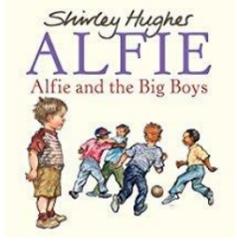
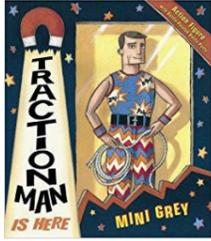
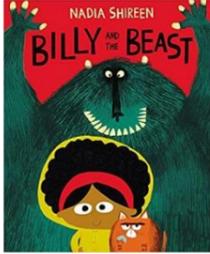
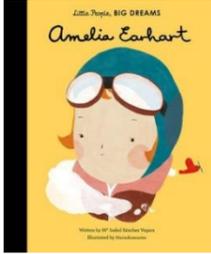
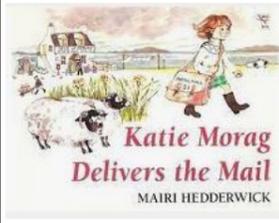
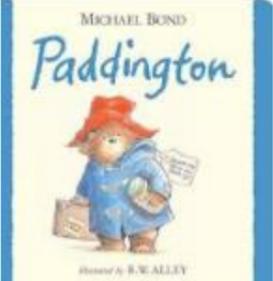
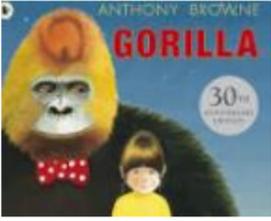
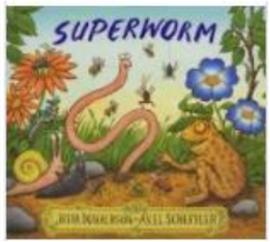
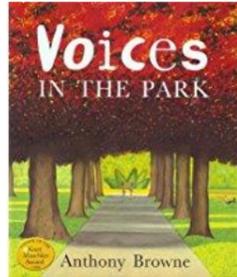
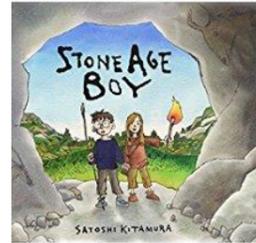
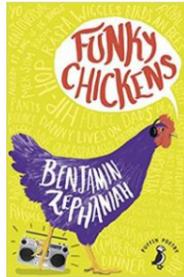
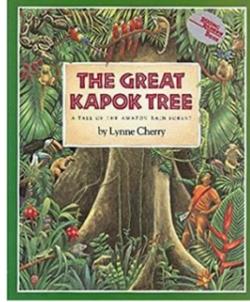
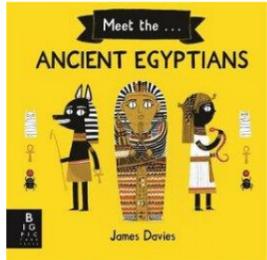
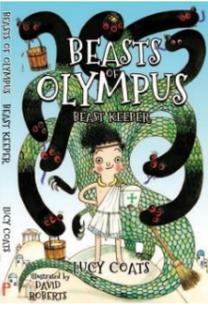
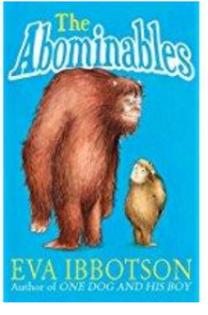
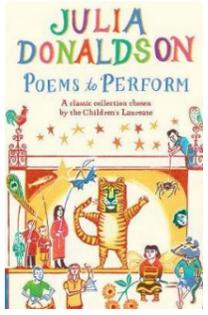
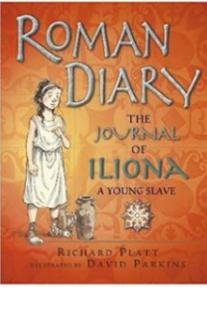
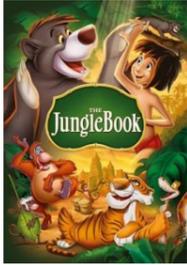
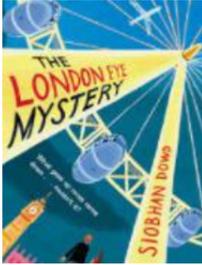
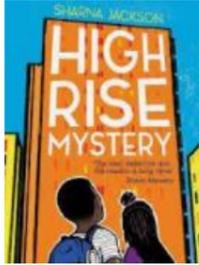
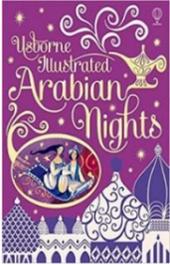


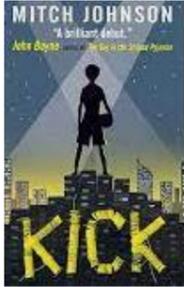
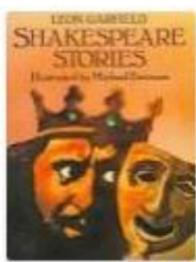
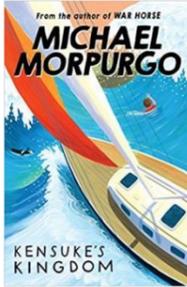
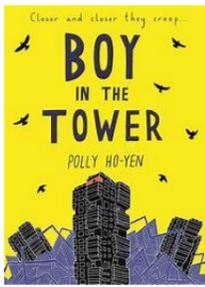
YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Where We Live: London Our School</b>	<b>History: Toys through time</b>	<b>Authors and Artists: Nadia Shireen &amp; Matisse</b>	<b>History: History of Flight</b>	<b>Nature all around us: Flowers</b>	<b>Our World: Coasts Southend</b>
<b>TRIPS</b>	<b>Cazenove walk</b>	<b>Museum of Childhood</b>	<b>Tate Modern</b>	<b>Science Museum</b>	<b>Springfield Park</b>	<b>Beach at Southend</b>
<b>English</b>	Narrative 	Information texts 	Narrative 	Narrative 	Instructions Poetry 	Poetry Letters 
<b>Art or DT project</b>	<b>Ceramics:</b> rolling and pinching to make impressions in air drying clay using a variety of natural objects i.e. shells	<b>DT toys:</b> build marble mazes using a variety of materials and analyse their success.	<b>Collage –</b> children explore accidental art and purposeful art using Matisse as an example.	<b>Drawing:</b> explore the idea of depth in a drawing by thinking carefully about the size of object in the sky.	<b>Painting:</b> using flowers as their inspiration children build on their skills of painting what they see.	<b>Sculpture:</b> junk modelling inspired by artists who use ocean plastic to make sculptures.
<b>Computing</b>	<b>Online Safety</b>	<b>Programming</b> with Beebots; Code.org Course A	<b>Coding</b> on Espresso Discovery Year 1- Simple Inputs		<b>Publishing</b> using Book Creator to create ebooks about flowers	
<b>History or Geography</b>	<b>Geography</b> <b>London: Our School</b> Key Learning Question: What is the geography of our school?	<b>History</b> <b>Toys Through Time</b> Key Learning Question: How are toys in the present different from toys in the past?		<b>History</b> <b>History of Flight</b> Key Learning Question: How has air travel changed through time?		<b>Geography</b> <b>Coasts: UK</b> Key Learning Question: What happens where the sea meets the land?
<b>PSHE</b>	<b>Being me in my world</b>	<b>Celebrating difference</b> (including anti-bullying)	<b>Dreams and goals</b>	<b>Healthy me</b>	<b>Changing me</b>	<b>Relationships</b>
<b>RE</b>		<b>Christianity:</b> Why is Christmas a special time?		<b>Judaism:</b> How is Judaism Unique?		<b>Islam:</b> How is Islam unique?
<b>Science</b>	<i>Start seasonal changes discussions</i>		<b>Everyday materials</b> Distinguishing between objects and materials, identifying, grouping and comparing common materials		<b>Plants, including seasonal changes</b> Identify common plants and their structure including trees, deciduous, evergreen, observe changes in season and weather	<b>Animals and Humans</b> <i>Working Scientifically focus</i> Name range of common animals, carnivores, herbivores, omnivores, label basic body parts, senses
<b>Music</b>	<b>Singing:</b> children develop their accuracy of pitch, tempo, dynamics and cue, through Toy songs.	<b>Pulse work:</b> Children develop their accuracy of tempo in pulse games, and then put what they know onto un-tuned percussion.	<b>Families of the Orchestra:</b> Children use Benjamin Britten's Young Persons Guide to the Orchestra further their first aural and touch investigations into instruments.	<b>Rhythm:</b> Children use their knowledge of pulse and tempo to explore structure in rhythm using body and un-tuned percussion.	<b>Active listening:</b> Children develop their aural identification of instruments, as well as pulse, dynamics and tempo in active listening games using musical words.	<b>Getting creative:</b> Children develop their ideas around purpose and choice in music, using un-tuned percussion instruments to create a class soundtrack entitled "Coasts".
<b>PE</b>	<b>Football</b>	<b>Multi-skills</b>	<b>Parachute games</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Striking and fielding</b> (introduction to rounders)

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Where We Live: London Out and About in Hackney</b>	<b>History: Great Fire of London</b>	<b>Authors &amp; Artists: Anthony Browne / Andy Goldsworthy</b>	<b>Our World: Cities London vs Istanbul</b>	<b>Nature All Around Us: Minibeasts</b>	<b>History: Queen Victoria's reign</b>
<b>TRIPS</b>	<b>Hackney fieldtrip</b>	<b>Museum of London</b>	<b>Tate Modern</b>	<b>Sulemaniye Mosque</b>	<b>Woodberry Wetlands</b>	<b>National Portrait Gallery</b>
<b>English</b>	Narrative Postcards Information texts 	Information texts Diaries- first person narrative 	Narrative Poetry 	Narrative Information text 	News reports Poetry 	Explanation texts Letters News reports 
<b>Reading</b>	Peace At Last by Jill Murphy	The Owl Who Was Afraid of the Dark by Jill Tomlinson	Usborne Look Inside Our World Anna Hibiscus by Atinuke	The Little Polar Bear by Hans de Beer	A First Poetry Book by Pie Corbett	Adventure According to Humphrey by Betty C. Birney
<b>Art or DT project</b>	<b>Collage:</b> Use the works of Elsbeth Van Der Poel to inspire a collage that celebrates Hackney.	<b>DT Weaving:</b> looking a materials that are fit for purpose. Create a woven table cloth that is fit for purpose and meets the design criteria.	<b>Sculpture:</b> create sculptures using found objects inspired by the works of Andy Goldsworthy.	<b>Ceramics:</b> making slab pots and tiles inspired by Turkish designs.	<b>Painting:</b> using mini beasts children practice the skill of painting what they see.	<b>Drawing:</b> use Victorian style portraits to inspired portraits of each other. Focus on depth and object size.
<b>Computing</b>	<b>Online Safety</b>	<b>Coding</b> on Code.org Course B	<b>Coding</b> on Espresso Discovery Year 2- Buttons and Instructions		<b>We are detectives:</b> reading, sending and replying to emails to solve a mystery	
<b>History or Geography</b>	<b>Geography</b> London: Out and about in Hackney Key Learning Question: What makes Hackney a great London borough to live in?	<b>History</b> The Great Fire of London Key Learning Question: Was the Great Fire of London a good or a bad thing?		<b>Geography</b> <b>Continents: Turley vs UK</b> Key Learning Question: what is the weather in Turkey and how is it different to the UK?		<b>History</b> <b>The Victorians</b> Key Learning Question: How did Britain change during the Victorian era?
<b>PSHE</b>	<b>Being me in my world</b>	<b>Celebrating difference</b> (including anti-bullying)	<b>Dreams and goals</b>	<b>Healthy me</b>	<b>Changing me</b>	<b>Relationships</b>
<b>RE</b>		<b>Judaism:</b> Where and how do Jewish people worship?	<b>Islam:</b> Where and how do Muslims worship?			<b>Christianity:</b> How is Christianity unique?
<b>Science</b>	<b>Animals, including humans</b> Describe basic needs, understanding exercise and how offspring grow into adults		<b>Uses of everyday materials</b> Identify and compare different materials for particular uses, changing shape of solid objects	<b>Plants;</b> Observe how seeds and plants grow and mature, find out what plants need to stay healthy	<b>Living things &amp; their habitats</b> Differences between living and dead, habitats and micro-habitats, explore simple food chains	
<b>Music</b>	<b>Singing:</b> children develop their bank of known songs by learning London songs and create their own class song about Jubilee School.	<b>Music can tell a story:</b> children experience structured pieces then work to create their own.	<b>Creating instruments:</b> children investigate simple percussion and string instruments and then design and create their own sustainable instruments.	<b>Simple rhythm notation:</b> Children use the “coffee” and “tea” method to explore crotchets and quavers, and then put short patterns of written music onto untuned percussion.	<b>Families of the Orchestra:</b> children explore brass, string, percussion and woodwind instruments, focus on Turkish instruments: Saz and Bodhran.	<b>Combining musical elements:</b> create a Victorians class composition using learning from across the year.
<b>PE</b>	<b>Football</b>	<b>Multi-skills</b>	<b>Bench ball</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Striking and fielding</b> (non-stop cricket)

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Where We Live: London <i>Feeding our City</i>	History: Stone Age to Iron Age	Authors & Artists: Benjamin Zephaniah & Street Art	Our World: Rainforests <i>The Amazon</i>	Nature All Around Us: Trees	History: Ancient Egyptians
<b>TRIPS</b>	Garden Classroom	Museum of London			Epping Forest	British Museum
<b>English</b>	<b>Narrative Letters</b> 	<b>Information text</b> <b>Instructions</b> <b>Narrative</b> 	<b>Narrative Poetry</b> 	<b>Persuasive writing; Narrative</b> 	<b>Poetry</b> <b>Information texts</b> 	<b>Information texts</b> <b>Newspaper reports</b> 
<b>Reading</b>	The Julian Stories by Ann Cameron The Legend of Spud Murphy by Eoin Colfer	The History Detective Investigates: Stone Age to Iron Age Ellie the Cat by Malorie Blackman	Benjamin Zephaniah – Funky Chickens Sam Wu Is NOT Afraid of Ghosts! by Katie Tsang and Kevin Tsang	George’s Marvellous Medicine by Roald Dahl	Thirteen Storey Treehouse by Andy Griffiths Please Mrs Butler by Allan Ahlberg	The Hodgehog by Dick King-Smith
<b>Art or DT project</b>	<b>Printing:</b> create a foam stamp to print, take inspiration from the works of Andrea Lauren strawberries piece.	<b>Sculpture:</b> take inspiration from the simplicity of stone age sculpture work to create their own sculpture influenced by patterns seen in nature.	<b>Drawing:</b> study a variety of street artists work and use poems by Benjamin Zephaniah to inspire their own piece of street art.	<b>Painting:</b> Use Henri Rousseau’s Tiger in a Tropical Storm to apply learning on colour theory and create own version.	<b>Ceramics:</b> make pinch pots from clay and use leaves to imprint a design on them.	<b>DT Textiles:</b> explore weaving as a traditional art form and weave a basket from natural material.
<b>Computing</b>	<b>Online Safety</b>	<b>Coding</b> on Code.org Course C	<b>Coding</b> on Espresso Discovery Year 3- Sequence and Animation		<b>We are Opinion Pollsters</b> using Google Forms	
<b>History or Geography</b>	<b>Geography</b> <b>London: Feeding our City</b> Key Learning Question: Where does our food come from and does it matter?	<b>History</b> <b>Stone Age to Iron Age</b> Key Learning Question: How did people’s lives change from the Stone Age to the Iron Age?		<b>Geography</b> <b>The Amazon</b> Key Learning Question: What is the geography of the Amazon river?		<b>History</b> <b>Ancient Egyptians</b> Key Learning Question: How was Egyptian life and Egyptian death different for different people?
<b>PSHE</b>	<b>Being me in my world</b>	<b>Celebrating difference</b> (including anti-bullying)	<b>Dreams and goals</b>	<b>Healthy me</b>	<b>Changing me</b>	<b>Relationships</b>
<b>RE</b>		<b>Hinduism:</b> What makes Hinduism unique?	<b>Sikhism:</b> What makes Sikhism unique?		<b>Christianity:</b> What do Christians learn from Bible stories?	
<b>Science</b>	<b>Rocks:</b> comparing and grouping, describing how fossils are formed, recognising soils		<b>Light:</b> light & dark, reflections, recognising how shadows form, exploring how shadows change	<b>Forces and Magnets:</b> compare surfaces and how forces act, observe how magnets	<b>Plants:</b> describe parts of plants, requirements for life and growth, parts of flowers, seed dispersal	<b>Animals including humans</b> Identify that some animals have skeletons and muscles
<b>Spanish</b>	Counting, greetings, giving personal details	Classroom instructions, Christmas celebrations	Colours, fruit, expressing likes and dislikes	Names of foods, expressing likes and dislikes, Easter celebrations	Spring and summer vocabulary, weather	Days of the week, months of the year. Hispanic Week focus: <b>Mexico</b>
<b>Music</b>	<b>Recorders:</b> introduction to the recorder: playing positions, finger positions for first three notes and first three pieces.	<b>Recorders:</b> developing accuracy of pitch and tempo. Long and short notes.	<b>Digital Music Making:</b> Children use Google Songmaker App to explore instrumentation, rhythm, and tempo in music.	<b>Djembe:</b> children explore their first experiences of djembe drumming as a class. Learning playing positions, different hand hits, and short patterns as a class.	<b>Recorders:</b> developing accuracy of pitch, tempo and dynamics using our first four notes. Long and short notes. Three more pieces.	<b>Recorders:</b> getting creative, using what we know about the recorder to create our own three part structured piece..
<b>PE</b>	<b>Golf</b>	<b>Football</b>	<b>Skipping</b>	<b>Non-stop cricket + swimming</b>	<b>Athletics</b>	<b>Handball</b>

YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Where we live: London <i>Canal Life</i>	History: Ancient Greeks	Authors & Artists: Grace Nichols & Laurel Burch	Our World: Climate <i>The Alps</i>	Nature all around us: Pondlife	History: Romans in Britain
TRIPS	Springfield Marina field trip	British Museum			Woodberry Wetlands	Museum of London
English	Narrative Newspaper Reports 	Newspaper reports Myths 	Poetry Narrative 	Diary entries Instructions 	Poetry Information text 	Information text Letters 
Reading	Fantastic Mr Fox by Roald Dahl Malorie Blackman biography	Shakespeare Plays Beasts of Olympus: Beast Keeper	The Jam Doughnut That Ruined My Life by Mark Lowery Sun Time, Snow Time by Grace Nicholls	The Abominables by Eva Ibbotson Christophe's Story – Nikki Cornwell	Poetry to Perform by Julia Donaldson The Monster in the Lake by Louie Stowell	DK Find Out Encyclopaedia Romans Cookie and the Most Annoying Boy in the World by Konnie Huq
Art or DT project	<b>Printing:</b> use work from Lino cut Boy (Pigeon) to inspire their own print with a heron.	<b>DT Mechanisms:</b> design a boat that can float and is water resistant.	<b>Painting:</b> use bright bold, patterns and colours to paint inspired by Laurel Burch's work.	<b>Drawing:</b> mountains focus on hatching and cross hatching to shade.	<b>Collage:</b> create landscape collages inspired by pond topic.	<b>Ceramics:</b> make pots inspired by Roman busts. Focus on joining pieces of clay securely.
Computing	<b>Online Safety</b>	<b>Coding</b> on Code.org Course D	<b>Coding</b> on Espresso Discovery Year 4- Variables and Loops		<b>We are meteorologists:</b> Using Google Forms to input weather data	
History or Geography	<b>Geography</b> <b>London: Canal Life</b> Key Learning Question: Why do some Londoners choose to live on the Lea Navigation?	<b>History</b> <b>Ancient Greeks</b> Key Learning Question: Where do we see evidence of the ancient Greeks today?		<b>Geography</b> <b>Climate: The Alps</b> Key Learning Question: How do the weather and climate compare in the UK and the Alps?		<b>History</b> <b>The Romans in Britain</b> Key Learning Question: Was the Roman invasion a good or bad thing for London?
PSHE	<b>Being me in my world</b>	<b>Celebrating difference</b> (including anti-bullying)	<b>Dreams and goals</b>	<b>Healthy me</b>	<b>Changing me</b>	<b>Relationships</b>
RE		<b>Buddhism:</b> What makes Buddhism unique?	<b>Islam:</b> Why do Muslims make pilgrimages?		<b>Hinduism:</b> What does it mean to be a Hindu?	
Science	<b>Electricity</b> Identify appliances, make simple circuits, recognise conductors and insulators		<b>Sound</b> Identify sound as vibrations, find patterns between pitch and volume and instruments	<b>States of Matter</b> Group solids, liquids, gases, observe temperatures when states change, evaporation	<b>Living Things and their Habitats</b> classification keys, recognise change in environments	<b>Animals including humans</b> Digestive system, types of teeth, food chains <i>Working Scientifically focus</i>
Spanish	Parts of the body, asking and answering questions	Zoo animals, adjectives, Day of the Three Kings	Family members, pets and adjectives	Revision of family members, pets, colours, La Semana Santa	Hobbies, modes of transport	Weather, Clothes Hispanic Week focus: <b>Peru</b>
Music	<b>Glockenspiels:</b> children explore their first experiences of glockenspiels as a class, beginning to develop accuracy of pitch, tempo and melody memory.	<b>Djembe:</b> children further their first experiences of djembe drumming as a class. Rehearsing playing positions, different hand hits, and short patterns as a class.	<b>Digital Music Making:</b> children use Google Songmaker App to further their explorations into digital instrumentation, rhythm, and tempo in music.	<b>Recorders:</b> children begin to develop their notation writing skills by applying them to the recorder. Children create their own short patterns of written music in small groups.	<b>Ukuleles:</b> children explore their first experiences of glockenspiels as a class, beginning to develop accuracy of pitch, tempo and melody memory.	<b>Soundtrack creating:</b> children explore combining musical elements and how these sounds can be used to create soundtracks to stories.
PE	<b>Orienteering</b>	<b>Football</b>	<b>Multi-skills</b>	<b>Tag-rugby</b>	<b>Athletics</b>	<b>Cricket</b>

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Where we live: London <i>Pollution</i>	History: Vikings and Saxons	Authors & Artists: Walt Disney & Basquait	Our World: Biomes <i>North America</i>	Nature all around us: Bees	History: Early Islamic Civilization
<b>TRIPS</b>	Local field trips	National Maritime Museum		Planetarium	Kench Hill, Kew Gardens	Victoria & Albert Museum
<b>English</b>	<b>Narrative</b> <b>Persuasive writing—letters</b> 	<b>Information texts</b> <b>Narrative</b> 	<b>Narrative</b> <b>Short stories – Book Study</b> 	<b>Information texts</b> <b>Diary entries</b> 	<b>Explanation text</b> <b>Newspaper Reports</b> 	<b>Narrative</b> <b>Poetry</b> 
<b>Reading</b>	Once by Morris Gleitzman The Infinite by Patience Agbabi	Viking Boy by Tony Bradman Sparks	Look Both Ways by Jason Reynolds	The London Eye Mystery by Siobhan Dowd	High Rise Mystery by Sharma Jackson	Arabian Nights stories Wicked World by Benjamin Zephaniah
<b>Art or DT project</b>	<b>Drawing:</b> explore using perspective in landscape drawings, create own inspired by London.	<b>Ceramics:</b> using coiling and pinching to create clay jewellery inspired by the metal work from the Vikings.	<b>Painting:</b> Explore the works of Basquait and where his inspiration came from. Use the same technique to paint with emotions.	<b>Collage:</b> use the landscape of North America to inspired collages landscapes using a variety of techniques.	<b>DT:</b> Wood working – making a small flower box for bee friendly flowers.	<b>Digital art:</b> using Ipad programs, design a repeating pattern inspired by Islamic tiles.
<b>Computing</b>	<b>Online Safety</b>	<b>Coding</b> on Code.org Course E	<b>Coding</b> on Espresso Discovery Year 5- direction, coordinates		<b>We are website creators:</b> Using Google sites to develop a web page	
<b>History or Geography</b>	<b>Geography</b> <b>London: Pollution</b> Key Learning Question: Is pollution in London a problem?	<b>History</b> <b>Vikings &amp; Anglo Saxons</b> Key Learning Question: How and why did the Anglo Saxons settle in Britain		<b>Geography</b> <b>Biomes: North America</b> Key Learning Question: What and where are the biomes of North America?		<b>History</b> <b>Early Islamic Civilization</b> Key Learning Question: Why did this period become known as the 'Islamic Golden Age'?
<b>PSHE</b>	<b>Being me in my world</b>	<b>Celebrating difference</b> (including anti-bullying)	<b>Dreams and goals</b>	<b>Healthy me</b>	<b>Changing me</b>	<b>Relationships</b>
<b>RE</b>		<b>Christianity:</b> What do Christians believe about The Holy Spirit?	<b>Judaism:</b> What does it mean for a Jewish person to follow God?		<b>Islam:</b> How can a Muslim show a commitment to God?	
<b>Science</b>	<b>Properties and changes of materials</b> Compare by properties, dissolving, separating mixtures, uses of materials, reversible and irreversible changes		<b>Forces</b> Explain how gravity acts on Earth, identify effects of air resistance, water resistance and friction, recognise what levers, pulleys and gears can do	<b>Earth and Space</b> Describe movement of planets relative to Sun, moon relative to Earth, describe shape of planetary bodies, explain day and night and movement of sun	<b>Living Things and Their Habitats</b> Describe life cycles of different animals and plants including bees	<b>Animals including humans</b> Describe changes as humans age
<b>Spanish</b>	Buildings, directions, revision of adjectives	Pause words, times of day, Christmas vocabulary	Simple future tense, revision of hobbies and numbers	Immediate future tense, comparisons, revision of hobbies	Breakfast and other foods, revision of food and calendars	Seasons, where we live, directions, revision of weather Hispanic Week focus: <b>Venezuela</b>
<b>Music</b>	<b>History of Western Music:</b> children undertake weekly research projects, investigating music chronologically by and the lives of important musicians.	<b>Djembe:</b> children further their first experiences of djembe drumming as a class and in small groups. Exploring metre, time signatures and polyrhythms.	<b>Digital Music Making:</b> children use Splice.com to explore texture, structure and purpose in music.	<b>Glockenspiels:</b> children further explore glockenspiels, developing their accuracy of tempo, pitch, melody memory and reading notation as a class.	<b>Ukuleles:</b> children further explore ukuleles, developing their accuracy of tempo, pitch, melody memory and reading notation as a class.	<b>Soundtrack creating:</b> children explore combining musical elements and how these sounds can be used to create soundtracks to stories.
<b>PE</b>	<b>Tri-Golf</b>	<b>Netball</b>	<b>Uni-hockey</b>	<b>Volleyball</b>	<b>Athletics + swimming</b>	<b>Rounders</b>

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Where We Live: London <i>Global City</i>	History: The Kingdom of Benin	Authors & Artists: Macbeth / Kusama / installation	Our World: Volcanoes <i>The Galapagos Islands</i>	Preparation for end of key stage testing	History: Immigration through time
<b>TRIPS</b>		Hackney Museum	Tate Modern	London Zoo Cambridge University		Camping
<b>English</b>	Diary entries Formal letters (complaint) 	Persuasive writing—letters Narrative 	Narrative—flash forward Newspaper reports 	Diary entries Information texts 	Revision of all key writing skills 	Narrative- suspense writing Poetry 
<b>Reading</b>	Wonder by RJ Palacio	Kick by Mitch Johnson	Macbeth Freedom by Catherine Johnson	Kensuke's Kingdom by Michael Morpurgo	Boy in the Tower by Polly Ho-Yen	Malamander by Thomas Taylor
<b>Art or DT project</b>	<b>Painting:</b> create a piece of work inspired by Jasper John's 0 – 9 piece using the alphabet and different dialects.	<b>Ceramics:</b> design and build a ceramic mask inspired by the Benin Bronzes.	<b>Sculpture:</b> Create pumpkins inspired by Yayoi Kusama.	<b>DT:</b> using a variety of household object, design a simple machine to collect and retrieve rain water for children in Kenya to build.	<b>Digital art:</b> David Hockney – Normandy in Spring. Using iPad programs create digital paintings of the local area.	<b>Painting:</b> create a postage stamp with watercolours inspired by a variety of international stamps.
<b>Computing</b>	<b>Online Safety</b>	<b>Coding</b> on Code.org Course F	<b>Coding</b> on Espresso Discovery Year 6- complex variables			<b>We are architects:</b> using Sketch Up to design a building
<b>History or Geography</b>	<b>Geography</b> <b>London: Global City</b> Key Learning Question: What connects London to the rest of the world?	<b>History</b> <b>Kingdom of Benin</b> Key Learning Question: What was the Kingdom of Benin, and how were European countries involved with it?		<b>Geography</b> <b>Volcanoes: Galapagos Islands</b> Key Learning Question: How were the Galapagos Islands formed, and what makes them unique?		<b>History</b> <b>Immigration Through Time</b> Key Learning Question: Why did migrants come to Britain?
<b>PSHE</b>	<b>Being me in my world</b>	<b>Celebrating difference</b> (including anti-bullying)	<b>Dreams and goals</b>	<b>Healthy me</b>	<b>Changing me</b>	<b>Relationships</b>
<b>RE</b>		<b>Humanism:</b> Why is Humanism not a religion?	<b>Christianity:</b> What is forgiveness?		<b>Creation Accounts:</b> How did the world begin?	
<b>Science</b>	<b>Light</b> Light travels in straight lines, objects are visible because light reflects into the eye, shape of shadows	<b>Animals including humans</b> Circulatory system, diet, exercise, drugs, transporting nutrients and water	<b>Electricity</b> Brightness/volume link to cells, standard circuit symbols, compare how components function	<b>Evolution &amp; inheritance</b> Fossils, recognise that offspring are not identical to parents, adaptation may lead to evolution		<b>Living things and their habitats</b> Classify different living things, plants, animals, microorganisms
<b>Spanish</b>	Classroom routines, revision of negatives, clothes, opinions	Revision of family members, sentence structures, quantifiers, adjectives, Christmas traditions	Occupations, homes, furniture vocabulary	Days of the week and months of the year, accommodation, verb ir, Easter celebrations	Transport, holiday destinations,	Names of places to visit, travel and holiday destinations Hispanic Week: <b>El Salvador</b>
<b>Music</b>	<b>History of Western Music:</b> children further their investigations into music by genre, and through the lives of important musicians, identifying purpose within historical context.	<b>Djembe:</b> children develop their djembe drumming as a class and in small groups, using notation to create their own short patterns of structured music.	<b>Digital Music Making:</b> Children use Splice.com to explore texture, structure tempo and purpose in music. Stimulus: creating a soundtrack to a scene from Mac Beth.	<b>Glockenspiels:</b> children further explore glockenspiels, developing their accuracy of tempo, pitch, melody memory and reading and writing notation, to create a 3 part structured piece.	<b>Ukuleles:</b> children further explore ukuleles, developing their accuracy of tempo, pitch, melody memory and reading and writing notation, to create a 3 part structured piece: "Volcanoes".	<b>Special Year 6 project:</b> creating a music festival to say thank you and goodbye to Jubilee. Combining food, drink, musical performance and a disco.
<b>PE</b>	<b>Cricket</b>	<b>Football</b>	<b>Circuit training</b>	<b>Cross-country running</b>	<b>Athletics + sailing</b>	<b>Orienteering + sailing</b>