



Subject	Autumn	Spring	Summer
English	<ul style="list-style-type: none"> <li>• <b>Into the Forest</b> by Anthony Browne - Reducing inequalities - Gender stereotype</li> <li>• <b>Libba</b> by Laura Veirs - Reducing inequalities - race &amp; social class</li> <li>• <b>The Lion, the Witch and the Wardrobe</b> (abridged version) and extracts from the version by C.S Lewis</li> <li>• <b>Speaking &amp; Listening: Performance</b></li> <li>• <b>Poetry: Outdoor learning with JW project (Nonsense poetry &amp; oracy)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Iron Man</b> by Ted Hughes</li> <li>• <b>Planet Omar: Accidental Trouble Magnet</b> by Zaniab Mian - Reducing inequalities - celebrating differences, tackling racism</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Boy at the Back of the Class</b> by Onjali Rauf - Reducing inequalities - refugees</li> <li>• <b>Tadeo Jones</b> - Film Unit</li> </ul>
Maths	Place value Number - Addition and Subtraction Number - Multiplication and Division	Number - Multiplication and Division <b>Statistics</b> <b>Measurement - length and perimeter</b> Number - Fractions	Number - Fractions <b>Measurement - Time</b> <b>Geometry - Properties of shape</b> <b>Measurement - Mass and Capacity</b>
Art	<p><u>Stone Age Cave Art &amp; Stonehenge silhouette</u> <u>Artist focus: Historians suggest women created cave paintings - Reducing inequalities - Gender stereotype</u></p> <p><u>Drawing:</u> Exploring line and tonal shading using a range of different media [e.g. pencil, felt tips, pastel and chalks]. to achieve variations in line, texture, tone, colour, shape and pattern - <b>soft pastels and charcoal</b></p> <p>Talk about different types of mark, and the ways they are created. Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Draw for a sustained period of time at their own level.</p>	<p><u>The Great Wave of Kanagawa Hokusai.</u> <u>Woodblock print by the Japanese ukiyo-e artist</u> <u>Artist focus: Hokusai</u></p> <p><u>Drawing:</u> Exploring line and tonal shading using a range of different media [e.g. pencil, felt tips, pastel and chalks]. to achieve variations in line, texture, tone, colour, shape and pattern - <b>sketch pencils</b></p> <p><u>Painting:</u> Mix colours to match an example e.g. skin tone. Identify warm and cool colours. Explore blending and washing - <b>using watercolours.</b></p> <p><u>Printing:</u> Make and print with impressed designs on <b>polystyrene press print tiles.</b></p>	<p><u>Masks</u> <u>Artist focus: Ray Man</u> <u>3D/Sculpture:</u> Build structures using rolled or scrunched up newspaper and masking/parcel tape - <b>Use papier-mâché.</b> Plan, design and make models. Make a simple papier mache object - <b>Tutankhamun mask or mask of own choice</b></p> <p><u>River Nile Picture</u> <u>Collage:</u> Use scissors to cut complex shapes. Explore cutting skills through paper collage, low relief, fabric collage etc. Apply glue accurately. Use IT to explore collage e.g. cut and paste. Name the tools and materials they have used. Experiment with a range of media - <b>overlapping, layering etc.</b></p>

		<p>Use rollers with printing inks.  Print using a variety of materials, objects and techniques including layering.  Talk about the processes used to produce a simple print.  Explore pattern and shape, creating designs for printing.  Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.  Use what they have learnt in an imaginative composition.  Use different types of brushes for specific purposes.  Use a developed colour vocabulary.  Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	
DT	<p><b>Mechanical Systems</b>  Pneumatic toys</p>	<p><b>Food</b>  Healthy and varied diet (Including cooking and nutrition requirements for KS2) - Good health</p>	<p><b>Textiles</b>  2D shapes and 3D Product</p>
French	<p><b>Rigolo 1 Units 1 &amp; 2</b>  <b>Bonjour</b> Greetings/basic exchanges/concept of noun gender/cognates/numbers 0-10/Christmas vocabulary  <b>En classe</b> Classroom objects/colours/age/classroom instructions.   Fiction text: Toutes les couleurs</p>	<p><b>Rigolo 1 Units 3 &amp; 4</b>  <b>Mon corps</b> Parts of the body/appearance/character descriptions/days  <b>Les animaux</b> Animals and pets/numbers 11-20/negative form/3<sup>rd</sup> person (he/she)   Fiction text: Bouclé d'Or et Les Trois Ours</p>	<p><b>Rigolo 1 Units 5 &amp; 6</b>  <b>Ma famille</b> Family members/alphabet household items/prepositions (sur/dans)  <b>Bon anniversaire!</b> Food/opinions/numbers 21-31/months/dates   Fiction text: Je veux ma banane</p>
Geography	<p>Extreme Earth  <u><b>What makes the Earth angry?</b></u>  <i>Children to be taught physical geography, including: climate zones, biomes and vegetation belts. Rivers, mountains, volcanoes, earthquakes and the water cycle</i></p>	<p>Human Geography  <u><b>Why do so many people choose to go the Mediterranean for their holidays?</b></u>  <i>Understanding Geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country.</i></p>	<p><u><b>Ancient Egyptians - Why was the River Nile so important to the Ancient Egyptians?</b></u>  Why is the River Nile situated where it is?  Which famous countries are situated on a river?  What are rivers important to those who live there now and to those who lived their long ago?  How have people adapted rivers and water for their own use?</p>

			How has the River Nile created jobs for people who live in Egypt?
History	<p>Black history month - analyse primary sources to research Benjamin Zephaniah - Reducing inequalities/ Race &amp; Social class</p> <p><u>Stone Age to Iron Age - Who lived first in Britain?</u></p> <p>What jobs do archaeologists do and why are they valuable in helping us find out about history?</p> <p>How did early Britons make shelters?</p> <p>Would they visit a supermarket to get food?</p> <p>What can you find out about the Stone, Bronze and Iron ages?</p> <p>What do we know about their lifestyles from their artwork? <a href="#">Link to Art</a></p> <p>What do we know about the way they moved heavy items around?</p> <p>How would they have communicated?</p>	<p>Extreme Earth - Geographical enquiry</p> <p><u>What makes the Earth angry?</u></p> <p>Historical volcano eruptions</p> <p>Historical natural disasters in the UK</p> <p>Earthquakes and tsunamis since 2012</p>	<p><u>Ancient Egypt - How can we re-discover the wonder of Ancient Egypt?</u></p> <p>Where is Egypt?</p> <p>Timeline of civilisation vs now</p> <p>Lives led by different people</p> <p><u>Ancient Egyptian religion and mummification</u></p> <p>Pyramids and how they were constructed</p> <p>Howard Carter and the role of archaeologists</p> <p>Understanding types of evidence to discover Ancient Egyptian life - artefacts</p>
ICT	Combining Text and Graphics. Word processing,	Databases	We are programmers
Music	Recorder Karate Notation on the stave	Recorder Karate <u>Reggae</u>	Recorder Karate
PE Indoor	Unit 2 - African Dance Unit 4- Gymfit circuits West Ham coach	Karate - Coach Unit 3 - Groovy Gymnastics	Unit 1 - Multi skills Unit 6 - Fitness Frenzy
PE Outdoor	Unit 1- Boot camp Unit 2 - Mighty Movers	Unit 3 - Skip to the Beat Unit 4 - Brilliant Ball Skills	Unit 5 - Throwing and catching Unit 6 - Active athletics
PSHE&C	<p>See Jigsaw scheme - <u>Celebrating Difference</u></p> <p><u>BHM Focus - Celebrating Benjamin Zephaniah - Reducing inequalities</u></p> <p><u>Anti-bullying week - November - Good health &amp; Wellbeing</u></p> <p>Road Safety - November</p> <p><u>NSPCC/Mental Health</u></p>	<p>See Jigsaw scheme - <u>Healthy Me. Good health &amp; Wellbeing</u>. <a href="#">Link to Science &amp; DT.</a></p> <p>Sustainability - Fair Trade</p> <p><u>Disaster relief - link to Extreme Weather &amp; Pakistan relief</u></p>	<p>See Jigsaw scheme - <u>Relationships</u></p> <p><u>Refugee week - June. Link to Eng &amp; global goals reducing inequalities</u></p> <p><u>Climate &amp; Global Goals - Plastic Use</u></p> <p><u>Hw1. How and where to seek help for online issues.</u></p>

Class charter

### E-Safety

**R1.** That families can provide love, security and stability and are therefore an important factor in childhood - **Good health & Wellbeing**

**R2.** That they can talk to trusted adults if a family relationship makes them feel sad or unsafe (e.g. peer pressure/unkind actions from siblings or cousins).

**R3.** That stable and caring relationships offer children security as they grow up, family and other people who care for them can offer these relationships (teachers, religious leaders, extended family, parents, carers).

**R4.** That family types are different for different children and all family types have a right to be respected - **Reduced inequalities**

**R5.** How to make new friends.

**R6.** What represents a healthy friendship (welcoming, warm and inclusive)

**R7.** How to develop trustworthiness in a relationship with friends/family.

**R8.** How to respond to peer pressure, being encouraged to do something that makes them feel worried or unsafe.

**R9.** How to ask for help if a friendship makes them feel unhappy or worried or if they feel lonely/isolated.

**R10.** That caring friendships are important for their health, wellbeing and happiness - **Good health & Wellbeing**

**Ss1.** To explore how to support respectful relationships in their local community.

**Ss2.** The purpose of courtesy and manners and why being polite is important in society.

**Ss3.** The importance of self-respect and the impact this can have on their wellbeing. - **Good health and wellbeing**

**Ss4.** How to listen to others and share their own opinion respectfully.

**Ss5.** That everyone has the right to be treated with respect (consider your school approach).

**Ss6.** Their responsibility in understanding what bullying is and what a bystander is (including cyber bullying).

**Ss7.** How to recognise when it is appropriate to seek permission from adults, friends and peers.

**Ss9.** That their body belongs to them and they can say no to touch they do not like (including personal boundaries such as pushing, touching hair).

**Ss10.** To know that secrets relating to being safe might not be right to keep.

**Ss11.** How to respond to a person that they do not know (including online).

**Ss12.** To continue asking for help until they are heard.

**Ss13.** How some people behave differently online to face to face.

**Ss14.** That consequences for unkind words or actions online are the same as face to face and the impact that their actions online have on others. - **Good health and wellbeing**

**Ss15.** How friendships online may be different to face to face friendships.

**Hw2.** That information online should be checked for reliability.

**Hw3.** That search engines rank their results based on the consumer.

**Hw4.** That children have a right to information but they know how to question the source of data.

**Hw5.** That they can create and access various self-care routines, including hobbies, and spending time with family and friends. - **Good health and wellbeing**

**Hw6.** To recognise when they feel differently to usual and how to seek support for their mental wellbeing including regulating their emotions. - **Good health and wellbeing**

**Hw7.** That emotions are part of everyday life and humans' experiences impact on their emotional response.

**Hw8.** That they can speak to adults in school and at home if they are worried about their or anyone else's health.

**Hw9.** That experiences of bullying can have a lasting impact on their mental wellbeing and strategies to help tackle this. - **Good health and wellbeing**

**Hw10.** How to prepare a healthy meal. - **Good health and wellbeing**

**Hw11.** That a characteristic of a poor diet can be tooth decay.

**Hw12.** To explore the facts around safe and unsafe sun exposure and how to reduce the risk of sun damage. - **Good health and wellbeing**

**Hw13.** How to maintain a good oral hygiene routine (including NHS resources). - **Good health and wellbeing**

RE	What does it mean to be a Hindu?	What does religion teach about the natural world and why should we care about it? Why is Jesus important to Christians?	Why do religious people celebrate? How do people express their faith through the arts? - <a href="#">Link to Art Gallery</a>
Science	1 <sup>st</sup> Half - Rocks, soils and fossils 2 <sup>nd</sup> Half - Light	1 <sup>st</sup> Half - Magnets and Forces 2 <sup>nd</sup> Half - Animals including humans	1 <sup>st</sup> Half - Plants 2 <sup>nd</sup> Half - Plants
Trips	Pantomime - Kenneth Moore Theatre  Valentines mansion/Redbridge museum - Stone Age		Visit an art gallery - <a href="#">National Art Gallery (Religion through Art)</a>
Learning Experiences	Otherwise Education - Poetry project  Compose a piece of music - reggae music with recorders (BHM) - Reducing inequalities	Eat something you've not tried before - link to DT - Good health and wellbeing	Ancient Egyptians workshop