

CURRICULUM OVERVIEW FOR NEPTUNE



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver	Fair trade	Inspirational People	Exploring the world	On my doorstep	Changes	Forces of Nature
Cycle 1	Africa	Battle of Britain	Travels to	Local History Study (Saturn and Neptune) Suffragettes(pluto)	Yes Minister	Disasters

Autumn 1

Theme: Africa

Immersive Experience

Look at African dance and music. Make some jewellery.

History

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Geography

- I can understand fair/unfair distribution of resources
- I can use maps and atlases to locate Africa and the countries within in
- I can use the eight points of a compass , four figure grid references ,symbols and keys to plot features of Africa
- I can describe physical features of Africa including climate zones and vegetation belts
- I can understand human geography as trade between Africa and other countries
- I can compare a region in the UK with Africa noting similarities and differences
- I can compare North America with Africa noting similarities and differences

Art and Design

Design and make African sculptures out of clay

- Year 5- I can sculpt clay and adapt work where necessary, concentrating on form
- Explain why I have used different tools and techniques to sculpt

Design and Technology

- Design/make/evaluate an African hut
Year 5- Make a step by step plan to follow

Philosophy for Children

- Is it ever okay to not be yourself?
- What is a good person?
- Should people care more about doing the right thing or doing things right?
- Who is responsible for climate change?
- Is it our right to trade between countries freely?

Discrete Subjects

IT and Computing	PSHCE/ Citizenship
<p>Theme: Staying Safe</p> <p>Objectives & Skills: Children will use roleplay to show how things could be worrying them and discuss how to solve these issues with heavy theme around social media. Children will also begin to discuss if all sources online are reliable and relate this back to their digital footprints</p> <p>Use different sources to double check information found online. Find 'report' and 'flag' buttons in commonly used sites and name sources of help (Childline, cyber mentors etc) Click-CEOP button and explain to parents what it is for. Discuss scenarios involving online risk. State the source of information found on the Internet. Act as a role model for younger pupils</p> <p><i>e-Safety focus: Reviewing and editing our online safety rules</i></p>	<p>Theme: Identity, society, and equality: Stereotypes, discrimination and prejudice Anti-Bullying Week and Equaliteach</p> <p>Objectives & Skills: Children will learn: -About stereotyping, including gender stereotyping -Workshop from Diversity Role Models or Equaliteach -About prejudice and discrimination and how this can make people feel -That violence within relationships is not acceptable -About the different types of bullying -About recognizing and responding to peer-pressure</p>
Music	Spanish
<p>Charanga Unit: Happy</p> <p>Style: Pop/Motown</p> <p>Topic and cross-curricular links: What makes us happy? Video/project with musical examples.</p>	<p>Families + jobs Feelings – thirsty, hot, cold etc At the doctors – dialogue More body parts</p>
Science	
<p>Animals Including Humans (Year 5)</p>	
<p>Objectives & Skills:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. 	

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Autumn 2

Theme: Battle of Britain

Immersive Experience

History

- I can identify a primary and secondary source
- I can use primary and secondary sources to find out about the war identifying which parts of the source hold more information
- I can use compare accounts and decide which are fact and fiction
- I can remember and put events from the Battle of Britain in order
- I can identify the role of women and men in the war and compare both
- I can look at the lives of men and woman today and compare with the past
- I can look at life in the trenches and think about how this effected people
- I can look at life and the start of the war and think about what life was like at the end of the war using dates and labels
- I can look at the causes and results of important events such as Christmas Truce and the Armista Agreement

Geography

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Art and Design	Design and Technology	Philosophy for Children
<ul style="list-style-type: none"> • Sketches of poppies • Year 5- Experiment with different pencils to outline, sketch and shade 	<ul style="list-style-type: none"> • Use material to create a badge for a soldier. <p>Year 5- Take exact measurements and mark out</p>	<ul style="list-style-type: none"> • Is there a time when you shouldn't share? • Would it matter if we did not have Harvest? • Why should we care? • <i>Is there ever such a thing as a 'just' war?</i> • <i>What does the word 'sanction' mean?</i> • <i>When is war 'worth it'?</i>

Discrete Subjects

IT and Computing	PSHCE/ Citizenship
<p>Theme: Digital Media</p> <p>Objectives & Skills: Children to work on visual and sound effects walls and barricades in the following areas: Children to make a mini film portraying life in Britain during The Battle of Britain with sound and visual effects Video & Sound: Film project (related to topic) in groups (plan a video, use different filming techniques and sound effects, present and evaluate work to audience) - iMovie, Movie Maker, Audio Network, GarageBand Music/Sound: Radio Program (related to topic) project (listen, evaluate, plan and write a script. Rehearse and record voice. Create and add backing track and sound effects.) Audacity, Audio Network.</p> <p>Using SOUND to create multi-track recording with effects. Using ANIMATION to use a movie editing package and edit frames</p> <p>Resources: I pads/ laptops and Garage bands, LGFL Audiocity,</p>	<p>Theme: Relationship and sex education (Year 5)</p> <p>Objectives & Skills: Children will learn: -About the changes that may be happening/ will happen to their bodies during puberty -How to keep themselves clean and safe during this time (hygiene products) -About periods and wet dreams. -Strategies to deal with feelings in the context of relationships</p>

<p>*** Our partnership with Three Discovery will also lead sessions in this using their onsite classrooms and resources.</p> <p><i>e-Safety focus: Inappropriate use of technology and the internet – nude selfies</i></p>	
<p>Music</p>	<p>Spanish</p>
<p>Charanga Unit: Classroom Jazz 2</p> <p>Style: Jazz, Latin, Blues</p> <p>Topic and cross-curricular links: History of music - Jazz in its historical context.</p>	<p>Numbers 1-100 Clothes + uniform School routines Time – 15 min intervals</p>
<p>Science</p>	
<p style="text-align: center;">Animals Including Humans (Year 6)</p> <p>Objectives & Skills:</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. <p>Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	
<p style="text-align: center;">Spring 1</p>	
<p style="text-align: center;">Theme: Travels to.....Spain</p>	

Immersive Experience		
Have a Spanish Day theme		
History	Geography	
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can recap on my knowledge of Europe by identifying countries and capital cities on a map I can explain what I know about the EU and learn more about what it means I can identify Spain on a map and plot physical and human geography features of it using an eight point compass and four grid reference map I can use ordinance survey maps to compare Spain and the UK I can compare two different regions in UK, both rural and urban and then compare two regions in Spain both urban and rural I can identify trade between the UK and Spain 	
Art and Design	Design and Technology	Philosophy for Children
<ul style="list-style-type: none"> Paintings in the style of Picasso Year 5- Explore Picassos life, inspirations and intentions 	<ul style="list-style-type: none"> Spanish menu Year 5- To follow a recipe with minimal support 	<ul style="list-style-type: none"> If you could change one thing about the world, what would it be? What is the most important part of our world? Can you trust someone you don't know? Who is responsible for our environment/world? <i>Use your topic and what you study to relate to another P4C topic.</i>
Discrete Subjects		
IT and Computing	PSHCE/ Citizenship	

<p>Theme: Data</p> <p>Objectives & Skills: Children to review how to use Excel and Spreadsheets to input data relating to election results. Children to use graphs that they have created, to make conclusions about the election results. This is to be related to their Maths topic</p> <p>Make graphs from the calculations on my spreadsheet. Sort and filter information. Understand that changing the numerical data effects a calculation</p> <p>Resources: ipads/laptops and Excel and J2Data.</p> <p><i>e-Safety focus: Understanding that internet safety skills must always be switched on</i></p>	<p>Theme: Keeping Safe and managing risk: When things go wrong Fire Brigade and Met Police visits</p> <p>Objectives & Skills: Children will learn: -About keeping safe around roads (Highway code) -About dangerous places to be and play in the environment (including derelict buildings, building sites, open water, railway lines etc.) -About fireworks safety -About what to do in an emergency and basic emergency first aid procedures -About the consequences of anti-social behaviour (including gangs and gang related behaviour)</p>
<p>Music</p>	<p>Spanish</p>
<p>Unit: Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra. Topic and cross-curricular links: Literacy and history, www.fridayafternoonsmusic.co.uk. The historical context of Gospel music and Bhangra.</p>	<p>Going shopping/ food for a picnic – I need... Ordering at a café dialogue</p>
<p>Science</p>	
<p>Earth and Space (Year 5)</p> <p>Objectives & Skills:</p> <ul style="list-style-type: none"> • describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth • describe the sun, Earth and moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	

Pupils should be introduced to a model of the sun and Earth that enables them to explain day and night. Pupils should learn that the sun is a star at the centre of our solar system and that it has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has 1 moon; Jupiter has 4 large moons and numerous smaller ones).

Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.

Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.

Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.

Spring 2

Theme: Local History Study

Immersive Experience

Visit the Local area

History

- I can continue to identify primary and secondary sources
- I can use evidence to build up an idea of what life and healthcare was like in Islington 100 years ago
- I can choose the most important information and recall and organise the information I got from the source
- I can compare accounts from real people(oral history) and identify fact and fiction
- I can think about what visiting the doctor or dentist is like is Islington now compared to the past
- I can compare the role of men and women in my local area today and 100 years ago
- I can offer some reasons why healthcare has improved in the last 100 years

Geography

Art and Design

Design and Technology

Philosophy for Children

<ul style="list-style-type: none"> • Sketch old building in Islington <p>Year 5- Experiment with different pencils to sketch and shade</p>	<ul style="list-style-type: none"> • Design a new hospital and compare to an old one. 	<ul style="list-style-type: none"> • What would the world be like without books? • What makes a book a good book? • <i>Do we have the right to a free healthcare service?</i> • <i>Should men and women be treated equally and with the same respect?</i>
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Discrete Subjects

IT and Computing	PSHCE/ Citizenship
<p>Theme: Programming/ Coding</p> <p>Objectives & Skills: Students create programs with different kinds of loops, events, functions, and conditionals. They will also investigate different problem-solving techniques and discuss societal impacts of computing and the internet. In the second part of this course students design and create a capstone project they can share. Children to attempt to create a volcano erupting on the coding games. Relate this to direction and translation from Maths topic</p> <p>Use conditional statements, loops, variables and broadcast messages in the game. The game finishes when a player wins or loses and they must know they have won or lost. Evaluate the effectiveness of the game and debug as required</p> <p>Resources: ipads/laptops and code.org *</p> <p><i>e-Safety focus: Respecting the personal information and privacy of others</i></p>	<p>Theme: Drug, alcohol and tobacco education: Different influences</p> <p>Objectives & Skills: Children will learn: - About the effects and risks of drug use (alcohol, tobacco e-cigarettes, shisha and cannabis) -About people and their drug use -About the risks and pressures related to alcohol and tobacco.</p>

Music	Spanish
<p>Unit: A new unit - more details to follow</p> <p>Topic and cross-curricular links: Celebrating the role of woman in the music industry.</p>	<p>Hobbies (including musical instruments) and sports Include preferences and reasons why</p>
<p>Science</p> <p>Light (Year 6)</p>	
<p>Objectives & Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can show that light appears to travel in straight lines. <input type="checkbox"/> I can use the explanation that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. <input type="checkbox"/> I can demonstrate and 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. <input type="checkbox"/> I can demonstrate that light travels in straight lines to show why shadows have the same shape as the objects that cast them. <p>Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.</p> <p>Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p>	
<p>Summer 1</p> <p>Theme: Yes Minister</p>	
Immersive Experience	
Visit the houses of parliament	
History	Geography

<ul style="list-style-type: none"> • To recall, organise and select information about what I already know about parliament • To use important phrases and vocabulary linked to parliament • To use primary and secondary sources to learn about Guy Fawkes and the history of parliament • To identify the causes and results of Guy Fawkes and the gunpowder plot • To understand different leaders and governments • To communicate what I know by taking part in a debate • To learn about MPs and the causes and effects of their work • To understand the importance of new laws and their impact on people 	<ul style="list-style-type: none"> • To identify the different UK constituencies • To look at how a party performed in the last UK election on a map of the UK 	
<p>Art and Design</p> <ul style="list-style-type: none"> • Monet Houses of Parliament- I can create a picture in the style of Monet using a range of colour blending techniques <p>Year 5- Add different media to paint to create effect</p>	<p>Design and Technology</p> <ul style="list-style-type: none"> • Create own guys • Year 5- I can draw images of guys and label them, highlighting the different joining and cutting techniques needed. • I can accurately use cutting and joining skills to make a guy 	<p>Philosophy for Children</p> <ul style="list-style-type: none"> • Are we defined by the people we are friends with? • Is it ever okay to lie about our identity? • Would you still be you if everyone in the world thought you were someone else? • <i>Was Guy Fawkes' human rights violated?</i> • <i>Should you always stand up for what you believe?</i>
Discrete Subjects		
IT and Computing	PSHCE/ Citizenship	
Theme: Communication	Theme: Physical Health and wellbeing: In the media	

<p>Objectives & Skills: Children to read and reviews blogs from other schools and identify what they like about the blogs.</p> <p>Children to design edit and review their work for a blog. Children to write a blog as a politician themselves (manifesto) Use strategies to check the reliability of information (cross check with another source such as books). Use their knowledge of domain names to aid their judgment of the validity of websites. Upload/download a file to the cloud on different devices. Understand about syncing files using cloud computing folders. Reorganise posts and remove posts they no longer want. Like/follow other blogs and build up their blog content over the year.</p> <p>Resources: Ipads/laptops, Word, PowerPoint. LGFL J2Create, J2E blog.</p> <p>*** Our partnership with Three Discovery will also lead sessions in this using their onsite classrooms and resources.</p> <p><i>e-Safety focus: Using our skills to resolve unfamiliar situations</i></p>	<p>Objectives & Skills: Children will learn:</p> <ul style="list-style-type: none"> -That they receive lots of information about the world from the media -That different media can report that same event in different ways (including information about health and fitness) -About advertising to make food products attractive -That people make food choices about the food they eat based on a number of factors -That messages given on food adverts can be misleading -About role models -About how the media can manipulate images and that these images may not reflect reality
<p>Music</p>	<p>Spanish</p>
<p>Charanga Unit: You've Got A Friend</p> <p>Style: The Music of Carole King</p> <p>Topic and cross-curricular links: Her importance as a female composer in the world of popular music.</p>	<p>Numbers 1-100 (out of order) Transport – buying tickets Places in town and asking directions</p>
<p>Science</p>	
<p>Living Things and Their Habitats (Year 5)</p>	

Objectives & Skills:

Band 5

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Band 5

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Summer 2

Theme: Disasters

Immersive Experience

Visit a museum and planetarium

History

- I can plot the events of the Great flooding of 2017 on a timeline

Geography

- I can identify the physical features of the UK on a map including coasts, rivers and the water cycle
- I can use the eight points of a compass and four grid reference maps to plot physical features of the UK
- I can locate and name the counties in the UK
- I can learn about the flooding of the UK thinking about how land use has changed over time
- I can compare a disaster in the UK and one in South America

Art and Design

Design and Technology

Philosophy for Children

<p>I can use different colours and techniques to create a volcanic effect picture</p> <p>Year 5- Refine colour to achieve special qualities, e.g washes, thick paint</p>	<p>use a range of materials to create a volcanic structure</p>	<ul style="list-style-type: none"> • What if we could live on Earth forever? • What do you think your future self will remember about you now? • Should we all be treated the same? •
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Discrete Subjects

IT and Computing	PSHCE/ Citizenship
<p>Theme: Multimedia</p> <p>Objectives & Skills: Children will learn to upload their work into a presentation (related to Disasters) and then learn how to review and edit their work after initially entering their information.</p> <p>Children will begin to review and reflect on each other's presentations</p> <p>Finally, children will begin to grow in confidence in using both hands to type on a keyboard. create style and texture and change the viewpoint</p> <p>Using MOVIE to plan for special effects and export videos Using Presentation to include sounds and present to the class using notes</p> <p>Resources: ipads/laptops, LGFL, 2Create, Powerpoint, Word, Publisher</p>	<p>Theme: Careers, financial capability and economic wellbeing: Borrowing and earning money NatWest visits</p> <p>Objectives & Skills: Children will learn:</p> <ul style="list-style-type: none"> - About attitudes and feelings around spending and saving money -The difference between credit, debt, borrowing and saving -To explore the difference between manageable and unmanageable debts. -That money can be borrowed but there are risks associated with this -About enterprise -What influences people's decisions about careers

<p><i>e-Safety focus: Creating and delivering advice on safe online gaming</i></p>	
<p>Music</p>	<p>Spanish</p>
<p>Challenge Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 6</p> <p>Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>	<p>Understand how symbols, objects and pictures can represent a country</p> <p>Talk about, discuss and present information about a country's culture.</p>
<p>Science</p>	
<p style="text-align: center;">Living Things and Their Habitats (Year 6)</p> <p>Objectives & Skills: Band 6</p> <ul style="list-style-type: none"> • 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 • give reasons for classifying plants and animals based on specific characteristics <p>Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p>	

