



Wingfield
PRIMARY SCHOOL

Curriculum Framework 2021 - 2022



Our Wingfield Curriculum Vision

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

Our curriculum employs the 'Backward by Design' pedagogy and is based on the statutory entitlement set out in the National Curriculum. This approach to the curriculum gives us the opportunity to have 'end goals and outcomes' the children work towards whilst developing their knowledge and skills, therefore providing a wide and varied learning experience which is enriched through creative contexts and values-based learning.

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Aims

The Wingfield Curriculum enables all children to become:

- Enthusiastic and successful learners who love the challenge of learning and are resilient to failure.
- Curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge understanding and skills.
- Confident learners who make effective progress and achieve their full potential in a wide range of subjects.
- Confident individuals who know how to live safe, healthy and fulfilling lives.
- Responsible citizens who can make a positive contribution to society.
- Individuals who understand the value of learning and who continue that process throughout their lives.
- Learners who have developed a wide range of skills that will broaden their life experiences.

Context

The 'Backward by Design' pedagogy is focused on an 'end point' or an 'end goal' which ensures that the content, skills and knowledge taught remains organised, fluent and focused.

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 within English, mathematics and all subjects across the curriculum.

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- Provide continued entitlement from 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.

Our curriculum aims to inspire children and open their minds to the wonder of the world so that they can be in awe of its beauty and complexity whilst being empowered to understand it deeply and be active agents of evolution.

Early Years Foundation Stage

| | Autumn 1 Whole School Project: BANKSY | Autumn 2 | Spring 1 Whole school trip: PPMCC | Spring 2 | Summer 1 | Summer 2 Whole school project: COMMONWEALTH |
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| Cycle 1 | <p>Traditional Tales Stories encourage us to be readers, give us pleasure and allow us to be part of different worlds.</p> <p>Suggested Texts: The Three Little Pigs, Goldilocks, Little Red Riding Hood, The Gingerbread Man, Hansel and Gretel, Rumpelstiltskin.</p> <p>PE: Introduction to PE, active play</p> <p>RHE: No outsiders - No Outsiders 0.1 Key learning – To choose what I like Suggested Text: You Choose by Mich Sharratt and Pippa Goodheart</p> <p>Suggested Visits/Visitors: Role play/ Autumn walk.</p> | <p>Night and Day Night time welcomes a whole new world that we can learn about.</p> <p>Suggested Texts: Whatever Next, Peace at Last, A Patch of Black, Wow said the Owl, Non-Fiction books on Nocturnal Animals.</p> <p>EYFS Focuses: Firework Night and Guy Fawkes Diwali Christmas Nocturnal Animals</p> <p>PE: Fundamental movement, games</p> <p>RHE: No outsiders No Outsiders 0.2 Key learning – It's ok to like different things Suggested Text: Red Rockets and Rainbow Jelly</p> <p>Suggested Visits/Visitors: Planetarium/Animal Show.</p> | <p>All About Me We are all unique and we celebrate our similarities and differences.</p> <p>Suggested Texts: Owl Babies, Funnybones, But, Martin! So Much, Anna Hibiscus Song, Super Duper You!</p> <p>EYFS Focuses: The Human Body. Healthy eating. Similarities and Differences between other countries. Chinese New Year.</p> <p>Gym: Floor Work, Stop, Start, Balance</p> <p>RHE: No outsiders - No Outsiders 0.3 Key learning – To say hello Suggested Text: Hello Hello by Brendan Wenzal</p> <p>Suggested Visits/Visitors: A local walk, visits from local services.</p> | <p>Our Wider World Human beings share the planet with different living things.</p> <p>Suggested Texts: Snail and the Whale, Handa's Surprise, The Very Hungry Caterpillar, Aaaarrrghh Spider, Jasper's Beanstalk, Jack and the Beanstalk, Passport to the World.</p> <p>EYFS Focuses: Growing. Minibeasts. Animals from different countries. Healthy eating.</p> <p>Fundamental movement skills</p> <p>RHE: No outsiders - No Outsiders 0.4 Key learning – All families are different Suggested Text: The Family Book by Todd Parr</p> <p>Suggested Visits/Visitors: Woodlands farm</p> | <p>Away we Go! Transport systems take us to different places around the world.</p> <p>Suggested Texts: The Naughty Bus, All Afloat on Noah's Boat, William Bee's Tractors, Men on the Moon, The Train Ride, Oil! Get off our Train! Traffic and Safety.</p> <p>EYFS Focuses: Transport from the past. Neil Armstrong. Animals from different countries.</p> <p>Games: throwing and catching</p> <p>RHE: No outsiders No Outsiders 0.5 Key learning – To celebrate my family Suggested Text: Mommy, Mama and Me by Leslea Newman, Carol Thompson</p> <p>Suggested Visits/Visitors: Transport museum.</p> | <p>Wonderful Water Water plays an essential part in all our lives. It sustains life, enables travel and creates fun discoveries.</p> <p>Suggested Texts: Seaside Holidays, Where the Wild Things Are, The Pig in the Pond, Mrs Pirate, Portside Pirates, My Granny is a Pirate!, Three Billy Goats Gruff, Shark in the Park.</p> <p>EYFS Focuses: Differences in seasides. Floating and Sinking.</p> <p>Fundamental movement skills</p> <p>RHE: No outsiders - No Outsiders 0.1 Key learning – To make a new friend Suggested Text: Blue Chameleon by Emily Gravett</p> <p>Suggested Visits/Visitors: Forest school</p> |

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| <p style="text-align: center;">Cycle 2</p> | <p>Traditional Tales Stories pave the way to imaginary worlds.</p> <p>Suggested Texts: Three Billy Goats Gruff, Goldilocks, Little Red Riding Hood, The Gingerbread Man, Hansel and Gretel, Rumpelstiltskin.</p> <p>PE: Introduction to PE, active play</p> <p>RHE: No outsiders - No Outsiders 0.1 Key learning – To choose what I like Suggested Text: You Choose by Mich Sharratt and Pippa Goodheart</p> <p>Suggested Visits/Visitors: Role play/ Autumn walk.</p> | <p>Winter Lights People recognise important events through celebrations and traditions.</p> <p>Suggested Texts: Whatever Next, Peace at Last, A Patch of Black, Owl Babies.</p> <p>EYFS Focuses: Firework Night and Guy Fawkes Diwali Christmas Nocturnal Animals</p> <p>PE: Fundamental movement, games</p> <p>RHE: No outsiders No Outsiders 0.2 Key learning – It's ok to like different things Suggested Text: Red Rockets and Rainbow Jelly</p> <p>Suggested Visits/Visitors: Planetarium/Animal Show.</p> | <p>People who help us People in our community provide support and help for us all.</p> <p>Suggested Texts: Jobs People Do, Our Local Area, Jolly Postman, Cops and Robbers, Three Little Pigs, Naughty Bus, Rosie's Walk.</p> <p>EYFS Focuses: Florence Nightingale. Our local area. Chinese New Year.</p> <p>Dance: Linking movements</p> <p>RHE: No outsiders - No Outsiders 0.3 Key learning – To say hello Suggested Text: Hello Hello by Brendan Wenzel</p> <p>Suggested Visits/Visitors: A local walk, Police School Nurse.</p> | <p>Animal Adventure Animals have evolved and changed throughout time!</p> <p>Suggested Texts: Handa's Surprise, Snail and the Whale, Monkey Puzzle, The Gruffalo, Bumposaurus, Dinosaurs in Underpants, If the Dinosaurs Came Back.</p> <p>EYFS Focuses: Changes throughout time. Animals from different countries.</p> <p>Gym: Explore Apparatus</p> <p>RHE: No outsiders - No Outsiders 0.4 Key learning – All families are different Suggested Text: The Family Book by Todd Parr</p> <p>Suggested Visits/Visitors: Woodlands farm, Horniman Museum.</p> | <p>Our world and beyond... Each planet in our Solar System is unique, especially Earth the only planet with life!</p> <p>Suggested Texts: Men on the Moon, Beegu, First Big Book of Space, The Very Hungry Caterpillar, Jasper's Beanstalk, Jack and the Beanstalk, Aaaaarrgghh Spider, Oliver's Vegetables.</p> <p>EYFS Focuses: Growing. Healthy eating. Minibeasts. Neil Armstrong.</p> <p>Games: jumping and throwing</p> <p>RHE: No outsiders No Outsiders 0.5 Key learning – To celebrate my family Suggested Text: Mommy, Mama and Me by Leslea Newman, Carol Thompson</p> <p>Suggested Visits/Visitors: Planetarium, Woodlands farm.</p> | <p>Rhythm and Rainbows Music and art represent our feelings and ideas in creative ways.</p> <p>Suggested Texts: Mouse Paint, All Join In!, Rainbow Fish, Tanka Tanka Skunk!, Elmer, Katie and the Sunflowers, Brown Bear, Brown Bear, Vincent's Starry Night.</p> <p>EYFS Focuses: Artists.</p> <p>Dance:</p> <p>RHE: No outsiders - No Outsiders 0.1 Key learning – To make a new friend Suggested Text: Blue Chameleon by Emily Gravett</p> <p>Suggested Visits/Visitors: Art gallery.</p> |
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Key Stage 1

| | Autumn 1 Whole School Project: BANKSY | Autumn 2 | Spring 1 Whole school trip: PPMCC | Spring 2 | Summer 1 | Summer 2 Whole school project: COMMONWEALTH |
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| Year 1 | <p>Toys Toys reflect personal identity and local culture. Guided Questions: What makes a good toy? How are toys made? How have toys changed?</p> <p>Science: Working Scientifically; Everyday Materials Computing: digital learning, Internet safety RE: Hinduism - Diwali Music – Musical elements RHE: School Values Responsibility and respect, Relationships P.E.: Fundamental Movement Skills/ games and OOA/ team building DT – Textiles Art – Drawing History: Toys changes over time Places in the locality (houses/dolls house)</p> <p>Suggested texts: Pinocchio, The Velveteen Rabbit, Old Bear</p> <p>Suggested visits: A local teddy bears picnic. Toy Museum Bethnal Green</p> | <p>Natural Explorers People understand the world around them through investigation and exploration. Guided Questions: How do we find out about the world? How do we use our senses? How do living things adapt?</p> <p>Science: Working Scientifically; Animals including humans Computing: digital learning, Internet safety, coding RE: Christianity – Birth of Jesus, Christmas Music - Performance RHE: School Values Peace and Tolerance, Health and well being P.E.: Fundamental Movement Skills/ games and Games – net and wall DT – Food Art – Sculpture/ printing Geog.: Continents and Oceans</p> <p>Suggested Texts: Lost and Found, Space Tortoise</p> <p>Suggested visits: Greenwich Maritime Museum</p> | <p>Adventures at sea Journeys across the sea bring discovery and adventure. Guided Questions: What is a good journey? How do journeys affect people's lives? How do people use the sea?</p> <p>Science: Working Scientifically; Everyday Materials Computing: digital learning, Internet safety, coding RE: Islam – Prophet Mohammed Music- History RHE: School Values Resilience and Honesty, Living in the Wider World P.E.: Gymnastics and Movement (dance) DT – Structures History: C Columbus / Neil Armstrong Geog.: Map skills</p> <p>Suggested Texts: Pirate cruncher, Pirates next door, Christopher Columbus non-fiction text</p> <p>Suggested visit: Prince Phillip Maritime collection Centre A pirate day Cutty Sark</p> | <p>Green Fingers Caring for animals and plants helps us to look after our world. Guided Questions: What impact do humans have on living things? What is a plant? How do green things change over time?</p> <p>Science: Working Scientifically; Plants Computing: digital learning, Internet safety, RE: Christianity – Easter, symbols Music – History RHE: School Values Kindness and Forgiveness , Health and well being P.E.: Movement (dance) and Gymnastics Art – Van Gogh, Painting and colour Geog.: World Vegetation</p> <p>Suggested Texts: Jack and the Beanstalk, The Enormous Turnip</p> <p>Suggested visits: Forest school, Sutcliffe Park, Oxleys Woods</p> | <p>African Adventure Communities are enriched by their members and the different perspectives they bring. Guided Questions: What makes an area unique to its community? How does our community link to people in other places in the world? How does where we live affect our daily routines?</p> <p>Science-Working Scientifically; Animals including humans Computing: digital learning, Internet safety, coding RE: Who am I? Belonging unit Music -Composition RHE: School Values Trust, Living in the wider world P.E.: Athletics and Games – striking and fielding Art – Printing, textiles - Shonibare DT – Textiles Geog.: Contrasting UK with non-European country</p> <p>Suggested Texts: Lila and the Secret of Rain, Handa's Surprise</p> <p>Suggested visits: Local walk</p> | <p>Circle of Life All living things go through a process of change. Guided Questions: What is life? How do living things change over time? How do living things grow?</p> <p>Science: Working Scientifically; Seasonal changes Computing: digital learning, Internet safety, coding RE: Islam – Five Pillars Music -World RHE: School Values Cooperation, Relationships P.E.: Athletics and Games – striking and fielding DT – Food, being Healthy History: Florence Nightingale and/or Edith Cavell</p> <p>Suggested Texts: The Enormous Crocodile; Tadpoles Promise</p> <p>Suggested visits: Sutcliffe Park insect hunt</p> |

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| <p style="text-align: center;">Year 2</p> | <p style="text-align: center;">Planet Earth</p> <p>Different animals have unique characteristics that enable them to interact with their environment.</p> <p>Guiding Questions: What is a habitat? How do animals and humans adapt to survive (unique characteristics)? How are animals similar or different to each other? How can animals be grouped? What do animals need to survive?</p> <p>Science: Working Scientifically; living things and their habitats Science: Animals including humans (Animal groups) Computing: digital learning, Internet safety, coding RE: Hinduism – Hindu Worship RE: Christianity –A Local Church Music – Elements Music - Performance RHE: School Values Responsibility and Respect Relationships RHE: School Values Peace and Tolerance, Relationships P.E.: Fundamental Movement Skills/ Games and OOA/ team building P.E.: Fundamental Movement Skills and Games Art – Printing, collage, Digital Media DT – Textiles Geog.: The United Kingdom and surrounding seas Geog.: Seasons and weather patterns History: National traditions (Guy Fawkes) French: colours and animals French: Numbers 0-20</p> <p>Suggested Texts: The Bear and the Piano, Mr Big, Dr Seuss (Poetry), nocturnal animals, mixed up animals (non-fiction), Mog time treasury, The Giraffe and the Pelly and Me</p> <p style="text-align: center;">Suggested visits: Prince Phillip Maritime Collection Centre Zoo, Mudchute Farm</p> | <p style="text-align: center;">Fire!</p> <p>The earth's natural elements affect people in different ways.</p> <p>Guiding Questions: What are the different elements? How do the elements impact on life? What use is fire in today's society?</p> <p>Science: Working Scientifically: Use of and Changing Materials Computing: digital learning, Internet safety, coding RE: Celebrations Unit Music – History RHE: School Values Resilience and Honesty, Living in the wider world P.E.: Gymnastics and Movement (dance) DT – Structures/Food (Bread) History: The Great Fire of London, how is fire made? French: Food</p> <p>Suggested Texts: Non-Fiction Magic Grandad, Great Fire of London</p> <p>Suggested Visits: London Fire Brigade Museum, Lee Fire Station</p> <p style="text-align: center;">Prince Phillip Maritime Collection Centre</p> | <p style="text-align: center;">Heroes and Villains</p> <p>Imagination is a powerful tool for extending our ability to think, create and express ourselves.</p> <p>Guiding Questions: What is imagination? How do people use their imagination? What is a villain? What makes a hero? Do you know any real life heroes?</p> <p>Science: Working Scientifically; Animals inc Humans (Offspring, growing, hygiene) Computing: digital learning, Internet safety, RE: Christianity – Jesus the Teacher Music – History RHE: School Values Kindness and Forgiveness, Health and well being P.E.: Movement (dance) and Gymnastics Art – Drawing Geog.: World maps and basic compass directions French: Body parts</p> <p>Suggested Texts: Traction Man, Fantastic Mr Fox, The Twits, The Dunderheads</p> <p>Suggested visits: Local Church The Christmas journey, Theatre/cinema Royal Naval College - Myths and Masks</p> | <p style="text-align: center;">The Circus</p> <p>Understanding how humans use forces to create different movements. Understand how things move in the way they do.</p> <p>Guiding Questions: What is a force? How do forces affect movement? How are forces used in the world around us? How do things move?</p> <p>Science: Working Scientifically; Uses of everyday materials Science: Plants Computing: digital learning, Internet safety, coding RE: Sikhism – Guru Nanak and teachings RE: Sikhism – Sikh teaching and life Music -Composition Music -World music RHE: School Values Trust, Health and well being RHE: School Values Cooperation, Health and well being P.E.: Athletics and Games P.E.: Athletics and Games – Striking and fielding DT –Mechanical products Art Focus – Painting and colour – O'Keefe, Sculpture Geog.: Environments, Hot and Cold History: Tim Burners Lee/ William Caxton (Isaac Newton) French: School French: Sports</p> <p>Suggested Texts: Dumbo, The Greatest Showman, You see a circus (Mike Downs)</p> <p style="text-align: center;">Suggested Visits: The circus, cinema</p> |
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Lower Key Stage 2

| | Autumn 1 Whole School Project: BANKSY | Autumn 2 | Spring 1 Whole school trip: PPMCC | Spring 2 | Summer 1 | Summer 2 Whole school project: COMMONWEALTH |
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| Year 3 | <p style="text-align: center;">On the Move Transportation systems are directly related to the needs of a community.</p> <p>Guided Questions: How do people move from one place to another? How do particular forms of transport develop? How do transport systems reflect the community they serve?</p> <p>Science: Working Scientifically, Forces and magnets Computing: digital learning, Internet safety, RE: Sikhism - The Gurdwara Music – Musical elements RHE: School Values responsibility and Respect, relationships P.E.: Games – invasion and OOA/teambuilding DT -mechanisms Geog.: The United Kingdom Compass Points French: Animals, colours and numbers</p> <p>Suggested Texts: Non-Fiction, Into the Forest, Kensuke's Kingdom, My Name is not a Refugee/ No1 Car Spotter</p> <p>Suggested visits: London Transport Museum,</p> | <p style="text-align: center;">The Stone Age Ancient civilisations help people to understand the modern world.</p> <p>Guided Questions: What was life like for a stone age person? How were natural resources used for survival? How have we built upon ideas from the past?</p> <p>Science: Working Scientifically, Rocks Computing: digital learning, Internet safety, coding RE: Christianity- The Bible Music – Performance RHE: School Values Peace and Tolerance, Health and well being P.E.: Games – invasion and Games -Net and wall Art- Painting and colour - Seurat History: The Stone, Bronze and Iron Age French: Greetings and feelings</p> <p>Suggested Texts: Stone Age Boy/ The Ice Palace/ The Secret World of Polly Flint/ The Stone Age Hunters, Gatherers and Woolly Mammoths</p> <p>Suggested visits: Greenwich Heritage Centre</p> | <p style="text-align: center;">Mexico Individuals and groups bring different perspectives to the culture of a community.</p> <p>Guided questions: How has life developed over the centuries? How does life in North America differ from the UK? What do artefacts and resources tell us about the past?</p> <p>Science: Working Scientifically, Animals inc Humans Computing: digital learning, Internet safety, coding RE: Judaism - The Shabbat Music - History RHE: School Values Resilience and Honesty, Relationships P.E.: Gymnastics and Movement (dance) Art – Drawing, digital media History: Mayan Civilisation Geog.: Central American Country and comparisons French: Dates and birthdays</p> <p>Suggested Texts: The Tear Thief/Rain Player/ A Moment in Time/ Kaspar, Prince of Cats</p> <p>Suggested visits: Prince Phillip Maritime Collection Centre Latin American Dance group visitors</p> | <p style="text-align: center;">The Romans Ancient civilisations help people to understand the modern world.</p> <p>Guided Questions: What is an Empire? How do individuals shape an Empire? How have we built upon ideas from the past?</p> <p>Science: Working Scientifically, Light Computing: digital learning, Internet safety, RE: Christianity - Local Christian places of worship Music History RHE: School Values Kindness and Forgiveness, Living in the wider world P.E.: Movement (dance and Gymnastics DT -structures Art – Textiles/ collage History: The Roman Empire. Julius Caesar French: age and description</p> <p>Suggested Texts: Romulus and Remus/ Boudicca/ Egypt with a Magnifying Glass/ The Orchard Book of Roman Myths/ The Time Travelling Cat and the Roman Eagle/ Meet the Ancient Romans</p> <p>Suggested visits: National History Museum</p> | <p style="text-align: center;">Mighty Mountains Mountains shape the culture and lifestyle of people in the surrounding area.</p> <p>Guided questions: How do different terrains serve their purpose? How are natural resources distributed across the world? How does the climate affect a specific location?</p> <p>Science: Working Scientifically, Plants Computing: digital learning, Internet safety, coding RE: Buddhism - The Buddha Music -Composition RHE: School Values Trust, Health and well being P.E.: Athletics and Games – Striking and fielding Art- Sculpture Geog.: Climate Zones and mountains French: My family</p> <p>Suggested Texts: Fly Eagle Fly/ The Street Beneath My Feet/ The Pebble in my Pocket/ This Moose Belongs to Me</p> <p>Suggested visits: Box Hill</p> | <p style="text-align: center;">Global Gardens Living things have certain requirements in order to grow and stay healthy.</p> <p>Guided Questions: How are planets similar and different? What does a plant need to grow and be healthy? How do plants survive and reproduce?</p> <p>Science: Working Scientifically, Plants Computing: digital learning, Internet safety, RE -: Hinduism - Hindu Life Music - world RHE: School Values cooperation, Health and well being P.E.: Athletics and Games – Striking and fielding DT -Textiles Geog: Minerals and natural resources French: what I like and dislike to do</p> <p>Suggested Texts: Window; The Hidden Forest/ The Boy who Grew Dragons/ I am the Seed That Grew with the Tree</p> <p>Suggested visits: Science Museum – Living Things Exhibition</p> |

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| <p style="text-align: center;">Year 4</p> | <p>Endangered Environments Over time, living things need to adapt to survive.</p> <p>Guiding Questions What is similar or different about living things? How are they adapted to their environment? Who will survive?</p> <p>Science: Working Scientifically, Living things and their habitats Computing: digital learning, Internet safety, RE: Buddhism – Living as a Buddhist Unit Music – Elements RHE: School Values Responsibility and Respect; health and well being P.E.: Games – invasion and OOA/ teambuilding Art –Painting and colour; Monet Geog.: Different environments Biomes and vegetation belts French: Greetings, feelings and numbers</p> <p>Suggested Texts: The Rainforest/ The Butterfly Lion/ National Trust: How to Help a Hedgehog and Protect a Polar Bear/ The Lost Words/ Flotsam/ The Hedgehog</p> <p>Suggested visits: Royal Institute Lecture-Building Circuits Tump 53</p> | <p>The Golden Age New understandings about the world lead to changes in cultures and societies.</p> <p>Guiding Questions What was a good life for a Tudor? How did different classes live in the Tudor times? How has the past impacted the world today?</p> <p>Science: Working Scientifically, Sound Computing: digital learning, Internet safety, coding RE: -Where did the world begin? Music -Performance RHE: School Values Peace and Tolerance, Relationships P.E.: . Games and Net and Wall games DT – Structures/ Textiles Art – Textiles, drawing History: The Tudor Period French: Months and seasons</p> <p>Suggested Texts: Macbeth/ The Time-Travelling Cat and the Tudor Treasure/ Horrible Histories- Terrifying Tudors and Terrible Tudors/ William Shakespeare Scenes from the Life of the World's Greatest Writer</p> <p>Suggested visits: Maritime Museum The Globe Theatre Hall Place-Bexley Greenwich Heritage Centre</p> | <p>The Unsinkable Titanic Travel and exploration leads to discovery and develops new understandings.</p> <p>Guiding Questions: What motivates people to travel and explore? What challenges does exploration bring? How do discoveries affect people?</p> <p>Working Scientifically; States of Matter Computing: digital learning, Internet safety, coding RE: Islam - Ramadan and Id ul Fitr Music –History RHE: School Values Resilience and Honesty, Health and well being P.E.: Gymnastics and Movement (dance) Art – Drawing portraits Geog.: Time zones, longitude and latitude French: Weather</p> <p>Suggested Texts: Fiction/ The Titanic</p> <p>Suggested visits: Prince Phillip Maritime Collection Centre</p> | <p>Invaders and Settlers People throughout the ages have sought to expand their horizons.</p> <p>Guiding Questions: Why do people migrate? How have people been able to expand across the globe? What challenges do settlers face?</p> <p>Science: Working Scientifically Animals including Humans Computing: digital learning, Internet safety, coding RE: Judaism 1 – Festivals in the Jewish Year Music –History RHE: School Value kindness and Forgiveness, Health and well being P.E.: Movement (dance) and Gymnastics Art –Textiles/ collage - Ringgold History: Britain's settlement by Anglo-Saxons and Scots Geog.: Continents and countries, compass points French: Countries/ Cities</p> <p>Suggested Texts: Beowulf; Asterix and Thor comics/ Max and the Millions/ A World of Cities/ The Journey</p> <p>Suggested visits: Bowles Trip (TBC) Prince Phillip Maritime Collection Centre</p> | <p>Fighting Fit! Making balanced choices about daily routines enables people to have a healthy lifestyle.</p> <p>Guiding Questions: What is a healthy lifestyle? Why is health important? How do our choices affect our lives?</p> <p>Science: Working Scientifically, electricity Computing: digital learning, Internet safety, RE: Sikhism 2- Belonging to the Sikh Community Music –Composition RHE: School Values Trust, Living in the wider world P.E.: Athletics and Games – striking and Fielding DT – Food History: Changes in an aspect of local social history Geog.: Distribution of food and natural resources French: Food</p> <p>Suggested Texts: George's Marvellous Medicine, Non-Fiction/ Survivors- David Long</p> <p>Suggested visits: Making Pizza at the 02 Visit from Dentist, visit to the gym</p> | <p>Rise of the Robots Harnessing sources of power has enabled people to advance the world of technology.</p> <p>Guiding Questions What is power? How has power advanced technology? How is power and technology limited?</p> <p>Science: Working Scientifically, Electricity Computing: digital learning, Internet safety, RE: Hinduism - Gods and Beliefs Music –World RHE: School Values Cooperation, Health and well being P.E.: Athletics and Games – striking and Fielding DT – Electricity/ Structures Art – Digital media, sculpture Geog.: Distribution natural resources and minerals French: My favourite things</p> <p>Suggested Texts: Iron Man/ Non-Fiction/ Operation Gadgetman/ Runaway Robot</p> <p>Suggested visits: Science Museum</p> |
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Upper Key Stage 2

| | Autumn 1 Whole School Project: BANKSY | Autumn 2 | Spring 1 Whole school trip: PPMCC | Spring 2 | Summer 1 | Summer 2 Whole school project: COMMONWEALTH |
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| Year 5 | <p>Migration and Trade Human migration is a response to challenges risks and opportunities.</p> <p>Guiding Questions: What is migration? How does migration impact on people and places? What influence has migration had on our society?</p> <p>Working Scientifically; Living Things and their habitats Computing: digital learning, Internet safety, RE: Judaism – The Synagogue Music – Elements RHE: School Values Responsibility and Respect, Health and well being P.E.: Games – invasion and OOA/ teambuilding DT -Textiles History: The Viking struggle for the Kingdom of England Geog: Settlement, land use and economic activity Ordnance Survey Maps French: all about me</p> <p>Suggested Texts: The Arrival When Hitler Stole Pink Rabbit, King of the Cloud Forests, The Miraculous Journey of Edward Tulane</p> <p>Suggested visits: Greenwich Maritime Museum</p> | <p>Journey to the Unknown Human survival is connected to exploring and developing our understanding of earth and space.</p> <p>Guiding Questions: What are the dangers of exploring new or uninhabitable places? How has space exploration impacted human life? Why can life exist in some places and not others?</p> <p>Working Scientifically; Earth and Space Computing: digital learning, Internet safety, coding RE Christianity – Who was Jesus: Music – Performance RHE: School Values Peace and Tolerance, Living in the wider world P.E.: Games- invasion and Games net and wall Art – Drawing, digital media Geog: Volcanoes, earthquakes French: Home - rooms</p> <p>Suggested Texts: The Tornado Chasers, My Story - Pompeii</p> <p>Suggested visits: Natural History Museum</p> | <p>Democracy Past civilisations shape present day systems.</p> <p>Guiding Questions: How is a law made? What is the difference between parliament and the government? What happens in a general election? What can we learn from the Ancient Greeks?</p> <p>Working Scientifically Properties and changes of materials x 2 Computing: digital learning, Internet safety, coding RE: Islam – Haj RE: Christianity - Christian festivals Music – History Music - History RHE: School Values Resilience and Honesty, health and well being RHE: School Values Kindness and Forgiveness, Relationships P.E.: Gymnastics and Movement (dance) P.E.: Movement (dance) and Gymnastics Art - Painting and colour, printing Charles Rennie Mackintosh DT- Mechanisms History: Ancient Greece Geog: European Country French: Subjects/ time/ Healthy Eating</p> <p>Suggested Texts: Who Let the Gods Out?, Greek Myths; The Adventures of Odysseus/ The Iliad and the Odyssey</p> <p>Suggested visits: Prince Phillip Maritime Collection Centre British Museum</p> | <p>From Source to Sea Water is essential to life and is a limited resource for many people – we need to consider how we preserve this.</p> <p>Guiding Questions: Where does water come from? How is water used? How have the uses of rivers changed over time?</p> <p>Working Scientifically; Forces Computing: digital learning, Internet safety, RE: Worship Music -Composition RHE: School Values Trust, Health and well being P.E.: Athletics and Games – Striking and Fielding DT- Structures Art – Sculpture Geog: Rivers and the water cycle French: Town/ directions</p> <p>Suggested Texts: The Flood; Kapiti Plain. Blue Planet Documentaries (and tie-in books), Flood- Alvaro F.Villa</p> <p>Suggested visits: Thames Outreach</p> | <p>Survival of the Fittest The reproduction of living things contributes to the continuation of the species.</p> <p>Guiding Questions: What is reproduction? How do life cycles differ? How does the environment affect life cycles?</p> <p>Working Scientifically animals including Humans Computing: digital learning, Internet safety, coding RE: Buddhism – Buddha's teachings Unit 3 Music - World RHE: School Values Cooperation, Relationships P.E.: Athletics and Games – Striking and Fielding Art – Painting, drawing DT -Food History: The Plague French: Holidays</p> <p>Suggested Texts: Zoo, The Highwayman, The Variety of Life- Nicola Davies</p> <p>Suggested visits: Museum of London The Plague</p> | |

Wingfield Curriculum Framework 2021-2022

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| <p>Year 6</p> | <p>The Dinosaur Age Animals and plants adapt and change over time in response to challenges in their environment.</p> <p>Guiding Questions: What challenges are there in the environment? How do living things evolve? How is evolution studied?</p> <p>Working Scientifically: Evolution and Inheritance; Computing: digital learning, Internet safety, RE: Peace Unit Music – Musical elements PSHE: School Values Responsibility and Respect, Health and well being P.E.: Games – invasion and OOA/ teambuilding Art –Drawing History: Charles Darwin Geog.: Continents, countries and regions French: All about me</p> <p>Suggested Texts: Whole school text, Shakespeare, Tamed</p> <p>Suggested Visits: Natural History Museum</p> | <p>Britain at War Finding peaceful solutions to conflict leads to a better quality of human life.</p> <p>Guiding Questions: What is conflict? How does conflict affect everyday life? How can the past help us to solve the problems of the future?</p> <p>Working Scientifically: Electricity Computing: digital learning, Internet safety, coding RE: Christianity - Leading a Christian life Music –Performance PSHE: School Values Peace and Tolerance, Health and well being P.E.: Games – invasion and Games -net and wall Art -Sculpture, Henry Moore History: WWII The Battle of Britain, Blitz Geog.: Compass points, grid references, Ordnance surveys French: Routine</p> <p>Suggested Texts: Once, The Boy in the Striped Pyjamas</p> <p>Suggested visits: Imperial War Museum</p> | <p>Ancient Worlds Ancient civilisations help people to understand the modern world.</p> <p>Guiding Questions: What was a good life for people in the Indus Valley? How did the civilisation develop and change? What can we learn from Ancient civilisations?</p> <p>Working Scientifically Living things and inhabitants Computing: digital learning, Internet safety, coding RE: Judaism: Jewish Way of Life Music - History PSHE: School Values Resilience and Honesty, Living in the wider world P.E.: Movement (dance) and Gymnastics History: The Indus Valley Geog.: Continents and countries French: Transport</p> <p>Suggested Texts: Stormbreaker, The War of the Worlds</p> <p>Suggested visits: Prince Phillip Maritime Collection Centre</p> | <p>Showtime! Performance allows people to express thoughts, ideas and emotions to an audience.</p> <p>Guiding Questions: How do people express themselves? What affects the way in which people express themselves? How do people express themselves through performance?</p> <p>Working Scientifically: Light Computing: digital learning, Internet safety, RE: The Buddhist Community Worldwide Music - History PSHE: School Values Kindness and Forgiveness, Safety, Living in the wider world P.E.: Gymnastics and Movement (dance) DT – Textiles History: Leisure and entertainment through history Art - Digital Media, printing and colour French: Super heroes</p> <p>Suggested Texts: The Hunger Games</p> <p>Suggested visits: The Globe Theatre,</p> | <p>Growing and Changing Increasing the awareness of self -development helps us make decisions that can affect our future.</p> <p>Guiding Questions: How do humans grow and change? What affects development? What are good choices?</p> <p>Working Scientifically; Animals including Humans Computing: digital learning, Internet safety, coding RE: End of life's journey unit Understanding faith in Greenwich Music - Composition Music - World PSHE: School Values Trust and Cooperation, Relationships, Relationships P.E.: Athletics and Games – Striking and Fielding DT –Food/ Electrical programming Art - Digital Media, Land art French: Moving to secondary school/ What will the future bring?</p> <p>Suggested Texts: The Graveyard Book</p> <p>Suggested visits: School Journey (TBC) End of year trip</p> |
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