



# THOMSON HOUSE SCHOOL

## YEAR GROUP

### CURRICULUM CONTENT

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC / THEME	Chocolate	Chocolate	Temples, Tombs and Treasures	Temples, Tombs and Treasures	Explorers and Adventurers	Explorers and Adventurers
English	<p><b>Text:</b> Charlie and the Chocolate Factory</p> <p><b>Reading:</b> Key Text/Genres connected to writing</p> <p><b>Spelling:</b> Contraction words; Y2 prefixes; homophones.</p> <p><b>Handwriting:</b> cursive joins</p> <p><b>Writing:</b> Narrative; Diary</p> <p><b>Grammar:</b> Time conjunctions (co-ordinating and subordinating) ; capital letters, full stops, exclamations marks, question marks, commas in a list and speech.</p>	<p><b>Text:</b> NC Reports- Chocolate</p> <p>Charlie and The Chocolate Factory- Play script</p> <p><b>Reading:</b> Key Text/Genres connected to writing</p> <p><b>Spelling:</b> Contraction words; Y2 prefixes; homophones.</p> <p><b>Handwriting:</b> cursive joins</p> <p><b>Writing:</b> Non-chronological reports; play scripts</p> <p><b>Grammar:</b> Headings, sub-headings, capital letters, full stops, exclamations marks, question marks, commas in a list</p>	<p><b>Text:</b> The Explorer</p> <p><b>Reading:</b> Key Text/Genres connected to writing</p> <p><b>Spelling:</b> suffixes -ness, -ful, prefixes sub-, tele-</p> <p><b>Handwriting:</b> cursive joins</p> <p><b>Writing:</b> Narrative-Adventure/Stories from another setting; Letter Writing- Informal</p> <p><b>Grammar:</b> speech marks (dialogue) ; use of an a/an</p>	<p><b>Text:</b> Visual literacy - Aviatrice <a href="https://www.literacyshed.com/aviatrice.html">https://www.literacyshed.com/aviatrice.html</a></p> <p><b>Reading:</b> Key Text/Genres connected to writing</p> <p><b>Spelling:</b> ending in -tion, -sion, words ending in k/ck</p> <p><b>Handwriting:</b> cursive joins</p> <p><b>Writing:</b> Narrative, Biography</p>	<p><b>Text:</b> The Secrets of the Sun King</p> <p><b>Reading:</b> Key Text/Genres connected to writing</p> <p><b>Spelling:</b> Revise all suffixes/prefixes.</p> <p><b>Handwriting:</b> cursive joins</p> <p><b>Writing:</b> Narrative, Instruction writing</p> <p><b>Grammar:</b> Present and perfect tense, prepositions</p>	<p><b>Text:</b> Howard Carter</p> <p><b>Reading:</b> Key Text/Genres connected to writing</p> <p><b>Spelling:</b> Homophones; HFW list</p> <p><b>Handwriting:</b> cursive joins</p> <p><b>Writing:</b> Journalistic writing; poetry</p> <p><b>Grammar:</b> Word families based on common route words</p>



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## YEAR GROUP

### CURRICULUM CONTENT

Maths	<p><b>Place Value and Counting:</b> Read and write numbers up to 1000. Count to and across 1000. Understand place value in three-digit numbers. Identify, represent and estimate numbers using different representations. Partition three-digit numbers into different combinations of 100s, 10s and 1s. Part Part Whole to 1000. Compare and order numbers up to 1000 using <math>&lt; &gt; =</math>. Addition and Subtraction: to 100 bridging through 10s; adding three-digit numbers; commutative law; addition and subtraction facts to 100 fluently, related facts up to 1000; add and subtract numbers mentally. To solve missing number problems. Use estimation.</p>	<p><b>Multiplication and Division:</b> Show multiplication in arrays. Use arrays to identify that multiplication is commutative and division is not. Understand the relationship between multiplication and division. <b>Measurement:</b> Throughout - expanded method of addition and subtraction. Count up and down in tenths. Recognise that tenths arise from dividing an object into 10 equal parts. Can add tenths up to 1. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes. Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p>	<p><b>Fractions:</b> Write fractions of set of objects. Recognise and use fractions as numbers. Show equivalent fractions. Add &amp; subtract fractions with same denominator. Compare and order fractions with same denominators. Solve fraction problems. <b>Time:</b> Know no. of seconds in a minute and number of days in month/year. Tell time to the nearest minute; record and compare time in terms of seconds, minutes and hours; use time vocabulary. Number bonds to 6 and 60. Fractions of a clock- <math>\frac{1}{2}</math> <math>\frac{1}{4}</math> <math>\frac{1}{12}</math>. Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p>	<p><b>Multiplication &amp; Division:</b> Use multiplication and division facts for the 3, 4 and 8 times tables. · Understand distributive law. Write and calculate mathematical statements. Solve problems <b>Shape:</b> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape or a description of a turn. Right angles. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p><b>Calculation:</b> Formal method of all 4 operations. Add / subtract 3-digit numbers. Solve problems with 3-digit numbers. Write and calculate mathematical statements using known multiplication tables, using mental and progressing to formal written methods. · Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p>	<p><b>Statistics:</b> Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.</p>
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# THOMSON HOUSE SCHOOL

## YEAR GROUP

### CURRICULUM CONTENT

Science	<p><b><u>Animals including humans</u></b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat <b>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</b> Know about the function and care of teeth in humans and other animal (Year 4 statement)</p>	<p><b><u>Animals including humans</u></b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat <b>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</b> Know about the function and care of teeth in humans and other animal (Year 4 statement)</p>	<p><b><u>Light</u></b> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes <b>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</b> <b>Find patterns in the way that the size of shadows change</b></p>	<p><b><u>Forces and magnets</u></b> Compare how things move on different surfaces <b>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</b> Observe how magnets attract and repel each other and attract some materials and not others 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 <b>Describe magnets as having two poles</b> Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b><u>Rocks and Soils</u></b> <b>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</b>  Describe in simple terms how fossils are formed when things that have lived are trapped within rock  Recognise that soils are made from rocks and organic matter.</p>	<p><b><u>Plants</u></b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers <b>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</b> <b>Investigate the way in which water is transported within plants</b> <b>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</b></p>
Computing	<p><b><u>Online Safety</u></b> Understand what makes a safe password, how to keep passwords safe and the consequences of giving passwords away.</p>	<p><b><u>Coding: Probots</u></b> Use technology safely, respectfully and responsibly by unpacking, packing away and ensuring the</p>	<p><b><u>Online safety</u></b> Online Safety Day  <b><u>Animation: Stop Motion App</u></b></p>	<p><b><u>Email: 2Email</u></b> To think about different methods of communication. To open and respond to an email.</p>	<p><b><u>Coding – 2Code</u></b> To review coding vocabulary relating to Object, Action, Output, Control and Event.</p>	<p><b><u>Online safety – Google Internet Legends</u></b> <b><u>Planning Be Internet Sharp:</u></b> <b><u>Think Before You Share</u></b></p>



# THOMSON HOUSE SCHOOL

## YEAR GROUP

### CURRICULUM CONTENT

	<p>Understand that for most people the internet is an integral part of life and has many benefits. Understand how a blog can be used to help us communicate with a wider audience. Consider if everything that is written on website is true. To begin to think about why fake information/websites might exist and how to check if information is accurate. To learn about the meaning of age restrictions symbols on digital media and devices. To discuss why PEGI restrictions exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</p> <p><b><u>Simulations</u></b> Consider what simulations are. Explore a simulation Analyse and evaluate a simulation.</p>	<p>Probots go on charge ready for next class. Being to use coding vocabulary relating to Object, Action, Output, Control and Event. To understand what debugging means. Design, write and begin to debug simple algorithms. Write programs using repetition. Use logical reasoning to explain how simple algorithms work.</p>	<p>To know about the origins of animation (Show children the images of Sally Gardner, the horse Edward Muybridge photographed and then animated into moving images.) To work in groups to create a 6-panel storyboard to be animated. 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 using small movements between each shot.</p>	<p>To write an email to someone using an address book. To learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario</p>	<p>Use 2Chart to represent a sequential program design. Use the design to write the code for a program. To design and write a program that represents a physical system. To look at the grid that underlies the design and relate to X and Y properties. To introduce selection in their programming by using the 'if' command. To combine a timer in a program with selection. To understand what a variable is within a program and use one to create a timer. To create a program with an object that repeats actions indefinitely. To use a timer that makes characters repeat actions. To explore the use of the repeat command and how it differs from the timer.</p>	<p>Understand what having a positive digital footprint means. Know some ways in which they can build a positive digital footprint.</p> <p><b><u>Digital Literacy</u></b> Use Toontastic to create video/book (Link with English) to tell a story Create a sequence of images to create a short animation/film.</p>
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# THOMSON HOUSE SCHOOL

## YEAR GROUP

### CURRICULUM CONTENT

					<p>To explain what debugging means. Understand the importance of repeatedly testing and debugging programs. To understand the importance of saving their work after writing each section of the program.</p>	
History	<p>An overview of how chocolate was created.</p> <p>A study of a non-European society that provides contrasts with British History – Aztec Empire and Mayan civilisation c AD900</p> <p>Big Question: How do the ancient and modern day uses of chocolate compare?</p>		<p>A local history study: Isambard Kingdom Brunel and the development of the railway and its impact on London (British Industrial Revolution)</p> <p>An overview of key moments of discovery in world history</p> <p>Historical Enquiry: How did the development of the railway change the way people travel?</p> <p>Big Question: How has engineering changed over time?</p>		<p>An overview of where and when first civilisations appeared (Ancient Egypt, Ancient Sumer, the Indus Valley, the Shang Dynasty of Ancient China)</p> <p>A depth study of Ancient Egypt</p> <p>Historical Enquiry: What can we find out about Ancient Egypt from what has survived?</p> <p>Big Question: How did beliefs influence funeral processes in Ancient Egyptian times?</p>	



# THOMSON HOUSE SCHOOL

## YEAR GROUP

### CURRICULUM CONTENT

Geography		<p>PK: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country and a region within South America – Bourneville in UK, Vevey in Switzerland and Esmeraldas in Ecuador</p> <p>GS&amp;F: Use maps, atlases, globes and digital/computer mapping to locate countries (UK, Switzerland, Ecuador)</p> <p>LK: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>H&amp;P G: Describe and understand key aspects of: Physical – climate zones; rivers, mountains, vegetation, tropical, equatorial, Human – economic activity, distribution of natural resources / food,</p>		<p>LK: Locate the world's countries using maps to focus on the UK, Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>LK: Identify the position and significance of the Arctic and Antarctic Circle</p> <p>GS&amp;F: Use the eight points of a compass, symbols and key to build their knowledge of the UK and the wider world</p> <p>GS&amp;F: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. (Field</p>		<p>GS&amp;F: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>H&amp;P G: Describe and understand key aspects of: Physical – floodplain, rivers Human - types of settlement and land use, economic activity including trade links, distribution of food – River Nile</p>
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# THOMSON HOUSE SCHOOL

## YEAR GROUP

### CURRICULUM CONTENT

		location, transport, industry,		trip to local area being explorers, using compasses)  H&P G: Describe and understand key aspects of: Physical - location, meander, cliff, ocean, valley, vegetation belts, Human – types of settlement and land use		
Art / DT	<b>Big Picture - Design, make and evaluate a chocolate bar and its wrapper</b> Extend exploring colour mixing to applying colour mixing. Make colour wheels to show primary and secondary colours. Use initial sketches to aid work	<b>Big Picture - Design and make a Mayan Mask - <i>link to History</i></b> Introduce different types of brushes for specific purposes. Search for pattern around us in world, pictures, objects. Shape, form, model and construct from observation and imagination with increasing confidence.	<b>Big Picture - Create drawings and watercolours using Kew Gardens to inspire botanical explorations of flora and fauna.</b> <b>Final piece a poster for Kew Gardens</b>  Start to place more emphasis on observation and design of textural art Use initial sketches to aid work Experiment with the potential of various pencils (2B - HB) to show tone, texture Encourage close observation of objects	<b>Big Picture - Create a mosaic</b> Make patterns on a range of surfaces, paper, chalk on playground Create own patterns using ICT by planning on Purple Mash (link to computing) Cut shapes using scissors with accuracy weaving	<b>Big Picture- Create a collaborative piece of art using printing of Egyptian hieroglyphics</b>  To make own patterns, printing, rubbing. Use sketchbooks to design own motif to repeat Symmetry Use sketchbook for recording textures/patterns Discuss own work and that of other artists Explores images through monoprinting on a variety of papers	<b>Big Picture - Design and make an Egyptian vase</b>  Use the equipment and media with increasing confidence Shape, form, model and construct from observation and imagination with increasing confidence. Plan and develop ideas in sketchbook and make simple choices about media. Develop understanding of different adhesives and methods of construction Begin to have some thought towards size



# THOMSON HOUSE SCHOOL

## YEAR GROUP

### CURRICULUM CONTENT

			<p>in both the natural and manmade world. Observe and draw simple shapes. Draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates Make initial sketches as a preparation for painting and other work. Encourage more accurate drawings of people/animals – particularly faces - looking closely at their features and the detail they have</p>		<p>Explore colour mixing through overlapping colour prints deliberately Interpret environmental and manmade patterns and form Discuss the nature of effects able to modify and adapt print as work progresses Explore images and recreate texture through deliberate selection of materials wallpaper, string, polystyrene etc</p>	<p>Simple discussion about aesthetics Make patterns on a range of surfaces, in clay</p>
PE & Sport	<p><u>Rugby /football</u> <u>Invasion and Target (ball handling)</u> To be able to hold and kick the ball correctly and to get better at handling the ball through ball skills. <u>Rugby</u> Complete accurate lateral (sideways) passes to a partner</p> <p>Develop techniques for tagging an opponent Hold a rugby ball with some confidence using a wide grip hold To be able to receive the ball from a partner To be able to pass the ball to a partner using a sideward pass Use a 1 handed touch tackle on waist of opponent</p>	<p><u>Games</u></p> <p>To use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Cricket</u> <u>Striking and fielding games</u> <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"><li>• Run consistently and smoothly at different speeds</li><li>• Demonstrate different combinations of jumps, showing control, coordination and consistency</li><li>• Throw a range of implements into a target area with accuracy</li></ul>			





# THOMSON HOUSE SCHOOL

## YEAR GROUP

### CURRICULUM CONTENT

	To be able to comment on own ability within the sessions and how to improve Know the importance of a warm-up and cool down				Understand the difference between a sprint race and long distance Sprint 80m at correct pace Throw a given item with height, distance and accuracy Describe and evaluate the effectiveness of performance, and recognise aspects of performance that need improving Describe the short-term effects of exercise on the body.  Describe how the body reacts to different types of activity Carry out stretching and warm-up activities safely  <u>Swimming</u> Perform a sequence of changing shapes whilst floating on the surface Swim approx. 10m using a range of different strokes (back, breast, front crawl) To perfect the breast stroke, back stroke and front crawl. To consolidate and improve the quality of their swimming skills. To consider what makes a good swimming stroke.	
Music	<u><b>The Orchestra + RMT's Whole Class Strings + Harvest Assembly</b></u> - Learning about the orchestra and its four families: Strings, Woodwind, Brass and Percussion	<u><b>The Orchestra + Whole Class Strings + Carol Assembly</b></u> - Peter and the Wolf: develop appreciation of different timbres and how important they are in musical story-telling.	<u><b>Exploring Music from Other Countries (Explorers and Adventurers)</b></u> - Listen to traditional music from China, played on a pipa - Understanding the pentatonic scale.	<u><b>Exploring Music from Other Countries + Spring Concert</b></u> - Listen to music from Brazil - Appreciating a piece of classical music inspired by Brazilian folk music.	<u><b>Amazing Egyptians</b></u> - Sing Egyptian themed songs - Exploring layers in a piece of music, creating different textures - Understanding the different effects	<u><b>Amazing Egyptians + Class Ensemble</b></u> - Reading Egyptian-themed rhythms - Composing their own rhythms  Class ensemble:



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## YEAR GROUP

### CURRICULUM CONTENT

	<ul style="list-style-type: none"> <li>- Learning about the instruments in each family.</li> <li>- Listening to a wide selection of orchestral music, featuring individual instruments.</li> <li>- Demonstrations/videos from instrumental teachers.</li> </ul> <p><i>Whole Class Strings led by the Richmond Music Trust</i></p> <ul style="list-style-type: none"> <li>- Learning names of strings for violins, violas and cellos.</li> <li>- Playing and resting positions.</li> <li>- How to pluck the strings.</li> <li>- Various open string pieces.</li> </ul>	<ul style="list-style-type: none"> <li>- Class/ group compositions based on Peter and the Wolf.</li> </ul> <p><i>Whole Class Strings led by the Richmond Music Trust</i></p> <ul style="list-style-type: none"> <li>- Learning how to use the bow with various open string pieces.</li> <li>- Developing ensemble skills.</li> <li>- Perform to an audience</li> <li>- Opportunity to continue learning string instruments next term in paired lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Improvise and compose, using the pentatonic scale.</li> <li>- Play tuned percussion reading graphic scores.</li> <li>- Listen to music from India.</li> <li>- Compare ragas with pentatonic scales and the western solfa scale.</li> </ul>	<ul style="list-style-type: none"> <li>- Compose train journey scores to perform</li> <li>- Appreciating steel band music from Trinidad and Tobago and singing a song in the same style</li> <li>- Listen to and appraise music from Norway</li> <li>- Develop confidence and accuracy of performance in preparation for their Spring Concert.</li> </ul>	<p>created in music by varying timbre, texture and dynamics.</p> <ul style="list-style-type: none"> <li>- Reading graphic scores with percussion instruments</li> <li>- Create own graphic scores, composing and performing group pieces for percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>- Learning a piece for multiple parts</li> <li>- Rehearsals using percussion instruments, recorders and whatever instruments they are learning</li> <li>- Developing ensemble skills</li> <li>- Leading to various ensembles to join in Upper School</li> </ul>
PSHE	<p><b>Teamwork</b> - class contract; strengths of the community;  <b>Network Rail – safety talk; Road safety talk;</b>            Gratitude;            Big Draw – teamwork</p>	<p><b>Open mindedness - Anti-Bullying Week Caring Friends-</b>            Know how important friendships are in making us feel happy and secure, and how people choose and make friends            To develop strategies to resolve disputes and conflict through</p>	<p><b>New year, new start - goals; British Values; Drugs and Alcohol x3 - doing the right thing. Safer Internet Day</b>            What is personal information? What is OK to share? What to do if you feel uncomfortable with the internet.  <b>Online Relationships</b></p>	<p><b>Sex &amp; Relationships Education; Respectful Relationships Mother's Day Environmental/ sustainability</b>            How can we be less wasteful? (putting lids on pens so they don't run out, using things properly so they don't break, turning taps off)</p>	<p><b>Respectful Relationships</b>            Know practical steps they can take in a range of different contexts to improve or support respectful relationships  <b>Healthy Eating Being Safe</b>            -what sorts of boundaries are appropriate in</p>	<p>Taking stock of how the year has gone – where do we want to be, looking forward?            Reflections ; Transition;            Sports Day – Teamwork;</p>



# THOMSON HOUSE SCHOOL

## YEAR GROUP

### CURRICULUM CONTENT

		<p>negotiation and appropriate compromise</p> <p><b>Values: Money and Me</b> Costing the Earth - conserving energy</p>	<p>-that people sometimes behave differently online, including by pretending to be someone they are not</p> <p><b>Positive Mental Health</b> To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience See PSHE Association lesson 1: Everyday feelings plan</p>		<p>friendships with peers and others (including in a digital context) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact Know where to get advice and support</p> <p><b>Environmental/sustainability</b> How does travel affect the environment? How can we be more transport aware?</p> <p><b>Positive Mental Health - What have you enjoyed most about Y3?</b> A questionnaire to complete about what they have liked / disliked about Y3. What have they learnt? Which trip they enjoyed most etc.</p>	
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# THOMSON HOUSE SCHOOL

## YEAR GROUP

### CURRICULUM CONTENT

RE / P4C	<u><b>Buddhism</b></u>	<u><b>Dietary laws</b></u>	<u><b>Christianity</b></u>	<u><b>Humanism</b></u>	<u><b>Judaism</b></u>	<u><b>Birth Ceremonies</b></u>
	<p>Are all Buddhists happy?</p> <p>Significant People</p> <p>The Buddha and his followers, King Ashoka, The Dalai Lama</p> <p>Assembly: Introduction to Buddhism – living the noble 8-fold path (Sept)</p> <p>Assembly: Buddhism – Kathina Day (Nov)</p>	<p>Why do religions dictate the food you can eat?</p> <p>Vegetarian – Buddhism, Hinduism, Sikhism</p> <p>Rules of Halal/Haram - Islam</p> <p>Rules of Kashrut and Kosher foods – Judaism</p> <p>Humanists as thoughtful and ethical consumers who respect the environment and animal welfare – vegetarians and vegans.</p>	<p>What did Jesus look like and how do we know?</p> <p>Sacred texts</p> <p>The Bible – Old Testament and New Testament</p> <p>Jesus and people associated with the origins of Christianity.</p>	<p>What is a dilemma and how can it be solved?</p> <p>Buildings for worship – Humanists UK rent an office in London, South Place Ethical Society owns Conway Hall in London, Leicester Secular Society holds meetings in its own building.</p> <p>Understanding that Humanists do not have sacred texts but may use fables, traditional tales, and stories that explore human nature, the human condition and moral dilemmas.</p>	<p>What can we learn about Judaism from visiting a synagogue?</p> <p>Trip to Richmond Synagogue to focus on Place of Bimah, Ark containing scrolls, menorah, Ner Tamid and Star of David.</p>	<p>- How and why are births celebrated?</p> <p>Christianity – baptism and dedication</p> <p>Assembly: The baptism of Jesus –birth &amp; naming ceremonies – Christian; Sikhism; Islam</p> <p>Hinduism – birth ceremony</p> <p>Islam – birth ceremony (naming the child)</p> <p>Sikhism – birth ceremony</p> <p>Humanism – baby naming ceremony</p>
Spanish	<p>Describe parts of the body</p> <p>Vocab: cabeza, cara, pelo, ojos, nariz, boca, orejas, cuello, brazos, piernas, pies, manos. Corto, largo, pequeño, grande, alto, bajo, moreno, rubio, castaño.</p>	<p>Give opinions and tell preferences</p> <p>Vocab: Me encanta(n), A mí, sí, A mí, no, A mí también, A mí, tampoco.</p> <p>Sports and leisure activities</p>	<p>Tell the time</p> <p>Vocab: Son/es las/la...en punto. Y media, menos cuarto, y cuarto.</p> <p>Verbs in infinitive (+ ing)</p>	<p>Birthday: to write an invitation</p> <p>Vocab: Feliz cumpleaños, ¿Cuándo es tu cumpleaños?, Mi cumpleaños es en...Te invito a mi cumpleaños. ¿Qué regalo quieres?</p>	<p>Identify and name parts of a city</p> <p>Vocab: parque, hospital, ayuntamiento, estación de autobuses, polideportivo,</p>	<p>Health (Recap parts of the body)</p> <p>Vocab: Me duele (n), resfriado, dolor de...(part of the body), fiebre, estoy enfermo/a, no me encuentro bien, ¿qué te duele? Me duele...</p>



## THOMSON HOUSE SCHOOL

### YEAR GROUP

### CURRICULUM CONTENT

	Demonstrative pronouns Vocab: este, esta, ese, esa, aquel, aquella. Concordance adjectives and nouns	Vocab: Correr, montar en bici, patinar, jugar al tenis, montar a caballo, montar en monopatín, jugar al fútbol, nadar, jugar al baloncesto, jugar al balonmano, bailar. Tell and ask for personal information	Vocab: Jugar, comer, dormir, desayunar, leer, visitar. Daily routines (using verbs in infinitive)	Quiero..., ¿Cuántos años cumple? Cumple..., fiesta, globos, tarta, refrescos, bocadillos. Give an opinion about presents Numbers from 1 – 100	supermercado, biblioteca, colegio. The verb 'to go' (Ir)	
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