



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC / THEME	MISSION TO MARS		THE GREAT, THE BOLD AND THE BRAVE		THE EARTH AS AN ISLAND	
English	<p>Text: Visual Literacy - It's not our planet, it's our home.</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Description – Setting; Non-chronological report</p> <p>Grammar: Relative clauses</p>	<p>Text: Romeo and Juliet</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Newspaper report; Playscript</p> <p>Grammar: Relative clauses</p>	<p>Text: Lion, the Witch and the Wardrobe.</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Descriptive writing - Characterisation of White Witch Setting description- Narnia</p> <p>Grammar: adverbials of time.</p>	<p>Text: The Highwayman Poem</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Poetry; Biography.</p> <p>Grammar: adverbials of time.</p>	<p>Text: Kensuke's Kingdom</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Diary; Narrative – adventure</p> <p>Grammar: adverbs / modal verbs</p>	<p>Text: The Island</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Persuasion / Discussion</p> <p>Grammar: adverbs/modal verbs</p>
Maths	<p>Place Value</p> <p>Recognise the place value of each digit in a three-digit number. Compare and order numbers up to 100000. Read and write numbers up to 100000 in numerals and in words.</p>	<p>Multiplication and Division</p> <p>Find the effect of dividing a one- or two-digit number by 10, 100, and 1000 identifying the value of the digits in the answer as ones, tenths and hundredths.</p>	<p>Fractions</p> <p>Compare and order fractions whose denominators are multiples of the same number. Identify and name equivalent fractions of</p>	<p>Decimals</p> <p>Read and write decimal numbers as fractions. Recognise and use thousandths and relate them to tenths,</p>	<p>Geometry - Angles</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p>	<p>Review of all four formal methods of calculation</p> <p>Review all 4 operations. Solve problems involving addition, subtraction, multiplication and</p>



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	<p>Identify, represent and estimate numbers using different representations including measures. Recognise the place value of each digit in four-digit number. Order and compare numbers beyond 10000. Find 10000 more or less than a given number. Round any number to the nearest 10, 100 and 1000, 10 000 and 100 000. Count backwards through zero include negative numbers. Solve number and practical problems.</p> <p>Addition and Subtraction</p> <p>Estimate the answer to addition and subtraction questions. Estimate and use inverse operations to check answers to a calculation. Mentally add and subtract to bridge 10000</p>	<p>Use place value, known and derived facts to multiply and divide mentally, including; multiplying by 0 and 1; dividing by 1. Use place value and number facts to solve problems. Can write and calculate mathematical statements for the multiplication tables; can use facts that they know to derive answers. Recall multiplication and division facts up to 12x12. Recognise and use factor pairs and commutativity in mental calculations. Multiply numbers up to 4 digits by 1 or 2 digit numbers.</p> <p>Statistics</p> <p>- Solve comparison, sum and difference problems using information</p>	<p>a given fraction, represented visually, including tenths and hundredths. Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole</p>	<p>hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write order and compare numbers with up to three decimal places Solve problems involving number up to three decimal places</p> <p>Percentages</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Solve problems with percentages.</p>	<p>Draw given angles and measure them in degrees. Identify angles at a point and one whole turn (total 360°). Identify angles at a point on a straight line and $1/2$ a turn (total 180°). Identify other multiples of 90°. (Properties of Shape)</p> <p>Position and Direction</p> <p>-Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p> <p>Shapes</p> <p>Identify 3-D shapes, including cubes and</p>	<p>division and a combination of these, including understanding the meaning of the equals sign Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling</p> <p>Geometry- Perimeter and Area</p> <p>Measures; Volume</p> <p>- Estimate volume e.g. using 1 cm^3 blocks to build cuboids (including cubes) and capacity e.g. using water.</p> <p>- Solve measure problems including volume.</p>
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	and 100000. Use mental strategies when appropriate. Identify the relationship between addition and subtraction. Add numbers using the formal method of columnar addition. Subtract numbers using the formal method of columnar subtraction. Estimate and use inverse operations to check answers to a calculation.	presented in a line graph. Time - Review Yr 4-time objectives. - Solve problems involving converting between units of time. .	numbers, supported by materials and diagrams	<u>Four Operations</u> Review of all 4 operations. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Solve problems involving all four number operations.	other cuboids, from 2-D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles.	
Science	<u>Forces</u> Explain that unsupported objects fall towards the Earth because of the force of gravity Identify the effects of air resistance, water resistance and friction, that act	<u>Earth and Space</u> Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the	<u>Properties and changes of Materials</u> 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	<u>Living things and their habitats</u> Describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird.	<u>Animals, including humans</u> Describe the changes as humans develop to old age. Be able to gather evidence from a variety of sources. Understand the relationship between	



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	<p>between moving surfaces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p><i>DT: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i></p>	<p>moon relative to the Earth</p> <p>Describe the sun, Earth and moon as approximately spherical bodies</p> <p>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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.</p> <p><i>DT: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p>		<p>Describe the life processes of reproduction in some plants and animals</p>	<p>living things and the environment in which they live</p> <p>Know about the structure of the human body</p> <p>Know the functions of the major internal and external parts of the human body</p> <p>Know about the ways in which humans and other animals reproduce</p> <p>Know that some characteristics of humans and other animals are inherited from their parents</p>
Computing	<p><u>Spreadsheets</u></p> <p>Conversions of measurements.</p>	<p><u>Online Safety</u></p> <p>To learn about how to reference sources in their work.</p>	<p><u>Databases</u></p> <p>To learn how to search for information in a database.</p>	<p><u>Coding – Sphero</u></p> <p>To design, input and test an increasingly</p>	<p><u>Online Safety – Google Be Internet Legends</u></p>	<p><u>Coding 2Code</u></p> <p>To review coding vocabulary.</p>



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	<p>Novel use of the count tool. Formulae including the advanced mode. Using text variables to perform calculations. Using a spreadsheet to plan an event. Use Google Sheets to apply knowledge and challenge – set as assignment in Classroom</p> <p><u>Online Safety</u> To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology. To review children's responsibility to one another in their online behaviour</p>	<p>To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. Ensuring reliability through using different methods of communication.</p> <p><u>Game Creator</u> To set the scene by reviewing and analysing a computer game. To create a game environment. To create a game quest. To finish and share the game. To evaluate their and peers' games.</p>	<p>Children understand the different ways to search a database. Children can search a database in order to answer questions correctly. To contribute to a class database. Children have designed an avatar for a class database. Children have successfully entered information into a class database. To create a database around a chosen topic.</p> <p><u>Concept Maps</u> To understand the need for visual representation when generating and discussing complex ideas.</p>	<p>complex set of instructions. Design and write programmes that control physical systems. Debug programs that accomplish specific goals. To use logical reasoning to explain how increasingly complex algorithms solve a given problem.</p> <p><i>DT: apply their understanding of computing to program, monitor and control their products</i></p>	<p>Understand what having a positive digital footprint means and know why it is important. Explain ways in which they can build a positive digital footprint.</p> <p><u>Be Internet Secure – Protect Your Stuff</u> Find ways to develop safe habits online, including the importance of protecting personal information. How to respect online privacy boundaries for themselves and others. Name ways to seek or ask for help if they or others feel unsafe online.</p> <p><u>3D modelling</u></p>	<p>To use a sketch or storyboard to represent a program design and algorithm. To use the design to create a program To design and write a program that simulates a physical system. To review the use of number of variables in 2Code (e.g either number of text) To explore text variables To create a playable, competitive game. To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code. To read code so that it can be adapted, personalised and improved.</p>
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	<p>To know how to maintain secure passwords.</p> <p>To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</p>		<p>To understand and use the correct vocabulary when creating a concept map.</p> <p>To create a concept map.</p> <p>To understand how a concept map can be used to retell stories and information.</p> <p>To create a collaborative concept map and present this to an audience</p>		<p>To explore and understand the different functions of 2Design and 2Make</p> <p>To explore the effects of moving points when designing.</p> <p>To understand printing and making.</p>	<p>To explore the launch command and use buttons within a program that launch other programs or open websites.</p> <p>To create a program to inform others.</p>
History	<p>An overview of the history of space exploration and its impact on technology</p> <p>Child led Historical Enquiry</p> <p>Big Question: How has space travel changed over time?</p> <p>Know that the study of history is concerned with the past in relation to the present</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Know about the Roman Empire and its impact on Britain including:</p> <ul style="list-style-type: none">• British resistance e.g. Boudicca• ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	<p>An overview of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none">• Viking raids and invasion• Resistance by Alfred the Great and Athelstan, first king of England• Further Viking invasions and Danegeld• Anglo-Saxon laws and justice• Edward the Confessor and his death in 1066			



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	<p>Know about the ideas, beliefs, attitudes and experiences of people in the past</p> <p>Know about the significant individuals who have contributed to the advancement of space exploration over time</p> <p>Be able to find out about aspects of the past from a range of sources</p>	<ul style="list-style-type: none"> Roman withdrawal from Britain in c AD410 and the fall of the Western Roman Empire <p>The legacy of Greek or Roman culture (art, architecture, literature) on later periods in British history, including the present day</p> <p>Historical Enquiry: How do we use Ancient Greek ideas today? What impact does the Roman Empire have on modern life?</p> <p>Big Question: Can we thank the Ancient Greeks for anything in our lives today?</p>	<p>Historical Enquiry: Why did the Vikings invade and settle in Britain?</p> <p>Big Question: Why did the Vikings invade and settle in England?</p>
Geography	<p>H&P G: Describe and understand key aspects of physical geography: rivers and the water cycle</p> <p>H&P G: Describe and understand key aspects of human geography: economic activity including trade links and the distribution of natural resources (using waterways)</p>	<p>LK: Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities (Italy and Greece)</p> <p>PK: Understand geographical similarities and differences through the study of human and</p>	<p>PK: Understand geographical similarities and differences through the study of human and physical geography of a region in the UK, a region in Europe and a region within North or South America (Lundy, Jamaica and Sicily)</p> <p>LK: Name and locate counties and cities of the United Kingdom, key topographical features and</p>



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	GS&F: Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. (River Thames trip)		physical geography of regions in European countries (Rome and Athens) H&P G: Describe and understand key aspects of human geography: types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food minerals and water GS&F: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		land use patterns; and understand how some of these aspects have changed over time LK: Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). H&P G: Describe and understand key aspects Human geography: types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food minerals and water. GS&F: Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
Art / DT	<u>Colour focus</u>	<u>Form/Sculpture focus</u>	<u>Form/Sculpture focus</u>	<u>Pattern Focus</u>	<u>Printing focus</u>	<u>Drawing Focus</u>



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	<p>To create drawings in style of cubism, expressionism, and fauvism</p> <p>Control and experiment with qualities of tone, shades, hue, tint, and mood</p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>Use colour to express moods and feelings</p>	<p>Big Picture –</p> <p>1) Make an Agamograph</p> <p>2) Create a 3D kinetic sculpture of a planet.</p> <p>Use sketchbook to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence.</p> <p>Produce more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Consider the properties of media being used.</p> <p>Discuss own work and work of other sculptors with comparisons made.</p> <p>Discuss and evaluate own work and that of other sculptors in detail</p>	<p>Create clay bust sculpture in Ancient Greek style</p> <p>Use sketchbook to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence.</p> <p>Produce more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Consider the properties of media being used.</p> <p>Discuss own work and work of other sculptors with comparisons made.</p> <p>Discuss and evaluate own work and that of other sculptors in detail</p> <p>.</p>	<p>Create a shield in Roman style (focus on pattern)</p> <p>Create own abstract pattern to reflect personal experience and expression</p> <p>Organise own patterns</p> <p>Use shape to create patterns</p> <p>Create pattern for purposes e.g., wallpaper, clothes, puppets, boxes, folders, book covers etc</p> <p>Interpret environmental and manmade patterns</p> <p>Pointillism – control over coloured dots, so tone and shading is evident</p> <p>Select and use found and constructed materials</p>	<p>Create a print inspired by Hokusai's Wave</p> <p>Experience in combining prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, to plan in sketchbook.</p> <p>Experience in producing pictorial and patterned prints.</p> <p>Makes connections between own work and patterns in their local environment (e.g., curtains, wallpaper)</p> <p>Discuss and evaluate others' and own work</p> <p>Builds up drawings and images of whole or parts of items using various techniques, e.g., card,</p>	<p>Create detailed drawings of buildings in the UK and Madagascar</p> <p>Observe and use a variety of techniques to show the effect of light on objects e.g., use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Look at the effect of light on an object from different directions.</p> <p>Produce increasingly accurate drawings of buildings.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of perspective.</p> <p>Work on a variety of scales and collaboratively.</p>
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				<p>Apply knowledge of different techniques to express feelings</p> <p>Embellish work drawing on prior learning – applique, drawing, sticking, cutting, painting, weaving, layering</p>	<p>Recreates a scene remembered, observed or imagined, through collage printing</p> <p>Explore printing techniques used by various artists.</p> <p>Modify and adapt print</p>	
PE & Sport	<p><u>Rugby /football</u></p> <p><u>Invasion and Target (ball handling)</u></p> <p>Tag Rugby</p> <p>Consolidate the passing of the ball.</p> <p>Consolidate spatial awareness as part of a team</p> <p>Successfully pass to a team player using a lateral pass</p> <p>Identify and use tactics to help the team keep the ball and advance it</p>		<p><u>Gymnastics</u></p> <p><u>Balances and floor equipment</u></p> <p>Create longer and more complex sequences and adapt performances</p> <p>Develop symmetry individually, as a pair and in a small group</p> <p>Take the lead in a group when preparing a sequence</p> <p>Select a component for improvement. For example—timing or flow</p> <p>Perform more complex actions, shapes and balances with consistency</p> <p>Remember and repeat longer sequences with more difficult actions</p>		<p><u>Cricket</u></p> <p><u>Striking and fielding games</u></p> <p><u>Athletics – preparation for Sports Day</u></p> <p>Consolidate and improve the quality, range and consistency of techniques they use for particular activities</p> <ul style="list-style-type: none"> Run consistently and smoothly at different speeds and over a longer distance Demonstrate different combinations of jumps, showing control, coordination, power and consistency Throw with greater accuracy, control and efficiency of movement using pulling and pushing action 	



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	<p>Mark opponents and help each other in defence</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into - positions to 'score' a try</p> <p>Pick out parts of performance that could be improved, and suggested ideas and practices to make the team better</p> <p>Know and carry out warm up activities that use exercises useful for invasion games</p>	<p>Take responsibility in own warm up including remembering and repeating a variety of stretches</p> <p>Compare performances and judge strengths and areas for improvement</p> <p>Use information given by others to improve performance</p> <p>They explain why regular, safe exercise is good for fitness and health</p> <p><u>Swimming</u></p> <p>Perform a surface dive</p> <p>Swim over 10m using a range of strokes accurately</p> <p>Perform a range of jumps into deep water and tread water when resurfacing</p> <p>To recognise what needs improving.</p> <p>To work on body position and speed in the water.</p> <p>To be confident to jump in and use the appropriate stroke and skills for the task and the challenge.</p> <p>To improve style and breathing technique in 3 strokes.</p>	<p>Identify the main strengths of a performance of self and others</p> <p>Identify parts of the performance that need to be improved</p> <p>Set realistic targets for self, of times to achieve over a short and longer distance</p> <p>Explain how warming up affects performance.</p> <p>Explain why athletics can help stamina and strength.</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances</p>
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Music	<p><u>Autumn 1: Space + Harvest Assembly</u></p> <ul style="list-style-type: none"> - Listen to and appraise Holst's Planets - Compose own planet music for 'Earth' - Begin Grade 1 Music theory book. 	<p><u>Autumn 2: Space + Carol Concert</u></p> <ul style="list-style-type: none"> - Listening to songs and music based on the Solar system and analysing the compositions using musical vocabulary. - Interpret images to create descriptive sound sequences. - Link in with reading text, Romeo and Juliet, by looking at music inspired by the story - Develop confidence and accuracy of performance in preparation for their Carol Concert. - Continue with Grade 1 Music theory book. 	<p><u>Spring 1: Ancient Greeks and Romans</u></p> <ul style="list-style-type: none"> - Exploring 3 part singing and composition through Greek mythology. - Learning to sing songs based on the stories of Orpheus, Echo and Theseus and accompanying them with melodic ostinati. - Learn a round in Latin - Composing musical phrases, taking inspiration from <i>Orff's 'O Fortuna' (Carmina Burana)</i> - Perform underworld myth story used in Monteverdi's L'Orpheo - Continue with Grade 1 Music theory book. 	<p><u>Spring 2: Renaissance and Baroque Music + Spring concert</u></p> <ul style="list-style-type: none"> - Explore the history of music and musical instruments from the Renaissance and Baroque periods. - Learn about the evolution of instruments, compositions, musical styles and famous/iconic composers. - Learning to dance and play a renaissance dance in ternary form - Compose own piece in ternary form - Continue with Grade 1 Music theory book. - Develop confidence and accuracy of 	<p><u>Summer 1: Gamelan (Earth as an island)</u></p> <ul style="list-style-type: none"> - Learn the different names of gamelan instruments. - Experience a visiting Gamelan workshop. - Develop ensemble skills through playing different parts in the gamelan piece, Baris. - Continue with Grade 1 Music theory book. 	<p><u>Summer 2: Production Songs</u></p> <p><i>Production songs:</i></p> <ul style="list-style-type: none"> - Practise, rehearse and perform more challenging music to an audience with increasing accuracy and confidence. - Continue with Grade 1 Music theory book.
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				performance in preparation for their Spring Concert.		
PSHE	Teamwork - class contract; strengths of the community x 1 Kindness Network Rail – safety talk; Road safety talk; Harvest Festival; Gratitude; Big Draw – teamwork Families and People Who Care for Me.x 3 Caring friendships x 3 Diwali; Hanukah; Bonfire Night; Halloween; Eid; Christmas; Anti-Bullying Week x 1 Positive Mental Health x 1 Sustainability x 1		New year, new start – goals x 1 Curiosity St David's Day; British Values; Mother's Day; Easter; St David's Day & St Patrick's Day; World Book Day Safer Internet Day x 1 Drugs and Alcohol x 3 Sex & Relationships Education x 3 Positive Mental Health x 1 Sustainability x 1		Persistence - working towards SATs Courage St George's Day; Healthy Eating - Food Revolution; Sports Day – Teamwork; Ramadan Health & prevention of illness x 1 Being Safe x 3 Transition x 4 Positive Mental Health x 1 Sustainability x 1	
RE / P4C	Islam Why is the Prophet Muhammad important to Muslims? Stories from the Qu'ran which include Prophet Muhammad and other prophets Mosque as a place of learning	Christianity Can anyone have an Epiphany? Advent, Christmas and Epiphany. Assembly: Advent & the Christmas Story Assembly: Not everyone celebrates Xmas – focus	Buildings for Worship Can you have faith without visiting buildings for worship? Comparing a Buddhist temple (the statue of Buddha, flowers, lights and incense) with a Hindu Mandir (the statues of Gods, prayer hall,	Sikhism What can we learn about how Sikhs worship from visiting a Gurdwara? Trip to Sikh Temple (Gurdwara) to focus on the prayer or worship hall, the rules of dress, the Langar (sharing of food) and	Sacred texts What inspires us? Why? Comparing Buddhism and Hinduism Buddhism – Theravada scriptures: Tripitaka (the Pali Canon), including the	Non-religious beliefs What are human rights? Does anyone not have them? Atheist - what does it mean to be an atheist? Weddings / Funerals / Birthdays



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	<p>The Hadith</p>	<p>on other beliefs / non-beliefs</p> <p>Pilgrimage to sites of significant Christian importance. Religious journeys.</p>	<p>architecture and rules for dress).</p> <p>Assembly: Religious buildings – Church / Synagogue / Temple / Mandir / Gurdwara / Mosque (Sept)</p>	<p>the Nishan Sahib (flag).</p> <p>Bandi Chhor Diwas – Day of Liberation (March)</p> <p>Hola Mohalla Mela (March)</p>	<p>Vinaya Pitaka and the Sutta Pitaka Mahayana Scriptures: Heart Sutra (Pranajaparamita) and Lotus Sutra (Saddharma Pundarika).</p> <p>Hinduism – Vedas (a collection of hymns praising the Vedic Gods), Ramayana (a long epic poem about Rama and Sita), Mahabharata (which include the Bhagavad Gita) and Puranas (a collection of stories about the different incantations and the lives of saints)</p>	<p>Assembly: United Nations Day (24th Oct) as a non-religious day of celebration</p> <p>Assembly: Human Rights Day – what are human rights? (Dec)</p>
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YEAR GROUP
CURRICULUM CONTENT

Spanish	<p>Present Perfect tense Vocab: Yo he desayunado/tu has comido/ él ha cenado. Food (Recap from Year 2)</p> <p>Vocab: ¿Qué has comido hoy? (Use present perfect to answer) Table manners Vocab: ¿Me puedes pasar...? Si, claro, por supuesto. Healthy eating</p>	<p>Numbers 0-1000 Describe different buildings, shapes, materials, types....</p> <p>Vocab: madera, metal, mármol, moderno, antiguo, ladrillo, redondo, cuadrado.</p>	<p>Express an opinion about what they like to do on their free time</p> <p>Vocab: emocionante, divertido, aburrido, yo pienso que es... Atletismo, ir al teatro, ir al campo, ir al museo, jugar a las cartas.</p>	<p>Animals (recap Year 2) Animal appearance Vocab: trompa, pico, melena, alas, colmillo, cola, aletas, débil, fuerte, rápido.</p> <p>Present Continuous tense Vocab: ¿Qué está(n) haciendo? Andando, saltando, bebiendo, corriendo, nadando, volando, comiendo.</p>	<p>Environment Vocab: medio ambiente, reciclar, apagar, ahorrar.</p> <p>Recycling Vocab: vidrio, papel, envases, plástico, contenedor, salvar el planeta. 'Modal' verbs</p>	<p>'Regular' verbs in Past tense Vocab: Hablé, comí, escribí</p> <p>'Irregular' verbs (past tense)</p>
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