

# The federation of Sacred Heart Primary School and St Mary's Primary School (Battersea)

## Curriculum Map

N.B English and Mathematics: follow the Primary National Curriculum programmes of study for each year group- adhering to national standards and statutory requirements and following LEA guidance. The teaching of English can be linked to other subject areas (e.g History, Science) where relevant and appropriate.

No changes should be made to the coverage for your year group. Any changes made to the order of the topics needs to be done in agreement with the subject leader first, and in consultation with your parallel teacher at St Mary's.

## YEAR 1

	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
Suggested texts	<p style="text-align: center;"><b>London</b></p> <p>We Must Completely Go to London (<i>Lauren Child</i>)</p> <p>A walk in London (<i>Salvatore Rubino</i>)</p> <p>Katie in London (<i>James Mayhew</i>)</p> <p><b>London non-fiction</b></p> <p><b>Animals non-fiction</b></p>	<p style="text-align: center;"><i>Alternative Traditional Tales</i></p> <p>The True Story of the Three Little Pigs</p> <p>Beware the Story Book</p> <p>Wolves</p> <p>Who's Afraid of the Big, Bad Book (<i>Lauren Child</i>)</p> <p><i>The Christmas Story</i></p>	<p style="text-align: center;"><i>Famous Artists</i></p> <p>Katie and the Bathers (Mayhew)</p> <p>Boats (non-fiction)</p> <p>Katie and the Sunflowers</p> <p><b>Poetry – The Owl and the Pussycat</b></p>	<p style="text-align: center;"><b>Traditional tales</b></p> <p>Stone Soup</p> <p>The Magic Porridge Pot</p> <p>The Princess and the White Bear king</p>	<p><b>Non-fiction books</b> linked to topic – Reduce, Reuse and recycle</p>	<p><b>Animals (pets and other animals)</b></p> <p>Oliver &amp; Patch</p> <p>Black Rabbit</p> <p>Bat mouse</p> <p>Monster Zoo</p> <p>Class 2 at the Zoo</p>
Suggested trips	<b>London Eye River Boat Cruise</b>		<b>National Gallery</b>		<b>Carlshalton Ecology Centre</b>	
<b>Main topic for each half term.</b>	<b>London</b> – History and geography links – our local area, London landmarks, Identifying	<b>Toys past and present</b> – changes - linked to Literacy – letters to Santa	<b>Famous Artists</b> – Seurat and Van Gogh	<b>Lives of Significant people</b> (UK history)	<b>Reduce, Reuse, Recycle</b> Caring for the environment	<b>Caring for Animals</b> – links with English, PSHE and materials <b>Italy</b> – Compare and contrast

<b>This drives other cross curricular links.</b>	England, Scotland, Wales and N. Ireland and capital cities using maps.					to another European country and linked to multi-cultural eve.
<b>Cross Curricular ideas for Art / DT</b>	Line drawings – Nelson’s Column, coloured pencil – Buckingham palace, painting – Tower of London 3D model of the London Eye	Posters Making a toy	Producing representations of Van Gogh’s ‘Starry Night’, ‘Sunflowers’ and Seurat’s ‘bathers at Asnieres’	Making soup Making porridge	Making models from recyclable materials	Flags 3D models of UK/Italy
<b>Science</b> (seasonal change covered each term as the seasons change)	<b>Animals including humans</b> What do animals need to survive?	<b>Animals including humans</b> Classifying/characteristics of animal groups	<b>Plants and Trees</b> Identifying parts Identification of common plants - Evergreen and deciduous	<b>Plants and Trees</b> Stages of growth Growing our own plants – veg for soup making	<b>Materials</b> Recyclable	<b>Materials</b> For pet homes
<b>Music</b>	Singing and rhyme songs. Learn national anthems? Learning about different types of instrument, and basic concepts of pitch and rhythm.	Performing songs. Playing basic instruments and reading and producing graphic scores, based on animals.(ME p14)	Introducing more complex ideas relating to combining rhythm and melody. Singing songs with greater range.	Embedding the key concepts of Pitch, Tempo, Texture, Timbre, Structure, Duration and Dynamics through mixed instrumental and vocal work.	Developing a whole class performance of a story, using instruments and songs.	Performance to Early Years of the performance. Basic introduction to musical notation and the recorder
<b>RE</b>	Domestic Church: <b>Families</b> Baptism- <b>Belonging</b>	Judaism: <b>Abraham &amp; Moses</b>  Advent/Christmas: Loving- <b>Waiting</b>	Local Church/Community: <b>Special People</b> Eucharist/Relating: <b>Meals</b>	Lent/Easter: <b>Change</b>	Pentecost/Serving: <b>Holydays and Holydays</b> Reconciliation: <b>Being Sorry</b>	Universal Church/World: <b>Neighbours</b> Other Faith/ Sikhism: <b>Guru Nanak</b>

PSHE	New beginnings	Anti-bullying	Going for Goals	Good to be me	Relationships	Changes
<b>Computing</b>	<p>Making a London <b>presentation</b> – saving images, researching and using keynote. Data base and graphs (linked to science)</p>	<b>E-Safety and Programmable toys</b>	<b>Making an E-Book</b> – plants and trees	<b>‘We are Cooks’ – instructions -algorithms</b>	Making a Recycling <b>poster</b>	Making a <b>film</b> – interviews linked to ‘Pets’
<b>PE</b>	<p><b>Netball &amp; Rugby</b> Learning throwing, catching and agility skills. Introductions to the basic rules of game play.</p>	<p><b>Netball, Rugby, Dance</b> Basic game play in rugby and netball and movements and rhythm in dance.</p>	<p><b>Football &amp; Gymnastics</b> Learning ball control, striking and dribbling in football and core body control and movement in gymnastics.</p>	<p><b>Football &amp; Hockey</b> Continuing skill development in football and introductions to game play. Basic control, striking and dribbling in hockey and then basic game play.</p>	<p><b>Cricket &amp; Tennis</b> Learn basic bowling, batting and fielding techniques in cricket. Ball control and ball striking in tennis</p>	<p><b>Cricket &amp; Athletics</b> Progress onto basic game play in cricket and running, throwing and jumping in athletics leading into sports day.</p>

# Year 2

Suggested texts	<p>Toby and the Great Fire of London</p> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Recount</li> </ul> <p>Amazing Grace / Grace and Family (Black History)</p> <ul style="list-style-type: none"> <li>• Diary</li> </ul>	<p>Zerrafa Giraffa</p> <p>Non Fiction- giraffes</p> <ul style="list-style-type: none"> <li>• Non- chron report</li> </ul> <p>Christmas story</p> <ul style="list-style-type: none"> <li>• Recount</li> </ul>	<p>Zerrafa Giraffa</p> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Narrative</li> </ul>	<p>Dragons - narrative</p> <p>The Twits – Roald Dahl – significant author -</p> <ul style="list-style-type: none"> <li>• character profile</li> <li>• missing chapter</li> </ul>	<p>Anthony Browne – significant author – contrasting author with Roald Dahl – Loads of his books (not Into the forest as we know Year 3 sometimes do this book) – Focus on The Tunnel, Silly Billy and Night Shimmy for story writing, blurb, review,</p>	<p>Hodgeheg</p> <p>List poems – In My Magic Box by Kit Wright</p>
Suggested trips						
<p><b>Main topic for each half term. This drives other cross curricular links.</b></p>	<p><b>History (whole term)</b> Events beyond living memory that are significant nationally or globally. Great Fire of London inc Samuel Pepys Mary Seacole (BH),</p>	<p><b>Geography</b> contrasting location (Kenya, Africa) incorporating Human and Physical geography.</p>	<p><b>History (whole term)</b> changes beyond living memory with a focus on significant individuals: Florence Nightingale,</p>	<p><b>Citizenship</b> Linked to LENT How can we make a difference? Giving to others.</p>	<p><b>Art:</b> Artist study: Arcimbolo (link to science) Trip to Tate Britain</p>	<p><b>Geography</b> UK study (seaside) inc geog skills and fieldwork. PlanBee“Around the World” Brief study of seven continents.</p>

	Grace Darling					
<b>Cross Curricular ideas for Art / DT</b>	<b>DT - Model Tudor houses using boxes / nets.</b>	<b>African patterns Zeraffa Giraffa model making Christmas art</b>	<b>Portraits of Historical figures. Lamp making</b>	<b>DT food study pizza</b>	<b>Anthony Brown art linked to literacy</b>	
<b>Science</b>	<b>Uses of everyday materials</b>	<b>Living things and their habitats</b>	<b>Health and Growth</b>	<b>Health and Growth</b>	<b>Plants</b>	<b>Plants (working scientifically)</b>
<b>Music</b>	Introduction to the recorder. Learning the notes B,A and G. Learning to read those notes, and play simple tunes by ear.	Recorder. Developing good posture. Adding the low notes of E and D. Playing and reading those 5 notes. Singing.	Adding notes of high C and D. Reading now 7 notes and playing tunes.	Developing more nuances of playing, using the 7 elements of music. Playing in parts. Singing also in parts.	Working towards a class performance to year 1. Assessments of all students.	Solo performances, review of key concepts and note reading. Introduction to the violin.
<b>RE</b>	Domestic Church: Family- <b>Beginnings</b> Baptism: <b>Signs and Symbols</b>	Judaism: <b>Shabbat</b>  Advent/Christmas: <b>Loving-Preparing</b>	St. John Bosco <b>Bicentenary</b> Celebration 31 <sup>th</sup> January 2015 Local Church/Community: <b>Books</b> Eucharist/Relating: <b>Thanksgiving</b>	Lent/Easter: <b>Opportunities</b>	Pentecost/Serving: <b>Spread the Word</b> Reconciliation: <b>Rules</b>	Universal Church/World: <b>Treasures</b> Other Faith/ Sikhism: <b>Sikh daily life</b>
<b>PSHE</b>	<b>New beginnings</b>	<b>Anti-bullying</b>	<b>Going for Goals</b>	<b>Good to be me</b>	<b>Relationships</b>	<b>Changes</b>
<b>Computing</b>	<b><u>Unit 2.1: We are astronauts.</u></b>	<b><u>Unit 2.2: We are games testers.</u></b>	<b><u>Unit 2.3: We are photographers.</u></b>	<b><u>Unit 2.4: We are researchers.</u></b>	<b><u>Unit 2.5: We are detectives.</u></b>	<b><u>Unit 2.6: We are zoologists.</u></b>

	Programming on screen.	Exploring how computer games	Taking better photos.	Researching a topic	Collecting clues	Collecting data about bugs.
<b>PE</b>	<b>Netball &amp; Rugby</b> Learning throwing, catching and agility skills. Revise the basic rules of game play.	<b>Netball, Rugby, Dance</b> Basic game play in rugby and netball and movements and rhythm in dance.	<b>Football &amp; Gymnastics</b> Learning ball control, striking and dribbling in football and core body control and movement in gymnastics.	<b>Football &amp; Hockey</b> Continuing skill development in football and introductions to game play. Basic control, striking and dribbling in hockey and then basic game play.	<b>Cricket &amp; Tennis</b> Learn basic bowling, batting and fielding techniques in cricket. Ball control and ball striking in tennis	<b>Cricket &amp; Athletics</b> Progress onto basic game play in cricket and running, throwing and jumping in athletics leading into sports day.

# Year 3

Suggested texts	<b>Aesop's Fables</b> (not taught)  Stone Age Boy	Charlotte's Web	<b>Krindlekrax</b> (not used)  Charlie and the Chocolate factory	Traditional tales / myths and legends from Europe (range of stories)	<b>Romeo &amp; Juliet / The Tempest</b> (not taught) Shakespeare Midsummer Night's Dream	Under the Rose (a Tudor story) <b>instead of a science topic</b>
Suggested trips			<b>Mayan Workshop</b>		<b>Hampton Court</b>	

<b>Main topic for each half term. This drives other cross curricular links.</b>	<b>History</b> Changes in Britain from the Stone Age: Skara Brae	<b>Geography</b> Human and Physical Geography study Plan B “Countries of the world” – deepening knowledge of countries, continents, oceans and capital cities.	<b>History</b> A non – European society that provides contrast with Britain – Benin or Mayans	<b>Geography / Citizenship</b> European study Plan B Unit “Our European Neighbours	<b>History(over a term)</b> Local history study through The Tudors	
<b>Cross Curricular ideas for Art / DT</b>	Clay work stone age necklaces. Clay fossils. Clay slabs with cave paintings	Watercolour still life work linking to science.	Mask making	Shading and shadows pencil / charcoal work Pop art	DT planning and preparing a Tudor feast	Portraits
<b>Science</b>	<b>Rocks</b>	<b>Animals and Humans</b>	<b>Forces and magnets</b>	<b>Light</b>	<b>Plants</b>	<b>Plants</b>



<b>Music</b>	Introduction to the violin (1). Playing on open strings.	Introduction to the violin (2). Working on playing on the	Some students taken out for small group violin. (Continuing	Students to develop and notate compositions involving recorder, violin	. Exploring non western music. (link with History) .	Developing whole class performances, using the small violin groups and
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	Developing good posture and bow hold. Learning Tudor song.	fingerboard, Simple tunes working toward a class performance. Using Tudor tune?	throughout the year)Other students developing instrumental work	and xylophones. (Pitch instruments). Singing regularly. Possible link with Geography study	African drumming, using new Djembe's, drone based music, and gamelan. Assessments	the whole class. Possible link to Geography by using EU national Anthem's?
<b>RE</b>	Domestic Church: Family- <b>Homes</b> Baptism: <b>Promises</b>	Judaism: <b>Synagogue</b>  Advent/Christmas: Loving- <b>Visitors</b>	St. John Bosco <b>Bicentenary</b> Celebration 31 <sup>th</sup> January 2015 Local Church/Community: <b>Journeys</b> Eucharist/Relating: <b>Listening &amp; Sharing</b>	Lent/Easter: <b>Giving All</b>	Pentecost/Serving: <b>Energy</b> Reconciliation: <b>Choices</b>	Universal Church/World: <b>Special Places</b>  Other Faith/ Sikhism: <b>Gurdwara, langa Amritsar</b>
<b>PSHE</b>	<b>New beginnings</b>	<b>Anti-bullying</b>	<b>Going for Goals</b>	<b>Good to be me</b>	<b>Relationships</b>	<b>Changes</b>
<b>Computing</b>	<b><u>Unit 3.3: We are presenters.</u></b> Videoing performance.	<b><u>Unit 3.5: We are communicators.</u></b> Communicating safety on the internet.	<b><u>Unit 3.1: We are programmers.</u></b> Programming an animation.	<b><u>Unit 3.2: We are bug fixers.</u></b> Finding and correcting bugs in programs. <b><u>Begin Unit 3.4: We are network engineers.</u></b> Exploring computer networks, including the internet.	<b><u>Unit 3.4: We are network engineers (to complete from Spring 2).</u></b> Exploring computer networks, including the internet.	<b><u>Unit 3.6: We are opinion pollsters.</u></b> Collecting and analysing data.
<b>PE</b>	<b>Netball &amp; Rugby</b>	<b>Netball, Rugby,</b>	<b>Football &amp;</b>	<b>Football &amp; Hockey</b>	<b>Cricket &amp; Tennis</b>	<b>Cricket &amp; Athletics</b>

	<p>Throwing, catching and agility skills. Game play and tactical awareness.</p>	<p><b>Dance</b> Game play in rugby and netball and movements and rhythm in dance.</p>	<p><b>Gymnastics</b> Ball control, striking and dribbling in football and core body control and movement in gymnastics.</p>	<p>Continuing skill development in football and introductions to game play. Control, striking and dribbling in hockey and then game play.</p>	<p>Continue bowling, batting and fielding techniques in cricket. Ball control and ball striking in tennis</p>	<p>Game play in cricket and running, throwing and jumping in athletics leading into sports day.</p>
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# Year 4

Suggested texts	<p>How to Train your Dragon</p> <ul style="list-style-type: none"> <li>• Non Chron</li> </ul> <p>The Incomplete book of Dragons (link to science)</p> <p>Ma'at's Feather - was written by an advisor in the borough to support links between literacy and history. Highly recommended</p> <p>Texts highlighted in green were not taught in 2016-17</p>	<p>The Amazing adventures of Edward Tullane</p> <ul style="list-style-type: none"> <li>- Missing chapter</li> <li>-</li> </ul>	<p>A range Scientific Non-Fiction Texts about digestion, teeth as well as The Children's University Website (or explanation text to tie in with history topic of Romans)</p> <ul style="list-style-type: none"> <li>• Explanation</li> </ul> <p>Michael Rosen Poetry - Bear Hunt</p>	<p>Eye Wonder (PHSE links)</p> <ul style="list-style-type: none"> <li>- Persuasive letter</li> <li>- Leaflet information</li> </ul> <p>The Iron man linked to Science (electricity) and the robots shed from Literacy Shed</p>	<p>I was a Rat</p> <ul style="list-style-type: none"> <li>- Newspaper report</li> </ul>	<p>North American myths and legends</p> <p>Pocahontas</p> <ul style="list-style-type: none"> <li>- Character profile</li> <li>- Setting</li> <li>- narrative</li> </ul>
Suggested trips	<b>British Museum</b>				<b>Science museum</b>	

<b>Main topic for each half term. This drives other cross curricular links.</b>	<b>History</b> The achievements of the earliest civilizations Ancient Egypt OR The Shang Dynasty of Ancient china	<b>Art/DT design and make study</b>  Linked to Ancient Egypt – using sarcophaguses (nets) or shadufs (levers) to work through the design, make, evaluate and review process.	<b>History</b> The Roman Empire	<b>History</b> The Roman empire continues – its impact on Britain.	<b>Geography/ citizenship</b> Human Geography PlanBee unit “Improving the Environment”	<b>Geography</b> <b>North / South America (teachers can do one in more depth or both to compare)</b>  Climate zones, biomes and vegetation belts  Comparisons of types of settlements
<b>Cross Curricular ideas for Art / DT</b>	Nets of pyramids Egyptian headdresses / collars Hieroglyphics		Art Roman shields mosaics	DT Roman soldiers made from pegs Roman helmets	Walk-about sketches of local area.	Printing on textile Art work for multicultural evening
<b>Science</b>	Living things - Animals	Living things - plants	Sound	Electricity <b>DT</b> unit linked to electricity (buzzer cards/quiz boards/lighthouses/torches etc)	States of matter	States of matter
<b>Music</b>	Introduction to the keyboard(1). Playing on white and black notes. Developing good	Introduction to the keyboard(2). Developing note reading, and ability to read from score.	Developing group compositions, to be notated and using keyboard, violin, recorder and pitched	Introduction of Trinity Grade 1 Rock and Pop singing syllabus. Learning 3 songs and words. Incorporating pop music	Further work on songs and solo and small group performance. Selecting students	Review of the year. Embedding of 7 elements of Music and correct vocabulary, and reading of notation.

	posture and hand shape.		and unpitched percussion.	history.	to take the exam.	
<b>RE</b>	Domestic Church: Family- <b>People</b> Baptism/Confirmation: <b>Called</b>	Judaism: <b>Torah</b>  Advent/Christmas: Loving- <b>Gift</b>	St. John Bosco <b>Bicentenary Celebration</b> 31 <sup>st</sup> January 2015 Local Church: <b>Community</b> Eucharist/Relating: <b>Giving &amp; Receiving</b>	Lent/Easter: <b>Self-Discipline</b>	Pentecost/Serving <b>New Life</b> Reconciliation: <b>Building Bridges</b>	Universal Church/World: <b>God's People</b> Other Faith/ Sikhism: <b>Guru Granth Sahib</b>
<b>PSHE</b>	New beginnings	Anti-bullying	Going for Goals	Good to be me	Relationships	Changes
<b>Computing</b>	<b><u>Unit 4.3: We are musicians.</u></b> Producing digital music.	<b><u>Unit 4.5: We are co-authors</u></b> Producing a wiki.	<b><u>Unit 4.1: We are software developers.</u></b> Developing a simple educational game.	<b><u>Unit 4.2: We are toy designers.</u></b> Prototyping an interactive toy.	<b><u>Unit 4.4: We are HTML editors.</u></b> Editing and writing HTML	<b><u>Unit 4.6: We are meteorologists.</u></b> Presenting the weather
<b>PE</b>	<b>Netball &amp; Rugby</b> Learning more advanced throwing, catching and agility skills. Rules. Game play.	<b>Netball, Rugby, Dance</b> Game play and tactics in rugby and netball and movements and rhythm in dance.	<b>Football &amp; Gymnastics</b> Learning ball control, striking, dribbling and tactics in football and core body control and movement in gymnastics.	<b>Football &amp; Hockey</b> Continuing skill development in football and introductions to game play. Control, striking and dribbling in hockey and then game play.	<b>Cricket &amp; Tennis</b> Revising bowling, batting and fielding techniques in cricket. Ball control and ball striking in tennis	<b>Cricket &amp; Athletics</b> Progress onto game play in cricket and running, throwing and jumping in athletics leading into sports day.

# Year 5

Suggested texts	<b>Ancient Greek Myths</b> <b>Character and suspense</b> <b>Skellig</b>	<b>Skellig</b> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Suspense</li> <li>• Setting</li> <li>• Character</li> <li>• Diary</li> </ul>	<b>Wolf Brother</b> <b>Ted Hughes short stories</b> <ul style="list-style-type: none"> <li>• Persuasive</li> </ul>	<b>Wolf Brother</b> <b>Ted Hughes short stories</b> <ul style="list-style-type: none"> <li>• Balanced Arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Non chron</li> </ul> <b>Factual books linked to topic</b>	<b>Text TBA</b>
Suggested trips	<b>British museum</b>				<b>Science museum</b>	
<b>Main topic for each half term. This drives other cross curricular links.</b>	<b>History</b> Ancient Greece	<b>Art</b> Pottery unit Greek urns Painted plates	<b>History</b> Local History Study: Possibly Billy The Kid or through a local figure / building	<b>History</b> Britain's settlement by Anglo Saxons and Scots or The Viking and Anglo Saxon struggle for the Kingdom of England	<b>Geography</b> Human and Physical Geography PlanBee topic "Extreme Earth"	<b>Geography</b> Water
<b>Cross Curricular ideas for Art / DT</b>	Pen and ink wash portraits of Greek gods		Michael Foreman artist study	DT Viking Long ships		Japanese water/waves art
<b>Science</b>	<b>Forces</b>	<b>Earth and Space</b>	<b>Animals / living things</b>	<b>Living things</b>	<b>Properties</b>	<b>Properties</b>
<b>Music</b>	<b>Focus on Music</b>	<b>Music History</b>	<b>Music History</b>	<b>Music History (cont). 20</b>	<b>Introduction of</b>	<b>Further work on songs</b>

	History, using class performance. The renaissance and baroque.	(cont). Classical period. Listening and playing.	(cont). Romantic period. Listening and playing.	century period. Listening and playing.	Trinity Grade 2 Rock and Pop singing syllabus. Learning 3 songs and words. Incorporating pop music history. Assesments.	and solo and small group performance. Selecting students to take the exam. Review of years work.
<b>RE</b>	Domestic Church: Family- <b>Ourselves</b> Confirmation: <b>Life Choices</b>	Judaism: <b>Passover</b>  Advent/Christmas: Loving- <b>Hope</b>	St. John Bosco <b>Bicentenary Celebration</b> 31 <sup>th</sup> January 2015 Local Church/Community: <b>Mission</b> Eucharist/Relating: <b>Memorial Sacrifice</b>	Lent/Easter: <b>Sacrifice</b>	Pentecost/Serving <b>Transformation</b> Reconciliation: <b>Freedom and Responsibility</b>	Universal Church: World: <b>Stewardship</b> Other Faith/ Sikhism: <b>Baisakhi, The Khalsa, Mool Mantra</b>
<b>PSHE</b>	New beginnings	Anti-bullying	Going for Goals	Good to be me	Relationships	Changes
<b>Computing</b>	<b><u>Unit 4.3: We are musicians.</u></b> Producing digital music.	<b><u>Unit 4.5: We are co-authors</u></b> Producing a wiki.	<b><u>Unit 4.4: We are HTML editors.</u></b> Editing and writing HTML	<b><u>Unit 4.6: We are meteorologists.</u></b> Presenting the weather.	<b><u>Unit 4.1: We are software developers.</u></b> Developing a simple educational game.	<b><u>Unit 4.2: We are toy designers.</u></b> Prototyping an interactive toy.



<p><b>PE</b></p>	<p><b>Netball &amp; Rugby</b> Learning more advanced throwing, catching and agility skills. Rules. Tactics. Game play.</p>	<p><b>Netball, Rugby, Dance</b> Game play and tactics in rugby and netball and movements and rhythm in dance.</p>	<p><b>Football &amp; Gymnastics</b> Learning ball control, striking, dribbling and tactics in football and core body control and movement in gymnastics.</p>	<p><b>Football &amp; Hockey</b> Continuing skill development in football and introductions to game play. Control, striking and dribbling in hockey and then game play.</p>	<p><b>Cricket &amp; Tennis</b> Revising bowling, batting and fielding techniques in cricket. Ball control and ball striking in tennis</p>	<p><b>Cricket &amp; Athletics</b> Progress onto game play and tactics in cricket and running, throwing and jumping in athletics leading into sports day.</p>
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# Year 6

Suggested texts	<b>Queen Victoria's biography</b>	<b>Oliver Twist</b> <b>Street Child</b>	<b>Non Fiction texts on Titanic</b>  <b>I was there...</b>	<b>Goodnight Mr Tom</b> <b>Boy in the Striped Pyjamas</b>	<b>Goodnight Mr Tom</b>	Various topic based texts
Suggested trips					<b>Imperial War museum</b>	<b>School Journey</b>

<b>Main topic for each half term. This drives other cross curricular links.</b>	<b>History</b> A study of an aspect in British History beyond 1066 Monarchs (focus on Victoria)-linked to Literacy and Oliver Twist		<b>History</b> Changes in an aspect of social history, such as <b>crime and punishment</b> form the Anglo-Saxons to the present		<b>Geography</b> Locational knowledge / human geography /geographical skills “Rivers”	<b>Geography</b> Locational knowledge/geographical skills “Scandinavia”
<b>Cross Curricular ideas for Art / DT</b>	(slimmed down curriculum)				Links with ICT / photography???	Artwork for multicultural evening
<b>Science</b>	<b>Animals inc humans</b>	<b>Living things and habitats</b>	<b>Evolution and inheritance</b>	<b>Electricity</b>	<b>Light</b>	<b>Light</b>
<b>Music</b>	Development of music theory and vocabulary. Preparation of students for secondary transfer. Use of Bentley aural test.	Testing all students can read at least a full octave, and follow a score. Vocal and instrumental work	Developing group performances, from notation, using keyboard, violin, recorder and pitched and unpitched percussion. Recorded.	Developing group compositions, using keyboard, violin, recorder and pitched and unpitched percussion. Composition prize. Items recorded.	Working towards end of year show. Final assessments	Perform: End of year show

<b>RE</b>	Domestic Church: Family- <b>Loving</b> Confirmation: <b>Vocation/commitment</b>	Judaism: <b>Rosh Hashanah,</b> <b>Yom Kippur</b>  Advent/Christmas: <b>Loving-Expectation</b>	St. John Bosco <b>Bicentenary</b> <b>Celebration</b> 31 <sup>st</sup> January 2015 Local Church/Community: <b>Sources</b> Eucharist/Relating: <b>Unity</b>	Lent/Easter: <b>Death &amp; New Life</b>	Pentecost/Serving <b>Witnesses</b> Reconciliation: <b>Healing</b>	Universal Church: World: <b>Common Good</b> Other Faith/ Sikhism: <b>Guidelines for Living,</b> <b>sewa</b>
<b>PSHE</b>	<b>New beginnings</b>	<b>Anti-bullying</b>	<b>Going for Goals</b>	<b>Good to be me</b>	<b>Relationships</b>	<b>Changes</b>
<b>Computing</b>	<b><u>Unit 4.3: We are musicians.</u></b> Producing digital music.	<b><u>Unit 4.5: We are co-authors</u></b> Producing a wiki.	<b><u>Unit 4.4: We are HTML editors.</u></b> Editing and writing HTML.  SAT's	<b><u>Unit 4.6: We are meteorologists.</u></b> Presenting the weather.  SAT's	<b><u>Unit 4.1: We are software developers.</u></b> Developing a simple educational game.	<b><u>Unit 4.2: We are toy designers.</u></b> Prototyping an interactive toy.
<b>PE</b>	<b>Netball &amp; Rugby</b> Learning more advanced throwing, catching and agility skills. Rules. Game play.	<b>Netball, Rugby, Dance</b> Game play and tactics in rugby and netball and movements and rhythm in dance.	<b>Football &amp; Gymnastics</b> Learning ball control, striking, dribbling and tactics in football and core body control and movement in gymnastics.	<b>Football &amp; Hockey</b> Continuing skill development in football and tactical awareness in game play. Control, striking and dribbling in hockey and then game play.	<b>Cricket &amp; Tennis</b> Revising bowling, batting and fielding techniques in cricket. Ball control and ball striking in tennis	<b>Cricket &amp; Athletics</b> Progress onto game play and tactics in cricket and running, throwing and jumping in athletics leading into sports day.

