

	National Curriculum		School Curriculum
	Knowledge	Skills	
Science	<p>Animals Including Humans</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>Animals Including Humans (working scientifically)</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments. 	
History	<p>The History of London (a local history study)</p> <ul style="list-style-type: none"> Identify connections, contrasts and trends over time Devise historically valid questions about change, cause, similarity and difference, and significance 		The Windrush Generation and their impact on London
Geography	<p>Geographical Study of London</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, 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 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 	<p>Geographical Study of London</p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	

Art	<p>Print Making (London Landmarks)</p> <ul style="list-style-type: none"> Know about great artists, architects and designers in history. 	<p>Print Making (London Landmarks)</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 [Paper Block Printing] 	
Design & Technology	<p>Moving Bridges</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 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 apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Moving Bridges</p>	
Computing	<p>Filming (Create a short TV Advert about London)</p> <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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. 	<p>Filming (Create a short TV Advert about London)</p>	
R.E.	<p>Judaism (Prayer and Worship of God)</p> <ul style="list-style-type: none"> Understand how does the role of a Jew change after their Bar/Bat Mitzvah <p>Islam (Transition Bridging)</p> <ul style="list-style-type: none"> Understand why the story of the crying camel is important to Muslims Understand what values the story of the crying camel is trying to teach Muslims 	<p>Judaism (Prayer and Worship of God)</p> <ul style="list-style-type: none"> Research how the Shema tells Jews to keep their religion alive Find out why the home and synagogue are equally important in a Jewish person's life <p>Islam (Transition Bridging)</p> <ul style="list-style-type: none"> Find out how do Muslims put these beliefs/values into practice in their daily lives 	

Music	A Drop In The Ocean (Sing Up)	A Drop In The Ocean (Sing Up)	
PSHE	My Safety (Road and E-Safety) <ul style="list-style-type: none"> • Cycle safety – ready to ride • Road safety <ul style="list-style-type: none"> ○ To deepen their understanding of risk by recognizing, predicting and assessing risks in different situations and deciding how to manage them responsibly (including road use and cycling) • Responding to an emergency. <ul style="list-style-type: none"> ○ To understand and recognise when and how to ask for help as well as understanding the school rules about health and safety and basic emergency aid procedures. • Social networking and beyond (mobiles, Facebook) <ul style="list-style-type: none"> ○ To develop strategies for safe and responsible use of social media, understanding the importance of protecting personal information and distributing personal images. 		
P.E.	<ul style="list-style-type: none"> • Understand that keeping fit is essential to being healthy. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Take part in outdoor and adventurous activity challenges both individually and within a team • Develop flexibility, strength, techniques, control and balance for Gymnastics • Perform dances using a range of movement patterns 	
Mandarin	Silk Road (Trade Route)	Silk Road (Trade Route)	