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| **Cycle A**  **Evergreen Primary school** | **Term 1** | **Term 2** | **Term 3** | | | **Term 4** | | **Term 5** | | | **Term 6** | | |
| **Year 1/2**  **Theme** | **Safety week/Black history** | **Anti-bullying week/Money week** | **Science week**  **Safer internet day** | | | **Book week** | | **Food week /International week/Charity week** | | | **Sports day/Graduation** | | |
| **Enrichment** | **Visits by met police/ Theatre company ‘Road safety’**  **DT- Trip to Little Angels theatre for puppet show.**  **EYFS- Mary Seacole**  **Yr 1 and 2- Rosa Parks**  **Year 3 and 4- Nelson Mandela**  **Year 5 and 5- Windrush generation** | **Workshops in class/special assemblies/Importance of money in lives**  **Metro bank x4 week project with Year 5/6**  **Jumble sale**  **Yr 6- selling goodie bags**  **Yr 1/2 visit to London Aquarium** | **Science boffin show and workshops**  **Science experiments in class**  **Visitors from science related occupations** | | | **Perform for schools drama workshops based on books/Visiting author/ parents read to children/dressing up/decorate class** | | **Cooking- Food sale**  **Learn about a country/decorate class/dress up in national clothes/sharing assembly**  **EYFS- India (Tiger that came to tea)**  **Year 1 and 2- Bangladesh (Fish)**  **Year 3 and 4- Italy (Romans)**  **Year 5 and 6- Mongolia (English)**  **Charity week- Sonali Gardens residential home** | | | **End of year performances/trips** | | |
| **English** | **Retelling, narrative (own version) fantasy story writing**  **Chronological reports** | **Narrative-3rd person**  **Non- chron reports, leaflets**  **Character descriptions**  **Letter writing**  **Poetry-Similes** | **Recounts-Info text and own labelling**  **Persuasive writing**  **Comparative writing (facts and opinions)**  **Formal letter writing**  **Facts using bullet points** | | | **Wanted poster**  **Character descriptions**  **Writing own version of story**  **Re-telling**  **Fact finding and writing**  **Instructional writing**  **Acrostic poetry** | | **Different types of sentence**  **Informal letter writing**  **Re-telling**  **Imagery in text**  **Writing for a purpose**  **Diary entries** | | |  | | |
| **Key text** | Stanley’s Stick by John Hegley | Wolves by Emily Gravett | A walk in London by Savatore Rubbino | | | Goldilocks and the Three Bears by  Lauren Child, Me and You by Anthony  Browne and Goldilocks and Just the One  Bear’ by Leigh Hodgkinson | | The bear under the stairs by Helen Cooper | | | The naughty bus by Jan and Jerry Oke | | |
| **RE** | **Our wonderful world** | | | **Why is the Torah special to Jews?** | | | | | | **What do Muslims celebrate?** | | | | |
| **PSHE** | **Myself and my relationships, beginning and belonging** | | | **Healthy and safer lifestyles**  **Managing risk** | | | | | | **Healthy and safer lifestyles**  **Personal safety** | | | | |
| **History** | **Toys in the past and present** |  | **Intrepid explorers** | | |  | | **What were seaside holidays in the past?** | | |  | | |
| **Science** | **Exploring everyday materials** | **Growth and survival** | **Super Scientists** | | | **Identifying plants** | | **Identifying animals** | | | **DT /Experimental Science** | | |
| **Geography** |  | **My world and me** |  | | | **Around the world** | |  | | | **At the farm** | | |
| **Computer Science** |  |  |  | | |  | |  | | |  | | |
| **Art and DT** | **DT-Puppets** | **Art-Paper art** | **DT-Vehicles** | | | **Art-Super sculptures** | | **DT-Perfect pizzas** | | | **Art-Andy Goldsworthy** | | |
| **PE**  **outdoors** | **Team building** | **Skills based- throwing, catching and rolling** | **Cricket skills** | | | **Cricket** | | **Football** | | | **Athletics** | | |
| **PSHE/SMSC/British values links Equality Act** | **Curiosity**  **English**- Focus on the word ‘Hurled’ what does it mean? Stanley threw his stick out of anger. Why should you not do things out of anger? What are the implications of doing something out of anger? Have you done something out of anger and then regretted it?  **Science**- Being curious of the materials around us. Where do they come from?  Rule of law-Respect for the environment.  History- Stanley had no actual toys and used a stick to play with. Children in poor countries have to use their curiosity and imagination when playing as they do not have toys. We should be grateful for the toys and things we have as there are people in the world who do not have anything but their curiosity and imagination. Imagine how it would feel to have no toys to play with? | **Wonders of Allah’s creations**  **English**- Are wolves good or bad? Can you have a good/kind wolf in your story? Should we judge a character because of the way they are portrayed in books? (Never judge a book by it’s cover)  **Science**- Why do humans change the way they look as they get older? What happens to your skin? Should we treat people differently because of their age?  **Geography**- Allah created this world as a test; he filled it with wonder and beauty for us to see His ability and creation.  **FBV**- Our country is filled with people from different cultures and ways of life; we should be mindful and respect their customs. We should always learn about other cultures and people around us. This will make us good citizens of our country.  **Art**- We are nations of different creed and colours, we are still equal in Allah’s eyes because in Islam there is no colour or creed to separate us. What do you appreciate about the colours around us? Do colours affect how you feel?  **RE**- Do we have a duty to look after our world? How can we do it? What makes our world | **Investigate-Explore-Discover**  **English**- What do you know about the city of London? What landmarks have you visited? What have you noticed about the people that live in London? Explore/Celebrate the fact that London is a multicultural city where people of all faiths and cultures live side by side. Discover the different cultures we have in our school.  **FBV**-Tolerance/respect- of all cultures and religions. How would you describe London to a refugee child who is coming to London for the first time?  **Science**- **FBV**- to respect the views and opinions of scientists who conducted various experiments and discoveries throughout history. They all played a part in helping us understand the world.  **History**- If Christopher Columbus arrived in London today, could he give it a new name and make changes to everything? Would he be allowed to do that?  **PSHE**- You have the right to explore and discover new things, but always do it in a safe manner. Take risks but always take precautions to protect yourself from harm. | | | **Adhaab (Manners) and Amanaanah (Honesty)**  **English- FBV:** Individual liberty, rule of law (breaking into people’s homes) is this a crime?  **PSHE:** Was she right to go in? Is it Okay to take someone’s food when you’re really hungry? Or sleep in someone’s bed. Understanding the difference of making right and wrong choices. What would you do if you found a child in your home sleeping in your bed?  **Geography-** **FBV:** Equality – Everyone should be treated the same and be allowed to trade, work and live in harmony.  **Tolerance and Mutual respect of faiths and beliefs –** Adhaab (manners) should be displayed to everyone regardless of where they are from in the world.  **RE- FBV:** Tolerance and Mutual respect of faiths and beliefs – Torah is special to people of the Jewish faith and although we might not agree with all the teachings, we should not be prejudiced to their way of life.  **SMSC** – Do we disregard other holy books and their cultural practices even though we don’t follow the same faith?  Can a Jewish person and Muslim person be friends?What are the similarities between Muslims and Jews? | | **Equality equals happiness**  **English-** The boy makes assumptions about the bear under the stairs. He thinks the bear is bad and is a danger to his family. What assumptions do you have a about bears? Are you assuming the same things of bears compared to cats? Is there any equality in what you are assuming? How do you think the bear would feel if he knew what you or the boy was thinking about him? Should we as humans make assumptions about animals or should we treat all animals equally?  **Science-** Should all animals be treated equally?Should dangerous animals be treated the same as gentle animals or can there be a difference in treatment? Why?  **FBV**- Rule of law- animal welfare is a fundamental part of British law. Animals should be treated with equality and kindness or face consequences for their actions.  **History-** What do people usually wear at the seaside? Can people wear what they want to the seaside? Does it matter what you wear to the seaside? Should people have the choice to wear what they want to the seaside? e.g. burkinis  **DT- FBV-** Can you name any of the classic British dishes? Why is fish and chips a British favourite? Have you eaten different versions of fish and chips before? Do you have to be British to like fish and chips?  Should we treat people differently if they eat different food to us? | | | **Patience and Reward**  **English-** Did the naughty bus have any patience? What were the consequences of his actions? The naughty bus was careless, and impatient. What happens to people who are careless and impatient?  The bus has a big responsibility of driving people around. Do you think he is doing a good job? What other jobs do you know that have a big responsibility towards people? What would be the reward for showing patience?  **Science**- Patience is needed when conducting any kind of experiments. Why do you think you need to plan a fair test? Can you rely on results done first time? Why do we test something more than once? Can you make a judgement based on one experience?  **Geography-** Should you have patience towards animals? Do animals have the right to be treated well/fairly? There are laws that protect the rights of animals so if you treat them unjustly then you could be breaking the law.  Animals/pets should be treated with patience and  Compare how transportation from using animals to buses has changed over time? Police officers can sometimes be found to travel on horses in quiet country lanes.  **CC – Science –** Can you predict whether there will be a need for animals to be used for transport in the future? Give reasoning behind your theory.  **RE-** Muslim festival of Ramadan- What qualities does a person need to have to fast in Ramadan? Is patience a quality you need? What do you think the reward is when fasting? Do you know of other religions that also fast? Why? | | |
| **Year3/4**  **Theme** | **Safety week/Black history** | **Anti-bullying week/Money week** | **Science week** | | | **Book week/Food week** | | **International week** | | | **Ramadan/Graduation** | | |
| **Enrichment** | **Visit by police- safety week**  **Trip-Visit to the Science museum -Science**  **Black history- Yr 3 and 4- Nelson Mandela** | **Workshops in class/special assemblies/Importance of money in lives workshop/Money fair/fundraising** | **Visit to Soanes centre**  **Science experiments in secondary school** | | | **Author workshop/ parents read to children/dressing up/decorate class** | | **Learn about a country/decorate class/dress up in national clothes/sharing assembly** | | | **Charity work/Eid card competition/End of year performances** | | |
| **English** | **Narrative (Fantasy), Recount (Diary Entry) Setting Descriptions, diary entry, Newspaper reports and poetry** | **Setting descriptions, narrative-3rd person, retelling, Non-chron- report and poetry-Metaphorical** | **Setting descriptions**  **Diary entries**  **Log books**  **Shape poems** | | | **Setting descriptions, compare and contrast**  **Information leaflets**  **Retelling of a narrative**  **Narrative poem** | | **Recount of events**  **Narrative writing**  **Imagery poems** | | |  | | |
| **Key text** | Leon and the Place Between by Angela McAllister | Flotsam by David Wiesener | Jonathon Swifts Gulliver by Martin Jenkins | | | Varmints by Helen Ward & Marc  Craste | | Black dog by Levi Pinfold | | | The Pied Piper of Hamelin | | |
| **RE** | **Christmas journey** | | | **Jewish celebrations** | | | | | | **Islamic Rites of Passage** | | | | |
| **PSHE** | **Myself and my relationships, beginning and belonging** | | | **Healthy and safer lifestyles**  **Managing risk** | | | | | | **Healthy and safer lifestyles**  **Personal safety** | | | | |
| **History** | **Prehistoric Britain** |  | **The Mayans** | | |  | | **Invaders and Settlers: Romans** | | |  | | |
| **Science** | **Eating and Digestion** | **Health and movement** | **Circuits and conductors** | | | **How plants grow** | | **States of Matter** | | | **DT/Experimental Science** | | |
| **Geography** |  | **Our European neighbours** |  | | | **Where does our food come from?** | |  | | | **Earning a living** | | |
| **Computer Science** | Internet research- Prehistoric Britain | Word processing | Publisher – skills | | | PowerPoint presentations | | Programming-SCRATCH | | | Digital animation | | |
| **Art and DT** | **Art-Warhol and the Pop Art Movement** | **DT-Sandwich snacks** | **Art- Can we change places?** | | | **DT-Seasonal Food** | | **Art-Journeys** | | | **DT- Money containers** | | |
| **PE**  **outdoors** | **Team building games** | **Football skills** | **Rounders** | | | **Rounders** | | **Athletics** | | | **Cricket** | | |
| **PSHE/SMSC/British values links Equality Act** | **Culture**  **English**- Islam teaches that there is no such thing as magic, but this is a story about magic and there is nothing wrong with that. Discuss difference between magic and Allah’s miracles.  Allah is Al Majid who does not judge. As Muslims we should not judge others for what they believe in.  **Art-** Pop Art Movement is an art culture. The movementpresented a challenge to traditions of fine art by including imagery from popular and mass culture, such as advertising, comic books and mundane cultural objects. What object represents your culture?  **History**- Did pre-historic Britain have a good diet? Different cultures have different diets which may be considered good for the body but to others, not. Respect should be shown to all cultures.  **PSHE**- What makes a good relationship? How do you know you have a good relationship with people in your life? | **Community**  **English**- If you could capture a moment on a camera what would you want to capture as a memory? Why are photos important for some people? What can we learn from what we see in photos?  **Science-** Respect all even though they may not be as healthy as others. Allah made us in all shapes and sizes and that is the beauty of His creation. Therefore, we should respect everyone no matter how they look.  Geography- How will the UK be affected by the Brexit? Is it good for the UK to break away from Europe? What are the advantages and disadvantages of this deal?  **RE**- What is the importance of Jesus for Muslims? Explore the similarities of the life of Jesus and his relation to Muslims and Christians. Although you may believe in different aspects of Jesus’s life, we should always be respectful of what others believe about him and their religion. | **Travel**  **English- FBV-** Gulliver, on his travels accepts and respects the backgrounds and cultures of all he meets. He makes the effort to get to know the people he meets and wears the clothes that he is given. In some places he stands out/odd one but that does not affect the way he treats people. Have you ever travelled somewhere new? How did you feel? How was your experience meeting different people? Did you have anything in common? Travelling is a wonderful way to learn about different cultures and ways of life.  **Science-** How does electricity travel? How can you stop electricity travelling in a circuit? How would life be for us if we did not have electricity? Could we survive without electricity?  **History**- If the Ottomans did not travel to other countries, what affect would it have had on life today? Is travelling a good thing or should people stay in their own countries? Which countries would you like to travel to and why? | | | **Food glorious food!**  **English-** PSHE: Is a good thing that the population is increasing? Should there be a law on having only 1 child or should people make their own choice?  Geography: Where would you prefer to live, the countryside or in the city? Why? Explore the theme of freedom in the story  BV/RE: Individual liberty- Everyone has the freedom to express their religion openly.  **Geography-** PSHE: Why can’t we produce all our own food instead of importing and exporting them? Should we eat unhealthy food because it is cheaper? E.g. chicken and chips. Why can’t we grow everything we eat?  **RE-** Islamic link: Connection with how Muslims celebrate special occasions e.g. Eid, special prayer, lots of food, new clothes.  BT: Compare the Jewish celebrations with Islamic celebration? Kosher and halal. Why is it important for Jews and Muslims to eat certain foods?  PSHE: Can we share food with people of different faiths? Can food bring people together?  BV: Mutual respect of different faiths and beliefs. | | **Transformation**  **English-**  The transformation of the opinion of the dog. The characters were scared of the dog at first but then realised he was not scary at all. The transformation of overcoming the fear of the dog.  PSHE- Moral: don’t judge a book by its cover/ bullying (Have you ever been judged on the way you look?) If you were afraid of something, how would you face up to your fears? Have you faced up to your fears before? How did it feel?  **Science-** Transformation from solids to liquids to gas.  History Romans- How they changed the states of metal in order to make armour and weapons for battle. How we have transformed since Roman Britain e.g. roads and baths that we enjoy now all came from the Romans.  How would life be like if we did not have luxuries the Romans invented at that time?  **Computer Science-** Transforming a narrative into an animation – Power point  Bringing a story to life through animation. Should stories just be written to be read and imaginations to be used? Or are animations good to tell a story? Do you need visuals? | | | **Doer of good**  **English-** What makes a good person? What qualities makes a good person? What is a good person in your eyes?  Was the Pied piper a good person? Why? How do you know? If you had skill or a talent, would you use it to help someone?  What did the Pied Piper do to help the town?  BV-Individual liberty, we all have the choice to choose something good over bad.  **Geography-** What does it mean to ‘earn a living’? Does money lead to happiness?  BV: Rule of law- paying taxes NI contributions if living and working in the UK.  PSHE: Is it a good idea to be earn our own money or should we rely on the government to pay for us?  What ‘good’ can you do with money? Can you do ‘good’ without money?  **DT-** What do money containers remind you of? Where have you seen money containers? Who has donated money or something to charity? How does it make you feel to give? Earning a living, using money to donate, doing good with the money you earn.  **RE-** What do all religions have in common? Religions encourage people to do good, be good to others and lead a good life. Islam encourages to treat others with respect and kindness. Being a doer of good  **BV-** Mutual respect/Tolerance for other religions and for those who do not have a faith. | | |
| **Year 5/6**  **Theme** | **Safety week/Black history** | **Anti-bullying week/Money week** | **Science week** | | | **Book week** | | **International week** | | | **Ramadan/Graduation** | | |
| **Enrichment** | **Visits by police- Safety**  **Trip- The royal observatory -Science**  **Black history- Yr 5/6- Windrush generation** | **Workshops in class/special assemblies/Importance of money in lives workshop/Money fair/fundraising** | **Visit to Soanes centre**  **Science experiments in secondary school** | | | **Author workshop/ parents read to children/dressing up/decorate class** | | **Learn about a country/decorate class/dress up in national clothes/sharing assembly**  **Healthy lifestyle trip(activities)** | | | **Charity work/Eid card competition/End of year performances** | | |
| **English** | **Short playscript, Diary entry, 1st and 3rd person narrative and explanation text on The Windrush generation** | **War poetry, Description-setting/character, Non- chron report and letter writing** | **Script writing, Newspaper reports, Persuasive letter writing, Web page writing (on Publisher)**  **Biographies and autobiographies** | | | **Narrative (tale)**  **Using speech to move a story along**  **Comparative study- Comparing 2 tales from different eras)** | | **Information text**  **Multi clause sentences**  **Abstract noun phrases**  **Dialogue to create action** | | |  | | |
| **Key text** | The Arrival by Shaun Tan | Goodnight Mr Tom | The man who walked between towers by Mordicai Gerstain | | Grimm Tales for Young and Old as  told by Phillip Pullman | | | The unforgotten coat by Frank Cottrell  Boyce | | | Holes by… | | |
| **RE** | **How do people express their faith through arts?** | | | **Stories of Christianity** | | | | | | **Why is Muhammad important to Muslims?** | | | | |
| **PSHE** | **Myself and my relationships, beginning and belonging** | | | **Healthy and safer lifestyles**  **Managing risk** | | | | | | **Healthy and safer lifestyles**  **Healthy lifestyles** | | | | |
| **History** | **Shang Dynasty** |  | **How has life in Britain changed since 1948?** | | | |  | **Local study** | | |  | | |
| **Science** | **Earth and Space** | **Evolution and inheritance** | **Life cycles** | | | **Changing circuits** | | **SATs prep** | | | **Changes and reproductions** | | |
| **Geography** |  | **Extreme Earth** |  | | | **South America** | |  | | | **Our local area** | | |
| **Computer Science** | E- Safety, Keyboard skills-short cuts | Digital animation | Game design- SCRATCH | | | | | SATs prep | | | PowerPoint presentations-Graduation | | |
| **Art and DT** | **Art- Art illusions** | **DT-Fairground** | **Art-Monet and the impressionists** | | | **DT-Burgers** | | **Art-Cityscapes (Landscapes of Mongolia)** | | | **DT-Moving toys** | | |
| **PE**  **outdoors** | **Team building** | **Rounders** | **Basketball** | | | **Football** | | **Cricket** | | | **Athletics** | | |
| **PSHE/SMSC/British values links Equality Act** | **Arrival**  **English**- Why might people migrate from their country? Who are immigrants? Do you think migrants are willing to leave their country or are forced to? Why?  Have you come across any immigrants? Are there any in your family? Should they have the same rights as us?  British law does allow immigrants into this country, do you agree or disagree with this law? Why?  **Science**- If an alien were to arrive on Earth, how would you explain our life on planet earth? What are the positives and negatives you would share? What would you tell them to help them be able to survive in this world?  **PSHE**- How would you welcome a new arrival to your class? What would you need to be mindful about? What would you expect from a school/class if you were a new arrival? | **Creativity and changes**  **English**- To have empathy with people who suffered in wars in the past and at present. Are wars important? Are they fair? Can problems be resolved without wars?  **Science**- People have their own beliefs about evolution. Islam says Allah created everything but other religions say different things. We should respect everyone’s views even if you do not agree with them.  **Geography**- What do you understand of the word ‘extreme’? Explore- How does our actions and the way we live impact the world around us? | **Taking risks**  **English-** What risk did the man take? What physical, emotional and social risks do you think he may have taken? Do you agree with the risk he took? What are the consequences of the act? Is risk taking a good thing?  Share what risks you have taken and were they worth it?  **Science- Life cycles-** What are the different stages of life?  What risks do you think a young child might take? What risks do you think a teenager might take? What risks do you think an adult might take? People take different risks at different stages of their life. They could be physical, emotional and social risks. | | | **Choices**  **English- PSHE** –the moral/values of the stories told.  Do they make the right choices in the stories? If not, why not?  Were these stories initially written for children? Would it be appropriate? Can we still benefit from these stories?  Science- **PSHE** - Countries (developing countries) without electricity – appreciation for being able to switch on lights and use appliances that help us throughout our day/make our lives easier.  The importance/dependence of electricity in our daily lives.  Not taking it for granted.  Save electricity by switching off when necessary. Choosing to switch appliances off when not being used.  **DT- PSHE** – the types of food we eat and how it is treated/processed (the ethical/ moral values):  Fast food around schools, how is this affecting us?  How do we know how the animals are being treated?  Should we still buy foods (meat, eggs, etc.) if we know it’s not ethically processed?  We have a choice of what to buy as there is so much choice out there. It is about making the right choices of what we want to put in our bodies. | | **Dreams**  **English-** Can dreams come true? Are dreams actually real or fantasy?  The girl in the story cannot work out what is real or not real about the two brothers. Is it ok to doubt somebody or should you believe everything they say/do? What would you have believed if you were the girl?  Should immigrants be welcome to this country? Should immigrants be allowed to keep their own identity or should they just adapt to British life?  **Art-** What would your ideal landscape be and why? What would you include in your landscape if you could dream up your own?  **SATs-** is part of growing up. Children all over the country will be taking their SATs. Tests/exams are taken at different stages of your life that will help determine your future. What dreams and aspirations have you got for the future? Is there a dream that you have that you want to fulfil? What is it and why do you want to fulfil it?  Is it good to have dreams or are they unrealistic? | | | **Change and impact**  **English-** Do you believe everything you see on the media/newspapers? Do you think the news has an impact on people? Should they believe everything they read?  Do not take everything in the news to heart, as some maybe untrue. | | |
| **Newsround opportunities must be given to watch in class daily to discuss local, national and international news. Feelings and emotions will also be managed and discussed for positive mental health well-being of children.** | | | | | | | | | | | | | | |
| **Cycle B**  **Evergreen Primary school** | **Term 1** | **Term 2** | **Term 3** | | | **Term 4** | | **Term 5** | | | **Term 6** | | |
| **Year 1/2**  **Theme** | **Safety week/Black History week** | **Money week** | **Science week** | | | **Book week** | | **Food week/International week**  **Charity week in Ramadan** | | | **Charity week in Ramadan**  **Seerah week**  **Graduation and end of year assemblies** | | |
| **Enrichment** | **Community police visit to school- assembly on Safety** | **‘Dragons Den’ competition and cake sale** | **Science museum assembly and workshops in school**  **Safety awareness assembly- faith community officer before half term.** | | | **Shakespeare drama workshops ‘Perform For Schools’** | | **Fair trade- Fruit at break time**  **Food tasting**  **Food sharing from different cultures**  **Learning about different countries/cultures**  **Sharing assembly**  **Dressing up day** | | | **Who was Muhammad? (pbuh)**  **Visit to Sonali Gardens (gifts for the elderly residents for Eid)** | | |
| **English** | **Punctuation and grammar practise**  **Fantasy story**  **Diary writing- Harriot Tubman (Black history)**  **NF-** | **Rhyming narrative**  **Instructions**  **Stories with a familiar setting** | **Narrative**  **Poetry using the senses** | | | **Fairy-tale Retelling/Sequel**  **Explanation texts** | | **Rhyming Stories and Stories with Patterned Language**  **Non-chronological reports**  **Poetry-pattern and rhyme** | | | **Writing a fantasy story**  **Describing a fantasy setting**  **Rhyming stories and tongue twisters** | | |
| **Key text** | **Beegu**  **Harriot Tubman**  **Triangular trade** | **Bear under the stairs**  **Lost and found** | **Sidney, Stella and the moon**  **Senses-poetry** | | | **Jim and the beanstalk Tadpole’s promise** | | **Cave baby**  **Non chron- Castles**  **Poetry- shape poems linked to science unit** | | | **The magic bed** | | |
| **RE** | **What did Jesus teach us?** | | | **What do Hindus celebrate?** | | | | | | **Leaders and teachers** | | | | |
| **PSHE** | **Myself and my relationships**  **Anti-bullying** | | | **Healthy and safer lifestyles**  **Personal safety** | | | | | | **Myself and my relationships**  **Managing change** | | | | |
| **History** | **Guy Fawkes and the gunpowder plot** |  | **Florence Nightingale/Mary Seacole (Nursing during the war)** | | | |  | **Castles** | | |  | | |
| **Science** | **Seasonal changes** | **Everyday materials** | **Growing Plants** | | | **Living in habitats** | | **My body** | | | **DT/Experimental science** | | |
| **Geography** |  | **Where do I live?** |  | | | **Let’s go on safari** | |  | | | **The four seasons** | | |
| **Art and DT** | **DT-Homes** | **Art-Colour creations** | **DT-Eat more fruit and vegetables** | | | **Art-Giuseppe Arcimboldo** | | **DT-Moving pictures** | | | **Art-Self-portrait/ portrait of a special person/leader** | | |
| **PE** | **Team building exercises** | **Skills based-Throwing, catching and rolling** | **Rounders skills** | | | **Rounders game** | | **Athletics** | | | **Sports day skills and games** | | |
| **PSHE/SMSC/British values links Equality Act** | **Anti-bullying**  Beegu- Friendship, not fitting in. Explore, that it is ok not to fit in. Mutual respect for everyone.  Homes- What makes a home?  Relationships in a home. Exploring different households (single parent, same sex, nuclear, extended families etc)  Guy Fawkes- James I cruel towards Catholics links to Anti bullying. Respecting different faiths. Rule of law, punished for crimes committed. Was James I fair? | **Helping**  Lost and found- helping one another (Boy helps penguin find his home)  RE- Jesus served others. He told parables to teach others about kindness and helping others e.g. The lost son, the good Samaritan.  Art- different colours when mixed together help create new colours.  Geography- How can you help your community that you live in? How can you help your country? | **Nurturing**  English-  History- What makes a good nurse? Important job to care for the sick. Have you ever cared for someone who was not well?  Science- Plants need nurturing to enable them to grow. Do humans need nurturing? Why?  PSHE- How can you look after yourself and stay safe? Do you know what to do?  DT- Making the right choices | | | **Survival/Habitats**  English-  Tadpoles start life in one habitat and move to another. Do you see yourself living in the same place all your life? Where would you like to live and why?  RE- People need the right environment to pray and worship in. Hindus pray in a Mandir. Where do you like praying in? Do you have a special place to go to when you want to pray? Why is it special for you?  Science- Just like humans, animals and plants need the right habitat to survive in. What makes a home where you can live in safely?  Geography- Kenya has different habitats than the UK, Why do you think? | | **Senses**  English- Using your senses, describe what the baby sees and feels. Why are senses important? Empathise with those who may have a disability and how they may rely on their other senses to live.  Science- Our senses enhance our lives. The body is an amazing creation that provides these.  PSHE- Feelings may change towards relationships as you grow but that is a natural thing. What do you like now that you did not like when you were younger? Have your taste buds changed? Do you like to watch different TV programmes now than before? Has your sense of smell changed?  History- Castles are a sight to see. How do you think the people (poor) felt when they looked at a castle? What does a castle represent to you? | | | **Kindness**  English- What would you do if you found yourself in another place? Who would you miss the most and why? What qualities does your fantasy place have to have?  RE- What makes a good leader? Do leaders need to be kind? Why or why not? Who do you consider to be a good leader/teacher in your life and why?  Art- Paint/draw a portrait of a special leader/teacher in your life who is important to you. Describe them and their personality.  Geography- Can different seasons affect your mood or personalities?  Are you happier in the summer time or in the winter?  What is your favourite season and why? | | |
| **Islamic studies** | **See curriculum** | | | | | | | | | | | | | |
| **Year 3/4**  **Theme** | **Safety week/Black History week** | **Money week** | **Science week/**  **Environmental week** | | | **Book week** | | **Food week/International week**  **Charity week in Ramadan** | | | **Seerah week**  **Graduation and end of year assemblies** | | |
| **Enrichment** |  |  |  | | |  | |  | | |  | | |
| **English** | **Fables/NF- Diary/Recount entries (Black History)/Poetry (Safety week and Legend and fables-King Arthur)** | **Fantasy stories/NF-Instructions/Poetry/Stories with historical settings/N.F-Persuasive writing** | **Fantasy and dilemma/NF-Non chron reports** | | | **Speech and N.F- Playscripts** | | **Narrative suspense/Poetry** | | | **NF-Newspaper reports /F- Issues and dilemmas** | | |
| **Key text** | **Traditional fables**  **Poem- Legend of King Arthur** | **Fantasy story-**  **Farther** | **Weslandia** | | | **The day I swapped my dad for two goldfish** | | **The Iron Man** | | | **The heart and the bottle** | | |
| **RE** | **What do we know about Jesus?** | | | **Hindu worship at home and in the Mandir** | | | | | | **Belonging and identity** | | | | |
| **PSH** | **Myself and my relationships**  **Anti-bullying** | | | **Healthy and safer lifestyles** | | | | | | **Myself and my relationships**  **Managing change** | | | | |
| **History** | **Anglo Saxons, Picts and Scots** |  | **Ancient Egypt** | | |  | | **Early civilisations (Baghdad)** | | |  | | |
| **Science** | **Light and shadow** | **Changing sound** | **Rocks, fossils and soils** | | | **Forces and magnets** | | **Living in environments** | | | **DT/Experimental Science** | | |
| **Geography** |  | **Countries of the world** |  | | | **Village settlers** | |  | | | **In the desert** | | |
| **Computer Science** | **Word processing skills/ E- safety** | | | **Power point presentations skills /Ancient Egypt presentations** | | | | | | **SCRATCH** | | | | |
| **Art and DT** | **DT- Alarms** | **Art: At the pantomime** | **Art- Famous buildings** | | | **DT-Moving Monsters** | | **Art-Seurat and Pointillism** | | | **DT- Photograph frames** | | |
| **PE** | **Team building exercises** | **Basketball skills** | **Basketball game** | | | **Football** | | **Athletics** | | | | | |
| **PSHE/SMSC/British values links** | **Morals**  English- What lessons (morals) can you learn from fables? Good experiences and bad can teach us a lesson.  PSHE- To understand that sometimes people are bullied because of issues relating to their identity e.g. race, religion, culture or family life.  History- Picts, Scotts and Anglo Saxons had very different cultures despite living in a close geographical proximity. There were lots of tension between them. Because of lack of understanding of each other, this caused problems.  If they got to know each other, do you think they would have fought? | **Resilience**  English-Having a passion and not giving up. The boy saw his father’s passion for flying and fulfilled his dream to fly.  What passions do you have that you want to fulfil?  RE- Jesus is the light for many. He gives hope to people to be resilient and never give up.  Who is the light in your life that gives you hope?  Geography- Having an understanding of the world, where countries are located. Where was Jesus born?  Appreciate similarities and differences between countries. Respecting that all countries have different features and characteristics.  Art- Pantomimes are a part of British culture, especially around Christmas time. They are enjoyed by people of all faiths and backgrounds. | **Identity**  English- Wesley does not have friends so he creates his own world and own identity (civilisation) that changes his life.  History- Egyptian civilisation- the importance of the River Nile to Egyptian settlements. Egyptians used the river for farming, fishing, trading etc  Science- The Rosetta stone (granite slab) is a valuable key to interpreting the hieroglyphs.  What languages can you speak in? Is your language part of your identity?  Art- The pyramids can be identified because of the way it looks (shape). They have an identity of their own and are recognised by the world. | | | **Home**  English- Showing kindness  Towards your parents. The boy  Swaps his dad for 2 goldfish.  He realises his dad’s worth when  Another child points out that his  dad boring. The boy brings him  home where he belongs.  RE- Home can be a place of  worship too. You can pray  home or wherever you wish  to. Everyone has the right to  pray where they want.  Science- When you feel homesick it is like a force (longing) inside you that makes you want to go home to your family when you have been away.  What does your home mean to you?  Does a home need to be big?  What makes a home?  Geography- | | | **Harmony**  The Iron man had problems living with humankind who went against him. He has a battle with an alien monster who later reveals he is a peaceful ‘Star spirit’ that produces universal harmony and peace. This new friendship creates total harmony between man, nature and culture.  PSHE- Children experience changes in their lives. It is ok to feel different emotions e.g. loss. Children should know who they can talk to when experiencing difficult emotions and how to ask for help.  We need to enable children tom plan to make a chosen change to happen to bring back harmony into their lives.  History- Scholars/students from all over the world went to Baghdad (House of wisdom) to study and live. They lived in harmony together.  What bought these people together?  Art- Create a painting of a habitat (Science) that displays peace and harmony to you. | | **Belonging**  English- Spiritual journey of a girl who loses her sense of belonging after experiencing bereavement. She puts her heart into bottle to protect it. An encounter with a girl helps her see the beauty of the world again and gets her heart back and belonging again.  Have you ever lost someone of something you loved? How did you deal with the loss?  RE- Respect for each other’s identity. Respect how people express their identity through- e.g. prayer, dress, and speech.  Importance of showing tolerance understanding of each other.  Geography- Which animals belong to the desert? Why can they survive in the desert?  DT- Design and make a free-standing frame and display in it something that represents a sense of belonging e.g. Evergreen logo, flag, family picture, club etc… | | |
| **Islamic studies** | **See curriculum** | | | | | | | | | | | | | |
| **Year 5/6**  **Theme** | **Safety week/Black History week** | **Money week** | **Science week/**  **Environmental week** | | | **Book week** | | **Food week/International week**  **Charity week in Ramadan** | | | **Graduation and end of year assemblies** | | |
| **Enrichment** |  |  |  | | |  | | **SATS preparation** | | |  | | |
| **English** | **Narrative 1st person**  **Diary writing**  **NF- Balanced arguments/discussion texts**  **Narrative poetry** | **Significant authors/setting description and characterisation**  **NF- Discussion text/persuasive writing** | **Stories from other cultures**  **Historical fiction-diary writing**  **Short narrative-based on A beautiful lie**  **NF- Newspaper reports**  **Classic poetry** | | | **Myths and legends**  **Letter writing**  **Explanation texts**  **NF- Non-chronological report (mythical creature)** | | **Diary writing**  **NF-Biographies** | | | **writing a fantasy tale based on a film ‘The lost thing’**  **Poetry** | | |
| **Key text** | **Oranges in no man’s land**  **Highway man** | **Charlie and the chocolate factory** | **A beautiful lie**  **Poem- Tyger** | | | **Beowulf** | | **The life of Federick Douglous** | | | **The lost thing** | | |
| **RE** | **Belief in our community** | | | **Buddhist worship and belief** | | | | | | **Sikh worship and community** | | |
| **PSHE** | **Myself and my relationships**  **Anti-bullying** | | | **Healthy and safer lifestyles**  **Personal safety** | | | | | | **Myself and my relationships**  **Managing change** | | | | |
| **History** | **Vikings vs Anglo-Saxons** |  | **Crime and Punishment** | | |  | | **SATS prep** | | | **Who were the Ancient Greeks? (Teach in Summer 2)** | | |
| **Science** | **Seeing light** | **Properties and Changes of Materials** | **Forces in Action** | | | **Classifying organisms** | | **SATs prep** | | | **Healthy Bodies** | | |
| **Geography** |  | **The United Kingdom** |  | | | **North America** | | **SATS prep** | | | **Investigating Rivers (Did not cover)** | | |
| **Computer Science** | **E-Safety and research skill (link to history)** | | | **Algorithms** | | | | | | **SATS prep** | | **PowerPoint presentations (Graduation)** | | |
| **Art and DT** | **Art-Famous fashions** | **DT-Fashion and textiles** | **Art-People in action** | | | **DT-Bread** | | **Art-Leonardo da Vinci** | | | **DT: Bridges** | | |
| **PE** | **Team building exercises** | **Football skills** | **Football game** | | | **Basketball skills and game play** | | **Athletics** | | | **Sports day skills/games** | | |
| **PSHE/SMSC/British values links** | **Prejudices**  English- A green line divided South and North Lebanon. Ayesha has to use sign language so that her accent does not give away she is from the South as she wants to go to the North to find medicine for her mother.  PSHE- Bullying- when people have prejudices and treat people badly because they do not like anything different to them. By breaking down prejudices, bad treatment can stop, show understanding.  Art- Fashions- being judged for what you wear. Having prejudices towards people who dress differently.  Can you judge a person’s character from what they wear?  History- Vikings vs Anglo Saxons- they had prejudices against each other that caused problems.  Are wars ever a good thing?  What do they achieve? | **Faith**  English Charlie had faith that one day he may win the golden ticket. Although he was poor, he never lost faith in something good would happen. Wonka had faith in Charlie that he could one day take over the factory for him  Do you think Wonka made the right choice?  RE- Having faith in your religion. You can have faith in your religion but you can have faith in other things to e.g. Football team, each other etc  What things do you have faith in other than your religion?  Is having faith good?  Geography- In the UK there are many people of different faiths living side by side.  Multi-cultural society- Which other faiths do you know or interact with on a daily basis? | **Honesty/Dishonesty**  English- A boy’s determination to make sure his father dies in peace without finding out about the partition and uproar happening in India. With the help of his friends he finds ways of hiding the bitter truth.  Why is the book called ‘A beautiful lie’?  Was the boy’s dishonesty a bad thing?  Is lying always a bad thing?  PSHE- To define honesty and take part in exploring dilemmas involving honesty/dishonesty and identify people who you can trust.  History- Is being dishonest a crime?  What punishments should there be for being dishonest?  Are there different levels of dishonesty?  Is being dishonest enough to be punishment for it? | | | **Leader**  English- What makes a good leader?  Beowulf shows his brave deeds, he is a strong and responsible leader who risks his life for the greater good of his people and kingdom.  What are the qualities of a good leader?  Do you know anyone that you think is a good leader in your life?  RE- Siddhata Gautama found enlightenment and became the Buddha, the leader of Buddhists.  Why do you think he is followed by so many?  What impact has he had as a leader?  Geography- Research and find out about famous leaders from North America that made a significant impact on society.  Were they all good leaders do you think? Why?  (Martin Luther King) | | **Impact**  English- Federick Douglous had a huge impact on the abolishment of slavery.  Do you agree or disagree with the slavery period?  History- Ancient Greek civilisation has had a huge impact on how we live today e.g. Olympic games, theatres and universities.  PE- Which athletic sports were introduced by the Ancient Greeks that you play today? How do we know?  Art- Leonardo had a great impact on Art, Engineering, Science and inventions. He is best known for his art. He was the first to sketch the first parachute and aeroplane. He also designed machines for war.  What do you think of his two most famous paintings, the Mona Lisa and the last supper? | | | **Strength**  English- Have you lost something/someone that meant a lot to you?  How does it feel to lose something/someone that means a lot to you?  When you lose something/someone that means a lot to you, what makes you carry on?  What gives you the strength to carry on?  RE- Having a strong faith can help people from different religions respect others.  Do you find strength in your faith like Sikhs do? What are the similarities between Sikhism and Islam?  -Respecting others  -The importance of prayer  -Cleanliness  -Worship  Science- What gives our bodies strength?  Does a healthy mind make a healthy body? How does having a strong healthy body help other parts of our lives?  DT- How can you build a bridge that will be strong enough to last?  If your life was a bridge, what/who would you need to keep your bridge strong and sturdy? | | |
| **Islamic studies** | **See curriculum** | | | | | | | | | | | | | |

**Newsround opportunities must be given to watch in class daily to discuss local, national and international news. Feelings and emotions will also be managed and discussed for positive mental health well-being of children.**