

Blyton cum Laughton Church of England Primary School
Reading-Inspired Curriculum

-BcL INSPIRATIONAL THEMES JOURNEY-

DIVERSITY LEADERSHIP EXPLORATION INNOVATION & PROGRESS CARE & PROTECTION CREATIVITY

BcL Christian Value	FRIENDSHIP	TRUST	COURAGE	THANKFULNESS	COMPASSION	HOPE
EYFS	DIVERSITY	LEADERSHIP (incl. Monarchy & Conflict)	EXPLORATION	INNOVATION & PROGRESS (incl. Agriculture)	CARE & PROTECTION (Incl. Environment)	CREATIVITY
Ivy Y1/2 Cycle 1	DIVERSITY	LEADERSHIP (incl. Monarchy & Conflict)	EXPLORATION	INNOVATION & PROGRESS (incl. Agriculture)	CARE & PROTECTION (Incl. Environment)	CREATIVITY
Curriculum Books:	<ul style="list-style-type: none"> • Beegu • We're All Wonders • The Great Kapok Tree • Handa's Surprise • Fanatical About Frogs • Flower Garden • Lifesize • Maps of the United Kingdom • Green Lizards, Red Rectangles and the Blue Ball 	<ul style="list-style-type: none"> • The Secret of Black Rock • Brilliant Ideas by Wonderful Women • Sweep • The Day the Crayons Quit • Greta and the Giants 	<ul style="list-style-type: none"> • Man on the Moon • The Darkest Dark • The Way Home for Wolf • Katie Morag • Shackleton's Journey • The Sea of Tranquility • The Fossil Girl • Stone Girl Bone Girl • The Golden Wonderflower 	<ul style="list-style-type: none"> • Man on the Moon • The Darkest Dark • Brilliant Ideas by Wonderful Women • HerStory • The Bluest of Blues • Instructions Not Included 	<ul style="list-style-type: none"> • Leaf • The Way Home for Wolf • The Secret of Black Rock • Rain/Sun/Storm/ Snow • Tad • The Big Book of Blooms • Oliver's Fruit Salad • I'm Sticking With You • Sweep • Iced Out • The Sea Saw • Do Not Lick This Book • One Little Bag • Somebody Swallowed Stanley • Greta and the Giants 	<ul style="list-style-type: none"> • The Dinosaurs of Waterhouse Hawkins • Flower Garden • The Bluest of Blues • On Sudden Hill

<p>Curriculum Links</p>	<p>T1 ART: Self-portrait inspired by ‘We’re All Wonders’ using shades and tones</p> <p>T1 GEOGRAPHY: Locational knowledge - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding area</p> <p>T1 PSHE: H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (Focus on FIGURE OF FAITH Dina Asher-Smith)</p> <p>T3 HISTORY: EXPLORER Shackleton: What was it like to be an Arctic Explorer? Context: Learn how Shackleton inspired EXPLORER Sir Edmund Hillary’s ascent of Everest with Tensing Norgay</p> <p>T4: MUSIC African Drumming Play tuned and un-tuned instruments musically African Songs Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>T5 & T6 PSHE: L4. that they belong to different groups and communities such as family and school</p>	<p>T1 PSHE: R2. to recognise that their behaviour can affect other people</p> <p>T2 HISTORY: Explorers: Who are EXPLORER Christopher Colombus and EXPLORER Neil Armstrong? (link to Tim Peake and Chris Hadfield)</p> <p>T3 HISTORY: EXPLORER Shackleton: What was it like to be an Arctic Explorer? Context: Learn how Shackleton inspired EXPLORER Sir Edmund Hillary’s ascent of Everest with Tensing Norgay</p> <p>T3 PSHE: H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>T5 PSHE: R7. to offer constructive support and feedback to others</p>	<p>T1 GEOGRAPHY: What can EXPLORER Tim Peake and EXPLORER Chris Hadfield see from Space?</p> <p>T2 GEOGRAPHY: Location knowledge: Basic geographical vocabulary to refer to throughout the year – Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Human features: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>T2 HISTORY: Explorers: Who are EXPLORER Christopher Colombus and EXPLORER Neil Armstrong (link to Tim Peake and Chris Hadfield)</p> <p>T3 COMPUTING: Technology Explorers: Where in and out of school do we use digital technology?</p> <p>T3 HISTORY: EXPLORER Shackleton: What was it like to be an Arctic Explorer? Context: Learn how Shackleton inspired EXPLORER Sir Edmund Hillary’s ascent of Everest with Tensing Norgay</p> <p>T4: GEOGRAPHY Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (focusing on the countries included in the term’s stories)</p> <p>T6 HISTORY: Significant historical events, people and places in their own locality Who was EXPLORER Mary Anning?</p>	<p>T1 HISTORY: Changes within living memory - Playtime!: Investigating the changes in play and toys through the digital age</p> <p>T2 DESIGN & TECHNOLOGY: Context: Space Vehicle Design – Can you help Bob return home?</p> <p>T3 SCIENCE: Focus Scientist INNOVATOR Margaret A. Wilcox (car heater)</p> <p>T3 COMPUTING: Technology Explorers: Where in and out of school do we use digital technology?</p>	<p>T1 PSHE: R1. to communicate their feelings to others, to recognise how others show feelings and how to respond L1. how they can contribute to the life of the classroom and school</p> <p>T4 PSHE: L3. that people and other living things have rights and that everyone has responsibilities to protect those rights...</p> <p>T4 SCIENCE: Focus Scientist: CARER Rachel Carson (naturalist)</p> <p>T5 SCIENCE: Focus Scientist: CARER Joseph Banks (botanist) Monitor our own planted seeds in the local environment</p> <p>T5 PSHE: H7. how some diseases are spread and can be controlled...</p> <p>T6 PSHE: L5. what improves and harms their local, natural and built environments... Link to <u>Greta Thunberg</u></p> <p>T6 SCIENCE: Focus Scientist: INNOVATOR Anna Atkins (botanist)</p>	<p>T1 HISTORY: Changes within living memory - Playtime!: Investigating the changes in play and toys through the digital age</p> <p>T1 ART: Self-portrait inspired by ‘We’re All Wonders’ using shades and tones</p> <p>T2 DESIGN & TECHNOLOGY: Context: Space Vehicle Design – Can you help Bob return home?</p> <p>T2: DESIGN & TECHNOLOGY: Christmas Industry Week - Design, make and evaluate a product to sell at the Christmas Fayre</p>
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Ivy Y1/2 Cycle 2	DIVERSITY	LEADERSHIP (incl. Monarchy & Conflict)	EXPLORATION	INNOVATION & PROGRESS (incl. Agriculture)	CARE & PROTECTION (Incl. Environment)	CREATIVITY
Curriculum Books:	<ul style="list-style-type: none"> Meerkat Mail Amazing Grace Amazing Islands What Mr Darwin Saw Mad About Monkeys The Lost Words London Through Time Under my Hijab Crescent Moons & Pointed Minarets Welcome to the World For the Right to Learn 	<ul style="list-style-type: none"> Iggy Peck Architect The Adventures of Robin Hood Instructions Not Included The Invisible Weslandia 	<ul style="list-style-type: none"> Meerkat Mail Amazing Grace Child of St Kilda Amazing Islands What Mr Darwin Saw Island Welcome to the World 	<ul style="list-style-type: none"> Iggy Peck Architect The Great Fire of London What Mr Darwin Saw I Ate Sunshine for Breakfast Marie Curie and her Daughters Instructions Not Included London Through Time Fantastically Great Women Who Changed the World Weslandia 	<ul style="list-style-type: none"> The Great Fire of London The Boy Who Grew Dragons Florette The Tin Forest Child of St Kilda What Mr Darwin Saw From Tiny Seeds I Ate Sunshine for Breakfast The Lost Words Refuge Little People, Big Dreams: David Attenborough What a Wonderful World The Invisible Professor Astrocat's Human Body Odyssey Unspoken 	<ul style="list-style-type: none"> Iggy Peck Architect Marie Curie and her Daughters The Lost Words Samuel Pepys The Invisible Weslandia
Curriculum Links	<p>T1 RE: Being Human – Islam</p> <p>T1 PSHE L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. Consider a) how people helped during the Coronavirus outbreak b) how people have helped others in the past (<u>Book:Unspoken</u>)</p> <p>T3 PSHE: R8. to identify and respect the differences and similarities between people FIGURE OF FAITH: Malala Yousafzai</p> <p>T5 MUSIC: What a Wonderful World Use voices expressively and creatively by singing songs</p> <p>T6 RE: Life Journey – Islam</p>	<p>T1 HISTORY: The Great Fire of London, <u>Charles II</u> and Samuel Pepys Events beyond living memory that are significant nationally or globally</p> <p>T3 SCIENCE: Focus Scientist: G Nammalvar (FIGURE OF FAITH & LEADER)</p> <p>T5 RE: Salvation Why Does Easter Matter to Christians?</p>	<p>T2 SCIENCE: Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>T2 GEOGRAPHY: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding area</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this stage. EXPLORERS: Amy Johnson & Amelia Earhart</p> <p>T3 GEOGRAPHY: Paris, France</p> <p>Use simple compass directions (N,S,E,W) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map (use local area maps)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and contrast basic symbols in a key (based on their garden design)</p> <p>T5 SCIENCE:</p>	<p>T1 SCIENCE: Identify and compare suitability of a variety of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. INNOVATOR: Charles Macintosh (waterproof fabric)</p> <p>T1 HISTORY: Compare fire safety at the time of the Great Fire to modern times</p> <p>T3 DESIGN & TECHNOLOGY: Design a Bug Hotel</p> <p>T3 & T4 RE: Thankfulness</p> <p>T5 COMPUTING: Y1: Introduce Programming Y2: Develop Programming</p> <p>T5& T6 HISTORY: What was life like on ST KILDA?: Childhood experience of life on a remote British island.</p> <p>T6 SCIENCE: Animals, including Humans: Focus Scientists: INNOVATORS Marie Curie and Louis Pasteur Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p> <p>T6 COMPUTING: Y2: Programming with Scratch Jr</p>	<p>T2 SCIENCE: Identify, name, draw and label basic parts of the human body and say which part is associated with which sense. 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 CARER: Dian Fossey</p> <p>T2 PSHE L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them...</p> <p>T2 RE: Incarnation – Why does Christmas Matter to Christians?</p> <p>T3 DESIGN & TECHNOLOGY: Design a Bug Hotel</p> <p>T3 COMPUTING: E-Safety</p> <p>T3 & T4 PSHE: R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond...</p>	<p>T1 DESIGN & TECHNOLOGY: Inspired by The Great Fire of London, go back in time as Iggy Peck to design a safe home.</p> <p>T2 ART Focus artist: Pablo Picasso</p> <p>T3 MUSIC: Listen to, evaluate and review music across a range of historical periods (1936): Peter and the Wolf</p> <p>T4 ART: To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Focus Artist: CREATOR Andy Goldsworthy</p> <p>T4: COMPUTING I Can Animate</p> <p>T4 HISTORY: CREATOR Enid Blyton and her links to BcL</p> <p>T4 MUSIC: Songs of the Animal World Exploring Music Apps Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>T5 ART: Focus artist: Jackie Morris</p> <p>T5 MUSIC:</p>

Focus scientist **EXPLORER** Charles Darwin

T5 & T6 GEOGRAPHY:

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.

INNOVATORS Betty Snyder, Jean Jennings & Kay McNulty

R11. that people's bodies and feelings can be hurt...

R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable

R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

T4: SCIENCE:

Seed planting

T5 ART:

Watercolour pencil drawing and painting of a natural object or animal inspired by The Lost Words by Jackie Morris

T5 & T6 HISTORY:

CARER Sir David Attenborough and **EXPLORER** Charles Darwin: **What have we learned from their island adventures?**

The lives of significant individuals in the past who have contributed to national and international achievements.

T5 & T6 PSHE:

H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use...

H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

H11. that household products, including medicines, can be harmful if not used properly

H14. about the ways that pupils can help the people who look after them to more easily protect them

H15. to recognise that they share a responsibility for keeping themselves and others safe...

T6 SCIENCE:

Animals, including Humans:

Focus Scientists: **INNOVATORS** Marie Curie and Louis Pasteur

What a Wonderful World
Use voices expressively and creatively by singing songs

T6 ART/DESIGN & TECHNOLOGY

Outcome: An animal puppet made from a range of fabrics and joining techniques

Willow Y3/4 Cycle 1	DIVERSITY	LEADERSHIP (incl. Monarchy & Conflict)	EXPLORATION	INNOVATION & PROGRESS (incl. Agriculture)	CARE & PROTECTION (Incl. Environment)	CREATIVITY
Curriculum Books:	<ul style="list-style-type: none"> A Street Through Time A Port Through Time Seeds of Change Madame Arc-en-Ciel The Journey Weslandia One Green Apple On Sudden Hill All Are Welcome People of Peace We Are Family 	<ul style="list-style-type: none"> Roman Invasion Roman Britain Boudicca A Street Through Time Fantastically Great Women Who Saved the Planet 	<ul style="list-style-type: none"> The Wild Way Home The First Drawing The Legend of Podkin One-Ear Quest River Stories Mountains of the World Viking Voyagers A Port Through Time Grand Canyon Maps of the United Kingdom River Adventures: Nile Maps The Journey 	<ul style="list-style-type: none"> Roman Invasion A Street Through Time A Farm Through Time The Roman Record Roman Britain A Port Through Time Viking Voyagers Super Scientists: 40 Inspiring Icons When We Became Humans Light Waves The First Drawing Weslandia 	<ul style="list-style-type: none"> The Pebble in my Pocket How to Train my Dragon The Fossil Girl: Mary Anning's Dinosaur Discovery Seeds of Change Swimming with Sharks Who Owns These Bones? What's Inside a Flower? The Big Book of Blooms Saving Species Tree Lady Sweep On Sudden Hill The Memory Tree Fantastically Great Women Who Saved the Planet 	<ul style="list-style-type: none"> The First Drawing Moon River Super Scientists: 40 Inspiring Icons On Sudden Hill Fantastically Great Women Who Saved the Planet
Curriculum Links	<p>T1 & T2 RE: God – Hinduism/Islam</p> <p>T1 PSHE: H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (Book: One Green Apple) R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other... R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>T4 PSHE: R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>T5 PSHE: L1. to research, discuss and debate topical issues, problems and events that are of concern to them and</p>	<p>T1 PSHE: H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals (link to key female figures who have used their knowledge to inspire others) H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>T3 RE: God/Incarnation What is the Trinity?</p> <p>T4 & T5 HISTORY: The Roman Empire and its impact on Britain: A local history study: The Romanisation of Lincoln</p> <p>T4 PSHE: R11. to work collaboratively towards shared goals</p> <p>T5 PSHE:</p>	<p>T2 GEOGRAPHY: Name and locate counties and cities of UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and land-use patterns; and understand how some of these aspects have changed over time. Short focus on River Trent and its journey. Use the eight points of a compass to build knowledge of the UK and the wider world</p> <p>T3 SCIENCE: Y3 Animals. Including humans: Focus Scientist: Avicenna (Human Anatomy)</p> <p>T3 GEOGRAPHY: Describe and understand key aspects of: physical geography, including rivers (The River System) and mountains.</p> <p>T3 MUSIC: Focus on Smetana's Vltava (The Moldau) which tells the story of the Vltava River running from its source in the Bohemian Forest to the city of Prague.</p> <p>T4 GEOGRAPHY: Use maps, atlases, globes and digital/computer mapping to locate Italy and Rome</p>	<p>T1 COMPUTING: INNOVATOR Tim Berner-Lee</p> <p>T1 HISTORY: Changes in Britain from the Stone Age to the Iron Age: The Stone Age hunter-gatherers and early farmers</p> <p>T2 SCIENCE: Y4 States of matter: Focus Scientist: Dmitri Ivanovich Mendeleev (Periodic Table)</p> <p>T2 SCIENCE: Forces and Magnets Observe how magnets attract or repel each other and attract some materials and not others</p> <p>T2 ART/DESIGN & TECHNOLOGY Outcome: Pop-up Book Illustration</p> <p>T2 COMPUTING: Programming in Scratch</p> <p>T4 & T5 HISTORY: Changes in Britain from the Stone Age to the Iron Age: <i>Brief introduction</i> to the Iron Age leading to the time of the Roman Invasion with understanding of Rome's position in Europe.</p> <p>The Roman Empire and its impact on Britain: A local history study: The Romanisation of Lincoln</p>	<p>T1 SCIENCE: Y3 Rocks: Focus Scientist: Mary Anning</p> <p>T1 PSHE: H1. what positively and negatively affects their physical, mental and emotional health H3. to recognise opportunities and develop the skills to make their own choices about food... H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>T2 PSHE: H6. to deepen their understanding of good and not so good feelings... H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' Focus on water danger including rivers. H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly</p> <p>T3 SCIENCE: Y3 Animals. Including humans:</p>	<p>T1 ART: Cave Painting: Create paintings displaying modern life Outcome: <i>Cave Drawing and Painting</i></p> <p>T1 COMPUTING: Y3 Document Editing and Creation</p> <p>T1 MUSIC: Carnival of the Animals: fossils Saint Saens Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>T2 ART/DESIGN & TECHNOLOGY Outcome: Pop-up Book Illustration</p> <p>T3 MUSIC: Improvise and compose music for a range of purposes using the inter-related dimensions of music including Garage Band</p> <p>T4 ART: Roman Britain: Roman Ceramic Jewellery Outcome: Jewellery designed and inspired by those discovered in Lincolnshire</p> <p>T4 COMPUTING: Comic Creation T5 & T6 DESIGN & TECHNOLOGY: Textiles - A Viking age bag</p> <p>T6 ART:</p>

	<p>offer their recommendations to appropriate people</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (CARER Tegla Loroupe)</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>T6 MFL: La Famile - Diversity of our families, learning the vocabulary to describe the people we live with.</p>	<p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>T6 HISTORY: The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking raids and invasions – the struggle with the Anglo-Saxons</p> <p>T6 PSHE: L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>	<p>T5 GEOGRAPHY: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</p> <p>Concentrate on Italy's environmental region, key physical and human characteristics including rivers, mountains and major cities</p> <p>T5 SCIENCE: Y3 Light: Focus Scientist: Roger Bacon -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 shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows change</p>	<p>T5 COMPUTING: 3D Design</p>	<p>Focus Scientist: Avicenna (Human Anatomy)</p> <p>T3 PSHE: R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>T4 PSHE: R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond (NSPCC PANTS) R9. the concept of 'keeping something confidential or secret'...</p> <p>T5 SCIENCE: -recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>T6 SCIENCE: -recognise that environments can change and that this may pose dangers to living things</p> <p>T6 PSHE: L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities...</p>	<p>Outcome: Dragon Eyes using clay</p> <p>T6 COMPUTING: E-book creation</p>
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Willow Y3/4 Cycle 2	DIVERSITY	LEADERSHIP (incl. Monarchy & Conflict)	EXPLORATION	INNOVATION & PROGRESS (incl. Agriculture)	CARE & PROTECTION (Incl. Environment)	CREATIVITY
Curriculum Books:	<ul style="list-style-type: none"> Everest: The Remarkable Story of Edmund Hillary and Tensing Norgay Fossil Girl: Mary Anning's Dinosaur Discovery Atlas of Adventures: Wonders of the World Brave Molly The Girls/ The Boys Into the Jungle Who Owns These Bones? Crazy About Cats The Boy Who Grew A Forest Lunch at 10 Pomegranate Street Cinderella of the Nile The Big Book of Blooms Henry's Freedom Box Jerome by Heart The Girl With Two Dads Lights on Cotton Rock Brilliant Ideas by Wonderful Women 	<ul style="list-style-type: none"> Frostheart Everest: The Remarkable Story of Edmund Hillary and Tensing Norgay Everest The Girls/ The Boys Into the Jungle The Lost Book of Adventure The Boy Who Grew A Forest Henry's Freedom Box Brilliant Ideas by Wonderful Women Anglo- Saxon Boy Weslandia 	<ul style="list-style-type: none"> Frostheart Everest: The Remarkable Story of Edmund Hillary and Tensing Norgay Fossil Girl: Mary Anning's Dinosaur Discovery Everest The Street Beneath My Feet Atlas of Adventures: Wonders of the World Into the Jungle The Lost Book of Adventure Atlas of Adventures Defenders: Pitch Invasion River Stories A River Greta Zargo and the Amoeba Monsters from the Middle of Earth Lights on Cotton Rock Maps of the United Kingdom Anglo- Saxon Boy 	<ul style="list-style-type: none"> Frostheart Fossil Girl: Mary Anning's Dinosaur Discovery Atlas of Adventures: Wonders of the World The Lost Book of Adventure The Boy Who Grew A Forest Cinderella of the Nile River Stories Iron Age A Street Through Time A Farm Through Time Brilliant Ideas by Wonderful Women Found: Anglo-Saxon Britain Viking Voyagers Weslandia 	<ul style="list-style-type: none"> Frostheart Everest Fossil Girl: Mary Anning's Dinosaur Discovery The Street Beneath My Feet Brave Molly The Girls/ The Boys Into the Jungle The Lost Book of Adventure Who Owns These Bones? Crazy About Cats The Boy Who Grew A Forest The Big Book of Blooms The Rhythm of the Rain Henry's Freedom Box Jerome by Heart The Girl With Two Dads Lights on Cotton Rock Peter's Place Finn's Feather 	<ul style="list-style-type: none"> Atlas of Adventures: Wonders of the World The Girls/ The Boys The Lost Book of Adventure The Boy Who Grew A Forest Lunch at 10 Pomegranate Street Portrait of an Artist: Claude Monet Henry's Freedom Box Brilliant Ideas by Wonderful Women Weslandia
Curriculum Links	<p>T1 GEOGRAPHY: Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features (Asia: Nepal - linking to the location of Everest)</p> <p>T1 & T2 RE: God – Hinduism/Islam</p> <p>T1 MFL: Bonjour/Au revoir! –include titles of people (monsieur, madame, mademoiselle, mon ami, mes amis)</p> <p>T2 SCIENCE: Y4 Living things and their habitats: -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> <p>T4 PSHE: R4. to recognise different types of relationship... R5. that civil partnerships and marriage are examples of a public</p>	<p>T1 COMPUTING: INNOVATOR: Tim Berners-Lee</p> <p>T1 HISTORY: A study of an aspect or theme in history that extends pupils' chronological knowledge beyond 1066: The Climbing of Everest: The remarkable journey of Edmund Hillary and Tensing Norgay</p> <p>T1 & T2 PE: Invasion games (e.g. basketball & netball)</p> <p>T1 PSHE: H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>T3 & T4 RE: God/Incarnation What is the Trinity?</p> <p>T5 PSHE: R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns... R11. to work collaboratively towards shared goals</p>	<p>T1 SCIENCE: Y3 Rocks: -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> <p>T1 COMPUTING: Y4 Internet Research</p> <p>T1 GEOGRAPHY: Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features (Asia: Nepal - linking to the location of Everest)</p> <p>Describe and understand key aspects of: physical geography – mountains</p> <p>T1 HISTORY: A study of an aspect or theme in history that extends pupils' chronological knowledge beyond 1066: The Climbing of Everest: The remarkable journey of Edmund Hillary and Tensing Norgay</p>	<p>T1 COMPUTING: INNOVATOR: Tim Berners-Lee</p> <p>T1 HISTORY: A study of an aspect or theme in history that extends pupils' chronological knowledge beyond 1066: The Climbing of Everest: The remarkable journey of Edmund Hillary and Tensing Norgay</p> <p>T2 COMPUTING: Y3: Programming in Scratch Y4: Programming in Scratch INNOVATOR: Ada Lovelace</p> <p>T4 SCIENCE: Y3 Forces and magnets: Focus Scientist: INNOVATOR William Gilbert</p> <p>T4 DESIGN & TECHNOLOGY Magnet Game Design Design a simple magnet game.</p> <p>T4 & T5 HISTORY: Changes in Britain from the Stone Age to the Iron Age: The Iron Age – a journey through tribal kingdoms, farming, art and culture</p>	<p>T1 PSHE: H1. what positively and negatively affects their physical, mental and emotional health... H2. how to make informed choices and to begin to understand the concept of a 'balanced lifestyle' H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>T2 SCIENCE: Y3 Animals. Including humans: Focus Scientist: CARER Alexander Von Humboldt (naturalist) Y4 Living things and their habitats: Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>T2 PSHE: H3. to recognise opportunities and develop the skills to make their own choices about food... H6. to deepen their understanding of good and not so good feelings... H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p>	<p>T1 ART: To improve their mastery of art and design techniques: drawing</p> <p>Using cross hatching techniques to show depth, light and shade in mountain landscapes.</p> <p>T1 COMPUTING: Y3 Document Editing and Creation</p> <p>T1 MUSIC: Musical soundtrack to Everest Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>T2 DESIGN & TECHNOLOGY: Christmas Industry Week: Design, make and evaluate a product to sell at the Christmas Fayre</p> <p>T2 MUSIC: Read and comprehend 'Bare Necessities' from the musical soundtrack to The Jungle Book (exploring and creating music linked to different scenes)</p> <p>T3 ART: Focus Artists: Marc Martin & Claude Monet</p>

	<p>demonstration of the commitment made between two people who love and care for each other...</p> <p>T6 SCIENCE: Y4 States of matter: -compare and group materials together, according to whether they are solids, liquids or gases</p> <p>T6 COMPUTING: Y3: Branching Databases</p> <p>T6 MFL: La famille - the diversity of families</p>	<p>T4 & T5 HISTORY: Changes in Britain from the Stone Age to the Iron Age: The Iron Age – a journey through tribal kingdoms, farming, art and culture</p> <p>T6 HISTORY: Britain's settlement by Anglo-Saxons and Scots: Anglo-Saxon invasions, settlements and kingdoms: place names and village life East Coast focus</p> <p>T6 PSHE: L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>	<p>T2 GEOGRAPHY: Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features (Asia: India – linking to Into the Jungle)</p> <p>T3 SCIENCE: -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 to plant</p> <p>T3 GEOGRAPHY: Locational knowledge: Locate the world's countries, using maps to focus on Europe and North America. Human and physical geography: Describe and understand key aspects of: physical geography, including rivers: Mississippi ;</p> <p>T5 SCIENCE: Y3 Light: -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 shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows change</p> <p>T5 GEOGRAPHY: Locational knowledge: Focus on the East Coast Name and locate counties and cities of UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>T5 RE: Big Question – Why are some journeys special?</p> <p>T6 SCIENCE: Y4 States of Matter -observe that some materials change state when they are heated or cooled, and measure or research the</p>	<p>T5 SCIENCE: INNOVATOR Martha Coston (Sea Flares)</p> <p>T5 COMPUTING: Y3 3D Design Y4 3D Design</p> <p>T5 & T6 MUSIC: Sci-Fi Film Music: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of sci-fi film music from 1950s to modern day by writing to inform.</p> <p>T6 SCIENCE: Focus Scientist: INNOVATOR Stephanie Kwolek (Kevlar)</p> <p>T6 HISTORY: Britain's settlement by Anglo-Saxons and Scots: Anglo-Saxon invasions, settlements and kingdoms: place names and village life East Coast focus</p>	<p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly...</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>T3 SCIENCE: Y3 Plants Focus Scientist: CARER Joseph Banks</p> <p>T3 COMPUTING: E-Safety 7-9</p> <p>T3 MFL: Les fruits et les legumes- what foods are good for us?</p> <p>T3 PSHE: L1. to research, discuss and debate topical issues, problems and events that are of concern to them... L2. why and how rules and laws that protect them and others are made and enforced... L3. to understand that there are basic human rights shared by all peoples and all societies... L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>T4 SCIENCE: Y3 Plants: -Plant seeds and observe the growth</p> <p>T4 PSHE: R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship... R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R6. that marriage is a commitment freely entered into by both people..</p> <p>T5 SCIENCE: -recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>T5 PSHE: R7. that their actions affect themselves and others</p>	<p>To improve their mastery of art and design techniques: impressionist painting and collage</p> <p>T3 MUSIC: Blues music inspired by our focus on the Mississippi River Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Compose lyrics to describe a river's journey</p> <p>T4 COMPUTING: Y3: Comic Creation Y3: Digital Storyboards</p> <p>T5 & T6 ART: Textiles: Developing stitching, cutting and joining techniques Outcome: An Anglo-Saxon Rune Bag</p> <p>T5 COMPUTING: Y3 3D Design Y4 3D Design</p> <p>T6 COMPUTING: Y4: Ebook Creation</p>
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Fig Y4/5 Cycle 1	DIVERSITY	LEADERSHIP (incl. Monarchy & Conflict)	EXPLORATION	INNOVATION & PROGRESS (incl. Agriculture)	CARE & PROTECTION (Incl. Environment)	CREATIVITY
Curriculum Books:	<ul style="list-style-type: none"> • The Invention of Hugo Cabret • Malamander • The Explorer • Wild Animals of the South • Super Scientists: 40 Inspiring Icons • Counting on Katherine • In the Sky • Obsessive About Octopuses • Insect Detective • The Big Book of Blue • Maps of the United Kingdom • River Stories • The Island • Mixed • We Are Family • Kamala Harris: Rooted in History • Moses: When Harriet Tubman Led Her People to Freedom • Malala’s Magic Pencil • The Name Jar 	<ul style="list-style-type: none"> • The Explorer • The Story of Tutankhamun • The Legend of Tutankhamun • Egyptology • Counting on Katherine • Solving the Puzzle Under the Sea • Joan Procter Dragon Doctor • Peter’s Place • The Island • Kamala Harris: Rooted in History • Moses: When Harriet Tubman Led Her People to Freedom • Malala’s Magic Pencil 	<ul style="list-style-type: none"> • Malamander • Flotsam • The Explorer • Secrets of the Sun King • The Story of Tutankhamun • The Legend of Tutankhamun • Solving the Puzzle Under the Sea • Insect Detective • Gut Garden • Planetarium • The Big Book of Blue • Maps of the United Kingdom • River Stories • Great Rivers of the World • The Seeker of Knowledge 	<ul style="list-style-type: none"> • The Invention of Hugo Cabret • The Lost Thing • A Farm Through Time • Super Scientists: 40 Inspiring Icons • Solving the Puzzle Under the Sea • Counting on Katherine • Cool Circuits and Wicked Wires • Egg Drop • In the Sky • River Stories • Great Rivers of the World • Smile: Charlie Chaplin • Egyptology • The Germ Lab 	<ul style="list-style-type: none"> • The Lost Thing • Malamander • Flotsam • The Explorer • The Story of Tutankhamun • The Legend of Tutankhamun • Solving the Puzzle Under the Sea • Joan Procter Dragon Doctor • Obsessive About Octopuses • Insect Detective • Peter’s Place • Gut Garden • The Big Book of Blue • Volcano Wakes Up • Everything Volcanoes & Earthquakes • The Germ Lab • The Island • Mixed • We Are Family • Malala’s Magic Pencil 	<ul style="list-style-type: none"> • The Invention of Hugo Cabret • Cool Circuits and Wicked Wires • Flotsam • Egg Drop • Malala’s Magic Pencil
Curriculum Links	<p>T1 & T2 RE: Community – Hinduism/Islam</p> <p>T1 & T2 MUSIC: YOUNG VOICES</p> <p>T3 SCIENCE: Y5 Living things and their habitats:</p> <p>T3 RE: Salvation What difference does the resurrection make for Christians?</p>	<p>T1 COMPUTING: INNOVATOR: Steve Jobs</p> <p>T1 PE: Invasion Games</p> <p>T3 RE: Salvation What difference does the resurrection make for Christians?</p> <p>T3 PSHE: R12. to develop strategies to resolve disputes and conflict through</p>	<p>T1 GEOGRAPHY: Locational knowledge: Paris, France Use maps, atlases, globes and digital/computer mapping to locate France and Paris</p> <p>T1 MFL: Let’s visit Paris!</p> <p>T3 SCIENCE: Focus Scientist: EXPLORER Marie Tharp</p> <p>T3 GEOGRAPHY:</p>	<p>T1 SCIENCE: Y4 Electricity: Focus Scientist: INNOVATOR James Clerk Maxwell</p> <p>T1 COMPUTING Y5: Computer Networks and the Internet INNOVATOR: Steve Jobs</p> <p>T1 HISTORY: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond</p>	<p>T1 PSHE: H12. that bacteria and viruses can affect health...</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources...</p> <p>H14. to recognise when they need help and to develop the skills to ask for help...</p> <p>T2 PSHE: H15. school rules about health and safety, basic emergency aid</p>	<p>T1 ART: Outcome: An image of a scene in school created using the pencil techniques of Brian Selznick</p> <p>T1 MUSIC: Develop an understanding of the history of music: Early cinema: compose images and narrative from the music (link drama and dance)</p> <p>T2 DESIGN & TECHNOLOGY:</p>

	<p>T3 PSHE: R13. that differences and similarities between people arise from a number of factors - (see ‘protected characteristics’ in the Equality Act 2010)</p> <p>T4 SCIENCE: Y4 Animals, including humans:</p> <p>T4 ART: Study: African Artist CREATOR Daudi Tinga Tinga</p> <p>T4 GEOGRAPHY: Place knowledge: Understand geographical similarities and differences: South America – The Amazon Rainforest</p> <p>T4 MFL: Around the world- countries and methods of transport</p> <p>T4 PSHE: R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours...</p> <p>T5 & T6 RE: Expressing Belief through the Arts</p> <p>T5 PSHE: L8. to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices L9. what being part of a community means, and about the varied institutions that support communities locally and nationally L10. to recognise the role of voluntary, community and pressure groups...</p> <p>T6 MFL: Food and ingredients</p> <p>T6 PSHE : L11. to appreciate the range of national, regional, religious and ethnic identities in the UK LEADER and FIGURE OF FAITH Malala Yousafzai L12. to consider the lives of people living in other places, and people with different values and customs</p>	<p>negotiation and appropriate compromise...</p> <p>T4 RE: Incarnation Was Jesus the Messiah?</p> <p>T4 PSHE: LEADER Harriet Tubman</p> <p>T5 & T6 HISTORY: The achievements of the earliest civilizations: Ancient Egypt</p> <p>T5 PSHE: L8. to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices</p> <p>T6 PSHE: LEADER and FIGURE OF FAITH Malala Yousafzai</p>	<p>Human and Physical Geography; Describe and understand key aspects of economic activity including trade links - Lincolnshire East Coast</p> <p>T4 GEOGRAPHY: Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region within North and South America: South America – The Amazon Rainforest</p> <p>T5 SCIENCE: Y5 Earth and Space:</p> <p>T5 & T6 HISTORY: The achievements of the earliest civilizations: Ancient Egypt</p> <p>T5 MFL: Les planetes</p> <p>T6 SCIENCE: Focus Scientist: EXPLORER Stephen Hawking (Black Holes) and Vera Rubin (Astrophysicist) Y5 Properties and changing materials: -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 bicarbonate of soda</p>	<p>1066: The Development of Cinema from Silent to 4D</p> <p>T1 MUSIC: Develop an understanding of the history of music: Early cinema: compose images and narrative from the music (link drama and dance)</p> <p>T2 SCIENCE: Y5 Forces Focus Scientist: INNOVATOR Isaac Newton</p> <p>T2 DESIGN & TECHNOLOGY: Outcome: A zoetrope inspired by The Invention of Hugo Cabret and The Lost Thing</p> <p>T2 HISTORY: A local history study: Machines to Robots – a journey through the agricultural ages (Lincolnshire Farming and a link to INNOVATOR Joseph Ruston; engineer)</p> <p>T3 COMPUTING: INNOVATOR: Grace Hopper</p> <p>T5 SCIENCE: Y5 Earth and Space Focus Scientist: INNOVATOR Katherine Johnson</p> <p>T5 & T6 DESIGN & TECHNOLOGY: Egyptian Vehicle: Design and make a vehicle with pulleys and levers to carry pyramid stones</p> <p>T5 & T6 HISTORY: The achievements of the earliest civilizations: Ancient Egypt</p> <p>T6 SCIENCE: Focus Scientist: EXPLORER Stephen Hawking (Black Holes) and Vera Rubin (Astrophysicist)</p> <p>T6 COMPUTING: INNOVATOR: Margaret Hamilton</p>	<p>procedures, where and how to get help H16. what is meant by the term ‘habit’ and why habits can be hard to change</p> <p>T3 SCIENCE: Focus Scientist: EXPLORER Marie Tharp Y5 Living things and their habitats:</p> <p>T3 COMPUTING: E-Safety 7-9</p> <p>T4 SCIENCE: Focus Scientist: CARER Joan Procter (Reptiles) Y4 Animals, including humans: Y5 Animals. Including humans:</p> <p>T4 PSHE: R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help) R15. to recognise and manage ‘dares’</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>T5 PSHE: L9. what being part of a community means, and about the varied institutions that support communities locally and nationally L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>T6 GEOGRAPHY: Human and physical geography: describe and understand key aspects of physical geography, including: Volcanoes</p>	<p>Christmas Industry Week: Design, make and evaluate a product to sell at the Christmas Fayre</p> <p>T2 COMPUTING: Y5: App Design</p> <p>T3 ART: Outcome: Underwater scene inspired by CREATOR Yuval Zommer using a range of textures, washes, effects, tints and shades</p> <p>T3 & T4 MUSIC: Music from a Musical: Read, comprehend and perform Hakuna Matata from The Lion King</p> <p>T4 ART: Study: African Artist CREATOR Daudi Tinga Tinga</p> <p>T4 COMPUTING: Y4 & Y5: Programming in Scratch (and Codebugs)</p> <p>T5 & T6 DESIGN & TECHNOLOGY: Egyptian Vehicle: Design and make a vehicle with pulleys and levers to carry pyramid stones</p> <p>T5 COMPUTING: Y5: Ebook Creation</p> <p>T5 & T6 RE: Expressing Belief through the Arts</p>
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Fig Y4/5 Cycle 2	DIVERSITY	LEADERSHIP (incl. Monarchy & Conflict)	EXPLORATION	INNOVATION & PROGRESS (incl. Agriculture)	CARE & PROTECTION (Incl. Environment)	CREATIVITY
Curriculum Books:	<ul style="list-style-type: none"> Christmas Carol 50 Cities of the USA Rain Player Hidden Figures Stories for South Asian Super Girls Brilliant Ideas by Wonderful Women The Big Book of Beasts 50 Adventures in the 50 States We Are Family Malala's Magic Pencil The Name Jar People of Peace The Island Rosa Parks 	<ul style="list-style-type: none"> Outlaw Christmas Carol Charlotte's Web You Wouldn't Want to Be a Mayan Soothsayer The Ancient Maya Stories for South Asian Super Girls Discovering Heraldry People of Peace The Island Rosa Parks 	<ul style="list-style-type: none"> Little People Big Dreams: Jane Goodall 50 Cities of the USA The Jamie Drake Equation 50 Adventures in the 50 States Atlas of Adventures - Wonders of the World 	<ul style="list-style-type: none"> Charlotte's Web Guitar Genius: Les Paul You Wouldn't Want to Be a Mayan Soothsayer The Jamie Drake Equation Hidden Figures Inventions: Pop-up models from the drawings of Leonardo da Vinci Edison Brilliant Ideas by Wonderful Women 	<ul style="list-style-type: none"> Outlaw The Book of Trees Christmas Carol Charlotte's Web Little People Big Dreams: Jane Goodall Hidden Figures The Big Book of Beasts The Germ Lab People of Peace The Island 	<ul style="list-style-type: none"> Charles Dickens Guitar Genius: Les Paul Inventions: Pop-up models from the drawings of Leonardo da Vinci Brilliant Ideas by Wonderful Women Malala's Magic Pencil
Curriculum Links	<p>T1 & T2 RE: Community – Hinduism/Islam Focus on how people act/the choices they make are affected by what they believe.</p> <p>T1 PSHE: R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>T2 HISTORY: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Britain during the reign of Queen Victoria</p> <p>T1 & T2 MUSIC: YOUNG VOICES</p> <p>T3 RE: Salvation What difference does the resurrection make for Christians?</p> <p>T3 PSHE: L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom – Notting Hill Carnival</p>	<p>T1 ART: Heraldry: Create a guide to heraldry by researching its' history Outcome: A shield design using a range of dry and wet techniques and colour exploration</p> <p>T1 HISTORY: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The changing power of monarchs: King John</p> <p>T1 PSHE: R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>T2 HISTORY: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Britain during the reign of Queen Victoria</p> <p>T3 PSHE: LEADER and FIGURE OF FAITH Malala Yousafzai</p> <p>T4 RE: Incarnation</p>	<p>T1 MFL: Let's visit Lincolnshire/Nottinghamshire (including Sherwood Forest)</p> <p>T3 GEOGRAPHY: Locational and Place knowledge: The United States of America</p> <p>T3 MFL: Around the World – countries and methods of transport</p> <p>T4 GEOGRAPHY: Place knowledge: Understand geographical similarities and differences through the study of human & physical geography of a region in the UK (Lincolnshire), and a farming region in a North America (Wisconsin: link Guitar Genius)</p> <p>Human and physical geography: describe and understand key aspects of physical geography, including: Agriculture and weather activity within the three world climate zones: tropical, temperate (Lincolnshire) and polar</p> <p>T4 MFL: Weather and climate similarities and differences between the US and UK</p> <p>T5 GEOGRAPHY: Locational knowledge: Central America countries linked with the Mayan civilisation</p>	<p>T1 SCIENCE: Y5 Forces: Arrows Focus Scientist: INNOVATORS Leonardo Da Vinci and Sir Isaac Newton</p> <p>T1 COMPUTING: Y5: Computer Networks and the Internet</p> <p>T1 MUSIC: Develop an understanding of the history of music: Medieval instruments</p> <p>T2 SCIENCE: Y4 Electricity: Focus scientist: INNOVATOR Thomas Edison & INNOVATOR Lewis H Latimer</p> <p>T2 COMPUTING: Y5: App Design</p> <p>T2 HISTORY: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Britain during the reign of Queen Victoria</p> <p>T3 SCIENCE: Y4 Sound: Focus Scientist: CREATOR Anoushka Shankar (sitar player)</p> <p>T3 COMPUTING:</p>	<p>T2 PSHE: H12. that bacteria and viruses can affect health... H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources... H14. to recognise when they need help and to develop the skills to ask for help...</p> <p>T3 COMPUTING: E-Safety 7-9</p> <p>T4 SCIENCE Y4 Living things and their habitats: Focus Scientist: CARERS Jane Goodall</p> <p>Y4 Animals, including humans: Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>T4 PSHE: H15. school rules about health and safety, basic emergency aid procedures, where and how to get help H16. what is meant by the term 'habit' and why habits can be hard to change H21. strategies for keeping physically and emotionally safe including road safety (cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p>	<p>T2 DESIGN & TECHNOLOGY: Christmas Industry Week: Design, make and evaluate a product to sell</p> <p>Digital Media: Use a graphics package to create Victorian-style gift cards</p> <p>T2 COMPUTING: Y5: App Design</p> <p>T2 MUSIC: Y4 Develop an understanding of the history of music: Musical theatre Learn, comprehend and perform 'Food Glorious Food' from Oliver, the musical</p> <p>T3 SCIENCE: Y4 Sound: Focus Scientist: CREATOR Anoushka Shankar (sitar player)</p> <p>T3 & T4 DESIGN & TECHNOLOGY: Make a musical instrument which uses vibrations to make sound.</p> <p>T3 MUSIC: Develop an understanding of the history of music: Guitar Sounds (Les Paul)</p> <p>T4 MUSIC: Develop an understanding of the history of music: Musical set in the mid-west of USA (Wizard of Oz)</p> <p>T5 ART:</p>

	<p>LEADER and FIGURE OF FAITH Malala Yousafzai L12. to consider the lives of people living in other places, and people with different values and customs</p> <p>T5 PSHE: L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>T6 SCIENCE: Focus Scientist: INNOVATOR Katherine Johnson</p> <p>T6 PSHE: R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours...</p>	<p>Was Jesus the Messiah?</p> <p>T5 PSHE: LEADER Rigoberta Menchu – the Mayan conscience</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate Central American countries</p> <p>Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region in the UK: Derbyshire or Yorkshire (location of outdoor adventure residential)</p> <p>T6 HISTORY: A non-European society that provides contrast with British history of the same period: Mayan civilization c. AD 900</p> <p>T6 SCIENCE: Y5 Earth and space: Focus Scientist: INNOVATOR Katherine Johnson</p> <p>T6 MFL: Les planetes (colours, <u>size</u>)</p>	<p>INNOVATOR: Grace Hopper</p> <p>T3 MFL: La ferme – farm</p> <p>T4 COMPUTING: Y4 & Y5: Programming in Scratch</p> <p>T5 SCIENCE: Y5 Properties and changing materials: Focus Scientist: INNOVATOR Ruth Benerito</p> <p>T6 SCIENCE: Focus Scientist: INNOVATOR Katherine Johnson</p> <p>T6 COMPUTING: INNOVATOR: Margaret Hamilton</p>	<p>T5 PSHE: L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>T6 PSHE: R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) R15. to recognise and manage 'dares'</p>	<p>Mayan masks Outcome: Mayan mask using papier mache techniques</p> <p>T5 COMPUTING: Y5: EBook Creation</p> <p>T5 & T6 RE: Expressing Belief through the Arts</p> <p>T6 ART: Great artists, architects and designers in history: Focus Artist Peter Thorpe space art inspired by 1950s sci-fi</p>
Clover Y5/6 Cycle 1	DIVERSITY	LEADERSHIP (incl. Monarchy & Conflict)	EXPLORATION	INNOVATION & PROGRESS (incl. Agriculture)	CARE & PROTECTION (Incl. Environment)	CREATIVITY
Curriculum Books:	<ul style="list-style-type: none"> • The Arrival • Flight for Freedom • Charles Darwin's On the Origin of the Species • When the Whales Walked • Moth • Erika's Story • Super Scientists • London Through Time • Maps • Julian is a Mermaid • Where the Mountain Meets the Moon • China Through Time • Great Rivers of the World 	<ul style="list-style-type: none"> • Brightstorm • Flight for Freedom • Letters from the Lighthouse • The Harmonica • Rose Blanche • London Through Time • D-Day • China Through Time • Humpty Dumpty Lived Near a Wall 	<ul style="list-style-type: none"> • Brightstorm • The Arrival • The Matchbox Diary • The Story of Flight • Charles Darwin's On the Origin of the Species • Audobon: On the Wings of the World • A Port Through Time • Small in the City • London Through Time • Maps • Nature's Light Spectacular • The Lost Book of Adventure • China Through Time • Great Rivers of the World • Gut Garden • River Adventures: Yangtzee 	<ul style="list-style-type: none"> • Brightstorm • The Arrival • The Story of Flight • Flight for Freedom • Charles Darwin's On the Origin of the Species • A Street Through Time • Karl, Get Out of the Garden • A Port Through Time • How Does a Lighthouse Work • Super Scientists • The Lost Book of Adventure • China Through Time 	<ul style="list-style-type: none"> • The Arrival • The Matchbox Diary • Flight for Freedom • Charles Darwin's On the Origin of the Species • Small in the City • Letters from the Lighthouse • How Does a Lighthouse Work • Erika's Story • Hello, Lighthouse • D-Day • Small Things • Fourteen Wolves • Gut Garden • Earth Shattering Events 	<ul style="list-style-type: none"> • The Arrival • The Story of Flight • Flight for Freedom • How Does a Lighthouse Work • Super Scientists • Julian is a Mermaid • The Lost Book of Adventure
Curriculum Links	<p>T1 & T2 ART: Focus Artists: CREATOR Shaun Tan (The Arrival) and Albrecht Durer Outcome: Drawing - A composition creating atmosphere and light effects Outcome: Painting- A sepia composition creating atmosphere and light effects</p>	<p>T1 HISTORY: A significant turning point in British history: The Industrial Revolution</p> <p>T1 RE: God What does it mean if God is Loving and Holy?</p>	<p>T1 SCIENCE: Focus Scientist: EXPLORERS Darwin & Audubon</p> <p>T1 MFL: On y va – around the world</p> <p>T2 SCIENCE: Focus Scientist: EXPLORER Linnaeus</p>	<p>T1 SCIENCE: Y6 Evolution and inheritance</p> <p>T1 COMPUTING: INNOVATOR: Charles Babbage</p> <p>T1 HISTORY: A significant turning point in British history: The Industrial Revolution</p>	<p>T1 RE: God What does it mean if God is Loving and Holy?</p> <p>T1 PSHE: H17. which, why and how, commonly available substances and</p>	<p>T1 & T2 ART: Focus Artists: CREATOR Shaun Tan (The Arrival) and Albrecht Durer Outcome: Drawing - A composition creating atmosphere and light effects Outcome: Painting- A sepia composition creating atmosphere and light effects</p>

	<p>T1, T2 & T3 MUSIC: Young Voices</p> <p>Develop an understanding of the history of music: Music Hall, 80s pop, musical to <i>The Beatles (include wartime and 1950s)</i></p> <p>T2 ART: Focus Artists: Sophie Blackall & Winslow Homer Outcome: Artwork (including solids and liquids) composed of a range of artistic techniques including technical drawing, collage and painting)</p> <p>T2 GEOGRAPHY: Human and physical geography Human geography, including: economic activity including: types of settlement and land use, trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>T3 GEOGRAPHY: Which countries were involved in WW2? Locate countries in Europe concentrating on their key physical and human characteristics</p> <p>T3 MFL: Les vêtements</p> <p>T3 PSHE: R16. to recognise and challenge stereotypes R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>Focus Scientist: INNOVATOR Alan Turing</p> <p>T4 PSHE: R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>T5 RE: Life Journey – Hinduism/Islam</p>	<p>T2 PSHE: L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>T3 & T4 HISTORY: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Wartime Britain: Perspectives from all sides.</p> <p>T5 & T6 HISTORY: The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of: The Shang Dynasty of Ancient China</p> <p>T5 PSHE: L17. to explore and critique how the media present information L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p>T3 GEOGRAPHY: Locational knowledge: Which countries were involved in WW2? Locate countries in Europe concentrating on their key physical and human characteristics</p> <p>T5 GEOGRAPHY: Short units: Locational knowledge - Russia (linked to Wolf Wilder) and China (Shang Dynasty)</p> <p>T6 GEOGRAPHY: Human and physical geography: describe and understand key aspects of physical geography, including: Earthquakes</p>	<p>T2 COMPUTING: INNOVATOR: Alan Turing</p> <p>T2 GEOGRAPHY: Human and physical geography Human geography, including: economic activity including: types of settlement and land use, trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>T3 SCIENCE: Y6 Electricity Focus Scientist: INNOVATOR Sarah Mather</p> <p>T4 SCIENCE: Y5 Light Focus Scientist: INNOVATOR Alan Turing</p> <p>T4 DESIGN & TECHNOLOGY: Design and construct a working lighthouse</p> <p>T4 COMPUTING: Y5: Sphero Programming</p> <p>T5 SCIENCE: Focus Scientist: INNOVATOR Francoise Barre-Sinoussi</p> <p>T5 & T6 DESIGN & TECHNOLOGY Outcome: Moving Toy - design a mechanism using cams, pulleys and gears to create movement</p> <p>T5 COMPUTING: Y6: Machine Learning and Artificial Intelligence</p> <p>T5 GEOGRAPHY: Focus: How has the local area developed over time? Geographical skills and fieldwork</p>	<p>drugs can damage their immediate and future health and safety...</p> <p>L13. about the role money plays in their own and others' lives...</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>T2 SCIENCE: Y6 Living things and their habitats</p> <p>T2 MFL: Les animaux – les habitats Traditional story: La petite poule rouge</p> <p>T2 PSHE: H22. strategies for keeping safe online; the importance of protecting personal information... H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe H24. the responsible use of mobile phones: safe keeping and safe user habits H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share...</p> <p>T3 COMPUTING: E-Safety 9-11</p> <p>T3 PSHE: R18. how to recognise bullying and abuse in all its forms...</p> <p>T4 PSHE: R20. that forcing anyone to marry is a crime... R21. to understand personal boundaries; to identify what they are willing to share with their most special people...</p> <p>T5 & T6 SCIENCE: Y6 Animals including humans</p> <p>T6 DESIGN & TECHNOLOGY: Outdoor Learning - Survival in the wilderness: Den design</p>	<p>T1 COMPUTING: Y6: Graphic Design</p> <p>T2 COMPUTING: Y6: Programming in Scratch</p> <p>T2 ART: Focus Artists: Sophie Blackall & Winslow Homer Outcome: Artwork composed of a range of artistic techniques including technical drawing, collage and painting)</p> <p>T3 & T4 RE: Creation and Science; conflicting or complementary?</p> <p>T4 MFL: Interpreting the artists</p> <p>T4 MUSIC: Improvise and compose music for a range of purposes using the inter-related dimensions of music: Refugee's Journey</p> <p>T5 & T6 DESIGN & TECHNOLOGY Outcome: Moving Toy - design a mechanism using cams, pulleys and gears to create movement</p> <p>T6 COMPUTING: Y6 Web Design</p>
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Clover Y5/6 Cycle 2	DIVERSITY	LEADERSHIP (incl. Monarchy & Conflict)	EXPLORATION	INNOVATION & PROGRESS (incl. Agriculture)	CARE & PROTECTION (Incl. Environment)	CREATIVITY
Curriculum Books:	<ul style="list-style-type: none"> Charles Darwin's On the Origin of the Species Charles Darwin & the Beagle Adventure Alfred Russell Wallace: Darwin's Rival and the Search for Evolution Moth The Lost Words Sensational Butterflies Brilliant Ideas from Wonderful Women Julian is a Mermaid Super Scientists The Girl with Two Dads Wilma Unlimited At the Same Time Around the World 	<ul style="list-style-type: none"> Charles Darwin & the Beagle Adventure The Storm Keeper's Island Island Viking Voyagers Super Scientists Who Let the Gods Out Greek Gods and Heroes Edison Humpty Dumpty Lived Near a Wall 	<ul style="list-style-type: none"> The Island at the End of Everything Charles Darwin's On the Origin of the Species Alfred Russell Wallace: Darwin's Rival and the Search for Evolution Words that Changed the World Island: The Story of the Galapagos Small in the City Island Nature's Light Spectacular Maps of the United Kingdom Edison At the Same Time Around the World 	<ul style="list-style-type: none"> When the Whales Walked Charles Darwin's On the Origin of the Species Alfred Russell Wallace: Darwin's Rival and the Search for Evolution Brilliant Ideas from Wonderful Women Super Scientists Wilma Unlimited Edison 	<ul style="list-style-type: none"> The Island at the End of Everything The Lost Words Island: The Story of the Galapagos Sensational Butterflies Earth Shattering Events Small in the City The Storm Keeper's Island Island The Mousehole Cat Brilliant Ideas from Wonderful Women Small in the City 	<ul style="list-style-type: none"> The Lost Words Sensational Butterflies Brilliant Ideas from Wonderful Women Julian is a Mermaid Mythologica
Curriculum Links	<p>T1 RE: Humanism compared with Christianity</p> <p>T1, T2 & T3 MUSIC: YOUNG VOICES</p> <p>T3 ART: Textiles: Batik cloth Focus Artist: Sarkasi Said</p>	<p>T1 PSHE: L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>T2 PSHE: L16. what is meant by enterprise and begin to develop enterprise skills (Industry Week)</p>	<p>T1 SCIENCE: EXPLORER Charles Darwin</p> <p>T1 GEOGRAPHY: Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of South America: Galapagos Islands</p>	<p>T1 SCIENCE: Y6 Evolution and inheritance Focus scientists: INNOVATOR Rosalind Franklin</p> <p>T1 COMPUTING: INNOVATOR: Charles Babbage</p> <p>T2 COMPUTING: Y6: Programming in Scratch</p>	<p>T1 PSHE: H17. which, why and how, commonly available substances and drugs can damage their immediate and future health and safety... L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'... L15. that resources can be allocated in different ways and that these</p>	<p>T1 & T2 ART: Painting and Drawing: Inspired by CREATOR Artist Jackie Morris To create a sketchbook incorporating a range of artistic techniques and inspired by the natural world and use them to review and revisit ideas</p> <p>T1 COMPUTING:</p>

	<p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p> <p>T3 & T4 RE: Being Human – Hinduism/Islam</p> <p>T3 MFL: Les vêtements</p> <p>T3 PSHE: R16. to recognise and challenge stereotypes R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>T4 SCIENCE: Focus Scientist: INNOVATOR Dmitri Ivanovich Mendeleev (Periodic Table)</p> <p>T4 PSHE: R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>T5 SCIENCE: Focus scientists: INNOVATORS Thomas Edison/Lewis H Latimer & Marie Van Brittan Brown</p> <p>T5 & T6 RE: Forgiveness Religious/non-religious beliefs about forgiveness</p> <p>T6 ART: Collage: Create an Olympic themed collage incorporating the ancient and the modern games (including Wilma Rudolph's story)</p>	<p>T3 & T4 HISTORY: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking raids and invasions A depth study linked to the Viking Raids and invasion: focusing on Sweyn Forkbeard...</p> <p>T5 & T6 HISTORY: Ancient Greece: A Study of Greek life and achievements and their influence on the western world Term 6 Focus: Olympics and health</p> <p>T5 PSHE: L17. to explore and critique how the media present information L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p>T1 MFL: On y va – around the world</p> <p>T2 SCIENCE: Focus scientists: EXPLORERS Linnaeus, Audobon and Alfred Russell Wallace</p> <p>T2 GEOGRAPHY: Human and Physical Geography: Describe and understand key aspects of: Volcanoes (Galapagos Islands have been created by volcanoes) Geographical skills and fieldwork Focus: South America</p> <p>T3 GEOGRAPHY: Locational knowledge: Locate Cornwall/ Arranmore Island/ Ireland using maps of Europe Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of Galapagos Islands and Arranmore/Cornwall</p> <p>T5 GEOGRAPHY: Locational knowledge: Locate Greece, using maps and globes.</p> <p>T6 GEOGRAPHY: Locational Knowledge: Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography: describe and understand key aspects of physical geography: Earthquakes</p> <p>T6 MFL: A l'école Dans la classe</p>	<p>INNOVATOR: Alan Turing</p> <p>T3 SCIENCE: Y6 Light Focus scientist: INNOVATOR Katherine Burr Blodgett</p> <p>T4 SCIENCE: Y5 Properties and changing materials Focus Scientist: INNOVATOR Dmitri Ivanovich Mendeleev (Periodic Table)</p> <p>T4 DESIGN & TECHNOLOGY: Pin-hole Camera</p> <p>T4 COMPUTING: Y5: Sphero Programming</p> <p>T5 SCIENCE: Y6 Electricity Focus scientists: INNOVATORS Thomas Edison/Lewis H Latimer & Marie Van Brittan Brown</p> <p>T5 & T6 DESIGN & TECHNOLOGY: Moving Toys: Design a mechanism using cams, pulleys and gears to create movement</p> <p>T5 COMPUTING: Y6: Machine Learning and Artificial Intelligence</p> <p>T5 & T6 HISTORY: Ancient Greece: A Study of Greek life and achievements and their influence on the western world</p> <p>T6 SCIENCE: Focus scientist: INNOVATORS Thales (the first scientist) & Pythagoras</p>	<p>economic choices affect individuals, communities and the sustainability of the environments across the world</p> <p>T2 SCIENCE: Y6 Living things and their habitats</p> <p>T2 MFL: Les animaux – les habitats Traditional story: La petite poule rouge</p> <p>T2 PSHE: H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe H24. the responsible use of mobile phones: safe keeping and safe user habits H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share...</p> <p>T3 COMPUTING: E-Safety 9-11</p> <p>T3 & T4 RE: Being Human – Hinduism/Islam</p> <p>T3 PSHE: R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>T4 PSHE: R20. that forcing anyone to marry is a crime... R21. to understand personal boundaries; to identify what they are willing to share with their most special people...</p> <p>T5 MFL: Vive le sport</p>	<p>Y6: Graphic Design</p> <p>T3 ART: Textiles: Batik cloth Focus Artist: Sarkasi Said Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p> <p>T4 MFL: Interpreting the artists T4 MUSIC: Sea Shantis</p> <p>T5 ART: Sculpture: Design and create a Greek urn from clay</p> <p>T6 ART: Collage: Create an Olympic themed collage incorporating the ancient and the modern games (including Wilma Rudolph's story)</p> <p>T6 COMPUTING: Y6 Web Design</p>
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