St William of Perth

Long Term Curriculum Plan 2023-2024

EYFS

	Term 1 Topic 1	Term 2 Topic 2	Term 3 & Term 4 Topic 3	Term 5 Topic 4	Term 6 Topic 5
Focus:	All About Me	Celebrations	People Who help us and Superheroes	Animals	The Beach
Inquiry Question:	Who am I?	Why do we celebrate?	Who helps us?	What is the circle of life?	What could you discover at the seaside?
Quality Texts:	The Three Little Pigs Little Red Riding Hood The Colour Monster by Anna Llenas The Gruffalo by Julia Donaldson Little People Big Dreams books (Aretha Franklin, Pele, Muhammed Ali)	Binny's Diwali by Thrity Umrigar The Jolly Christmas Postman by Allan and Janet Ahlberg	Burglar Bill by Alan and Janet Ahlberg Cops and Robbers by Alan and Janet Ahlberg. People Who Help Us books by Amanda Askew and Andrew Crowson. Supertato series of books by Sue Hendra and Paul Linnet.	The Very Hungry Caterpillar by Eric Carle. What the ladybird heard by Julia Donaldson. Little People Big Dreams- David Attenborough.	Emma Jane's Aeroplane by Katie Haworth. Commotion in the Ocean by Giles Andreae

Connected Curriculum:	History Links ➢ Children develop an understanding of similarities and differences between things in the past and present, drawing on their own experiences by exploring pictures of themselves now and when they were babies and discussing how they have changed. ➢ Children will make sense of their community through learning about their families and the different generations within their family with discussions and photographs, for example comparing the toys they play with and the toys their parents or grandparents used to play with. This will develop their understanding of the past and present. ➢ Children will learn and apply new vocabulary that helps children to talk about the past, present and future, e.g. yesterday, tomorrow, last week, next week, next year, a long time ago… This will support their reading comprehension. ➢ Children will discuss the difference between a range of objects and resources from the past and present in provision (contrasting telephones, musical instruments, typewriter, gramophone, Ipads…) ➢ Children will develop their understanding of and meet people Who Help us – comparing and contrasting tools and vehicles that have been used and significant people within their school community. ➢ Children will comprehend a range of modern, traditional and classic stories, rhymes and poems to foster their understanding of the world. ➢ Children will acquire knowledge about significant people; Guy Fawkes, Patron Saints, David Attenborough, religious figures through books, photographs and videos.
	Geography Links ➢ Children will describe and draw their immediate environment by exploring stories, maps, photographs and of Rochester, and extend this to England and the world, exploring globes. ➢ Children will develop their awareness of different communities, for example (Chinese New Year, Diwali, Eid, Australian traditions and celebrations). ➢ Children will make sense of their physical world and their community around their home life and local area ➢ Children will foster their understanding of the diverse world around them by learning phrases from other languages, celebrating the different cultures within the class. ➢ Children will expand their personal experiences to increase their knowledge of their world through exploring the pond, forest school, the school library. ➢ Children will listen to stories that are set in different places to enrich and widen children's vocabulary and reading comprehension. ➢ Children will explore different places, what it looks like, what it may feel like, what they can see to make sense of the world around them.

	Science Links ➢ Children will make sense of their physical sense by exploring their own bodies and senses to learn about their body parts and what we use them for. ➢ Children will explore the natural world by planting – understanding what plants need to grow and to care for them over a period of time. They will make observations and draw pictures of these. ➢ Children will explore different environments and make sense of their physical world and community. (ponds, flower beds, forest school…) ➢ Children will explore to gain an awareness of the important process changes in the natural world around them including Weather and seasons. ➢ Through exploration, children will gain an understanding of the important process in the changes in states of matter when Cooking and to draw on their own experiences. ➢ Children will explore and investigate the world through technology through exploring magnets, Ipads, digital cameras. ➢ Children will investigate through observations and predictions regarding floating and sinking. ➢ Children will investigate changing states of matter through gloop and slime exploration ➢ Making sense of the world around them through the exploration of sensory play. ➢ To investigate their ecologically diverse world through different animals and their habitats, life cycles of animals, including observing caterpillars transforming into butterflies. ➢ To develop a sense of curiosity and exploration through a range of resources including magnets, magnifying glasses, colour paddles, sand, water and construction.
	Art Links ➢ Children will develop their independence to safely use a range of tools and materials including paint brushes, scissors, rolling pins, shape cutters, paintbrushes and cutlery. ➢ Children will explore a range of media and materials to develop their understanding e.g. different types of paper, varying thickness/hardness of pencils, thick and thin brushes, paint, paint sticks, pastels etc. in continuous provision. ➢ Children will develop artistic and cultural awareness through different techniques such as drawing, painting, printing, collage, which they can then practise independently. ➢ Children will explore and experiment colour-mixing through our 'self-service' paint stations. Also, through using different media such as paint, water colours, food colouring. ➢ Children are encouraged to explore art in nature and use nature in art such as shells, herbs, sticks, leaves, explaining the processes they have used.
	Design Technology Links ➢ Children will have daily opportunities to make their own creations, safety, using a wide range of different materials, fixings and tools which are freely available in continuous provision. ➢ Children will increase their independence when using tools such as scissors, hole punch, string, tape, cutters etc, safely. ➢ Children will develop their planning and evaluating skills through talking about what they would like to make, how they will do it and what they think about it when it is finished. This develops their understanding and self-expression, develops their vocabulary and ability to communicate through the arts. ➢ Children will evaluate what they have made and make changes as appropriate.

	Music Links ➢ Children will explore percussion instruments, inside and outside in provision and are taught their names to widen their vocabulary to communicate about the arts. ➢ Children will develop their self expression within the arts through exploring how sounds can be changed and taught the relevant vocabulary, e.g. loud, quiet, fast, slow. ➢ Children will build up a repertoire of nursery rhymes and songs that are sung regularly. ➢ Children move in response to music and eventually develop their own dances and routines as a form of culturally diverse self expression.				
Religious Education	God's World	God's Family	Getting to know Jesus Sorrow and Joy	New Life	The Church
Trips & Enrichment:	Visiting St John Fisher Church. Planting bulbs. Baking Gruffalo Crumble.	Whole school pantomime trip. Baking Christmas biscuits. Road safety walk.	Visit from a nurse. Visit from the fire fighters.	Trip to Wingham Wildlife Park. Planting flowers and vegetables. Chocolate Easter nests baking.	Role play 'holiday' to Australia.
Community Links:	Road safety.	Walk to the local nursery to invite them to the nativity.	Links to a local nurse. Links to Rochester fire station.	Visiting the school pond.	Links to the local preschool.

Year 1

	Term 1 Topic 1	**Term 2 & Term 3 Topic 2**	**Term 4 & Term 5 Topic 3**	**Term 6 Topic 4**
Focus:	Local Area	Victorians	Antarctica and Africa	Moon Landing
Inquiry Question:	What do you think about where we live?	What was life like in Victorian times?	How do different environments compare to the UK?	How has space travel developed over time?

Quality Texts:	'Jolly Postman' (PoR) by Allan Ahlberg	'Major Glad, Major Dizzy' by Jan Oke 'Oliver Twist'	'Emperor's Egg' (PoR) 'One Day on our Blue Planet in the Savannah' (PoR) by Ella Bailey 'Handa's Surprise' by Eileene Browne	'Man on the Moon' by Simon Bartram 'Beegu' by Alexis Deacon
Connected Curriculum:	**Geography:** -Name and locate the four countries and capital cities of the United Kingdom, using atlases and maps. -Observe the geography of the school and its grounds and the key human and physical features of its surrounding environment. -Apply geographical language to discuss human and physical features of a place. -Devise simple maps of the school playground and construct basic symbols in a key. **Science:** **Weather and Seasons** -Observe and describe changes from Summer into Autumn in our local area. **Art:** **Andy Goldsworthy** -Explore and analyse the work of Andy Goldsworthy **Music** Using untuned instruments to explore pitch and tempo	**History:** -Compare and contrast features of old and modern toys as well as objects used in old and modern schools. -Understand the significance of Charles Dickens, making connections to our locality. **Art:** **William Morris** -Explore and analyse the work of WIlliam Morris. -Plan and create art work inspired by WIlliam Morris, using printing tools. **Design Technology: Peg Dolls** -Plan,design and create a peg doll toy using a variety of materials and tools. -Evaluate the finished product, reflecting on the entire design and creating process. **Music - Nativity** Use their voices expressively and creatively by singing songs Play tuned and untuned instruments	**Geography** -Apply simple compass directions (North, East, South and West) to discuss a route. **Science:** **Animals** -Identify and name a variety of common animals -Classify common animals into fish, amphibians, reptiles, birds and mammals. -Name and sort common animals into carnivores, herbivores and omnivores. - Describe and compare the structure of animals from different classification groups - Understand how to take care of animals and name common animals that are kept as pets. **Art:** -Explore and creating African patterns **Design Technology** Designing and creating a boat that floats on water	**History** - Create a timeline on the history of space travel to understand how it has changed and developed over time. - Understand and compare the contributions to space travel from Neil Armstrong and Mae Jemison **Art:** **Van Gogh** -Explore and analyse the work of Van Gogh -Plan and create art work inspired by Van Gogh ('Starry Night') **Design Technology:** **Puppets** -Plan,design and create an alien puppet using a variety of materials and tools. -Evaluate the finished product, reflecting on the entire design and creating process.

Additional Knowledge/ Skills:	**Science:** **Humans** -Identify, name and label basic parts of the human body -Recall the five senses. -Understand which part of the body is associated with which sense **Working Scientifically** -Record simple data **Computing** **1.Computing Systems and Networks: Technology Around Us** -Understand how technology helps us. -Name and identify the different components of a computer -Develop keyboard and mouse skills. -Understand how to use technology responsibly.	**Science:** **Everyday Materials** -Identify and name everyday materials i.e. wood, plastic, metal, glass. - Distinguish between an object and the material from which it is made. -Describe simple, physical properties of everyday materials. -Compare and sort materials based on their properties. **Weather and Seasons:** -Observe and describe changes from Autumn into Winter in our local area. **Computing** **2. Creating Media and Digital Painting** Develop our understanding of a range of tools used for digital painting. We will use these tools to create our own digital paintings, while gaining inspiration from a range of artists' work. **Computing** **3. Digital Writing** Create and manipulate text. Apply keyboard and mouse skills to enter and remove text and to change the look of text. Compare and contrast the differences between using a computer to create text, and writing text on paper	**Science:** **Weather and Seasons:** -Observe and describe changes from Winter into Spring in our local area. **Computing** **4. Grouping Data** Introduces pupils to data and information. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group, organise and present data. **5. Programming A: Moving a Robot** Writing short algorithms and programs for floor robots, and predicting program outcomes.	**Science:** **Plants** -Identify and name common wild and garden plants. -Sort plants into deciduous and evergreen. -Observe the growth of a plant and record how it has changed over time. -Draw and label diagrams of plants, labelling the different parts. **Working Scientifically** -Record data about daylight hours over the four seasons. **Weather and Seasons:** -Observe and describe changes from Spring into Summer in our local area. **Computing: Programming B: Animations** Designing and programming the movement of a character on screen to tell stories.
Religious Education	**1.God's Great Plan**	**2.Mary Our Mother** **3.Families and Celebrations**	**4.Following Jesus** **5.Resurrection**	**6.Miracles**

Physical & Outdoor Education:	**PE:** Creative Play	**PE:** Throwing and Catching (Invasion) Ball Control (Invasion)	**PE** Partner Games (Strike and Field) Running and Jumping (Athletics)	**PE** Athletics
Trips & Enrichment:	Local Area walk Royal Mail talk London Underground talk	Guildhall Visit Local Area walk - highstreet? 'Victorian day' in class Term 3 KS1 Music programme with music specialist. experiment with, create, select and combine sounds using the inter-related dimensions of music	Natural HIstory Museum workshops/Natural Maritime Museum Term 4 KS1 Music programme with music specialist. experiment with, create, select and combine sounds using the inter-related dimensions of music	Visit from the Thorne Trio Listen with concentration and understanding to a range of high-quality live and recorded music
Community Links:	Utilising local area - Geography Royal Mail talk London Underground talk	Utilising local Area for Guildhall and walk into highstreet	Talk with families in class with different cultures	

Year 2

	Term 1 Topic 1	Term 2 & Term 3 Topic 2	Term 4 & Term 5 Topic 3	Term 6 Topic 4
Focus:	**Significant people from the past**	**Events beyond living memory.**	**Locational knowledge and habitats.** **Lives of significant people.** **Changes within living memory and events beyond living memory.**	**Buildings and structures** **Locational knowledge.**
Inquiry Question:	Do all heroes wear capes?	What makes a city?	What is the best way to travel?	Is a castle a home?
Quality Texts:	Florence Nightingale Biography- Life Stories Nina Morgan Non-fiction Magic Finger Roald Dahl Fiction Little People, Big Dreams- Florence Nightingale by Maria Isabel Sanchez Vegara.	Claude in the City Alex T Smith Fiction Diary of Samuel Pepys Great Fire of London by Emma Adams Non-fiction	Zeraffa Giraffa Dianne Hofyemyr Fiction Amelia Earhart- Little People Big Dreams by Maria Isabel Sanchez Vegara. Non-fiction The giraffe, the Pelly and Me. Roald Dahl Fiction	Halibut Jackson David Lucas Fiction The Robot and the Bluebird David Lucas Fiction
Connected Curriculum:	**Animals including humans** Recognise that animals, including humans, have offspring which grow into adults. Identify and describe the basic needs of animals including humans, for survival. Describe the importance of exercise, food and hygiene for humans. Explain the reproduction and growth in animals **History** Explain the lives of significant individuals in the past who have contributed to national and international	**Uses of everyday materials** Identify and compare the suitability of a variety of everyday materials for part icular uses. (wood/plastic/metal/glass/brick/rock/paper/cardboard). Investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **History** To recognise significant historical events, people and places in their own locality. (The Great Fire of London) **Geography –** To locate the Crimea on a map.	**Living things and their Habitats** Explore and compare differences between things that are living, dead and things never been alive. Identify how habitats are suited to living things and how they provide their basic needs. Identify and name a variety of plants and animals in their habitats, including micro habitats. Describe how animals obtain their food from plants and other animals. Understand a simple food chain, and identify and name different sources of food.	**Plants** Explore and compare differences between things that are living, dead and things never been alive. Identify how habitats are suited to living things and how they provide their basic needs. Identify and name a variety of plants and animals in their habitats, including micro habitats. Describe how animals obtain their food from plants and other animals. Understand a simple food chain, and identify and name different sources of food.

	achievements. (Mary Seacole) To recognise significant historical events, people and places in their own locality. (Florence Nightingale) **Geography –** To locate the Crimea on a map. Name and locate world's continents and oceans. **Art**- Drawing techniques/portraits. **Music –** theme tunes and Soundscapes. Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Name and locate world's continents and oceans. **Music –** and Soundscapes. Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. **DT –** Baking bread; link to Thomas Farrinor's bakery **Art –** Creating fire artwork and silhouettes.	**History –** The history of flight. First aeroplane flight **Geography –** Map Zeraffa Giraffa - journey from Africa to France. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. To name and locate the world's seven continents and five oceans. **DT –** Easter link: Making cakes and gift boxes. Retelling Zeraffa Giraffa through music and dance. Making aeroplanes? **Art –** Character drawings in the style of Quentin Blake.	**History –** History of Rochester castle. Re tell significant historical events, people and places in their own locality. **Geography** – Identifying Rochester on a local map. **Music –** composition of mediaeval banquet music. **Art –** study and replicate 'castle and sun' by Paul Klee. **DT-** Castle construction.
Additional Knowledge/ Skills:	**Computer systems and networks: Information technology around us.** Identifying IT and how its responsible use improves our world in school and beyond.	**Creating Media: Digital photography** Capturing and changing digital photographs for different purposes. **Programming: Robot algorithms** Creating and debugging programs, and using logical reasoning to make predictions.	**Data and information: pictograms** Collecting data in tally charts and using attributes to organise and present data on a computer. **Creating media:** **Making music** Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	**Programming: Programming Quizzes** Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Religious Education	The Chosen People	Mysteries The Good News	The Mass Easteride	The Church is Born
Physical & Outdoor Education:	Role play and freeze frames linked to the Literacy outside area.	Exploring close surroundings to find everyday materials to study.	Visit to Rochester Airport.	Exploring Rochester to look at older buildings. Rochester Castle
Trips & Enrichment:	Visit from a Nurse. Visit Fort Pitt school.	Fire Brigade visit. Term 3	Rochester Airport Term 4	Leeds Castle / Hever Castle Visit from the Thorne Trio

		KS1 Music programme with music specialist. experiment with, create, select and combine sounds using the inter-related dimensions of music	KS1 Music programme with music specialist. experiment with, create, select and combine sounds using the inter-related dimensions of music	Listen with concentration and understanding to a range of high-quality live and recorded music
Community Links:	Nurse Talk	Fire safety Talk	Aeroplane talk Rochester Airport	Rochester Castle

Year 3

	Term 1 Topic 1	Term 2 & Term 3 Topic 2	Term 4 & Term 5 Topic 3	Term 6 Topic 4
Focus:	Historical Innovation and Developments	River Systems	Stone Age to Iron Age	Bumblebee project
Inquiry Question:	Are we civilised?	How Do River Systems Shape Our Local and Global Environment?	How did Human Life Develop From the Stone Age to the Iron Age?	How do we make our school environment bee friendly?
Quality Texts:	The Willow Pattern Story *by Allan Drummond* Gilgamesh the King *by Ludmila Zeman*	Oliver and the Seawigs *by Phillip Reeve* The Rhythm of Rain *by Grahame Baker-Smith*	Ug *by Raymond Briggs* Iron man *by Ted Hughes* The Pebble in my Pocket. *by Meredith Hooper*	Bee and Me *by Alison Jay* The Bee Book *by Charlotte Milner*
Connected Curriculum:	**Art** – Ancient Chinese art/Clay painting. Analysing techniques used and then applying these to different materials. **History –** A study of an aspect of history dating before 1066. Contrasting civilizations and addressing similarities and differences. **Music –** Recorders - use and understand staff and other musical notation Listen with attention to detail and recall sounds with increasing aural memory	**Geography -** Rivers - Understanding and describing rivers and the water cycle. Analysing what makes a water cycle successful and developing our own water cycles. **DT -** Using mechanical systems in our own work. Building a water cycle and critiquing this. **Music –** Recorders - use and understand staff and other musical notation Listen with attention to detail and recall sounds with increasing aural memory **Geography** - Understanding how the river Medway is used and where it leads too. To analyse how the water cycle might impact the river M. **DT** - Building Rochester Bridge and testing what materials make a bridge and critiquing why. **Music –** Recorders - use and understand staff and other musical notation Listen with attention to detail and recall sounds with increasing aural memory	**Art** – Cave Painting - To analyse drawing techniques of stone age man and apply them using natural resources we can 'find' **History –** Understanding how Britain was different in the stone age by looking at how the stone age people lived and how they survived. Contrasting different stone age locations such as Skara Brae and Stonehenge to make connections to how the stone age people lived. **Art** – Iron age weapons . To explore what materials would make a good weapon. **History –**Changes in Britain from the Stone Age to the Iron Age. Contrasting and analysing the differences from the stone age. **Music –** Recorders. Understanding tempo and rhythm. **DT** - To develop a product for a purpose. Children are going to be given the resources to build their own Stonehenge or Skara Brae house. They will evaluate what made this successful or not.	**Science** Fieldwork unit - The conservation of bees. Pupils will re-cap learning about insects focusing on bees specifically. Pupils will recall what they know about bees and what we learn about bees. Pupils will understand the key issues affecting bees and look at a case study in the East of England region. Pupils will understand how we can use our school environment to help bees. Pupils will plan and carry out effective ways to help conserve bees. Pupils will record and evaluate the effectiveness of bee conservation in school. **DT** - Designing and evaluating a sustainable home for bee conversation within the school.

Additional Knowledge/ Skills:	**Computing:** **Creating Media:** **Stop-frame Animation** Capturing and editing digital still images to produce a stop-frame animation that tells a story.	**Computing: Programming A:** **Sequencing sounds** Creating sequences in a block-based programming language to make music. **Computer systems and networks:** **Connecting computers.** Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	**Computing:** **Data and information:** **Branching Databases** Building and using branching databases to group objects using yes/no questions. **Creating Media:** **Desktop Publishing** Creating documents by modifying text, images, and page layouts for a specified purpose.	**Computing:** **Programming B:** **Events and actions in Programs** Writing algorithms and programs that use a range of events to trigger sequences of actions.
Science	**Animals including humans** 1. Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food 2. Identify that humans and some other animals have skeletons and muscles for support, protection and movement	**Forces and Magnets.** 1. Compare how things move on different surfaces 2. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 3. 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 4. Describe magnets as having 2 poles 5. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	**Rocks** 1. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 2. Describe in simple terms how fossils are formed when things that have lived are trapped within rock 3. Recognise that soils are made from rocks and organic matter **Plants** 1. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 2. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	**Light** 1. Recognise that they need light in order to see things and that dark is the absence of light 2. Notice that light is reflected from surfaces 3. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes 4. Recognise that shadows are formed when the light from a light source is blocked by an opaque object 5. Find patterns in the way that the size of shadows change

			3. Investigate the way in which water is transported within plants 4. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
AT1	➢ Asking relevant questions and using different types of scientific enquiries to answer them. ➢ Setting up simple practical enquiries, comparative and fair tests. ➢ Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. ➢ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. ➢ Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. ➢ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. ➢ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ➢ Identifying differences, similarities or changes related to simple scientific ideas and processes ➢ Using straightforward scientific evidence to answer questions or to support their findings.			
Religious Education	T1: The Christian Family	T2: Mary our Mother T3: Called to Change	T4: Eucharist T5: Celebrating Easter & Pentecost	T6: Being a Christian
Physical & Outdoor Education:	Passing for possession (Invasion) Gym - Symmetrical shapes	Thinking aloud - Outdoor adventure Dance - Bollywood Dribbling to invade Gym - 'splashing rivers'	Striking and exploring (Strike and field) Dance - Magnets Over the Net Gym - Travelling Romans	Being an athlete, sports day. Dance - Ancient Egypt
Trips & Enrichment:		Gurdwara KS2 Choral festival Perform in ensemble contexts, using their voices	Horton Kirby	Visit from the Thorne Trio Appreciate and understand a wide range of high-quality live music
Community Links:		Litter picking by the River Medway Rochester Bridge Society visit	Performing recorders for local care-home	Creating a Bumblebee hospital Planting bee-friendly flowers in local area

Year 4

	Term 1 Topic 1	Term 2 & Term 3 Topic 2	Term 4 Topic 3	Term 5 & Term 6 Topic 4

Focus:	Romans	Exploring our planet Earth	The Passion Play	Ancient Egypt
Inquiry Question:	What did the Romans leave us in Britain?	What is our world made up of?	How do we show our understanding of the Passion story?	How did the Egyptians advance in technology?
Quality Texts:	Roman Diary of a Slave girl *by Richard Platt* Escape from Pompeii *by Christina Balit* Roman Life *by John Guy* A Roman Soldier's Handbook *by Alison Hawes* Eyewitness Ancient Rome *by Dr Simon James*	Jemmy Button *by Alix Barzelay* (picture book, historical fiction) Arthur and the Golden Rope *by Joe Todd-Stanton* (adventure, graphic novel, Norse mythology)	The miraculous journey of Edward Tulane *by Kate DiCamillo* (journey, character growth) Poems Aloud *by Joseph Coelho*	Varjak Paw by S. F. Said (mystery, adventure) Range of non-fiction
Connected Curriculum:	**History -** - Create a timeline showing a chronology of world history. **-** Note connections, contrasts and trends during that period of history. -Use relevant historical terms -Analyse knowledge from a range of information sources. **-** Secure knowledge and understanding of the Roman Empire and its impact on Britain. **Art** – Roman art (photo frames, mosaics and wreaths) -To explore materials and sculpt using mixed media **Music** -(Just like a Roman) Using the song, explore: tempo, melody and rhythm, and consider how they combine. -Create a soundtrack for a part of Iliona's diary. Plan changes in tempo and timbre to match the features of the scene. - Recorders - use and understand staff and other musical notation **Dance** History: The Romans	**Geography** ***Americas*** -Locate countries of the world, including South America, focussing on key physical and human features --Develop their geographical knowledge, understanding and skills to locate oceans, seas and water travel. - To describe the climate of a country ***Europe (Iceland)*** -locate the continent on a World map and identify the countries and key cities etc. -analyse the Earth's crust, focusing on the tectonic plates, formation of volcanoes and how earthquakes occur. -Identify the mountain ranges, looking at features. -find out about the Icelandic Volcanoes and volcanic activity. -communicate their understanding of the climate and the impact this has on the natural physical features of the country. **Music** - Recorders - use and understand staff and other musical notation **Art** – Hokusai watercolours	**History** -The origins of 'The Passion Play' and its place within Catholic life, as well as importance. **Music** -To create musical compositions for effect. -Rehearse and perform the compositions as a part of the Passion Play. -Explore notation and ways to record their own compositions. **-** Recorders. Understanding tempo and rhythm. Performing as a part of an ensemble on stage. **Computing**: Creating Media Audio editing	**Art** – Egyptian sarcophagus & hieroglyphic book marks -To experiment with our designs in sketchbooks -To sculpt with clay for a purpose -To evaluate our Ancient Egyptian art **Music** – Explore music from 'Cats' by ALW; Learn and perform 'Amazing Egyptians'. **-**Recorders. Understanding tempo and rhythm. **Dance** - To music from 'cats' – Macavity the mystery cat (fight scene between Varjak and Razor) **Geography** – Where is Egypt? How does Egypt differ from the UK? **History -** - Create a timeline showing a chronology of world history. **-** Note connections, contrasts and trends during that period of history. - Use relevant historical terms - Analyse knowledge from a range of information sources.

		-To use sketchbooks to record ideas -To analyse the work of great artists -To create a watercolour developing their control and brush technique **DT** -To explore the work of architects and designers to earthquake-proof homes -To record their own designs **Gym** - Perfecting sequencing 'The Water Cycle' **Computing:** Data and information Data logging		- Frame knowledge and understanding of the Ancient Egyptians. Computing: Creating Media Photo editing
Additional Knowledge/ Skills:	Science: Electricity: 1. Identify common appliances that run on electricity 2. Construct a simple series electrical circuit, identifying and naming its basic parts, 3. Identify whether or not a lamp will light in a simple series circuit 4. Recognise that a switch opens and closes a circuit 5. Recognise some common conductors and insulators, and associate metals with being good conductors Computing: Computer systems and networks The internet	Science: States of matter: 1. Compare and group materials together, according to whether they are solids, liquids or gases. 2. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 3. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Living things and their habitats: 1. Recognise that living things can be grouped in a variety of ways 2. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment		Science: Sound: 1. Identify how sounds are made, associating some of them with something vibrating 2. Recognise that vibrations from sounds travel through a medium to the ear 3. Find patterns between the pitch of a sound and features of the object that produced it 4. Find patterns between the volume of a sound and the strength of the vibrations that produced it 5. Recognise that sounds get fainter as the distance from the sound source increases Animals including humans: 1. Describe the simple functions of the basic parts of the digestive system in humans 2. Identify the different types of teeth in humans and their simple functions

		3. Recognise that environments can change and that this can sometimes pose dangers to living things Computing: Programming A Repetition in shapes ***Christmas term***: decorations, cards, stained glass windows (**art**), carol service (**music**) and chocolate boxes (**DT/Science**).		3. Construct and interpret a variety of food chains, identifying producers, predators and prey Computing: Programming B Repetition in games
Science (AT1)	➢ asking relevant questions and using different types of scientific enquiries to answer them ➢ setting up simple practical enquiries, comparative and fair tests ➢ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ➢ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ➢ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ➢ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ➢ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ➢ identifying differences, similarities or changes related to simple scientific ideas and processes ➢ using straightforward scientific evidence to answer questions or to support their findings.			
Religious Education	The Bible	Trust in God Jesus, the Teacher	Jesus, the Saviour Mission of the Church	Belonging to the Church
Physical & Outdoor Education:	Dance History: The Romans Passing & Moving (Invasion netball & basketball)	Gym - Perfecting sequencing 'The Water Cycle' Dance Style - Charleston Dribbling, Movement & Teamwork (Invasion hockey & Football) x2	Gym - what's my direction Returning (Net games)	Kingswood Outdoor Adventure trip Swimming Record Breaking (Athletics) Decisions (Outdoor Adventure)
Trips & Enrichment:	Guildhall museum trip to study Roman influence in	Trip to Chatham Dockyard	MMA Recorder Festival	Kingswood Outdoor Adventure trip Aylesford Priory One Heart One Mind

	Rochester and a local walk to Rochester to discover links to the past. Visit to local care home	Visit to the King's School for their Christmas performance	Play and perform in ensemble contexts and playing musical instruments with increasing accuracy, fluency control and expression	Visit from the Thorne Trio Appreciate and understand a wide range of high-quality live music
Community Links:	Visit to local care home to share their learning about the Romans, their artwork and perform Roman songs	Visit to the King's School for their Christmas performance	Invitations to family, friends and people of importance in our community to come and watch the play including past staff.	Aylesford Priory One Heart One Mind

Year 5

	Term 1 Topic 1	Term 2 & Term 3 Topic 2	Term 4 & Term 5 Topic 3	Term 6 Topic 4
Focus:	Earth and Space	Anglo-Saxons and Vikings	Polar Exploration	Locations around the world
Inquiry Question:	Beyond Our World	A Kingdom United.	Can a Polar Bear Eat a Penguin?	Where in the World!?
Quality Texts:	Cosmic *by Frank Cottrell Boyce* The Book of Bok: One Moon Rock's Journey Through Time and Space *by Neil Armstrong.* Spaced Out *by Various Poets.*	Beowulf *by Michael Morpurgo* Possibly Anglo-Saxon Boy or Viking Boy *by Tony Bradman (as recommended on the CLPE notes)*	Shackleton's Journey *by William Grill* Sky Song *by Abi Elphinstone*	Here We Are: Notes for Living on Planet Earth *by Oliver Jeffers* The Colour of the Sun *by David Almond*
Connected Curriculum:	**Science** Earth and Space: ● Describe the movement of the Earth and other planets relative to the sun in the solar system ● Describe the movement of the moon relative to the Earth ● Describe the sun, Earth and moon as approximately spherical bodies ● Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **History –** Famous figures and missions in space. **Geography –** Moon phases, tide cycles, seasons.	**History** ● Learning the chronology of the Saxon 'invasion' of Britain leading into the Viking 'invasion'. ● Studying and comparing primary and secondary sources around this topic. ● Address and devise historical questions. ● Construct informed responses based upon a range of historical information and resources **Geography** Locating different towns and cities in the UK with Saxon/Viking origins (including what their place names mean) **Art-** Creating replica Saxon brooches using a range of resources.	**History** The journey of the explorer Ernest Shackleton **Geography**: ● Name and locate countries in and around the polar regions. ● Compare and contrast the two polar regions. ● Understand the land use of the polar regions. **Art** Exploring tone using chalk.	**History** Exploring the local environment and chronological timescale. **Geography** ● Learning to identify and locate the Hemispheres, Continents, Countries, Capital Cities within Europe. Counties in England and Towns/ Cities in Kent. **Art** ● Develop skills of sketching and painting.
Additional Knowledge/ Skills:	**Computing:** ● Computer systems and networks ● Systems and searching	**Science:** Animals including Humans: ● Describe the changes as humans develop to old age. Living Things and their Habitats:	**Science:** Properties of Materials:	**Science:** Forces:

	Creating Media- Introduction to Vector drawings **Music:** Ukuleles - play and perform in solo and ensemble contexts using musical instruments listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music **Art:** ● Analyse the work of Jackson Pollock ● Create images of solar system replicating methods of Jackson Pollock ● Evaluate work created	● Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ● Describe the life process of reproduction in some plants and animals. **Computing:** ● Selection in Programming ● Flat File Databases **Music:** Ukuleles play and perform in solo and ensemble contexts using musical instruments and voices listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music	● Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ● Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Changes to Materials ● Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ● Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ● Demonstrate that dissolving, mixing and changes of state are reversible changes ● Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Music:** Ukuleles	● Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ● Identify the effects of air resistance, water resistance and friction, that act between moving surfaces ● Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect **Computing:** Programming- Selection in quizzes **Music:** Ukuleles play and perform in solo and ensemble contexts using musical instruments

			play and perform in solo and ensemble contexts using musical instruments and voices listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music **Computing:** Creating media- Video production	
Science (AT 1)	● 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 a 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			
Religious Education	**Stewards of Creation** **The Ten Commandments**	**Inspirational People**	**Reconciliation**	**Life in the Risen Jesus** **People of Other Faiths**
Physical & Outdoor Education:	Indoor: Dance- Space Outdoor- Leadership (Outdoor Adventure)	Outdoor- Rules and Concepts- Football and Netball Swimming Gymnastics- Balance	Indoor: Gymnastics - Abstract Angles Outdoor- Invasion in a Team (Hockey and Football) - Exploring striking and Fielding	Accuracies and Rallies Outdoor: - Striking and Fielding- Cricket - Olympic Training
Trips & Enrichment:		KS2 Carol festival at Rochester Cathedral. Visit to St Justus' Church Dover Castle- Saxon Church		Visit from the Thorne Trio Appreciate and understand a wide range of high-quality live music
Community Links:		Visit to St Justus' Church of England church as part of Christian Unity Week	Easter Concert at Rochester Cathedral	

Year 6

	Term 1 Topic 1	Term 2 & Term 3 Topic 2	Term 4 & Term 5 Topic 3	Term 6 Topic 4
Focus:	Evolution	Conflict	Rainforest	Identity
Inquiry Question:	Where did the Dinosaurs roam?	Can War be Justified?	How do Rainforests Affect the World?	Who Am I?
Quality Texts:	On the Origin of Species By Charles Darwin (retold by Sabina Radeva) Older than the Stars By Karen C. Fox	Memorial By Gary Crew & Shaun Tan Rose Blanche By Roberto Innocento & Ian McEwan MacBeth By William Shakespeare (comic version) Poems from the Second World War Selected by Gaby Morgan	Journey to the Last River By Unknown Adventurer Journey to the River Sea By Eva Ibbotson	The Journey By Francesca Sanna The Fantastic Flying Books of Mr Morris Lessmore By W.E Joyce
Connected Curriculum:	**English** Explanation text (How the Earth was made) Poetry **Science** Evolution and Inheritance ● recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ● recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	**English** Instructional texts: Recipes Narratives Balanced arguments Newspaper reports **History** Develop a chronologically secure knowledge and understand of British, local and world history Address and devise historical questions about change, cause, similarity and differences Construct informed responses that involve thoughtful selection and organisation of relevant historical information from a range of sources **D&T**	**English** Deforestation arguments Formal letters Non-chronological reports: layers of the rainforest Poetry Rainforest narratives Setting descriptions **Science** Living Things and their Habitats ● describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences ● give reasons for classifying plants and animals based on specific characteristics	**English** Autobiographies Narratives based on Mr Morris Lessmore Switched identity narratives Letters to future schools **Science** Animals including humans ● 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.

	● identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Art:** Still Life drawing Use sketch books to collect and record, re-visit and evaluate ideas	Make do and Mend, learning to sew ● use research and develop design criteria to inform the design of innovative, functional, appealing products ● generate, develop, model and communicate their ideas through discussion, annotated sketches and, prototypes **Art** Still Life drawing Use sketch books to collect and record, re-visit and evaluate ideas **Music** Music throughout the War Develop an understanding of the history of music. MacBeth improvise and compose music for a range of purposes using the inter-related dimensions of music	**Geography** Study a region of the Americas (Brazil) Understand latitude, longitude, equator and hemispheres Understand biomes, vegetation belts, land use, economic activity and distribution of resources **Art:** Rainforest Botanicals Rainforest animals Use sketch books to collect and record, re-visit and evaluate ideas	**Art** Still Life drawing Use sketch books to collect and record, re-visit and evaluate ideas **Computing** Data and Information - Introduction to Spreadsheets Planning end of year party **PSHE** Transition to secondary school
Additional Knowledge/ Skills:	**Computing** Computer systems & networks - Communication and Collaboration **Music** Ukuleles Use and understand staff and other musical notations	**Science** Light ● 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	**Computing** Creating Media - 3D Modelling Programming B - Sensing movement **Music** Ukuleles Use and understand staff and other musical notations	**Music** Year 6 Production play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Ukuleles Use and understand staff and other musical notations **D&T** Design and make props for end of year production

		● explain why shadows have the same shape as the objects that cast them. **Electricity** • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function • use recognised symbols when representing a simple circuit in a diagram • select from and use a wider range of tools and equipment to perform practical tasks • accurately select from and use a wider range of materials and components, including construction materials and textiles • 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 **Computing** Creating media - Web page Creation Programming A - Variables in games **DT** – Mini enterprise project. ● use research and develop design criteria to inform the design of innovative, functional, appealing products ● generate, develop, model and communicate their ideas through discussion, annotated sketches and, prototypes **Music** Christmas Carol Service		

		Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression Ukuleles Use and understand staff and other musical notations		
AT 1 skills	These are skills that will be taught throughout all Science topics in the school year ➢ 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.			
Religious Education	RE The Kingdom of God	RE Justice Jesus, the Bread of Life	RE Jesus, the Son of God The Work of the Apostles	RE Called to Serve
Physical & Outdoor Education:	Invasion: Competitive (Netball and Basketball) Swimming	Gym: Travelling in WW2 Dance: History WW2 Invasion to Score (Hockey and Football) Swimming (term 2)	Rounders Finding Success (Outdoor Adventure) Swimming (term 4) Striking & Fielding (Teamwork)	Going for Gold (Athletics) Invasion Games: Rugby League Residential: Outdoor and Adventurous activities
Trips & Enrichment:	Maidstone Museum	Guildhall WW2 KS2 Carol festival Perform in ensemble contexts, using their voices	Kew Gardens	Visit from the Thorne Trio Appreciate and understand a wide range of high-quality live music Visits to secondary schools Residential Mote Park
Community Links:	Natural History Museum Outreach	Parents and grandparents help with D&T (sewing)	Litter picking in the local area	Talks with new teachers Talks with past pupils