

SUBJECT	TOPICS/THEMES						
English	<p>“By the end of year 6, pupils’ reading and writing should be sufficiently <b>fluent and effortless</b> for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.....consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.” National Curriculum Narrative: Fiction genres, stories from flashbacks ,extending narrative, authors and texts            Non-fiction: Persuasion, biography/autobiography, journalistic writing, argument, formal/impersonal            Poetry: Power of imagery, finding a voice</p>						
Science	<ol style="list-style-type: none"> <li><b>The Nature Library:</b> Living Things and Their Habitats - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</li> <li><b>Body Pump:</b> Animals Including Humans - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans.</li> <li><b>Light Up Your World:</b> Light - Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> <li><b>Body Health:</b> Animals Including Humans - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li><b>Everything Changes:</b> Evolution and Inheritance - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li><b>Low Voltage:</b> Electricity - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.</li> <li>Revision of topics</li> </ol>						
Mathematics		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Place value incl. decimals	Fractions	Place value, sequences and coordinates	Mental and written addition and subtraction	Place value, decimals and fractions	Measurement – mass and volume / capacity	
Week 2	Mental and written addition	Fractions, percentages, ratio and proportion	2D shape, coordinates, translation and reflection	Measurement, ratio and proportion	Mental and written calculation	Mental and written calculations	
Week 3	Mental and written multiplication (time)	Geometry - angles Statistics – pie charts	Measurement – temperature, mean	2D and 3D shape	Calculating fractions, ratio and proportion	Fractions	
Week 4	2D and 3D shape	Measurement – length, including perimeter and mass	Calculating with fractions	Area, perimeter and volume of shapes	Coordinates, translation and reflection	Place value and decimals	

	<b>Week 5</b>	Mental and written subtraction	Measurement – area and volume	Mental and written division	Statistics – line graphs and pie charts	Algebra and sequences	2D and 3D shape
	<b>Week 6</b>	Mental and written division	Assess and review week	Mental and written multiplication	Assess and review week	Measurement (length and time) and statistics - mean	Assess and review week
<b>Computing</b>	<p><b>6.1 We are app planners:</b> Planning the creation of a mobile app – <i>Computer networks</i></p> <p><b>6.2 We are project managers:</b> Developing project management skills – <i>Computational thinking</i></p> <p><b>6.3 We are market researchers:</b> Researching the app market – <i>Productivity</i></p> <p><b>6.4 We are interface designers:</b> Designing an interface for an app – <i>Communication/Collaboration</i></p> <p><b>6.5 We are app developers:</b> Developing a simple mobile phone app - <i>Programming</i></p> <p><b>6.6 We are marketers:</b> Creating video and web copy for a mobile phone app – <i>Creativity</i></p> <p><b><i>Rising Stars: Switched on Computing' Scheme of Work</i></b></p>						
<b>D&amp;T</b>	<p>from <i>the National Curriculum Programme of Study</i></p> <p><b>Bread FOOD</b>(recommend Autumn term)</p> <p><b>Links: Literacy: Instructions, Science: Micro-organisms, Dissolving Motorised Vehicles CONSTRUCTION Links</b> - Science: Forces ICT – Spreadsheet Modelling</p>						
<b>Humanities</b>	<p>from <i>the National Curriculum Programme of Study</i></p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• <b>Non-European Society</b> – A non-European society that contrasts with British history chosen from: <b>Early Islamic civilization</b> including a study of Baghdad c. AD 900; <b>Mayan civilization</b> c. AD 900; <b>Benin</b> (West Africa) c. AD 900-1300.</li> <li>• <b>WWII</b> – A study of a significant turning point in British History including the Blitz and Battle of Britain.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• <b>'World Trade'</b> - A study of economic activity focused on world trade links. Look at trade links with less economically developed countries including countries in Asia and Africa and the development of fair trade. Identify time zones and use of latitude and longitude.</li> <li>• <b>North/South American locality study</b> – A study of human and physical geography of a region in North or South America e.g. Brazil.</li> </ul>						
<b>Art</b>	<p><b>Drawing</b> - make decisions as the work progresses. Show greater emphasis to detail, eg. Facial expressions, folds on clothing, proportion in perspective, etc. <i>Suggested artists: <a href="http://www.mcescher.com/">http://www.mcescher.com/</a>(Go to link 'Switzerland &amp; Belgium 1935-41 - picture called 'Still life &amp; Street 1937)</i></p> <p><b>Painting</b> - recognise the work of certain artists by their style. Sketches to paintings. <i>Suggested artists: <a href="http://en.wikipedia.org/wiki/Complementary_colour">http://en.wikipedia.org/wiki/Complementary_colour</a></i></p> <p><b>Printing</b> - design and produce prints selecting the appropriate method and media. <i>Suggested artists: Andy Warhol</i></p> <p><b>Collage</b> - take photographs of the local environment and reproduce in collage materials</p> <p><b>Textiles</b> - make a weaving following a specific design</p> <p><b>3D</b> – Develop skills in using clay including slaps, coils, slips etc. Use recycled, natural and man- made materials to create sculptures</p> <p><b>Digital Media</b> –Present layered artwork within graphics programmes containing imported and digitally created images. <i>Suggested artists: Andy Warhol</i></p>						
<b>Music</b>	<p><b>Musical Skills:</b></p> <ul style="list-style-type: none"> <li>▪ sing confidently in tune in a variety of styles</li> <li>▪ sing confidently in 2 or more parts</li> <li>▪ take the lead in class or group singing.</li> <li>▪ maintain a melodic or rhythmic accompaniment.</li> <li>▪ improvise melodic phrases as part of a group performance.</li> <li>▪ improvise rhythmic phrases as part of a group performance.</li> <li>▪ compose by developing ideas with an awareness of the intended effect.</li> <li>▪ perform from a variety of simple notation.</li> <li>▪ perform a significant part from memory.</li> </ul>						

	<ul style="list-style-type: none"> <li>▪ compose by developing ideas using a variety of musical devices.</li> <li>▪ describe, compare and evaluate different kinds of music using appropriate musical vocabulary.</li> <li>▪ refine and improve their own work.</li> </ul> <p><b>Themes, topics or genres and traditions:</b> Recording Rhythm and Rhyme, Spooky Score, Ukuleles, Musical Futures/Performance</p>					
<b>French</b>	<p>Throughout the year children will be learning to speak, read and write in French. Through this, they will also be delving into the culture of French speakers around the world.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Autumn 1</u> Bonjour / Ça va?</p> <p><u>Spring 1</u> In my pencil case / Fruit &amp; Veg</p> <p><u>Summer 1</u> The Body / My Family</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Autumn 2</u> Let's Count / Colours</p> <p><u>Spring 2</u> Dates - Numbers, days and months</p> <p><u>Summer 2</u> Animals / My Pets</p> </td> </tr> </table>				<p><u>Autumn 1</u> Bonjour / Ça va?</p> <p><u>Spring 1</u> In my pencil case / Fruit &amp; Veg</p> <p><u>Summer 1</u> The Body / My Family</p>	<p><u>Autumn 2</u> Let's Count / Colours</p> <p><u>Spring 2</u> Dates - Numbers, days and months</p> <p><u>Summer 2</u> Animals / My Pets</p>
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<b>P.E</b>	<p>from <i>the National Curriculum Programme of Study</i></p> <ul style="list-style-type: none"> <li>*Be physically active for sustained periods of time</li> <li>*Understand how to lead healthy, active lives</li> <li>*Develop competence to excel in a broad range of physical activities</li> <li>*Use running, jumping, throwing and catching in isolation and in combination</li> <li>*Engage in competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>*Develop flexibility, strength, technique, control and balance</li> <li>* Perform dances using a range of movement patterns</li> <li>* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>*Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>					
<b>R.E</b>	<p>from LA SACRE</p> <p>Islam unit 7: Haji</p> <p>Islam unit 8: The Ummah</p> <p>Sikhism unit 3: The Guru Granth</p> <p>Sikhism unit 4: Living a Sikh life</p> <p>Christianity unit 11: Faith in Action</p> <p>Transition unit</p>					
<b>PSHCE</b>	<p>New Beginnings: (SEAL Year 6) Setting up a community – roles, responsibilities and rules. Similarities &amp; Differences</p> <p>Say No to Bullying (SEAL Year 5 and 6)</p> <p>Keeping Myself Healthy (Health for Life)</p> <p>SRE (Lambeth SRE Curriculum and Health for Life)</p> <ul style="list-style-type: none"> <li>- Puberty and reproduction: To explore the emotional and physical changes that occurs during puberty.</li> <li>- Relationships and reproduction: To consider reproduction in the context of relationships.</li> <li>- Conception and pregnancy: Process of conception and pregnancy. Describe the decisions that have to be made before having a baby.</li> <li>- Being and parent: Roles and responsibilities of carers and parents. Recognise that both men and women can take on these roles.</li> <li>- Questions: Have questions answered. Where to go for further support.</li> <li>- HIV Transmission: Know what is true and false about how someone can become infected with HIV</li> </ul> <p>Good to Be Me (SEAL Year 5 and 6)</p> <p>Changes (SEAL Year 5 and 6)</p> <p>Economic Well Being</p> <p>Anti Racism</p>					
<b>Natural Thinkers</b>	<b>Area of learning</b>	<b>Autumn Term</b>	<b>Winter Term</b>	<b>Spring/Summer Term</b>		

<b>[2 Year Programme over Years 5 and 6]</b>	<b>Tools</b>	<p>Skill: whittling/drilling Product: Whistles Tools: use <b>vegetable peelers</b> to scrape outside of sticks, use <b>drills</b> to cut holes at various intervals down one side and perhaps one at the back.</p> <p>Skill: whittling/drilling Product: Wind chimes Tools: use <b>vegetable peelers</b> to scrape outside of sticks, use <b>drills</b> to cut holes at one end and <b>string</b> to thread through the ends. Suggested links: Music; DT; Art</p>	<ul style="list-style-type: none"> <li>• Totem poles</li> <li>• Didgeridoo</li> <li>• Fire signals</li> <li>• Xylophone</li> </ul> <p>Suggested links: History; Music; Science; PSHCE</p>	<ul style="list-style-type: none"> <li>• Automaton</li> <li>• Wooden minibeasts</li> <li>• BBQ (fire)</li> </ul> <p>Suggested links: DT/Art; Science (Healthy Eating/Fire); Geography/PSHCE (exploring other cultures)</p>
	<b>Natural Investigations</b>	<ul style="list-style-type: none"> <li>• Rope bridges</li> <li>• Classifications</li> <li>• Animal tracking (cement)</li> </ul> <p>Suggested links: PE; PSHCE; science; maths</p>	<ul style="list-style-type: none"> <li>• Rocks and soils</li> <li>• Silk worms</li> <li>• Animal tracking</li> </ul> <p>Suggested links: PSHCE; science; maths</p>	<ul style="list-style-type: none"> <li>• Fibonacci sequence</li> <li>• Lifecycles</li> <li>• Bird song/calls</li> <li>• Animal tracking</li> </ul>
	<b>Eco</b>	<ul style="list-style-type: none"> <li>• Campaign – badgers</li> <li>• Campaign – animal welfare</li> <li>• Hemp – economy sustainable clothing</li> <li>• Greenhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Campaign – birds</li> <li>• Campaign – animal testing</li> <li>• Hemp – economy sustainable clothing</li> <li>• Greenhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Campaign – climate change</li> <li>• Campaign – water aid</li> <li>• Hemp – economy sustainable clothing</li> <li>• Greenhouse</li> <li>• Solar panels/water butts</li> </ul>
	<b>Living Things</b>	<ul style="list-style-type: none"> <li>• Planting – sustainability angle – food miles etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Planting – sustainability angle – food miles etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Planting – sustainability angle – food miles etc.</li> </ul>
	<b>Natural Art</b>	<ul style="list-style-type: none"> <li>• Natural spa – mud packs and lip balm and perfume</li> </ul>	<ul style="list-style-type: none"> <li>• Wood carving</li> </ul>	<ul style="list-style-type: none"> <li>• Young Apprentice – design your own pot puree bags, sell them at summer fair and most profit gets hired...</li> <li>• Flower Arranging – sustainable angle and linked with Chelsea Flower Show</li> <li>• Stencils (onto hemp clothing)</li> </ul>