

Year Foundation Stage		Curriculum plan		Topic	
Autumn term Topic		Spring term Topic		Summer Term Topic	
Mini Me	Dinosaurs	Toy Time	Blooming Marvellous	To Infinity and Beyond	It's a Bugs Life
Curriculum areas covered					
<p>1st half term UW Talk about their families. Know where they are placed within their family. Investigate their environment. Talk about how they got to school and what they saw. Talk about their bodies and body parts. Develop an understanding of how they grow.</p> <p>EAD Joins construction pieces together to build and balance. Begin to be interested in and describe the texture of things. Engages in imaginative role play based on own first-hand experiences.</p>	<p>2nd half term UW Recognises and describes different types of dinosaurs. Enjoys joining in with family customs and routines. Talk about what is different when comparing. Remembers and talks about significant events in their own experience.</p> <p>EAD Joins construction pieces together to build and balance. Begin to be interested in and describe the texture of things. Builds stories around toys. Uses available resources to create props to support role play.</p>	<p>1st half term UW Enjoys joining in with family customs and routines. Notice and ask questions/ talk about what they have seen. Can make toys move using controls. Can open a simple app on iPad</p> <p>EAD Manipulates materials to create an object by joining things together. Selects appropriate resources and adapts work where necessary. Uses a range of media. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play.</p>	<p>2nd half term UW Develops an understanding of growth, decay and changes over time. Shows care and concern for living things. Looks closely at similarities, differences, patterns and change.</p> <p>EAD Begins to build repertoire of songs and dances. Constructs with a purpose in mind, using a variety of resources. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play.</p>	<p>1st half term UW Understand the similarities and differences in relation to places, objects, materials and living things. Select and use technology for particular purposes.</p> <p>EAD Children sing songs, make music and dance, and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>2nd half term UW They know about similarities and differences between themselves and other creatures, among Children select and use technology for particular purposes.</p> <p>EAD Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>
Enrichment – Visits		Enrichment - Visits		Enrichment – Visits	
Familiarise self with new school area. mother and baby visit Autumn Walk (school Grounds)	Dress up day Visit to local church Christmas sing-a-long Pantomime - whole school Christmas Party	Children bring toys from home Pancake Day Chinese Food Tasting Toy diary	Visit to garden centre or gardener to visit St Georges Day Easter visit to Garden centre	Space Cafe Science day	Transition N-R / R - Yr1 Butterfly Farm or Mini beast day Anthony James Bug dress up day

Year 1		Curriculum plan		Topic	
Autumn term 1 Topic Superheroes (Transition)	Autumn term 2 Topic School days	Spring term Topic School days (emphasis on Victorians during Term 2)	Summer Term 1 Topic Get out of my swamp	Summer Term 2 Topic Flight	
Curriculum areas covered					
1st half term Writing: (Phonics and Handwriting on-going) To show an awareness of capital letters, finger spaces and full stops name the letters of the alphabet: naming the letters of the alphabet in order. Composing a sentence orally before writing it. spell: words containing each of the 40+ phonemes already taught common exception words the days of the week. Maths: Number and place value. Mental addition and subtraction and Problem solving. Mental multiplication and division. Geometry: properties of shapes. Statistics.	2nd half term Writing: (Phonics and Handwriting on-going) To show an awareness of capital letters, finger spaces and full stops apply simple spelling rules and guidance, as listed in English Appendix 1. write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Maths: Number and place value. Mental addition and subtraction and Problem solving. Mental multiplication and division. Geometry: properties of shapes. Position and direction Measurement Science:	1st half term + 2nd half term Writing: (Phonics and Handwriting on-going) To consistently use capital letters, finger spaces and full stops. Sequencing sentences to form short narratives. re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. using letter names to distinguish between alternative spellings of the same sound. Maths: Number and place value. Mental addition and subtraction. Problem solving, reasoning and algebra. Mental multiplication and division. Geometry: properties of shapes. Statistics. Measurement. Number and place value. Mental multiplication and division. Fractions, ratio and proportion.	1st half term Writing: (Phonics and Handwriting on-going) To consistently use capital letters, finger spaces and full stops using letter names to distinguish between alternative spellings of the same sound. Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un- . Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. Maths: Number and place value. Mental addition and subtraction. Problem solving, reasoning and algebra. Mental addition and subtraction.	2nd half term Writing: (Phonics and Handwriting on-going) To consistently use capital letters, finger spaces and full stops Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un- . Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. Maths: Number and place value. Mental multiplication and division. Problem solving, reasoning and algebra. Fractions, ratio and proportion. Measurement. Statistics. Geometry: properties of shapes.	

<p>Science: Using their senses to compare different textures, sounds and smells. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Art: To use a range of materials creatively to design and make products. (Lichenstein) To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Design and Technology: Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Design superhero costume and masks)</p> <p>Music: Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Physical Education:</p>	<p>Recognize and name a variety of materials toys are made out of. How do toys move? Investigate pushes and pulls.</p> <p>History: Observe and handle evidence to ask questions about the past. To place events/toys in order on a time line.</p> <p>Geography: Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of the environment.</p> <p>Art: Draw lines of different sizes and thickness. Add white or black to colours to make tints or tones.</p> <p>Design and Technology: Design products that have a clear purpose and an intended user. And to suggest improvements to existing designs.</p> <p>Music: To take part in singing accurately and identify the beat of a tune.</p>	<p>Science: Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</p> <p>History: Observe and handle evidence to ask questions about the past. Ask questions such as: What was is like for people? What happened? How long ago? To place events in order on a time line. Label time lines with words or phrases such as: past, present, older, newer.</p> <p>Geography: Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of the environment.</p> <p>Art: Respond to ideas and starting points. Draw lines of different sizes and thickness. Add white or black to colours to make tints or tones.</p> <p>Design and Technology: Design products that have a clear purpose and an intended user. Suggest improvements to existing designs.</p> <p>Music: To take part in singing accurately and identify the beat of a tune.</p> <p>Physical Education: Use running, jumping, throwing and catching skills in combination.</p> <p>Computing To communicate ideas, work and messages.</p> <p>RE:</p>	<p>Measurement. Statistics. Number and place value. Mental multiplication and division. Fractions, ratio and proportion. Measurement.</p> <p>Science: Types of materials. Comparing and sorting materials. Growing plants. Naming parts of a plant</p> <p>Geography: Creating a visual map of a journey Comparison of settings</p> <p>History: Castles - comparison of buildings</p> <p>Art: Creating a castle picture in the style of Jan Pienkowski Creating a natural outdoor structure</p> <p>Design and Technology: Making Gingerbread men</p> <p>Music: Create a musical piece of music to represent the Gingerbread Men's journey</p> <p>Computing: Puppet Pals - Gingerbread</p>	<p>Geometry: position and direction. Mental addition and subtraction.</p> <p>Science: Children to make and test paper aero planes. Children to investigate and test how a hot air balloon works.</p> <p>History: Children to be able to recall information about the first ever flight and the jet era.</p> <p>Geography: Children to learn about the migration of birds and map out migration patterns. Children will be able to locate popular flight destinations on a map.</p> <p>Citizenship: Children to discuss the job roles at airports and the qualities needed to carry out these roles.</p> <p>Art: Children will recreate impressionist art to create a painting of a hot air balloon.</p> <p>Design Technology: Children to use papier-mâché techniques to create and decorate their own hot</p>
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<p>Superhero dance unit (Dance notes)</p> <p>Computing: E-safety Superheroes - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>RE: Who is a Christian and what do they believe?</p>	<p>Physical Education: Use running, jumping, throwing and catching skills in combination.</p> <p>Computing: Create pictures of toys using a paint package. Take photos and type a caption.</p> <p>RE: Who is a Christian and what do they believe? How do we celebrate special and sacred times? (visited throughout the year where appropriate)</p>	<p>What does it mean to belong to a faith community?</p>	<p>men iMovie own stories</p> <p>Physical Education: Use running, jumping, throwing and catching skills in combination.</p> <p>RE: How should we care for others in the world and why does it matter?</p>	<p>air balloons. Children to use junk modelling to create their own rocket ships.</p> <p>Music: Children to compose their own flight music.</p> <p>Computing Children to use 'I Can Animate' to explain the role of a pilot</p> <p>Physical Education: Use running, jumping, throwing and catching skills in combination.</p> <p>RE: How should we care for others in the world and why does it matter?</p>
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<p>Enrichment - Visits Toy work shop? Autumn 2</p>	<p>Enrichment - Visits Holdenby house during Spring Term 2</p>	<p>Enrichment - Visits Airport during Summer Term 2</p>
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Year 2		Curriculum plan		Topic	
<p>Autumn term 1 Topic Fire of London</p>	<p>Autumn term 2 Topic The Home Front</p>	<p>Spring term 1 Topic Indian Spice</p>	<p>Spring term 2 Topic Around the World</p>	<p>Summer Term 1 Topic Pioneers</p>	<p>Summer Term 2 Topic Wonder Woman</p>
<p>Curriculum areas covered</p>					

1st half term <u>Science</u> Materials Famous person - Dunlop <u>History</u> Event – Great Fire of London Famous people – Samuel Pepys <u>Geography</u> London – famous landmarks plus geographical vocabulary <u>Art</u> Houses (3d) paint in historical style <u>DT</u> Food technology – making cakes/bread <u>ICT</u> We are storytellers Creating a talking book (Y1 – switched on computing) <u>Music</u> The Long and Short of It Round – Londons Burning <u>PSHE</u> – New Beginnings:Emotional Well Being	2nd half term <u>Science</u> Healthy Eating Plant Bulbs for Spring <u>History</u> Event – 2 nd World War Famous people – Winston Churchill, Edith Cavell <u>Geography</u> Cities/countryside Germany Coventry <u>Art</u> Portraits – Winston Churchill Clay – ceramic poppies <u>DT</u> Make gas masks and boxes <u>ICT</u> We are celebrating (Y1 – Switched on computing – creating a Christmas card electronically) <u>Music</u> Feel the Pulse World War 2 songs eg Run Rabbit <u>PSHE</u> –Keeping Healthy	1st half term <u>Science</u> Animals – including humans Famous scientist – Jane Goodall <u>Geography</u> Where is India? Asia Weather Small area in non-European country <u>Art</u> Rangoli Patterns <u>DT</u> Food Technology Indian Food <u>ICT</u> We are games testers (Y2 switched on computing) <u>Music</u> Taking Off Indian Songs PSHE – managing Change RE -Sikhism	2nd half term <u>Science</u> Plants Investigations Plant sunflowers Famous scientist eg Charles Darwin <u>Geography</u> The Continents Seas Weather (comparisons) Geographical Language <u>Art</u> Van Gogh’s sunflowers <u>ICT</u> We are photographers – taking, selecting editing photographs (Y2 Switched on computing) <u>Music</u> Rain Rain Go Away Songs – Magic Travel Machine PSHE – Taking Care Project.	1st half term <u>Science</u> Living Things in their habitat Famous scientist – Steven Backshaw Space <u>History</u> Famous pioneers in history eg Neil Armstrong, Christopher Columbus compared to modern day pioneers. <u>Geography</u> Mapping journeys famous travellers have made. DT – space models (Anthony James) Art – Space Pictures ICT We are astronauts (from Rising Stars Y2 SoC) <u>Music</u> Sounds Interesting Space songs PSHE – Drugs and Their Uses	2nd half term <u>Science</u> Living Things in their habitat (cont) <u>History</u> Famous people -Rosa Parks Florence Nightingale Mary Seacole Grace Darling <u>Geography</u> Map skills – finding places associated with the famous person on a map <u>Art</u> Observational drawings linked to science ICT We are researchers (from Rising Stars SOC Y2) <u>Music</u> Whats the score – PSHE Personal Safety
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Enrichment – Visits Coventry Herbert Gallery or Coventry Cathedral (Nov)	Enrichment – Visits Gurdhwara	Enrichment – Visits Anthony James (space models)
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Year 3	Curriculum plan	Topic
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<u>Autumn term Topic</u> Meet The Flintstones	<u>Spring term Topic</u> Tomb Raiders	<u>Summer Term Topic</u> Extreme Survival
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Curriculum areas covered

1st half term Stone Age Boy/Ug: Boy Genius of the Stone Age <u>English:</u>	2nd half term Ug: Boy Genius of the Stone Age/Oi! Caveboy. <u>English:</u>	1st half term The Pharaoh in the bath <u>English:</u> To write an Egyptian fact	2nd half term The Pharaoh in the bath <u>English:</u> To write imaginative	1st half term Mr Popper’s Penguins <u>English:</u> To write in a range of genres	2nd half term Mr Popper’s Penguins <u>English:</u> To write a leaflet about
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<p>To write in a range of genres based on the story.</p> <p><u>History:</u> To ask questions about the past. To sequence events in order. To understand the impact of inventions on everyday life. To understand how farming was used in the Stone Age. To know what life was like on Skara Brae.</p> <p><u>Art:</u> To develop skills of observational drawings.</p> <p><u>Science:</u> To understand how fossils are formed. To classify rocks and soils. To learn about Mary Anning.</p>	<p>To write in a range of genres based on the story.</p> <p><u>History:</u> To understand how farming was used in the Stone Age. To know what life was like on Skara Brae. To look at Stonehenge. To know about hillforts.</p> <p><u>DT:</u> To make a shelter. To design and make a Stone Age vehicle.</p> <p><u>Science:</u> To learn about magnets. To learn about forces. To understand how friction works and the different types.</p>	<p>file.</p> <p><u>History:</u> To order key events. To research the Ancient Egyptians. To understand how Egyptians used the river Nile.</p> <p><u>Geography:</u> To locate Egypt in an atlas.</p> <p><u>Science:</u> To recognise we need light to see things. To know dark in the absence of light. To notice light is reflected from surfaces. To recognise how shadows are formed.</p> <p><u>Art:</u> To design and make an Egyptian tablet using hieroglyphs. To develop sketching skills when drawing.</p> <p><u>Computing:</u> To find information using the internet.</p>	<p>descriptions of Egyptian tombs.</p> <p><u>History:</u> To know how mummification worked. To know how the social structure in Ancient Egypt affected people's lives.</p> <p><u>Science:</u> To identify and describe the function of different parts of flowering plants. To explore the requirements of plants for life and growth. Investigate how water is transported.</p> <p><u>DT:</u> To design and make an Egyptian tomb.</p> <p><u>Music:</u> To compose a piece of music to reflect 'the journey to the afterlife'.</p>	<p>based on the story.</p> <p><u>Geography:</u> To identify hot and cold places.</p> <p><u>Science:</u> To identify the right nutrition for humans.</p> <p><u>Art:</u> To identify how artists use colour to represent hot and cold.</p>	<p>surviving in extreme climates.</p> <p><u>Geography:</u> To plot deserts on a map.</p> <p><u>DT:</u> To design and make a high energy snack.</p> <p><u>Science:</u> To know how muscles work. To label parts of a skeleton.</p>
<p>Enrichment – Stone Age Day</p>	<p>Enrichment – Visits Museum Visit</p>		<p>Enrichment – Visits Ryton Pools – Den Building</p>		
<p>Year 4</p>		<p>Curriculum plan</p>		<p>Topic</p>	
<p>Autumn term Topic</p>	<p>Spring term Topic</p>		<p>Summer Term Topic</p>		

World's Kitchen (Gregory Cool & Fly Eagle Fly)		Reign Over Us (Treason)		Roman Rule (Gladiator School)	
Curriculum areas covered					
1st half term Geography: Locate, continents, oceans, countries. Use coordinates to find capital cities throughout the world. Research traditional cuisine from continents around the world. Fair trade. History: How Cadbury came about and has changed over time. DT: How food changed from bean to bar. Design and create food packaging.	2nd half term DT: Design and create food packaging. Tasting different fruits from around the world. Geography: Global food issues. Food aid charities. ICT: Create a TV advert for food aid/ another charity. Art: Sketch images of fruit.	1st half term History: Battle of Hastings. Census/ Magna Carta. House of Normandy. House of Anjou. House of Plantagenet. War of the roses. House of Tudor. Catholics and Protestants. Charles 1 st . Puritans.	2nd half term History: Charles 2 nd . England and Scotland's joining together. Boston tea party. Queen Victoria. House of Windsor. Elizabeth 2 nd . Art: Create scenes from the Great fire of London. Music/ ICT: Create a royal tune.	1st half term History: Timeline of British history. Roman invasion. Roman life. Roman army/ soldiers. Gladiators. Geography: Invaders and settlers. Roman towns. Art: Roman mosaics.	2nd half term DT: Anthony James Roman armour/ villas/ weapons. ICT: Research and PowerPoint about Roman Gods. History: Roman Emperors. Roman Baths. Gladiators. End of Roman Empire. How the Romans effected life in Britain today. Music: Battle music.
Enrichment – Visits Cadbury World		Enrichment – Visits Reign Over Us day		Enrichment – Visits Lunt Roman Fort Anthony James	
Year 5		Curriculum plan		Topic	
Autumn term Topic Britain at Play/Invaders		Spring term Topic Wild Waters		Summer Term Topic Mexico and the Maya	
Curriculum areas covered					
1st half term History: Find out about the history of key sporting events. Create a timeline of key sporting events. Find out about famous sporting heroes. Geography: Explore Ordnance Survey Maps of the local area –	2nd half term History: Look at reasons for invasion. Find historical facts about the end of the Roman Empire and historical events in the Anglo-Saxon period. Research life in Saxon times. Geography:	1st half term History: Investigate why settlers throughout history have chosen to live near rivers. Investigate historical significance of certain rivers. Geography: Locate rivers around the world and in the UK. Look	2nd half term DT: Competition to design and build a bridge – selecting, joining and combining materials to make the strongest structure possible. Citizenship: Consider issues of floods and other natural	1st half term Geography: Use map skills to locate cities and countries of the world and identify lines of latitude and longitude. Compare geographical features of Mexico and the UK DT: Prepare and cook healthy	2nd half term History: Research the ancient civilization of the Mayans, including lifestyle and key beliefs. Offer opinions as to why the Mayans 'disappeared'. Computing: Interactive presentation Music:

<p>identify places for leisure activities. Look at land use – locate parks and other recreation areas.</p> <p>DT: Create a plan/design of a new leisure centre. Choose materials to furnish.</p>	<p>Use atlases, pictures and the internet to establish routes taken by the invaders and discuss the issues they faced.</p> <p>Citizenship: How has the culture of the UK been enriched by invasion/immigration? How can different cultures live together harmoniously?</p>	<p>at the physical features of rivers linked to the water cycle. Conduct fieldwork in the local environment.</p> <p>Computing: Use spreadsheets to organise and present data linked to the bridge challenge.</p>	<p>disasters caused by water – what is the impact of flooding on people and communities.</p> <p>RE: Explore the religious significance of rivers</p> <p>Music: Create a soundscape to describe the journey of a river.</p>	<p>Mexican food.</p> <p>Citizenship: Design and make a Mayan inspired mask using mouldable materials.</p>	<p>Compose and perform music to accompany a Mayan ritual.</p> <p>Art/DT: Design and make a Mayan inspired mask using mouldable materials.</p>
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<p>Enrichment – Visits Alice in Wonderland, Royal Opera House</p>	<p>Enrichment – Visits Residential visit, Kingswood</p>	<p>Enrichment – Visits Meal out at La Casa Loco.</p>
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Year 6	Curriculum plan	Topic
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<p>Autumn term</p> <p>Greece Lightning-The Ancient Greeks</p>	<p>Spring term</p> <p>Disasters-Natural disasters (volcanoes, earthquakes, tsunamis etc)</p>	<p>Summer Term</p> <p>Yes Minister</p>
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Curriculum areas covered		
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<p><u>Science:</u> Look at the factors that have caused Greek temples to erode. Conduct an experiment to find out the impact of erosion on different types of rocks.</p> <p><u>History:</u> Place Ancient Greece civilization on a timeline.</p> <p>Study Greek architecture and discuss main features.</p> <p>Study Ancient Greek pottery and establish what they tell us about life in the past.</p> <p>Research aspects of daily life using primary resources and compare and contrast findings.</p>	<p><u>Science:</u> Study of forces inside a volcano and plate tectonics.</p> <p>Changing State: Solids, liquids and gases all within a volcano.</p> <p><u>History:</u> Placing significant volcanic eruptions and earthquakes on a timeline.</p> <p>Looking at factual evidence of a past society – Pompeii devastated by the eruption of Vesuvius in 79AD.</p> <p>Looking at archaeologists and how they discover lost cities and how tourists visit to find out more.</p> <p><u>Geography:</u> Map Skills – Locating Volcanoes around the earth and naming the</p>	<p><u>Science:</u> Investigate and explore the properties of different materials through work on creating the guy.</p> <p><u>History:</u> To trace the origins of the parliamentary system.</p> <p>To evaluate primary and secondary sources to find out about Guy Fawkes and the gunpowder plot.</p> <p>Understand the political and voting systems of the United Kingdom.</p> <p><u>Geography:</u> Map Skills – Locating different forms of government across the world.</p>
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<p>Research religious beliefs – Greek Gods</p> <p>Use sources of information to make deductions about life in Ancient Greece.</p> <p>Research the Ancient Olympics and establish what they tell us about the past.</p> <p><u>Geography:</u> Identify geographical features of Greece, name seas, and locate mountains.</p> <p><u>Art:</u> Draw/ sketch Ancient Greek pots using observational drawing skills.</p> <p>Use research to influence the design and decoration of a modern pot based on those found in Ancient Greece.</p> <p>Construct and decorate a clay pot using coils or a thumb pot.</p> <p><u>Physical Education:</u> Explore dance to enact a fight between the Greeks and the Trojans.</p> <p><u>Computing:</u> Make a video diary of daily life in Athens or Sparta.</p> <p><u>SMSC:</u> Develop their capacity for critical and independent thought.</p> <p>Listen and respond appropriately to the views of others.</p> <p>Children will work collaboratively.</p> <p>To make an active contribution to discussions.</p> <p>Understand the culture of Ancient civilizations and how they have influenced life today.</p>	<p>countries and continents where they can be found.</p> <p>Looking at the physical features of the Earth: Tectonic Plates geographical patterns etc.</p> <p>Study of people and place – why do people live near volcanoes and earthquakes.</p> <p>Focussed study of 2011 Earthquake in Japan. Effects of Volcanoes and Earthquakes on settlements.</p> <p><u>Art:</u> Take One Picture’ Photos of people fixed by ash – Modroc models of bodies in poses of everyday life.</p> <p><u>Design and Technology:</u> ‘Moldable Materials’ – design and make a volcano.</p> <p><u>Music:</u> Creating own volcano music.</p> <p><u>Computing:</u> Using Spreadsheets to organise and present data.</p> <p>Converting information.</p> <p><u>SMSC:</u> What is ‘blind faith’? Discuss the concept of ‘Charity’ as an important factor in many religions. What relief charities have religious/spiritual links? What are the pros/cons of this?</p> <p>Why do terrible natural disasters happen to good people? How does this make us feel? How do we express these emotions?</p> <p>Children will work collaboratively. They will learn to think and empathise with others when thinking about the impact of natural disasters on communities.</p> <p>How do we adapt to change in our lives – reflect on experiences of victims of natural disasters?</p> <p>What lessons or strategies can we learn from this to support us in changes within our lives? – Link to transition.</p>	<p>To look at the location of constituencies within the UK.</p> <p>To look at the political party map from the last general election.</p> <p><u>Art:</u> Poster campaign for a political party.</p> <p>Houses of parliament artwork based on piece by Claude Monet.</p> <p><u>Design and Technology:</u> Design and make a ‘guy’ of a famous figure within popular culture’.</p> <p><u>Music:</u> Create a new song based around the song ‘If I ruled the world’.</p> <p><u>Computing:</u> Using Spreadsheets to organise and present data.</p> <p>Converting information</p> <p><u>SMSC:</u> Compare laws and rules within the legal system to laws and rules within religions. How much should religious law be respected and obeyed e.g. Shariah law?</p> <p>To look at the role of government to set moral rules and laws within our society, how they are enforced and what it would be like if they were not enforced.</p> <p>Children will work collaboratively. To look at rules and laws within our society, how they are enforced and what it would be like if they were not enforced.</p> <p>How do we adapt to change in our lives placed on us by new government?</p> <p>What is life like under different political systems?</p>
<p>Enrichment – Visits</p>	<p>Enrichment – Visits</p>	<p>Enrichment – Visits</p>

Anthony James – Ancient Greek Autumn 2		London during Summer Term 2
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