

**SHAPE International School British Section  
Whole School Curriculum Map**

**Term One**

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
<b>English</b>	Hear and say the initial sound in words Give meaning to marks they make as they draw	Writing to inform Recount Instructions Writing to entertain Narrative	Writing to entertain– Stories Description Poetry Writing to inform - Recount Letter Instructions	Writing to inform Diary Instructions Writing to entertain Story Description – character and setting	Writing to entertain – narrative, poetry, character and setting description Writing to inform – non chronological report, explanation, diary	Writing to entertain Narrative Setting description Writing to inform Information text Letter	Writing to persuade Persuasive argument; Writing to entertain Character description /narrative Poetry; Writing to inform Newspaper Report
<b>Maths (White Rose)</b>	Getting to know you' 'Just like me!' Comparing, matching and sorting 'It's me 1,2,3' 2 D shapes 1-4 sides, pattern and positional vocab. 'Light and Dark' Representing and comparing number 1-5	Number place value within 10 /20 Addition and subtraction within 10 Geometry – Shape	Number: Place value Number: Addition and subtraction Geometry: Shape Measurement: Money Number: Multiplication and Division	Number – place value Addition and subtraction Multiplication and division	Number – place value Addition and subtraction Multiplication and division Measurement -area	Number – place value Addition and subtraction Multiplication and division	Number place value addition, subtraction, multiplication and division fractions Measurement: converting units
<b>Science</b>	Similarities of ourselves and others	Animals including humans	Living things and their habitats	Animals including humans  Rocks	Sound  Electricity	Earth and Space  Forces	Light  Electricity

	<p>The senses</p> <p>Our Body</p> <p>Space</p> <p>Autumn and Winter</p>	Seasonal Changes	Living things and their habitats around the world				
Geography	<p>Forest School</p> <p>Explore the school grounds noticing features in the environment. Begin to explore a simple map</p>	<p>Fieldwork and observation</p> <p>Study of the school and grounds</p> <p>Maps and symbols</p>	<p>Locational - name and locate 7 continents and 5 oceans</p> <p>Geographical skills – use maps, atlases, globes</p> <p>Human/Physical - seasonal changes and daily weather patterns</p>		<p>Locational – locate European countries, using maps. Name and locate countries and cities of UK, Key geographical features – land use and changes over time.</p> <p>Geographical skills – atlases, maps and globes (link WW1)</p>	<p>Geographical skills – atlases / globes / compasses and grid references</p> <p>Latitude/longitude equators and tropics</p>	<p>Geography is not taught in this term</p>
History	<p>Family, customs and routines</p> <p>Talk about members of their immediate family and community. Comment on images of familiar situations in the past.</p>	Changes within living memory	Lives of significant individuals – Ibn Battuta	Changes in Britain from Stone Age to Iron Age	<p>Local history WW1 – study of site dating from a period beyond 1066 that is significant in the locality. WW1 Flanders Fields/ Ypres. What happened at the Battle of Mons? What was life like in the trenches? Why did the soldiers need Talbot House?</p>	History is not taught in this term.	<p>Britain's settlement by Anglo-Saxons and Scots combined with the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>
RE	Talk about our families.	Who is a Christian and what do they believe?	Who is Jewish and what do they believe?	What do people believe about God?	Why is Jesus so inspiring to some people?	Why do some people believe God exists?	U2.3 What do religions say to us when life gets hard?

	Which People are special and why? Which stories are special and why? Special times like Diwali and Christmas.		How and why do we celebrate special and sacred times – Harvest/Christmas		Why do some people think that life is like a journey?		Christians, Hindus and non-religious (e.g. Humanists) U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)
Music	Build a repertoire of songs and dances Explore instruments	Feeling the pulse Changing tempo Instrument sounds Christmas production	Feeling the pulse Instrument sounds (timbre) Changing tempo Christmas performance	Recorder tuition Rhythmic notation Stave notation Christmas class Performance	WW1 songs WOPs Ukuleles Christmas class performance	Blues and Jazz whole class ensemble work Chords / triads Christmas class performance	WOPS Ukuleles (chords and melodies) Reggae music Christmas class Performance
Art	How can we explore colour? How can we use our imaginations? Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Drawing and Sketchbooks  Pathway spirals  Disciplines: drawing, sketchbooks, collage  Themes: Pattern, structure,	Drawing and sketchbooks  Pathway: Explore & Draw Disciplines: Drawing, Sketchbooks, Collage Themes: Natural Forms, Seasonal Changes, Patterns, Symmetry Medium: Graphite, Handwriting Pen,	Drawing and sketchbooks  Pathway: Gestural drawing with charcoal  Disciplines: drawing, sketchbooks  Theme: cave art, movement, human	Drawing and sketchbooks  Pathway: Storytelling through drawing  Disciplines: drawing, sketchbooks  Medium: Drawing materials/ paper  Artists: Laura Carlin, Shaun Tan	Drawing and Sketchbooks  Pathway: Typography and maps  Disciplines – design, typography drawing, collage, sketchbooks	Drawing and sketchbooks  Pathway: 2D Drawing to 3D making  Disciplines: Drawing, sculpture, graphic design, collage, sketchbooks

	<p><b>Colour Mixing</b></p> <p><b>Painting and mixed media.</b> Explore simple designs and sculpture Begin to develop skills in reflecting and talking about their work</p>	<p><b>movement, growth, the human body, sound</b></p> <p>Medium: – Graphite, pens, pastels, chalk,</p> <p>Artists Molly Haslund</p>	<p>Watercolour/Brusho, Wax Resist</p> <p><b>Artists:</b> Rosie James, Alice Fox</p>	<p><b>body, relationship of body to place</b></p> <p>Medium: Charcoal, paper, body</p> <p>Artists: Heather Hansen, Laura McKendry, Edgar Degas</p>		<p><b>Themes: Identity, environment, habitat</b></p> <p>Medium: pencil, pen</p> <p>Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p>	<p>Medium: card, paper, drawing materials</p> <p>Artists: Lubaina Himid, Clarie Harrup</p> <p>Activism The relationship between print and activism. Research artists who are activists and make a page in their sketch books. Make a 'zine' using magazine imagery to reflect their message.</p>
DT	<p>Safely use and explore a variety of tools and techniques, experimenting with colour, design, texture, form and function Share their creations, exploring process they have used,</p>	<p><b>Mechanisms and levers (Moving pictures Story Board)</b></p>	<p><b>Textiles: Templates and Joining techniques</b></p>	<p><b>Mechanical systems levers and linkages</b></p>	<p><b>Textiles – 2D to 3D project</b></p>	<p><b>Food technology Celebrating seasonality (moved to spring)</b></p>	

PE	Revise and refine the fundamental movement skills they have already acquired: Rolling/crawling/walking / jumping/running hopping / Skipping/ climbing	Cross Country Tag Rugby Dance	Cross Country Tag Rugby Dance	Cross Country Tag Rugby Dance	Cross Country Tag Rugby Dance	Cross Country Tag Rugby Dance Swimming	Cross Country Tag Rugby Swimming Dance
PSHE	Share experiences about our families. Understand how our own behaviours affect others. Character virtues and Learning powers	Relationships Family and Friendships Safe relationships Respecting ourselves and others Character virtues and Learning powers	Character virtues and Learning Powers  Relationships: Families and friendships Safe Relationships Respecting ourselves and others	Character virtues and Learning powers How can we be a good friend?	Character virtues and Learning powers  Positive relationships Recognising risks online Responding to hurtful behaviour Respect differences and similarities	Character virtues and Learning powers Healthy friendships Equality	Relationships Family and Friendships Safe Relationships Respecting Ourselves and Others
Computing	Complete a simple program on a computer	Computing systems and networks:  Technology around us  Creating media: Digital painting	Computing systems and networks – IT around us  Creating media – Digital photography	Computing systems and networks: Connecting computers (3.1)  Creating media: Stop-frame animation	Computing Systems and Network – The Internet  Creating Media – Audio Production	Computing systems and networks: Systems and searching (5.1) Creating media: Video production (5.2)	Computing systems and networks: Communication and collaboration (6.1)  Creating media: Web Page Creation (6.2)

## Term Two

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
English	<p>Name and sound letters of the alphabet Read words and sentences Write short sentences in meaningful contexts</p>	<p>Writing to entertain Description character Narrative Writing to inform Report/fact sheet</p>	<p>Writing to entertain– Stories Description Poetry</p> <p>Writing to inform – Recount Letter Instructions</p>	<p>Writing to entertain Narrative Poetry Writing to inform Instructions Writing to persuade Letter</p>	<p>Writing to entertain – poetry, narrative, setting description</p> <p>Writing to inform – non chronological report Recount, diary, biography</p>	<p>Writing to inform Explanation Report Biography Writing to discuss Review Writing to persuade Advert Speech Campaign</p>	<p><i>Clockwork:</i> Writing to persuade</p> <ul style="list-style-type: none"> <li>• travel agent’s advertisement;</li> <li>• setting description;</li> <li>• diary entry.</li> </ul> <p>Writing to entertain <i>Alma</i> (Literacy Shed film):</p> <ul style="list-style-type: none"> <li>• setting description;</li> <li>• descriptive writing using figurative language;</li> <li>• ghost story narrative.</li> </ul> <p>Science link – writing to inform biography non-chronological report on Charles Darwin character description; formal persuasive letter</p>
Maths	<p><u>White Rose</u> Alive in 5 Introducing zero Mass, capacity Growing 6,7,8</p>	<p>Number addition and subtraction within 20 Place value within 50</p>	<p>Number: multiplication and division Measurement: length and height</p>	<p>Number Multiplication and Division Fractions Measurement length and perimeter</p>	<p>Number Multiplication and Division Fractions Decimals</p>	<p>Number Multiplication and Division Fractions Decimals and percentages Statistics</p>	<p>Number</p> <ul style="list-style-type: none"> <li>• ratio</li> <li>• algebra</li> <li>• decimals</li> </ul>

	<p>Making pairs comparing length height and time</p> <p>Building 9 and 10</p> <p>Comparing numbers to 10</p> <p>bonds to 10, 3D shapes and patterns</p>	<p>Measurement length and height</p> <p>Weight and volume</p>	<p>Measurement: Mass, capacity and temperature</p> <p>Number: fractions</p>	<p>Money</p> <p>Statistics</p>		<p>Measurement – perimeter and area</p>	<ul style="list-style-type: none"> <li>fractions, decimals and percentages</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>area, perimeter and volume</li> </ul> <p>Statistics</p>
<p>Science</p>	<p>Ask questions about the world around us</p> <p>The seasons</p> <p>Developing Experts</p> <p>Materials</p> <p>Forces</p> <p>Machines</p> <p>Plants bulbs and spring</p>	<p>Exploring everyday materials 1/2</p>	<p>Uses of everyday materials</p> <p>Plants</p>	<p>Plants</p> <p>Light</p>	<p>Living things and their habitats</p> <p>Conservation</p>	<p>Properties of materials</p> <p>Changes to materials</p>	<p>Living things and their habitats</p> <p>Evolution and inheritance</p>
<p>Geography</p>	<p>Similarities, differences, patterns and change</p> <p>Express opinions on the world around them</p>	<p>Name and locate four countries and capital city of UK</p> <p>Great fire of London</p> <p>Compass directions/ locational directional language</p> <p>Describe and locate features on a map – links to Pirate gold</p>	<p>Place knowledge – Contrasting locality – UK/Zambia</p>	<p>Locate world countries focus on North America</p> <p>Mountains and Earthquakes</p> <p>Settlement and land use</p>	<p>Rainforests</p> <p>Locating world countries focus on South America</p> <p>Physical Geography including climate zones</p> <p>Deforestation / climate change</p>	<p>Geography is not taught during this term.</p>	<p>Locational knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns.</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of the Kent coast, Belgian coast and the Yucatan peninsula in Mexico.</p>

<b>History</b>	Talk about past experiences of ourselves and our families Compare and contrast characters from stories, including figures from the past.	Events beyond living memory – link to Great Fire of London Why do we wear poppies?	Not taught in Term 2	North America Human and Physical Geography		Roman Empire and the invasion of Great Britain.	History is not taught in this term.
<b>RE</b>	Which stories are special and why? Which times are special and why? Which places are special and why? Chinese New Year. Easter spring and new birth.	Holy Week	Who is a Muslim and what do they believe?  How and why do we celebrate special and sacred times – Easter	Festivals and Celebrations	What does it mean to be a Hindu in Britain today?	If God is everywhere, why go to a place of worship?	What matters most for Christians and Humanists?
<b>Music</b>	Listen to different pieces of music  Talk about a show they have watched or a performance they have enjoyed. Continue to develop singing and use of instruments.	Pulse and rhythm Graphic scoring/ composition	Pulse and rhythm Composition chrome music lab	Playground songs Rhythmic work Call and response	World melodies 4 beat rhythms	Ostinato Pitched percussion Rounds Stave notation Ternary composition	Bands unit Rhythm and pitch notation
<b>Art</b>	How can we explore materials? How can we explore 3D materials? Explore a variety of materials like clay.	Pathway: Simple Printmaking Disciplines: Drawing, Printing Collage Medium: Paper, plasticine,	Pathway :Exploring the World Through Mono Print Disciplines printmaking,	Pathway: working with shape and colour Disciplines: Printmaking, stencil, collage	Pathway: Exploring pattern Disciplines : drawing, collage, design	Pathway: Making monotypes Disciplines: Printmaking, drawing, painting Medium: Paper, ink,	Pathway: Brave Colour Disciplines: instillation art, sketchbooks Medium: paper, card, paint, light coloured filters

	<p>Explore more elements of painting and mixed media. Explore tone pattern and texture. Sharing their ideas with others.</p>	<p>printing foam and ink  <b>Artists:</b> Rosie James, Alice Fox  <b>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern sequencing and symmetry</b>  <b>Or Pathway Exploring watercolour Theme – exploration and discovery</b>  <b>Medium_ watercolour</b>  <b>Artists Paul Klee /Emma Burnleigh</b>  <b>Or Pathway Flora and Fauna</b>  <b>Medium:pens graphite, paper and collage</b>  <b>Artists – Eric Carle, Joseph Redoute</b></p>	<p><b>Themes: natural and manmade forms</b>  <b>Medium:pencils, oil pastels, carbon paper</b>  <b>Artists:Xgaoc'o X'are, Leonardo Di Vinci</b>  <b>or</b>  <b>Expressive Painting Discipline – painting and sketch books</b>  <b>Medium:acrylic paint, paper</b>  <b>Artists: Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne</b></p>	<p><b>Medium:paper, printmaking, ink, stencils</b>  <b>Artist: Henri Matisse, Claire Willberg</b>  <b>Or</b>  <b>Pathway - Cloth, thread, paint</b>  <b>Discipline: Painting, sewing</b>  <b>Medium: Fabric, calico, print, thread</b>  <b>Artists – Alice Kettle, Hannah Rae</b></p>	<p><b>Medium:Paper, pens, painting</b>  <b>Artists: Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</b>  <b>Or</b>  <b>Exploring Still Life</b>  <b>Disciplines: Painting, drawing, relief</b>  <b>Medium: Acrylic/poster paint, pen, ink, clay</b>  <b>Artists: Paul Cezanne, Peter Claesz, Melchior d'Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirsaho Sato</b></p>	<p><b>Carbon copy, paper, paint,</b>  <b>Artists: Kevort Mourad</b>  <b>Or</b>  <b>Mixed Media land and city scapes</b>  <b>Disciplines: painting, drawing</b>  <b>Medium: Graphite stick, pen, pastel, chalk, paper, string, elastic bands,</b>  <b>Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</b>  <b>Or</b>  <b>Fashion Design Discipline – fashion, painting, collage</b>  <b>Medium: paper, acrylic paint, tape</b>  <b>Artists: Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</b></p>	<p><b>Artists: Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West</b></p>
DT	<p>Safely use and explore a variety of tools and techniques, experimenting with colour, design,</p>	<p><b>Structures (freestanding Structures)</b>  <b>Bridges</b></p>	<p><b>Textiles templates and joining techniques continued</b></p>	<p><b>Food (Healthy and varied diet)</b></p>	<p><b>Mechanical systems levers and linkages</b></p>	<p><b>Food technology Celebrating seasonality</b></p>	<p><b>Textiles Combining different fabric Shapes</b></p>

	<p><b>texture, form and function</b>  <b>Share their creations, exploring process they have used,</b></p>						
<b>PE</b>	<p>Progress towards a more fluent style of moving,  Develop the overall body strength, co-ordination, balance and agility and other physical disciplines including dance, gymnastics.  Confidently and safely use a range of large and small apparatus.</p>	<b>Gymnastics Netball</b>	<b>Gymnastics Netball</b>	<b>Gymnastics Netball Swimming</b>	<b>Gymnastics Netball Swimming</b>	<b>Gymnastics Netball</b>	<b>Gymnastics Netball</b>
<b>PHSE</b>	<p>Showing sensitivity to others  Take steps to resolve conflicts</p>	<p>Living in the wider world  Belonging to a community  Media literacy and digital awareness  Money and work  Privacy and staying safe</p>	<p>Character virtues and Learning powers   Living in the Wider World:  Belonging to a community  Media literacy and digital resilience  Money and Work</p>	<p>Character virtues and Learning powers  Being part of a Community  Internet safety</p>	<p>Character virtues and Learning powers  Living in the wider world  What makes a community / shared responsibilities</p>	<p>Character virtues and Learning powers  Living in the wider world  Protecting the environment.  Look at how information is targeted and look at different media types.  Identify job interests and inspirations.</p>	<p>Character virtues and Learning powers   Living in the Wider World  Belonging to a Community  Media Literacy and Digital Resilience  Money and Work</p>

<b>Computing</b>	<b>E safety Bee-bots and remote control toys. Using different media I pads to photograph and Records sounds and video</b>	<b>Programming A: Moving a Robot  Data and Information: Grouping Data</b>	<b>Programming A: Robot algorithms  Data and information: Pictograms</b>	<b>Programming A: Sequencing Sound  Data and Information: Branching Databases</b>	<b>Programming A – Repetition in Shapes  Data and Information – Data Logging</b>	<b>Programming A: Selection in Physical computing  Data and Information: Flat-file databases</b>	<b>Programming A: Variables in games  Data and Information: Introduction to spreadsheets</b>
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**Term Three**

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
<b>English</b>	Use phonic knowledge to decode and read words Write simple sentences	Writing to entertain Narrative Writing to inform Recount	Writing to entertain– Stories Description Poetry Writing to inform – Recount Letter Instructions	Writing to inform Explanation Recount Biography Advert Writing to persuade Letter	Writing to persuade – letter, advert Writing to entertain – narrative, poetry Writing to inform explanation	Writing to entertain Narrative – story Character description Setting description Writing to inform essay	Writing to inform explanation text – write-up and evaluation of textiles project <i>Journey to the River Sea:</i> Writing to persuade - theatre critic’s review of <i>Little Lord Fauntleroy</i> performance; Writing to entertain narrative
<b>Maths</b>	<u>White Rose</u> 'To 20 and Beyond' 'First Then Now' spatial reasoning 1-4 Adding more and taking away Compose and decompose 'Find My Pattern' Doubling, sharing even and odd 'On the Move'	Number multiplication and division Place value within 100 Fractions Measurement – money /time Geometry – position and direction	Number: Fractions Measurement: Time Statistics Geometry: Position and direction	Number Fractions Measurement – time Geometry – properties of shape Measurement – mass and capacity	Number – decimals Measurement – money Time Statistics Geometry - properties of shape Position and direction	Number – decimals, negative numbers Measurement – converting units Volume Geometry properties of shape Position and direction	Geometry <ul style="list-style-type: none"> <li>• shape</li> <li>• position and direction</li> </ul> Themed projects, consolidation and problem solving

	patterns and relationships, mapping						
Science	<p>Answer how and why questions</p> <p>Seasons</p> <p>Changes in the garden</p> <p>Plants</p> <p>Food</p> <p>Insects</p> <p>Animals</p> <p>Health and safety</p> <p>STEM week</p>	<p>Seasonal changes</p> <p>Plants</p>	<p>Animals including humans – growth</p> <p>(PHSE: Physical health , mental well - being, growing and changing</p> <p>Animals including humans – life cycles</p>	<p>Forces and magnets</p> <p>Scientific enquiry</p>	<p>Animals including humans</p> <p>States of matter</p>	<p>Animals including humans living things and their habitats</p>	<p>Animals including humans</p> <p>Looking after our environment</p>
Geography	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>7 continents</p> <p>links to painted lady butterfly project</p> <p>UK/Belgium</p> <p>Contrast</p> <p>Seasons and weather</p> <p>Hot and cold areas</p> <p>Links to the equator</p> <p>Key physical features</p>	<p>Geographical skills – Map skills - compass directions/location and directional language/features and routes on a map</p>	<p>Rivers – links with Early Civilisations</p>	<p>Geographical skills – fieldwork to observe, measure, record and present the human and physical features in the local area</p>	<p>Volcanoes &amp; Earthquakes.</p>	
History	<p>Talk about the lives of the people around them and their roles.</p> <p>- Know some similarities and differences between things</p>	<p>Lives of significant individuals</p> <p>Link to locality</p> <p>Van Gogh</p>	<p>Events beyond living memory – Battle of Waterloo</p>	<p>Early Civilisations</p> <p>Ancient Egypt study</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence in the Western world</p> <p>How did early Greece begin?</p>	<p>Ancient Romans</p> <p>How education has changed?</p>	<p>A non-European society that provides contrasts with British history: Mayan civilisation c. AD 900</p>

	<p>in the past and now.</p> <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>				<p>What was life like in the city states of Ancient Greece? How did Alexander the Great expand Greek power and influence?</p>		
RE	<p>Recall family events Where do we belong? What is special about our world?</p>	<p>What does it mean to belong to a faith community?</p>	<p>How should we care for others and the world and why does it matter?</p>	<p>What does it mean to be a Christian today?</p>	<p>What can we learn from religions about deciding what is right or wrong?</p>	<p>What does it mean to be a Muslim in Britain today?</p>	<p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims</p>
Music	<p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others / try to move in time with music. Use musical skills to adapt and improve stories</p>	<p>Pitch high / low Beat and rhythm</p>	<p>Pitch / beat and rhythm</p>	<p>Medieval music Rhythmic composition</p>	<p>Folk music</p>	<p>Gamelan unit</p>	<p>Samba unit</p>

<p><b>Art</b></p>	<p><b>How can we build worlds? What can you see? Observations of plants and animals</b></p> <p><b>Develop drawing Paint and media.</b></p> <p><b>Use a range of tools to paint and print</b></p> <p><b>Explore digital images and make 3 D sculptures and design</b></p>	<p><b>Pathway: Playful making</b>  <b>Disciplines: sculpture, drawing</b>  <b>Theme: transformation and invention</b>  <b>Medium: Construction, card, paper, wire, fabric, string, recycled objects</b>  <b>Artists, Christo and Jeanne-Claude, Faith Bebbington, Caitlind rc Brown and Wayne Garrett</b>  <b>Or</b>  <b>Making Birds</b>  <b>Discipline: Sculpture, drawing, collage</b>  <b>Themes : birds, wildlife, local habitat</b>  <b>Medium, paper, pencils, watercolour, pastels, graphite</b></p>	<p><b>Pathway:Be an Architect</b>  <b>Disciplines: architecture, drawing, making</b>  <b>Theme: Habitat, community, Culture, purpose</b>  <b>Medium, construction Materials</b>  <b>Artists: Hunderwasser, Zaha Hadid, Heatherwick Studios</b>  <b>Or</b>  <b>Stick transformation project</b>  <b>Disciplines: making, drawing</b>  <b>Medium: twigs, construction, paper, wool, drawing</b>  <b>Artists: Chris Kenny</b>  <b>Or</b>  <b>Music and Art</b>  <b>Disciplines: drawing, making, sketchbooks</b>  <b>Medium: Paper, drawing, paint, construction,</b>  <b>Artists: Kandinsky</b></p>	<p><b>Pathway:Telling stories through drawing and making</b>  <b>Disciplines: Drawing, sculpture, sketchbooks</b>  <b>Medium:paper, drawing materials, modelling and construction (Modroc) plasticine etc</b>  <b>Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</b>  <b>Or</b>  <b>Making animated drawings</b>  <b>Discipline – sketchbooks, drawing, animation</b>  <b>Medium:paper</b>  <b>Digital media</b>  <b>Artists: Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber</b></p>	<p><b>Pathway: The art of display</b>  <b>Disciplines: sculpture, creative thinking sketchbooks</b>  <b>Medium: clay, paper, drawing, modelling and construction</b>  <b>Artists: Anthony Gormley, Yinka Shonibare, Thomas J Price</b>  <b>Or</b> Sculpture, structure  <b>Disciplines: drawing, sketchbooks, sculpture</b>  <b>Medium: Various drawing materials/ construction</b>  <b>Artists: Marcus Coates</b>  <b>Or</b> Festival Feasts  <b>Disciplines – Sculpture, drawing, painting</b>  <b>Medium: paper, card, modelling mats (modrok)</b></p>	<p><b>Pathway: Set Design</b>  <b>Disciplines: Making and drawing</b>  <b>Medium: paper, card, construction, mixed media, paint</b>  <b>Artists – Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage- Dickson</b>  <b>Or</b>  <b>Architecture Dream Big or Small</b>  <b>Disciplines: Architecture, Drawing, Sketchbooks</b>  <b>Medium: Foamboard, ink, card</b>  <b>Artists: Shoreditch Sketcher, Various architects</b></p>	<p><b>Shadow Puppets</b>  <b>Disciplines: Making, drawing sketchbooks</b>  <b>Medium: paper, construction materials</b>  <b>Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillip Otto Runge, Pippa Dyrllaga, Thomas Witte</b></p>
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<b>PSHE</b>	<p>Take account of the ideas of others Talk about their own and others behaviour</p> <p>Character virtues and Learning powers</p>	<p>Health and wellbeing Growing and changing Keeping safe Physical health and mental wellbeing Character virtues and Learning powers</p>	<p>Character virtues and Learning Powers</p> <p>Health and wellbeing: Physical health and mental wellbeing Growing and changing Keeping safe</p>	<p>Character virtues and Learning powers Eating well and looking after our teeth</p>	<p>Character virtues and Learning powers</p> <p>Health and wellbeing Maintaining a balanced lifestyle Physical / emotional changes in puberty</p>	<p>Character virtues and Learning powers Look at why sleep is so important for our whole well-being. Focus on personal identity and recognising individuality. Keeping safe in different situations.</p>	<p>Character virtues and Learning powers Health and wellbeing Health and Wellbeing Mental Health and Physical Wellbeing Growing and Changing Keeping Safe</p>
<b>Computing</b>	<p>Know that a range of technology is and explore its use. Internet safety</p>	<p>Creating Media: Digital writing</p> <p>Programming B: Programming animations</p>	<p>Creating media: Digital music</p> <p>Programming B: Programming quizzes</p>	<p>Creating media: Desktop publishing</p> <p>Programming B: Events and actions in programs</p>	<p>Creating Media: Photo Editing</p> <p>Programming B: Repetition in Games</p>	<p>Creating media: Introduction to vector graphics</p> <p>Programming B: Selection in quizzes</p>	<p>Creating media: 3D modelling</p> <p>Programming B: Sensing movement</p>
<b>French</b>	<p>Host Nation over the year Belgium food Finding out about Mons Saying hello and goodbye in French. Please and thank you in French.</p>		<p>Pets Brothers and sisters Classroom interaction</p>		<p>Human Body Family Wild Animals French Poetry</p>		