

**GRIFFIN**  
**Curriculum Overview**  
**2020-2021**

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme Title</b>	<b>Maybe It's Because I'm a Londoner</b>		<b>Carnival of Animals</b>		<b>Roots, Shoots and Juicy Fruits</b>	
<b>English Texts Range of writing genres to be covered throughout the year</b>	Dogs Don't Do Ballet  A Possum's Tale  (Giraffes Can't Dance) (Ravi's Roar) (The Boy in the Dress)	Traction Man	The Coral Kingdom  One Day On Our Blue Planet  Ossiri and the Bala Mengro	We Build Our Homes  The Magic Finger  Wild	Fruits  The Robot And The Bluebird Retelling the story from a character's point of view. <i>Extra texts to read to class: Du Iz Tak (Carson Ellis)</i>	10 Things I Can Do To Help My World Lila And The Secret Of Rain
<b>Maths</b>	<b>Number:</b> Place Value (within 10) Subtraction & Addition	<b>Number:</b> Addition & Subtraction (within 10) <b>Geometry:</b> Shape <b>Number:</b> Place Value (within 20)	<b>Number:</b> Addition & Subtraction (within 20) <b>Number:</b> Place Value (within 50)	<b>Measurement:</b> Length & Height <b>Measurement:</b> Weight & Volume	<b>Number:</b> Multiplication & Division <b>Number:</b> Fractions	<b>Geometry:</b> Position & Direction <b>Number:</b> Place Value (within 100) <b>Measurement:</b> Money <b>Measurement:</b> Time
<b>Science</b>	Humans - senses and body parts <i>(Sensational poetry book about senses)</i>	Everyday Materials - toys from history and toys now	Animals		Plants	Seasonal changes - link to climate change
<b>Art and Design</b>	Drawing and painting  Artist study - portraiture Picasso	Printing  Artist study - printing	Drawing and painting  Artist study - art as expression	Textiles and collage  Artist study - Land & Environmental art	Digital media (photography focus)  Artist study - photographers	Sculpture Revisiting portrait of self (one year on) Artist study - Sculptors

<b>Computing</b>	Use Google earth/satellite to look at the local area and london.		Safer Internet Day: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Use ICT to retrieve and consolidate information on habitats and food chains.	Photography project: Use technology purposefully to create, organise, store, manipulate and retrieve digital content	
<b>Design and Technology</b>		Design, make and evaluate - making toys	Design, make and evaluate - instruments		Cooking healthily using grown ingredients	
<b>Geography</b>	<p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.				<p>Name and locate the oceans and continents</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>

	and the key human and physical features of its surrounding environment.					
<b>History</b>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Elizabeth I and Queen Victoria - compare and contrast.  Rosa Parks	Study of Darwin and his significance.			Comparing past and present - deforestation.
<b>Music</b>	London centric songs Rhymes about London  Ukulele, Djembe and singing	Ukulele, Djembe and singing	Using music to create animal sounds. Using drums to create a beat. Link to making your own instruments in DT.  Ukulele, Djembe and singing	Using music to create animal sounds. Using drums to create a beat.  Ukulele, Djembe and singing	Ukulele, Djembe and singing	Ukulele, Djembe and singing
<b>Physical Education</b>	Invasion games- Tag rugby Health and fitness Astro	Gymnastics Small hall once a week	Dance	Games- Net and wall	Bat and Ball	Athletics - Run, jump and throw
<b>SMSC (RE, PSHS and RME)</b>	Class Rules/Rule of law Black history Harvest Healthy living - diets Naming and identify a range of feelings - happy, sad, angry, scared.	Self control - Twiggle the turtle Sharing, caring and friendship Mutual tolerance and respect for opinions and beliefs of others in my class.	Self regulation and sharing feelings. E-safety Respect and interest in all cultures and ways of expression	Caring friendships Understanding emotions (what can cause them) and learn how to respond to our emotions in a healthy way.	Resolving conflict in friendships. Mutual tolerance and respect for Learn about the importance of recycling. Learn how humans affect the environment and how we can care for the environment.	Understand it is our responsibility to look after the environment and understand the importance of the rainforests

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<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme Title</b>	<b>Maybe It's Because I'm a Londoner</b>		<b>Carnival of Animals</b>		<b>Roots, Shoots and Juicy Fruits</b>	
<b>English Texts</b>  (range of writing genres to be covered throughout the year)	Dogs Don't do Ballet - Anna Kemp  A Possum's Tale - Gabby Dawney	Samuel Pepys' diary  Toby and the Great Fire of London	The Coral Kingdom - Laura Knowles  We Build our Homes - Laura Knowles  One Day on our Blue Planet in the Savannah - Ella Bailey	The Coral Kingdom - Laura Knowles  We Build our Homes - Laura Knowles  One Day on our Blue Planet in the Savannah - Ella Bailey	Trees - Lemniscates (poetry and short stories)  All the Wild Wonders of the Earth	Where's the Elephant? Barroux  How to help a Hedgehog and Protect a Polar Bear - Jess French
<b>Maths</b>	<b>Number:</b> Place Value Addition & Subtraction	<b>Number:</b> Addition & Subtraction <b>Measurement:</b> Money <b>Number:</b> Multiplication & Division	<b>Number:</b> Multiplication & Division <b>Statistics</b> <b>Geometry:</b> Properties of Shape	<b>Geometry:</b> Properties of Shape <b>Number:</b> Fractions	<b>Measurement:</b> Length & Height <b>Geometry:</b> Position & Direction <b>Problem Solving</b>	<b>Measurement:</b> Time <b>Measurement:</b> Mass, Capacity & Temperature
<b>Science</b>	Humans - senses and body parts and staying healthy	Everyday Materials and their suitability - house building.	Animals - classifying, habitats and food chains. Carnivores and herbivores. Sort things that are dead/alive/have never been alive.		Plants and how they grow. Deciduous and evergreen trees.	Seasonal changes - link to climate change

<b>Art and Design</b>	Drawing and painting Artist study - portraiture - Picasso	Printing Artist study - printing - Picasso	Drawing and painting Artist study - art as expression	Textiles and collage Artist study - Environmental and land art	Digital media (photography focus) Artist study - photographers	Sculpture Revisiting portrait of self (one year on) Artist study - Sculptors
<b>Computing</b>	Use google earth/satellite to look at the local area and london.		Safer Internet Day: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Use ICT to retrieve and consolidate information on habitats and food chains.	Photography project: Use technology purposefully to create, organise, store, manipulate and retrieve digital content	
<b>Design and Technology</b>		Design, make and evaluate - making model buildings for Great Fire of London.	Design, make and evaluate - instruments.		Cooking healthily using grown ingredients.	
<b>Geography</b>	Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.				Name and locate the oceans and continents  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

	Use simple fieldwork and observational skills to study the geography of school. Key human and physical features of surrounding environment.					
<b>History</b>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - changes in the local area & London.	The great fire of London and Samuel Pepys.	Study of Darwin and his significance.			Comparing past and present - deforestation.
<b>Music</b>	London centric songs Rhymes about London.  Ukulele, Djembe and singing.	Ukulele, Djembe and singing.	Using music to create animal sounds. Using drums to create a beat. Making own instruments Ukulele, Djembe and singing	Using music to create animal sounds. Using drums to create a beat. Ukulele, Djembe and singing	Create our own instruments using recycled materials.  Ukulele, Djembe and singing.	Ukulele, Djembe and singing.
<b>Physical Education</b>	Invasion games- Tag rugby/Health and fitness	Gymnastics	Dance	Games- Net and wall	Bat and Ball	Athletics- Run, jump and throw
<b>In class SMSC (and RME)</b>	Healthy living - diets Diversity Understanding and appreciation of different cultures and cultural influences.	Self control and self-regulation Feelings and problem solving - understanding the link between feelings and behaviours.	Understanding and appreciation of different cultures and cultural influences. Respect and interest in all cultures and ways of expression	Emotions Dealing with negative and positive emotions. Understanding emotions (what can cause them)	Communication, sharing and negotiation in friendships. Recycling Learn how humans affect the environment and how we can care for the environment. Understand people have different opinions and be respectful of these differences.	Understand it is our responsibility to look after the environment and understand the importance of the rainforests

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<b>Year 3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme Title</b>	<b>London's Calling</b>	<b>Revolting Romans</b>	<b>South American Fiesta</b>	<b>What Makes Me Amazing!</b>	<b>Eco Warriors!</b>	<b>Under the Canopy</b>
<b>English Texts (range of writing genres to be covered throughout the year)</b>	Royal Rabbits of London	Romulus and Remus	Before John Was a Jazz Giant? Harlem's Little Blackbird?	Can I Build Another Me?	The Journey Home	Tin Forest
<b>Maths</b>	<b>Number:</b> Place Value Addition & Subtraction	<b>Number:</b> Addition & Subtraction <b>Number:</b> Multiplication & Division	<b>Number:</b> Multiplication & Division <b>Measurement:</b> Money <b>Statistics</b>	<b>Measurement:</b> Length & Perimeter <b>Number:</b> Fractions	<b>Number:</b> Fractions <b>Measurement:</b> Time	<b>Geometry:</b> Properties of Shape <b>Measurement:</b> Mass & Capacity
<b>Science</b>	Identify animals including humans Forces - friction		Sound		Describe and compare animals, Light and shadows	Plants Water cycle
<b>Art and Design</b>	Drawing and painting Portrait of themselves as a Londoner at the beginning of the topic and another portrait at the end of the topic. How has their perception of London and themselves as a Londoner changed?	Printing Roman mosaics/ patterns  Artist study - printing	Drawing and painting Matisse, Picasso Artist study - art as expression	Textiles and collage Collage of pictures of things important to them/ make them, them.  Artist study - Environmental and land art	Digital media (photography focus) Artist study - photographers	Sculpture Revisiting portrait of self (one year on)  Artist study - Sculptors

	Artist study - portraiture Graffiti hunt					
<b>Computing</b>	Research - using the internet safely and gathering relevant information.	Stop motion Powerpoint Research	Create and combine recorded music. E-safety			
<b>Design and Technology</b>	Design and create London landmarks. Statues Bridge making.	Design Roman shields selecting from appropriate materials				Design plants out of recycled materials. Create a plant pot.
<b>Geography</b>	Local study. Rivers and settlements. Compass	Rivers and settlements	Use maps to locate South American countries and cities. Exploring how maps of the world have changed over time & why			Equator, Climate zones, biodomes Maps
<b>History</b>	Local study. How has London changed? Windrush	The Roman empire's impact on Britain.			Changes in Britain from the Stone Age to the Iron Age.	
<b>Music</b>	Develop an understanding of the history of music. (Windrush).		Latin music and music accompanying the Chacarera dance and the chango dance in Argentina.			Songs and natural instruments used by tribes in the rainforest.
<b>Physical Education</b>	Invasion games- Rugby Health and fitness Field	Gymnastics	Dance	Games-Net and wall	Bat and Ball	Athletics- Run, jump and throw
<b>In class SMSC (and RME)</b>	Healthy living - diets Diversity Law of England.	Roman religion - compare and contrast	Characteristics of positive friendships. Intensity of feelings.	Simultaneity of feelings and how feelings change.	Learn about the importance of recycling.	Understand it is our responsibility to look after the environment and understand

	Democracy Understanding and appreciation of different cultures and cultural influences.	Understand the importance of respecting others opinions and beliefs	Understanding and appreciation of different cultures and cultural influences. Respect and interest in all cultures and ways of expression		Learn how humans affect the environment and how we can care for the environment. Understand people have different opinions and be respectful of these differences.	the importance of the rainforests
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<b>GRIFFIN Curriculum Overview 2020-2021</b>						
<b>Year 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme Title</b>	<b>London's Calling</b>	<b>Valient Vikings</b>	<b>South American Fiesta</b>	<b>What Makes Me Amazing</b>	<b>Eco Warriors</b>	<b>Under the Canopy</b>
<b>English Texts (range of writing genres to be covered throughout the year)</b>	The Royal Rabbits of London	Norse Mythology	Before John Was a Jazz Giant? Harlem's Little Blackbird?	Can I Build Another Me?	The Journey Home	The Tin Forest
<b>Maths</b>	<b>Number:</b> Place Value Addition & Subtraction	<b>Measurement:</b> Length & Perimeter <b>Number:</b> Multiplication & Division	<b>Number:</b> Multiplication & Division <b>Measurement:</b> Area <b>Number:</b> Fractions	<b>Number:</b> Fractions <b>Number:</b> Decimals	<b>Number:</b> Decimals <b>Measurement:</b> Money <b>Number:</b> Time	<b>Geometry:</b> Properties of Shape <b>Geometry:</b> Position & Direction
<b>Science</b>	What animals can you see in London?	What foods did the Vikings eat? Food,	Sound	Electricity and light	Animals	Photosynthesis

		nutrition, diet. Egg experiment.				
<b>Art and Design</b>	Drawing and painting Artist study - portraiture Portrait of London at the beginning of the topic and another portrait at the end of the topic. Graffiti hunt	Printing  Artist study - printing	Drawing and painting  Artist study - art as expression	Textiles and collage  Artist study - Environmental and land art	Digital media (photography focus)  Artist study - photographers	Sculpture Revisiting portrait of self (one year on)  Artist study - Sculptors
<b>Computing</b>	Spreadsheets.	Powerpoint.	Skyping a school in Argentina. E-safety	Stop animation		Publisher/Word
<b>Design and Technology</b>	Models of landmarks and tubes, red buses and telephone boxes for a museum/exhibition in the hall.	Clothes they wore, ships, helmets.	Select appropriate tools to make your own guitar.		Designing eco-cars	Creating a rainforest
<b>Geography</b>	Local landmarks and the river Thames.	Where did the vikings come from? Norway, Sweden, Denmark.	The countries and landscapes of South America. Patagonian desert and the Andes mountains.			Where are the rainforests in the world? Which countries? Locating the equator.
<b>History</b>	How London began as a city and how has London grown as a city. Windrush.	Britain's settlement by Anglo-Saxons and Scots. When and why they invaded Britain. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.				
<b>Languages (KS2)</b>		The Viking alphabet (coding).	Basic vocabulary - Spanish			

<b>Music</b>	Develop an understanding of the history of music. (Windrush).		Latin music and music accompanying the Chacarera dance and the chango dance in Argentina.	Guitar/Ukulele	Improvisation and composition with Guitar/Ukulele	Songs and natural instruments used by tribes in the rainforest.
<b>Physical Education</b>	Invasion games- Rugby Health and fitness, Field	Gymnastics Cricket Coaching	Dance	Games-Net and wall	Striking and fielding - Kwik cricket	Athletics - Run, jump and throw
<b>In class SMSC (and RME)</b>	Courtesy and manners in relationships. Healthy Eating Democracy Understanding and appreciating difference.	Who to trust, who not to trust and how to seek help when friendships make you feel unhappy or uncomfortable.	Resolving conflict in friendships.  Understanding and appreciating different cultures. Being respectful.	Emotions and dealing with positive and negative emotions. Conflict resolution.	Learning the importance of looking after our planet.	Maintaining healthy friendships. Understand the importance of the rainforest and what we can do to help.

<b>GRIFFIN Curriculum Overview 2020-2021</b>						
<b>Year 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme Title</b>	<b>'Selfie'</b>	<b>From World War 2 Windrush</b>	<b>Greece is the Word</b>	<b>Experience the World With Us</b>	<b>We are out of this World!</b>	<b>Griffin is Green</b>
<b>English Texts (range of writing genres to be covered throughout the year)</b>	Wonder	Goodnight Mr Tom/Coming to England	Greek Myths and Legends	Around the World in 80 days	Jazz Harper-Space Explorer	Floodland
<b>Maths</b>	<b>Number:</b> Place Value Addition & Subtraction <b>Statistics</b>	<b>Number:</b> Multiplication & Division <b>Measurement:</b> Perimeter & Area	<b>Number:</b> Multiplication & Division <b>Number:</b> Fractions	<b>Number:</b> Fractions <b>Number:</b>	<b>Number:</b> Decimals <b>Geometry:</b> Properties of Shape	<b>Geometry:</b> Position & Direction <b>Measurements:</b> Converting Units

				Decimals & Percentages		
<b>Science</b>	Animals including humans Healthy eating How to look after our bodies		Forces - pulleys with building some of the greek structures		Earth and Space Materials and their properties	Living things and their habitats
<b>Art and Design</b>	Drawing and painting Artist study - portraiture	Printing Artist study - printing	Drawing and painting Artist study - art as expression	Textiles and collage Artist study - Environmental and land art	Digital media (photography focus) Artist study - photographers	Sculpture Revisiting portrait of self (one year on) Artist study - Sculptors
<b>Computing</b>	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		E-safety Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.			Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
<b>Design and Technology</b>		Air raid shelters Research and develop design.		Understand how key events and individuals in design and technology have		

		<p>Generate and develop, model.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>		<p>helped shape the world.</p> <p>Understand and use mechanical systems.</p>		
<b>Geography</b>		<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>			<p>UK and local geography.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
<b>History</b>		<p>A local history study- Windrush/ WW2 .</p> <p>A study of an aspect or theme in British history</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>			

		that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history- WW2.	A non-European society that provides contrasts with British history - Wonders of the World (Pyramids, Chichen Itza).			
<b>Languages</b>		Appreciate stories, songs, poems and rhymes in the language	Greek alphabet	Greetings and phrases from the countries we will be learning about.		
<b>Music</b>		Develop an understanding of the history of music. (Windrush)		Chinese New Year. Dragon dance, drumming. Improve and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
<b>Physical Education</b>	Invasion games- Netball focus/ Health and fitness	Gymnastics	Dance	Games-Net and wall	Striking and fielding - Rounders	Athletics- Run, jump and throw
<b>In class SMSC (and RME)</b>	Respecting others' beliefs and values.	Dealing with peer pressure in friendships.	Beliefs and values Democracy	Importance of self-respect.	Stereotypes and discrimination.	Debating topical issues and events.

	Healthy lifestyles Emotional health and well being Anti-bullying - understanding the impact of bullying.	Debating topical issues and events Democracy Recognise and challenge stereotypes	E-safety	Understanding similarities and differences between ourselves and others. Beliefs and values Recognise and challenge stereotypes.	Debating topical issues and events. Being responsible and creating change.	Our responsibility as individuals to the wider world.
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<b>Year 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme Title</b>	<b>Cool to be Kind!</b>	<b>Home Sweet Home?!</b>	<b>Art Attack!</b>	<b>Believe it or Not?!</b>	<b>It's Electrifying!</b>	<b>Trade it All!</b>
<b>English Texts (range of writing genres to be covered throughout the year) * Test preparation throughout the year</b>	Wonder	The Journey Coming to England John Agard - Poetry Benjamin Zephaniah	The Viewer Literacy Shed- Language Porter Robinson (Music)	Abomination	Floodland	Floodland
<b>Maths * Test preparation throughout the year</b>	<b>Number:</b> Place Value  <b>Number:</b> Addition, Subtraction, Multiplication & Division	<b>Number:</b> Fractions  <b>Geometry:</b> Position & Direction	<b>Number:</b> Decimals  Percentages  Algebra	<b>Measurement:</b> Converting Units Perimeter, Area & Volume. <b>Number:</b> Ratio <b>Statistics</b>	<b>Geometry:</b> Properties of Shape  <b>Testing</b>	<b>Consolidation of learning, investigations and preparation for KS3</b>
<b>Science</b>	Animals including humans		Light	Evolution and inheritance	Electricity	Living things and their habitats

<b>Art and Design</b>	Drawing and painting Artist study - portraiture	Printing Artist study - printing	Drawing and painting Artist study - art as expression	Textiles and collage Artist study - Environmental and land art	Digital media (photography focus) Artist study - photographers	Sculpture Revisiting portrait of self (one year on) Artist study - Sculptors
<b>Computing</b>	Use technology safely.	Understand computer networks including the internet. Use search technologies effectively.	E-safety	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs.	
<b>Design and Technology</b>	Design Make Evaluate Technical knowledge				Design Make Evaluate Technical knowledge	
<b>Geography</b>		Name and locate counties and cities of the United Kingdom  Use the eight points of a compass, four and six-figure grid references, symbols and key  Use fieldwork to observe, measure, record and present the human and physical features in the local area	Locate the world's countries, using maps  understand geographical similarities and differences through the study of human and physical geography	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Identify the position and significance of latitude.	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
<b>History</b>		A local history study- Windrush.			A significant turning point in British history -	A significant turning point in British history- Victorians -

		A significant turning point in British history- Windrush.			Victorians - how the use of electricity has developed over time.	Queen Victoria's empire trading from the Victorian Era until now.
<b>Music</b>	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.			
<b>Physical Education</b>	Invasion games- Netball focus/ Health and fitness	Gymnastics- Acro Gymnastics/Parkour	Dance	Games-Net and wall	Striking and fielding - Rounders	Athletics -Run, jump and throw
<b>In class SMSC (and RME)</b>	Healthy Eating Recognising different risks in different situations and deciding how to behave responsibly. Distinguishing between positive and negative influences. Emergency procedures and how to get help.	Study and organisation skills. Democracy Understanding and appreciating difference. How choices impact others Challenging stereotypes Understanding bullying	Conflict resolution Similarities and differences between people Recognise and respect other people's faiths and cultures Beliefs and values	Respecting differences between people e.g. food, music, clothes. Recognise and respect other people's faiths and cultures.	Understanding our impact on society Debating topical issues	Understanding our impact on society Debating topical issues Managing transitions