

CURRICULUM OVERVIEW FOR PLUTO



	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 locate Africa, Asia and Australia on a world map
- I can use a six point grid reference to find and locate human and physical features of Africa
- I have an understanding of latitude and longitude in relation to Africa
- I can locate erosion, hills mountains and rivers of the UK and then of Africa
- I understand what fair trade means and can identify trade links between Africa and the UK
- I can think of similarities and differences between trade with Africa and fair trade of bananas in St Lucia

Art and Design

Design and make African sculptures out of clay

- Explain why I have used different tools and techniques to sculpt

Design and Technology

- Design/make/evaluate an African hut
- Year 6- Make a step by step plan to follow, use research to develop a design

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

Staying Safe

Relationship and Health Education (See You Me PSHE)

<p>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>Pupils learn:</p> <ul style="list-style-type: none"> • about the changes that occur during puberty • to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact • what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships <p>See additional lessons in You Me & PSHE in reference to Catholic Teaching</p>
<p>Music</p>	<p>Spanish</p>
<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>	<ul style="list-style-type: none"> •
<p>Science</p>	
<p style="text-align: center;">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. <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>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.</p>	
<p style="text-align: center;">Autumn 2</p>	
<p style="text-align: center;">Theme: Battle of Britain</p>	
<p>Immersive Experience</p>	
<p>History</p>	<p>Geography</p>

<ul style="list-style-type: none"> • I know key dates, characters and events about the battle of Britain • I can look for fact, fiction and opinion in resources and identify how accurate they are • I am aware that different evidence of the war will lead to different conclusions • I can put in order events from the war • I can order up to ten events on a timeline • I can write about the cause and effect of the Christmas truce and the Armista agreement • I can bring knowledge gathered from several sources to talk about the legacy of the war 	<ul style="list-style-type: none"> • 	
Art and Design	Design and Technology	Philosophy for Children
<ul style="list-style-type: none"> • Sketches of poppies • Year 6- Use appropriate types of pencils to produce the effect for my artwork. Explain why I have chosen this 	<ul style="list-style-type: none"> • Use material to create a badge for a soldier. • Year 6- Cut and join fabric with precision 	<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>Digital Media</p> <p>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</p>	<p>Relationship and Health Education (See You Me PSHE) Pupils learn:</p> <ul style="list-style-type: none"> • about human reproduction in the context of the human lifecycle • how a baby is made and grows (conception and pregnancy) • about roles and responsibilities of parents and carers • to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it <p>See additional lessons in You Me & PSHE in reference to Catholic Teaching</p>	

<p>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</p>	
<p>Music</p>	<p>Spanish</p>
<p>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>	<ul style="list-style-type: none"> •
<p style="text-align: center;">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>	
<p>Immersive Experience</p>	
<p>Have a Spanish Day theme</p>	

History		Geography	
<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • I can use a six grid reference to identify the physical and human characteristics of Spain • I can identify similarities and differences between Spain and the UK • I can identify similarities and differences between Spain and South America • Linking with local history I can map out how land in the UK and Spain has changed over time 	
Art and Design	Design and Technology	Philosophy for Children	
<ul style="list-style-type: none"> • Paintings in the style of Picasso Year 6- Explore Picassos life, work and techniques to inspire my art. 	<ul style="list-style-type: none"> • Spanish menu • Year 6- To follow a recipe independently 	<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	
Data 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.		Drug, alcohol and tobacco education: Weighing up risk Pupils learn: <ul style="list-style-type: none"> • about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs • about assessing the level of risk in different situations involving drug use • about ways to manage risk in situations involving drug use 	
Music		Spanish	
Unit: Benjamin Britten - A New Year Carol		<ul style="list-style-type: none"> • 	

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.

Science

Earth and Space (Year 5)

Objectives & Skills:

- 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: The Suffragettes

Immersive Experience

Visit the Museum of London		
History		Geography
<ul style="list-style-type: none"> • I understand what democracy mean • I can explain why the suffragette movement was important for Britain • I can use a range of primary and secondary sources to find out about the suffragettes • I can bring knowledge from different sources together to produce an outline of the time • I can place events with correct dates in order • I can compare beliefs about the suffragettes in Britain in the past with votes for women today • I can identify the cause and effects of the suffragette movement 		
Art and Design	Design and Technology	Philosophy for Children
<ul style="list-style-type: none"> • Sketch old building in Islington • Year 6- Use appropriate pencils to produce effect for my work 	<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>
Discrete Subjects		
IT and Computing		PSHCE/ Citizenship
Programming/coding- 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		Identity, society and equality: Human rights Pupils learn: <ul style="list-style-type: none"> • about people who have moved to Islington from other places, (including the experience of refugees) • about human rights and the UN Convention on the Rights of the Child • about homelessness

course students design and create a capstone project they can share. Children to attempt to create a volcano erupting on the coding games.	
Music	Spanish
Unit: A new unit - more details to follow	
Topic and cross-curricular links: Celebrating the role of woman in the music industry.	
Science	
Light (Year 6)	
<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>	
Summer 1	
Theme: Yes Minister	
Immersive Experience	
Visit the houses of parliament	

History		Geography	
<ul style="list-style-type: none"> • I can use relevant terms to describe parliament • I can compare beliefs and behaviours about parliament from today and the past • I can consider the accuracy of primary and secondary sources when looking at the gunpowder plot • I can link sources and work out how conclusions were arrived at • I can plot events and dates from the past and present • I can plot up to 10 events about the gunpowder plot on a timeline 		<ul style="list-style-type: none"> • 	
Art and Design	Design and Technology	Philosophy for Children	
<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 6- Choose different types of paint for effect and explain why these have been chosen</p>	<ul style="list-style-type: none"> • Create own guys • Year 6- Demonstrate how to measure and make a seam when sewing 	<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	
Communication Children to read and reviews blogs from other schools and identify what they like about the blogs.		Mental health and emotional wellbeing: Healthy minds Pupils learn: <ul style="list-style-type: none"> • what mental health is • about what can affect mental health and some ways of dealing with this 	

Children to design edit and review their work for a blog.	<ul style="list-style-type: none"> • about some everyday ways to look after mental health • about the stigma and discrimination that can surround mental health
Music	Spanish
<p>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>	<ul style="list-style-type: none"> •
Science	
Living Things and Their Habitats (Year 5)	
<p>Objectives & Skills:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>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.</p>	
Summer 2	
Theme: Disasters	
Immersive Experience	
Visit a museum and planetarium	

History		Geography	
<ul style="list-style-type: none"> To identify historic volcanic eruptions such as Vaneius and plot events on a timeline 		<ul style="list-style-type: none"> I can describe and understand what a volcano is To understand geographical processes when a volcano erupts To use a world map to identify countries that have been effected by volcanoes and earthquakes I understand what an earthquake is looking at plate tectonics I can discuss the distribution of natural energy 	
Art and Design	Design and Technology	Philosophy for Children	
<p>I can use different colours and techniques to create a volcanic effect picture</p> <ul style="list-style-type: none"> Year 6- Refine colour to achieve special qualities, e.g washes, thick paint 	<ul style="list-style-type: none"> use a range of materials to create a volcanic structure 	<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? 	
Discrete Subjects			
IT and Computing		PSHCE/ Citizenship	
<p>Multimedia</p> <p>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>Keeping safe and managing risk: Keeping safe - out and about</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about feelings of being out and about in the local area with increasing independence about recognising and responding to peer pressure about the consequences of anti-social behaviour (including gangs and gang related behaviour) <p>FGM (female genital mutilation) Pupils learn:</p> <ul style="list-style-type: none"> about the importance for girls to be protected against FGM 	

Music	Spanish
<p>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>	<ul style="list-style-type: none"> •
Science	
Living Things and Their Habitats (Year 6)	
<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>	

