

Gasholders Class Curriculum Grid 2022-23

Term	Autumn		Spring		Summer	
Cross Curricular Topic	Heal the World	TBC Christmas Show	Year of the Rabbit	Double, Double Toil and Trouble	Revolutionary Romans	Being Healthy
National & Whole School Events	National TA Day Black History Month International Sign Language Week BSL Celebration Day World Mental Health Day Diwali	Remembrance Day Road Safety Week Anti-Bullying week Christmas Workshops FBS Christmas Show Christmas Lunch & Father Christmas	Chinese New Year Safer Internet Day Sign2Sing LGBT Month Charlotte's Mad Hat Day Children's Mental Health Week	World Book Day BSL Recognition Day Ramadan British Science Week Mother's Day World Maths Day	Deaf Awareness Week Eid-al-Fitr Earth Day English Language Day International Nurse Day	World Oceans Day Deaf Festival Week Sports Day Whole School Trip Winning House Trip Residential week for Year 5 & 6
Head teacher Key Assemblies	International Day of Sign Language Rosh Hashanah Harvest Black History Month	Anti-bullying British Values and Friendship Diwali Celebrating our achievements Resolving Conflict	NSPCC – Keeping Safe World Religion Day Chinese New Year Online Safety Mental Health & Well-Being	World Wildlife Day People who help us Holi World Water Day Easter	Resilience Meaning of Friendships Different Relationships Ramadan British Values: Respect	World Environment Day Father's Day Healthy Relationship Culture Week Moving on and Saying Goodbye
Books	The Extraordinary Life of Greta Thunberg Eco Cities; Putting the Planet First The Boy and the Wild Blue Girl My Green Day 10 Things I can do to help my world	TBC	The Firework Maker's daughter The Great Race (Christopher Corr) The Runaway Wok Lanterns and Firecrackers: A Chinese New Year Story Willow Pattern Story	The Witches (Roald Dahl) The Salem Witches Stories of Wizards and Witches (Enid Blyton) The Worst Witch! (Jill Murphy) Harry Potter Books by J.K. Rowling	Horrible Histories: Romans Julius Caesar & Cleopatra (Easy to read Shakespeare) The Leopard in the Golden Cage Men, Women and Children in Ancient Rome by Various Authors	Poems from a Green and Blue Planet If all the world were... Once Upon a Raindrop: The story of Water Exercise by Fiona Waters
Vocabulary (Key English words and BSL signs)	Climate change Sustainability Consequences Migration Government Politics Campaign	TBC	Chinese Zodiac Lunar calendar Dragon Chinese lanterns Dynasty Ancient Civilisation	Trial Defamation Heretics Witches Pastor Court Accused	Roman Empire Emperor Invasion Anglo-Saxons Democracy Colosseum Architecture	Digestion Nutrition Sustainability Food groups Fair trade Poverty Fair wages
Questions for Deeper Learning	What is the job role of a conservationist? When did the world start to be aware about climate change? Who are the main people involved in climate change today? Why are we looking into climate change? How are we involved in climate change? What does it mean to be a global citizen?	TBC	When was the Shang Dynasty? What did they believe in? What did they look like? Why do we study an ancient civilisation? How has China impacted us as a nation? How does the legacy of the Shang Dynasty compare to our Royal history?	When did the Salem Witch Trial happen? Who are the main people involved in Salem? Do you think religion had an effect on people's judgements? Think about the role of gender in the Salem Witch Trials – which gender was often the accuser and the accused. What do you think of the punishments on the witches? How is 'witchcraft' seen in modern Britain?	What period of time did the Anglo-Saxons live in? Where did they come from? Why did they settle in Britain? What did an Anglo-Saxon settlement look like? Why did the Vikings invade Britain? How is the past told differently according to different people?	What is the most important thing I can do to make the world a better place? What are different ethnicities like? What would you expect to find if you visited Africa? What do you know about Fairtrade? How do you think people working on a cocoa farm feel? What would make most difference?

English	Non-fiction: information texts To learn to spell more words with contracted forms. To write down ideas and/or key words, including new vocabulary. To confidently use a scaffold with visual support for spelling. To include a topic title write an introduction giving brief information about climate change. To use organisational devices such as sub-headings, fact boxes, sections and bullet points in their text. To write information clearly and factual. To use diagrams with some labels. To use technical language writing in a formal tone. To use punctuation correctly in sentences. To write a letter to our local MP. To give a presentation to the whole school about how we can do our part in protecting our planet.	TBC Fiction: narration: Christmas production.	Fiction: myths and fables To learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). To confidently use a scaffold with visual support for spelling. To read different myths based in Ancient China. To write our own version of a myth or legend which is consistent with the Ancient China stories. To identify character descriptions, feelings and actions with evidence from the texts. To understand what a simile is and use them to describe a character. To discuss and plan the character, plot and structure of a myth. To plan the beginning and build-up of a historical fiction text. To plan the problem, resolution and ending of a historical fiction text. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for our own. To use further organisational and presentational devices to structure text and to guide the reader. To include appropriate ideas and content in our writing. To develop ideas in detail e.g. descriptions elaborated by adverbial and expanded noun phrases.	Non-chronological reports and Instructions To learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). To confidently use a scaffold with visual support for spelling. To identify features of a non-chronological text. To identify features of a non-chronological text. To identify the purposes of a variety of non-chronological reports. To identify a variety of sentence types. To plan a non-chronological report. To research for our non-chronological report. To write a non-chronological report. To edit and improve our writing. To understand what we use instructions for. To identify features of different instructions. To write a set of instructions for identifying witches. To use a variety of adverbs in a sentence. To use imperative verbs as a command. To write a set of instructions and make improvements.	Reading comprehension and writing for purpose To confidently use a scaffold with minimal visual support for spelling. To read and spell most common exception words. To write for different purposes (recipes/letters). To evaluate their writing with the teacher and peers. To proofread to check for errors in spelling and punctuation. To focus on identifying theme in book. To discuss words that capture the reader's interest and imagination. To discuss the vocabulary used and understanding of words of the book. To ask questions to ensure comprehension of text. To identify purpose for writing, the intended audience and links to other texts. To ensure independent understanding of the text by discussing own understanding of words. To draft and write by composing and rehearsing sentences in BSL, building a varied and rich vocabulary. To plan writing by discussing and recording ideas within a given structure. To evaluate and edit by assessing effectiveness of own and others' writing.	Poetry, persuasive writing and creating a playscript To confidently use a scaffold with minimal visual support for spelling. To read and spell most common exception words. To write for different purposes (recipes/letters). To evaluate their writing with the teacher and peers. To proofread to check for errors in spelling and punctuation. To discuss what performance poetry is and to look at good examples. To identify the purpose for writing, the intended audience and links to other texts. To identify and use prepositions and think about how this might link to the performance of poetry. To complete a shared write. To begin writing poem in groups, following a given structure and using our class poem as an example. To use a dictionary or thesaurus to edit and improve our poems. To discuss and use effective sentence openers for persuasive writing. To identify and use emotive language as a key element of persuasive writing. To plan, discuss and debate arguments for and against fairtrade. To understand and reflect on how different characters can be portrayed in a script. To present our poetry performance in front of an audience.
BSL	Culture: BSL History To find out how Deaf people communicated in the past	Christmas Production To know the Christmas play characters' sign names.	Employment To know what jobs my parents do.	Education: Presentation skills To watch different styles of BSL production e.g. BSL story,	Society To watch BSL stories and poems.	Education: Being Healthy To know their morning routine.

	(HistoryPin: SHARE: The Deaf Visual Archive) To learn about Deaf clubs, past and present. To learn and use appropriate BSL timeline location (Months, Years, FEW YEARS AGO, LONG TIME AGO, RECENTLY, NEXT YEAR, FEW YEARS LATER). To compare BSL used in the past and present. To create a timeline from 1939-2020 showing the development of BSL. To be able to have a conversation using the style of BSL that was used in the past e.g. old signs, finger spelling etc. To understand and be familiar with the BSL community and culture.	To understand and respond to WHO, WHAT, WHERE and WHEN questions linked with the Christmas play. To sign in BSL 3-word sentences from the play script. To make simple additions, revision and corrections to their own signs.	To know what jobs Deaf people can't do. To know what I want to be come in the future. To know the timeline of education (Nursery, school, college, university.) To know when to use past, present and future tense. (BEEN, NOW, WILL).	poetry, signed singing and acting. To understand a range of topical presentations, poems and narratives in BSL at a comfortable pace. To use different facial expressions to convey a range of moods and emotions. To practice using role shift to 'become' different characters. To use correct handshapes when signing a presentation. To know how to start a conversation using a variety of dialogue structures. To discuss and use signs and phrases that captures the audience's interest.	To learn 4 more emotions: EXCITED, NERVOUS, FRIGHTENED and CONFUSED To use emotive colours: DARK, DULL, BRIGHT, LIGHT, BOLD in their stories. To create my own BSL story. To use inflections to verbs in my stories. To use role-shift in my BSL stories. To detect roles being shifted in BSL stories.	To know about healthy food and what is not. To know why it's important to have health and safety. To know Deaf role models working in health. To know directional verbs with increasing accuracy. To use signs using BSL timeline e.g. WAIT, SOON, LATER, TOMORROW, NOW, TODAY, YESTERDAY, BEFORE.
Mathematics	Place Value within 10 & 20 To identify and represent numbers using objects and pictorial representations including the number line and start to use the language of: equal to, more than, less than (fewer), most, least. To count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. To compare numbers using <, > and = signs. To read and write numbers from 1 to 20 in numerals and words. Shape To recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles	Addition and subtraction within 10 & 20 To read, write, and interpret mathematical statements involving +, = and – signs. To add and subtract one digit and two-digit numbers to 20 including 0. To solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems. Length and Height To use and understand the language of length such as long, longer, short, shorter, tall, taller. Children to understand that height is a type of length. To use non-standard units to measure length and height and to choose appropriate units for measuring the length and height of longer/taller objects. To build on prior knowledge of measuring length and height	Multiplication & Division To solve one-step problems involving multiplication and division by calculating the answer using the concrete objects, pictorial representations, and arrays with the support of the teacher. Measurement To compare, describe and solve practical problems for lengths and heights, mass and weight, capacity and volume, time. Shapes To recognise and name both 2D and 3D shapes. To develop strategies for accurate counting of sides and to understand that not all same-sided shapes look the same, such as irregular 2D shapes. To learn about vertex and vertices.	Place Value within 50 To identify and represent numbers using objects and pictorial representations including the number line and start to use the language of: equal to, more than, less than (fewer), most, least. To count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. To compare numbers using <, > and = signs. To read and write numbers from 1 to 20 in numerals and words. Fractions To recognise, find and name a half as one of two equal parts of an objects shape or quantity.	Place Value within 100 To identify and represent numbers using objects and pictorial representations including the number line and start to use the language of: equal to, more than, less than (fewer), most, least. To count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. To compare numbers using <, > and = signs. To read and write numbers from 1 to 20 in numerals and words. Measurement To sequence events in chronological order using language (before, after, next,	Geometry To describe position, direction and movement including whole, half, quarter, and three-quarter turns. Measurement To recognise and know the value of different denominations of coins and notes. Multiplication and Division To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods. To show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot.

	(including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] Weight and Mass To learn the difference between weight and mass To understand and use vocabulary including heavy, light, heavier than, lighter than. To use a variety of non-standard units to measure the mass of an object. To compare the mass of different objects by using balance scales. To compare mass using < and > and order objects based on their masses. To use standard units of mass (grams) and use standard weighing scales. To apply their counting in 2s, 5s and 10s skills to reading scales accurately. To make estimates of mass of gram weights. To use their knowledge of measuring mass in grams to start to measure mass in kilograms. Volume, Capacity and Temperature To explore the concept of volume and capacity in a practical way, using a variety of containers and use vocabulary including full, nearly full, empty or nearly empty. To measure the capacity of different containers using non-standard units of measure. To compare the volume of containers using <, > and = and use the language ‘quarter’, ‘half’ and ‘three-	and apply this to measuring using a ruler. To measure to the nearest centimetre using a ruler or tape measure. To begin measuring larger objects using metres and compare whether it is better to measure objects in centimetres or metres. To compare lengths of objects using comparison language and symbols. To order more than two lengths from shortest to longest and vice versa to recap their understanding of ordering numbers to 100. To use the language of shorter, shortest, longer and longest to describe the order. To draw on their skills of the four operations and apply their understanding to length. To solve one-step and two-step problems relating to length. Position and Direction To use ‘left’, ‘right’, ‘forwards’ and ‘backwards’ to describe position and direction. To describe the position of objects and shapes from different starting positions. To build upon directional language to assist with describing position including ‘top’, ‘bottom’, ‘in between’, ‘bottom’, ‘above’ and ‘below’. To use language to describe movement in a straight line and write directions for routes and recording routes on 2D grids. To describe turns using ‘full turn’, ‘half turn’, ‘quarter turn’, ‘three-quarter turn’, ‘clockwise’ and ‘anticlockwise’. To describe and create patterns that involve direction and turns.	To use their knowledge of properties of shape to accurately create 2D shapes. To learn about the concept of vertical lines of symmetry. To sort 2D and 3D shapes using key language including side, vertex and symmetrical. To create 2D shape patterns. To identify the shapes of faces on 3D shapes. To identify edges on 3D shapes including faces and curved surfaces. To identify vertices on 3D shapes. To create 3D shape patterns. Fractions To make equal parts. To recognise a half using the notation $\frac{1}{2}$ and vocabulary including ‘half’ or ‘halves’, numerator, denominator. To find a half. To recognise a quarter of shapes, object and quantities. To find a quarter via the CPA approach. To apply understanding of fractions to finding thirds. To understand the concept of a unit fraction by recognising it as one equal part of a whole. To learn about non-unit fractions $\frac{2}{3}$ and $\frac{3}{4}$. To find a third. To understand that fractions can be larger than one whole.	To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Place Value To identify, represent and estimate numbers using representations up to 100. To recognise the place value of each digit in a 3-digit number (hundreds, tens, ones). To count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. To identify, represent and estimate numbers using different representations. To count from zero in multiples of 4, 8, 50 and 100. To identify, represent and estimate numbers using different representations. To read and write numbers up to 1,000 in numerals and words. To compare and order numbers up to 1,000. Addition and subtraction To add and subtract numbers mentally, including: a 3-digit number and ones, a 3-digit number and tens & a 3-digit number and hundreds.	first, today, yesterday, tomorrow, morning, afternoon, evening). To recognise and use language relating to dates, including days of the week, weeks, and months. To tell the time to the house and half past and draw hands on a clock face. Addition and subtraction To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. To estimate the answer to a calculation and use inverse operations to check answers. Multiplication and Division To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods. To show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot. To count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and back. To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. To recall and use multiplication and division facts for the 3, 4 and 9 multiplication tables.	To count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and back. To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. To recall and use multiplication and division facts for the 3, 4 and 9 multiplication tables. Statistics To interpret and present data using bar charts, pictograms and tables. To solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.
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	quarters’ to describe and compare volume. To learn standard units of millilitres (ml). To learn standard units of litres (l). To learn about temperature, thermometer and units ‘degrees centigrade’, written oC. Time To tell the time including 5 minutes, quarter past, quarter to, half hour and hour. To find durations of time. To compare durations of time.					
Science	Use of everyday materials To identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To find out how shapes of solid objects made from materials can be changed by squashing, bending, twisting and stretching. Biology: Animals, including humans To identify different food groups that humans need to eat to ensure a balanced diet. To identify types of nutrition humans and animals need. To identify that animals, including humans cannot make their own food. To identify that humans and some other animals have skeletons and muscles for support, protection and movement. To label parts of the human skeleton. To give an explanation of how muscles work.	Living things and their habitats To explore and compare the difference between living and non-living things that have never been alive. To identify that most living things live in autumnal/wintery habitats to which they are suited. To identify and name a variety of Autumn/Winter plants and animals in their habitats including microhabitats. To describe how autumn & winter animals obtain their food from plants and other animals using the idea of a simple food chain. Physics: Light To recognise that they need light in order to see things and that dark is the absence of light. To notice that light is reflected from surfaces. To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To recognise that shadows are formed when the light from a	Living things and their habitats To explore and compare the difference between living and non-living things that have never been alive. To identify that most living things live in warm habitats to which they are suited. To identify and name a variety of spring & summer plants and animals in their habitats including microhabitats. To describe how spring & summer animals obtain their food from plants and other animals using the idea of a simple food chain. Chemistry: States of matter To sort materials into solids, liquids and gases. To explain that heating causes melting, and cooling causes freezing. To identify the melting and freezing point of water. To describe evaporation and condensation using practical examples. To describe the effect of temperature on evaporation referring to their investigation.	Plants (growing plants) To observe and describe how seeds and bulbs grow into mature plants, To find out and describe how plants need water, light and warmth to grow and stay healthy. Physics: Sound To describe and explain sound sources. To recognise sounds can travel through vibration from medium to the ear. To find patterns between the volume of a sound and the strength of vibrations that it produces in my music lessons. To recognise that sounds get fainter as the distance from the sound source increases.	Animals, including humans (growth and survival) To identify that most living things live in habitats to which they are suited. To know that animals including humans have offspring, which grow into adults. To know the basic stages in a life cycle for animals including humans. To find out and describe the basic needs of animals including humans for survival (food, water, air). Physics: Forces and magnets To compare how things move on different surfaces. To notice that some forces need contact between two objects, but magnetic forces can act at a distance. To observe how magnets attract or repel each other and attract some materials and not others. To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	Animals, including humans (growth and survival) To identify that most living things live in habitats to which they are suited. To know that animals including humans have offspring, which grow into adults. To know the basic stages in a life cycle for animals including humans. To find out and describe the basic needs of animals including humans for survival (food, water, air). Biology: Animals, including humans - Healthy Eating To identify and name parts of the human digestive system. To describe the simple functions of the digestive system and use scientific evidence to answer questions. To identify and compare the different types of teeth in humans and animals. To set up a scientific enquiry into tooth decay. To make observations and use the results to draw simple conclusions and use them to develop further investigations.

		light source is blocked by a solid object. To find patterns in the way that the size of shadows change.	To identify the stages of the water cycle.		To describe magnets as having two poles. To predict whether two magnets will attract or repel each other, depending on which poles are facing.	To construct and interpret food chains.
Computing	Information Technology: Using and Applying To identify and practise computer skills. To be able to click and drag on a mouse. To know where letters are on a keyboard. To save a file. To manipulate and retrieve digital content. Incorporated with Literacy.	TBC	Digital Literacy (e-safety) To develop basic understanding of how the Internet works (networking infrastructure) and what it offers (communication and collaboration). To learn the importance of: -keeping password safe/private -keeping personal information private To watch BSL/subtitles video of Lee's and Kim's Adventure Animal Magic from THINKUKNOW and discuss the dangers of meeting strangers online. To watch NSPCC 'Lucy and the boy' video. To learn the potential dangers of taking personal photos & sharing them online and chatting to strangers online. To learn how to use technology safely, respectfully and responsibly.	Word Processing To save and retrieve my work. To practise typing with speed and accuracy. To use formatting tools to change the layout and appearance of my work. To insert, edit and format images in within a text document. To use find and replace to edit. To use keyboard shortcuts to do a variety of tasks. Incorporated with D&T, Literacy & Maths.	iMovie To use iMovie app on iPads. To edit video clips. To add & manipulate text. To create an Exercise Video iMovie. To save and retrieve my work. To practise typing with speed and accuracy. To use formatting tools to change the layout and appearance of my work. To insert, edit and format images in within a text document. To use find and replace to edit. To use keyboard shortcuts to do a variety of tasks. Incorporated with Geography case study.	Microsoft Excel Spreadsheets To enter data and formulae into a spreadsheet. To order and present data. To add, edit and calculate data. To use a spreadsheet to solve problems. To plan and calculate a spending budget using a spreadsheet. To design a spreadsheet for a specific purpose. Incorporated with Science.
Geography	Climate Change To understand the basic physical and human geography of the UK and its contrasting human and physical environments. To recognise that some regions are different from others. To recognise that there are physical and human differences within countries and continents. To describe how some physical processes can be damaged and to understand key aspects of physical geography including: climate zones, biomes and vegetation belts. To recognise that there are	TBC	Case study: China To understand where China is in the world and locate China on a world map. To draw a detailed map of China To understand what life is like for people in China. To compare what life is like in China and make comparisons to my own. To understand what Chinese culture is like. To understand the different types of farming in China.	Maps To be able to locate the local area on a map and to give directions. To learn about physical and human features of our local area. To identify different types of services in the local area. To be able to collect and record evidence (2 weeks). To be able to evaluate what the local area is like.	Italy and Britain To brainstorm what Rome and Italy is famous for and what it is like. To locate Italy on a map and use compass points. To investigate what we can do in Italy. To describe Rome in the past and present. To enquire why people go on holiday to Rome. To make comparisons between Rome and Britain.	Fair Trade To compare the climate in the UK with the climate in the cocoa-growing region of West Africa. To reflect on the journey of a chocolate bar and all the people and places involved in its production. To understand how our actions have global consequences. To focus on the difference between wants and needs. To understand how the climate crisis impact on the basic needs of farmers overseas. To learn about forest-friendly farming to protect the environment.

	advantages and disadvantages of living in certain environments. To think of ways to give positive examples of changes in my community including land usage.					
History	The Great Famine (Ireland) To know features of Ireland before the Famine. To know how people were employed and fed before the Famine. To learn about how The Great Hunger started. To understand the consequences of The Great Hunger and the emergence of the workhouses. To explain the impact of The Great Famine on the population in Ireland. To understand how the outcome of the famine shaped migration in Ireland and beyond. To review current affairs across the world on Famine.	TBC	The Shang Dynasty of Ancient China To know about the Shang Dynasty To learn and discuss the origins of the Shang Dynasty. To learn about the typical life of citizens in the Shang Dynasty. The beliefs of the Shang people. To learn about Fu Hao. To learn about how the Shang Dynasty ended.	Witchcraft (Salem, 1692) To understand what witchcraft is. To explore how witchcraft was viewed in the 17th Century How witchcraft was viewed in the 17th Century (2) To learn about how witches were punished in the 17th Century To investigate why people were accused of witchcraft in Salem To compare attitudes toward witchcraft in the 17th Century and in the 21st Century	The Roman Empire To explore the story of how Rome was founded by Romulus and Remus and how the city expanded into an empire. To investigate how society was structured in ancient Rome. To research what daily life was like for the ancient Romans. To discover what the ancient Romans did for entertainment. To explore what the ancient Romans believed in and who their gods and goddesses were (2 weeks).	Anglo-Saxons To explore what Britain was like before the first Saxon and Viking invasions. To explain where the Saxons come from and why they came to Britain. To use clues to find out where the Saxons settled in Britain. To make inferences from artefacts to conclude what life was like in a Saxon village. To use different sources of information to find out how Anglo-Saxon Britain was ruled. To collect information about the discoveries at Sutton Hoo and make predictions about the person buried there.
Art	Weaving Art To explore ideas for a mixed media artwork based on landscape. To describe the type of fabric landscape they would like to make by sketching different landscapes. To practise different weaving techniques. To be familiar with different weaving techniques and to present strengths and areas for improvement for their finished sample. To practise weaving with fabric strips. Discuss environmental impact of making new fabrics and what kind of fabrics can be used.	TBC	Chinese Art To explore the themes, styles and colours of traditional Chinese art. To explore the theme of dragons in Chinese art. To find out about importance of brushstrokes in Chinese art. To find out about and replicate Chinese calligraphy. To find out about the Terracotta Army. To find out about and recreate porcelain of the Shang dynasty.	Witches Pop Art To understand who Andy Warhol was, and what Pop Art was. To create and evaluate a drawing of a witch in the style of Andy Warhol. To create and evaluate a collage in the style of Andy Warhol. To sketch and plan a pop art design. To create the outline of my pop art inspired chocolate bar (think The Witches from Roald Dahl attracting children). To paint my Warhol inspired picture.	Roman Mosaics To look at examples of Roman mosaics and reading and learning about who had these and what they indicated about society. To consider printing techniques and practising in addition to research the importance of Roman mosaics. To study the borders of mosaics and to start designing a border for their own mosaic. To design a Roman-influenced mosaic and to create their own mosaic. To evaluate by explaining how and why they have chosen their own design. To create a class mosaic showcase with a description into their ideas to share with peers.	Guiseppe Arcimboldo To learn about Guiseppe Arcimboldo and his style of art. To create a portrait in the style of Guiseppe Arcimboldo using left over peelings. To use different mediums to create a portrait. To make improvements to my techniques, including my control and use of materials with creativity.

Design & Technology (D&T / FT)	D&T: Upcycling Fabrics To investigate a range of pencil cases. To consider fabrics and whether it is fit for purpose. To be able to design a pencil case. To practise and compare sewing stitches. To investigate ways of opening and closing pencil cases. To be able to make and evaluate a pencil case based on own design.	TBC	FT: Chinese Cuisine To research Chinese Food and identify main ingredients used for native dishes for Chinese New Year To collaborate with my peers to create a menu for Chinese New Year. To cook native dishes in pairs. To evaluate our work by creating a survey. To set up a Chinese New Year feast and cook various dishes. To create a menu to share with our families and friends.	D&T: String Art To use research and develop design criteria to inform the design of innovative, functional and appealing product. To generate, develop and communicate my ideas through discussion and make a prototype. To select from and use a wide range of tools and equipment to perform practical tasks e.g. sawing, shaping and hammering. To complete my product. To evaluate my product against my original design criteria. To suggest improvements for future endeavours.	FT: Roman Shields and Pots To explore the purpose and properties of a shield. To design a Roman shield with labels of the materials it will be made from. To make observations about Roman pottery and use this to design my own pot. To use my design to create my own Roman pot. To use different materials to recreate my Roman design on my pot. To evaluate my work and what I want to improve next time.	FT: International cooking recipes To cook Mexican bean burgers. To slow-cook Moroccan Tagine. To prepare Spanish Tapas. To bake scones. To boil and mash a Colcannon dish. To make a Greek salad.
Physical Education	Multi-Sports To use running, jumping, throwing and catching in isolation and in combination.	Dance To perform dances using a range of movement patterns. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Swimming Gymnastics To develop flexibility, strength, technique, control and balance.	Swimming Athletics To play competitive games. To use running, jumping, throwing and catching in isolation and in combination.	Swimming Cricket To use running, jumping, throwing and catching in isolation and in combination.	Swimming Football To play competitive games and apply basic principles suitable for attacking and defending.
Sports Tournaments / Trips		Ice-Skating at the Tower of London.		Deaf Sports Event	Panathlon Swimming Gala.	Sports Day: Inter-House Competition. Deaf Schools Football Tournament. Sports at Centre Parcs.
PSHE / RE	PSHE: Diversity To discuss ways in which people's lives are similar and different and give reasons for these differences. To explore differences of opinion and identify if I feel these are fair. To think about the lives of people living in other places, make considered decisions and give reasons for my opinions. To recognise how my actions impact on people and can identify things I can do to make the world a fairer place. To explain what climate change is and how it affects people's lives as well as	RE: Religion and Culture To understand and recognise differences between culture and religion. To name different festivals around the world. To understand what Christianity represents.	RE: Celebrations To understand why festivals are important to religious communities. To explore why Christians, Jews, Muslims and Hindus celebrate different festivals. To understand how these celebrations are linked to religious beliefs. To learn about darkness and light. To ask how light versus dark link to many of the festivals. To identify key aspects of Chinese New Year and why it is important to the Chinese community.	PHSE: Citizenship: Aiming High To identify my achievements and suggest how my actions can help me to achieve. To identify my personal goals and suggest actions that I can take to achieve them. To explain how a positive learning attitude can help me to learn new things. To identify the skills and attributes needed to do certain jobs. To understand that we should all have equal opportunities to follow our career ambitions. To discuss what job I might like to do when I grow up and what skills I will need to achieve this.	RE: What do different people believe about God? To explore and compare different beliefs about God. To retell and suggest the meanings of stories from sacred texts about people who encountered God. To ask questions and come up with own ideas about God. To identify why people feel believing in God makes a difference to their lives. To compare religious festivals. To investigate who were the Roman Gods and Goddesses?	PSHE: Healthy Eating and Healthy Minds (RSE) Relationships and Sex Education Programme.

	identify what I can do to help. To identify different organisations that help people and can explain how they do this.					
Deaf Studies	Deaf Community and Culture To collaborate with V&A Museum on a performance in October. To research about architecture and how buildings have developed. To create a BSL story linked to artefacts from V&A museum. To give feedback on every session with performers. To use art, design and drama skills to plan, perform and evaluate their creative ideas.	Deaf Community and Culture To know the story of the Christmas production in BSL. To draw their character in the play. To describe their character in detail. To act in the style of their character. To create a series of dance moves for each of their characters. To brainstorm ideas for each workshop.	Deaf History To learn about different sign language around the world. To learn about Chinese sign language. To watch Chinese sign language poetry. To sign simple sentences in Chinese sign language. To create a video about Chinese Sign Language.	Communication To learn about BSL poetry. To watch many BSL poetry. To can create BSL poetry about Harry Potter. To plan their BSL presentation. To create a presentation to help with their BSL poetry.	Deaf Identity To know the difference between old and new technology. To learn about old and new technical aids that help us. To learn about different alerting systems. To explore the school and find out what devices/technology we have to help us. To learn about hearing aids and cochlear implants.	Being Healthy To learn about Deaf role models and their role in the community. To participate in sessions led by Deaf role models in sports and cookery. To plan and make their own short fitness video. To plan and make a cooking video using healthy recipes.
Educational Trips	Upcycling workshop – Green Your Act up organisation. Science Museum, Kensington Global Investigation workshops.	TBC	China Town, Central London to experience Chinese culture and cuisine. British Museum. London V&A exhibition.	Science Museum. Visit to an audiology base.	The British Museum- Romans. Verulamium Museum- St Alban's.	Visit to Oxfam HQ. Anglo-Saxon exhibition. Residential Trip to Centre Parcs.
Community links	Global Investigation Project. V&A Museum.	Christmas Show Workshops: working with external volunteers. Christmas Show performances to parents and the community.	V&A Museum.	British Deaf Association. Story Garden: Global Generation Project.	The British Museum.	Deaf Schools & Units. Deaf Role Models. Waitrose. Sexualised Education Workshop.

Year 1 = Purple

Year 2 = Orange

Year 3 = Blue

Year 4 = Green

Year 5 = Pink

Year 6 = Red