

2023/2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
World-wide knowledge links & (Global citizenship)	<p>We aim to empower the children to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. This is permeated through the school ethos and wider curriculum offer as well as intertwined within the curriculum and where appropriate making links. This may take place through collective worship, the ECO Team, CAFOD club, catholic social teaching.</p> <p>Whole school initiatives take place linked to global issues, such as fundraising events as well as embedded school events such as Black History Month, Diversity week and International evening.</p>					
Enquiry	What can we learn from the Egyptians past and present?	Why do we have so many important buildings in Wandsworth?	Who were the early invaders and settlers of Britain and what can we learn from them?	How does archaeology help us find out about the past?	Where does our food come from?	Why are plants so important?
Growth mindset & metacognition	I can't do it ...YET! (Introduce Growth mindset characters).	I know how I learn best	It's good to take a risk	I can share my learning style	Never give up! (The PIT)	I can talk about my learning style
Diversity, Inclusion and Representation	<p>Ethnically diverse characters The Rough-Face Girl By Rafe Martin</p> <p>Goldy Luck and the Three Pandas By Natasha Lim</p>	<p>Cultural diversity Some Places More Than Others By Renée Watson</p> <p>The Name Jar By Yangsook Choi</p>	<p>Neuro diversity The Alphabet War: A Story of Dyslexia by Diana Burton Robb</p> <p>The Girl Who Thought in Pictures: the Story of Dr. Temple</p>	<p>Physical disability Six Dots: A Story of Young Louis Braille by Jen Bryant</p> <p>Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah</p>	<p>Gender equality No Difference Between Us By Jayneen Sanders</p> <p>Be the Difference: 40+ ideas for kids to create positive change using empathy, kindness, equality and</p>	<p>Refugee equal rights The Journey By Francesca Sanna</p> <p>Dreams of Freedom By Amnesty International</p>

			Grandin: 1 by Julia Finley Mosca	By Laurie Ann Thompson	environmental awareness By Jayneen Sanders	
V alues	Love Respect	Forgiveness Honesty	Kindness and caring Trust	Tolerance Perseverance	Responsibility Friendship	Humility
E nriching experiences	Horniman Museum	Artis: Magnetic Fields workshop Science Museum – feel the force workshop	Putney Arts Theatre	Archaeologist Dig around the school	Artis: Roald Dahl Wandsworth Town centre/ Supermarket-shopping for healthy food	Wandsworth Park-to link with our topic on plants.
English Key Texts	 The Egyptian Cinderella	 The Tin Forest	 How to train a Dragon	 Stone Age Boy	 The Enormous Crocodile	 Jack and the Beanstalk and the Three Wishes
English Writing Genre	Story writing Non chronological report	Story writing Playscript	Story writing Instructions - Explanation	Story writing Non chronological report/ letter	Recount Balanced argument	Biography Newspaper Poetry
Maths	Number: Place Value 3 weeks	Number: Addition and Subtraction 2 weeks	Number: Multiplication and Division	Measurement: Length and Perimeter	Number: Fractions - 3 add and subtract fractions with the same	Geometry: Properties of shape - draw 2-D shapes and make 3-D shapes using

	<p>Number: Addition and Subtraction</p> <p>3 weeks-</p>	<p>Number: Multiplication and Division</p> <p>3 weeks</p>	<p>3 weeks</p> <p>Measurement: Money</p> <p>Statistics</p> <p>2 weeks</p>	<p>3 weeks</p> <p>Number: Fractions</p> <p>2 weeks</p> <p>Consolidation</p>	<p>denominator within one whole</p> <ul style="list-style-type: none"> - compare and order unit fractions, and fractions with the same denominators - solve problems that involve all of the above weeks <p>Measurement: Money</p> <ul style="list-style-type: none"> - add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Time</p> <ul style="list-style-type: none"> - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - estimate and read time with increasing 	<p>modelling materials; recognise 3-D shapes in different orientations and describe them</p> <ul style="list-style-type: none"> - recognise angles as a property of shape or a description of a turn - identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Statistics</p>
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					<p>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</p> <ul style="list-style-type: none"> - know the number of seconds in a minute and the number of days in each month, year and leap year - compare durations of events [for example to calculate the time taken by particular events or tasks]. 	<ul style="list-style-type: none"> - interpret and present data using bar charts, pictograms and tables - solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
Science	<p>Rocks</p> <p>compare and group together different kinds of rocks on the basis</p>	<p>Forces and Magnets</p> <p>compare how things move on different surfaces</p>	<p>Light</p> <p>recognise that they need light in order to see things and</p>	<p>Animals including Humans</p> <p>identify that animals,</p>	<p>Plants</p> <p>identify and describe the functions of different parts of flowering plants:</p>	<p>Plants</p> <p>identify and describe the functions of different parts of flowering plants:</p>

	<p>of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p>	<p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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> <p>describe magnets as having 2 poles predict whether 2 magnets will</p>	<p>that dark is the absence of light notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows changes</p>	<p>including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>
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		attract or repel each other, depending on which poles are facing				
Geography		<p>Countries of the World</p> <ul style="list-style-type: none"> • KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • KS2 - understand geographical 			<p>Where does our food come from?</p> <ul style="list-style-type: none"> • KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and 	<p>In the Desert</p> <ul style="list-style-type: none"> • KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,

		<p>similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <ul style="list-style-type: none"> • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 			<p>Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none"> • KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and 	<p>rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> • KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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		<ul style="list-style-type: none"> • KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 			<p>earthquakes, and the water cycle</p> <ul style="list-style-type: none"> • KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
History	<p>What can we find out about ancient Egypt?</p> <ul style="list-style-type: none"> • KS2 - the achievements of the earliest 	A local study	<p>Anglo Saxons, Picts and Scots</p> <ul style="list-style-type: none"> • KS2 - Britain's settlement by Anglo-Saxons and Scots 	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> • KS2 - changes in Britain from the Stone Age to the Iron Age 		

	<p>civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>					
Art & Design	<p>Cross curricular Egyptians (Art + DT)</p> <ul style="list-style-type: none"> KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials KS2 - to improve their mastery of art and design techniques, including painting 	<p>Can we change places (Art)</p> <ul style="list-style-type: none"> KS2 - to create sketch books to record their observations KS2 - use sketchbooks to review and revisit ideas KS2 - to improve their mastery of art and design techniques, 	<p>Viking Art (Art)</p> <ul style="list-style-type: none"> KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials KS2 - to improve their mastery of art and design techniques, including painting 	<p>Storybooks (DT)</p> <ul style="list-style-type: none"> KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups KS2 - generate, develop, 	<p>Seurat and Pointillism (Art)</p> <ul style="list-style-type: none"> KS2 - to create sketch books to record their observations KS2 - use sketchbooks to review and revisit ideas KS2 - to improve their mastery of art and design techniques, including painting 	<p>Making mini greenhouses (DT)</p> <ul style="list-style-type: none"> KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

	<p>with a range of materials</p> <ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials 	<p>including drawing with a range of materials</p> <ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials 	<p>with a range of materials</p> <ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials 	<p>model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <ul style="list-style-type: none"> • KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • KS2 - select from and use a wider range of materials and components, including construction 	<p>with a range of materials</p> <ul style="list-style-type: none"> • KS2 - about great artists in history 	<ul style="list-style-type: none"> • KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • KS2 - select from and use a wider range of materials and components, including construction
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				<p>materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <ul style="list-style-type: none"> • KS2 - investigate and analyse a range of existing products • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • KS2 - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 		<p>materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <ul style="list-style-type: none"> • KS2 - investigate and analyse a range of existing products • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures
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<p>Computing</p>	<p>Connecting computers</p> <ul style="list-style-type: none"> Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the 	<p>Stop-frame animation</p> <ul style="list-style-type: none"> Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text. 	<p>Programming A - Sequencing sounds</p> <ul style="list-style-type: none"> This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The 	<p>Branching databases</p> <ul style="list-style-type: none"> Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by 	<p>Desktop publishing</p> <ul style="list-style-type: none"> Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own 	<p>Programming B – Events and actions in programs</p> <ul style="list-style-type: none"> This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit
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	benefits of connecting devices in a network.		unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.	using it. They will also consider real-world applications for branching databases.	pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.	concludes with learners designing and coding their own maze-tracing program.
Music Insert from Charanga	Unearthing the Egyptians •Develop an understanding of history of music <i>(look at a selection of musical instruments from Egypt's past e.g. harp, lute, sistrums, bell, drum, trumpet, flute)</i>	Wonderful Wandsworth •Listen with attention to detail and recall sound with increasing aural memory <i>(create a sound scape of a journey in the local area)</i>	Invaders and settlers •Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. •Listen with attention to detail and recall sounds with increasing aural memory. •Appreciate and understand a wide-range of high quality recorded	Let's be an archaeologist •Improvise and compose music for a range of purposes using the interrelated dimensions of music <i>(e.g. create musical sounds to represent the sounds of early man in caves)</i>	Food glorious food • Play and perform using their voices and playing instruments music with increasing accuracy, fluency, control and expression. <i>(Link to Food Glorious Food, from the musical Oliver)</i>	Gardener's world •Listen with attention to detail and recall sounds with increasing aural memory <i>(e.g. I like the flowers, by Beat Boppers Children's Music)</i>

			music from different traditions <i>Link to Viking Saga Songs e.g. Loki the Joker (BBC resource)</i>			
PE	Personal	Social	Cognitive	Creative	Physical	Fitness
PSHE	<p>Unearthing the Egyptians</p> <p>Internet safety and harms – link to computing</p> <ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • where and how to report concerns and get 	<p>Wonderful Wandsworth</p> <p>Mental wellbeing – link to anti-bullying week</p> <ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried 	<p>Invaders and settlers</p> <p>Health and Prevention</p> <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	<p>Let's be an archaeologist</p> <p>Healthy eating</p> <ul style="list-style-type: none"> • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>Food glorious food</p> <p>Mental wellbeing – link to mental health awareness week</p> <ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	<p>Gardener's world</p> <p>Physical health and fitness –</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

	support with issues online.	about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).			<p>Healthy eating – link to science</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals 	
RE	<p>The Christian Family</p> <p>Describe, with increasing detail and accuracy; a range of religious beliefs, different roles of people in the local, national and global Church. Make links between; beliefs and sources, giving</p>	<p>Mary, Mother of God</p> <p>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. Use a wider range of religious vocabulary</p> <p>Ask and respond to</p>	<p>Sacrament of Reconciliation</p> <p>Describe, with increasing detail and accuracy; a range of religious beliefs, different roles of people in the local, national and global Church. Make links between; beliefs and sources, giving reasons for beliefs and</p>	<p>Celebrating the Mass</p> <p>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. Describe, with increasing detail and accuracy; a range of religious beliefs, different roles of people in the</p>	<p>Celebrating Easter and Pentecost</p> <p>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. Use a wider range of religious vocabulary</p> <p>Ask and respond to questions about their own and others' experiences and feelings about</p>	<p>Being a Christian</p> <p>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. Make links between; beliefs and sources, giving reasons for beliefs and for worship, giving reasons for actions.</p>

	<p>reasons for beliefs and for beliefs and worship, giving reasons for actions. Use a wider range of religious vocabulary Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose. Listening and responding to a variety of points of views, supporting these views with reasons</p>	<p>questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose. Listening and responding to a variety of points of views, supporting these views with reasons and justification. The Annunciation The Incarnation Advent The birth of Jesus</p>	<p>worship, giving reasons for actions. Use a wider range of religious vocabulary Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose. Listening and responding to a variety of points of views, supporting these views with reasons and justification. The chance to express a preference</p>	<p>local, national and global Church. Make links between; beliefs and sources, giving reasons for beliefs and for beliefs and worship, giving reasons for actions. Use a wider range of religious vocabulary Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose. Listening and responding to a variety of points of views,</p>	<p>each of the areas of study, in relation to questions of meaning and purpose. Making links to Scripture to support a point of view. The chance to express a preference The Easter story The Ascension Pentecost Fruits of the Spirit</p>	<p>Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose. Making links to Scripture to support a point of view. The chance to express a preference St Paul Prayer</p>
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	and justification. Baptism		The Great Commandment The Sacrament of Reconciliation	supporting these views with reasons and justification. The chance to express a preference The Last Supper The Parts of Mass Our Parish Church		
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