

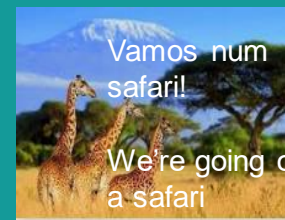
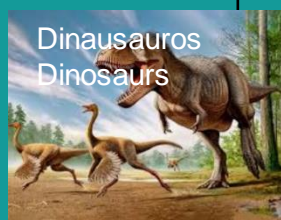






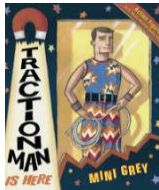




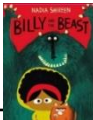
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Our Curriculum Overview
Year 1 – Year 6
Communicate – Explore – Challenge










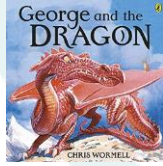




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Year 1



Term	Autumn Term 1 Transition Unit	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Whole School	What kind of person do I want to be? The Values of an APSoling. How can I be the best me? Black History Month International Fair		What kind of society do I want? International women's day Unicef Rights of the Child		We are change-makers Unicef day for change Global goals for sustainable development Apsol Environment Summit	
 	Article 8 Right to Identity Article 31 The right to play and relax Article 7 Name and nationality		Article The Right to Practice your own culture, language and religion Article 31 The right to play and relax		Global Goals Protecting life on land and water	
English Quality Texts (Stimulus)	Harry and the Dinosaurs by Ian Whybrow and Adrian Reynolds (F) A First Poetry Book: The Dinosaur Rap by John Foster (P) 	Katie in London by James Mayhew (F) The Magic London Bus by Anonymous (P) 	Traction Man by Mini Grey (F) Acrostic Poem Focus (P) 	The Little Red Hen by Ladybird and Liz Pichon (F) A First Poetry Book: Apple by James Carter (P) 	We're going on a lion hunt by David Axtell (F) Meerkat mail by Emily Gravett (F) A First Poetry Book: On a Wild, Wild Walk by James Carter (P)  	Where the Wild Things Are by Maurice Sendak (F) Billy and the Beast by Nadia Shireen (F) A First Poetry Book: The Monster Under your Bed by Clare Bevan (P)  
Portuguese + historia e geografia	Livros: Os dinossauros nao vao para a cama Cultura:Ha muito muito tempo Linguagem que reflete o passado	Livro: De Londres and Porto numa gaivota O gigante mais elegante Cultura: Lugares que se conhecem: geografia de espacos urbanos: Onde vivemos Comparacao com Lisboa capital de Portugal	Livro: A caixa magica dos brinquedos Cultura: Caixinha de memorias A minha familia Como era no tempo dos meus avos.	Livro: A galinha ruiva A vaca leitora Cultura: Lugares que se conhecem: linguagem associada com o campo e animais. Fazer pao - instrucoes	Livro: O Elmer Todos no sofa Cultura: Estudo de outro pais - Guinea Bissau Descricao de animais	Livro: A minha professora e um monstro O cuquedo Cultura: Descricao de um monstro Diferencas fisicas Habitoe e culturas de diversas partes do mundo
Science	Animals Including Humans *Seasonal changes ongoing	Animals Including humans *Seasonal changes ongoing	Every day materials *Seasonal changes ongoing	Plants	Everyday materials *Seasonal changes ongoing	Scientists and inventors *Seasonal changes ongoing






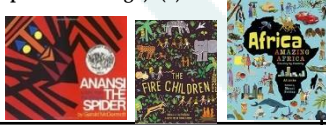


Year 1	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Dinausauros Dinosaurs	Londres London	Brinquedos Toys	Na quinta At the farm	Vamos num safari! We're going on a safari	Onde vivem os monstros Where the wild things are
History/ Geography	<p>Pre-historic period: (Mesozoic era) what happened to dinosaurs? Events beyond living memory Historical enquiry: understand some ways in which historians find out about the past and how it is represented.</p> <p>Unit: Dinosaurs -what is a dinosaur? Timeline/extinct -Job of a palaeontologist. Introduction to archaeology -prehistoric animals and dinosaur relatives (sorting) -Significant people: Mary Anning (fossil hunter)</p>	<p>Geography: Place and knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Unit: London (where we live) -What is special about where we live? -Analyse and interpret maps -Longitudinal study: weather and seasons -In depth London study – where is London?</p> <p>Geographical skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key – trip to London Eye</p> <p>Significant events: events, people and places in their locality (Wandsworth/London)</p>	<p>Toys from the past and present</p> <p>Changes within living memory</p> <p>Chronology: How have toys changed over a period of time?</p> <p>Historical concepts: continuity and change – comparisons of toys over time -compare lives of children then and now -how has childhood changed over time</p> <p>Unit: Toys -Toys today -Family favourites (showcase museum) -Early 20th century toys -Victorian toys -Important changes -Toy box (use words relating to the past)</p>	<p>Where does food come from? Food from around the world Human and physical geography: use basic geographical vocabulary to refer to: key physical features, including: ocean, soil, river vegetation, season and weather key human features, farm</p> <p>Unit: Where food comes from and seasonality -Where does my food come from? - Different types of farms in the UK - Fieldtrip: farm visit - British food map – including when and where food grows - Foods from around the world</p>	<p>Geography: Place and knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country eg Kenya/Guinea Bissau Where is Guinea Bissau?</p> <p>Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Unit: Safari - Where is Guinea Bissau - Lets Explore – map skills - National parks and wildlife - African animals - Guinean Art - My day your day</p>	<p>Geographical skills and fieldwork: recap local area, London, Capital Our country: England – physical/human features</p> <p>Unit: wonderful weather –What is weather? -How does it affect us? (in the context of UK) -Forecasting weather -Weather dangers</p>
Art/DT	<p>Art Unit: Joan Miro - Magic Realism - Surrealism - Artist Books - Surreal Sculpture Designs - Surrealist Sculptures - Painting Surrealist sculptures</p>	<p>Art Unit: LS Lowry - Who is Lowry - Lowry Colours - Perspective - Buildings (draw buildings in the style of Lowry) - Matchstick figures - Lowry City Collage (scissor skills, make city collage)</p>	<p>DT Unit: Fabricate - Paper weaving - adding decoration - paper bag weaving - Designing a batik - Dyeing a Batik</p>	<p>DT Unit: Sensational salads -Where our food comes from - Root salad - Preparing salads - Fish the facts (where fish comes from) - Fish salad - Fruit salad</p>	<p>Art Unit: Colour Chaos -Piet Mondrian (collage in primary colours) - Mark Rothko (create a colour field) - Paul Klee (paint using tints mixed) - Jackson Pollock (paint using shades) - Robert and Sonia Delaunay (Paint with warm and cool colours) - Wassily Kandinsky (paint using colours mixed)</p> 	<p>Art: Let's Sculpt - Marc Quinn (bread sculpture) - Michelle Reader (Sculpt a monster) - Barbara Hepworth (abstract sculpture of a person) -Jill Townsley (different media to make a sculpture) - Brendan Jamison (sculpture of a building from imagination) -Eva Rothchild (make a sculpture using line, shape, form and space)</p>
Religion Plant (Nov2022)	Y1 Caring for others	Y1 Gifts and Giving	Y1 Friendship	Y1 Easter and surprises	Y1 Religion and Rituals	Y1 Places of worship
Computing	Teach Computing – Technology around us	Teach Computing – Digital Painting	Teach Computing – Moving a robot	Teach Computing – Grouping data	Teach computing – digital writing	Teach computing – programming animations
Music	Exploring Pitch	Composing and performing using notation	Exploring Pitch and Rhythm combined	Instruments of the orchestra	Musical soundscapes	Blues Music
Enrichment	Trip to Natural History Museum	Fieldtrip; round local area Trip: Museum of London	Trip to V&A museum of childhood	Visit a local farm Go to a Portuguese bakery	Animals workshop at APSol	

Year 2	Foguetes Espaciais! Space Rockets	Fogo! Fogo! Fire! Fire!	Into the deep dark woods Na Floresta	Masmorras e Dragoes Dungeons & dragons	A volta do mundo Around the world	
Term and learning question	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Whole School	What kind of person do I want to be? The Values of an APSoling. How can I be the best me? Black History Month International Fair Lifting limits		What kind of society do I want? International women's day Unicef Rights of the Child Lifting limits		We are change-makers Unicef day for change Global goals for sustainable development Apsol Environment Summit	
 	Value and respect different cultures You have the right to practice your own culture, language and religion Article 8 right to own identity Support individual liberty within the law. Democratic process – Rules and laws		Citizenship and Respect How do people care for others in times of need? What makes a society work together?		Respect and protect the natural environment and the Earth's resources Global goal – creating sustainable cities and communities Citizenship and society Making a positive contribution to society	
Quality Texts (Stimulus)	Bob's Best Ever Friend by Simon Bartram (F) Mae Jemison by Maria Isabel Sanchez Vegara and Janna Morton (NF) A First Poetry Book: Space Rocket by Richard Caley (P)  	Vlad & the Great Fire of London by Kate Cunningham and Sam Cunningham (F) Great fire of London by Emma Adams and James Weston Lewis (NF) A First Poetry Book: The Great Fire by Sue Cowling (P)  	Into the forest by Anthony Brown (F) The Owl who was afraid of the Dark by Jill Tomlinson (F) The Owl and the Pussycat By Edward Lear (P)   	George and the Dragon by Christopher Wormell (F) A First Poetry Book: Cloud Dragon by Eric Finney (P) 	Ocean meets Sky by Eric Fan and Terry Fan (F) Journey home by Frann Preston-Gannon (F) Poems from a Green and Blue Planet by Sabrina Mahfouz (P)   	Pirate Cruncher by Jonny Duddle (F) Sea Shanty by Anonymous (P) Christopher Columbus Various Extracts (NF) 
Portuguese + historia e geografia	Livro: A que sabe a lua Aqui estamos nos Cultura: Uma viagem ao Espaco Terminologia associada com caracterizacao, vestuario, acoes e objectos pessoais, equipamento. Terminologia astronomica	Livro: Lisbon Story Cultura: Deslocacoes e meios de transporte: Uma viagem de comboio (horarios, mapas, descricao geografica – Londres e Lisboa comparacao	Livro: Na floresta Cultura: Ambiente - Fauna e flora relacionado com florestas Comparacao de floresta e arvores no RU com florestas em Portugal	Livro: Historias de reis e princezas Cultura: Estudo detalhado: Quem era e como era Dom Afonso Henriques?	Cultura: Terminologia associada com descobrimentos e viagens. Descreverem uma viagem que fizeram	Cultura: Terminologia associada com orientacao e mapas. (estudo da area local – Wandsworth)
Science	Use of every day materials	Use of everyday materials	Animals including Humans	Living things	Plants	Scientists and Inventors

Year 2	Autumn Term 1 Foguetes Espaciais! Space Rockets	Autumn Term 2 Fogo! Fogo! Fire! Fire!	Spring Term 1 Into the deep dark woods Na Floresta	Spring Term 2 Masmorras e Dragoes Dungeons and Dragons	Summer Term 1 A volta do mundo Around the world	Summer Term 2 A volta do mundo Around the world
History/ Geography	<p>History: significant historical events, people and places in their own locality The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Unit: Significant Explorers -What makes someone a significant person? In the context of National and International achievements Neil Armstrong Buzz Aldrin Michael Collins Mae Jamison (First black woman in Space) -How could they be remembered?</p>	<p>History: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London. Chronology: place the fire of London on a timeline. Make a mini timeline to show the sequence, cause and effect of the spreading fire Historical concepts: cause and effect of fire. Similarities and differences of London in the past and present.</p> <p>Unit: The Great Fire of London -London past and present -Life in the 17th Century -The events of the GFL -How do we know about the GFL -What happened after the fire -What have we learnt?</p>	<p>Geography: Locational Knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Woodland v forest Aerial photos Fieldwork: woodland Types of trees found in UK forests and woodlands</p> <p>Unit: Our country -Town and country – physical/human features of UK countries and capital cities -Welcome to the UK -Aerial views and journey lines -Features of UK countries</p>	<p>Significant individuals: research the lives of significant individuals: the lives of significant individuals in the past who have contributed to national achievements: Royal family timeline Focus on: Queen Victoria and Queen Elizabeth's reign</p> <p>Unit: Kings and Queens -Role of a Monarch -Significant British Monarchs -Family Trees -Comparing Monarchs and their reigns</p>	<p>Geography: Locational Knowledge: Name and locate the world's seven continents and five oceans Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Unit: What a wonderful world -Seven continents and 5 oceans -Around continents – including countries in different continents -Small world – creating journey lines -Hot and cold climates – relation to Equator north/south poles -Ted Tours Europe – case study of Europe (another European country) -Amazing aerial views – physical and human features</p>	<p>Geographical skills and fieldwork: Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map -North and south America on map (link to Christopher Columbus study)</p> <p>Unit: Travel and Transport -How has transport/travel changed? -Early travel -History of cars -George Stephenson -History of flight -Comparing past/present</p> <p>*Plan a journey – seaside by railway</p>
Art/DT	<p>Art Unit: Landscapes and cityscapes (colour, texture, pattern) -Monet's garden -Monet's cityscapes -Van Gogh landscapes - Van Gogh's Starry Night - Metzinger's Colourful landscapes - Metzinger Mosaics</p> 	<p>DT Unit: Tudor Houses - Features of Tudor Houses - Using nets - Investigating paper/cardboard - Wooden/cardboard beams -Investigating joining materials - Making a Tudor House</p>  	<p>Art Unit: Nature Sculptures - Mini models (clay model of a natural object) - Drawing from Nature (observational drawing) - Wood and walk (collect material for own sculptures) - Land art (make own land art) - Big Build (work in a group to make a big build nature sculpture - Showcase collage (make a collage about own work on nature sculptures)</p>	<p>Art Unit: Portraits -Drawing self-portraits - Using colours in portraits - Making a collage Portrait - watercolour backgrounds - Line drawings - Pop art portraits *Artist study: Andy Warhol</p> 	<p>DT Unit: Pirate Paddy's Packed lunch problems - Why not keep the basket (evaluating products) - Evaluating lunch boxes - Exploring materials - Making the lunch box - Testing the lunch box - improving the lunch box</p>  	<p>DT Unit: Moving pictures -Explore and evaluate -Sliders (use a mechanism) - Levers - Wheel mechanisms - Designing - Making</p>
Religion Plant (Nov 2022)	Y2 Nature and God	Y2 Light and dark	Y2 Rules and Routine	Y2 Beginnings and endings	Y2 Ceremonies	Y2 Places of worship
Computing	Teach computing - IT around us	Teach computing - Creating media : digital photography	Teach computing- Robot algorithms	Teach computing – Pictograms	Teach computing – Creating media – making music	Teach computing – Programming quizzes
Music	Wider Opportunities – An introduction to the Descant Recorder	Wider Opportunities – dynamics in performance	Wider Opportunities – reading pitch and rhythm together	Wider Opportunities – using different articulation	Wider Opportunities – accents and sharps within music	Wider Opportunities – consolidation and assessment
Enrichment	Trip to Science Museum	Visit from Local fire brigade – fire safety	Trip to Wandsworth Common / Woodland walk	Trip to a portrait gallery	Trip to the seaside	GoldenHinde /Greenwich Maritime Museum

Year 3	Da Idade da Pedra à Idade do Ferro From stone age to iron age		Brasil e a Amazonia Brazil and the Amazon Forest		Egipcio Antigo Ancient Egypt	Animais em perigo Endangered animals
Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Whole School	What kind of person do I want to be? The Values of an APSoling. How can I be the best me? Black History Month International Fair		What kind of society do I want? International women's day Unicef Rights of the Child		We are change-makers Unicef day for change Global goals for sustainable development Apsol Environment Summit	
	You have the right to be healthy You have the right to be treated fairly Challenging stereotypes – diversity in sports including female athletes, para athletes) Olympic values You have the right to play and rest		You have the right to be treated fairly Respect for democracy- comparing power systems in another country and the UK Article 24 Right to health, food and clean water		You have the right to give your opinion, and for adults to listen and take it seriously. Global goal 14: life below water	
	Stone Age Boy by Satoshi Kitamura (F) The Pebble in My Pocket: A History of Our Earth By Meredith Hooper (NF) I was born in the Stone Age By Michael Rosen (P) <div>   </div>	Iron Man by Ted Hughes and Tom Gauld (F) Step Into Science: Forces and Magnets By Peter Riley (NF) <div>   </div>	The great Kapok tree by Lynne Cherry (F) Amazon by Eyewitness (NF) Jungle Jingles By Dick King-Smith (P) <div>    </div>	Tin Forest by Helen Ward and Wayne Anderson (F) Amazon by Eyewitness (NF) Jungle Jingles By Dick King-Smith (P) <div>    </div>	Cinderella of the Nile by Beverley Naidoo and Marjan Vafaian (F) Story of Tutankhamun by Patricia Cleveland-Peck and Isabel Greenberg (NF) <div>   </div>	Zoo by Anthony Browne (F) Can we save the tiger by Martin Jenkins and Vicky White (NF) Dear Greenpeace by Simon James (F) The Tyger By William Blake (P) <div>    </div>
Portuguese + historia e geografia	Cultura: Idade da pedra ate a idade do bronze Evolucao dos utensilios e gravuras (presente e passado)		Cultura: Pais de lingua Portuguesa: Estudo detalhado do Brasil - aspetos geograficos, incluindo a Amazonia Fauna e flora - Brasil		A2: Modo de vida nas grandes cidades Hábitos, costumes, atividades de diversão Espaços de habitação Espaços de compras Meios de deslocacao e transportes	
Science	Materials - Rocks	Light	Plants	Animals including humans	Forces and magnets	Scientists and inventors

Year 3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Da Idade da Pedra a idade do ferro From Stone age to iron age	Da Idade da Pedra a idade do ferro From Stone age to iron age	Brasil e a Amazonia Brazil and the Amazon Forest	Brasil e a Amazonia Brazil and the Amazon Forest	Egipcio Antigo Ancient Egypt	Animais em perigo Endangered Animals
History/ Geography	History: Changes in Britain from the Stone Age to the Iron Age Unit: Stone Age to Iron Age -Survival during Stone Age -What changed for people living in the stone age Britain? -How do we know about life in Stone Age Britain? -How did life change in the Bronze age? -What do we know about Britain's pre-historic tombs and monuments? -Who were the Celts and how did they make the iron in the Iron age? -Why did people build hillforts?	Geography: Coastal study geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Unit: The UK -Countries and cities -Rivers and Seas -Around the counties -Hills and mountains -How London grew -Our changing nation	Locate the world's countries, using maps to focus on Europe/South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities: In-depth study of Brazil & the Amazon 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 Unit: Rainforests -Where are the rainforests (map/atlas) -Rainforest climate -Layers of the rainforests -Life in the rainforests -The Amazon -Protecting rainforests -Rainforests of the world		The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt ; Unit: Ancient Egypt -Who were the Ancient Egyptians? -What was life like in Ancient Egypt? -Mummies -Tutankhamum -Write like an Egyptian (contrasts and trends over time) -Egyptian Gods	Geography: Physical geography, including: biomes *Biodiversity (impact of loss of biodiversity) Unit: Land use -Sketch maps - Using a key - Surveying land part 1 - Surveying land part 2 - How land changes
Art/ DT	Art: Autumn - Drawing leaves in pencil - Drawing leaves in colour - Printing leaf patterns - Making paper leaves - Drawing pumpkins - Painting vegetable skins	DT: Let's go fly a kite Key events Parts of a kite Kite shapes Making the shape and structure of a kite Evaluating the kite	Art: Insects -Drawing insects in pencil - Drawing insects in colour - Designing insect mosaics - making insect shadow puppets - Making insect sculptures - Finishing a 3D model of a sculpture	DT: The Great Bread Bake off -The history behind Warburtons - Evaluate existing products - Design criteria and shaping - Designing - Final designs - Making bread	Art Unit: Ancient Egypt - Drawing faces in pencil - Drawing faces in charcoal - drawing masks in pen - Making Egyptians masks in clay - modelling masks in papier mache (3D model) - Finishing masks in Papier mache (painting)	DT: Juggling balls -Product analysis -Designing -Tie-dye - Filling and hemming - Decorative fabric - Shaping and joining
Religion PlanIt (Nov2022)	Y3 Hinduism	Y3 The Nativity story	Y3 Islam	Y3 Good Friday	Y3 Sikhism	Y3 Judaism
Computing Teach Computing	Computing systems and networks – connecting computers	Creating media – stop-frame animation	Programming A – Sequencing sounds	Data and information – branching databases	Creating media – desktop publishing	Programming B – events and actions in programs
Music	Wider Opportunities – An introduction to Samba	Wider Opportunities – Samba	Wider Opportunities – Samba	Wider Opportunities – Samba	Rainforest Samba	Wider Opportunities – Samba Batucada
Enrichment	Workshop at APSol <i>School of London</i>	Iron Man production	Trip to Kew Gardens – rainforest section	Trip to Horniman Museum	Trip to British Museum – Ancient Egypt	Trip to London Zoo

Year 4	Os Imperio Romano The Roman Empire	Exploradores Polares Polar Explorers	Invasores e colonos Invaders and settlers - Saxons	Viagem pela Africa Trip through Africa	Invasores e colonos Invaders and settlers - Vikings	Terra incrível Awesome Earth
Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Whole school	What kind of person do I want to be? The Values of an APSoling. How can I be the best me? Black History Month International Fair		What kind of society do I want? International women's day Unicef Rights of the Child		We are change-makers Unicef day for change Global goals for sustainable development Apsol Environment Summit	
 	British Values: Support for equality of opportunity for all – gender equality focus Rights of the Child Article 28 You have the right to good quality education Article 29 Your education should help you use and develop your talents and abilities You have the right to be healthy	British Values: Respect and Tolerance of different cultures and beliefs Right to have your own beliefs and culture Were all the Romans treated equally? Do we have equality in Britain today? Do all countries have equality? Global Goal: reduced inequalities	British Values: support for equality of opportunity for all Respect for rule of law Article 26: social and economic help Article 28: Access to education		GG3 Good Health and well being GG9 Industry, innovation and infrastructure GG12 Responsible consumption and production GG13 climate action GG14 Life below water GG15 Life on land British values: support for individual liberty within the law Respect for democracy and support for the participation in a democratic process	
Quality Texts (Stimulus)	Escape from Pompeii by Christina Balit (F) Romulus and Remus by Geraldine McCaughrean (F) DKfindout! Ancient Rome by DK (NF) 	Shackleton's journey by William Grill (NF) Ernest Shackleton by Maria Isabel Sanchez Vegara and Olivia Holden (NF) Snow Fox By Liz Brownlee (P) 	Beowulf by Sir Michael Morpurgo (F) Everything: Anglo-Saxons by National Geographic Kids (NF) 	Anansi stories by G. McDermot (F) Fire children by Frané Lessac and Eric Maddern (F) Africa, Amazing Africa: Country by Country by Atinuke (NF) Song of the Animal World By Traditional (Zaire/ Democratic Republic of Congo) (P) 	Odd Frost Giants by Neil Gaiman (F) Jack Frost By Anonymous (P) DKfindout! Vikings by Philip Steele (NF) A Street Through Time by DK (NF) 	When the mountains roared by Jess Butterworth The street beneath my feet by Charlotte Guillian (NF) 
Portuguese + historia e geografia	Cultura: Textos sobre os romanos Entretenimento agora em comparacao com a epoca romana Impactada invasao Romana em Portugal	Cultura: Deslocacoes e meios de transporte. Descrever uma viagem Estudo detalhado sobre um explorador: Vasco da Gama e a sua viagem a India (trabalho de mapa) Estudo dos polos	Cultura: Descricao de biomas e zonas climaticas diferentes do Reino Unido		Cultura: Pais de lingua Portuguesa – identificacao e localizacao Possibilidade de estudo: Diogo Cao (explorador da costa Africana)	Cultura: Ambiente: vulcoes, terremotos, montanhas
Science	Sound	Electricity	Animals including humans	Living things and their habitats	Materials – states of matter	Scientists and Inventors

Year 4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Os Romanos The Romans	Exploradores Polares Polar Explorers	Invasores e colonos Invaders and settlers	Viagem pela Africa A journey through Africa	Invasores e colonos Invaders and settlers - Vikings	Terra incrível Awesome Earth
History/ Geography	<p>History: The Roman Empire and its impact on Britain Roman Empire in Europe and Portugal Chronology: Place Roman Empire on a timeline of key events (relate to prior study: Stone Age, Egyptians, Fire of London) Place events on a Roman timeline Understand terms BC and AD</p> <p>Unit: The Romans -Who were the Romans and how did they build their Empire? -Why did the Romans invade Britain? -Why did the Romans build new roads and towns? -Who was Boudicca and why did she lead the rebellion? -Why was Hadrian's wall important and who lived there? -What was it like to live in a Roman villa?</p>	<p>Geography: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) History: Maritime expansion in Portugal</p> <p>Unit: All around the world - North or South? (Equator, Northern and Southern Hemisphere) -Over and around (latitude and longitude) - Top and bottom (Arctic and Antarctic circle) - In the Tropics (Tropics of Cancer and Tropics of Capricorn) -On the line (Prime/ Greenwich Meridian) - All the time in the world (time zones)</p>	<p>History: Britain's settlement by Anglo-Saxons and Scots Chronology: understand that a timeline can be divided into BC and AD or BCE and CE Place Anglo-Saxon time in Britain on timeline (relate to previous learning on Romans) Historical concepts: Power, law and justice</p> <p>Unit: Anglo Saxons and Scots -The invaders - Place names - Village life - Artefacts and culture -Anglo-Saxon gods -Conversion to Christianity</p>	<p>Geography: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 Lusophone countries, capitals and features (human/physical)</p> <p>Unit: Enough for everyone -What do we need? -Where does our power come from? -Renewable v non-renewable -Where our food comes from -What do we need? -Is there enough for everyone?</p>	<p>History: The Viking and Anglo-Saxon struggle for the Kingdom of England Chronology: understand that a timeline can be divided into BC and AD or BCE and CE. Place Viking time in Britain on timeline (relate to previous learning on Romans and Anglo-Saxons) Historical concepts: invasion, settlement, migration and Kingdom.</p> <p>Unit: Vikings and Anglo-Saxons -Viking raiders and invaders - Anglo-saxon kings - Danegeld - Viking life -Laws and justice -The last Anglo-Saxon Kings</p>	<p>Geography: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Volcanoes: in the context of Pompeii (link to Romans)</p> <p>Unit: Extreme Earth - Under our feet (what is under the Earth's surface) -Volcanoes (formation) -More volcanoes (how they affect people's lives) -Earthquakes (cause and effect) -Tsunamis (cause and effect) -Tornadoes (cause and effect)</p>
Art/ DT	<p>Art Unit: European Art & Artists - Drawing Broken Building (Anselm Kiefer) - Painting on the ceiling (Michelangelo) - Shape Houses (2D shapes Le Corbusier) - Drawing Portraits with a rubber (Rembrandt) - Making Paper Hats (Coco Chanel) - Growing a moustache (Salvador Dali)</p>	<p>DT: DT Unit: Battery operated lights -Our changing technologies - Electrical systems - Switches - Designing - Making the light - Finishing and evaluating</p>	<p>Art: British Art and Artists -Telling stories in pictures (Paula Rego) -Painting landscape in pieces (Gainsborough) -Memory postcards (Sonia Boyce) -Portraits in different effects (Lucien Freud) -Portraits in different effects (Howard Hodgkin) - Making sensory boxes (Anish Kapoor)</p>	<p>DT: Mechanical Posters -Mechanical systems -Levers and linkages -Designing -Prototypes -Finishing a project - Evaluating Product</p>	<p>Art: Bodies - Drawing outlines in felt tip - Drawing body shapes in charcoal - Drawing bodies in pen - Making body maquettes - Making figures in clay - Making paper clothes</p>	<p>DT: Edible garden -Naming and growing herbs -Pesto and pasta (healthy diets) - Sweet strawberries -Strawberry smoothies - Growing tomatoes - Cooking with tomatoes</p>
Religion PlanIt (Nov2022)	Y4 Buddhism	Y4 People of Faith	Y4 Christianity	Y4 Food and fasting	Y4 Pilgrimages	Y4 The Bible
Computing Teach Computing	Computing systems and networks – The internet	Creating media – Audio production	Programming A – Repetition in shapes	Data and information – data logging	Creating media – photo editing	Programming B – Repetition in games
Music	Wider Opportunities – An introduction to Violin	Introducing dynamics in performance	Reading pitch and rhythm together	Listening and Composition - exploring descriptive sounds.	Accents and Sharps within music	Consolidation and Assessment
Enrichment	Trip to Museum of London – Roman Empire	Maritime museum – Vasco da Gama exhibition Shackleton's boat – Dulwich College		African drumming workshop @ APSol	Viking workshop @ APSol	Trip to Natural History Museum – Earth section

Year5	Autumn Term 1 O corrida ao espaço Space Race	Autumn Term 2 A Grecia Antiga Ancient Greece	Spring Term 1 Pelos direitos do povo Power to the people	Spring Term 2 Survival	Summer Term1 The Amazing Americas	Summer Term 2
History/ Geography	Geography: Unit: Our changing world - Weathering and erosion - Coastal features - Changing coastlines - Changing boundaries - weathering and erosion - what does the future hold? *climate change – impact on the earth	History: a study of Greek life and achievements and their influence on the western world Unit: Ancient Greece -Who were the Ancient Greeks - Alexander the Great's Empire - Daily life in Ancient Greece - Athens and Sparta - Discovering the Ancient Olympics - The Olympic games now and then -Greek gods and goddesses The Trojan war	History: Local History study People who have made a difference Local: Wandsworth Mayor – John Archer (from Barbados) Mayor of Battersea who fought social and racial injustice	Geography: Unit: Water - Changing state - The Water Cycle - Making clouds and rain - Treating water - Floods - Water pollution	Geography: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North America. Southampton to New York Unit: The Amazing Americas -Continents, Countries and Cities (Name countries in North and south America) - Location, Location (Geographical terminology to describe position) -Weather and climate (climates and biomes) - Comparing places (UK fieldwork) -Comparing places (North America) - Wonders (focus on Europe, inc Russia, North and South America (physical and human features)	Unit: Magnificent Mountains - Locate countries and describe features - Identifying human and physical features of the UK - Features of Mountains - How Mountains are Made - Mountain Climates - Mountain Travel
Art/ DT	DT: Felt phone cases Design criteria for a mobile phone case Designs Making a template Selecting stitches Step-by-step plan Decoration and fastenings	Art: Fruit and vegetables Drawing peppers in charcoal Sculpting peppers in clay Drawing fruit and vegetables in colour Painting fruit and vegetables Designing fruit and vegetable softies on fabric Finishing product	DT: Programming adventures Floor robots Designing adventures Exploring materials Planning an adventure map Making an adventure map	DT: Global Food Where ingredients come from Food groups (in context of diets around the world) A cup of rice (benefits/cooking rice) Mexican food (range of food techniques) Chinese food (basic and advanced food skills) German food (independently follow a recipe)	Art Unit: North American Art -Drawing the Other half (artist John Singer Sargeant) - Make your own landscapes (black and white collage/ Ansel Adams) - Body Abstract (context of painting Helen Frankenthaler) - Building block houses (build a toy house in context of Frank Lloyd Wright) - Coloured Pattern Skulls (sketchbook - Jean-Michel Basquiat) - Being an artist's model) Mary Cassatt)	Art Unit: South and Central American Art -Clay Monkeys (Sculpt with Clay in the style of Frida Khalo) - Making Picture Puzzles (paint symbols Joaquin Torres) - Catching dreams (make a dream catcher in the style of Leonora Carrington) - Mural Mash Up (Draw in colour in context of Diego Rivera) - Tropical Collage (make a collage Beatriz Milhazes) -Cadombe Drums – make a patterned drum artist Carlos Paez
Religion PlanIt (Nov2022)	Y5 Worship	Y5 The True meaning of Christmas	Y5 Peace	Y5 Forgiveness	Y5 Jesus the Healer	Y5 Commitment
Computing Teach computing	Computing systems and networks – systems and searching	Creating media – video production	Programming A – selection in physical computing	Data and information – flat-file databases	Data and information – introduction to vector graphics	Programming B – Selection in quizzes
Music	Wider Opportunities – An introduction to Ukulele	Introducing strum patterns	Reading Ukulele tab	Ukulele Chords and tab together	Exploring Lyrics and melody Songwriter	Performing together: Consolidation and Assessment
Enrichment	Trip to the Planetarium	British Museum – Ancient Greece	Black cultural archives (South London)			Visit the Imperial war museum

Year 6	Autumn Term 1 Inspirational individuals	Autumn Term 2 Refugees	Spring Term 1 Rivers	Spring Term 2 WW2	Summer Term1 Crime and punishment	Summer Term 2 Transition
History/ Geography	<p>Study of Scientific discovery – Charles Darwin</p> <p>BHM: key Black inventors</p> <p>Unit: Early Islamic Civilisation</p> <ul style="list-style-type: none"> - Importance of Baghdad - House of Wisdom - Discovery and learning - The first 4 caliphs - Islamic Art - Trade and Power 	<p>History: Immigration – why did people move to London?</p> <p>Unit: Trade and Economics</p> <ul style="list-style-type: none"> - What do we trade? - Who do we trade with? - Trading with El Salvador - Fair Trade - The Global Economy - How has trading changed? 	<p>Geography</p> <p>Unit: Raging Rivers</p> <ul style="list-style-type: none"> - Where does our water come from? - Rivers of the world - Features of a river - Erosion and deposition - How do we use rivers - Holding back the flood <p>**Field trip – River Thames</p>	<p>History: a local history study Social implications: 20th Century conflict Chronology: Key events in WW2 London, place WW2 on timeline relating to previous studies.</p> <p>Unit: WWII</p> <ul style="list-style-type: none"> - Outbreak of WWII (events leading to war) - Evacuation (why were they evacuated?) - Rationing (how people adapted to deal with product availability) - Role of Women (importance and significance of role of women during WWII) - The Holocaust (events of Holocaust) - Key events during WWII eg Blitz, VE day, USA bombs Japan, Hitler's troops invade Poland etc 	<p>Aspect or theme in British History</p> <ul style="list-style-type: none"> - Changes in an aspect of social history such as crime and punishment from Anglo Saxons to present (review chronology timelines and prior learning KS2) <p>Unit: Crime and punishment (Review of prior learning in history)</p> <ul style="list-style-type: none"> - The Roman Legacy - Anglo-Saxon Laws and Justice - The torturing Tudors - The Highway Man: Hero or Villain - Victorian Prisons - Through the ages 	<p>Unit: Leisure and Entertainment</p> <ul style="list-style-type: none"> - At the movies (role of cinema in 20th C) - Beautiful game (how/ why football has changed) - Swinging 60s (how people spent their leisure time in 1960) - Wish you were here (why British holiday industry boomed from 1930s onwards) - Gogglebox (how important television has been to British People) - Technology (how changes in 20th C technology affects our lives today)
Art/ DT	<p>Art: Wildlife</p> <p>Drawing birds in pencil</p> <p>Drawing feathers</p> <p>Printing feathers</p> <p>Making textured clay tiles</p> <p>Modelling newspaper birds</p> <p>Finishing newspaper birds</p>	<p>DT: Automata animals</p> <p>Explore different animals</p> <p>Cams and followers (how different mechanisms work)</p> <p>Exploring Cam movement</p> <p>Designing</p> <p>Using mechanical systems</p>	<p>DT: Marbulous Structures</p> <p>Exploring structures</p> <p>Marble run bridges</p> <p>Developing practical skills</p> <p>Timed marble run challenge</p> <p>Making the marble run</p> <p>Evaluating and improving</p>	<p>DT: Super seasonal cooking</p> <p>Seasonal calendar (UK)</p> <p>Reared, caught and processed food</p> <p>Tasting seasonal food</p> <p>Plate proportions and protein</p> <p>Design a seasonal meal</p> <p>Making and evaluating</p>	<p>Art: At the seaside</p> <p>Drawing fish in pen</p> <p>Drawing shells in colour</p> <p>Printing fish on colour</p> <p>Weaving seaside scenes</p> <p>Making fish lanterns</p> <p>Finishing fish lanterns</p>	<p>Art: Plants and flowers</p> <p>Drawing plants in pencil</p> <p>Drawing plants in colour</p> <p>Hapa-Zone: Printing plants using hammers</p> <p>Making plants in papers</p> <p>Making plant sculptures</p> <p>Finishing plant sculptures</p>
Religion PlanIt (Nov2022)	Y6 Humanism	Y6 Creation Stories	Y6 The Christmas story	Y6 Justice and Freedom	Y6 Crucifixion	Y6 Eternity
Computing Teach computing	Computing systems and networks – communication and collaboration	Creating media – web page creation	Programming A – variables in games	Data and information – introduction to spreadsheets	Creating media – 3D modelling	Programming B – Sensing movement
Music	Wider Opportunities – An introduction to Keyboard	Reading Staff Notation	Composition	Composition	Staff notation continued	Year 6 performance
Enrichment		Migration museum Lewisham	Oriental exhibition London or visit to China Town	National history museum or Horniman	Theatre trip	Year 6 Residential – Portugal