

### AUTUMN 1: Who's Who?

Within this theme pupils explore identity, heritage and culture. The curriculum has a strong geographical and citizenship focus. As pupils progress through the school, the learning experiences diversify to provide opportunities for pupils to work in wider world contexts. British values of tolerance and individual liberty are developed.

	Understanding the world					Expressive Arts and Design				
	Science	History	Geography & Ecology	RE	D&T	Visual Arts	Play and Pretend	Music	Dancing	PSED
EYFS N				Myself My life Friendship						
EYFS R		All about me		Which stories are special and why?						
	Science	History	Geography	RE	D&T	Art		Music		PSHE Me and My Relationships
<b>Yr 1</b>	Seasons (Autumn into winter) Plants and trees	Toys	Local area	What makes some places sacred?	Pizza	The Beauty of Flowers				Feelings Getting help Classroom rules
<b>Yr 2</b>	Plants (seeds and bulbs)		United Kingdom	Who is a Muslim and what do they believe?	Couscous					Bullying and teasing Our school rules about bullying Being a good friend Feelings/ self-regulation
<b>Yr 3</b>	Skeletons, Muscles and Nutrition		Europe	What does it mean to be a Hindu in Britain today?	Bread					Co-operation Friendships
<b>Yr 4</b>	The Water Cycle		Nepal	What does it mean to be a		Cultural tradition in art				Recognising feelings Bullying

				Christian in Britain today?				Assertive skills Menstruation (from year 3)
<b>Yr 5</b>	Materials – Testing and comparing		Africa	What does it mean to be a Muslim in Britain today?		Cultural tradition in art		Feelings Friendship skills, including compromise Assertive skills
<b>Yr 6</b>	Circulatory System	Windrush	-	What difference does it mean to believe in Ahimsa, Grace and/or Ummah?		Windrush artists		Assertiveness Co-operation Safe/unsafe touches

## AUTUMN 2: Influential People

The theme of influential people aims to provide pupils with aspirational and inspirational role models. The theme has a strong historical focus which enables pupils to investigate the influence and legacy of key figures on their lives today. This theme provides a context for pupils to develop, practise and refine research and presentational skills. Pupils will be introduced to key figures who have influenced British values.

	Understanding the world					Expressive Arts and Design				
	Science	History	Geography & Ecology	RE	D&T	Visual Arts	Play and Pretend	Music	Dancing	PSED
EYFS N				People special to me People who help us						
EYFS R		Important people		Which people are special and why?						
	Science	History	Geography	RE	D&T	Art		Music		PSHE Valuing Difference
Yr 1				How and why do we celebrate special and sacred times?	Hand puppet					Recognising, valuing and celebrating difference Developing tolerance
Yr 2	Light	Florence Nightingale and Mary Seacole		What can we learn from sacred books?		In the Dark of the Night				Being kind and helping others Listening skills
Yr 3	Light and Shadows (Sun Safety)	Romans		Why are festivals important to religious communities?	Roman shields					Recognising and respecting diversity Being respectful and tolerant
Yr 4	The Digestive System	Queen Elizabeth I		Why do people pray?	Throne chair	Portraits - Royalty				Recognising and celebrating difference (including religions and

								cultural difference) Understanding and challenging stereotypes
<b>Yr 5</b>	Space and Beyond	Space - Neil Armstrong		What would Jesus do? Can we live by the values of Jesus in the 21st Century?	Rocket (STEM project)	Artist spotlight: Kandinsky		Recognising and celebrating difference, including religions and cultural Influence and pressure of social media
<b>Yr 6</b>	Light	Victorians		What can be done to reduce racism?		The Lady of Shalott		Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour

### SPRING 1: An Eye On London

This unit allows us to explore London from a wide range of perspectives and exploit the richness and diversity of our capital city and centre of democracy. While some year groups are inspired by London's famous landmarks and physical features, others step back in time to explore London during the Great Fire of London or The Blitz. Other year groups make comparisons with London then and now. The British values of democracy and rule of law are explored here.

	Understanding the world					Expressive Arts and Design				
	Science	History	Geography & Ecology	RE	D&T	Visual Arts	Play and Pretend	Music	Dancing	PSED
EYFS N				Special places Belonging Welcome						
EYFS R		Dinosaurs		Which places are special and why?						
	Science	History	Geography	RE	D&T	Art		Music		PSHE Rights and Respect
Yr 1	Materials - Bending, twisting, squashing	-	London landmarks	Who is Christian and what do they believe?		A Birds Eye View				Looking after things
Yr 2		The Great Fire of London	-	What makes some places sacred?	Building houses to burn	Love for Landscapes				Co-operation and self-regulation
Yr 3	Magnets	Anglo Saxons	-	Why is the Bible so important for Christians today?		Art medium: Textiles				Skills we need to develop as we grow up. Helping and being helped
Yr 4	Sound and Hearing	WW2 and The Blitz	-	What do different people believe about God?	Steam train	Looking out through the eyes of an evacuee				Making a difference (different ways of helping others or the environment)

								Media influence Decisions about spending money
<b>Yr 5</b>	Materials – Change and reactions		Rivers	Why do some people believe God exists?		Cityscape art (Tower Bridge)		Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending
<b>Yr 6</b>	Classification inc microorganisms		Counties & Regions	What matters most to Christians and Humanists?	Dips			Understanding media bias, including social media Caring: communities and the environment Earning and saving money

### SPRING 2: Take One Picture

Art, artists and designers provide the inspiration for this theme as pupils are immersed in the world of a famous artist, a work of art or an art movement. This theme lends itself well to the development of geographical, historical creative skills. Opportunities will be given for pupils to engage creatively in art, music, dance and drama. There is an expectation to develop a pupil's creative thinking during this unit. The British value of mutual respect for and tolerance of those with different faiths and beliefs is in focus.

	Understanding the world					Expressive Arts and Design				
	Science	History	Geography & Ecology	RE	D&T	Visual Arts	Play and Pretend	Music	Dancing	PSED
EYFS N				My Special Things Special Times						
EYFS R		A is for Africa		What times are special and why?						
	Science	History	Geography	RE	D&T	Art		Music		PSHE Keeping Myself Safe
Yr 1	Seasons (spring into summer) Plants and trees	The Queen's Life	-	Who is Jewish and what do they believe?		Portraits				How our feelings can keep us safe Keeping healthy Medicine safety
Yr 2	Animals inc Humans (offspring to death)		Continents & oceans	How and why do we celebrate special and sacred times?		Art movement: Still life drawing				Safe and unsafe secrets Appropriate touch Medicine safety
Yr 3	Soils, Rocks and Fossils		Volcanoes & earthquakes	Why is Jesus inspiring to some people?		Artist spotlight: Henri Matisse (paper cut-outs)				Managing risk Drugs and their risks Staying safe online
Yr 4	Electricity	The Stone Age	-	Why are festivals important to	App control/ electricity linked to electricity	Art medium: Sculpture (using mod rock/clay and wire)				Managing risk Understanding the norms of

				religious communities?	science unit and App control computing unit			drug use (cigarette and alcohol use) Influences
<b>Yr 5</b>	Forces – Friction and Drag	WW1	-	What do religions say to us when life gets hard?		Art movement: Futurism		Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)
<b>Yr 6</b>	Electricity	Circus	-	[Art and religion unit ]	Carnival/fairground rides			Emotional needs Staying safe online Drugs: norms and risks (including the law)



### SUMMER 1: Invention and Exploration

This theme helps develop the concept of exploration and how it shapes our knowledge and understanding of the World. Children will know how inventions and innovations provide solutions for problems encountered by societies. Pupils will have practical, hands-on experiences that develop their resourcefulness, resilience and promote problem solving and creativity. Pupils will have opportunities to plan and innovate in response to problems.

	Understanding the world					Expressive Arts and Design				
	Science	History	Geography & Ecology	RE	D&T	Visual Arts	Play and Pretend	Music	Dancing	PSED
EYFS N				Stories Special books						
EYFS R		Traditional tales		Where do we belong?						
	Science	History	Geography	RE	D&T	Art		Music		PSHE Being My Best
Yr 1		Grace Darling	-	What can we learn from sacred books?	The Lighthouse Keeper's Lunch Pulleys					Growth mindset Keeping healthy
Yr 2	Earth, moon and beyond	Explorers: Columbus	-	What does it mean to belong to a faith community?	Moon vehicle					Looking after my body Growth mindset
Yr 3	Plants	The Vikings	-	What do different people believe about God?	Robots					Keeping myself healthy Celebrating and developing my skills
Yr 4	Materials		-	What can we learn from religions about deciding what is right and wrong?	Chocolate brownie bar with digital packaging					Having choices and making decisions about my health Taking care of my environment

<b>Yr 5</b>	Animals Inc Humans Life processes of plants and animals	Ancient Egypt	-	Is it better to express your beliefs in arts and architecture or in charity and generosity?	Pyramids			Growing independence and taking responsibility Media awareness and safety
<b>Yr 6</b>	Pulleys, Leavers and Gears		International trade	Green Religion - What do religions and non religious views tell us about caring for the earth?	Cranes			Aspirations and goal setting Managing risk

## SUMMER 2: Going Green

Going Green is our environmental theme with a strong geographical and scientific focus. At the centre of this theme are the ideas of sustainability, citizenship and contributing positively to our local, national and global community. Through broad, enriching experiences pupils are encouraged to pursue knowledge and practices that can lead to more environmentally friendly and ecologically responsible decisions and lifestyles.

	Understanding the world					Expressive Arts and Design				
	Science	History	Geography & Ecology	RE	D&T	Visual Arts	Play and Pretend	Music	Dancing	PSED
EYFS N				The Natural World Our Community My Senses						
EYFS R		Going Green		What is special about our world?						
	Science	History	Geography	RE	D&T	Art		Music		PHSE Growing and Changing
Yr 1	Animals inc humans		Seaside	What does it mean to belong to a faith community?	Den build	Scenes of the Sea				Getting help Becoming independent Body parts
Yr 2	Living things (Habitats)		Mugumareno Village	How should we care for others and the world, and why does it matter?		Going Wild				Life cycles Dealing with loss Being supportive
Yr 3	Plants		Local area: changes overtime	How do family life and festivals show what matters to Jewish people?		Art movement: Cubism				Relationships Keeping safe

<b>Yr 4</b>	Living Things (Classifying and change.)		Rainforest	Why do some people think that life is a journey and what significant experiences mark this?		In the Jungle		Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Yr 5</b>	Living Things – Plants and animals' life cycles		Climate zones & climate change	If God is everywhere, why go to a place of worship?		Climate change campaign (laser cutting)		Managing difficult feelings Managing change
<b>Yr 6</b>	Evolution and Inheritance		Biomes	Green Religion - What do religions and non religious views tell us about caring for the earth?		Repeating Autumn 1 unit - Windrush		Keeping safe Body image Self esteem