

Sacred Heart Cross Curricular Overview 2025-2026

Art (A)
 Design and Technology (DT)
 Geography (G)
 History (H)

Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

EYFS – Nursery

The EYFS at Sacred Heart takes a child-centred approach to learning whereby the children are active participants. Therefore the below plan is subject to change according to the children's likes and interests

Settling – in	Child-initiated topic	Child-initiated topic	Child-initiated topic	Child-initiated topic	Child-initiated topic
PD – personal care PSED – supporting friendships CL– using language to express themselves All About Me & My Family	Traditional Tales & storytelling <i>in particular puppet role-play</i> Noel	Introduction of Write Dance <i>Physical movement & mark-making programme</i>	Growing <i>Plants & ducklings</i>	Bug Hunt <i>Noticing the world around us</i>	Bears <i>We're Going on a Bear Hunt, Teddy Bear's picnic</i> Exotic animal workshop (Cultural Passport)

EYFS – Reception

The EYFS at Sacred Heart takes a child-centred approach to learning whereby the children are active participants. Therefore the below plan is subject to change according to the children's likes and interests

<p>Ourselves</p> <p><i>My family, where we are from, our bodies etc.</i></p>	<p>Child-initiated topic</p> <p>Traditional Tales <i>The Jolly Postman (Goldilocks & The Three Bears, Jack & the Beanstalk, Little Red Riding Hood)</i></p> <p>Festivals & Celebrations including Noel</p>	<p>Child-initiated topic</p> <p>Space <i>'Whatever Next' by Jill Murphy:</i></p> <p><i>Introduction of the clay area & related moulding skills</i></p>	<p>Child-initiated topic</p> <p>Life cycles <i>Chick hatching experience</i></p>	<p>Child-initiated topic</p> <p>Fairy Tales & storytelling <i>Helicopter stories/Tales Toolkit & Little Angel Puppet Theatre</i></p>	<p>Child-initiated topic</p> <p>Animals & Mini-beasts <i>Caterpillar experience, Dear Zoo,</i></p> <p>Beach trip (Cultural Passport)</p>
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Key Stage 1 – Year 1						
<p>Humanities Art and DT</p>	<p>Up, Up and Away!</p> <p><i>Significant individuals and events in the history of transport.</i></p> <p>H A</p>	<p>Arsenal (A local geography focus)</p> <p><i>A lens on Islington and the surrounding area</i></p> <p>G DT</p>	<p>School Days</p> <p><i>Our school through time. Significant person: Queen Victoria</i></p> <p>H A</p>	<p>Eyes on our Planet</p> <p><i>A UK focus, exploring a geographical/ environmental issue and suggesting a solution.</i></p> <p>G DT</p>	<p>Superheroes</p> <p><i>Significant person study - Super nurse! Mary Seacole</i></p> <p><i>Significant date: International nurses day 12th May</i></p>	<p>Africa!</p> <p><i>Continent focus- explore human and physical features of a non-European country and make comparisons to local Geography</i></p> <p>G DT</p>

					Local history study- Finsbury health centre. H A	
English	<p><u>Text 1:</u> Suggested text: 'We Catch the Bus' by Katie Abey</p> <p><u>Text 2:</u> 'Coming to England' (picture book) by Floella Benjamin</p>	<p>Suggested text: 'Willy the Wizard' by Anthony Browne</p>	<p><u>Text 1:</u> 'Alice in Wonderland' by Jeanne Willis</p>	<p><u>Text 1:</u> 'Somebody Swallowed Stanley' by Sarah Roberts</p>	<p><u>Text 1:</u> 'Supertato' by Sue Hendra</p>	<p><u>Text 1:</u> 'Lila and the Secret of Rain' by David Conway</p> <p><u>Text 2:</u> 'Lost and Found' by Oliver Jeffers</p>
Science	<p><i>Year 1 continuous provision plans for the daily practice of Science objectives and this Science objective-led approach allows for many cross-curricular links. Therefore, the below topic plan is subject to change as to when each topic is taught.</i></p> <p>Daily: collecting weather data from our outdoor Weather Station & checking BBC weather report to track daylight hours</p>					

	<p>At the start of each half term: Seasonal change (Autumn): <i>Set-up a Weather Station & begin collecting weather data. Choose a tree (deciduous & evergreen) to track throughout the year</i></p> <p>Animals including humans (the human body)</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>At the start of each half term: Seasonal change (Winter): <i>Interpreting daily weather data collected so far & tracking changes to chosen tree (deciduous & evergreen)</i></p> <p>Materials:</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple 	<p>At the start of each half term: Seasonal change (Winter): <i>Interpreting daily weather data collected so far & tracking changes to chosen tree (deciduous & evergreen)</i></p> <p>Materials continued</p>	<p>At the start of each half term: Seasonal change (Spring): <i>Interpreting daily weather data collected so far & tracking changes to chosen tree (deciduous & evergreen)</i></p> <p>Animals:</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 	<p>At the start of each half term: Seasonal change (Spring/Summer): <i>Interpreting daily weather data collected so far & tracking changes to chosen tree (deciduous & evergreen)</i></p> <p>Plants:</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>At the start of each half term: Seasonal change (Summer): <i>Interpreting daily weather data collected so far & tracking changes to chosen tree (deciduous & evergreen)</i></p> <p>Plants continued</p>
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<p>PSHE</p>	<p>Mental health and wellbeing</p> <p>Zones of regulation</p> <p>Children learn what the zones of regulation are, extending learning from EYFS, they explore different emotions and how their emotions and actions are different</p>	<p>Managing Risk and Keeping Safe</p> <p>(Local area walk)</p> <p>Children learn how to keep themselves safe in familiar situations, our local area, including road safety and explore the importance of their personal safety</p>	<p>Drugs and alcohol, what do we put in our bodies?</p> <p>Children learn how to stay safe around medicines and what substances can be harmful to our bodies.</p>	<p>Identity, society and equality</p> <p>Children explore their own identity, what makes them special</p> <p>Zones of Regulation/ Resilience</p> <p>Children explore what it means to be resilient, activities that help them to regulate and the importance of being kind</p>	<p>Careers, My Money</p> <p>Children learn where money comes from, explore the role of a bank and explore different careers, linking to school and sustainability</p>	<p>Physical health and Wellbeing (Link to Sports day)</p> <p>Children explore eating healthy, explore what sugar can do to our diet, the positive impact of exercise and explore sun safety</p> <p>Transition lesson</p> <p>Children discuss the transition to their new year group</p>
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<p>Trips & experiences</p>	<p>Harvest</p>	<p>Local Area Walk Christmas Panto Trip PJ day (whole school) Christmas dinner FOSH Christmas fair Nativity (Music link) Poppy Appeal Shoe Box Appeal</p>	<p>Ragged school museum trip</p> <p>Buckingham Palace Royal Mews (Cultural Passport)</p> <p>World book day</p>	<p>Earth Day -22nd April</p>	<p>International Nurses' Day</p>	<p>Sports day</p> <p>Transition Week</p>
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Key Stage 1 – Year 2

<p>Humanities Art and DT</p>	<p>The Crown</p> <p>Queens past and present Timeline skills and significant people in local History.</p> <p style="text-align: center;">HA</p>	<p>Arsenal (A local geography focus)</p> <p><i>A lens on Islington and its relation to the wider world</i></p> <p style="text-align: center;">G DT</p>	<p>London's Burning</p> <p><i>The Great Fire of London</i></p> <p><i>A significant national event in our locality The Great Fire of London. Discover what happened and changes to London because of the Great Fire.</i></p> <p><i>Significant person: Samuel Pepys</i></p> <p style="text-align: center;">HA</p>	<p>Eyes on our Planet</p> <p><i>Continent focus-Asia, exploring a geographical/environmental issue and suggesting a solution.</i></p> <p style="text-align: center;">G DT</p>	<p>Dinosaur discovery!</p> <p><i>Significant person study: Mary Anning</i></p> <p><i>Historical skills: Using different sources to find out about the past, timeline skills.</i></p> <p style="text-align: center;">HA</p>	<p>Landmarks in the UK</p> <p><i>Countries and Capital cities of the United Kingdom</i></p> <p><i>Identifying continents that countries are in. Identifying Oceans around the world.</i></p> <p style="text-align: center;">G DT</p>
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<p>English</p>	<p><u>Text 1:</u> Little People Big Dreams King Charles</p> <p>Suggested outcome: Fact- file</p> <p><u>Text 2:</u> Mae Among the Stars by Roda Ahmed</p> <p>Suggested outcome: biography</p>	<p><u>Text 1:</u> Football Star by Mina Javaherbin</p> <p>Suggested outcome: diary entry</p> <p><u>Text 2:</u> Tadpole’s Promise by Jeanne Willis</p> <p>Suggested outcome: narrative</p> <p><u>Text 3:</u> Suggested text: Little Robin Red Vest by Jan Fearnley</p> <p>Suggested outcome: teacher choice</p>	<p><u>Text 1:</u> Suggested text: The Great Fire of London by Emma Adams</p> <p>Suggested outcome: information leaflet</p> <p><u>Text 2:</u> Suggested text: Jim and the Beanstalk by Raymond Briggs</p> <p>Suggested outcome: narrative</p>	<p><u>Text 1:</u> Suggested text: Dear Earth by Isabel Otter</p> <p>Suggested outcome: persuasive speech</p> <p><u>Text 2:</u> Suggested text: There’s a Rang-Tan in my bedroom by James Sellick and Frann Preston-Gannon</p> <p>Suggested outcome: poster</p>	<p><u>Text 1:</u> Suggested text: The Girl and the Dinosaur by Hollie Hughes</p> <p>Suggested outcome: sequence of letters</p> <p><u>Text 2:</u> Dinosaur facts/a range of non- fiction dinosaur texts</p> <p>Suggested outcome: Fact-file</p>	<p><u>Text 1:</u> Suggested text: The Min Pins by Roald Dahl</p> <p>Suggested outcome: narrative</p> <p><u>Text 2:</u> Suggested text: The Owl and the Pussycat by Edward Lear</p> <p>Suggested outcome: performance poetry</p>
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Science 5 units 7-8 lessons per unit – see Science overview	Autumn 1 Animals including Humans <ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Notice that animals, including humans, have offspring which grow into adults. (link to RSHE) 	Autumn 2 Plants <ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe and describe how seeds and bulbs grow into mature plants (plant ready for Summer). 	Spring 1 Materials <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	Spring 2 Living things and their habitats <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	Summer 1	Summer 2 Plants (link with local area) <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants (observe growth from Autumn).

<p>PSHE</p>	<p>Zones of Regulation</p> <p>Children recap the Zones of regulation Children to further develop their tool kit from last year</p> <p>Link to the Resilience Reaps Rewards Programme – Hero Profiles</p>	<p>Relationships, Sex and Health Education; Lifecycles</p> <p>Link to Science</p> <p>Children learn the correct terminology for private body parts, the human lifecycle and different stages of life</p>	<p>Managing Risk and Keeping Safe</p> <p>Link to Topic</p> <p>To understand fire safety, how to stay safe at home, call 999 and road safety</p> <p>Fire Safety Workshop</p>	<p>Drugs and Alcohol, Medicines and Me</p> <p>Children learn about staying safe around medicines and asthma safety</p>	<p>Mental Health and Wellbeing</p> <p>Link with English</p> <p>Children explore their friendships, the importance of being kind, making friends online and solving problems independently</p>	<p>Physical Health and Wellbeing</p> <p>Children explore different categories of food and making a healthy meal</p> <p>Link to Sports Day & DT cooking</p> <p>Transition Session Children discuss the transition to their new year group</p>
<p>Trips & experiences</p>		<p>Christmas Panto Trip Poppy Appeal</p>	<p>Tower of London (Cultural Passport)</p>	<p>Earth Day -22nd April</p>		<p>Science trip to Highgate woods</p> <p>Transition week</p>

Lower Key Stage 2 – Year 3

Lower Key Stage 2 – Year 3						
Humanities Art and DT	<p>Tomb Raiders</p> <p><i>Ancient Egyptians</i></p> <p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the Ancient Egyptians.</i></p> <p style="text-align: center;">HA</p>	<p>Arsenal (A local geography focus)</p> <p><i>A lens on Islington and comparing our locality to others</i></p> <p style="text-align: center;">G DT</p>	<p>Meet the Flintstones</p> <p><i>Britain in the Stone, Iron and Bronze Age</i></p> <p style="text-align: center;">HA</p>	<p>Eyes on our planet</p> <p><i>Continent focus- Europe, exploring a geographical/environmental issue and suggesting a solution.</i></p> <p style="text-align: center;">G DT</p>	<p>The Shang Dynasty</p> <p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty, as period to contrast with Britain in the Bronze Age.</i></p> <p style="text-align: center;">HA</p>	<p>Misty Mountains</p> <p><i>Mountains and their locations (including a mountain from one of the following areas, the UK, Europe, and North/South America for geographical comparison)</i></p> <p style="text-align: center;">G DT</p>

<p>English</p>	<p><u>Text 1:</u> Suggested text: The Story of Tutankhamun by Patricia Cleveland-Peck</p> <p>Suggested outcome: Biography</p> <p><u>Text 2:</u> Suggested text: Henry's Freedom Box by Ellen Levine</p> <p>Suggested outcome: Diary entries</p>	<p><u>Text 1:</u> Suggested text: The New Football Coach by Dominique Demers</p> <p>Suggested outcome: character description</p> <p><u>Text 2:</u> Suggested text: The Christmas Eve Tree by Delia Huddy</p> <p>Suggested outcome: Teacher choice</p>	<p><u>Text 1:</u> Suggested text: The First Drawing by Mordicai Gerstein</p> <p>Suggested outcome: historical narrative</p> <p><u>Text 2:</u> Suggested text: The Pied Piper of Hamelin</p> <p>Suggested outcome: own version poem</p>	<p><u>Text 1:</u> Suggested text: Keisha Jones is a force of nature! By Natalie Denny</p> <p>Suggested outcome: persuasive speech</p> <p><u>Text 2:</u> Suggested text: A Seed of Doubt by Irena Brignull</p> <p>Suggested outcome: leaflet</p>	<p><u>Text 1:</u> Shang Dynasty</p> <p>Suggested outcome: non-chronological report</p> <p><u>Text 2:</u> A Midsummer Night's Dream retold by Andrew Matthew</p> <p>Suggested outcome: Playscript</p>	<p><u>Text 1:</u> Suggested text: BFG by Roald Dahl</p> <p>Suggested outcome: Posters</p> <p><u>Text 2:</u> Our Tower by Joseph Coelho</p> <p>Suggested outcome: performance poetry</p>
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Science
 Science
 5 units
 7-8 lessons
 per unit –
 see Science
 overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Animals including humans (link to mummification and skeletons)</p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat. 	<p>Light</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things, and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change. 	<p>Forces and Magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Plants- plant in Autumn/Spring ready for Summer topic</p> <ul style="list-style-type: none"> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Rocks and soils</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter 	

<p>PSHE</p>	<p>Mental Health and Wellbeing; Strengths and Challenges</p> <p>Zones of Regulation</p> <p>Children explore strengths and challenges in relation to goal setting, and where emotions linked to zones of regulation may fall when trying to achieve these goals.</p> <p>Link to the Resilience Reaps Rewards Programme – Hero Profiles</p>	<p>Keeping Safe and Managing Risk; Bullying</p> <p>Link to Arsenal and racism</p> <p>Children explore the differences between difficulties in friendships and bullying and how to spot the difference. Children explore bullying online with links to racism and Arsenal players</p>	<p>Identity, Society and Equality; celebrating difference</p> <p>Children learn about similarities and differences between them and others, the importance of community and belonging to different groups</p>	<p>Careers, Financial Capability and Economic Wellbeing; Spending, Saving & Budgeting</p> <p>Children explore budgeting, purchases and their impacts, career options and job opportunities</p> <p>Link to Topic, sustainability and Institute of Physics</p>	<p>Drugs, Alcohol and Tobacco Education; Tobacco</p> <p>Children explore the dangers of drugs, including medication, smoking and the risks associated with smoking</p>	<p>Physical Health and Wellbeing; What Helps Me Choose?</p> <p>Children explore the Eat Well guide, understand influences around the food we choose and how physical exercise impacts our overall health</p> <p>Link to Sports Day & DT cooking</p> <p>Transition Session</p> <p>Children discuss the transition to their new year group</p>
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Trips & experiences		Christmas Panto Trip PJ day (whole school) Poppy Appeal Christmas dinner FOSH Christmas fair Nativity (Music link)	World Book Day	Earth Day -22nd April	London Eye River Cruise (Cultural Passport)	Sports day Transition Week
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Lower Key Stage 2 - Year 4

<p>Humanities Art and DT</p>	<p>Roman Rule</p> <p><i>The Roman Empire and its impact on Britain</i></p> <p style="text-align: center;">HA</p>	<p>Arsenal (A local geography focus)</p> <p><i>A lens on Islington and comparing our locality to others</i></p> <p style="text-align: center;">G DT</p>	<p>Invaders</p> <p><i>Anglo Saxons and Scots</i></p> <p style="text-align: center;">HA</p>	<p>Eyes on our planet</p> <p><i>Continent focus- North/South America, exploring a geographical/environmental issue and suggesting a solution.</i></p> <p style="text-align: center;">G DT</p>	<p>Mexico and the Mayans</p> <p><i>Modern and Ancient Mexico Comparison to Britain: Bronze Age to 1066</i></p> <p style="text-align: center;">HA</p>	<p>Disasters!</p> <p><i>Natural disasters, volcanoes and earthquakes.</i></p> <p style="text-align: center;">G DT</p>
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<p>English</p>	<p><u>Text 1:</u></p> <p>Suggested text: Escape from Pompeii by Christina Balit</p> <p>Suggested outcome: diary</p> <p><u>Text 2:</u></p> <p>Journey to Jo'burg by Beverley Naidoo</p> <p>Suggested outcome: letter</p>	<p><u>Text 1:</u></p> <p>Narnia by C.S. Lewis</p> <p>Suggested outcome: narrative</p>	<p><u>Text 1:</u></p> <p>Iron Man by Ted Hughes</p> <p>Suggested outcome: narrative</p> <p><u>Text 2:</u></p> <p>Suggested text: The Great Kapok Tree by Lynne Cherry</p> <p>Suggested outcome: debate writing</p>	<p><u>Text 1:</u></p> <p>Poems from a Green and Blue planet</p> <p>Suggested outcome: own version poem</p> <p><u>Text 2:</u></p> <p>Suggested text: The Council of Good Friends by Nikesh Shukla</p> <p>Suggested outcome: reasoned argument</p>	<p>Writing Through Art</p> <p><u>Text 1:</u></p> <p>Romeo and Juliet retold by Andrew Matthews</p> <p>Suggested outcome: letters</p>	<p><u>Text 1:</u></p> <p>Suggested text: The Firework Maker's Daughter by Philip Pullman</p> <p>Suggested outcome: setting and character description</p> <p><u>Text 2:</u></p> <p>Suggested text: Jabberwocky by Lewis Carroll</p> <p>Suggested outcome: performance poetry</p>
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<p>Science Science 5 units 7-8 lessons per unit – see Science overview</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Electricity</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>Sound</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>States of matter</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	
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<p>PSHE</p>	<p>Mental Health and Emotional Wellbeing; Dealing with my feelings Zones of Regulation</p> <p>Children learn about a range of emotions, their strengths, making mistakes and taking responsibility for their own happiness</p> <p>Link to the Resilience Reaps</p>	<p>Identity, Society and Equality; Democracy</p> <p>Children explore democratic society and how local government works. Children explore how budgets are assigned at local government level</p>	<p>Keeping Safe and Managing Risk; Playing Safe</p> <p>Children learn about being safe in their local area and online, as well as administering basic first aid</p> <p>First Aid Workshop</p>	<p>Drugs, Alcohol and Tobacco; Different Influences</p> <p>Children learn about different drugs and how they influence behaviour, including benefits of being a nonsmoker, linked to previous learning about Asthma</p>	<p>Relationships, Health and Sex Education; Puberty</p> <p>Children explore the physical and hormonal changes related to puberty and what to expect as boys and girls</p> <p>Mental Health and Emotional Wellbeing; link to friendships and Spring 2 English text - The Council of Good Friends by Nikesh Shukla Use unit as a chance to</p>	<p>Physical Health and Wellbeing; Making Healthy Choices</p> <p>Children explore what makes food healthy and design healthy meals</p> <p>Link to Sports Day & DT cooking</p> <p>Transition Session</p> <p>Children discuss the transition to their new year group</p>
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	Rewards Programme – Hero Profiles				address social dynamic in class	
Trips & experiences		Christmas Panto Trip Poppy Appeal PJ day (whole school) Christmas dinner FOSH Christmas fair Nativity (Music link)	World Book Day First Aid Workshop	Earth day -22nd April Careers Talk	Spanish link to Day of the Dead HMS Belfast Trip (Cultural Passport)	Sports day Children spend time in SMMA to aid transition

Upper Key Stage 2 - Year 5

<p>Humanities Art and DT</p>	<p>The Great War</p> <p><i>Commemorating the Great War 1914-1918</i></p> <p><i>Local history study: Islington during the First World War</i></p> <p><i>Significant person: Charles William Train – an Islington soldier</i></p> <p style="text-align: center;">HA</p>	<p>Arsenal (A local geography focus)</p> <p><i>A lens on Islington and exploring how locations in the UK have changed</i></p> <p style="text-align: center;">G DT</p>	<p>Vicious Vikings</p> <p><i>An in-depth study of Viking culture, art, religion</i></p> <p><i>Key Event: Battle of Hastings</i></p> <p><i>Comparison study: Anglo Saxons</i></p> <p style="text-align: center;">HA</p>	<p>Eyes on our planet</p> <p><i>Continent focus- North/South America, exploring a geographical/environmental issue and suggesting a solution.</i></p> <p style="text-align: center;">G DT</p>	<p>Benin</p> <p><i>Contrasting history around the world</i></p> <p style="text-align: center;">HA</p>	<p>Wild Water</p> <p><i>Rivers and coasts</i></p> <p style="text-align: center;">G DT</p>
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<p>English</p>	<p><u>Text 1:</u> Suggested text: Private Peaceful by Michael Morpurgo</p> <p>Suggested outcome: diary entries</p> <p><u>Text 2:</u> Suggested text: Coming to England by Floella Benjamin</p> <p>Suggested outcome: biography</p>	<p><u>Text 1:</u> Suggested text: Jaz Santos vs The World by Priscilla Mante</p> <p>Suggested outcome: persuasive writing</p> <p><u>Text 2:</u> Suggested text: Twas' The Night Before Christmas</p> <p>Suggested outcome: own version poem</p>	<p><u>Text 1:</u> Suggested text: Viking Boy by Tony Bradman</p> <p>Suggested outcome: diary entries from different perspectives</p> <p><u>Text 2:</u> Suggested text: The Man Who Walked Between Two Towers by Modicai Gerstein</p> <p>Suggested outcome: newspaper report</p>	<p><u>Text 1:</u> Suggested text: Song of the Dolphin Boy by Elizabeth Laird</p> <p>Suggested outcome: informative leaflet</p> <p><u>Text 2:</u> Suggested text: Alte Zachen: Old Things by Cigalle Hanaor</p> <p>Suggested outcome: analytical essay</p>	<p><u>Text 1:</u> Suggested text: Children of the Benin Kingdom by Dinah Orji</p> <p>Suggested outcome: Non-chronological report</p> <p><u>Text 2:</u> Suggested text: Julius Caesar retold by Andrew Matthews</p> <p>Suggested outcomes: Playscript</p>	<p><u>Text 1:</u> High Rise Mystery by Sharna Jackson</p> <p>Suggested outcome: Extended narrative</p> <p><u>Text 2:</u> Suggested text: The Listeners by Walter De La Mare</p> <p>Suggested outcome: performance poetry</p>
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Science
 Science
 5 units
 7-8 lessons
 per unit –
 see Science
 overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Forces</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 	<p>Space</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. 	<p>Materials</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. • Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. 		<p>Living things and their habitats</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 animals and plants. 	<p>Animals including humans</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age.

<p>PSHE</p>	<p>Zones of Regulation</p> <p>Children help to develop Zones of Regulation in their class and link these different feelings to changes in puberty and hormones</p> <p>Link to the Resilience Reaps Rewards Programme – Hero Profiles</p> <p>Identity, Society and Equality; Stereotypes, discrimination and prejudice</p> <p>Children explore stereotypes and discrimination, the</p>	<p>Relationships, Sex and Health Education; Puberty</p> <p>Children learn further details about the changes they will experience in puberty as boys and girls and explore peer pressure</p>	<p>Keeping Safe and Managing Risk; When Things go Wrong</p> <p>Children explore staying safe online, recognising domestic abuse and dangers of going missing</p> <p>Fire Safety Workshop</p>	<p>Mental Health and Emotional Wellbeing; Understanding feelings</p> <p>Children explore mental health and how to take responsibility for their own feelings, particularly in times of change and how to resist peer pressure – link back to RSHE and English text</p>	<p>Drugs, Alcohol and Tobacco; Different Influences</p> <p>Children explore different influences that may make people drink or take drugs, including influences online</p>	<p>Physical Health and Wellbeing; Taking Responsibility for my Health</p> <p>Children explore calorie intakes, balanced diets and the importance of rest</p> <p>Link to Sports Day & DT cooking</p> <p>Transition Session Children discuss the transition to their new year group</p>
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impact of this on
others -
specifically hate
crime

**Link to Black
History Month**

Trips & experiences		Christmas Panto Trip PJ day (whole school) Poppy Appeal Christmas dinner FOSH Christmas fair Nativity (Music link)	World Book Day Fire Safety Workshop	Earth Day -22nd April	(cultural passport)	Sports day
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Upper Key Stage 2 - Year 6

<p>Humanities Art and DT</p>	<p>World War Two</p> <p><i>Commemorating the Second World War 1940-1945</i></p> <p><i>Local history study: Islington on the Home Front during the Second World War</i></p> <p><i>Significant people: Civilian testimonies, from BBC archives, of life at home during the War</i></p> <p>HA</p>	<p>Arsenal (A local geography focus)</p> <p><i>A lens on Islington giving reasons for how and why locations have changed over time</i></p> <p>G DT</p>	<p>Crime and Punishment</p> <p><i>Changes to crime and punishment from the Anglo-Saxons to the present, including the Saxons, Victorians, WW2 and modern day.</i></p> <p><i>Trip to Royal Courts of Justice during this term experience modern day 'crime and punishment'.</i></p> <p>HA</p>	<p>Eyes on Our Planet</p> <p><i>Continent focus-Globally America, exploring a geographical/environmental issue and suggesting a solution. Exploring how countries are interconnected and interdependent.</i></p> <p><i>Exit point: Earth day 22nd April</i></p> <p>G DT</p>	<p>Greece Lightning</p> <p><i>An in depth study of Ancient Greece, exploring their impact/influence on the Western World (philosophy, art, literature, medicine, astronomy, architecture)</i></p> <p>H A DT</p>	<p>Greece Lightning Continued</p> <p><i>Identify the location of Greece, its capital city and other key cities/regions, identify key human and physical features, explore how land use has changed over time (using an atlas and maps to explore this) and describe how the country was and is interconnected and/or interdependent</i></p> <p>G A DT</p>
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<p>English</p>	<p><u>Text 1:</u></p> <p>Suggested text: Silver Sword by Ian Serraillier</p> <p>Suggested outcome: series of diary entries</p> <p><u>Text 2:</u></p> <p>Suggested text: Hidden Figures by Margot Lee Shetterly-</p> <p>Suggested outcome: Memoir</p>	<p><u>Text 1:</u></p> <p>Suggested text: The Wind in the Wall by Sally Gardner</p> <p>Suggested outcome: own version gothic narrative</p> <p><u>Text 2:</u> (writing only)</p> <p>Suggested text: Bukayo Saka by Rising Stars</p> <p>Suggested outcome: Football commentary</p> <p><u>Text 3:</u></p> <p>Suggested text: A Christmas Carol Poem retold by Tony Mitton</p>	<p><u>Text 1:</u></p> <p>Suggested text: Three Little Pigs: Guardian</p> <p>Suggested outcome: A collection of letters</p> <p><u>Text 2:</u></p> <p>Suggested text: Macbeth retold by Andrew Matthews</p> <p>Suggested outcome: setting description</p>	<p><u>Text 1:</u></p> <p>Suggested text: Can We Save the Tiger? By Martin Jenkins</p> <p>Suggested outcome: discussion text</p> <p><u>Text 2:</u></p> <p>Suggested text: The Last Wild by Piers Torday</p> <p>Suggested outcome: own version dystopian narrative</p>	<p><u>Text 1:</u></p> <p>Suggested text: Greek Myths by Geraldine McCaughrean</p> <p>Suggested outcome: own Greek inspired Myth</p> <p><u>Text 2:</u></p> <p>Suggested text: The Last Bear by Hannah Gold</p> <p>Suggested outcome: scientific report</p> <p>SATS PREP</p>	<p><u>Text 1:</u></p> <p>Suggested text: When Secrets Set Saily by Sita Brahmachari</p> <p>Suggested outcome: speech</p> <p><u>Text 2:</u></p> <p>Suggested text: On the Move: Poems about Migration by Michael Rosen</p> <p>Suggested outcome: performance poetry</p> <p>END OF YEAR PRODUCTION</p>
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		Suggested outcome: teacher choice				
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Science
Science
5 units
7-8 lessons
per unit –
see
Science
overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Living things</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 microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. 	<p>Light</p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>Animals including humans</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>Electricity</p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram. 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	

<p>PSHE</p>	<p>Zones of Regulation</p> <p>Children help to develop Zones of Regulation in their class and link these different feelings to changes in puberty and hormones</p> <p>Link to the Resilience Reaps Rewards Programme – Hero Profiles</p>	<p>Keeping safe and Managing Risk; Knife Crime</p> <p>Children visit Ben Kinsella exhibition and explore the impacts of knife crime on young people, communities and families</p>	<p>Identity, Society and Equality; Human Rights</p> <p>Children explore what it means to be a refugee, homelessness and explore the UN Convention on the Rights of a Child</p>	<p>Drugs, Alcohol and Tobacco; Weighing up Risk</p> <p>Children explore different drugs, particularly focusing on vaping, the effects of different drugs and factors that may influence them</p>	<p>Relationships, Sex and Health Education</p> <p>Children learn about Sexual Intercourse and conception and how to stay safe</p> <p>Transition Lesson</p> <p>Children prepare for Secondary school</p>
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<p>Trips & experiences</p>		<p>Christmas Panto Trip Poppy Appeal PJ day (whole school) Christmas dinner FOSH Christmas fair Nativity (Music link)</p>	<p>World Book Day</p>	<p>Earth Day -22nd April</p>	<p>SATS</p>	<p>Royal Courts of Justice trip – link to Speech writing in English (Cultural Passport)</p> <p>Cardfields</p> <p>YEAR 6 LEAVERS EVENTS</p>
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