



Wingfield  
PRIMARY SCHOOL

# Curriculum Framework

## 2017 – 2018



## Our Wingfield Curriculum Vision

At Wingfield we aim to provide a broad and balanced curriculum which inspires all children to develop a lifelong love of learning; promotes the willingness to question, explore and take risks in their learning, and enables all children to achieve the highest possible outcomes.

Our innovative and inspiring curriculum is based upon the National Curriculum Framework and provides a wide and varied learning experience, which is enriched through creative contexts and our values based learning community. The Wingfield curriculum is based on the principles of the 'backwards by design' pedagogy which ensures that all learning is tailored towards a desired goal. This, in turn, creates highly memorable, meaningful and purposeful learning experiences for the children at our school.

### Aims

The Wingfield Curriculum enables all children to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society
- intrinsically motivated by their learning experiences
- critical thinkers who consider a range of theories and perspectives before forming their own opinions and views
- considerate young people who help to create a better and more peaceful world through intercultural understanding and respect

## **Values**

The Wingfield Curriculum is developed around a values based learning community which:

- promotes personal development
- supports equality of opportunity,
- develops spiritual, moral, social, intellectual and physical growth
- celebrates the contributions of a diverse range of people, cultures and heritages
- develops an understanding of the environment as the basis of life and a source of wonder and inspiration that needs to be protected

## **Purpose**

The curriculum at Wingfield will:

- promote high standards, particularly in English, Mathematics and Computing
- provide continued entitlement from the early years to a coherent, broad and balanced curriculum
- instil in children a positive disposition to learning and a commitment to learn
- promote and pass on essential knowledge, skills and understanding valued by society to the next generation
- be relevant to children and prepare them for the here and now, for the next phase of their education, and for their future
- widen horizons and raise aspirations about the world of work and further and higher education
- make children more aware of, and engaged with, their local, national and international communities
- help children recognise that personal development is essential to wellbeing and success.

## Foundation Stage

	Autumn 1 (6.5 weeks) Whole School Text The Lion, the Witch and the Wardrobe	Autumn 2 (7.5 weeks)	Spring 1 (6 weeks) Whole School Film Mermaid Story	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks) Whole School Visit Science Museum
<b>Early Years Cycle 1 2016-17</b>	Whole School Text <b>Traditional Tales</b> Stories encourage us to be readers, give us pleasure and allow us to be part of different worlds. <b>Suggested Texts:</b> The Three Little Pigs; Goldilocks; Little Red Riding Hood <b>Suggested visits:</b> Royal Naval College - Tactile Tales and Painted Hall	<b>Night and Day</b> The cycle of night and day changes the way we behave. <b>Suggested Texts:</b> Whatever Next; Oscar and the Moth; Can't You Sleep Little Bear <b>Suggested visits/Visitors:</b> Maritime Museum – Night Lights and Monster Hunt Night walk with parents	<b>All About Me</b> People need to understand how their bodies work if they are to be safe and healthy. <b>Suggested Texts:</b> Owl Babies; Funny Bones; The Large Family <b>Suggested Visits/Visitors:</b> Suggested visitors: Dental Team Bird Man	<b>On the Move</b> Transport systems are related to people's needs. <b>Suggested Texts:</b> Bog Baby; Rainbow Fish <b>Suggested visits:</b> Maritime Museum – Night Lights and Monster Hunt	<b>Our Wider World</b> Visiting the wider world offers opportunities for cultural understanding. <b>Gym: Explore Apparatus</b> <b>Suggested Texts:</b> Our Spider, The Naughty Bus, Handsome Hog	<b>Life in the Garden</b> Human beings share the planet with different living things. <b>Suggested Texts:</b> The Very Hungry Caterpillar; Oliver's Vegetables; Katie and the Sunflower; Jack and the Beanstalk <b>Suggested Visits:</b> Mudchute Farm
<b>Early Years Cycle 2 2017-18</b>	Whole School Text <b>Traditional Tales</b> Stories pave the way to imaginary worlds. <b>Suggested Texts:</b> Leaf Man; The Enormous Turnip <b>Coordination, Throw and Catch</b> <b>Suggested visits:</b> Trip to the local woods/Autumn walk.	<b>Winter Lights</b> People recognise important events through celebrations and traditions. Suggested Texts: A New House for Mouse; Owl Babies; Wow said Owl <b>Gym: Floor Work, Stop, Start, Balance</b> Suggested visits: Introduce trips to Local Library.	<b>Where I live</b> The local community provides resources and support for all. <b>Suggested Texts:</b> A Walk in London; Katie in London; Paddington Bear's London treasury <b>Suggested Visits:</b> River boat to London, Greenwich Park on Red Bus	<b>People who help us</b> People use a variety of skills that contribute to their role in a community. <b>Suggested Texts:</b> Non Fiction <b>Dance: Linking movements</b> <b>Suggested Visits/Visitors:</b> Local Fire Station Visitors: Crossing patrol Police School Nurse	<b>Changes</b> Change leads to new understandings and exciting opportunities. <b>Suggested Texts:</b> Biscuit Bear; The Magic Bed <b>Games: Skipping, Ball, Roll and Stop</b> <b>Suggested Visits:</b> Environmental centre/trip to the farm.	<b>Life on Earth</b> Living things need to move, eat and grow to stay alive. Suggested Texts: Tadpoles Promise; What the Ladybird Heard <b>Dance: Music and Movement</b> Suggested Visits: Mudchute Farm

## Key Stage 1

	Autumn 1 (6.5 weeks) Whole School Text The Lion, the Witch and the Wardrobe	Autumn 2 (7.5 weeks)	Spring 1 (6 weeks) Whole School Film Mermaid Story	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks) Whole School Visit Science Museum
Year 1	Whole School Text	<p style="text-align: center;"><b>Adventures at sea</b></p> <p>Journeys across the sea bring discovery and adventure.  <b>Suggested Texts:</b> Captain Flinn and the Pirate Dinosaurs  <b>Working Scientifically and Everyday Materials</b>  <b>History:</b> Isambard Kingdom Brunel and/or Christopher Columbus  <b>DT Focus – Textiles</b>  <b>RE:</b> Christianity and Christmas  <b>Music Focus</b>  <b>P.E.:</b> Gym – points and patches, Unit E  <b>Games- Throwing and Catching, Unit 2</b>  <b>Suggested visits:</b> Maritime Museum: World Traders, Pirates</p>	<p style="text-align: center;"><b>African Adventure</b></p> <p>Communities are enriched by their members and the different perspectives they bring.  <b>Suggested Texts:</b> Lila and the Secret of Rain; The Leopard's Drum  <b>Working Scientifically; Seasonal changes</b>  <b>Geog.:</b> Contrasting UK with non-European country  <b>RE:</b> Islam – Prophet Muhammed  <b>Art Focus – Sculpture</b>  <b>Music Focus</b>  <b>P.E.:</b> Gym – flight, bounce, jump, Unit D  <b>Games – Throw and Catch, Unit 2</b>  <b>Suggested visits:</b> Woodlands Farm</p>	<p style="text-align: center;"><b>Green Fingers</b></p> <p>Caring for animals and plants helps us to look after our world.  <b>Suggested Texts:</b> Jack and the Beanstalk  <b>Working Scientifically; Plants</b>  <b>Geog.:</b> World Vegetation  <b>RE:</b> Christianity – Easter  <b>Art Focus – Van Gogh, Printing</b>  <b>Music Focus</b>  <b>P.E.:</b> Dane- VS, Jack and the Beanstalk, Unit 1  <b>Games- Large balls, Unit 1</b>  <b>Suggested visits:</b></p>	<p style="text-align: center;"><b>Houses and Homes</b></p> <p>Homes reflect personal identity and local culture.  <b>Suggested Texts:</b> Non Fiction  <b>Working Scientifically; Everyday Materials</b>  <b>History:</b> Places in the locality  <b>Changes within Living Memory</b>  <b>Geog.:</b> Map skills  <b>RE:</b> Who am I? Belonging  <b>DT Focus - Structures</b>  <b>P.E.:</b> Gym- Rocking and Rolling, Unit F  <b>Games – Developing Partner work, Unit 4</b>  <b>Suggested visits:</b> A Walk in the Woods</p>	<p style="text-align: center;"><b>Circle of Life</b></p> <p>All living things go through a process of change.  <b>Suggested Texts:</b> The Enormous Crocodile; Fox in the Dark; Amazing Grace  <b>Working Scientifically; Animals including humans</b>  <b>History:</b> Florence Nightingale and/or Mary Seacole  <b>RE:</b> Islam – The Five Pillars  <b>DT Focus - Food</b>  <b>P.E.:</b> Dance – VS, Changes and growth, Unit 2  <b>Games – Bat and Ball, unit 3</b>  <b>Suggested visits:</b> Environmental Centre Eltham</p>
	<p style="text-align: center;"><b>Natural Explorers</b></p> <p>People understand the world around them through investigation and exploration.  <b>Suggested Texts:</b> A Balloon for Grandad  <b>Working Scientifically and Animals including humans</b>  <b>Senses</b>  <b>Sound</b>  <b>RE:</b> Diwali  <b>Geog.:</b> Continents  <b>Art Focus – Textiles, collage</b>  <b>Music Focus</b>  <b>P.E.:</b> Dance- VS, Unit 4  <b>Athletics – Basic Skills, Unit 1</b>  <b>Suggested visits:</b> A Local Walk</p>					
Year 2	Whole School Text	<p style="text-align: center;"><b>Celebrations</b></p> <p>People recognise important events through celebrations and traditions.  <b>Suggested Texts:</b> The Polar Express  <b>Working Scientifically; Light; Seasonal changes</b>  <b>History:</b> National traditions (Guy Fawkes)  <b>RE:</b> Christianity –A Local Church  <b>Art Focus – Printing, Digital Media</b>  <b>Music Focus</b>  <b>P.E.:</b> Gymnastics – spin, turn and twist, Unit J  <b>Games – partner games, aim, kick and hit, Unit 2</b>  <b>Suggested visits:</b> Local Church and Hindu Temple</p>	<p style="text-align: center;"><b>Carnival of the Animals</b></p> <p>Different animals have unique characteristics that enable them to interact with their environment.  <b>Suggested Texts:</b> Caterpillar, Butterfly, The Rainbow Bear  <b>Working Scientifically; Animals including humans (Animal groups)</b>  <b>Geog.:</b> Animal Environments  <b>RE:</b> Celebrations Unit  <b>DT Focus – textiles</b>  <b>Music Focus</b>  <b>P.E.:</b> Dance- VS, unit 3  <b>Games – Inventing group games, Unit 4</b>  <b>Suggested visits:</b> Natural History Museum</p>	<p style="text-align: center;"><b>Fire!</b></p> <p>The earth's natural elements affect people in different ways.  <b>Suggested Texts:</b> Non Fiction  <b>Working Scientifically and Uses of everyday materials</b>  <b>History:</b> The Great Fire of London  <b>RE:</b> Christianity – Jesus the teacher  <b>DT Focus – Structures</b>  <b>Music Focus</b>  <b>P.E.:</b> Gymnastics – Linking moves together, Unit K  <b>Athletics – Basic Skills, Unit 2</b>  <b>Suggested visits:</b> London Fire Brigade Museum</p>	<p style="text-align: center;"><b>Swings and Roundabouts</b></p> <p>Understanding the nature of forces, allows people to make practical applications.  <b>Suggested Texts:</b> The Lighthouse Keeper's Lunch  <b>Working Scientifically; Movement</b>  <b>History:</b> Sir Isaac Newton  <b>RE:</b> Guru Nanak and his Teachings  <b>Music Focus</b>  <b>P.E.:</b> Pirate shanty inspiration, Unit 2  <b>Games- Inventing Group games, Unit 4</b>  <b>Suggested visits:</b> Greenwich Park</p>	<p style="text-align: center;"><b>Planet Earth</b></p> <p>Plants and animals rely on each other and their environments for survival.  <b>Suggested Texts:</b> Dinosaurs and All that Rubbish, Michael Recycle  <b>Working Scientifically; All living things and their habitats</b>  <b>Geog.:</b> Weather Patterns  <b>Geog.:</b> Seasons  <b>RE:</b> Sikhism, Teachings and Life  <b>DT Focus –Mechanisms</b>  <b>Art Focus – Drawing</b>  <b>Music Focus</b>  <b>P.E.:</b> Gymnastics – pathways, straight, zig and zag, Unit 1  <b>Games – throw and catch, invent games, Unit 1</b>  <b>Suggested visits:</b></p>
	<p style="text-align: center;"><b>Heroes and Villains</b></p> <p>Imagination is a powerful tool for extending our ability to think, create and express ourselves.  <b>Suggested Texts:</b>  <b>Working Scientifically; Uses of everyday materials</b>  <b>Geog.:</b> The United Kingdom  <b>RE:</b> Hinduism – Hindu Worship  <b>Art Focus –Painting and colour</b>  <b>Music Focus</b>  <b>P.E.:</b> Gymnastics – Parts high, parts low, Unit H  <b>Games- Dribbling, hitting, kicking, Unit 3</b>  <b>Suggested visits:</b> Royal Naval College - Myths and Masks</p>					

## Lower Key Stage 2

	Autumn 1 (6.5 weeks) Whole School Text The Lion, the Witch and the Wardrobe	Autumn 2 (7.5 weeks)	Spring 1 (6 weeks) Whole School Film Mermaid Story	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks) Whole School Visit Science Museum
Year 3	<p>Whole School Text</p> <p><b>Global Gardens</b> Living things have certain requirements in order to grow and stay healthy. <b>Suggested Texts:</b> Window; The Hidden Forest <b>Working Scientifically; Plants</b> <b>Geog.:</b> Climate Zones <b>RE:</b> Sikhism - The Gurdwara <b>DT Focus -Textiles</b> <b>Music Focus</b> <b>P.E.:</b> Gymnastics –stretching, curling and arching, Unit L <b>Games – Cricket, Unit 4</b> <b>Suggested visits:</b> Science Museum – Living Things Exhibition</p>	<p><b>The Romans</b> Ancient civilisations help people to understand the modern world. <b>Suggested Texts:</b> Romulus and Remus/ Boudicca <b>Working Scientifically linked to Romans</b> <b>History: The Roman Empire</b> <b>RE:</b> Christianity- The Bible <b>DT Focus -structures</b> <b>P.E.:</b> Gymnastics – Symmetry, Unit M <b>Games – Team Building and Strategy, Unit 2</b> <b>Suggested visits:</b> Greenwich Heritage Centre (Roman Session)</p>	<p><b>The Flintstones!</b> Ancient civilisations help people to understand the modern world. <b>Suggested Texts:</b> Stone Age Boy/ The Ice Palace <b>Working Scientifically; Rocks</b> <b>History: The Stone, Bronze and Iron Age</b> <b>RE:</b> Judaism - The Shabbat <b>Art Focus- Printing</b> <b>Music Focus</b> <b>P.E.:</b> Dance – Human, mechanics, Unit 4 <b>Games-Football, Unit 1</b> <b>Suggested visits:</b> Natural History Museum/ British Museum</p>	<p><b>Mexico</b> Individuals and groups bring different perspectives to the culture of a community. <b>Suggested Texts:</b> The Tear Thief/Rain Player <b>Working Scientifically; Sound</b> <b>History: Mayan Civilisation</b> <b>Geog.:</b> Central American Country <b>RE:</b> Christianity 2 - Local Christian places of worship <b>Art – Drawing</b> <b>Music Focus</b> <b>P.E.:</b> Dance – Ritual Dances, Unit 1 <b>Games – Basketball – Unit 3</b> <b>Suggested visits:</b> Latin American Dance group visitors</p>	<p><b>Mighty Mountains</b> Mountains shape the culture and lifestyle of people in the surrounding area. <b>Suggested Texts:</b> Fly Eagle Fly <b>Working Scientifically; Light</b> <b>Geog.:</b> The United Kingdom <b>Compass Points</b> <b>Art Focus- Textiles, Digital Media</b> <b>RE:</b> Buddhism - The Buddha <b>Music Focus</b> <b>P.E.:</b> Gymnastics – Pathway, Unit N <b>Games- Tennis, Unit 3</b> <b>Suggested visits:</b> Box Hill</p>	<p><b>On the Move</b> Transportation systems are directly related to the needs of a community. <b>Suggested Texts:</b> Non Fiction <b>Working Scientifically; Forces and magnets</b> <b>Geog.:</b> Local Area <b>RE:</b> Hinduism - Hindu Life <b>DT Focus -mechanisms</b> <b>Music Focus</b> <b>P.E.:</b> Dance – Egyptian inspiration, Unit 3 <b>Athletics- Skills and technique, Unit 1</b> <b>Suggested visits:</b> London Transport Museum,</p>
Year 4	<p>Whole School Text</p> <p><b>Fighting Fit!</b> Making balanced choices about daily routines enables people to have a healthy lifestyle. <b>Suggested Texts:</b> George's Marvellous Medicine, Non Fiction <b>Working Scientifically;</b> <b>Animals including Humans</b> <b>History:</b> Changes in an aspect of local social history <b>Geog.:</b> Distribution of food and natural resources <b>RE:</b> Buddhism – Living as a Buddhist <b>DT Focus - Food</b> <b>P.E.:</b> Swimming, Gymnastics – Direction, Unit R <b>Suggested visits:</b> Making Pizza at the 02 Visit from Dentist The Cell (Queen Mary's University)</p>	<p><b>The Planets</b> Exploration leads to discovery and develops new understandings. <b>Suggested Texts:</b> Non Fiction <b>Working Scientifically; Earth and Space</b> <b>Geog.:</b> Time zones, longitude and latitude <b>Geog.:</b> Compass points <b>RE:</b> Sikhism 2- Belonging to the Sikh Community <b>Art Focus – Digital media</b> <b>Music Focus</b> <b>P.E.:</b> Swimming, Games – Football, Unit 3 <b>Suggested visits:</b> The Royal Observatory - Planetarium session: Sun, Stars, Moon</p>	<p><b>Endangered Environments</b> Over time, living things need to adapt to survive. <b>Suggested Texts:</b> The Rainforest <b>Working Scientifically; Living things and their habitats</b> <b>Geog.:</b> Different environments <b>Biomes and vegetation belts</b> <b>RE:</b> Judaism 1 – Festivals in the Jewish Year <b>Art Focus –Painting and colour; Monet</b> <b>Music Focus</b> <b>P.E.:</b> Swimming, Dance – Lind Hop, Jitterbug, Unit 1 <b>Suggested visits:</b> London Zoo</p>	<p><b>Invaders and Settlers</b> People throughout the ages have sought to expand their horizons. <b>Suggested Texts:</b> Beowulf; Asterix and Thor comics <b>Working Scientifically lined to The Vikings</b> <b>History:</b> Britain's settlement by Anglo-Saxons and Scots <b>Geog.:</b> Continents and countries <b>RE:</b> Where did the world begin? <b>DT Focus - Structures</b> <b>P.E.:</b> Swimming, Gymnastics –balance, Unit P <b>Suggested visits:</b> Maritime Museum: Vikings</p>	<p><b>The Golden Age</b> New understandings about the world lead to changes in cultures and societies. <b>Suggested Texts:</b> The Tempest <b>Working Scientifically linked to The Tudors</b> <b>History:</b> The Tudor Period <b>RE:</b> Islam - Ramadan and Id ul Fitr <b>Art Focus – Textiles</b> <b>Music Focus</b> <b>P.E.:</b> Athletics – skills and techniques, Unit 1 <b>Suggested visits:</b> Royal Naval College: Tudor Study Day Maritime Museum: Life in Tudor Times and Tudor Explorers The Globe Theatre Hall Place-Bexley Greenwich Heritage Centre (Woolwich Arsenal)</p>	<p><b>Rise of the Robots</b> Harnessing sources of power has enabled people to advance the world of technology. <b>Suggested Texts:</b> Iron Man; Non Fiction <b>Working Scientifically; Electricity ; Forces and magnets</b> <b>Geog.:</b> Distribution natural resources and minerals <b>RE:</b> Hinduism - Gods and Beliefs <b>DT Focus - Electricity</b> <b>P.E.:</b> Swimming, Games- Unit 4 <b>Suggested visits:</b> Royal Institute Lecture-Building Circuits</p>

## Upper Key Stage 2

	Autumn 1 (6.5 weeks) Whole School Text The Lion, the Witch and the Wardrobe	Autumn 2 (7.5 weeks)	Spring 1 (6 weeks) Whole School Film Mermaid Story	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks) Whole School Visit Science Museum
Year 5	Whole School Text	<p style="text-align: center;"><b>Democracy</b></p> <p>Past civilisations shape present day systems and technologies. <b>Suggested Texts:</b> D is for Democracy, Greek Myths; The Adventures of Odysseus <b>Working Scientifically linked to Ancient Greece</b> <b>History: Ancient Greece</b> <b>Geog.: European Country</b> <b>RE: Christianity – Who was Jesus</b> <b>DT Focus -Food</b> <b>P.E.: Dance – Greek inspiration, Unit ¼</b> <b>Athletics – Skills and techniques, Unit 2</b> <b>Suggested visits:</b> British Museum</p>	<p style="text-align: center;"><b>Migration and Trade</b></p> <p>Human migration is a response to challenges risks and opportunities. <b>Suggested Texts:</b> The Arrival <b>Working Scientifically linked to water</b> <b>Geog.: Settlement, land use and economic activity</b> <b>Ordnance Survey Maps</b> <b>History: The Viking and Anglo-Saxon struggle for the Kingdom of England</b> <b>RE: Islam – Haj</b> <b>Art Focus – Painting and colour</b> <b>P.E.: Dance- African Inspiration, Unit 3</b> <b>Games- Basket/Bench, Unit 3</b> <b>Suggested visits:</b> Greenwich Heritage Centre Plumstead and Woolwich Focus Royal Naval Academy – A Day in the Life of Greenwich Pensioner</p>	<p style="text-align: center;"><b>Water Worlds</b></p> <p>Water is essential to life and is a limited resource for many people. <b>Suggested Texts:</b> The Flood; Kapiti Plain <b>Working Scientifically; States of Matter; Properties and changes of materials</b> <b>Geog.: Rivers and the water cycle</b> <b>RE: Christianity - Christian festivals</b> <b>DT Focus- Structures</b> <b>Music Focus</b> <b>P.E.: Athletics – Fitness training, Unit 2</b> <b>Games – Football, Unit 2</b> <b>Suggested visits:</b> Woolwich Ferry, River Walk, River Cray, London Aquarium</p>	<p style="text-align: center;"><b>Disaster Strikes</b></p> <p>Human survival is connected to understanding the continual changing nature of the earth. <b>Suggested Texts:</b> The Highwayman <b>Working Scientifically; Properties and changes of materials</b> <b>Geog.: Volcanoes, earthquakes</b> <b>Art Focus – Sculpture</b> <b>RE: Weddings</b> <b>P.E.: Athletics – Circuit Training, Unit 1</b> <b>Games – Cricket, Unit 4</b> <b>Suggested visits:</b> Museum of London The Plague</p>	<p style="text-align: center;"><b>Thrills and Spills</b></p> <p>Understanding the nature of forces, allows people to make practical applications. <b>Suggested Texts: Non Fiction</b> <b>Working Scientifically; Forces; Properties and Changes of Materials</b> <b>History: Ancient Greece continued</b> <b>RE: Buddhism – Buddha's teachings</b> <b>Unit 3</b> <b>DT Focus- Mechanisms</b> <b>Music Focus</b> <b>P.E.: Gymnastics – Flight and jumping, Unit U</b> <b>Games – Tennis, Unit 1</b> <b>Suggested visits:</b> Lesness Abbey Swing Park, Tate and Lyle Factory, London Eye</p>
	<p style="text-align: center;"><b>Life Cycles</b></p> <p>The reproduction of living things contributes to the continuation of the species. <b>Suggested Texts:</b> Zoo <b>Working Scientifically; Living Things and their habitats</b> <b>History: The Plague</b> <b>RE: Judaism – The Synagogue</b> <b>Art Focus – Printing, Charles Rennie Mackintosh</b> <b>Music Focus</b> <b>P.E.: Games – tag rugby, Unit 2</b> <b>Gymnastics – Use of Limbs, Unit V</b> <b>Suggested visits:</b> London Aquarium</p>					
Year 6	Whole School Text	<p style="text-align: center;"><b>The Dinosaur Age</b></p> <p>Animals and plants adapt and change over time in response to challenges in their environment. <b>Suggested Texts:</b> Stig of the Dump; Jabberwocke <b>Working Scientifically; Evolution and Inheritance; Living things and their habitats</b> <b>Geog.: The Galapagos Islands</b> <b>Different environments</b> <b>RE: Christianity - Leading a Christian life</b> <b>Art Focus -Drawing</b> <b>P.E.: Dance – Explorers, Unit 2</b> <b>Games – Netball, high5, Unit 2</b> <b>Suggested visits:</b> Natural History Museum</p>	<p style="text-align: center;"><b>Growing and Changing</b></p> <p>Increasing the awareness of self -development helps us make decisions that can affect our future. <b>Suggested Texts:</b> The Landlady <b>Working Scientifically; Animals including Humans</b> <b>History: Charles Darwin</b> <b>RE: Judaism: Jewish Way of Life</b> <b>DT Focus -Food</b> <b>P.E.: Gym – Holes and barriers, Unit Z</b> <b>Games- Hockey, Unit 1</b> <b>Suggested visits:</b> Centre of The Cell (Queen Mary's University) L'Oreal Young Scientist Centre</p>	<p style="text-align: center;"><b>Ancient Worlds</b></p> <p>Ancient civilisations help people to understand the modern world. <b>Suggested Texts:</b> Me and You <b>Working Scientifically linked to Ancient civilisations</b> <b>History: The Indus Valley</b> <b>Geog.: Continents and countries</b> <b>RE: The Buddhist Community Worldwide</b> <b>Art Focus - Sculpture</b> <b>Music Focus</b> <b>P.E.: Gym – Flight, Unit U</b> <b>Games- Tag Rugby, Unit 4</b> <b>Suggested visits:</b> The British Museum</p>	<p style="text-align: center;"><b>The Theatre</b></p> <p>Performance allows people to express thoughts, ideas and emotions to an audience. <b>Suggested Texts:</b> Shakespeare <b>History: Leisure and entertainment through history</b> <b>Working Scientifically; Light; Electricity</b> <b>RE: End of life's journey unit</b> <b>Understanding faith in Greenwich</b> <b>DT Focus – Electricity</b> <b>DT Focus 2 - Textiles</b> <b>Music Focus</b> <b>P.E.: Gymnastics – matching and mirroring, Unit 1</b> <b>Athletics – Travelling, Unit 2</b> <b>Dance – Circus Inspiration, Unit 4</b> <b>Games – Cricket/Rounders Unit 3</b> <b>Suggested visits:</b> The Globe Theatre, Drama workshop visit-The Little Fish company</p>	
	<p style="text-align: center;"><b>Britain at War</b></p> <p>Finding peaceful solutions to conflict leads to a better quality of human life. <b>Suggested Texts:</b> Rose Blanche; Goodnight Mister Tom; The Boy in the Striped Pyjamas <b>Working Scientifically</b> <b>History: WWII The Battle of Britain</b> <b>Geog.: Continents and countries</b> <b>RE: Peace Unit</b> <b>Art Focus – Digital Media, John Hearfield</b> <b>Music Focus</b> <b>P.E.: Athletics – Fitness training and circuits, Unit 1</b> <b>Games- Volleyball, Unit 2</b> <b>Suggested Visits:</b> Greenwich Heritage Centre + Firepower</p>					