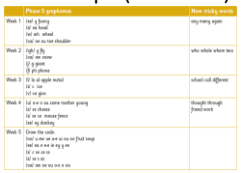
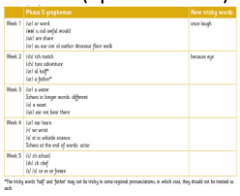
THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC / THEME	The Circus	Brain Wave	Buildings	We are what we eat	The earth Our Home	Hooray Let's Go on Holiday
English	**Text: L**eon and the Place Between The Circus Ship **Phonics:** Little Wandle Phase 5 Sp1 (Week 1-5)  **Reading:** a variety of fiction and non-fiction texts for fluency, prosody and comprehension. **Handwriting:** cursive joins **Writing:** Narrative-characterisation; recount **Grammar:** expanded noun phrases and past tense; capital letters, full stops, exclamations marks and question marks	**Text:** Your Fantastic Elastic Brain **Phonics:** Little Wandle Phase 5 (Sp2 Week 1-5)  **Reading:** a variety of fiction and non-fiction texts for fluency, prosody and comprehension. **Handwriting:** cursive joins **Writing:** Non-Chronological Report; Poetry **Grammar:** expanded noun phrases and past tense; capital letters, full stops, exclamations marks and question marks	**Text:** Samuel Pepys Diary/Vlad and The Great Fire of London **Phonics:** Little Wandle Phase 5 (Su2 Week 1-5) and spelling rules  **Reading**: a variety of fiction and non-fiction texts for fluency, prosody and comprehension. **Handwriting:** cursive joins **Writing:** Diary Account; Diary Account from another perspective. **Grammar:** Sequencing sentences; capital letters, full stops, exclamations marks and question marks	**Text(s):** Visual Literacy - The Scarecrow Zombies Don't Eat Veggies **Phonics:** Little Wandle: Grow the Code and spelling rules **Reading:** a variety of fiction and non-fiction texts for fluency, prosody and comprehension. **Handwriting:** cursive joins **Writing:** Narrative; persuasive writing/formal letters **Grammar:** Sequencing sentences; capital letters, full stops, exclamations marks and question marks	**Text (s):** Tales of Wisdom and Wonder (by Hugh Lupton) Monkey and Papa God **Phonics:** Little Wandle: Grow the Code and spelling rules **Reading:** **Reading:** a variety of fiction and non-fiction texts for fluency, prosody and comprehension. **Handwriting:** cursive joins **Writing:** Narrative-stories from other cultures; Instructions **Grammar:** Use simple conjunctions, e.g. and, but, so Capital letters for names of people,	**Text:** Flotsam **Phonics:** Little Wandle: Grow the Code and spelling rules **Reading:** **Handwriting:** cursive joins **Writing:** Journalistic writing-newspaper reports; persuasive advertisements/holiday brochures **Grammar:** Use simple conjunctions, e.g. and, but, so Capital letters for names of people, places, days of the week and personal pronouns**.**

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					places, days of the week and personal pronouns**.**	
Maths	**<u>Place Value and Counting:</u>** -Compare and order numbers to 100 using = < > -Can count in 2,3 and 5 from 0 -Use place value and number facts to solve problems	**<u>Addition and Subtraction:</u>** -Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. -Solve missing number problems using addition and subtraction. **<u>Money:</u>** -Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. **<u>Measurement:</u>** -Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C);	**<u>Multiplication and Division:</u>** -Recall and use multiplication and division facts for the 2-, 5- and 10-times table, including recognizing odd and even numbers. -Solve word problems involving multiplication and division with more than one-step. -Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts. **<u>Shape:</u>** -Compare and sort common 2D and 3D shapes and everyday objects describing	**<u>Time:</u>** -Compare and sequence intervals of time. -Tell and write the time to fifteen minutes, including quarter past/to the hour and draw the hands on a clock face to show these times -Remember the number of minutes in an hour and the number of hours in a day. **<u>Fractions:</u>** -Recognise, find, name and write fractions 1/3, ¼, 2/4, and ¾ of a length, shape, set of objects or quantity and demonstrate understanding that all	**<u>Time</u>**: -Read the time on a clock to the nearest 5 minutes. **<u>Position</u>**: -Order and arrange combinations of mathematical objects in patterns and sequences. -Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns.	***Post SATs Project Work- Bar model and preparation for Year 3.***

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		capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. -Compare and order lengths, mass, volume/capacity and record the results using >, < and =. **<u>Statistics:</u>** -Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. -Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. -Ask and answer questions about totalling and comparing data.	similarities and differences.	parts must be equal parts of a whole. -Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. **<u>Measurement:</u>** -Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given e.g. read the temperature on a thermometer or measure capacities using a measuring jug. -Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given e.g. a number line with missing labels	***Consolidation and gap filling in preparation for SATs.***	

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Science	**Topic: Use of Everyday Materials** -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	**Topic: Animals including Humans** -Notice that animals, including humans, have offspring, which grow into adults. -find out about and describe the basic needs of animals, including humans, for survival (water, food and air). describe the importance for humans of exercise, *eating the right amounts of different types of food,* and hygiene	**Topic: Materials** -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Topic: Plants** -Observe and describe how seeds and bulbs grow into mature plants. find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **Animals including humans** -Describe the importance of eating the right amounts of different types of food	**Topic:** **Living things and their habitats** -Explore and compare the differences between things that are living, dead, and things that have never been alive. -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. -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, using the	**Topic:** **Living things and their habitats** -Explore and compare the differences between things that are living, dead, and things that have never been alive. -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. -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, using the idea of a simple food chain, and identify

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					idea of a simple food chain, and identify and name different sources of food.	and name different sources of food.
Computing	**OSMO** -How to set up, use and pack away OSMO safely and respectfully. -To explain what an algorithm is. -To understand that programs (OSMO) work by following precise and unambiguous instructions. -Use the coding blocks to create a few lines of code and use logical reasoning to predict where Awbie will end up clearly relating each action to each part of their algorithm.	**Online safety and exploring Purple Mash** – To know how to refine searches using the search tool. To know how to share work electronically using the PM display boards. To use digital technology to share work on PM to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the internet. To introduce email as a communication tool using 2respond simulations. To understand how we talk to others when they aren't there in front of us.	***Online safety day*** **Coding – 2Code** To compare the turtle and character objects. To use the button object. To understand how to use the repeat command. To understand how to use the timer command. To know what debugging means. To understand the need to test and debug a program repeatedly To debug simple programs. To create programs using different kinds of objects whose behaviours are limited to specific actions. (e.g a character performing	**Spreadsheets** To review what rows and columns are. To add images to a spreadsheet. To explain and use copy and pasting. To use the totalling tools. **Online Safety Episode 3 Jessie and Friends** https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/ I can start to develop strategies to manage concerns about content on the internet or other online technologies and know where to seek support and help	**Presenting Ideas** To explore how a story can be presented in different ways. To make a quiz about a class story or topic. To make a fact file on a non - fiction topic. To make a presentation to a class. **Effective Searching** To understand the terminology associated with searching. To gain a better understanding of searching on the internet. To create a leaflet to help someone search for information on the internet.	**Creating pictures –** *Link to Art* To be introduced to 2Paint a Picture. To look at the impressionist style of art (Monet, Degas, Renoir) To recreate pointillist art and look at the work of pointillist artists such as Seurat. To look at the work of Piet Mondrian and recreate it using the Lines template. To look at the work of William Morris and recreate it using the patterns template. To explore surrealism and ECollage.

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		To open and send simple online communications in the form of email. To understand that information put online leaves a digital footprint or trail. To begin to think critically about the information they leave online. To identify the steps that can be taken to keep personal data and hardware secure. **<u>Stop Motion animation (Link to English and Art)</u>** Create a background and characters to retell a story. Set up a recording space to take photos (See hints and tips doc) Use the SM app to take a sequence of pictures retelling the story. Use the SM app to add voice and sound effects.	an action or changing a costume) To use logical reasoning to predict what objects will do in other programs based on their knowledge of what the object is capable of. To discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to. To use all their previously learnt knowledge of coding to create a more complex program that tells a story.			

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Art & Design	**The Big Picture - Create puppet theatre diorama** **Create artwork inspired by music and dance – capturing movement (Make split pin puppets and a 'theatre')** Experiment with tools and surfaces Work out ideas through drawing Begin to represent movement through drawing Experimenting with creating mood, feeling and movement Construct to represent personal ideas Discuss weight and texture of materials Awareness of natural and manmade forms Decorative techniques	**Big Picture- Create paintings that reflect different emotions through colour.** Draw as a way of recording experiences and feelings Begin to describe colours by objects – 'raspberry pink, sunshine yellow' Make as many tones of one colour as possible using primary colours and white. Darken colours without using black Mix colours to match those of the natural world	**THE BIG PICTURE-** **1) Draw a local building and a famous building** **2) Create a silhouette of London with a watercolour sky.** **Draw detailed pictures of buildings (local area, local church, Vernon Road, St. Paul's Cathedral, St Dunstan, and other famous landmarks)** Cut shapes using scissors with increasing accuracy Discuss use of shadows, use of light and dark. Sketch to make quick records Observe and draw landscapes as accurately as possible Begin to understand proportion	**Big Picture** **1) Create a face collage using pictures of fruit (collaborative)** **2) Create a face sculpture using fruit** Discuss natural and manmade patterns Discuss regular and irregular patterns Experiment by arranging, folding, repeating, overlapping patterns Use a variety of materials (food) to create artwork Overlapping and overlaying to create effects	**THE BIG PICTURE-** **1) Draw animals using pastels** **2) Create a collage using photographs of themselves and adding natural materials** Mix colours to match those of the natural world Use colour on a large scale, A3/A2, chalk on playground Take photographs of children and decorate using natural materials	**Big Picture** **1) Create pictures on Purple Mash in the style of Monet, Degas, Renoir, Seurat, Mondrian and William Morris - *see computing curriculum*** **2) Create a starfish/shell using clay** Develop understanding and awareness of different artists using computing Computer generated drawings Observe and draw natural objects (shells, fish) Carve into clay using tools Pinch and roll coils and slabs using clay

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						Make simple joins by manipulating clay or pasting carefully To shape and form from direct observation Replicate patterns and textures in 3D form

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History	**A study of significant historical individuals beyond living memory.** **Changes within (and beyond) living memory – circus** Historical Enquiry: What were circuses like in the past? Who had the greatest impact on the development of the circus? Big Question: How have circuses changed over time?		**A local history study of Mortlake.** **A study of a significant event in the locality beyond living memory: The Great Fire of London 1666** Historical Enquiry: How do we know about the Great Fire of London? Did anything good come from it? Big Question: Did anything good come from the Great Fire of London?			**A study of the life of a significant individual in the past who has contributed to national and international achievements: Queen Victoria** **Changes within (and beyond) living memory – seaside holidays** Historical Enquiry: What were seaside holidays like in the past? How have seaside holidays changed? Big Question: How have seaside holidays changed?
Geography	Drawing simple maps with a key- related to the circus	GS&F: Use simple compass directions (North, South, East, West) and locational and directional language	GS&F: Use aerial photographs and plan perspectives to recognise landmarks and basic human and	LK: Name, locate and identify characteristics of the four countries and capital cities of the UK	LK: Name and locate the world's seven continents and five oceans	GS&F: Use simple compass directions (North, South, East, West) and locational and directional

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		(e.g. near, far, left, right) to describe the location of features and routes on a map GS&F: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	physical features; devise a simple map; and use and construct basic symbols in a key	and its surrounding seas (where in the UK is food grown – why?) GS&F: Use world maps, atlases and globes to identify the UK and its countries, as well as other countries (India, Spain, Australia), continents (Asia, Europe) and oceans PK: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country (Sydney) H&P G: Identify the location of hot and cold areas of the	GS&F: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (link to habitats) H&P G: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (link to statistics in maths)	language (e.g. near, far, left, right) to describe the location of features and routes on a map (link to maths/computing)

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				world in relation to the Equator and the North and South Poles (Australia and the impact climate has on growing food)		
Spanish	**Introduction about themselves:** (name, age, nationality, where they live, who they live with, if they have or haven't got pets and favourite sport) Vocab: Me llamo…, Tengo … años, soy de España (or another country), vivo en…(city), vivo con…(member of the family), Tengo (pet), mi deporte favorito es…	**School:** Verb 'to have'+ school subjects Vocab: Yo tengo. Tú tienes, El/Ella tiene, Nosotros tenemos, Vosotros tenéis, Ellos tienen. School subjects Vocab: Español, Inglés, Lengua, Matemáticas, Ciencias, Música, Educación Física, Dibujo/Arte, Religión, Geografía, Historia, Informática	**Food:** Vocab: Pan, queso, naranjas, manzanas, pescado, pollo, huevos, tomates, patatas, zumos, arroz, helado, leche, bocadillo, carne, verduras, cereales, tostadas. Verb 'to have breakfast' Vocab: Yo desayuno Verb 'to have lunch' Vocab: Yo como Verb 'to have dinner' Vocab: Yo ceno I like/I don't like (singular/plural)	**School Supplies;** Definite article + school supplies Vocab: el, la, los, las School supplies Vocab: lápiz, goma, libro, cuaderno, lápices de colores, ordenador, regla, bolígrafo, pegamento, mochila, sacapuntas, tijeras, estantería, pupitre. Verb 'to borrow' Vocab: Me prestas…? / Me dejas…? / Tienes…?	**Farm animals :** Vocab: Caballo, burro, cerdo, gallina, vaca, oveja, pato, perro, gato, gallo. Describe places Vocab: delante de, detrás de, dentro de, fuera de, debajo de, encima de. Ask and answer where objects are in a room Vocab: ¿Dónde está…? …está en…/ el establo, el granero, el estanque, el árbol. Numbers 10-20	**Parts of the house:** Vocab: Habitación/dormitorio (cama, silla), cuarto de baño (bañera, ducha, espejo), salón (televisor, mesa, sofá), cocina (horno, frigorífico), garaje (coche), jardín (columpio) Describe their house Vocab: ¿Donde esta…?/…..esta en…. Mi casa es…./ Mi casa tiene….

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			Vocab: Me gusta (n)/ No me gusta (n)			
RE/P4C	**Judaism** **What rules are the most important and why?** Jewish Celebrations: Shabbat – day of rest Pesach – Passover Rosh Hashanah – Jewish New Year (also covered in assemblies) Stories from the Hebrew scriptures	**Sikhism** **How do we remember people when they die?** Introduction to Sikhism and what Sikhs believe - the 5 Ks; 10 Gurus. Birthday of Guru Nanak (Nov 8th) Baisakhi (April 14th) Funerals – Christian and Sikh. (Last rites of passage – Antim Sanskar)	**Islam** **How are we the same and different from other people? Does it matter?** Introduction to Islam and what Muslim's believe – the 5 pillars; religious dress; fasting. Salat – Muslim prayers, including Salat ul Jumah (Friday prayers) The Birth of Prophet Mohammad pbuh. Stories from the Qur'an and The Hadith.	**Christianity** **Why do people make sacrifices? Are sacrifices good?** Visit to Kew Baptist Church to focus on the parts of the building and their use.	**Sacred Texts** **What does sacred mean? How does something become sacred?** Christianity – Bible Jewish Sacred text – the Torah and how it's used in the Synagogue, the importance of rules. Sikh Sacred text – Guru Granth Sahib, Mool Mantra Islamic - Sacred text – how and why the Qur'an is in Arabic. The Hadith. Buddhist Sacred text – Tripitika	**Religious Celebrations** **Is marriage a religious or legal ceremony?** Weddings – Comparing Christian; Hindu; Islamic; Jewish and Humanist ceremonies

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					Hindu Sacred text – Ramayana	
PSHE	Class contract - teamwork and strengths of the community; Network Rail – safety talk; Road safety talk. Harvest Festival - Gratitude Big Draw – teamwork and leadership	Open mindedness Diwali - festival of light Bonfire Night Eid Christmas Anti-Bullying Week	New year, new start - goals; Sport Relief – charitable giving; Chinese New Year; Valentine's Day - love and kindness; Drugs, Alcohol and Tobacco Education – doing the right thing. Safer Internet Day	Relationships & Sex Education x3 Mother's Day Easter St David's Day & St Patrick's Day - British Values World Book Day Creativity and Curiosity	Taking responsible risks. Making good choices. St George's Day Have enquiring minds. Healthy Eating - Food Revolution! E-safety Focus Father's Day	Taking stock of how the year has gone – where do we want to be, looking forward? Reflections Transition Sports Day - Teamwork Ramadan - Muslims.
Music	**Exploring Rhythm and Pulse** ***+ Harvest Assembly*** - Refresh memory of pitch, dynamics and tempo. - Deepen understanding of pulse and rhythm and the ability to differentiate between them. - Sing rounds, action-based, accumulative and call-and-response songs.	**Exploring Rhythm with Pitch +** ***Carol Assembly*** - Learn the difference between tuned and untuned percussion. - Develop awareness + control of pitch through singing and playing tuned percussion. - Learn and perform a simple melody on chime bars. Twinkle, twinkle, little star.	**Building Sounds (Buildings)** - Exploring pitch through voices, movement and instruments. - Developing understanding of texture, combining rhythms in layers. - Exploring different structures of songs.	**Food and Drink (You are what you eat) +** ***Spring Concert*** - Sing in two-part harmony with expression - Using a graphic score - Combining sounds to create different musical textures with percussion instruments and technology (Chrome Music Lab)	**Recorder + Carnival of the Animals (The Earth - Our Home)** Recorder: Learn the first two notes: B, A, - Pupils will develop note reading, music theory and ensemble skills. - Look at the structure of different recorder pieces.	**Recorder + Carnival of the Animals** Recorder: Learn the note: G - Continue developing note reading, music theory and ensemble skills. - Improvise on the recorder + play call and response games - Opportunity to continue learning the recorder in Y3 Recorder club.

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	- Performing simple rhythms using movement, body percussion and percussion instruments.	- Use pitch to respond expressively to stories.		- Develop confidence and accuracy of performance in preparation for their supportive role in Y3's Spring Concert.	- Progress through *Ready, Steady Recorder book* Carnival of the Animals: - Develop understanding of different contrasts in music through the Carnival of the Animals.	Carnival of the Animals: - Explore how pitch, dynamics, tempo, are used for different animals in Carnival of the Animals. - Compose and perform animal music in groups, using the inter-related dimensions of music, they have learnt about during the year.
PE & Sport	**Throwing and catching games. Hand eye coordination.** Mutli-sport approach (an into to tennis, football, rugby, skipping, hockey, cricket) to hitting, catching, throwing, aiming and co-ordination. Confident to send the ball to others in a range of ways	**Hockey** **Inventing individual games** **Throwing and catching** Throw, catch and bounce indifferent ways when standing still or on the move. Beginning to apply and combine a variety of skills (to a game situation). Develop simple tactics and use them	**Intro to rugby** **Making up games with a partner** **Aiming, hitting and Kicking** Beginning to apply and combine a variety of skills (to a game situation). Develop simple tactics and use them appropriately in a game situation	**Intro to rugby** **Making up games with a partner** **Aiming, hitting and Kicking** Beginning to apply and combine a variety of skills (to a game situation). Develop simple tactics and use them appropriately in a game situation	**Cricket and Rounders** **Striking and fielding games** **Athletics - Sports Day Preparation** 5 basic jumps: two feet to two feet, two feet to one foot, one foot to two feet, one foot to opposite, one foot to same	**Cricket and Rounders** **Striking and fielding games** **Athletics - Sports Day Preparation** 5 basic jumps: two feet to two feet, two feet to one foot, one foot to two feet, one foot to opposite, one foot to same

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	Can direct a ball with a degree of accuracy Using a racket and ball with some support/guidance Starting to talk about spatial awareness Understand the importance of rules in games Understand that exercise has benefits to the brain and concentration levels.	appropriately in a game situation Can direct a ball with a degree of accuracy Beginning to develop an understanding of attacking and defending Starting to talk about spatial awareness Understand the importance of rules in games Talk about differences between their own and others work	Can direct a ball with a degree of accuracy Beginning to develop an understanding of attacking and defending Starting to talk about spatial awareness Understand the importance of rules in games Beginning to develop their own game with rules Talk about differences between their own and others work Develop simple tactics and use them appropriately in a game situation Are able to discuss how their body feels during an activity, and how	Can direct a ball with a degree of accuracy Beginning to develop an understanding of attacking and defending Starting to talk about spatial awareness Understand the importance of rules in games Beginning to develop their own game with rules Talk about differences between their own and others work Develop simple tactics and use them appropriately in a game situation Are able to discuss how their body feels during an activity, and	Can change speed and direction whilst running. Show the difference between running at speed and jogging and know when each speed is appropriate Performs a variety of throws with control and coordination Can discuss within a group the different styles of running, throwing and jumping Can use equipment safety and give reasons why To discuss national games and differences and similarities in games across the world	Can change speed and direction whilst running. Show the difference between running at speed and jogging and know when each speed is appropriate Performs a variety of throws with control and coordination Can discuss within a group the different styles of running, throwing and jumping Can use equipment safety and give reasons why To discuss national games and differences and similarities in games across the world

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			food effects energy levels.	how food effects energy levels.		