

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>Week 1 Mon 3rd Sept Staff Dev Day (Led by Music for Change) Tues 4th Sept Term 1 Begins Thurs 6th Sept PESE tests Fri 7th Sept Foundation children in</p> <p>Week 2 Mon 10th Sept 3.15 Meet the Teacher Yrs 4,5 & 6 5.00 Meet the Teacher Yrs 4,5 & 6 Tues 11th Sept Yr 1 Seaside Hook – walk to beach 3.15 Meet the Teacher Yrs 1, 2 & 3 5.00 Meet the Teacher Yrs 1, 2 & 3 Thurs 13th Sept Kate McNeice assembly Fri 14th Sept Foundation stay for lunch Tues 18th Sept 3.15 Teacher Briefing</p> <p>Week 3 Mon 17th Sept Foundation in full time</p> <p>Week 4 Mon 24th Sept SLT Mtg 5.30 – Foundation Phonics Workshop Tues 25th Sept Individual photos (Small Hall) 10.45 Kentish Express – First Class photos 3.30 Staff Mtg – Music in the Curriculum Wed 26th Sept Individual photos (Small Hall) HT Appeals</p> <p>Week 5 Mon 1st Oct Lesson Obs Tues 2nd Oct Lesson Obs 3.30 Staff mtg – Talk for Writing Wed 3rd Oct Lesson Obs pm Poet visit Thur 4th Oct Harvest at St Paul's</p> <p>Week 6 BOOK WEEK Mon 8th Oct M&M Production – Pinocchio Book Fair</p>	<p>Week 1 Mon 29th Oct Term 2 Begins Wed 31st Oct Primary Transition Event at Hythe Sports Pavilion Fri 2nd Nov Reports to SLT Primary Transition Event at 3 Hills</p> <p>Week 2 Fri 9th Nov Reports to parents</p> <p>Week 3 Anti-bullying week – Choose Respect Mon 12th Nov 3.30 Late PTC Tues 13th Nov 3.30 Early PTC Fri 16th Nov Children In Need</p> <p>Week 4 Wed 21st Nov 6.00 Year 6 SATs mtg for parents Thurs 22nd Nov 1.30 Admission 2019 Tours Fri 23rd Nov 1.30 Admission 2019 Tours</p> <p>Week 5 Fri 30th Nov Xmas Tree decorating</p> <p>Week 6 Mon 3rd Dec 3.30 Christmas Art Attack Tues 4th Dec 2.00 Yr 5 Play Thurs 6th Dec KS2 @ Marlowe – Cinderella Fri 7th Dec Tag Day 5.30 PTA Christmas Fayre</p> <p>Week 7 Tue 11th Dec 6.00 FGB mtg</p> <p>Week 8 Secret Santa Tues 18th Dec Christmas Lunch Term 2 Ends Wed 19th Dec Staff Development Day</p>	<p>Week 1 Thurs 3rd Jan Term 3 Begins</p> <p>Week 2 Mon 7 Jan Epiphany @ St Georges</p> <p>Week 5 Mon 28th Jan Lesson Monitoring Tues 29th Jan Lesson Monitoring 6.00 FGB mtg Wed 30th Jan Lesson Monitoring Fri 1st Feb Music Enrichment Day</p> <p>Week 6 Tues 5th Feb Safer Internet Day Young Voices @ O2 Fri 8th Feb Plimsoll Day</p> <p>Week 7 Fri 15th Feb Term 3 Ends</p>	<p>Week 1 Mon 25th Feb Term 4 Begins</p> <p>Week 2 Wed 6 Mar 6.00 Yr 2 SATs mtg with parents</p> <p>Week 3 Singing Day @ HGS Yr 3</p> <p>Week 4 Tues 19th Mar 6.00 FGB mtg</p> <p>Week 5 Fri 29th Mar Mother's Day Market PTA</p> <p>Week 6 Mon 1st Apr 3.30 Late PTC Tues 2nd Apr 3.30 Early PTC Fri 5th Apr Term 4 Ends</p>	<p>Week 1 Tues 23rd Apr Term 5 Begins Sun 28th Apr Round The House Race, Hythe</p> <p>Week 2 Wed 1st May 7.00 PTA mtg Thur 2nd May Class Photos</p> <p>Week 3 Wed 8th May Instrumental Performance Day Yr 5</p> <p>Week 4 Mon 13th May KS2 Tests</p> <p>Week 5 Mon 20th May KS1 Tests Tues 21st May 6.00 FGB mtg Fri 24th May Term 5 Ends</p>	<p>Week 1 Mon 3rd Jun Staff Development Day Tues 4th Jun Term 6 Starts Wed 5th Jun 6.00 New Parents Mtg 7.00 PESE Mtg</p> <p>Week 2 Phonics screening begins</p> <p>Week 3 Tues 18th Jun KS1 Sports Day Wed 19th Jun KS2 Sports Day</p> <p>Week 4 Mon 24th Jun Environmental Week (tbc) Thur 27th Jun Spelling Bee (tbc) Fri 28th Jun Camp Night</p> <p>Week 5 Mon 1st Jul 10.30 Canada Day 3.30-4.30 New Foundation Open Class session Tues 2nd Jul 3.30-4.30 New Foundation Open Class session Wed 3rd Jul 3.30-4.30 New Foundation Open Class session Thur 4th Jul Moving Up Day (tbc) New Foundation event (main hall) Sat 6th Jul Charivari</p> <p>Week 6 Mon 8th Jul 3.30-4.30 New Foundation Open Class session Wed 10th Jul District Sports Thurs 11th Jul 5.30 Yr 6 Leavers' Party Sat 13th Jul Summer Sizzle</p> <p>Week 7 Mon 15th Jul 6.00 Yr 6 Performance Tues 16th Jul Optional Parents Evening 5.00 Yr 6 Performance 6.00 FGB mtg Fri 19th Jul</p>

		<p>Tues 9th Oct Build a Band Day – HGS 6.00-7.00 PJ Night Book Fair Wed 10th Oct Book Fair 2.00-3.00 Read & Relax Thurs 11th Oct Book Fair PESE results to parents Week 7 Mon 15th SCAF appts Immunisation Team – Flu vaccination – yrs R-5 Tues 16th Oct KT @ Young Voices workshop Wed 17th Oct Enrichment Day Thurs 18th Oct Kate McNeice Assembly Town Council Football tournament Fri 19th Oct Term Ends</p>				<p>Term 6 Ends 9.30 Assembly 1.30 Yr 6 Sports afternoon 4.00 Yr 6 v Staff Rounders & BBQ Mon 22nd Jul Staff Development Day Tues 23rd Jul Staff Development Day</p>		
		TERM 1 Topic(s): Ancient Egyptians	TERM 2 Topic(s): Iron Humans	TERM 3 Topic(s): I've Got a Golden Ticket	TERM 4 Topic(s): BANG!	TERM 5 Topic(s): Rainforests	TERM 6 Topic(s): Through the Trap Door	
		Mummifying a fish	Making Iron man	Make chocolate room	Virtual Field Trip	Forest School	Mosaic making	
		HOOK TO OPEN TOPIC:						
		BLOOMS FOCUS FOR THE TERM:	History – How would you improve the mummification process?	Science – How could you determine what magnets are for?	English – Do you agree with the actions of Mr Wonka?	Geography – Can you assess the importance of volcanic eruptions on the environment?	Geography – Can you justify the loss of habitat in the rainforest?	RE – What judgement would you make about the Bible?
		TRIPS AND OUTDOOR LEARNING	Look outside at possible food sources for animals.	Explore magnets and materials that they are attracted to.	Geography fieldwork using maps?		Forest school	Look at light, shadows, darkness outside. Consider how shadows are made.
		W R I T I N G	Non-Fiction: Non-chronological reports: light, fact-file about the Ancient Egyptians, Egyptian Pharaohs, Mummification etc. Key features & writing skills: Transcriptional accuracy focused on: Correctly sized capital letters, question / exclamation marks, joining most letters in writing. Use colons to introduce	Narrative: suspense Model text to run parallel to Iron Man text. Key features & writing skills: Transcriptional accuracy honed with a particular focus on pre-requisites: capital letters, joining handwriting, correct letter size & formation, apostrophes. Ellipses to keep the reader hanging on. Toolkits:	Non-fiction: Explanation e.g. explain how Oompa Loompas are created, explain how flying fizzy-pop was invented. <i>Cross-curricular connections:</i> non-chron on the UK and Forces/Magnets Key features & writing skills: Transcriptional	Narrative: Quest tale Model text sits alongside The Firework Maker's Daughter (friend's journey to catch up with MC) Key features & writing skills: Transcriptional accuracy focused on: Co-ordination & subordination, using inverted commas for speech and accurately using paragraphs. Adverbial starters to add	Non-fiction: Persuasion: Protect the rainforests, not cutting down trees. Save our green areas. Write persuasive letters to Mr Green convincing him not to pave over the school field / to build a swimming pool in the school (hot weather) Key features & writing skills:	Narrative: Portal story Model text draws links with learning about Romans – character goes in a spaceship to another time. Key features & writing skills: -ing verbs to begin sentences (Subordinate clauses) Use of commas after fronted adverbials (<i>revisit</i>)

		<p>bullet-pointed list. Clauses Toolkits: Effective non-chronological reports (1stI) Sentence of 3 to describe</p>	<p>Developing suspense (1stI) Developing setting (3rdI)</p>	<p>accuracy focused on: Topic sentences as alternative to sub-headings Prepositions Toolkits: Effective explanation writing (1stI) Sentence of 3 to describe</p>	<p>detail (inc. commas). Inverted commas - dialogue Clauses Toolkits: Quest tales (1stI) Developing character (2ndI) Using dialogue (3rdI)</p>	<p>Pattern of three for persuasion Boastful language Toolkits: Persuasion (1stI) Concluding (2ndI)</p>	<p>Toolkits: Portal tales (1stI) Developing opening (2ndI) Developing setting (<i>revisit</i>)</p>
R E A D I N G	<p>Class Text</p> <p>Introduce the Reading Poster – what good readers do. Work with picture stimuli linked to Egypt or the book– what can we see (retrieval skills). Children to progress to apply to written text then worded questions. Introduce background knowledge.</p>	<p>Class Text: Iron Man</p> <p>Reinforce work with background knowledge (turn on the background knowledge switch) across a range of shorter texts and poems this term. Introduce questioning & predicting, building on from background knowledge to consider what may happen next. Visualising. Progress to shared written responses.</p>	<p>Class Text: Charlie and the Chocolate Factory</p> <p>Reinforce VIP words and phrases, using each of the other skills to help us with our construction of meaning. Introduce inference, which draws on all others skills and helps us to build meaning from implied details.</p>	<p>Class Text: The Firework Maker’s Daughter</p> <p>Reinforce each of the skills introduced so far: retrieving, b.ground knowledge, predicting and visualising. Introduce VIP words, phrases and ideas and how this contributes to meaning</p>	<p>Class Text</p> <p>Reinforce each of the skills introduced so far: retrieving, b.ground knowledge, predicting. Work on short texts across the curriculum to apply these skills in a reading toolkit. Introduce visualising. Children to explore visual strategies to help make pictures in their minds, recording these in their books.</p>	<p>Class Text: Aquila</p> <p>Reinforce inference skills, increasingly through written responses.</p>	
	S P A G	<p>Revision of Key Stage 1 Phonics</p> <p>Revision of full stops capital letters</p> <p>The /i/ sound spelt y elsewhere than at the end of words e.g. gym, Egypt</p> <p>Common exception words (see separate).</p>	<p>Add suffixes beginning with vowel letters to words of more than one syllable. e.g. forgetting, forgotten</p> <p>Common exception words (see separate).</p> <p>Clauses Adverbs</p> <p>Add the suffix –ly: The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.</p>	<p>Add the following simple prefixes to words: re-, de-, un-</p> <p>Common exception words (see separate).</p> <p>Conjunctions Subordinating conjunctions Coordinating conjunctions Adverbials Inverted commas</p>	<p>Add the following prefixes to words: pre-, mis-, dis-, sub-, super-, anti-</p> <p>Common exception words (see separate).</p> <p>Prepositions Articles Consonants Consonant letters Vowels Vowel letters</p>	<p>Common homophones, with the following specific words learnt: here/hear, meat/meet, plain/plane, brake/break, fair/fare, grate/great, rain/rein/reign, accept/except, affect/effect, heel/heal/he’ll, peace/piece, weather/whether, whose/who’s, groan/grown</p> <p>Common exception words (see separate).</p> <p>Subordinate clauses</p>	<p>Words with endings sounding like /ʒə/ or /tʃə/ e.g. measure, treasure, furniture</p> <p>The /ʌ/ sound spelt ou e.g. young, touch</p> <p>Common exception words (see separate).</p> <p>Prepositions</p>
MATHS	<p>Number – Place Value 3N1b count from 0 in multiples of 4, 8, 50 and 100 3N2a compare and order numbers up to 1000 read and write numbers to 1000</p>	<p>Number – Addition & Subtraction 3C1 add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and</p>	<p>Number – Multiplication and Division 3C8 solve problems, including missing number problems, involving multiplication</p>	<p>Measurement – Length and perimeter Measure the perimeter of simple 2D shapes. Continue to measure</p>	<p>Fractions 3F3 compare and order unit fractions and fractions with the same denominators 3F2 recognise and show, using diagrams,</p>	<p>Geometry – properties of shapes 3G2 identify horizontal, vertical lines and pairs of perpendicular and parallel lines 3G3a draw 2–D shapes</p>	

	<p>in numerals and in words 3N2b find 10 or 100 more or less than a given number 3N3 recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 3N4 identify, represent and estimate numbers using different representations 3N6 solve number problems and practical problems involving 3N1– 3N4</p> <p>Number – Addition & Subtraction 3C1 add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds 3C2 add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C3 estimate the answer to a calculation and use inverse operations to check answers 3C4 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p>	<p>• a three-digit number and hundreds 3C2 add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 3C4 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>Number – Multiplication and Division 3C6 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 3C7 write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p>	<p>and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p>Measurement – Money 3M9a add and subtract amounts of money to give change, using both pounds (£) and pence (p) in practical contexts</p> <p>Statistics 3S1 interpret and present data using bar charts, pictograms and tables 3S2 solve one-step and twostep questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts, pictograms and tables</p> <p>Measurement – Length and perimeter Measure, compare, add and subtract: lengths (m/cm/mm) Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units.</p> <p>Fractions 3F1a count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 3F1b recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 3F1c recognise and use fractions as numbers: unit fractions and nonunit fractions with small denominators 3F3 compare and order unit fractions and fractions with the same denominators</p>	<p>equivalent fractions with small denominators 3F4 add and subtract fractions with the same denominator within one whole [e.g. $5/7 + 1/7 = 6/7$] 3F10 solve problems that involve 3F1–3F4</p> <p>Measurement – Time 3M4a tell and write the time from an analogue clock; 12-hour clocks 3M4b tell and write the time from an analogue clock; 24-hour clocks 3M4c tell and write the time from an analogue clock, including using Roman numerals from I to XII 3M4d estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock / a.m. / p.m., morning, afternoon, noon and midnight 3M4e know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>3M4f compare durations of events, [e.g. to calculate the time taken by particular events or tasks]</p>	<p>3G3b make 3–D shapes using modelling materials; recognise 3–D shapes in different orientations</p> <p>Measurement – mass and capacity 3M1b compare mass (kg/g) 3M1c compare volume/capacity (l/ml) 3M2b measure mass (kg/g) 3M2c measure volume / capacity (l/ml) 3M9c add and subtract mass (kg/g) 3M9d add and subtract volume / capacity (l/ml)</p>
SCIENCE	<p>Animals including humans:</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of 	<p>Forces and Magnets:</p> <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some 	<p>Forces and Magnets cont.</p> <ul style="list-style-type: none"> Describe magnets as having two poles Predict whether two 	<p>Rocks (links to Volcanoes Geogr.):</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their 	<p>Plants (linked to Rainforests):</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of 	<p>Light:</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light

	<p>nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> Identify that humans and some animals have skeletons and muscles for support, protection and movement. 	<p>forces need contact between two objects, but magnetic forces can act at a distance</p> <ul style="list-style-type: none"> Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 	<p>magnets will attract or repel each other, depending on which poles are facing.</p>	<p>appearance and simple physical properties</p> <ul style="list-style-type: none"> 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>plants; roots, stem, leaves and flowers.</p> <ul style="list-style-type: none"> 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. Investigate the ways in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<ul style="list-style-type: none"> Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the sizes of shadows change.
RE	<p>What does it mean to be a Christian in Britain today?</p> <p>Questions in this thread: F5 Where do we belong? 1.7 What does it mean to belong to a faith community? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p>	<p>What does it mean to be a Christian in Britain today? Link to British Values – diversity</p> <p>Questions in this thread: F5 Where do we belong? 1.7 What does it mean to belong to a faith community? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p>	<p>What do different people believe about God? (Christian and Muslims)</p> <p>Questions in this thread: 1.1-3 <i>Who is Christian/ Muslim / Jewish and what do they believe?</i> U2.1 <i>Why do some people believe God exists?</i> 3.2 <i>Do we need to prove God’s existence?</i></p>	<p>Why are festivals important to religious communities- Easter focus?</p> <p>Questions in this thread: F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts? Religions and worldviews: Christians plus Hindus and/or Jewish people and/or Muslims</p>	<p>Why do people pray?</p> <p>Questions in this thread: F3 Which places are special and why? 1.5 What makes some places sacred? U2.4 If God is everywhere, why go to a place of worship? 3.6 Should religious buildings be sold to feed the starving?</p>	<p>Is the Bible important for Christians today?</p> <p>Questions in this thread: F1 <i>Which stories are special and why?</i> 1.4 <i>What can we learn from sacred books?</i> 3.2 <i>Does living biblically mean obeying the whole Bible?</i></p>
INDOOR PE- Follow Rising Stars	<p>Boot camp / Body parts and their functions Physical movement Balance Eye co-ordination Core stability</p> <p>Link to science</p>	<p>African Dance – developing into Christmas Dance Body awareness (move to learn) Incorporating spatial awareness Dance – Christmas</p>	<p>Gymnastics – Outside travel – avoiding obstacles, change pace and direction</p>	<p>Gymfit Circuits Major muscle-group development Aerobic fitness Strength and stamina</p>	<p>Cool Core – Core body strength Agility</p>	<p>Throwing & Catching – Fine Motor Muscle Groups Ball Skills (move to learn) Throwing and catching</p>
OUTDOOR PE- Follow Rising Stars	<p>Outdoor & Adventurous (OAA)</p>	<p>Hockey Co-ordination</p>	<p>Swimming – externally taught</p>	<p>M&M multi-sports Team teach with trained</p>	<p>Active Athletics & Fitness Frenzy</p>	<p>Tennis Racket skills</p>

	Teambuilding / problem-solving exercises involving a range of activities.	Stopping and passing Playing safely	sessions at Folkestone Sports Centre	instructors.	Basic Athletics – linked to Sports Day	Racket skills – targets
COMPUTING – Follow Rising Stars	Unit 3.1 – We are programmers Create storyboards; write a computer program for animation; explore Scratch program in greater depth.	Unit 3.2 – We are bug fixers Correct off-by-one mistakes; make simple drawing programs; explore a maths program.	Unit 3.3 – We are presenters Record footage and audio; upload files to the computer; edit video with simple software/	Unit 3.4 – We are network engineers Explore computer hardware and networks; explore data transference across networks; reflect on the dangers of the internet.	Unit 3.5 – We are communicators Use and evaluate email and video conferencing; reflect and explore strategies for managing safety when communicating online.	Unit 3.6 – We are opinion pollsters Collect and use software to collate and present data; show respect for opinions;
HISTORY	<p>Timeline of studied periods</p> <p>Ancient Egypt Topic: The Achievements of Earliest Civilisations: Ancient Egypt: influence of landscape Daily lives, religion and mummification, hieroglyphics, technology.</p> <p>Skills: Give reasons for mummification. Use sources to ask and answer questions about the past. To provide reasons for possible differences in lifestyle.</p> <p>3.1 Use timelines to place events in order 3.2 Understand timelines can be divided in BC and AD 3.3 Use words and phrases: century, decade 3.5 Uses evidence to find out how any of these may have changed during a time period 3.4 Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor.</p>	<p>Stone age to the Iron Age Topic: Changes in Canterbury from the Stone Age to the Iron Age Study of late Neolithic hunter-gatherers and early farmers (on the edge of the Stour) and bronze age religion, technology and travel. (Heritage Museum – Canterbury)</p> <p>Skills: Main study – Belgae and Cantiaci tribes (Riverside country park Gillingham) Daily lives and changes in farming Can identify similarities and differences between periods. Can use sources of information to answer questions about the past Can answer questions about the past giving some viewpoint – invasion of Cantiaci and reaction of Celts to Roman invasion. Sequence events on a timeline and recognise characteristic features of each age</p> <p>3.4 Use evidence to describe houses and settlements, culture and the way of life, people's beliefs</p>				<p>Roman Age Topic: The Roman Empire and its impact on Britain and Canterbury: Romanisation of Britain: impact of technology, culture and beliefs in Canterbury</p> <p>Skills: Change and continuity Interpretation of the sources to inform about the nature of the Roman people. Use appropriate quotations to form opinion.</p> <p>3.9 Look at 2 different versions of the same event and viewpoints and identify differences in the accounts. 3.5 Uses evidence to find out how any of these may have changed during a time period 3.4 Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor.</p>

		<p>and attitudes and differences between rich and poor.</p> <p>3.5 Uses evidence to find out how any of these may have changed during a time period</p> <p>3.6 Suggest reasons for why there were differences between periods.</p>				
<p>GEOGRAPHY</p>			<p>The UK (Changes from Roman times)</p> <p>Countries, counties and cities. Hill and mountains. How London grew.</p> <p>Link to PSHE – how money has changed and its value.</p> <p>Locational knowledge To name and locate the countries and cities of the UK To name and locate the main rivers and seas of the UK TO name and locate some of the Counties of the UK To name and locate areas of high ground in the UK To identify the ways in which London has changed over time To explain the importance of the Prime Meridian.</p> <p>Geographical skills and fieldwork To use maps, atlases and digital mediums to name and locate the countries and cities of the UK. the main rivers</p>	<p>Extreme Earth Linked to the Firework Maker’s Daughter (volcanoes & jungle)</p> <p>Under the Earth, volcanoes, earthquakes, tsunamis, tornadoes. Impact of Extreme Earth on human lifestyle.</p> <p>Describe and understand key aspects of physical and human geography.</p> <p>Virtual field trip</p> <p>Human and physical geography To describe what geographical features are found underground To explain how volcanoes are formed. To explain how volcanoes affect people’s lives To explain what causes earthquakes and how they are measure To explain what causes tsunamis and how they affect people To explain what causes tornadoes and the effects they have</p>	<p>Rainforests Climate, layers, life and conservation.</p> <p>Locational knowledge To identify areas of the world containing rainforests TO describe the key aspects of a tropical climate.</p> <p>Place knowledge To compare the Amazon rainforest to a UK forest</p> <p>Human and physical geography To describe the features of the rainforest layers To describe the animals and plants living in the rainforest To explain the effects humans are having on the rainforests</p> <p>Geographical skills and fieldwork To use maps, atlases and digital mediums to identify areas of the world containing rainforests.</p> <p>Link to science - plants</p>	

			and seas of the UK, some of the counties of the UK			
PSHE	<p>Health and wellbeing: To develop strategies for keeping physical and emotionally safe –including online safety (revision)</p> <p>Health and Wellbeing To recognise opportunities to make their own choices about food/ a balanced diet To understand that bacteria and viruses can affect health and following simple routines can reduce their spread</p> <p>Link to Science – healthy eating</p> <p>Health and wellbeing: To develop strategies for keeping physical and emotionally safe –including online safety (revision)</p>	<p>Wider world: To learn about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer (revision) To develop an initial understanding if the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’</p> <p>Link to Maths - money</p>	<p>Wider world: To learn why and how rules and laws that protect themselves and others are made and enforced To think about the lives of people living in other places, and people with different values and customs To understand that everyone has human rights To know that universal human rights are there to protect everyone and have primacy over both national law and family and community practices</p> <p>Wider world: To appreciate the range of national, regional, religious and ethnic identities in the UK</p>	<p>Health and wellbeing: To develop strategies for keeping physical and emotionally safe – including online safety (revision)</p> <p>Relationships: To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours To be able 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 try to see, respect and if necessary constructively challenge, their points of view</p>	<p>Wider world: To research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations</p> <p>Link to geography + English (persuasion)</p> <p>Relationships To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break confidence’ or ‘share a secret’ To learn to recognise and manage ‘dares’ To recognise what constitutes a positive, healthy relationship To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision)</p>	<p>Health and Wellbeing To learn about change, including transitions, loss, separation, divorce and bereavement To understand school rules about health and safety, basic emergency aid procedures and where and how to get help</p> <p>SRE – how our bodies are different</p>
ART	<p>Sketch books</p> <p>Hieroglyphics If time. Not on NC.</p>	-	<p>Paul Nash: Mono-chromatic colours (pollution of London).</p>	<p>Firework Art: Children to work with large pieces of wallpaper, rollers and big brushes to create a giant piece of firework-inspired artwork.</p> <p>Link to English – Firework Maker’s Daughter</p>	<p>Walter Mason: Develop still life, composition and realistic drawing skills- leaves -Revise and consolidate shading skills.</p> <p>Forest school- mud faces</p>	
DT		Make Iron Man	Make Chocolate Room		<p>Something in Forest School?</p>	<p>Making clay pots: - Use coiling, slab and moulding techniques to make a pot. Begin to develop the skills to creature texture. - Use mod-rock to create</p>

						art – shields, masks and more. Link to History - Romans
MUSIC: Use Charanga to plan and resource.		Christmas production: <ul style="list-style-type: none"> • Sing musically with increasing confidence and control. • appreciate and understand a wide range of high-quality live and recorded music drawn 	Learn and perform 'I've got a Golden Ticket': <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • Link to English – Charlie and the Chocolate Factory 	(Link to Extreme Earth) Children to use a range of percussion instruments: <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music		
SPANISH (Follow Light Bulb planning)	Los Numeros Revise numbers 1-30 and talking about how old you are	Parts of the Body Introduce children to a short verbal model story about an ant crawling all over the human body (link to science) . Use this as a basis to first introduce the names of the body parts through verbal retelling of the story. Progress to written innovation on the story, maintaining the body parts (ch'n create own)	Las horas Recap numbers 1-30 & introduce 30-50, using knowledge of known numbers. Tell the time to the nearest half hour. Link to Maths - time	Colours Introduce children to a short verbal model story involving each of the colours – Our Colourful World – and use this as a basis to first introduce the names of the colours through verbal retelling of the story. Progress to written innovation on the story, maintaining the colours (ch'n create own) using the focus language.	Retratos (Portraits) Describe a portrait, referring to the correct parts of the face & the colours to go with these in Spanish. Use set expressions to ask/answer questions about what the parts of a face are and elaborate on these using the adjectives of colour Describe a portrait from Spanish or Latin American Art/Culture	Revision
BRITISH VALUES	Introduction to British Values: What is means to have a personal identity. Discuss how we are all different and what makes us, us. Talk about personal values (honesty, resilience, etc.) Introduce what it is to be British and what values the UK has. Consider specifically the role of rule of law and	Individual liberty Discuss what liberties we have and compare to other parts of the world. Encourage discussion about what liberties we have and what limits there are to our liberty. Consider link to our rule of law and democracy . Sandgate: Develop a positive sense of self and reinforce confidence(e.g. pushing	Rule of law Encourage ways of developing a sense of right and wrong through a variety of scenarios relevant to the class. Understand that laws are there to protect us and keep us safe (link to school rules), including protecting our individual liberty . Introduce the idea that there are	Mutual respect What is respect? How can we be respectful? People have a right to choose a faith/religion and should not be discriminated as a result of their differing views. Link to diversity . Sandgate: Respectful to our peers, polite to visitors, no bullying, everyone is treated the same, helping	Diversity: Different religious celebrations. What differences do people have in the world? (house, skin colour, language, religion, etc.) Sandgate: Learn about different religions, countries. Challenge any stereotypes ch'n may have and ask why they think that way.	Democracy: Discuss what democracy is and what it is to be a democratic country (key features). Consider the importance of mutual respect in democracy and whether we always observe this. What is the benefit of diversity to a democratic society. Sandgate : Student council, code of conduct student voice, etc. Encourage chn to

	<p>democracy as key aspects of our British society – linked to the Iron Man.</p>	<p>ourselves to be the best that we can be)</p>	<p>consequences when people do not respect the law.</p> <p>Sandgate: Rules, respect each other's property; permission to go to toilet; high expectations, etc. Recognising achievement Knowing to do the right thing even when a friend is doing wrong</p>	<p>others (charity). Diversity: Different religious celebrations. What differences do people have in the world? (house, skin colour, language, religion, etc.)</p> <p>Sandgate: Learn about different religions, countries. Challenge any stereotypes ch'n may have and ask why they think that way. Encourage debate on this. Share stories and experiences to continuously tackle this.</p> <p>Consider how diversity is closely linked to mutual respect and individual liberty.</p>	<p>Encourage debate on this. Share stories and experiences to continuously tackle this.</p> <p>Consider how diversity is closely linked to mutual respect and individual liberty.</p>	<p>share ideas and viewpoints on a range of topics to demonstrate that we are democratic.</p>
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