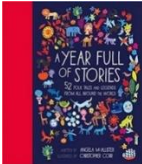
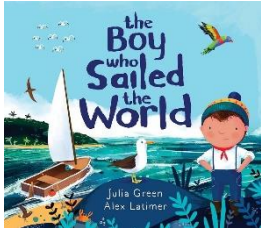
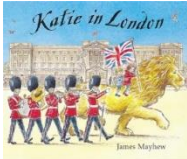

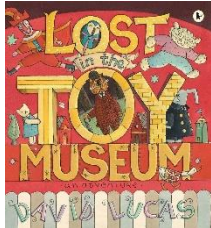



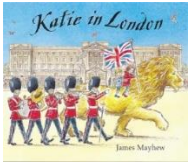

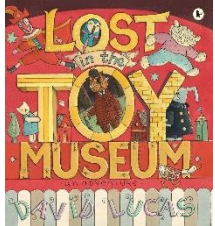




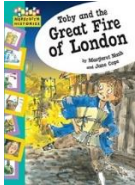
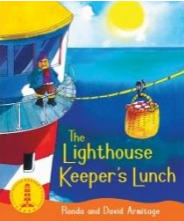



Reception					
Autumn Term Me and my Community		Spring Term Our Planet		Summer Term Storytelling	
Autumn 1 Ourselves	Autumn 2 Our Community	Spring 1 The world around me	Spring 2 Growth and Change	Summer 1 Traditional tales with a change.	Summer 2 Stories by the same author.
Me and my class, Me and My Family, Feelings, Being Unique, Friendships.	Our school, Life outside our school, Local shops and parks. People who help us.	The Artic and how it differs. Life on different continents, Africa. Space Seas and Oceans Taking care of our planet.	Humans and how we grow. Life cycles of animals. Plants and how they grow	Traditional tales we know. Remix of Tales	Stories by Julia donaldson
Year 1					
Autumn Term		Spring Term		Summer Term:	
Autumn 1 Tales Around the World	Autumn 2 Explorers	Spring 1 Local area	Spring 2 Weather in UK	Summer 1 Toys (in the past)	Summer 2 Shanghai
Core Text: A Year Full of Stories 	Core Text: The Boy who Sailed the World 	Core Text: Katie in London 	Core Text: The Big Book of the UK 	Core Text: Lost in the Toy Museum 	Core Text: Kai and the Monkey King 
Writing outcome: to write a folk tale	Writing outcome: factfile	Writing outcome: to write a letter	Writing outcome: to write a weather report	Writing outcome: to create a poster to find a lost toy	Writing outcome: to write a diary entry
History: Finding out about and comparing the lives of Mary Seacole and Florence Nightingale. Looking at the impact and changes that resulted from their actions.	History: How have explorers changed the world? Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers	Geography: What is it like here? locating where they live on an aerial photograph, recognising features within a local context. Creating maps, drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved, using	Geography: What is the weather like in the UK? Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.	History: how have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddybear before considering what toys may be like in the future.	Geography: What is it like to live in Shanghai? Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the

	and discussing ways in which these significant people could be remembered.	symbols to represent features and thinking about how places on the school grounds make them feel.			human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.
Science: Animals: sensitive bodies	Science: Animals: comparing animals	Science: Materials: Everyday Materials	Science: Forces and Space: Seasonal Changes	Science: Plants: Introduction to Plants	Science: Making connections: introducing science through stories
Art: drawing: make your mark	Art: Painting and mixed media: Colour splash	Art: Sculpture and 3D - Paper Play	DT: Cooking and nutrition: Balanced diet (wraps based on British food)	DT: Textiles - Puppets	DT: Making a moving storybook
Music: All about me: Pulse & Rhythm	Music: Snail and mouse: Tempo	Music: Under the sea: musical vocabulary	Music: Fairytales: Timbre and rhythmic patters	Music: Superheroes: Pitch and Tempo	Music: By the sea: Vocal and Body Sounds
Computing: Online Safety Wellbeing Wednesday theme: Online safety	Computing: Computing systems and networks: Improving mouse skills	Computing: Programming 1: Algorithms unplugged	Computing: Skills showcase: Rocket to the moon	Computing: Programming 2: Bee-Bot	Computing: Data handling: Introduction to data
Citizenship Wellbeing Wednesday theme: Setting ground rules for RSE & PSHE	Family and relationships Wellbeing Wednesday theme:	Health and wellbeing Wellbeing Wednesday theme:	Safety and the changing body Wellbeing Wednesday theme:	Economic wellbeing Wellbeing Wednesday theme:	Transition lesson Wellbeing Wednesday theme:
RE: Gods family is my family	RE: God made the world	RE: Showing my love in God's house.	RE: God made the seasons.	RE: Bible stories.	
Black cultural archives workshop	Transport museum	Beulah Spa	South London Botanical Institute	Toy Museum	Culture Day

Year 1/2

Autumn Term		Spring Term		Summer Term:	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rosa Parks	Time Detectives: The Great Fire of London	Local area	Weather in UK	Toys (in the past)	Hot vs Cold: Understanding the World
Core Text: Little People Big Dreams - Rosa Parks 	Core Text: Toby and the Great Fire of London 	Core Text: Katie in London 	Core Text: The Big Book of the UK 	Core Text: Lost in the Toy Museum 	Core Text: One Day on our Blue Planet: In the Savannah 



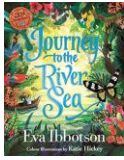
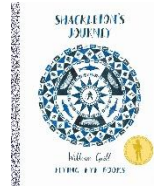

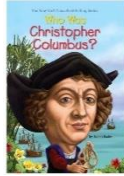
Writing outcome: to write a biography	Writing outcome: to write a recount	Writing outcome: to write a diary entry	Writing outcome: to write a non-chronological report	Writing outcome: to write an adventure story	Writing outcome: to write a letter
History: Finding out about and comparing the lives of Rosa Parks and Emily Davison. Looking at the impact and changes that resulted from their actions.	History: Investigating the historical sources that tell us about the Great Fire of London. Finding out about what caused it, the main events and its impact on London	Geography: What is it like here? locating where they live on an aerial photograph, recognising features within a local context. Creating maps, drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved, using symbols to represent features and thinking about how places on the school grounds make them feel.	Geography: What is the weather like in the UK? Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.	History: how have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddybear before considering what toys may be like in the future.	Geography: Learning about hot and cold places, the Equator and North/South Pole, the points of the compass and how to find our way using a compass.
Science: Introduction to plants	Science: Living things and their habitats: Habitats	Science: Animals including humans: life cycle and health	Science: Forces, Earth and Space: Seasonal Changes	Science: Plant growth	Science: Making connections
DT: Mechanisms: Making a moving story book	Art: Drawing: Tell a story	Art: Sculpture and 3D - Paper Play	Art: large scale map of UK	DT: Textiles - Puppets	DT: Map it out
Music: West African call and response	Music: Snail and mouse: Tempo	Music: Space: Dynamics, timbre, tempo and motifs	Music: On the island: British songs and sounds	Music: Superheroes: Pitch and Tempo	Music: By the sea: Vocal and Body Sounds
Computing: Online Safety Wellbeing Wednesday theme: Online safety	Computing: Computing systems and networks: Improving mouse skills	Computing: Programming 1: Algorithms and debugging	Computing: Skills showcase: Rocket to the moon	Computing: Programming 2: ScratchJr	Computing: Data handling: Introduction to data
Citizenship Wellbeing Wednesday theme: Setting ground rules for RSE & PSHE	Family and relationships Wellbeing Wednesday theme:	Health and wellbeing Wellbeing Wednesday theme:	Safety and the changing body Wellbeing Wednesday theme:	Economic wellbeing Wellbeing Wednesday theme:	Transition lesson Wellbeing Wednesday theme:
RE: Unit 1 About Me	RE: Unit 2 About Your Orthodox Faith	RE: Unit 3 About Your Family	RE: Unit 4 About Your Church	RE: Unit 5 About People	RE: Unit 6 About Your World
Black cultural archives workshop	St. Paul's Cathedral	Beulah Spa	South London Botanical Institute	Toy Museum	London Zoo
Year 2					
Autumn Term		Spring Term		Summer Term:	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Rosa Parks	The Great Fire of London	Living by the coast	The UK	Kings, queens and castles	Hot vs Cold: Understanding the World
Core Text: Little People Big Dreams - Rosa Parks 	Core Text: Toby and the Great Fire of London 	Core text: The Lighthouse Keeper's Lunch 	Core Text: The Big Book of the UK 	Core Text: The Paperbag Princess 	Core Text: One Day on our Blue Planet: In the Savannah 
Writing outcome: to write a biography	Writing outcome: to write a recount	Writing outcome:	Writing outcome: to write a non-chronological report	Writing outcome: to write a fairytale	Writing outcome: to write a letter
History: Finding out about and comparing the lives of Rosa Parks and Emily Davison. Looking at the impact and changes that resulted from their actions.	History: Investigating the historical sources that tell us about the Great Fire of London. Finding out about what caused it, the main events and its impact on London	What is it like to live by the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.	Geography: Why is our world wonderful? Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area. Locating the countries of the UK on a map.	History: What is a monarch? Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.	Geography: Learning about hot and cold places, the Equator and North/South Pole, the points of the compass and how to find our way using a compass.
Science: Living things: Habitats	Science: Living things: Microhabitats	Science: Materials: uses of everyday materials	Science: Animals: life cycles and health	Science: Plants: Plant Growth	Science: Making connections: plant-based materials
DT: Mechanisms: Making a moving story book	Art: Drawing: Tell a story	Art: painting and mixed media: life in colour	Art: large scale map of UK	DT: Create a 3D castle	DT: Map it out
Music: West African call and response	Music: Traditional western stories: Orchestral instruments	Music: Space: Dynamics, timbre, tempo and motifs	Music: On the island: British songs and sounds	Music: Musical Me	Music: Myths and Legends
Computing: Online Safety Wellbeing Wednesday theme: Online safety	Computing: Computing systems and networks 1: What is a computer?	Computing: Programming 1: Algorithms and debugging	Computing: Computing systems and networks 2: Word processing	Computing: Programming 2: ScratchJr	Computing: Creating media: Stop motion
Citizenship	Family and relationships Wellbeing Wednesday theme:	Health and wellbeing Wellbeing Wednesday theme:	Safety and the changing body	Economic wellbeing Wellbeing Wednesday theme:	Transition lesson Wellbeing Wednesday theme:

Wellbeing Wednesday theme: Setting ground rules for RSE & PSHE			Wellbeing Wednesday theme:		
RE: Unit 1 About Me	RE: Unit 2 About Your Orthodox Faith	RE: Unit 3 About Your Family	RE: Unit 4 About Your Church	RE: Unit 5 About People	RE: Unit 6 About Your World
Black cultural archives workshop	St. Paul's Cathedral	Local walk of area	South London Botanical Institute	Tower of London	London Zoo
Year 3					
Autumn Term		Spring Term		Summer Term:	
Autumn 1 Nelson Mandela	Autumn 2 Children through time	Spring 1 Volcanoes	Spring 2 Antarctica	Summer 1 British history 1: Stone age/ bronze age/ iron age	Summer 2 Rivers
Core Text: A Year Full of Stories 	Core Text: Street Child 	Core Text: The Fire Maker's Daughter 	Core Text: Shackleton's journey 	Core Text: 	Core Text: The Wind and the Willows 
Writing Outcome: To write a historical recount about Nelson Mandela	Writing Outcome: To write a	Writing Outcome: To write an adventure story	Writing Outcome: To write a diary entry	Writing Outcome: To write a historical narrative set in the Stone Age	Writing Outcome: To
History: Finding out about apartheid in South Africa and the life of Nelson Mandela Looking at the impact and changes that resulted from his actions.	History: How have children's lives changed? Looking at childhood throughout Tudor and Victorian times, how and why these have changed in modern day.	Geography: Why do people live near volcanoes?	Geography: Who lives in Antarctica?	History: British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	Geography: What are rivers and how are they used?
Science: Animals: Movement and nutrition	Science: Forces and space: Forces and magnets	Science: Materials: Rocks and soil	Science: Energy: Light and shadows	Science: Plants: Plant reproduction	Science: Making connections: Does hand span affect grip strength?
Art: Sculpture and 3D: Abstract shape and space	Mechanical systems: Pneumatic toys	Textiles: Fastenings	Electrical systems: Torches	Painting and mixed media: Prehistoric painting	Drawing: Growing artists



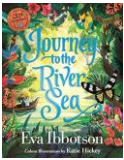
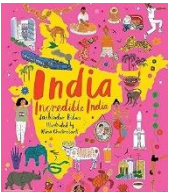

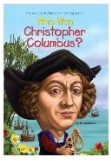
Whole class instrumental Unit 1: South Africa (Instrumental lessons)	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Jazz	Rock and Roll	Changes in pitch, tempo and dynamics (Theme: Rivers)
computing systems and networks 1: Networks Wellbeing Wednesday theme: Online safety	*New* Programming: Scratch	Computing systems and networks 2: Emailing	Computing systems and networks 3: Journey inside a computer	Creating media: Video trailers (Previously called 'Digital literacy')	Data handling: Comparison cards databases
Citizenship Wellbeing Wednesday theme: Setting ground rules for RSE & PSHE	Family and relationships Wellbeing Wednesday theme:	Health and wellbeing Wellbeing Wednesday theme:	Safety and the changing body Wellbeing Wednesday theme:	Economic wellbeing Wellbeing Wednesday theme:	Transition lesson Wellbeing Wednesday theme:
Unit 1: We all need Love	Unit 2: Love at home	Unit 3: Love in Church	Unit 4: Love means serving Others	Unit 5: Love means Bring respectful	Unit 6: Love means obeying rules
Trips: Black History Workshop	Trips: Museum of childhood	Trips: Natural History Museum	Trips: Science Museum	Trips: Horniman Museum	Trips: Thames Explorer Trust School trips

Year 3/ 4


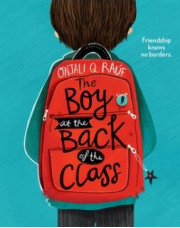

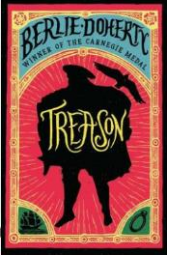
Autumn Term		Spring Term		Summer Term:	
Autumn 1 Windrush Generation	Autumn 2 British History 2: Romans	Spring 1 Rainforests	Spring 2 Antarctica	Summer 1 Egyptians	Summer 2 Globalisation: Food
Core Text: Coming to England 	Core Text: The Journey 	Core Text: Journey to the River Sea 	Core Text: Shackleton's journey 	Core Text: Secrets of The Sun King 	Core Text: Who was Christopher Columbus? 
Writing Outcome: Historical Recount – write a recount of coming to Britain on Windrush	Writing Outcome: Write an historical adventure story set in Roman London	Writing Outcome:	Writing Outcome: To write a diary entry	Writing Outcome: Newspaper article – Discovery of Tutankhamun's tomb	Writing Outcome:
History: Finding out about the Windrush generation, why people came to the UK, what their lives were like when they arrived in the UK and the positive impact of immigration to the UK.	Y3/4: British history 2: Why did the Romans settle in Britain? (Cycle A)	Geography: Y3/4: Why are rainforests important to us? (Cycle A)	Geography: Y3/4: Who lives in Antarctica? (Cycle B)	History: Y3/4: What did the Ancient Egyptians believe? (Cycle B)	Geography: Y3/4: Where does our food come from? (Cycle A)

Y3/4(A): Animals, including humans: Digestion and food	Y3/4 (A): Energy: Electricity and circuits	Y3/4 (B): Materials: States of matter	Y3/4 (B): Energy: Sound and vibrations	Y3/4 (B): Living things: Classification and changing habitats	Y3/4 (B): Making connections
Sculpture and 3D: Mega materials	Electrical systems: Electric poster	Craft and design: Fabric of nature	Electrical systems: Torches	Textiles: Egyptian collars	Painting and mixed media: Light and dark
Whole class instrumental Unit 2: Caribbean (Instrumental lessons)	Adapting and transposing motifs (Theme: Romans)	Body and tuned percussion (Theme: Rainforests)	Jazz	Composition notation (Theme: Ancient Egypt)	Unit 3: South America (Instrumental lessons)
Computing systems and networks: Collaborative learning Wellbeing Wednesday theme: Online safety	*New* Programming: Scratch/ *New* Programming 1: Further coding with Scratch	Computing systems and networks 2: Emailing	Computing systems and networks 3: Journey inside a computer	Creating media: Video trailers (Previously called 'Digital literacy')	Data handling: Comparison cards databases
Citizenship Wellbeing Wednesday theme: Setting ground rules for RSE & PSHE	Family and relationships Wellbeing Wednesday theme:	Health and wellbeing Wellbeing Wednesday theme:	Safety and the changing body Wellbeing Wednesday theme:	Economic wellbeing Wellbeing Wednesday theme:	Transition lesson Wellbeing Wednesday theme:
Unit 1: God wants us to share	Unit 2: Jesus teaches us to share	Unit 3: The Holy Spirit helps us to share	Unit 4: Families share	Unit 5: We share in church	Unit 6: Sharing in the world
Black History Workshop: Windrush	The Fulham Roman villa	Kew Gardens	Science Museum	Natural Museum	RE trip

Year 4

Autumn Term		Spring Term		Spring Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Windrush Generation	British History 2: Romans	Rainforests	Settlements:	Egyptians	Globalisation: Food
Core Text: Coming to England 	Core Text: The Journey 	Core Text: Journey to the River Sea 	Core text: Incredible India 	Core Text: Secrets of The Sun King 	Core Text: Who was Christopher Columbus? 
Writing Outcome: Historical Recount – write a recount of coming to Britain on Windrush	Writing Outcome: Write an historical adventure story set in Roman London	Writing Outcome:	Writing Outcome:	Writing Outcome: Newspaper article – Discovery of Tutankhamun's tomb	Writing Outcome:
History: Finding out about the Windrush generation, why	History: Find out about the Roman invasion of Britain, the	Geography: Find out about Brazil and the Amazon Rainforest.	Geography: Are all settlements the same?	History: Find out about Life in Ancient Egypt. Find out	Geography: Identify that different foods grow in different

people came to the UK, what their lives were like when they arrived in the UK and the positive impact of immigration to the UK.	growth of Roman London and life in Roman London and the UK.			about the discovery of Tutankhamun's tomb and how this gives us information about Ancient Egypt.	biomes, which food has the most significant negative impact on the environment, consider how to reduce the negative impact of food production. Describe the intentions around trading responsibly.
Animals: Digestion and food	Energy: Electricity and circuits	Materials: States of matter	Energy: Sound and vibrations	Animals: Classification and changing habitats	Making connections: How does the flow of liquids compare?
Sculpture and 3D: Mega materials	Electrical systems: Electric poster	Craft and design: Fabric of nature	Structure: Pavilions	Textiles: Egyptian collars	Painting and mixed media: Light and dark
Whole class instrumental Unit 2: Caribbean (Instrumental lessons)	Adapting and transposing motifs (Theme: Romans)	Body and tuned percussion (Theme: Rainforests)	Traditional instruments and improvisation (Theme: India)	Composition notation (Theme: Ancient Egypt)	Unit 3: South America (Instrumental lessons)
Computing systems and networks: Collaborative learning Wellbeing Wednesday theme: Setting ground rules for RSE & PSHE lessons Online safety	*New* Programming 1: Further coding with Scratch	Creating media: Website design	Skills showcase: HTML	Programming 2: Computational thinking	Data handling: Investigating weather
Citizenship Wellbeing Wednesday theme: Setting ground rules for RSE & PSHE	Family and relationships Wellbeing Wednesday theme:	Health and wellbeing Wellbeing Wednesday theme:	Safety and the changing body Wellbeing Wednesday theme:	Economic wellbeing Wellbeing Wednesday theme:	Transition lesson Wellbeing Wednesday theme:
Unit 1: God wants us to share	Unit 2: Jesus teaches us to share	Unit 3: The Holy Spirit helps us to share	Unit 4: Families share	Unit 5: We share in church	Unit 6: Sharing in the world
Black History Workshop: Windrush	The Fulham Roman villa	Kew Gardens	Science Museum	Natural Museum	RE trip
Year 5					
Autumn Term		Spring Term		Summer Term:	
Autumn 1 The Transatlantic Slave Trade	Autumn 2 People of London	Spring 1 Anglo Saxons and Vikings	Spring 2	Summer 1	Summer 2 Tudors
Core Text: Freedom	Core Text: The Boy At the back of the class	Core Text: Beowulf	Core Text: An information book about the Alps.	Core Text: An information book about renewable energy.	Core Text: Treason

					
Writing Outcome: Write a persuasive letter	Writing outcome: Writing a story from another point of view.	Writing Outcome: Write a myth or legend	Writing Outcome: 2-sided argument, or natural setting description	Writing Outcome: Persuasive writing on an aspect of climate change	Writing Outcome: Historical narrative
History: Find out about the Trans- Atlantic Slave Trade. Famous figures such as Harriet Tubman and Olaudah Equiano, the role of Britain in the Slave Trade and the role of William Wilberforce and other abolitionists.	Geography: Why does population change? Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.	History: Find out about the settlement of Britain by the Anglo Saxon's and Viking invasions.	Geography: What is life like in the Alps? Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use	Geography: Where does our energy come from? Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.	History: Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. Make deductions from sources and interpreting historical sources and supporting interpretations with evidence.
Materials: Mixtures and separation	Materials: Properties and changes	Forces and space: Earth and space	Living things: Life cycles and reproduction	Forces and space: Unbalanced forces	Making connections: Does the size of an asteroid affect the diameter of its impact crater?
Painting and mixed media: Portraits	Textiles: Stuffed toys	Drawing: I need space	Sculpture and 3D: Interactive installation	Mechanical systems: Pop-up book	Cooking and nutrition: Developing a recipe
Blues	Unit 4: Indonesia (Instrumental lessons)	Musical theatre	Unit 5: India (Instrumental lessons)	Looping and remixing	Baroque
computing Wellbeing Wednesday theme: Online safety	computing	computing	computing	computing	computing
Citizenship Wellbeing Wednesday theme: Setting ground rules for RSE & PSHE	Family and relationships Wellbeing Wednesday theme:	Health and wellbeing Wellbeing Wednesday theme:	Safety and the changing body Wellbeing Wednesday theme:	Economic wellbeing Wellbeing Wednesday theme:	Transition lesson Wellbeing Wednesday theme:

Wellbeing Wednesday theme: Online safety					
Citizenship Wellbeing Wednesday theme: Setting ground rules for RSE & PSHE	Family and relationships Wellbeing Wednesday theme:	Health and wellbeing Wellbeing Wednesday theme:	Safety and the changing body Wellbeing Wednesday theme:	Economic wellbeing Wellbeing Wednesday theme:	Transition lesson Wellbeing Wednesday theme:
Unit 1 - God Calls Us to Faith	Unit 2 - God Calls Us to Holiness	Unit 3 - God Calls Us to His Kingdom	Unit 6 - God Calls Us to New Life	Unit 5 - God Calls Us to Serve	Unit 4 - God Calls Us to His Church