



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| TOPIC / THEME | TIME TUNNEL - WW2 | | OUT OF AFRICA | THE HOLIDAY SHOW | CLIMATE CONTROL | |
| English | <p>Text: Goodnight Mr Tom</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 from 2 different perspectives; Discursive writing; Informal letter writing</p> <p>Grammar: formal and informal language; complex sentences; passive voice.</p> | <p>Text: Visual Literacy – Beyond the Lines</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Setting description; Characterisation; 1st person narrative; Non-chron report on WW2.</p> <p>Grammar: formal and informal language; complex sentences; passive voice.</p> | <p>Text: Refugee Boy</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Biography; Persuasive writing; Newspaper report</p> <p>Grammar: active and passive verbs; suffixes and prefixes</p> | <p>Text: The Hobbit</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Extended narrative; setting description; characterisation; Poetry.</p> <p>Grammar: active and passive verbs; suffixes and prefixes</p> | <p>Text: Coraline</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Recount; Letter of invitation; Balanced argument.</p> <p>Grammar: language conventions and grammatical features of the different type of text</p> | <p>Text: Paradise on Fire / Poetry</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Narrative adventure; playscript; Explanation (link to science and evolution)</p> <p>Grammar: language conventions and grammatical features of the different type of text.</p> |
| Maths | <p>Place Value</p> <p>Recognise the place value of each digit in a seven-digit number. Compare and order numbers up to 10,000,000. Solve number and practical</p> | <p>Multiplication and Division</p> <p>Perform mental calculations, including with mixed operations and large numbers. Multiply multi-digit numbers by 2-digit</p> | <p>Decimals & Percentages</p> <p>Demonstrate an understanding of place value including decimals e.g. $28.13 = 28 + ? + 0.03$</p> | <p>Measures</p> <p>Use, read, write and convert between standard units of measurement – converting length,</p> | <p>Perimeter, area and volume</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> | <p>Ratio</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication</p> |



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

| | | | | | | |
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| | <p>problems. Use negative numbers in problem solving.</p> <p><u>Addition and Subtraction</u> Perform mental calculations with mixed operations to carry out calculations involving the four operations. Solve addition and subtraction calculations (see calculation policy). Solve multi-step word problems involving addition and subtraction</p> | <p>numbers using the formal written method. Divide multi-digit numbers by 2-digit numbers using the formal written method. Recall multiplication and division facts up to 12x12. Recognise and use factor pairs and commutativity in mental calculations. Solve multi-step word problems involving multiplication and division. estimation</p> <p><u>Fractions</u> Use common factors to simplify; use common multiples to express fractions in same denomination. Compare and order fractions, including fractions > 1. Add and subtract fractions with different</p> | <p>Recall and use equivalences between fractions, decimals and percentages, including in different contexts. Problem solving with fractions, decimals and percentages.</p> <p><u>Algebra</u> Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy and equation with two unknowns. Enumerate possibilities of combinations of two variables</p> <p><u>Position and Direction</u> Describe positions on the full coordinate grid</p> | <p>weight (mass), volume and time. Convert between miles and kilometres.</p> | <p>Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units e.g. mm^3 and km^3</p> | <p>and division facts e.g. find $\frac{7}{9}$ of 108. Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Consolidation.</p> |
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THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

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| | | <p>denominators and mixed numbers using equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$.</p> <p>Divide proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$.</p> | <p>(all four quadrants).</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axis</p> | | | |
| Science | <p><u>Electricity</u></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the</p> | <p><u>Living things and their habitats</u></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> | <p><u>Evolution and Inheritance</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> | <p><u>Climate Control</u></p> <p>Be able to conduct scientific investigations posing scientific questions</p> <p>Be able to choose an appropriate way to investigate a scientific issue</p> <p>Be able to make systematic and accurate measurements from their observations</p> <p>Be able to explain and justify their predictions, investigations, findings and conclusions</p> <p>Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions</p> | | |



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

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| | <p>brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p><i>Use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent</i></p> | <p>Give reasons for classifying plants and animals based on specific characteristics</p> | <p><i>Use the basic ideas of inheritance, variation and adaption to describe how living things have changed over time and evolved; and provide evidence for evolution</i></p> | <p>Know the distinctive properties of different materials</p> <p>Know about the major sources of energy</p> <p>Know how energy sources occur</p> <p>Know how energy sources are obtained</p> <p>Know how energy sources are used</p> <p>Know the basic principles of renewable and sustainable energy</p> <p>Understand how our use of energy contributes to the greenhouse effect</p> <p>Understand how we can reduce our use of energy</p> <p><u>Animals, including humans</u></p> <p>Identify and name the main parts of the human circulatory system, and describe the function of the heart, blood vessels and blood</p> <p>Recognise the effects of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p> |
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THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

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| | <i>simple series circuit diagrams</i> | | | | <u>Light</u> 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 explain why shadows have the same shape as the objects that cast them |
| Computing | <u>Coding</u> To review good planning skills. To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge. To use variables within a game to keep track of | <u>Online Safety</u> Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location. Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. | <u>Online Safety</u> Online safety day – 9th Feb 2021 https://www.saferinternet.org.uk/safer-internet-day/2021 <u>Be Internet Legends: Be internet alert – Check it's for real (Lesson 4)</u> | <u>Toontastic Digital Story Making/Animation</u> Use Toontastic to create video/book (Link with English) to tell a story Create a sequence of images to create a short animation/film. | <u>Blogging</u> To identify the purpose of writing a blog. To identify the features of successful blog writing. To plan the theme and content for a blog To understand how to write a blog. To consider the effect <u>Online Safety</u> <u>Be internet alert – Check it's for real.</u> Demonstrate ways to build positive and healthy online relationships and friendships. Describe strategies they can use to respond to hurtful online |



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

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| | <p>the properties of objects. To use functions and understand why they are useful in 2Code. To debug a program and organise the code into tabs. To organise code into functions and Call functions to eliminate surplus code in the program.</p> <p>BIG PICTURE: Create our own playable game</p>  <p>Digital Literacy - Link to English To find out what a text adventure is. To plan a story adventure.</p> | <p>Identify the benefits and risks of giving personal information and device access to different software. To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. Discuss the negative impact this can have on mental health. To begin to understand how information online can persist and give</p> | <p>Describe ways to critically evaluate what we see on social media. Explain how social media can mislead or misrepresent reality. Identify different types of line scams children may experience including 'phishing'. Identify sources of support for someone who is worried about anything online.</p> <p><u>Networks, Searching and How Computers Work.</u></p> | | <p>upon the audience of changing the visual properties of the blog. To understand the importance of regularly updating the content of a blog. To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher. To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria.</p> | <p>behaviour in ways that keep them safe Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online.</p> <p><u>Coding Sphero</u> To solve problems by decomposing them into smaller parts. Include use of sequences, variables, selection and repetition in programs and to explore real world problems. To debug easily and quickly by using decomposition. Use logical reasoning to explain how increasingly complex algorithms work.</p> |
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THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

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| | To make a story-based adventure. | <p>away details of those who share or modify it.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> | | | | <p><i>DT: apply their understanding of computing to program, monitor and control their products</i></p> |
| History | <p>A depth study of WW2 and its impact on Britain, including the local area</p> <p>A study of the Battle of Britain as a significant turning point in British history</p> <p>Historical Enquiry: What was it like for children in the Second World War?</p> | <p>A study of a non-European society that provides contrasts with British history – Benin (West Africa) c. 900-1700</p> <p>Child led Historical Enquiry</p> | <p>An overview of British history</p> <p>An overview of world history</p> <p>Child led historical enquiry</p> <p><i>Significant Individuals (studied throughout): Henry VIII, Elizabeth II, Tim Berners-Lee, Mary Seacole, Florence Nightingale, Pablo Fanque, Samuel Pepys, Queen Victoria, Christopher</i></p> | | | |



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

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| | <p>Big Question: Did anything positive come out of WW2?</p> <p><i>Significant Individuals: chosen by children, Lilian Bader, Winston Churchill, Noor Inayat Khan</i></p> <p>Know about the main events, dates and characteristics of WW2</p> <p>Be able to enquire into historical issues and their effects on people's lives</p> <p>Be able to find out about aspects of the past from a range of sources</p> <p>Be able to describe and identify reasons for historical events, situations and changes in the periods they have studied</p> <p>Be able to describe and make links between main events, situations and changes both within and across periods</p> <p>Be able to describe how the history of one country affects that of another</p> <p>Be able to ask and answer questions about the past</p> <p>Be able to select and record information relevant to an historical topic</p> | <p>Big Question: How does the kingdom of Benin compare to other ancient civilisations?</p> <p>How can we evaluate what we have learnt about Benin?</p> <p><i>Significant Individuals: Oba Ewedo, Ewuare the Great, Olaudah Equiano</i></p> <p>Know about the general history of the host country - Benin</p> <p>Know about the characteristic features of a particular period in the history of the host country (Benin c AD900-1700)</p> <p>Know about the ideas, beliefs, attitudes and experiences of people in the past in Benin</p> <p>Be able to find out about aspects of the past from a range of sources and critically assess their reliability</p> <p>Be able to describe and identify reasons for historical events, situations and changes in Benin</p> <p>Be able to describe and make links between main events, situations and changes both</p> | <p><i>Colombus, Hernan Cortes, Charles Darwin, Isambard Kingdom Brunel, Tutankhamun, Howard Carter, Boudicca, Julius Caesar, Septimius Severus, Alfred the Great, Winston Churchill, Lilian Bader, Olaudah Equiano</i></p> <p>Know about the development of climate change in the UK and around the world</p> <p>Know about the general history of the home country – UK</p> <p>Be able to plot historical periods studied on a timeline (Tudors, Victorians, Aztecs, Mayans, Ancient Egyptians, Stone Age, Bronze Age, Iron Age, Ancient Greeks, Romans, Anglo-Saxons, Vikings, WW2, Benin)</p> <p>Be able to plot significant individuals studied on a timeline (Henry VIII, Elizabeth II, Tim Berners-Lee, Mary Seacole, Florence Nightingale, Pablo Fanque, Samuel Pepys, Queen Victoria, Christopher Columbus, Hernan Cortes, Charles Darwin, Isambard Kingdom Brunel, Tutankhamun, Howard Carter, Boudicca, Julius Caesar, Septimius</p> |
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THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

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| | <p>Be able to place the events, people and changes in the periods they have studied into a chronological framework</p> <p>Be able to use dates and terms relating to the passing of time</p> <p>Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms</p> <p>Understand the impact of the Battle of Britain on British history</p> <p>Understand that different versions of the past may exist and the reasons for this</p> | <p>within and across periods (early British history and Benin)</p> <p>Be able to select and record information relevant to an historical topic</p> <p>Be able to place the events, people and changes in the periods they have studied into a chronological framework</p> <p>Be able to use dates and terms relating to the passing of time</p> <p>Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms</p> <p>Understand how to address and devise historically valid questions</p> | <p>Severus, Alfred the Great, Winston Churchill, Lilian Bader, Olaudah Equiano)</p> <p>Be able to describe the impact of the time periods studied on the present day</p> <p>Understand the history of the UK as a coherent, chronological narrative.</p> <p>Understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> |
| Geography | <p>Autumn 1: UK learning</p> <p>LK: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts, rivers) and land-use patterns; and</p> | <p>LK: Locate the world's countries, using maps to focus on Europe and North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> | <p>H&P G: Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes – how climate change has affected these over time</p> |



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

| | | | |
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| | <p><u>understand how some of these aspects have changed over time.</u></p> <p>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.</p> <p>Autumn 2: wider world learning</p> <p>LK: Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities (location of countries involved in the war)</p> | <p>PK: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Cornwall), a region in a European country (Provence, France) and a region within South America (Aruba) (popular holiday destinations)</p> <p>LK: Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>GS&F: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | <p>H&P G: Describe and understand key aspects of human geography: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>GS&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. (Focus for the term)</p> |
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THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

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| | GS&F: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | | | | |
| Art / DT | <p><u>Photography focus</u> Artists: Cindy Sherman, Steve McQueen Media: camera, photo, props.</p> <p>Exploration of photography as art</p> <p>Big Picture- Create a photographic portrait / self portrait</p> <p>Know about Cindy Sherman and/or Steve McQueen and their photography Be able to discuss what they can see in a photograph and what they know about the subject</p> | <p><u>Colour focus</u> Artists: J Howard Miller, Abram Games Media: paint</p> <p>Big Picture -Research and create war propaganda posters</p> <p>Consider colour for purposes Encourage individual identification of suitable equipment for a particular purpose Consider artists use of colour and application of it</p> <p>Know about posters as an art form</p> | <p><u>Pattern focus</u> Artists: West African patterns Media: computer, fabric, print, batik</p> <p>Big Picture- 1) Create repeating pattern inspired by African Art 2) Create batik pattern on fabric</p> <p>Create own abstract pattern to reflect personal experience and expression Create pattern for a purpose Discuss own and artists work, drawing comparisons and</p> | <p><u>Drawing focus</u> Artists: JRR Tolkien Media: pencil, charcoal, ink</p> <p>Big Picture- 1) Create sketches of plants, animals and landscapes 2) Use ink to create monochromatic scenes from The Hobbit</p> <p>Develop the concept of perspective Show the effect of light on objects and people from different directions</p> | <p><u>Paint and colour focus</u> Artists: C215, Jerry Rosembert Moïse; Serge Toussaint, Banksy, Guerilla Girls. Media: Paint, backing paper, stencils</p> <p>Big Picture - Create Street Art inspired by school life</p> <p>Work collaboratively on a large scale Explore the use of texture in colour e.g., with sawdust, glue, shavings, sand and on different surfaces Makes imaginative use of the knowledge</p> | <p><u>Drawing focus</u> Artists: Picasso, Kahlo, Lynette Yiadom-Boakye Media: Oil pastels, paint, collage</p> <p>Big Picture- Create expressive self-portrait</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint Independently select materials and techniques to use to create a specific outcome Observe colours on hands and faces - mix flesh colours</p> |



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

| | | | | | | |
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| | <p>Be able to plan own photograph and what they would like to express through it</p> <p>Be able to stage and take own photograph</p> <p>Be able to edit photograph using technology</p> | <p>Know about artwork created during WW2</p> <p>Be able to describe how posters impacted the war effort</p> <p>Be able to compare posters</p> <p>Understand why typography is important in Poster art.</p> <p>Understand the socio-political background influencing poster design</p> <p>Understand the impact of a propaganda poster on the Populus</p> | <p>reflecting on their own creations.</p> <p>Batik on fabric</p> <p>Discuss and evaluate own work and that of others</p> <p>Develop experience in embellishing</p> <p>Know about traditional fabrics of West Africa and what they were used to convey – status, job, etc.</p> <p>Be able to create a mood board of the patterns they like and make some preliminary sketches</p> <p>Be able to plan their repeating pattern on purple mash</p> <p>Be able to recreate this accurately on paper</p> | <p>Produce increasingly accurate drawings of people</p> <p>Independently select materials and techniques to use to create a specific outcome</p> <p>Be able to refer back to previous learning about art created through exploration and expedition</p> <p>Be able to develop drawing skills</p> <p>Be able to create a portfolio of sketches of animals, plants and landscapes in Middle Earth, following their particular interest as inspired by the novel</p> | <p>they have acquired of tools, techniques, and materials to express own ideas and feelings.</p> <p>Create stencils to explore Graffiti Art techniques</p> <p>Be able to discuss what they know about street art already – where they see it, what it looks like, what they think they use</p> <p>Know the difference between street art and graffiti</p> <p>Understand the history of Street Art from the Roman times to now.</p> <p>Be able to research street art in Haiti and discuss what it portrays, what it achieves and how</p> | <p>Control hue, tint, tone, shade and mood</p> <p>Use colour to express feelings</p> <p>Apply knowledge of different techniques to express feelings</p> <p>Know about self-portraits and how artists express themselves through them</p> <p>Be able to experiment with different ways of creating self portraits</p> <p>Be able to choose media to create a self-portrait to express how they feel about moving to secondary school</p> <p>Be able to discuss and evaluate their own and their peer's artwork</p> |
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THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

| | | | | | | |
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| | | | | | Be able to plan and create their own street art design to colourfully depict an aspect of their life at THS | |
| PE & Sport | <u>Gymnastics - Body management and partnerwork</u> Create a sequence of up to 5 elements <ul style="list-style-type: none"> combination of asymmetrical and symmetrical shapes and balances Evaluate others performs against the 5 elements giving advice on improving. Say why certain muscle can be injured during gymnastics Create a longer more complex sequence of up to 10 elements <ul style="list-style-type: none"> symmetrical rolling and jumping actions changes of direction and level and show mirroring; matching shapes and balance combination of counter balance(pushing against)/counter tension (pulling away from) twisting and turning travelling on hands and feet jumping and rolling | | <u>Games football/rugby</u> Vary skills, actions and ideas and link these in ways that suit the game Show confidence in using ball skills in various ways and can link these together effectively. <ul style="list-style-type: none"> Dribbling Kicking Keep possession of balls during games situation. Takes part in competitive games with a strong understanding of tactics Apply knowledge of skills for attacking and defending Can create own game using skill and knowledge Modifies competitive games. Compares and comments on skills to support creation of new game Identify appropriate exercises and activities for warming up and cooling down and how the game makes the body work. | | <u>Cricket - Striking and fielding games</u> Develop holding and handling of a Cricket bat Throw and catch under pressure. Talk about good techniques in a competitive situation. Has a clear understanding of how the body and muscles work during all physical activities and can compare the impact each sport has on them. Develop understanding of the two games Use fielding skills to stop the ball effectively Learn batting control Learn the role of backstop/wicket keeper Play in a tournament and work as team, using tactics in order to beat another team <u>Athletics – preparation for Sports Day</u> Know the quality, range and consistency of techniques they used for particular activities | |



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

| | | | | | | |
|-------|---|---|--|--|--|---|
| | <u>Swimming</u> Exit the water without using steps Swim 25m using any stroke Perform a range of movements in deep water demonstrating confidence and competence. Perform different skills and movements in the water. Discuss water safety and how to stay safe. Work on improving strokes and introduce butterfly leg kick and arms More able swimmers will work on racing dives for the swimming gala. | | | | <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 Compete with others and keep track of personal best performances, setting challenging targets for improvement | |
| Music | <u>Autumn 1: World War 2 + Harvest Assembly</u> - Listen to jazz and blues music from WW2 time. - Play Duke Ellington’s C-Jam Blues together on tuned instruments. - Improvise for 8 counts while the rest of the class play the 12 bar blues. | <u>Autumn 2: Garageband Blues + Carol Concert</u> - Introduce different Garageband tools we will be using. - Work in pairs with an iPad and splitters/headphones. - Compose and perform a 12 Bar Blues with chords, riff, improvisations and a | <u>Spring 1: Out of Africa</u> <i>Roots</i> - Singing African call and response songs in 2 groups. - Combining rhythm cycles in a percussion piece. - Devising rhythmic movements. | <u>Spring 2: Out of Africa + Spring Concert</u> African Drumming: - Understanding different roles of drummers in a group. - Recall sounds with increasing aural memory. | <u>Summer 1: Compose your own piece!</u> - Finish Grade 1 Music theory book; recap topics and test knowledge. - Put this knowledge into practice by composing a melody. - Composing an 8-16 bar melody in ternary | <u>Summer 2: + Production songs</u> <i>Production:</i> All Y6 children are involved in rehearsing and performing a production with singing, narration, acting and movement. Including solo, duet, ensemble and chorus singing opportunities |



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

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| | <ul style="list-style-type: none">- Compose and perform a 12 Bar Blues with chords, riff and improvisations.- Continue with Grade 1 Music theory book. | <p>rhythm pattern using the Garageband app.</p> <ul style="list-style-type: none">- Continue with Grade 1 Music theory book. | <ul style="list-style-type: none">- Developing a descriptive composition. <p><i>African drumming:</i></p> <ul style="list-style-type: none">- Learn how to sit with the djembe drum.- Learn 3 different ways to strike the drum.- Develop ability to copy increasingly challenging rhythms.- Learn call and response sequences. <ul style="list-style-type: none">- Continue with Grade 1 Music theory book | <ul style="list-style-type: none">- Develop effective improvising within a pulse.- Compose and record own rhythms with staff notation- Rainbow Nation song + gumboot dance <ul style="list-style-type: none">- Develop confidence and accuracy of performance in preparation for their Spring Concert. <ul style="list-style-type: none">- Continue with Grade 1 Music theory book. | <p>form using formal notation.</p> <ul style="list-style-type: none">- Perform your melody on an instrument.- Explore the history of music and musical instruments from the Classical, Romantic, 20th and 21st Century periods.- Learn about the evolution of instruments, compositions, musical styles and famous/iconic composers. | |
| PSHE | <p>Teamwork - class contract; Network Rail – safety in stations and trains talk; Road safety talk; Harvest Festival; Gratitude; Big Draw – teamwork Families and People Who Care for Me.x 3 Social & Emotional Learning - PATHS Caring friendships x 3</p> | | <p>New year, new start – goals x 1 Online Relationships x1 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</p> | | <p>Persistence - working towards SATs Online Relationships x1 Study Skills x 3 Money and Me x 2 St George's Day; Healthy Eating; Teamwork - Sports Day; Health & prevention of illness x 1 Being Safe x 3</p> | |



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

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| | Diwali; Hanukah; Bonfire Night; Halloween; Eid; Christmas; Anti-Bullying Week x 1 Positive Mental Health x 2 Sustainability x 2 | | Positive Mental Health x 2 Sustainability x 2 | | Transition to secondary school x 4 Positive Mental Health x 2 Sustainability x 2 | |
| RE / P4C | Judaism Why does God let bad things happen? Significant people: Stories from the Hebrew Bible about the founders Abraham, Isaac, Jacob, Moses, Rebecca, Rachel, Esther, Leah Sacred texts: The Torah and the Talmud Assembly: Yom Kippur – Jewish Festival (Sept) | Judaism Why are rituals important? Occasions Rites of passage, birth and naming ceremony (circumcision), Bar/Bat Mitzvah and Bat Chayil, weddings, mourning and remembrance. Simchat Torah. Assembly: Hanukah – Jewish Festival (Nov) Assembly: The Power of Prayer – Comparing Christian and Jewish prayers (Nov) | Hinduism/Buddhism Does religion have a place in modern society? Introduction to Samskaras for Hindus and meditation for Buddhists Hinduism – Puja Assembly: Diwali - Hindu Festival of Light (Nov) Assembly: Introduction to Buddhism – living the noble 8-fold path (Sept) | Christianity What can we learn about Christianity from Westminster Abbey? Trip to Westminster Abbey to focus on exploring the architecture and key features. | Non-religious beliefs – Humanism Is it important to belong to a religious group? Why? Scientists who have increased our knowledge and understanding of the world, or thinkers, writers and philosophers who have expanded our ideas and understanding of ourselves. Humanist weddings and funerals. | Buddhism Am I ‘enlightened’? Dhammacakka Day (July) Wesak (May) Worship at the home and at the Temple Samanera (when a boy enters the monastery). Assembly: Buddhism - Wesak – Buddha’s birthday, enlightenment and death (May) |



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| | | | <p>Assembly: Buddhism – Kathina Day (Nov)</p> <p>Assembly: Hindu Kumbh Mela - a Hindu pilgrimage (Feb)</p> | | <p>Assembly: Humanism - Darwin Day 12th Feb</p> <p>Assembly: Moral Teachings such as the care of the natural world (April)</p> <p>Assembly: World Humanist Day (June)</p> | |
| Spanish | <p>Autumn 1: Time Tunnel</p> <ul style="list-style-type: none"> • Our world <p>Vocab: playa, valle, selva, bosque, desierto, montaña.</p> <ul style="list-style-type: none"> • Climates <p>Vocab: seco, caluroso, húmedo, nevado, profundo, tranquilo, lluvioso, frío.</p> | <p>Autumn 2: Time Tunnel</p> <ul style="list-style-type: none"> • Present tense <p>Vocab: 'Regular' verbs in all persons, 'irregular' verb 'to go' in all persons</p> | <p>Spring 1: Out of Africa</p> <ul style="list-style-type: none"> - Professions - Present tense (all persons-recap) - 'Irregular' verbs - People's personalities <p>Vocab: tímido, gracioso, hablador,</p> | <p>Spring 2: The Holiday Show</p> <ul style="list-style-type: none"> • Adverbs • Shopping • Conversation with a shopkeeper | <p>Summer 1: Climate Control</p> <ul style="list-style-type: none"> • Media and communication • Past tense <p>Vocab: 'Regular verbs'</p> | <p>Summer 2: Climate Control</p> <ul style="list-style-type: none"> • Express feelings about something that has already happened |



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| | | | callado, extrovertido, introvertido, serio. | | | |
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