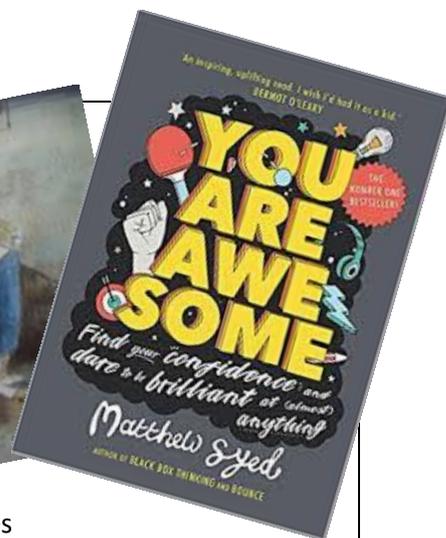
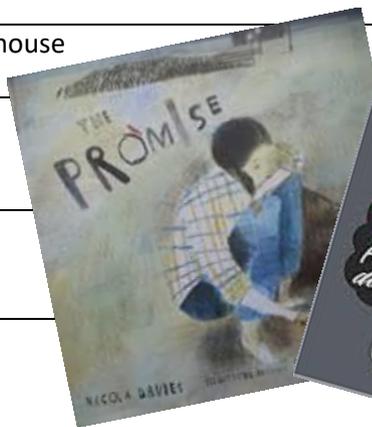
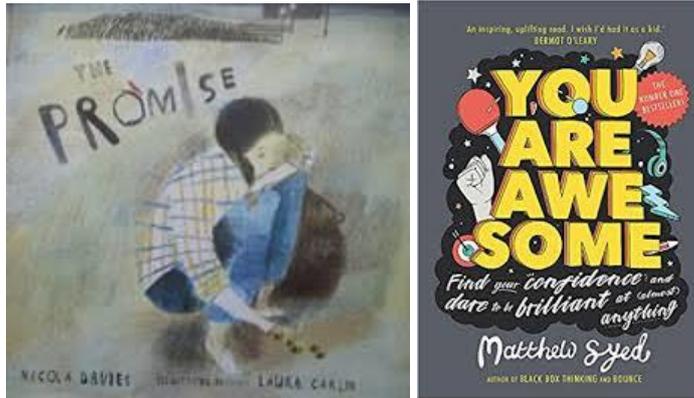


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| Narrative Journey: Growth Mindset/The Lighthouse Aut 1 | |
| Themes | <ul style="list-style-type: none"> • Transformation • Integrity • Environment |
| Text Types Covered | <ol style="list-style-type: none"> 1. Leaflets 2. Narrative 3. Persuasive letters |
| National Curriculum objectives covered | <p>SCIENCE</p> <p>Light</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ recognise that light appears to travel in straight lines ♣ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ♣ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ♣ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>ART</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history <p>COOKING AND NUTRITION</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>COMPUTING</p> <ul style="list-style-type: none"> ♣ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>PE: Team Leadership Skills</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to</p> |



improve in different physical activities and sports and learn how to evaluate and recognise their own success.

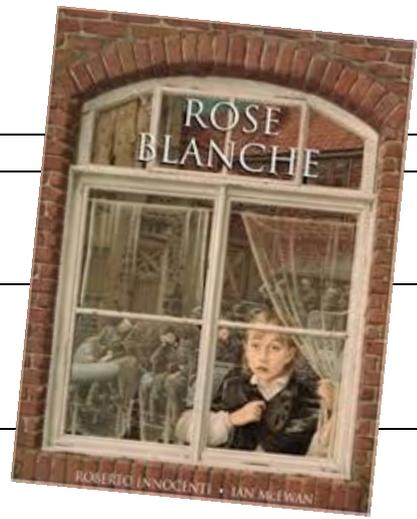
Books



Photos



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|---|---|
| Narrative Journey: War, Peace and Remembrance | |
| Themes | <ul style="list-style-type: none"> • War • Peace • Remembrance |
| Text Types Covered | 4. Newspaper 5. Biography 6. Descriptive Narrative 7. Poetry |
| National Curriculum objectives covered | <p>SCIENCE</p> <p>Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ♣ describe the ways in which nutrients and water are transported within animals, including humans  <p><i>Human Circulatory System</i></p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>GEOGRAPHY</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |





HISTORY

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:

♣ a significant turning point in British history, for example, the first railways or the Battle of Britain



ART

Pupils should be taught:

♣ to create sketch books to record their observations and use them to review and revisit ideas

♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

♣ about great artists, architects and designers in history



COOKING AND NUTRITION

♣ understand and apply the principles of a healthy and varied diet

♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques



Sharing Our Soldier Biscuits

COMPUTING

♣ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ♣ perform dances using a range of movement patterns

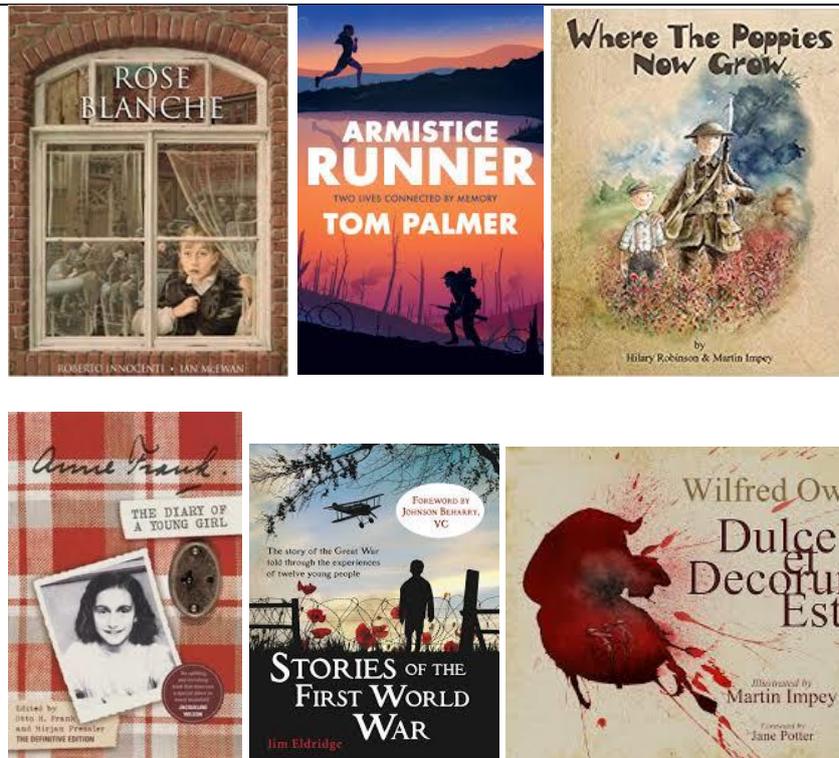


MFL:

- ♣ listen attentively to spoken language and show understanding by joining in and responding
- ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- ♣ present ideas and information orally to a range of audiences
- ♣ read carefully and show understanding of words, phrases and simple writing
- ♣ appreciate stories, songs, poems and rhymes in the language

- ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ♣ describe people, places, things and actions orally and in writing Languages 195
- ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

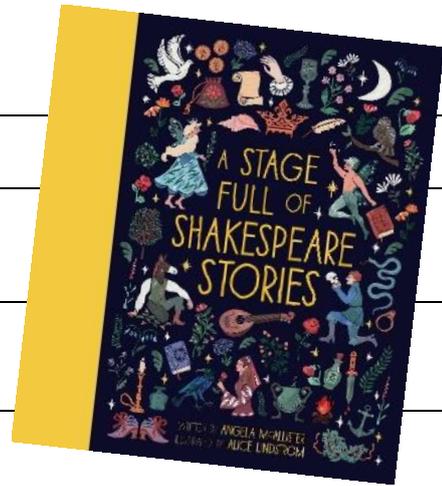
Books

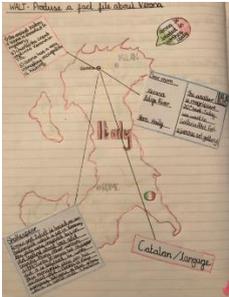


Photos







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| Narrative Journey: Romeo & Juliet | |
| Themes | <ul style="list-style-type: none"> • Love • Family • Conflict |
| Text Types Covered | 8. Persuasive letter 9. Recount (Crime Scene) 10. Narrative Suspense |
| National Curriculum objectives covered | <p><u>GEOGRAPHY</u></p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  <p><u>ART</u></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history <p><u>DT</u></p> <p>Design:</p> <ul style="list-style-type: none"> ♣ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make:</p> <ul style="list-style-type: none"> ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate:</p> |

- ♣ investigate and analyse a range of existing products
- ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- ♣ apply their understanding of computing to program, monitor and control their products.



COOKING AND NUTRITION

Pupils should be taught to:

- ♣ understand and apply the principles of a healthy and varied diet
- ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

COMPUTING

Key stage 2 Pupils should be taught to:

- ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

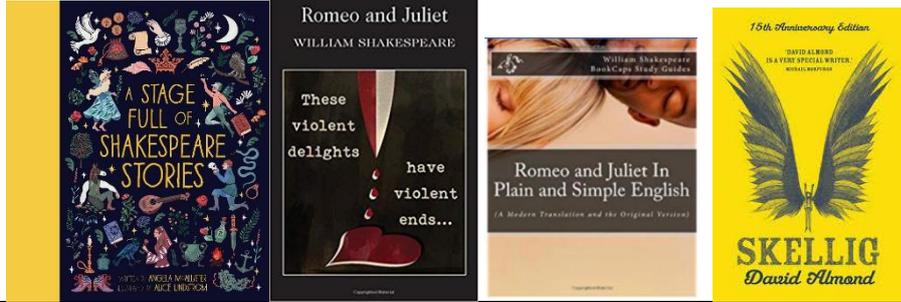
PE

Pupils should be taught to:

- ♣ play competitive games, modified where appropriate [hockey], and apply basic principles suitable for attacking and defending
- ♣ take part in outdoor and adventurous activity challenges both individually and within a team
- ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Books



Photos



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| Narrative Journey: Titanic | |
| Themes | <ul style="list-style-type: none"> • Bravery • Discrimination • Accountability |
| Text Types Covered | <ul style="list-style-type: none"> 11. Diary 12. Balanced argument 13. Newspaper report |
| National Curriculum objectives covered | <p><u>SCIENCE</u> Living things and their habitats Pupils should be taught to: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics</p> <p>Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p> <p><u>GEOGRAPHY</u> Locational knowledge: ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics ♣ 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) Place knowledge ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical geography describe and understand key aspects of: ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geography – key stages 1 and 2 4 Geographical skills and fieldwork ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><u>HISTORY</u></p> |



a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:

- ♣ a significant turning point in British history – the sinking of the Titanic

ART

Pupils should be taught:

- ♣ to create sketch books to record their observations and use them to review and revisit ideas
- ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ♣ about great artists, architects and designers in history

COOKING AND NUTRITION

Pupils should be taught to:

- ♣ understand and apply the principles of a healthy and varied diet
- ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

COMPUTING

Key stage 2 Pupils should be taught to:

- ♣ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- ♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- ♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- ♣ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

PE

Pupils should be taught to:

- ♣ use running, jumping, throwing and catching in isolation and in combination
- ♣ perform dances using a range of movement patterns
- ♣ take part in outdoor and adventurous activity challenges both individually and within a team
- ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

MFL:

Pupils should be taught to:

- ♣ listen attentively to spoken language and show understanding by joining in and responding
- ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- ♣ present ideas and information orally to a range of audiences*
- ♣ read carefully and show understanding of words, phrases and simple writing
- ♣ appreciate stories, songs, poems and rhymes in the language
- ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ♣ describe people, places, things and actions orally* and in writing Languages 195
- ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient languages.

Books



Photos

