

Autumn I 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 & Ecology	RE	D&T	Visual Arts	Music	PSHE Me and My Relationships		
Yr 1	Seasons (Autumn into winter) Plants and trees		The Local Area	Who do Christians say made the world?	Making Pizza at Barleylands	The Beauty of Flowers			Feelings Getting help Classroom rules	
Yr 2	Plants (seeds and bulbs)		United Kingdom	What is the good news Christians believe Jesus brings?	Couscous				Bullying and teasing Our school rules about bullying Being a good friend Feelings/ self-regulation	



Yr 3	Skeletons, Muscles and Nutrition		Europe	What is it like for someone to follow God? (People of God)	Making Bread		Co-operation Friendships
Yr 4	The Water Cycle		Nepal	What kind of world did Jesus want? (Gospel)	Nepal Nyatapla Temple	Cultural tradition in art	Recognising feelings Bullying Assertive skills Menstruation (from year 3)
Yr 5	Materials – Testing and comparing		Africa	What does it mean to be a Muslim in Britain today? (Islam)	Moroccan Tagine	Cultural tradition in art	Feelings Friendship skills, including compromise Assertive skills
Yr 6	Circulatory System	Windrush		Christians and how to live: what would Jesus do? (Gospel)		Windrush artists	Assertiveness Co-operation Safe/unsafe touches



Autumn 2 Influential People



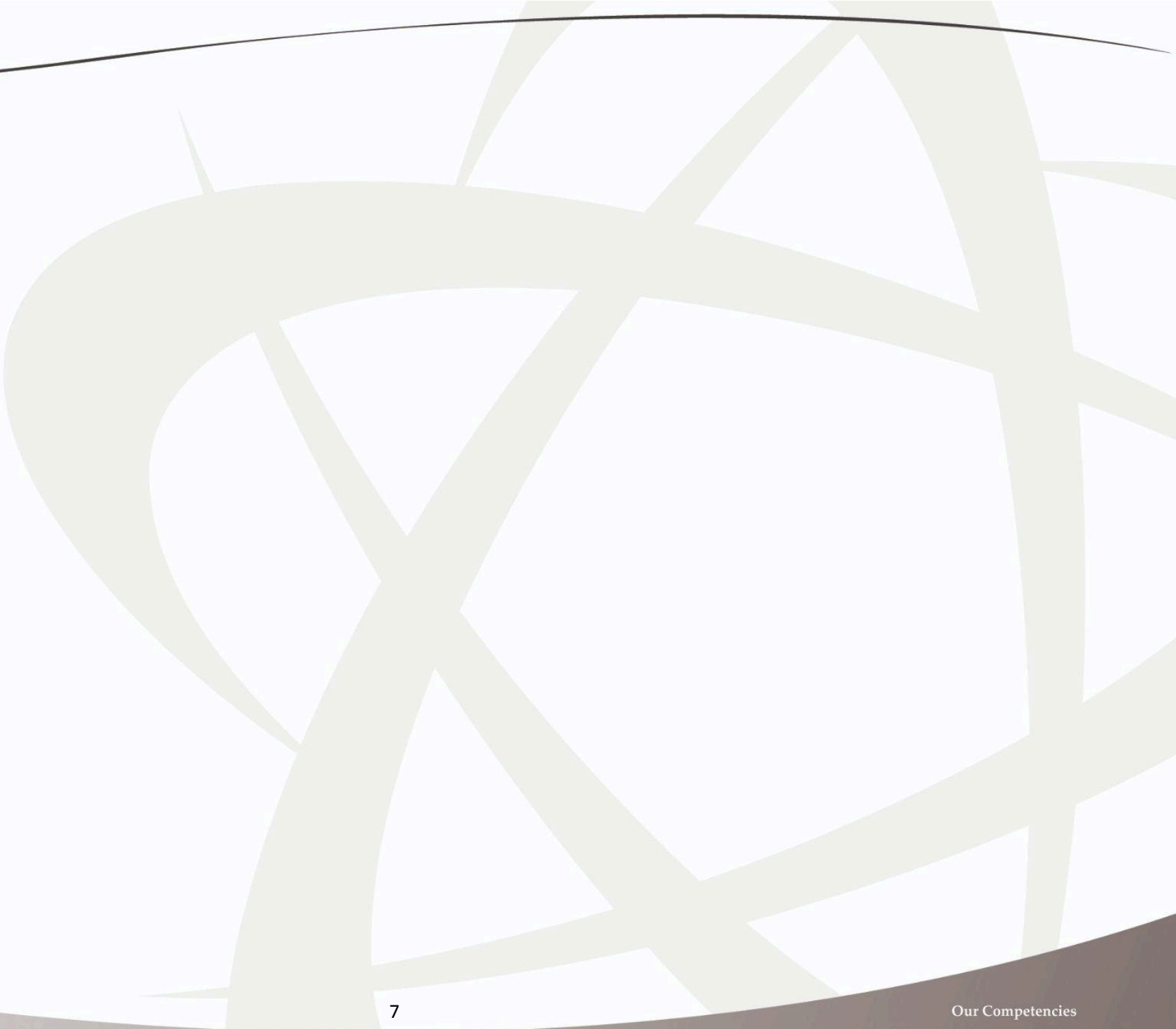
The theme of influential people aims to provide pupils with aspirational and inspirational role models. The theme has a strong historical focus which enables pupils to investigate the influence and legacy of key figures on their lives today. This theme provides a context for pupils to develop, practise 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		Why do Christians perform Nativity plays at Christmas?						
	Science	History	Geography & Ecology	RE	D&T	Visual Arts	Music	PSHE Me and My Relationships		
Yr 1	Animals including Humans Senses and Animal Types (Herbivores, Carnivores, Omnivores)	The History of Flight		Why is Christmas special for Christians?	Hand puppet On Progression map says Bridges					Recognising, valuing and celebrating difference Developing tolerance
Yr 2	Animals including humans [Food and hygiene]	Florence Nightingale and Mary Seacole		What is the good news Christians believe Jesus brings?		In the Dark of the Night				Being kind and helping others Listening skills



Yr 3	Magnets	The Romans		What is the Trinity and why is it important for Christians? (Incarnation/God)	Roman shield			Recognising and respecting diversity Being respectful and tolerant
Yr 4	The Digestive System	Queen Elizabeth I		For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)	Throne chair highlighted red on progression map	Portraits - Royalty		Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes
Yr 5	Earth, Space and Beyond	Space - Neil Armstrong		What does it mean if Christians believe God is Holy and loving? (God)	Rocket (STEM project)	Artist spotlight: Kandinsky		Recognising and celebrating difference, including religions and cultural Influence and pressure of social media
Yr 6	Evolution and Inheritance	Victorians		What can be done to reduce racism?		The Lady of Shalott		Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour





Our Core Values



Our Competencies



Spring | 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.

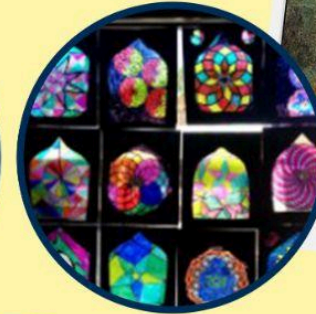
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	Science	History	Geography & Ecology	RE	D&T	Visual Arts	Play and Pretend	Music	Dancing	PSED
EYFS N				Special places Belonging Welcome						
EYFS R		Dinosaurs		Which places are special and why?						
	Science	History	Geography & Ecology	RE	D&T	Visual Arts	Music	PSHE Me and My Relationships		
Yr 1	Testing and Investigating Materials Properties		London Landmarks	Who is Jewish and how do they live?		A Birds Eye View			Looking after things	
Yr 2	Materials Comparing Materials Suitability	The Great Fire of London		Who is a Muslim and how do they live?	Building houses to burn highlighted red on progression map	Love for Landscapes			Co-operation and self-regulation	



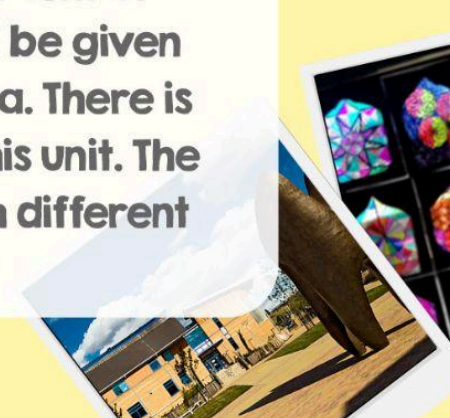
Yr 3	Plants (structure)	Anglo Saxons		How do festivals and worship show what matters to a Muslim? (Islam)		Art medium: Textiles		Skills we need to develop as we grow up. Helping and being helped
Yr 4	Electricity	WW2 and The Blitz	-	What do Hindus believe God is like? (Hindus)	Steam train	Looking out through the eyes of an evacuee		Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money
Yr 5	Materials – Change and reactions		Rivers	Why is the Torah so important to Jewish people? (Judaism)		Cityscape art (Tower Bridge)		Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending
Yr 6	Classification inc microorganisms		Counties & Regions	Why do Hindus want to be good? (Hindus)	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 and 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.



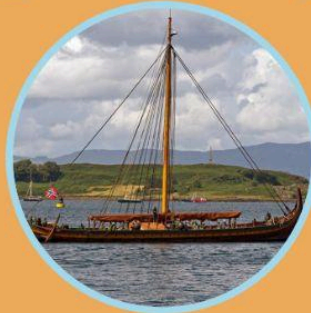
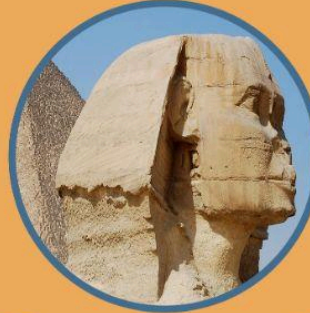
	Understanding the world					Expressive Arts and Design				
	Science	History	Geography & Ecology	RE	D&T	Visual Arts	Play and Pretend	Music	Dancing	PSED
EYFS N				My Special Things Special Times						
EYFS R		A is for Africa		Why do Christians put a cross on their Easter garden?						
	Science	History	Geography & Ecology	RE	D&T	Visual Arts	Music	PSHE Me and My Relationships		
Yr 1	Seasons (Winter into Spring) Plants and Trees	Queen Elizabeth II	-	What do Christians believe God is like?		Portraits			How our feelings can keep us safe Keeping healthy Medicine safety	
Yr 2	Animals inc Humans (offspring to death)		Continents & oceans	Why does Easter matter to Christians?		Art movement: Still life drawing			Safe and unsafe secrets Appropriate touch Medicine safety	
Yr 3	Soils, Rocks and Fossils		Volcanoes & earthquakes	How do festivals and family life show what matters to Jewish people? (Judaism)		Artist spotlight: Henri Matisse (paper cut-outs)			Managing risk Drugs and their risks Staying safe online	



Yr 4	Sound & Hearing	The Stone Age	-	Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)		Art medium: Sculpture (using mod rock/clay and wire)		Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences
Yr 5	Forces – Friction and Drag. Gears, Pulleys and Levers	Ancient Greece	-	Creation and science, conflicting or complementary? (Creation/Fall)		Art movement: Futurism		Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)
Yr 6	Electricity	Circus	-	What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation)	Carnival/fairground rides			Emotional needs Staying safe online Drugs: norms and risks (including the law)



Summer I 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		Which people are special and why?						
	Science	History	Geography & Ecology	RE	D&T	Visual Arts	Music	PSHE Me and My Relationships		
Yr 1	Forces (Push and Pull)	Grace Darling		What does it mean to belong to a faith community?	The Lighthouse Keeper's Lunch Pulleys					Growth mindset Keeping healthy
Yr 2	Plants and Earth and Space	Explorers: Columbus		Who is a Muslim and how do they believe?	Moving vehicle					Looking after my body Growth mindset
Yr 3	Light and Shadows	The Vikings		What do Christians learn from the creation story? (Creation/Fall)	Robots - mechanisms, pneumatics					Keeping myself healthy Celebrating and developing my skills



Yr 4	States of Matter (Solids, liquids and gases.)		International Trade - food	What does it mean to be a Hindu in Britain today? (Hindus)	Chocolate brownie bar with digital packaging			Having choices and making decisions about my health Taking care of my environment
Yr 5	Animals Inc Humans Life processes of plants and animals	Ancient Egypt	-	How can following God bring freedom and justice? (People of God)	Pyramids			Growing independence and taking responsibility Media awareness and safety
Yr 6	Light and Seeing		International Trade - tourism	Green Religion - What do religions and non religious views tell us about caring for the earth?	Cranes			Aspirations and goal setting Managing risk

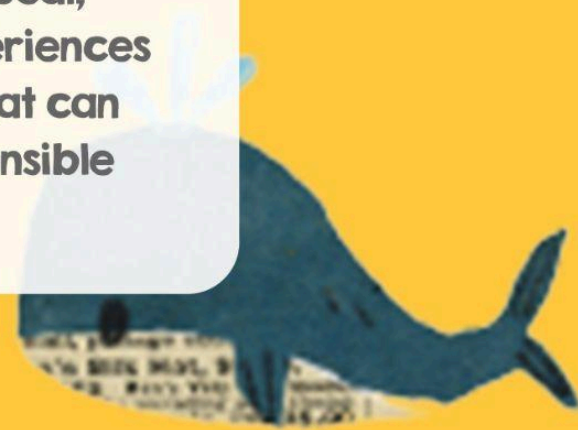
Recognising, valuing and celebrating difference
Developing tolerance



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		Being special: Where do we belong?						
	Science	History	Geography & Ecology	RE	D&T	Visual Arts	Music	PSHE Me and My Relationships		
Yr 1	Animals inc humans (Amphibians, fish, reptiles, birds and mammals)		Seaside	How should we care for the world and others, and why does it matter?	Den build highlighted on progression map	Scenes of the Sea		Getting help Becoming independent Body parts		
Yr 2	Living things (Habitats)		Mugumareno Village	What makes some places special to believers?	Animal Den Building - structure	Going Wild		Life cycles Dealing with loss Being supportive		
Yr 3	Plants (Pollination and Seed Dispersal)		Local area: changes overtime	How and why do people try to make the world a better place? (Thematic)		Art movement: Cubism		Relationships Keeping safe		



Yr 4	Living Things (Classifying and change.)		Rainforest	How and why do people mark the significant events of life? (Thematic)		In the Jungle		Body changes during puberty Managing difficult feelings Relationships including marriage
Yr 5	Living Things – Plants and animals' life cycles		Climate zones & climate change	What matters most to Humanists and Christians? (Thematic)		Climate change campaign (laser cutting)		Managing difficult feelings Managing change
Yr 6	Transition Project		Biomes	Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic)		The Power of Love		Keeping safe Body image Self esteem

