits learning from the Keeping Time unit in year 1. <b>New learning:</b> To use and read notation for crotchet, quaver and rest	Children will listen with concentration and understanding to a range of high-quality live and recorded music. Children will learn how different cultures use music. Children will learn how to sing in a round, using their learnt skills in pitch and keeping time.	Child to build on learning from the year 1 soundscape unit. Children will use digital technology to create a soundscape.	Children will listen to some pieces from important historical composers, they will learn that music is often inspired by story telling and creates emotion.	
	<b>RE</b>	<b>Where does the world come from? (6 Lessons)</b>	<b>Jesus' Stories (6 Lessons)</b>	<b>Saying Sorry: Forgiveness (P4C) (5 Lessons)</b>	<b>Special Stories at Easter (6 Lessons) including Easter assembly</b>	<b>Special Food, Fasting and Faith (6 Lessons)</b>	
	<b>RE detail</b>	Pupils to review holy books they have learnt about from Yr1 topics and what they know about Christianity and Hinduism. <b>New learning:</b> Pupils to consider how stories can change people. They will explore this big question by thinking about where they think the world and things in nature come from. Pupils will then learn about the Abrahamic religions (Christian, Islamic and Jewish) creation story and what holy books they can be found in. Pupils will then look at the Hindu creation story. Pupils will compare the similarities and differences between the 2 stories. In this unit, pupils should reflect on how we treat the world/nature, what we can do to look after it and why we should look after it. Pupils will write a letter to the Prime Minister about a current affair affecting nature (e.g., this year's forest fires in Turkey).	Pupils to review what they know about Jesus, from previous topics about Christmas in EYFS and Yr1 and Easter in EYFS. <b>New learning:</b> Pupils to consider how stories can change people. They will explore this big question by looking at why Jesus taught stories. They will learn what a parable is and then look at the following stories, 'The parable of the lost sheep,' 'The parable of the rich fool,' and 'The good Samaritan.' They will then write their own moral storybook, picking out a moral they feel everyone should learn from.	Pupils to review why Jesus told stories (Yr 1 & 2) e.g. to teach people how they should treat others and what type of qualities Prophet Muhammad e.g. kind, polite (Yr1) <b>New learning:</b> Pupils to explore the theme of forgiveness through our Philosophy for Children unit. Pupils will look at a non-religious text to explore this theme. They will begin to form questions that they will then discuss as a class. This learning style will help pupils begin to understand that some people hold different opinions to them, and they will begin to learn the art of having a healthy discussion/debate. Pupils will talk through what it means to forgive someone and what it means to say sorry. Pupils will also explore religious/non-religious quotes around this theme.	Pupils to review what they know about Easter already from EYFS. <b>New learning:</b> Pupils to consider how stories can change people. They will explore this big question by looking at the different stories of Holy Week, including Palm Sunday, The Last Supper, and Easter Sunday. Pupils should begin to explore how Jesus' disciples were feeling during the different parts of the week. They should also be able to express their feelings after learning about the different events that take place. Pupils to discuss why the cross is an important symbol to Christians.	Pupils to review what special foods they have and when they have it (link to EYFS Festival topics) <b>New learning:</b> Pupils to consider how stories can change people. They will begin by thinking about what fasting means and which people fast. They will explore this big question focusing on Ramadan and Lent and why Muslims and Christians fast. They will compare similarities and differences between why Christians and Muslims fast. They will think about special foods that are shared/eaten during these times. Pupils will also be able to try some of these special foods.	
	<b>PSHE/ RSE</b>	Being Me (2)	Dreams & Goals (2) & Anti-Bullying Week	Celebrating Difference (5)	Healthy Me (3)	Relationships & Changing Me (2); Boys and girls' bodies	



	Term 1				Term 2				Term 3															
<b>Science</b>	Physics - Forces and Magnets (8 incl. visit to Wonderlab)				Chemistry - Rocks and Soils (8)				Physics - Light (6)				Biology - Animals including Humans (6)				Biology - Plants (8)							
<b>Science detail</b>	This is the first time that pupils are learning about forces and magnets. After observing how magnets attract and repel certain materials and not others, pupils will group materials according to their magnetic properties and predict whether magnets will attract or repel depending on whether their poles are facing.				Having worked on identifying everyday materials in Y2, pupils will develop their classifying skills by comparing and grouping rocks based on their appearance, physical properties (e.g. permeability) or how they are formed (e.g. igneous, sedimentary). They will describe in simple terms how fossils are formed, supporting them to realise that fossils provide information about living things in the past - an idea which will be built on in Y6.				Pupils have talked about the sun as a light source in Y2 plants. Now they explore the importance of light in seeing things, acknowledging that light from the sun can also be dangerous to our eyes. Pupils will spot patterns as they explore concepts such as reflection and shadow formation, ensuring familiarity with these phenomena before they are unpicked further in Y6.				Having developed an understanding of the basic needs of animals and humans in Y2, pupils will delve further to explore the right types of nutrition they require. Pupils will learn about the role of the skeletal system and muscles for support, protection and movement, providing essential knowledge before they explore the digestive system in Y4 and circulatory system in Y6.				With an understanding of the basic parts of a flowering plant from Y2, pupils will now explore the functions of each of these parts. The life cycle of plants is explored fully e.g. pollination, seed dispersal. Having learnt in Y2 that plants need water, pupils will investigate how this is transported in a plant. Throughout the unit, pupils are encouraged to reflect upon the requirements of plants for life and growth (e.g. air, light, water, nutrients from soil, and room to grow).							
<b>History</b>	Stone and Bronze Age (11 Lessons including Hunter gatherer at WHP)								Victorian / Elmhurst Community School (including visit to the ragged school museum) (6 Lessons)															
<b>History detail</b>	This is a vital unit in our children's development as historians. It covers a great swathe of British history, starting from the Stone Age and then running all the way through to the end of the Bronze Age with the invasion of the Romans (which will be studied in Y4). There is great emphasis in this unit on how we know what we know about these early civilisations, helping children develop not only knowledge of the period but also an understanding of how historical investigation/discovery works.								This unit effectively ties the study of history into our children's immediate lives. They use artefacts (log and attendance books) from Elmhurst to understand how schooling differs from the past to now. Also, they look at our immediate local area of Green Street to see change over time, as well as learning about figures of local historical note, for example, Elizabeth Fry. Their study of London in this unit will help them in Y4, where they look at the importance of London to both the Romans and Anglo-Saxons.															
<b>Geography</b>					Biomes (6 Lessons)				Extreme Earth: Mountains, Volcanoes and Earthquakes (7 Lessons) including trip to Natural history museum earthquake simulator															
<b>Geography detail</b>					Building on biomes explored in KS1 of deserts and tundra and climate in relation to the equator. New knowledge- learn about more biomes- temperate forests and rainforests and compare to the UK.				Building on identifying mountains in year 2 and locating four countries and capitals of the UK. New knowledge- tectonic plates causing the formation of mountains (location within the UK) volcanoes and earthquakes.															
<b>Computing and ICT</b>	T: We are Opinion Pollsters (8-9 Lessons - Mornings)								Computer Science: Principle of coding and Scratch (Animation) (8-10 Lessons - Mornings)				T: We are Presenters (Video; Using Movie Makers) (8-10 Lessons - Mornings)											
<b>Computing detail</b>	New learning: Pupils will be designing a survey in Google forms using a range of response types. They will examine different question types and will use the charts feature to analyse their results. Pupils will present their results on Google slides to the class.								Building on from Yr 2 coding unit. Pupils create an animated cartoon using characters they design. They use a paint tool to create characters (sprites) and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions. New learning: Pupils will be extending their coding knowledge through the use of coordinates for movement, say and think blocks and sound blocks. They will be creating longer sequences of changes compared to Yr 2.				New learning: This unit gives pupils a chance to make a short narrated video of themselves practising a sport or other skill, and to use this to help improve their performance.											
<b>Digital literacy</b>	(1 hour)	Cyberbullying. New learning: Teacher to read 'Troll Stinks' to pupils and discuss how Billy Goat and his friend have repeatedly upset others and behaved irresponsibly. They suggest alternative actions the friends could take so that the story turns into a positive one.			(1 hour)	Creating strong passwords. New learning: Pupils learn what makes a strong password and make one of their own, following top password tips.			(1 hour)	Internet Safety Day activity			(1 hour)	Being a good digital citizen. New learning: Pupils look at what being a good digital citizen looks like in practice. They create posters promoting this behaviour.			(1 hour)	Keeping myself safe online (Jigsaw) New learning: Pupils discuss trustworthiness of apps and games online. They look at and rank tips for keeping safe.			(1 hour)	What have I learnt this year? Pupils to reflect on what they have learnt this year. They can produce a digital or paper poster, booklet, leaflet etc including the key learning from one or all of their online safety lessons.		
<b>Art</b>	Cave Painting (Drawing) (6 Lessons)				Printing ( plants) (7 Lessons including a trip?)				Identity- (Collage) (6 lessons)															
<b>D and T</b>	Shelters (woodwork) (8 Lessons)																							

	Art and DT detail						
	<b>French</b>	C'est Moi (8 Lessons)		Les Dates (6 Lessons)		Au Marche' (6 Lessons)	
				Prior Learning: numbers from 0-20		Prior Learning: Greetings and colours	
	<b>French Detail</b>	<p><b>New Learning:</b> orally and in writing, students will learn how to: greet others at different times of the day; how to ask and respond to 'how are you?', 'what is your name?', and 'how old are you?'; how to pronounce the French alphabet; how to say numbers from 0-20 and different colours in French.</p>		<p><b>New Learning:</b> orally and in writing, students will learn: the days of the week, months and seasons; how to ask and answer questions like 'what date is it today?', 'when is your birthday?'. <b>Grammar:</b> understanding that days of the week and months are not capitalised in French.</p>		<p><b>New Learning:</b> orally and in writing, students will learn: the names of different fruit in French; transactional vocabulary for serving and requesting food in a market; how to express likes and dislikes. <b>Grammar:</b> Students will begin to recognise that some nouns are preceded by 'un' and others by 'une'; to use -s at the end of plural words; that negation (expressing dislikes) involves using <i>ne</i> before the verb and <i>pas</i> after it; that definite articles 'les' (the) are needed when expressing likes/dislikes instead of indefinite articles 'o' (un/une).</p>	
	<b>PE</b>	<p><b>Gymnastics (6 Lessons)</b> <b>New Learning:</b> In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling (<b>forward roll with apparatus</b>), jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow.</p> <p><b>Dance (6 Lessons)</b> Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils develop their use of counting and rhythm. <b>New Learning</b> Pupils learn to use canon (building on mirroring in Y2), unison, formation and levels in their dances.</p>	<p><b>Hockey (6 Lessons)</b> Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition.</p> <p><b>Tennis (6 Lessons)</b> In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition.</p>	<p><b>Netball (6 Lessons)</b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p><b>Fitness (6 Lessons)</b> Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels.</p> <p><b>Cricket (6 Lessons)</b> Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p>	<p><b>Yoga (6 Lessons)</b> Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p> <p><b>Outdoor Adventure Activity (6 Lessons)</b> Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. Pupils learn to orientate a map, identify key symbols and follow routes.</p>	<p><b>Athletics (7 Lessons) including sports day</b> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>
	<b>Music</b>	Exploring Signing Games (6 Lessons)	Rhythm Lessons (6)	(6 Lessons)	Choven Classical Music (4 Lessons)		
	<b>Music detail</b>	Pupils to revise what they know about singing so far: exploring pitch, rhythm and melody in years 1&2. Children will explore the different timbres of their voices, and perform.	Children should revise knowledge from previous rhythm units, taught in both year 1 & 2. New learning: Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	New learning. Most, if not all children will never have played the ukelele before. Children use knowledge they have used in previous units; time keeping, rhythm and recognising quavers, crotchets and rests.	In this unit the children will build on the learning they did on soundscapes in year 1&2 to go into greater depth at listening to and creating music, in lessons created by the London Symphony Orchestra.		
	<b>RE</b>	(6 Lessons)	<b>Light in Religion (6 Lessons) including 2 lessons on a special multi-faith assembly 'The festivals of Lights'</b>	P4C lesson included in this unit.) (7 Lessons including mandir visit for Place of worship week)	<b>and Buddha STOP &amp; THINK (N) (5 Lessons)</b>		
	<b>RE detail</b>	<p>Pupils to recap on what they know about Judaism so far (Yr1 &amp; 2)</p> <p><b>New learning:</b> Pupils to consider how symbols and sayings are important in religion. They will explore this big question by looking at how and why different festivals in the Jewish community are celebrated, focusing on Rosh Hashana, Sukkot, and Passover. Pupils will also look at special objects in a Jewish home.</p>	<p>Pupils to review learning from what they have learnt about Diwali and Christmas in Yr1</p> <p><b>New learning:</b> Pupils to consider how symbols and sayings are important in religion. They will explore this big question by looking at why light is considered special in some religions. The 3 festivals they will focus on are Diwali, Christmas, and Hanukkah. Pupils need to consider why these festivals use light and what it symbolises. Pupils should then discuss the similarities and differences between the religions/festivals and why they use light. Parents will have an opportunity to watch a multi-faith assembly performed by Year 3 to showcase and teach the wider school community about light.</p>	<p><b>New learning:</b> Pupils to consider how symbols and sayings are important in religion. They will explore this big question by looking at Why is Holi important to Hindu people. In this unit, pupils will start with a Philosophy for Children lesson to explore the theme of good vs. evil through a non-religious text. They will begin to form questions that they will then discuss as a class. This learning style will help pupils begin to understand that some people hold different opinions to them, and they will begin to learn the art of having a healthy discussion/debate. They will go on to learn about the story of Prahlah and the festival of Holi. Pupils should explore why this festival is important in the Hindu community. Pupils will have a chance to recreate what happens during Holi.</p>	<p>Pupils to review learning about who was Jesus and the parables they learnt about in Yr2.</p> <p><b>New learning:</b> Pupils to consider how symbols and sayings are important in religion. They will explore this big question by looking at how Jesus and Buddha made people stop and think? This is the first time that pupils will be learning about Buddhism, so there will be 2 lessons that focus on who Buddha was and an introduction to Buddhism focusing on the 4 noble truths. They will then learn about the story of the Geese (story Buddha told) and Pharisee and the tax collector (Parable from Jesus.) Pupils should reflect on how these stories make people stop and think about their actions. Pupils will then see a selection of sayings/quotes from Jesus and Buddha, and they will need to apply their knowledge to unpick what the sayings/quotes might mean/teach people.</p>		
	<b>PSHE/ RSE</b>	Being Me (4)	Dreams & Goals (2) & Anti-Bullying Week	Celebrating Difference (5)	Healthy Me (5)	Relationships (5) & Changing Me; <i>Understand how babies grow and develop</i>	

PSHE/ RSE detail		Using team-building games, mindfulness and engaging discussions, children learn to set general goals for the year and about making the right choice. Moreover, children learn about the rights and responsibilities of being a pupil in a classroom and consider how to see things from another perspective.			Children set personal learning goals for themselves, as well as looking at their dreams and ambitions in their lives. There is a focus on working together to achieve their goals, as well as overcoming obstacles that may appear on their journey.			Children learn about respecting others. There is a special focus on bullying, especially recognising how words can be hurtful and what to do if one witnesses bullying. Moreover, children learn about the importance of their family in their own lives.			Children learn to make healthy choices, with a focus on keeping a balanced lifestyle. There is a special focus on exercise (through fitness challenges).			Children learn about family, for example the roles of each family member and the responsibilities this can entail. There is a focus on how children can express appreciation for their family and friends, as well as gaining an awareness of how other children live their lives.		
Educational Visits/Special Events		Science Museum (Wonderlab Forces)	Hunter gatherers @ WHP 1 Lesson	UCL visitor - Archaeology 1 Lesson	Multifaith assembly on light	Faith in Schools visit	Natural History Museum (Weather) 1 Lesson	WBD Book Top 1 Lesson	Mandir (Holi) 1 Lesson	Ragged School Museum	William Morris Gallery 1 Lesson	Year Group Debates 2 Lessons	Seaside 1 Lesson	Sports Day 1 Lesson		
* <b>Note:</b> In their 2 x 40 minute morning slots - ICT / Library																
Planning for Victorians / Elmhurst Community School?																

## Elmhurst Primary School Curriculum Map 2021 - 2022

Year 4

		Term 1			Term 2			Term 3					
Science	Biology - Living things and their habitats (6 incl. trips to West Ham Park)	Biology - Animal including humans (7 incl trip to Science Museum)			Chemistry - States of matter (6)		Physics - How sound is made (6)		Physics - Electricity (5)				
Science detail	In Y2 pupils learnt about how habitats provide animals with what they need. In Y4 pupils begin to classify living things, learning about the differences between vertebrates and invertebrates before doing fieldwork in their local environment (West Ham Park) with a view to creating their own online classification tool (Computing Links). Pupils will also have the opportunity to raise and answer questions about living things and the wider environment on an enhancement trip to the Horniman Museum.	Having developed an understanding of how humans get nutrition in Y2, pupils will now learn about the functions of the basic parts of the digestive system in humans. They will also identify the different types of teeth in humans and explain their simple functions. Having explored simple food chains in Y2, pupils will now construct and interpret a variety of food chains, identifying producers, predators and prey. At the end of the unit, pupils will attend a digestion workshop to further embed the concepts taught.			Pupils know from Y2 that solids can be manipulated (e.g. squashed). Now they begin to group materials according to whether they are solids, liquids or gases. Pupils go beyond the national curriculum in this unit to assist their understanding, being introduced to particle theory (a concept that will be revisited in the sound unit).		Having observed sources of sound in music lessons throughout KS1/ LSK2, pupils now identify how sounds are made and how vibrations travel. Pupils are challenged to spot patterns relating to volume and pitch, which are more complex UKS2 themes. As part of this unit, particle theory and states of matter are also revisited.		This is the first time pupils will be studying electricity. Beginning by identifying appliances that run on electricity, pupils will then make simple series circuits, identifying the parts. They will identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. They will also explore the function of switches. Pupils will start to understand that electricity travels through some materials better than others, identifying some common conductors and insulators - associating metal with being a good conductor.				
History	The Romans and their impact on Britain (7 including Roman day/ trip)	Anglo Saxons and Vikings (6)		History and Geog				Mayans (6)					
History detail	New knowledge - civilisation. Trip should focus on understanding Romans and their impact of London.	Recap on the idea of civilisation. Understand London's role in this period after being abandoned by the Romans.		Deepen - Comparison lessons looking at London in Romans, Anglo saxon and modern				Building on the idea of being a Historian pupils to explore an artefact to learn about the Mayan civilization. Revisit the idea of civilisation and build on this understanding from Romans and Anglo Saxons to compare and contrast the civilisations.					
Geography				Core Geog	Rivers inc urban settlements (8) Cody Dock Trip		Climate change and activism (6)						
Geography detail				Revisit all core knowledge from previous years.	Build on knowledge of settlements and the growth of London including the importance of the Thames. Compare London during the Roman, Anglo Saxon and present day. Link to Ghana Partner schools to compare a global issue of pollution.		Build on understanding of rivers and flooding and of biomes (Yr 3) and of global issues. Link to the Ghana school to discuss the impact of climate change in UK, Bangladesh and Ghana. Study activists and plan a protest for change.						
Computing and ICT	ICT: We are Meteorologists (6)				Computer Science: Principle of coding and Scratch (8)			ICT: We are Desktop Publishers (6)					
Computing detail	New learning: This unit brings together data measurement, analysis and presentation, as the children take on the role of meteorologists and weather presenters. Pupils begin to understand how technology informs us and plays an important part in everyday life.				Building on knowledge from Year 3 coding unit. Pupils analyse educational computer games, identifying those features that make a game successful. They then plan and design a game, with a clear target audience in mind. New learning: Creating 'If...Then' conditions, using the (=) reporter operator, broadcasting blocks and variables.			Building on from Yr 2 'We are Digital Writers' unit. Pupils will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve pre-made documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. Teachers to decide final outcome.					
Digital literacy	(1 hour)	Our Online Activity. New learning: Pupils complete a Google Form about their online activity. Responses are discussed within the class. The internet is celebrated as a platform for positive experiences.	(1 hour)	Age restrictions. New learning: Pupils learn about age restrictions in general and then focus on them for social media sites and games. They think about the purpose of age restrictions.	(1 hour)	Internet Safety Day activity		(1 hour)	Mixed messages. New learning: Pupils look at how different emojis and messages can be perceived differently by people. They look at turning negative comments into positive ones.	(1 hour)	Screen Time (Jigsaw Yr5) New learning: Pupils look at how a lot of screen time affects their relationships with friends, family and teachers. They look at ways to develop healthier habits.	(1 hour)	What have I learnt this year? Pupils to reflect on what they have learnt this year. They can produce a digital or paper poster, booklet, leaflet etc including the key learning from one or all of their online safety lessons.
Art and DT	DT Mechanisms (making levers)		Art: Textiles : Sun prints (6)			D and T - Designing a rice dish (6)		Art: Protest Art (6)		Electricity (2 lessons) added to science unit			

	<b>Art and D and T detail</b>			Link to rivers and climate change - understanding where rice grows.	Link to climate change unit. Pupils study preost art of ... making placards to use in their protest. Using recycled plastic they create new sculptures	Not taught before 2020. Linked to science unit.	
	<b>PE</b>	<b>Gymnastics (6)</b> Building on knowledge: In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. New Learning: Straddle roll is now taught in addition to barrell and forward rolls. They develop more advanced actions such as inverted movements (shoulder stand) and explore ways to include apparatus.	<b>Cricket(6)</b> Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.	<b>Basketball (5)</b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games.	<b>Fitness (5)</b> Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels.	<b>Athletics (6) Including sports day</b> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.	<b>Dodgeball (6)</b> Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent.
		<b>Dance (6)</b> Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	<b>Football (6)</b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games.		<b>Tag Rugby (5)</b> In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit.	<b>Rounders (6)</b> Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills.	
	<b>French</b>	<b>C'est Moi et Ou habites-tu? (It's me and where I live) (8)</b>		<b>Mon Monstre (my monster) (7)</b>		<b>Au café (at the café) (7)</b>	
	<b>French detail</b>	<b>Links with prior learning:</b> numbers from 1-31, greetings at different times of the day, conversational language including 'how are you?', 'what is your name?' and 'how old are you?' and appropriate responses.		<b>Links with prior learning:</b> colours vocabulary and numbers from 1-31. <b>Grammar:</b> concept of masculine/female/plural nouns and necessary changes for determiners/articles preceding nouns.		<b>Links with prior Learning:</b> greetings; transactional vocabulary for a supermarket context and have explored expressing likes and dislikes. Students will apply and develop their knowledge of transactional vocabulary to a new setting (a cafe). <b>Grammar:</b> negation, plural -s, masculine/feminine/plural nouns and accompanying determiners/articles; sentence structure (number before noun, adjectives after noun).	
		<b>New learning:</b> Orally and in writing, students learn to ask and respond to: 'where do you live?', describe the place they live in (town/village/countryside) and say what type of house they live in. Students will also develop an understanding of countries in which French is spoken (outside of France).		<b>New learning:</b> orally and in writing, students will learn the french body parts and adjectives to describe a monster. <b>Grammar:</b> Students will build an awareness of masculine and feminine words; appropriate use of 'un/une'; plural agreement of adjectives in sentences; and sentence structure (number before noun and colour after noun).		<b>New Learning:</b> orally and in writing, students will learn the vocabulary for typical food and drink items found in French Cafes; how to request a table; how to order food including how to express wants, likes and dislikes; how to express simple reasons for wants, likes or dislikes using the conjunction 'because' and additional adjectives. <b>Grammar:</b> using 'parce que' + adjective to make a complex sentence.	
	<b>Music</b>	<b>Pitch and listening (7)</b>		<b>Layers and textures (5)</b>	<b>Music technology: Garage band (5)</b>	<b>African drumming including workshops (6)</b>	
	<b>Music (detail)</b>	Children have studied pitch and listening in units in year 1,2&3. In this unit children will explore singing in harmony. Using their voices with increasing accuracy, fluency, control and expression		Children will focus on listening to music with attention and detail and noticing how different musical styles and techniques create mood, for example in film scores. They will have the opportunity to create their own mood music.	Music technology was touched upon in the soundscape unit in year 2. In this unit children will explore the music making programme Garage Band, they will learn to be 'music producers' using samples to create their own track.	This unit is delivered by Newham Music. Children use their previous knowledge of rhythm and pulse whilst learning about music from a different culture.	
	<b>RE</b>	<b>Hinduism at home and in the Mandir (6)</b>	<b>What makes me the person I am? Should we ever change? P4C unit (N)</b>	<b>Christianity, The Bible and Easter Including place of Worship visit and follow up(7)</b>		<b>Marriage (6)</b>	<b>How are religions reflected in my local area? (7) Including International evening on celebrating diversity</b>
	<b>RE Detail</b>	Pupils to review learning from the Yr1 unit of what it means to be a Hindu. Pupils should also reflect on previous learning from Yr3 with Hindu festivals they looked at.	Pupils should be familiar with the purpose of having Philosophy for Children lessons from previous Yr2 and Yr3 units. The unit develops work on special qualities from Year 1 unit: What does it mean to live with family and friends?	Pupils to review previous learning from their Yr2 Easter unit, with an emphasis on Palm Sunday and the last supper. Pupils to review their knowledge about the Bible including any stories that come from the Bible.		<b>New learning:</b> Pupils to consider what is special to them and the people in the community. They will explore this big question by thinking about why some people get married. In this unit, they will investigate and research marriage vows. They can look into promises made in Humanist, Christian, Jewish, Muslim, Buddhist, Sikh, and Hindu weddings. After their initial investigation, they will then learn about the main stages of a Hindu marriage ceremony and the symbolism behind the seven steps in a Hindu marriage. They will also learn about what happens in a Muslim wedding ceremony.	Pupils to review learning so far from Yr4 to help them understand the make up of our local area.
		<b>New learning:</b> Pupils to consider what is special to them and the people in the community. They will explore this big question by learning how Hindu people worship at home and in the Mandir. This topic will cover what Hindus believe about God before looking at what worship looks like in a Mandir. They will also look at how Hindu worship in the home.	<b>New learning:</b> Pupils to consider what is special to them and the people in the community. They will explore this big question by using the Philosophy for Children style lessons. They will think about their place within the local area and what makes them the person they are. They will use a non-religious text to explore the question of 'should we ever change?' They will form questions on this theme that they will then discuss as a class. This learning style will help pupils build on their understanding that some people hold different opinions to them, and they will build on their skills of discussion/debating. Pupils will also explore religious/non-religious quotes around this theme.	<b>New learning:</b> Pupils to consider what is special to them and the people in the community. They will explore how Christians use the Bible in church, in the home, and elsewhere. Pupils will reflect and build on previous knowledge about Easter and why it is celebrated, with a special focus on the symbols of Easter. They will look at the deeper meaning behind why Palm Sunday is important to Christians. Pupils will learn about the events of the Last Supper and how the symbols are used today. This will help pupils discuss and reflect on why Christians remember and celebrate Easter today.			<b>New learning:</b> Pupils to consider what is special to them and the people in the community. They will explore this big question by investigating how religions are reflected in their local area. Pupils will go on an exploration walk of the local area and map out the places of worship they find (links to mapping geography.) They will discuss the functions of religious buildings and places. Pupils will create a questionnaire for a group of religious/non-religious leaders and will be able to ask our panel of local leaders their questions. This unit will allow pupils to reflect on what they have learnt from their research and how religions are similar and different in our local area. Parents will have the opportunity to attend an international evening celebrating diversity organised by the pupils in Yr4.
	<b>PSHE/ RSE</b>	<b>Being Me (5)</b>	<b>Dreams &amp; Goals (2) &amp; Anti-Bullying Week</b>	<b>Celebrating Difference (4)</b>	<b>Healthy Me (3)</b>	<b>Relationships (5)</b>	<b>Changing Me (3) Introduction to puberty</b>

	<p>Using team-building games, mindfulness and engaging discussions, children learn to set general goals for the year and about making the right choice. Moreover, children learn about the rights and responsibilities of being a pupil in a classroom. They also learn about rewards and consequences (linking to the 5Cs) and how to be part of a class team.</p>			<p>Children set personal learning goals for themselves, as well as looking at their long term dreams. These dreams are considered in a realistic light, for example there is a lesson on overcoming disappointment and the children learn to create, new realistic dreams. There is a focus on working together to achieve their goals, as well as overcoming obstacles that may appear on their journey.</p>			<p>Children learn about the vital importance of respecting others. Children learn about how to understand bullying (linking to Anti-Bullying Week) and how we should celebrate differences rather than fear them.</p>			<p>Children learn to make healthy choices, with a focus on keeping a balanced lifestyle. There is a special focus on how to deal with peer pressure e.g. giving children techniques and lines they can take if they are being pressured into doing something they know is wrong or would rather not do.</p>			<p>Children begin to learn about more complex relationships and emotions, for example jealousy. There is a special focus on love and loss, for example how to deal with memories of loved ones that may have passed away.</p>			TBC				
	<p><b>PSHE/ RSE detail</b></p>								<p>Urban walk</p>	<p>Co dy Do ck - Ge</p>				<p>Geography field work</p>		<p>RE mapping walk</p>	<p>International evening</p>	<p>Sports Day</p>	<p>End of term Treat trip</p>	<p>Beach trip</p>

	Term 1				Term 2				Term 3			
<b>Science</b>	Physics - Forces (6)		Physics - Earth and Space (7 incl. trip to the Royal Observatory)		Chemistry - Properties and Changes of Materials (6)		Biology - Living things and their habitats (9)		Biology - Animals including Humans (3)			
<b>Science detail</b>	Having studied magnetism in Y3, pupils develop their understanding of what forces are in studying gravity, air resistance, water resistance and friction. In preparation for the D.T. moon buggies unit, pupils explore how some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.		With an early awareness of the movement of the sun and the transition between seasons gained in Y1, pupils now consider the movement of the Earth, moon and other planets, relative to the Sun in the solar system. Prior knowledge from the forces unit around gravity support them to gain this understanding. Links to D&T where pupils create a moon buggy. Links to BOTB text Skies Above My Eyes.		Pupils will have studied the properties of solids, liquids and gases in Y4, as well as changes of state. Now, they <b>progress to compare and group together everyday materials based on evidence from comparative and fair tests (e.g. hardness, solubility, conductivity)</b> . They will also explore reversible changes (e.g. evaporating, melting and dissolving) as well as changes that are difficult to reverse (e.g. burning, rusting)		Pupils have some understanding about what habitats are and how to group living things, but may need revisiting as this was taught online in Y4. They will then build on this knowledge by describing the differences in the life cycles of a mammal, an amphibian, an insect and a bird. <b>Developing their classification skills, pupils will reason for grouping plants and animals based on specific characteristics.</b>		<b>New unit.</b> Pupils will describe the changes as humans develop to old age, developing an understanding of puberty in line with our PHSCC curriculum. By the end of this unit, pupils will learn that there exists in a variety of forms and goes through cycles, preparing them to understand the topic of reproduction in Y6.			
<b>History</b>	Ancient Egypt (12 lessons) including trip to British Museum								Ancient Greeks (6)			
<b>History detail</b>	This unit builds on their knowledge and understanding of civilisation that was developed across the Y4 Roman, Mayan and Anglo-Saxon units. Included within this is a deepening of their understanding of the beliefs of different societies, the nature of different ruling systems throughout history and the achievements of major civilisations. They greatly develop their understanding of how to use artefacts to develop their own understanding of the past and to construct historically valid questions. It also fulfils the National Curriculum objective that the children study an early civilisations.								This unit is a key one in the development of the children's use of artefacts and their growth as historians. They use a variety of archaeological finds, for example coins, to pose and answer questions about life in Ancient Greece. It is further developing their understanding of what a civilisation is and the legacy/impact of some of history's great civilisations. It also meets the National Curriculum objective to look at Ancient Greece. :Links to Illid project in literacy and promethues and pandora text.			
<b>Geography</b>					Waste (7 lessons)		National Parks (7 including visit to rural settlement)					
<b>Geography and History detail</b>							Building on types of settlements in year 4 and UK topographical features in Year 2+3. New knowledge- what national parks are and need to protect land. Peak District village and national park compared to Kenya. Building on map skills in year 1, 2 and 4 by learning 4 and 6 figure grid referencing on OS maps					
<b>Computing and ICT</b>	Computer Science: Principle of coding and Scratch (8)				ICT: We are Bloggers/Artists (12)							
<b>Computing detail</b>	Building on from Yr 4 coding unit. New learning: Using the 'If, Then, Else' block, creating costumes for sprites, hide/show, Boolean operator ( ) or ( ) and using sensing blocks.				New learning: Pupils will learn how to contribute to a class blog to express their ideas and discuss and share their tessellations. They will learn how to create their own tessellations. This unit builds on the learning from Yr 2 'We are Digital Writers', Yr 3 'We are Opinion Pollsters' and Yr 4 'We are Desktop Publishers' in that technology can be used positively and purposefully in the outside world.							
<b>Digital literacy</b>	(1 hour)	<b>Being in an Online Community</b> (Jigsaw) New learning: Pupils discuss the benefits and risks of belonging to online communities. They think about the rights and responsibilities of users and what trusted sources they can turn to.	(1 hour)	<b>Maintaining healthy relationships online and offline.</b> New learning: Pupils reflect on what a healthy friendship looks like and what to do if there are concerns about the friendship.	(1 hour)	<b>Internet Safety Day activity</b>	(1 hour)	<b>My Digital Footprint.</b> New learning: Pupils learn about what a digital footprint is and how it can affect them in the future.	(1 hour)	<b>Online Gaming</b> (Jigsaw) New learning: Pupils look at the positives and negatives of online gaming. They create safer gaming apps in order to address the negative aspects.	(1 hour)	<b>What have I learnt this year?</b> Pupils to reflect on what they have learnt this year. They can produce a digital or paper poster, booklet, leaflet etc including the key learning from one or all of their online safety lessons.
<b>Art and DT</b>	Art (sculpture): Flying Machines (Withy Sticks) (5)		D and T: Moon Buggies (cogs + wheels) (6)D and T		D and T Textiles (Shopping bag- single use plastic) (6)		Painting/ watercolours (Skylines) John Virtue (7) including Acelor Mittal visit					
<b>Art and DT detail</b>			Link to space unit and literacy text on mars rover		Build on knowledge of textiles from Year 4.							

PE	Gymnastics and Dance <b>Building on knowledge:</b> In this unit, pupils create longer sequences individually, with a partner and a small group. <b>New Learning:</b> No longer taught barrel roll and now taught <b>backword roll</b> . They learn a wide range of actions such as inverted movements to include cartwheels and shoulder stands. They explore partner relationships such as canon and synchronisation and matching and mirroring.  <b>New Learning:</b> Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.				Hockey and Netball In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure.  In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal.				Tennis In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve.				Outdoor Adventure Activity Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems.				Athletics(including sports day) In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.				Cricket Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.			
	Swimming (2 classes)								Swimming (2 classes)															
French	C'est Nous (8)								Les Temps Libre (7)								Au Restaurant (7)							
French Detail	<p><b>Prior Learning:</b> greetings for different times of the day; conversational language including 'how are you?', 'what is your name?' and 'how old are you?' and appropriate responses, numbers from 0-31; vocabulary for birthdays including 'when is your birthday?'; understanding of where you live and in what type of building.</p> <p><b>New Learning:</b> orally and in writing, students will learn: the vocabulary for various family members, including vocabulary for 'only child'; how to ask whether someone has siblings; how to say their siblings' names, ages and birthdays. <b>Grammar:</b> adding -s for plural family members; possessive pronouns (<i>mon, ma, mes</i>); using <i>s'appelle</i> instead of <i>m'appelle</i> when sharing someone else's name.</p>								<p><b>Prior Learning:</b> expressing likes and dislikes (Years 3 &amp; 4); expressing reasons for opinions using <i>parce que + adjective</i>.</p> <p><b>New Learning:</b> orally and in writing, students will learn: vocabulary for common leisure activities; to ask what other people like to do in their leisure time; to explain what other people like to do in their leisure time; to give reasons for likes and dislikes by using adjectives. <b>Grammar:</b> students will understand that with <i>parce que + adjective</i>, the adjective refers to the previously mentioned subject of the sentence, so must have an 'e' if the subject is feminine; conjunctions</p>								<p><b>Prior Learning:</b> greetings; numbers up to 30; transactional and food vocabulary for supermarket and cafe contexts, including expressing likes and dislikes. Students will apply and develop their knowledge of transactional vocabulary to a new setting (a restaurant). <b>Grammar:</b> negation, plural -s, masculine/feminine/plural nouns and accompanying determiners/articles; sentence structure (number before noun, adjectives after noun).</p> <p><b>New Learning:</b> orally and in writing, students will learn: vocabulary for common restaurant starters, main courses, desserts and drinks; the conventions of greeting unfamiliar people; the French conventions of ordering food in a restaurant; how to ask 'how much is it?'; how to ask for another option.</p>							
Music	Recorders - including rhythm and pitch (12)								History of Music (6)								Songwriting (5)							
Music detail	New Learning: Playing a tuned instrument and reading notes on a staff. Children have previously learnt about crotchets, quavers and rests and now will learn to read them on a staff when playing melodies on the recorder.								Links to layers and textures unit in yr4. Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Children will learn of how music has been categorised through the ages, Medieval, Renaissance, Baroque, Classical etc								New learning: The parts of a song; bridge, verse, chorus. What is an original song, a cover, a remix, a sample.							
RE	Muhammad and the Quran (6)				Christmas Around the World (6)				Kites of Peace including PoW visit and follow up (7)				Religions and World Views about God (6)				Eid Assembly (4 sessions)							
RE detail	Pupils to review learning about Islam from Yr1 ( Muhammad being a messenger) and Yr4 topics.  <b>New learning:</b> Pupils to consider how beliefs can influence actions. They will explore this big question by looking into why Muhammad and the Quran are important to Muslim people. Pupils will focus on why the Night of Power is important to Muslims. They will consider what makes a good messenger and how Muhammad's words and actions have affected Muslims. They will learn about how Muslims treat the Quran. This unit will allow them to reflect on what influences are in their lives.				Pupils to review learning about Christmas from the Yr1 Christianity unit and Yr 3 unit of light.  <b>New learning:</b> Pupils to consider how beliefs can influence actions. They will explore this big question by looking into how Christmas is celebrated around the world. Pupils will look at and consider different versions of the same story (nativity story). They will also learn about the Babushka Story and think about how stories have developed from the 'real' Christmas story. Pupils will learn about Christmas around the world with special visitors paying a visit to tell the children how they celebrate. Pupils will discuss what Advent is and why it is important for Christians. They will also research the Epiphany and how this is celebrated around the world.				Pupils should be familiar with the purpose of having Philosophy for Children lessons from previous Yr2, Yr3, and Yr4 units.  <b>New learning:</b> Pupils to consider how beliefs can influence actions. They will explore this big question by using the Philosophy for Children style lessons. They will use a non-religious text to explore the theme of peace. They will form questions on this theme that they will then discuss as a class. This learning style will help pupils build on their understanding that some people hold different opinions to them, and they will build on their skills of discussion/debating. Pupils will also explore religious/non-religious quotes around this theme. Pupils will also be able to see videos from local leaders on their views about peace.				Pupils should revisit and build on the theme of peace (from Spring) during this unit, as the theme of harmony is explored in this unit.  <b>New learning:</b> Pupils to consider how beliefs can influence actions. They will explore this big question by looking into what people believe about God. In this unit, pupils will explore and investigate what Sikhs, Muslims, Christians, and Hindus believe about God. They will also explore what humanists believe about God. After investigating, pupils should be able to reflect on their own beliefs about God and harmony. They should also be considering the links and connections between the different faith group's views about God.				Pupils to review learning of Ramadan in Yr2. Pupils to review previous topic in Yr5 on how Muhammad received the Quran from God.  <b>New learning:</b> Pupils to consider how beliefs can influence actions. They will explore this big question by learning about the celebration of Eid-Al-Fitr and why this is important to Muslims. Parents will have the opportunity to watch the Eid assembly performed by the Yr4's to showcase and teach the wider school community about what they have learnt during this topic.							
PSHE/ RSE	Being Me (4)				Dreams & Goals (3) & Anti-Bullying Week				Celebrating Difference (5)				Healthy Me (4)				Relationships (2)				RSEPuberty for girls and boys			
PSHE/ RSE detail	Using team-building games, mindfulness and engaging discussions, children learn to set general goals for the year and about making the right choice. Moreover, children learn about the rights and responsibilities of being a citizen of society in the 21st century.				Children set personal learning goals for themselves, as well as considering their long term dreams in a realistic manner, for example the children use iPads to research a job they would like to do and the steps required to get there (what to study at secondary school, what grades are needed etc.) There is a focus on working together to achieve their goals, as well as overcoming obstacles that may appear on their journey.				Children learn about the vital importance of respecting others. Children learn about how to understand bullying and how we should celebrate differences rather than fear them, for example there is a lesson on racism that teaches children to embrace diversity and difference. There is also a focus lesson rumour-spreading and name-calling and the harmful effect this can have for all involved.				Children learn to make healthy choices, with a focus on keeping a balanced lifestyle. There is a special focus on the dangers of smoking and alcohol, which is reinforced by a talk given by the Newham Primary Police Programme. There is also learning about body image to ensure students know what makes a healthy relationship with food.				Children solidify their learning about more complex relationships and emotions, for example self-recognition and self-worth. There is a focus on online safety such as staying safe in online communities that has been combined with our ICT unit on the same topic.				TBC			
Educational Visits/Special Events	British museum	Library visit	Parents evening	Library visit	Royal observatory			Library visit	Place of worship	Junior Citizenship				Theydon Bois visit			Treat trip (Park)	Book shop and Acelor Mittal visit	Sports Day	Beach trip (1)				



**Elmhurst Primary School New Curriculum Map 2020 - 2021**

**Year 6**

	Term 1				Term 2				Term 3							
<b>Science</b>	Physics - Light (8)				Physics - Electricity (6)				Biology - Evolution (5 incl. trip to the Horniman Museum)				Biology - Animals including humans (6)			
<b>Science detail</b>	Builds upon learning about light in Y3, pupils develop their scientific explanations of how we see things, why shadows are formed, how the size of shadows are changed and how light is reflected. Pupils use their understanding that light travels in straight lines to create their own periscopes at the end of the unit, explaining how they work (D.T. links)				Having missed out on Y4 content (e.g. basic parts of a circuit, conductors, insulators), some recovery curriculum teaching will be necessary. When ready, pupils now start to compare and give reasons for how parts of a circuit function (e.g. number of cells affect brightness of a bulb) - in doing this they will go beyond the national curriculum, developing an understanding of the movement of electrons. Pupils are taught to make accurate measurements, for example using LUX meters, and choose the best way to present their data.				<b>New unit.</b> With an understanding of habitats and the adaptation of living things acquired in Y4, pupils will now look more closely at how living things have changed over time. They will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. BOTB linked text 'The Origin of Species.'				This final science unit has been carefully chosen to support with transition to secondary school. Pupils will consider the importance of diet, exercise, drugs and lifestyle on the way the human body functions. When studying the heart, blood vessels and blood, pupils will go beyond the national curriculum and carry out a heart dissection, designed to challenge and inspire them. Pupils will also describe the life process of reproduction in some animals (PHSE/RSE links).			
<b>History</b>	The Trans-Atlantic Slave Trade (7 lessons inc trip)								Partition of India (6)							
<b>History detail</b>	Pupils continue to develop their skills as historians, analysing and comparing a variety of primary and secondary sources. They build on knowledge of the British Empire, which was first touched upon in year two. They also continue to touch on the themes of trade and immigration both as engines of change throughout history. This unit includes a trip to the Museum of London Docklands.								This final history unit looks at the change in India starting from the Mughal Empire in 1600 and through the era of British colonialism, independence, Partition and beyond. Children continue to deepen their understanding of themes such as immigration, trade and empire. They develop their research skills, as well as their use of sources and artefacts to investigate the past. It is structured in a way to maximise independence, thus getting the children secondary-ready.							
<b>Geography</b>					Brazil (7 lessons)											
<b>Geography detail</b>					Building on being taught the features of a river in year 4 and why people settle near rivers in Year 4+5; biomes of Brazil in Year 3 and conservation themes in year 5. New knowledge- specific climate of Brazil, the importance of Amazon Rainforests, deforestation and the migration of people and affect of infrastructure (favelas) Year 4- taught features of a river, found erosion and deposition tricky.											
<b>Computing and ICT</b>	Principles of coding and Scratch (8 lessons)				Music Technology (6 lessons)				Year book (6 lessons)							
<b>Computing detail</b>	Pupils will build on their coding knowledge to program a Pac Man game. Pupils will create more complex sequences of changes, involving the use of variables, control and sensing blocks.				New learning: Yr 4 Music technology plans will be adapted to show progression in 2021				Building on from learning from ICT units in Years 1-5. Pupils will produce a class yearbook using Google sites. They will source, write, edit and combine images and text from a range of sources. This unit will enable the children to manage and contribute to a collaborative project in a safe, respectful and responsible manner. The end outcome will be a high quality printed document.							
<b>Digital literacy</b>	1 hour	Think before you share. Pupils build on from prior learning and read #Goldlocks and discuss how important it is to think before you share. It covers posting for 'likes', selfies, asking for permission and the purpose of sharing content online.	1 hour	What can we trust online? New learning: Fake vs Real. Safe vs Unsafe. Pupils are thinking about the motives behind messages sent from friends, family, strangers and businesses. Assessing whether it is a trustworthy source or not.	1 hour	<b>Internet Safety Day activity</b>	1 hour	Online profiles. Pupils build on from learning in yr 5 about what you share publicly and how this information could be used against you. Pupils design online safety posters to be shared within the school community.	1 hour	Grooming (Jigsaw Yr5 & Yr6) New learning: Pupils find out what grooming is and suggest ways in which to protect themselves and others from this potential threat. They are informed about ways to report any concerns of abuse.	1 hour	What have I learnt this year? Pupils to reflect on what they have learnt this year. They can produce a digital or paper poster, booklet, leaflet etc. including the key learning from one or all of their online safety lessons.				
<b>Art</b>	Batik (5 lessons)								Portraits (6 lessons)							
<b>D and T</b>	Tea Blends and packaging (6 lessons)				Acamo Pots (6 lessons)											
<b>Art and DT detail</b>																

		<p><b>Dance (6 lessons)</b> Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. <b>By the end of the unit</b> pupil convey an entire story through dance.</p>	<p><b>Gymnastics (6 lessons)</b> <b>Building on knowledge:</b> Pupils develop their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. <b>New learning:</b> building shoulder stands and cartwheels into hand stands.</p>	<p><b>Fitness (6 lessons)</b> Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.</p>	<p><b>Basketball (6 lessons)</b> In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition.</p>	<p><b>Yoga (6 lessons)</b> Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p>	<p><b>Dodgeball (6 lessons)</b> Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p>	
	<b>PE</b>	<p><b>Football (6 lessons)</b> Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping.</p>	<p><b>Tag Rugby (6 lessons)</b> In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit.</p>		<p><b>Rounders (6 lessons)</b> Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p>	<p><b>Athletics (6 lessons)</b> In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put. In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p>		
	<b>French</b>	C'est nous (6 lessons)		L'heure (6 lessons)		Les achats (6 lessons)		
	<b>French Detail</b>	<p><b>Prior Learning:</b> greetings for different times of the day, conversational language including asking and responding to questions about themselves and their body parts, how they are, where they live and family members. <b>Grammar:</b> students have studied masculine, feminine and plural nouns with their corresponding determiners and differences between French and English sentence structures including placement of adjectives after nouns in Yrs 4 and 5. <b>New Learning:</b> orally and in writing, students will learn to describe different people according to their gender, including details such as hair colour and length, eye colour and accessories. <b>Grammar:</b> students will learn to agree adjectives for plurals (-s/-x endings) and to order adjectives within sentences.</p>		<p><b>Prior Learning:</b> numbers from 0-30; Year 5 hobbies vocabulary <b>New Learning:</b> orally and in writing, students will learn: numbers up to 60; to tell the time in French to the hour, half past, quarter past/to, and to the nearest 5 minutes; to say 'midday' and 'midnight'; to ask and respond to the question 'what is the time?'; to ask and respond to 'what time do you do (input activity)?'. <b>Grammar:</b> students will learn that hours become plural (adding -s ending) with more than 1 hour.</p>		<p><b>Prior Learning:</b> greetings; numbers up to 30; transactional and food vocabulary for supermarket, cafe and restaurant contexts, including expressing likes and dislikes. <b>Grammar:</b> negation, plural -s, masculine/feminine/plural nouns and accompanying determiners/articles; sentence structure (number before noun, adjectives after noun). <b>New Learning:</b></p>		
	<b>Music</b>	Bolero (5 lessons)	Keyboards (7 lessons)				Production (5 lessons)	
	<b>Music detail</b>	Children have composed a piece of music in every year group. This unit is an opportunity for them to cultivate their knowledge and with increasing confidence choose from a wide range	Children will use all their prior learning to compose a short piece on the keyboard. They will be using their skills in listening, composing and performing. They will use a staff to write and read their music. Thinking about purpose, mood/timbre, rhythm, melody and dynamics.				An opportunity for the children to create and use music in a 'real life' context.	
	<b>RE</b>	Leaders (5 lessons) P4C Lesson in this unit		Death (6 lessons)		Faith and the Arts (7 lessons) including POW		Marriage (6)
	<b>R.E. detail</b>	<p>Pupils to review what religious/ non religious leaders they have learnt about or met during their time at school, through the different Key Stages. (E.g. meeting leaders in YR 4 to answer their questionnaires) <b>New Learning:</b> Pupils to consider how important similarities and differences are between and within religion? They will explore this big question by looking at what we can learn from religious leaders. Pupils will explore different scenarios to explore why we might need leaders. They will discuss qualities they think a good leader should possess. They will investigate and debate the topic of leadership. They will use a non religious text to explore this topic. They will form questions on this topic of leadership that they will then discuss as a class. This will help pupils build on their understanding that some people hold different opinions to them and it will embed on their skills of discussion/debating. Pupils will also get the chance to question local leaders (religious and non religious) from the area so they have a better understanding of how leadership works within our local society. They will also explore and research on world religious leaders.</p>		<p><b>New learning:</b> Pupils to consider how important similarities and differences are between and within religion. They will explore this big question by investigating what people believe about life after death. They will look at how people cope after someone they know has died, What strategies there are for coping with grief. They will then go on to learn about what different faiths believe happens after death. Pupils should be able to draw comparisons between the faiths and their own.</p>		<p>Pupils to review different art they have seen from other faiths towards the end of this unit. To think about when they might have seen these forms of art (E.g. on trips) <b>New Learning:</b> Pupils to consider how important similarities and differences are between and within religion. They will explore this big question by look at how art in Christianity expresses important beliefs. In this unit pupils will look at 4 different groups/denominations of Christianity. They will explore Iconography / Sculptures in the Orthodox Church, how colours are used in the Anglican church, how Catholics use processions and how music is used in Pentecostal worship. Pupils will then have the opportunity to research how other religions use art so that they can draw comparisons between their religion of choice and how art in Christianity is used.</p>		<p>Pupils in Yr6 will be learning about Marriage. Due to the pandemic, pupils in the current Yr6 did not have the opportunity to study this in Yr4. <b>New learning:</b> Pupils to consider what is special to them and the people in the community. They will explore this big question by thinking about why some people get married. In this unit, they will investigate and research marriage vows. They can look into promises made in Humanist, Christian, Jewish, Muslim, Buddhist, Sikh, and Hindu weddings. After their initial investigation, they will then learn about the main stages of a Hindu marriage ceremony and the symbolism behind the seven steps in a Hindu marriage. They will also learn about what happens in a Muslim wedding ceremony.</p>
	<b>PSHE/ RSE</b>	Being Me (1)	Dreams & Goals (2) & Anti- Bullying Week		Celebrating Difference (3)	Healthy Me (4)	Relationships (2)	and changing bodies - preparation for havin
	<b>PSHE/ RSE detail</b>	Using team-building games, mindfulness and engaging discussions, children learn to set general goals for the year and about making the right choice. Moreover, children learn about the rights and responsibilities of being a citizen of the world in the 21st century (global citizenship) and about children's universal rights in countries across the planet.	Children set personal learning goals for themselves, in and out of school. There is a focus on working together to achieve their goals, as well as overcoming obstacles that may appear on their journey.		Using team-building games, mindfulness and engaging discussions, children learn about the vital importance of respecting others. Children learn about how to understand bullying and how we should celebrate differences rather than fear them. For instance, there is a lesson that enables children to better understand disability.	Children learn to make healthy choices, with a focus on keeping a balanced lifestyle. There is a focus on the children's own mental wellbeing and emotional health e.g. some techniques on how to deal with stress. There is also a lesson on Gang Culture, which is reinforced by a talk given by the Newham Primary Police Programme.	Children develop further their understanding of more complex relationships and emotions, for example, managing their own emotions and mental health. Children learn about the meaning of mental health and, moreover, how to identify sources of support if they are facing difficulties in their lives.	TBC

	<b>Educational Visits/Special Events</b>	Docklands Museum Trip	Fair Play House Trip (5 lessons) / Batik Unit (5 lessons)	TFL talk (1 lesso	Tea Pro	Leaders panel	Parents' Evening	Trip to Horniman Museum	Word Book Day and Trip (2 lessons)	Parents' Evening	Place of Worship Week visit (1 lesson)	British Museum Trip (Mayans	Treat Trip and Post SATs Park trip	Sports Day	Seaside Trip	Parents' Evening	Year 6 Production
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