

Essex Primary School Curriculum Map

Year 1	Autumn		Spring		Summer	
Main Theme	Ourselves/Toys		Plants/ Seasons		Animals/Pirates	
Questions (staff & children to devise)	What I know... What I want to know... What I would like to learn...		What I know... What I want to know... What I would like to learn...		What I know... What I want to know... What I would like to learn...	
English	Non-fiction Labels, lists & captions Context: Ourselves Links to Science (1 week)	Fiction: Narrative (Narrative Context:No Dinner for Anansi (3 weeks)	Fiction: Narrative (Fairy tales) Context: Sleeping Beauty/Rapunzel (3 weeks)	Fiction: Narrative (Fantasy worlds) Context: Cloudland (2 weeks)	Non-fiction: Information Context: Animals (2 weeks)	Fiction: Narrative Context: Pirates (2 weeks)
	Poetry: Using the senses Context: Ourselves Links to Science (1 week)	Fiction: Narrative (Patterned language) Context: Bringing the rain to Kapiti plain (2 weeks)	Non-fiction: Information/Report Context: Week at school/ growth of a seed (2 weeks including Assessment writing)	Poetry: Pattern & rhyme (3 weeks including Assessment writing)	Poetry: Poems on a theme Context: Colour Links to PSHE & Refugee week (1 week)	Non-fiction: Report Context: Science/Weather Report (2 week)
	Fiction: Narrative (Familiar settings) Context: 'Not now Bernard' (3 weeks including Assessment writing)	Non-fiction Recount Context: Trip to Museum of Childhood Linked to History (2 weeks)			Fiction: Narrative (Traditional tales) Context: Jack & the Beanstalk (3 weeks including Assessment writing)	
	Poetry: Context: Black	Non-fiction Instructions Context: How to... make a puppet/make a fruit salad				

	history (1 week) Non-fiction Instructions Context: Making a sandwich (1 week)	(3 weeks including Assessment writing)				
Focus texts	No Dinner for Anansi by Trisha Cooke	Bringing the Rain to Kapiti Plain by Verna Aardema	Rapunzel	Cloudland by J Burningham	Jack and the Beanstalk	The Night Pirates by Peter Harris and Deborah Allwright
Poetry & Speak Up	Little Rabbit Foo Foo by Michael Rosen Who Has Seen the Wind? by Christina Rossetti		Tractor by Valerie Worth Daddy Fell into the Pond by Alfred Noyes		Year group poem Bed in Summer by Robert Louis Stevenson	
Mathematics	Numbers to 10 MNP Chapter 1 (3 weeks) Number –Bonds MNP Chapter 2 (2 weeks)	Addition within 10 MNP Chapter 3 (2 weeks) Subtraction within 10 MNP Chapter 4 (2 weeks) Positions MNP Chapter 5 (1 week) Numbers to 20 MN Chapter 6 (2 weeks)	Addition and Subtraction within 20 Chapter 7 (2 Weeks) Shapes and Patterns Chapter 8 (2 weeks) Length and Height Chapter 9 (2 weeks)	Number Bonds to 40 Chapter 10 (2 weeks) Addition and Subtraction Word Problems Chapter 11 (2 weeks)	Multiplication Chapter 12 (2 weeks) Division Chapter 13 (1 week) Fractions Chapter 14 (2 weeks) Numbers to 10 Chapter 15 (2 weeks)	Time Chapter 16 (2 weeks) Money Chapter 17 (2 weeks) Volume Capacity Chapter 18 (1 week) Mass Chapter 19 (1 week) Space Chapter 20 (1 week)
History	Toys Where I live – Local history study Toys (EMA) Changes within living memory (to reveal aspects of change in national life)		Kings and Queens		Seaside (now and then)	

Geography			UK Weather and climates		Going to the seaside Baby Bear Goes to the Seaside (EMA) Where in the world? Linked to English	
Science	Humans and other animals (Ourselves) Pupils should be taught to: * To identify human body parts *To recognise and use the 5 senses. *To identify the difference between humans and living and non-living things. *To learn that all animals, including humans, grow and change as they become older*investigate Autumn as part of the 4 seasons.	Everyday materials Pupils should be taught to: *To name, sort and understand the properties of everyday materials. * To distinguish between objects and the materials they are made from. *To know materials can move things *Explore winter as part of the 4 seasons.	Plants Pupils should be taught to: *identify and name common local plants, * To know the basic structures of common flowering plants.dissect * To understand the functions of parts of a plant. *experience growing their own plants	Seasonal change (Weather) Pupils should be taught to: *Identify other weather types * understand how the position of sun affects day length and weather. * understand how our position in the UK affects the weather.	Animals including humans Pupils should be taught to: <ul style="list-style-type: none"> ● identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ● identify and name a variety of common animals that are carnivores, herbivores and omnivores ● describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	
RE	Belonging and special objects Christianity/ Islam	Celebrations Why do Christians give presents at Christmas? Christian	Visit to the church What can we learn from visiting a Christian church? Christian	Sikhism What does it mean to be Sikh? Sikh	Religious leaders What do we know about religious leaders? (EMA) Muslim/Hindu/ Christianity/ Jewish/ Sikhism	Relationships in religious groups Why are relationships important? Hindu/Christian/ Jewish/ Islam
	Puppets		Observational drawing (drawing plant linked		Animal masks - Science link	

Art & Design	Investigating materials (EMA) e.g. sock puppets, shadow puppets.		with Science)		Focus on colour mixing and pattern	
DT	Sandwiches Linked to English- instructions		Making hats and designing poster Linked with music poster			
Computing	E-safety	E-safety 1 week and Basic skills (on and off, using key board, understanding the parts of a computer, understanding the key systems of a computer such as saving work)		Bee-bots Basic Skills (Coordination, direction and position) JIT- Coding	JIT- Data Handling	
Music	Rhythm and Pulse Cross curricular link with Anansi the Spider.		Instrumental Weather- Cross curricular link to Geography Tuned instruments/ notation		Pitch Animals- Cross curricular link to Science Explore pitch	
PE	Ball Skills (Handball)	Attacking and defending (Football)	Flexibility strength, control balance (Gymnastics)	Net/wall/Racket (Short Tennis)	Fielding and striking (French Cricket)	Athletics
PSHE	New beginnings Nutrition and Physical activity	Good to be me Road safety	Getting on and falling out Say no to bullying	Going for goals Drugs, Alcohol and tobacco	Relationships Sex and relationship education	Changes Safety (at home, outside, online)
Visits	Museum of Childhood- Toys		Church Visit Tower of London- Kings and Queens		Colchester Zoo and Seaside	
Special Events	National Poetry Day Black History Month October	National Anti-Bullying Week	International Holocaust Remembrance Day International Mother Language Day (promoting linguistic and cultural diversity)	World Book Day World Poetry Day National Science & Engineering Week	Children's Book Week	World Refugee Day

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Year 2	Autumn		Spring		Summer	
Main Themes	Black History		Continents		Kings and Queens: London	
Questions <i>(staff & children to devise)</i>	What I know... What I want to know... What I would like to learn...		What I know... What I want to know... What I would like to learn...		What I know... What I want to know... What I would like to learn...	
Literacy	<p>Basic skills (1 week)</p> <p>Fiction: Familiar & unfamiliar settings Context: Lost Teddy/Peace at last (2 weeks)</p> <p>Poetry: Different patterned forms Context: variety of poems (1 week)</p> <p>Non-fiction: Instructions Context: Recipes linked to Science & DT (3 weeks inc assessment week)</p>	<p>Non-fiction: Explanation Context: Mary Seacole/Florence Nightingale linked to Black History (EMA) (2 weeks)</p> <p>Fiction: Narrative Traditional tales Context: Sleeping Beauty/Cinderella (3 weeks)</p> <p>Fiction/Non-Fiction: Narrative/Recount Context: Trip to the pantomime (2 weeks inc assessment week)</p> <p>Fiction: Narrative Mama Panya's Pancakes (1 week).</p>	<p>Non-fiction: Letter Context: Pen pals in Sri Lankan link school (2 weeks)</p> <p>Non-fiction: Information texts/ Reports Context: The Continents linked to Geography (EMA) (3 weeks including Assessment writing)</p>	<p>Music Project: (2 Weeks)</p> <p>Poetry: Descriptive Prose - Fire Context: Great Fire of London (3 weeks including Assessment writing)</p>	<p>Fiction: Narrative Context: John Burningham's Oi! Get Off Our Train (EMA) (3 weeks)</p> <p>Non-fiction: Non-chronological report Context: Nocturnal animals/life cycle of frogs (linked to Science) (5 weeks)</p> <p>Fiction: Narrative extended writing Context: Space (3 weeks including Assessment writing)</p>	<p>Fiction/Non-fiction: Narrative/information/ Letter writing Context: Katie in London/Turner linked to Art & Geography (Bow Art Project) (5 weeks including Assessment writing)</p> <p>Fiction: Narrative Context: Carly & We are all born free Links to PSHE & Refugee Week. (1 week)</p> <p>Poetry: Riddles, tongue twisters, rhyme Context: (1 week)</p>

Focus texts	The Lost Teddy by David McKee	Variety of Cinderella stories	The Seven Continents	The Great Fire of London by Susanna Davidson	Oi! Get Off Our Train by John Burningham	Katie in London by James Mayhew
Poetry & Speak Up	The Alligator by Grace Nichols	Two Little Kittens by Anonymous	Jack Frost By C.E. Pike	Create own Year Group poem for recital (see Great Fire of London by Collin Ian Jeffrey for inspiration)	The King's Breakfast by A.A. Milne	The Owl and the Pussy Cat By Edward Lear
Maths	Numbers to 100 MNP Chapter 1 (4 weeks) Addition and Subtraction MNP Chapter 2 (3 weeks)	Addition and Subtraction MNP Chapter 2 (1 weeks) Multiplication of 2,5, 10 MNP Chapter 3 (3 weeks) Multiplication and Division of 2,5, 10 MNP Chapter 4 (2 weeks)	Length MNP Chapter 5 (2 weeks) Mass MNP Chapter 6 (2 weeks) Temperature MNP Chapter 7 (1 weeks)	Picture Graphs MNP Chapter 8 (1 weeks) More word problems Chapter 9 (not covered) Money MNP Chapter 10 (1 weeks) Two Dimensional Shapes MNP Chapter 11 (2 weeks)	Three Dimensional Shapes (2 weeks) Fractions MNP Chapter 13 (4 weeks)	Time MNP Chapter 14 (3 weeks) Volume MNP Chapter 15 (2 weeks)
History	Mary Seacole/Florence Nightingale – <ul style="list-style-type: none"> The life of significant individuals who have contributed to national and international achievements (EMA - links to Black History) Remembrance Day				Great Fire of London <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. 	

	<ul style="list-style-type: none"> significant events, people and places in their own locality 		
Geography	The United Kingdom	Newham/Sri Lanka	<ul style="list-style-type: none"> Compare and contrast area in UK to contrasting non-European country
Science	<p>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Uses of everyday materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

RE	How do special foods and fasting help people in their faith? Christianity/Islam	Why do people celebrate festivals? Kwanzaa	Why are different books special for different people? Hindus/Judaism/Christianity/Islam/Sikh	What special stories are told at Easter? Christianity	Where does the world come from and how should we look after it? Hinduism/Christianity/Judaism/Islam	What does it mean to say sorry?
Art & Design	Study of poppies – drawing, painting, cutting		Portraits – Kings & Queens Focus on observational drawing skills		Bow Arts Project – Turner (linked to English & Geography) Painting skies	
DT	Cooking Design a healthy meal for...		Moveable vehicles		Crowns - fit for a King/Queen	
Computing	e-safety Basic skills	Beebot	Scratch JR chromebook		We are DETECTIVES (Communicating Clues)	
Music	Rhythm and pulse Cross curricular link to Mary Seacole (Jamaican rhythms)		Instrumental Cross curricular link with the fire of London <ul style="list-style-type: none"> Exploring instruments (including the voice) by looking at how sounds are made playing them in different ways: scraping, tapping etc. Music project		Pitch Cross curricular link with the UK and Sri Lanka	
PE	Ball Skills (Handball)	Attacking and defending (Football)	Flexibility strength, control balance (Gymnastics)	Net/wall/Racket (Short Tennis)	Net/wall/Racket (Short Tennis) Fielding and striking (French Cricket)	Athletics
PSHE	New beginnings Say no to bullying	Road safety	Going for goals	Getting on and falling out	Relationships	Changes Safety (at home, outside, online)
Visits	Theatre - Pantomime		Museum of London		East London Mosque National Gallery/London	
Special Events	National Poetry Day Black History Month October	National Anti-Bullying Week	International Holocaust Remembrance Day Online Safety Day:	International Mother Language Day: Promoting linguistic and cultural diversity World Book Day	Children's Book Week Year 6 SATs	World Refugee Day

				World Poetry Day National Science & Engineering Week		
Year 3	Autumn		Spring		Summer	
Main Themes	Change		Stone Age/Rocks/Animals		London	
Questions <i>(staff & children to devise)</i>	What I know... What I want to know... What I would like to learn...		What I know... What I want to know... What I would like to learn...		What I know... What I want to know... What I would like to learn...	
English	<p>Basic Skills (1 week)</p> <p>Fiction: Narrative (Descriptive writing) Context: Climate settings, 'A balloon for Grandad' (EMA) (3 weeks)</p> <p>Non-fiction: Autobiography & biography Context: Ignatius Sancho Links with Black History (EMA) (3 weeks including Assessment writing)</p>	<p>Fiction: Narrative (Adventure stories) Context: Magic key books (EMA) (2 weeks)</p> <p>Poetry The Magic box by Kit Wright (1 week)</p> <p>Non-fiction: Explanation Context: Forces and magnets Link with Science (3 weeks including Assessment writing)</p> <p>Fiction:</p>	<p>Poetry: Shape poems & Calligrams (1 week)</p> <p>Non-fiction: Non-chronological report/Presentation Context: Nutrition, balanced lunch Links to DT (3 weeks including Assessment writing)</p> <p>Narrative (Fairy tales from a different viewpoint) Context: Little Red Riding Hood (2 weeks)</p>	<p>Non-fiction: Information texts Context: Characteristics of rocks Links to Science (2 weeks)</p> <p>Poetry: Context: Exploring different forms of poetry (3 weeks including Assessment writing)</p>	<p>Fiction: Author Study Context: Roald Dahl (2 weeks)</p> <p>Fiction: Narrative (Myths & legends) Context: The legend of King Arthur Links to History (3 weeks including Assessment writing)</p> <p>Poetry: Language play Context: Song writing about London (1 week)</p>	<p>Fiction: Play scripts Context: Roald Dahl and variety of plays (2 weeks)</p> <p>Non-fiction: Letters Context: The Rights of Every Child Links to PSHE (3 weeks including Assessment writing)</p> <p>Non-fiction: Persuasive writing Context: 'N is for Newham' book (EMA) (2 weeks)</p>

		Narrative/recount Context: The Christmas Story Links with RE (2 weeks)				
Focus texts	A Balloon for Grandad by Nigel Gray and Jane Ray Poems to perform: A Classic Collection chosen by the Children's Laureate by Julia Donaldson and Clare Melinsky	The Story of Christmas by Jane Ray Oxford Reading Tree – Magic key books by Alex Brychta & Roderick Hunt	The Wolf's Story: What Really Happened to Little Red Riding Hood by Toby Forward & Izhar Cohen The Secrets of Stonehenge by Mick Manning Doodle dandies: poems that take shape by J Patrick Lewis	National Geographic Readers: Rocks and Minerals by Kathy Weidner Zoehfeld What's For lunch: How Schoolchildren Eat Around the World by Andrea Curtis	Variety of World Alphabet books including A is for Africa (World Alphabet) by Ifeoma Onyefulu London for Children by Matteo Pericoli	Various books including George's Marvellous Medicine by Roald Dahl The BFG: A set of plays by David Wood/Roald Dahl Amazing life Cycles: Plants by Tick Tock For every child
Poetry & Speak Up	Please Mrs Butler by Allan Ahlberg	The Magic Box By Kit Wright	The Tyger by William Blake	Create own Year Group Poem for recital	Adventures of Isabel by Ogden Nash	Television by Roald Dahl
Maths	Numbers to 1000 MNP Chapter 1 (2 weeks) Addition and Subtraction MNP Chapter 2 (4 weeks)	Multiplication and Division MNP Chapter 3 (3 weeks) Further Multiplication and Division 2,5 and 10 MNP Chapter 4 (2 weeks)	Mass MNP Chapter 6 (2 weeks) Volume MNP Chapter 7 (2 weeks) Money	Time MNP Chapter 9 (3 weeks) Statistics MNP Chapter 10 (2 weeks)	Fractions MNP Chapter 11 (6 weeks)	Angles MNP Chapter 12 (2 weeks) Lines and Shapes MNP Chapter 13 (2 weeks) Perimeter of Figures MNPChapter 14 (2 weeks)

		Length MNP Chapter 5 (2 weeks)	MNP Chapter 8 (2 weeks)		
History	Black history – Ignatius Sancho (EMA)		<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>This could include:</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze religion, technology and travel e.g. Stonehenge Iron age hill forts: tribal kingdoms, farming, art and culture 	London- Journey down the Thames: A local History study	<ul style="list-style-type: none"> a study over time tracing how several aspects of national history are reflected in the locality (this can be beyond 1066)
Geography	Climates Around the World			UK Regional Study – London	<ul style="list-style-type: none"> Locational knowledge: 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. Human & Physical Geography: Physical geography of London compared to rest of UK. Human geography of London including types of settlement and land use, economic activity and trade links.
Science	<p>Light</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes 		<p>Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles 	Plants	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant

	<ul style="list-style-type: none"> recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the sizes of shadows change. <p>Forces & Magnets</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. 		<p>for support, protection and movement.</p> <p>Rocks</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. 		<p>to plant</p> <ul style="list-style-type: none"> investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
	RE	How do Jews celebrate their beliefs at home and in the synagogue? Judaism	What is the significance of light and religion? Science link Christianity/Judaism/Sikhism	How did Jesus and Buddha make people stop and think?	How and why do Hindus celebrate Holi? Hinduism	How are symbols and sayings important in religion? Christianity/ Islam
Art & Design	Sketching famous buildings in London/ silhouette painting - linked to RE		Cave painting – pictures that tell a story (linked to myths and legends/literacy) Making and decorating pottery (linked to History)	Architecture – Famous Buildings in London (linked to History) William Morris – pattern (linked to Science and Maths)		

DT	Windmills (links to Geography) Making windmills using recycled materials		Stonehenge model (links to History) Making the model of Stonehenge using clay Create a balanced meal for a lunchbox (links to Science) Making a healthy sandwich for a lunchbox		Architecture- Famous Buildings in London (links to History)	
Computing	e-safety	We are PPROGRAMMERS (Programming an animation using Scratch)		We are BUG FIXERS (Finding and correcting bugs in Scratch – NPW planning)	We are PRESENTERS (Videoing performance)	We are OPINION POLLSTERS (Collecting and analysing opinion)
Music	Rhythm and pulse Cross curricular link with Ignatius Sancho Notation and using untuned percussion		Instrumental Cross curricular link to iron age - To improvise melodic phrases - To be able to play untuned instruments.		Pitch Cross curricular link to English- Song writing - Exploring melodic patterns - Pentatonic scales	
PE	Attacking and defending (Football)	Ball Skills (Handball)	Net/wall/Racket (Tennis)	Flexibility strength, control balance (Gymnastics)	Athletics	Fielding and striking (Cricket)
PSHE	New Beginnings	Say no to bullying	Going for Goals	Nutrition and Physical Activity	Children's Rights	Changes
MFL	<ul style="list-style-type: none"> • Greetings • numbers 0-10. • Respond to classroom phrases. • Recognise some colours and letters of the alphabet. • Start to build some sentences from given models. • Recognise and respond to French songs and rhymes. • Spelling skills. 		<ul style="list-style-type: none"> • Numbers 10-20. • Respond to verbs of command and adverbs. • Learn conventions for asking and thanking. • Recognise more alphabet letters. • Names of classroom objects. • Write some familiar words from a model/ memory. • Asking and answering simple questions. 		<ul style="list-style-type: none"> • Numbers 20-30. • Listen and respond to songs in French. • Vocabulary for days of the week. • Write some familiar words/sentences from memory. • Vocabulary for clothing. • Use correct pronunciation when reading/ saying words/ sentences. 	

Visits	Places of Worship – Synagogue Library Visit		Thrift Farm Kidzania		The William Morris Gallery Museum of London Docklands	
Special Events	National Poetry Day (Theme: Messages) Black History Month October	National Anti-Bullying Week	International Holocaust Remembrance Day International Mother Language Day	World Book Day World Poetry Day National Science & Engineering Week 10-19 th March 2017	Children's Book Week	World Refugee Day

Year 4	Autumn	Spring	Summer
Main Themes	Brazil	Romans	Teeth/Baghdad
Questions <i>(staff & children to devise)</i>	What I know... What I want to know... What I would like to learn...	What I know... What I want to know... What I would like to learn...	What I know... What I want to know... What I would like to learn...

English	<p>Grammar: Basic skills (1 week)</p> <p>Non-fiction: Persuasive writing (Travel brochure) Context: Brazil Links to Geography (5 weeks)</p> <p>Fiction/Non-fiction: Newspaper report/Diary entry Context: Brazil Links to Geography (3 weeks including Assessment writing)</p>	<p>Fiction: Narrative/Play scripts) (Stories which raise issues) Context: Save the rainforest! Links with Geography (3 weeks)</p> <p>Poetry Onomatopoeia, List poems and Kennings Context: Animals, Sound, Musical Instruments Links to Music and Science (3 weeks including Assessment writing)</p>	<p>Poetry: Image poems Context: Window by Jeannie Baker Links to Art (2 weeks)</p> <p>Non-fiction: Recount Context: Why is Harriet Tubman so important? Links to Black History (EMA) (2 weeks)</p> <p>Fiction: Narrative (Historical settings) Context: What happened when Mt Vesuvius erupted? Links to History & Geography (3 weeks including Assessment writing)</p>	<p>Fiction: Narrative (Myths & legends) Context: How was Rome founded? Romulus & Remus Links to History (2 weeks)</p> <p>Non-fiction: Chronological Report/ Character description Context: Roman invasion of Britain/ Boudicca Links to History (3 weeks)</p> <p>Non-fiction: Explanation Context: Enterprise Week Links to DT (2 weeks including Assessment writing)</p>	<p>Non-fiction: Information & instructions Context: A guide to the types and functions of teeth and how to look after them Links to Science (2 weeks)</p> <p>Fiction: Narrative (Stories from another culture) Context: 1001 Arabian nights Links to History /Music (4 weeks including Assessment writing)</p>	<p>Poetry: Exploring a theme – Refugees Context: Benjamin Zephaniah’s ‘We Refugee’ (2 weeks)</p> <p>Non-fiction: Formal Letters Context: British Values Links to PSHE (3 weeks including Assessment writing)</p> <p>Fiction: Author study: Michael Morpurgo Context: What makes Michael Morpurgo such a popular author? (2 weeks)</p>
Focus Texts	The Orchard Book of Roman Myths by Geraldine McCaughrean	Escape from Pompeii by Christina Balit	Journey to the River Sea by Eva Ibbotson	The Bible	One Thousand and One Arabian Nights by Geraldine McCaughrean	Collection of Michael Morpurgo books
Poetry & Speak Up	The Sound Collector by Roger Gough	From a Railway Carriage by R.L Stevenson	Writing and presenting own poems	Poetry performance for parents	I wish I’d looked After me Teeth by Pam Ayres	We Refugee by Benjamin Zephaniah

Maths	Numbers to 1000 MNP Chapter 1 (6 Weeks)	Addition and Subtraction within 10 000 MNP Chapter 2 (3 weeks) Multiplication and Division MNP Chapter 3 (3 weeks) Further Multiplication and Division MNP Chapter 4 (1 week)	Further Multiplication and Division MNP Chapter 4 (3 weeks) Graphs MNP Chapter 5 (1 week)	Fractions MNP Chapter 6 (4 weeks) Time MNP Chapter 7 (1 week)	Decimals MNP Chapter 8 (3 weeks) Money MNP Chapter 9 (2 weeks) Mass, Volume and Length MNP Chapter 10 (2 weeks)	Area of figures MNP Chapter 11 (1 week) Geometry MNP Chapter 12 (2 weeks) Position and Movement MNP Chapter 13 (2 weeks) Roman Numerals MNP Chapter 14 (1 week)
History			The Roman Empire and its impact on Britain This could include: <ul style="list-style-type: none"> ● Julius Caesar’s attempted invasion in 55-54 BC ● the Roman Empire by AD 42 and the power of its army ● successful invasion by Claudius and conquest, including Hadrian’s Wall ● British resistance, for example, Boudicca ● ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Boudicca - EMA project	Early Islamic civilization, including a study of Baghdad <ul style="list-style-type: none"> ● A non-European society that provides contrasts with British history 		
Geography	A region in North/South America Rainforests/Brazil		Volcanoes/Earthquakes			

	Links to English		Links to English & History – Pompeii			
Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> ● recognise that living things can be grouped in a variety of ways ● explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ● recognise that environments can change and that this can sometimes pose dangers to living things. <p>Animals including humans</p> <ul style="list-style-type: none"> ● describe the simple functions of the basic parts of the digestive system in humans ● identify the different types of teeth in humans and their simple functions 		<p>States of matter</p> <ul style="list-style-type: none"> ● compare and group materials together according to whether they are solids, liquids or gases ● observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ● identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Sound</p> <ul style="list-style-type: none"> ● identify how sounds are made, associating some of them with something vibrating ● recognise that vibrations from sounds travel through a medium to the ear ● find patterns between the pitch of a sound and features of the object that produced it ● find patterns between the volume of a sound and the strength of the vibrations that produced it ● recognise that sounds get fainter as the distance from the sound source increases. 		<p>Electricity</p> <ul style="list-style-type: none"> ● identify common appliances that run on electricity ● construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ● identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ● recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 	
	RE	What is The Bible and why is it important to Christians?	How and why do Hindus worship at home or at the Mandir?	How are the expressive arts used in worship? Christian/Hindu	Why is Easter important to Christians? (Linked with English)	What happens when someone gets married? Muslim/Sikh

Art & Design	Tunnel theatres costume		Celtic/Roman army shields		Art in religion - Observational drawing/painting (3D perspective) religious buildings; Islamic Art geometry and pattern; Christian stained glass windows	
DT	Music Project props masks instruments		Musical instruments (links to Science) Roman shields (links to History)		Electricity – alarms (links to Science)	
Computing	e-safety	Scratch – Creating a game	Creating maze screen	creating wiki page	We are meterologist	we are meteorologists
Music	Rhythm and pulse Cross Curricular link to Brazil (the rainforest) Exploration rhythmic patterns - Music Project		Instrumental Cross curricular link to the Romans		Pitch Cross curricular link to Islamic nations and the UK -To distinguish between un-tuned and tuned instruments.	
PE	Attacking and defending (Football)	Ball Skills (Handball)	Net/wall/Racket (Tennis)	Net/wall/Racket (Tennis) Flexibility strength, control balance (Gymnastics)	Athletics	Fielding and striking (Cricket)

PSHE	New Beginnings	Getting on and falling out Anti-bullying week	Developing our school grounds	Good to be me	Children's rights – Human rights	Changes
MFL	<ul style="list-style-type: none"> • Ask and respond to simple questions. • Names of animals, recognising feminine and masculine nouns. • Learn some times tables. • Create sentences from a model /memory. 		<ul style="list-style-type: none"> • Adjectives to describe feminine and masculine nouns. • Follow a short text. • Recognise months of the year. • Write some familiar phrases using models and from memory. • Possessive pronouns. • Celebrations 		<ul style="list-style-type: none"> • Develop vocabulary for questioning. • Numbers up to 49. • Recognise some towns and cities in France on a map. • Alphabet • Reciting some poems from memory. 	
Visits	Kew Gardens Aquatic Centre		British Museum		Victoria & Albert Museum – Islamic Art Local Place of Worship	
Special Events	National Poetry Day (Theme: Messages) World Maths Day Black History Month October	National Anti-Bullying Week Theme: To be agreed	International Holocaust Remembrance Day International Mother Language Day (promoting linguistic and cultural diversity)	World Book Day World Poetry Day National Science & Engineering Week	Children's Book Week	World Refugee Day

Year 5	Autumn	Spring	Summer
Main Themes	Anglo-Saxons/Water	Invention and Development	Explorers and Adventurers

Questions <i>(staff & children to devise)</i>	What I know... What I want to know... What I would like to learn...		What I know... What I want to know... What I would like to learn...		What I know... What I want to know... What I would like to learn...	
Literacy	<p>Basic Skills (1 week)</p> <p>Poetry: Poetic style Context: Various poems (2 weeks)</p> <p>Fiction: Novels and stories by a significant children’s author Context: Anne Fine (2 weeks)</p> <p>Non-fiction: Biography Context: The life and times of Nelson Mandela Links to Black History (3 weeks - Assessment Week)</p>	<p>Fiction: Narrative Myths and legends Context: The Anglo-Saxon myth ‘Beowulf’ Links to History (2 weeks)</p> <p>Non-fiction: Newspaper Reports Focus text: Current newspaper reports Context: Italian earthquake Outcome: Newspaper report. (2 weeks)</p> <p>Non-fiction: Explanation Context: Materials Links to DT and Science (3 weeks including Assessment week)</p>	<p>Fiction: Narrative Context: The Disney/Pixar film ‘Up’ focussing on relationships and changes to humans as we grow old Links to Science & PSHE (2 weeks)</p> <p>Fiction: Diaries Context: The Highwayman Diary writing (2 weeks)</p> <p>Fiction/Non-fiction: Journalistic reports Context: Highwayman (2 weeks including Assessment Week)</p>	<p>Fiction: Narrative (radio script) Context: Why was the Titanic travelling so fast? Linked to History (2 weeks)</p> <p>Non-fiction: Report Context: Inventions/ Inventors Links to History (2 weeks)</p> <p>Assessment writing: Poetry Classic poems Links to Shakespeare Week (2 week)</p>	<p>Fiction: Older literature Context: The Lion, the witch and the wardrobe (2 weeks)</p> <p>Non-fiction: Chronological report Context: The History of Space Exploration Links to Science (2 weeks)</p> <p>Fiction: Narrative Context: Science fiction (2 weeks including Assessment week)</p>	<p>Fiction: Debate/Balanced argument Context: Discovery of Tutankhamun’s tomb Links to History (3 weeks)</p> <p>Non-fiction: Letter Context: Mountain explorers Links to Geography (2 weeks including Assessment week)</p> <p>Poetry: Choral and performance poetry Links to Refugee week (2 weeks)</p>
Focus texts	<p>Bill’s new frock by Anne Fine</p> <p>Nelson Mandela: Long Walk to Freedom by Chris Van Wyk, Nelson Mandel, Paddy</p>	<p>Beowulf by Michael Morpurgo</p>	<p>‘Up’ by Disney/Pixar</p> <p>The Highwayman by Alfred Noyes</p>	<p>Selection of Shakespeare’s poetry</p>	<p>The Lion, the Witch and the Wardrobe by CS Lewis</p> <p>Original newspaper articles First man on moon(21st July 1969)</p>	<p>Selected research materials , e.g. articles on Howard Carter’s discovery of Tutankhamun’s tomb</p>

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Poetry & Speak Up	Daffodils by William Wordsworth	Talking Turkeys by Benjamin Zephaniah	The Highwayman by Alfred Noyes	Create own Year Group poem for recital	Gran, Can You Rap? by Jack Ouseby	Jabberwocky by Lewis Carroll
Mathematics	<p>Basic Skills (1 Week)</p> <p>Place Value (3 weeks)</p> <p>Rounding (1 week)</p> <p>Negative numbers (2 weeks)</p>	<p>Roman Numerals (1 week)</p> <p>Addition/Subtraction (3 weeks)</p> <p>Property of numbers (2 weeks)</p> <p>Multiply/Dividing by 10, 100, 1000 (1 week)</p>	<p>Multiplying/Dividing (3 weeks)</p> <p>Introducing Fractions (1 week)</p>	Fractions (5 weeks)	<p>Decimals (2 weeks)</p> <p>Percentages (1 week)</p> <p>Measurement (3 weeks)</p> <p>Geometry- Shape (1 weeks)</p>	<p>Geometry- Shape (1 week)</p> <p>Geometry - Angles (2 weeks)</p> <p>Geometry- Position/direction (2 weeks)</p> <p>Statistics (2 weeks)</p>
History	<p>Britain's settlement by Anglo- Saxons and Scots This could include:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life 		<p>Inventors and Inventions: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • Finding out about important inventions and discoveries from the past • Finding out about famous people whose ideas caused social change e.g. Isambard Kingdom Brunel. 		<p>Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <ul style="list-style-type: none"> • Ancient Sumer • The Indus Valley • Ancient Egypt • The Shang Dynasty of Ancient China 	

	<ul style="list-style-type: none"> Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 		
Geography	<p>Water</p> <p>Coasts & Rivers</p>		Mountains
Science	<p>Properties and changes of materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on 	<p>Plants and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. <p>Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. 	<p>Earth and Space</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Forces</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

	bicarbonate of soda.					
RE	What inner forces affect how we think and behave?	How is Christmas celebrated around the world?	What do religions and world views believe about God?	Animal Law-case Unit	Why is Mohammed important to Muslim people?	How do Christians try to follow Jesus' example?
Art & Design	Moulding clay, painting and embellishing (links to History)		Observational drawing and painting – plants and animals Observational drawings based on the highwayman		Egyptian art – symbolism, scale and form e.g. make papyrus, paint hieroglyphics & canopic jars	
DT	Metalwork, jewellery and packaging (links to History and Enterprise week)		Structures – bridges & tunnels (links to History)		Simple machines – levers & pulleys (K'nex) (links to Science)	
Computing	e-safety	scratch We are online creators	We are cryptographers	We are cryptographers	we are artists	we are web developers
Music	Rhythm and pulse Cross curricular link to water <ul style="list-style-type: none"> Water Music – short composition activity, using available sound sources, instruments, voices and body percussion as appropriate to describe their “water” image. 		Pitch Cross Curricular link to the Egyptians <ul style="list-style-type: none"> Learn about, understand and identify dynamics, getting louder/quieter through the exploration of Egyptian pyramid graphic scores. 		Instrumental Cross Curricular link to Scientific inventions <ul style="list-style-type: none"> Listening and evaluating ‘Machine inspired’ music. 	
PE	Attacking and defending (Football)	Ball Skills (Handball)	Net/wall/Racket (Tennis)	Flexibility strength, control balance (Gymnastics)	Athletics	Fielding and striking (Cricket)
PSHE	Safety (at home, outside, online)	Getting on and falling out Anti-bullying week	Respect for Property	In the Media - What's in the News?	Relationships Sex and Relationships Education	Changes
MFL	<ul style="list-style-type: none"> Use bilingual dictionary. Learn adjectives, adverbs of place and conjunctions. Likes and dislikes with reasons. 		<ul style="list-style-type: none"> Recognise and use simple negatives. Extend vocabulary of adverbial sentence starters. Use of pronouns. 		<ul style="list-style-type: none"> Naming and giving opinion about food/ sports. Tell the time in hours and half hours. 	

	<ul style="list-style-type: none"> • Prepare and practise simple conversation. • Compare objects, products etc. with others from France e.g. Xmas presents. • Phonics 	<ul style="list-style-type: none"> • Respond to dictation. • Recognise clock times. • Write sentences from a model / memory. • Naming food/ sports. • Phonics 	<ul style="list-style-type: none"> • Numbers 49-60. • Naming body parts. • Prepare and practise a short presentation on a familiar topic e.g. food, sports, etc. • Phonics 		
Visits	Residential to Fair Play House In school theatre (with year 6)	Little Ilford School Manor Park Library	Natural History Museum The Greenwich Observatory British Museum		
Special Events	National Poetry Day (Theme: Messages) World Maths Day Black History Month October	National Anti-Bullying Week	International Holocaust Remembrance Day International Mother Language Day (promoting linguistic and cultural diversity)	World Book Day World Poetry Day National Science & Engineering Week	Children's Book World Refugee Day

Year 6	Autumn		Spring		Summer	
Main Themes	Ancient Greece/Fairtrade		The Heart/Light		Vikings/Changes	
Questions <i>(staff & children to devise)</i>	What I know... What I want to know... What I would like to learn...		What I know... What I want to know... What I would like to learn...		What I know... What I want to know... What I would like to learn...	
English	Basic Skills: Week 1	Fiction: Diary entry Context: Anti-bullying	Non-fiction/fiction: Informal/formal writing	Non-Fiction: Letter writing Context: Pig Heart	Transition Unit Context: Text Analysis	Transition Unit Context: Shakespeare Transition Unit

	<p>Fiction: Narrative Context: Greek Myths Links to History (2 weeks)</p> <p>Fiction: Narrative Context: Stormbreaker (2 weeks including writing assessment and assessment week)</p> <p>Poetry: (Black History Month) The power of imagery Context: Poems Maya Angelou Music week (1 weeks)</p>	<p>Week/Wonder Links to PSHE (2 weeks)</p> <p>Non-fiction: Letter writing Context: Cambridge visit (1 week)</p> <p>Fiction: Modern retelling/ extended writing Context: Charles Dickens' 'A Christmas Carol' (3 weeks)</p> <p>Non-fiction: Explanation text Context: Chocolate Links to DT (2 weeks including writing assessment Assessment Week)</p>	<p>Context: Pig Heart Boy, diary entry (2 week)</p> <p>Non-fiction/fiction: Balanced Argument Context: Pig Heart Boy (2 week)</p> <p>Non-fiction: Newspaper article Context: Pig Heart Boy (2 week)</p>	<p>Boy (2 weeks)</p> <p>Fiction: Narrative Context: A Christmas Carol (re-edit) (2 weeks)</p> <p>Fiction: Narrative Context: Stormbreaker (re-edit) (2 weeks)</p>	<p>A Christmas Carol - Scrooge character analysis (2 weeks)</p> <p>Transition Unit: Creative Writing - narrative (1 week)</p> <p>SATS revision</p>	<p>(2 weeks)</p> <p>Fiction: Play scripts Context: Performance (5 weeks)</p>
Focus texts	<p>Greek Myths By Marcia Williams</p> <p>Stormbreaker by Antony Horowitz</p>	<p>Wonder By R J Palacio</p> <p>A Christmas Carol by Charles Dickens</p>	<p>Pig Heart Boy by Malorie Blackman</p>		<p>Holes by Louis Sachar</p>	<p>Macbeth (Shakespeare) A Christmas Carol (Dickens)</p> <p>The Sad Book by Michael Rosen</p>

Poetry & Speak Up	Caged Bird by Maya Angelou	Macavity: the Mystery Cat by T.S. Eliot	Create own Year Group Poem for recital	The Witches' Spell from Macbeth by William Shakespeare	If by Rudyard Kipling	The Thought Fox by Ted Hughes
Mathematics	Number – Number Place Value (2 weeks) Number – Addition, Subtraction, Multiplication and Division (4 weeks)	Number – Addition, Subtraction, Multiplication and Division (continued 1 week) Number – Fractions (including Percentages and Decimals) (6 weeks)	Ratio and Proportion (2 weeks) Algebra (1 week) Measurement (2 weeks)	Geometry-properties of shapes (2 weeks) Geometry-position and direction (1 week) Statistics (1 weeks) Revision for SATS (1 week)	Revision for SATS- (4 weeks)	Transition project
History	Ancient Greece A study of Greek life and achievements and their influence on the western world.				Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: <ul style="list-style-type: none">● Viking raids and invasion● resistance by Alfred the Great and Athelstan, first King of England● further Viking invasion and Danegeld● Anglo-Saxon laws and justice● Edward the Confessor and his death in 1066	
Geography	Fairtrade – Chocolate				A region in a European Country (France)	

<p>Science</p>	<p>L.O.To know who Linnaeus was and learn about his classification system</p> <p>To use classification keys to sort living things according to observable characteristics</p> <p>L.O To investigate factors affecting the growth and uses of microorganisms Set up mould growth on bread investigation over time,</p> <p>L.O. To understand how to protect from harmful microorganisms.</p> <p>Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ● compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches <p>use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Light</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● recognise that light appears to travel in straight lines ● use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ● explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ● use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ● recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ● describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Evolution and inheritance</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ● recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ● identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

RE	How is art important in Christianity?	How do different religions and world views create celebrations?	What do people believe about life after death?	What are the sources of the story about what happened on the first Easter Sunday?	What similarities and differences do religions and world views share?	What qualities are important to religious leaders?
Art & Design	Design and make a Greek vase that tells a story (Links to Art)		Light and colour in Impressionist painting (linked to Science)		Backdrop, props, costumes etc. for year 6 performance	
DT	Cooking-chocolate (link to Fair trade)				Backdrop, props, costumes etc. for year 6 performance	
Computing	e-safety	We are app planners	We are market researchers	We are interface designers	We are app developers	Selling presentation unit or Media Project
Music	Rhythm and Pulse Cross curricular link to Ancient Greece Rhythm, scales and evaluation.				Instrumental Cross Curricular link to France Notation, composition and evaluation Year 6 Production	
PE	Attacking and defending (Football)	Ball Skills (Handball)	Net/wall/Racket (Tennis)	Flexibility strength, control balance (Gymnastics)	Athletics	Fielding and striking (Cricket)
PSHE	New beginnings(SEAL) Citizenship QCA UNit 10 Local Democracy for young citizen	Getting on and falling out (SEAL) Say no to bullying Sex and Relationship	Relationship (SEAL) Nutrition and Physical Activity	Good to be me (SEAL)	Citizenship QCA UNit 11: In the media-what's the news?	Changes (SEAL) Citizenship QCA Unit 12: Moving on

	Say no to bullying	Education				
MFL	<ul style="list-style-type: none"> Numbers 60-100. Further verbs. Understand main points in a short written passage. Learn a poem. Naming more body parts. Give opinions. Creating complex sentences using models/ memory. Phonics 		<ul style="list-style-type: none"> Verb être (to be). Respond to mental arithmetic questions. Ask and respond to questions. Use negative sentence structure. Respond to dictation. Describe self and others. Relative pronouns. Naming and giving opinion about food (healthy/ unhealthy). Phonics 		<ul style="list-style-type: none"> Recognise and use some adverbs of time. Describe items of clothing. Use a dictionary to select vocabulary for written sentences. Name the weather and write a weather report. Verbs in conjugated forms: past, present and future. Phonics 	
Visits	Residential to Fair Play House Theatre-in school Visit to Cambridge				Residential visit to France/The Tate Modern Southend Fairground visit	
Special Events	National Poetry Day (Theme: Messages) World Maths Day Black History Month October	National Anti-Bullying Week	International Holocaust Remembrance Day International Mother Language Day (promoting linguistic and cultural diversity)	World Book Day World Poetry Day National Science & Engineering Week	Children's Book Week Year 6 SATs	World Refugee Day