



As an inclusive, Christian school and Children's Centre we will nurture, inspire, empower and expect every child to achieve their very best in life, work and the community.

Write a greater chapter

Telephone: 0207 735 1023

website: www.st-stephens.lambeth.sch.uk

Volume:2026 Issue 2

14th September 2026

Dear Parents and Carers, It's lovely to be back after a fantastic Year 6 residential! This week, we will be holding our first Parents' Open Meetings of the academic year. These are a great opportunity to meet your child's class teacher, learn about the term ahead and discuss how we can work together to support your child. Teachers will share your child's Topic Web (at the back of this newsletter), along with key information about class routines, expectations and learning.



Y6 PGL RESIDENTIAL - WHAT AN EXPERIENCE!

I had the privilege of joining our delightful Year 6 children on their three-day PGL residential trip to Marchants Hill, and what an incredible experience it was!

Every day was packed with fun, excitement and plenty of challenges. The children threw themselves into a fantastic range of activities, including raft building, problem-solving challenges, the Giant Swing, trapeze and abseiling. There were certainly moments that tested their courage – and I have to admit, some of the activities were nerve-wrenching even for the adults!

What impressed me the most was the way our children supported and encouraged one another. They demonstrated teamwork, resilience, courage and determination, often stepping outside of their comfort zones and cheering each other on when things became challenging.

I was particularly proud when PGL's team leader described our children as "one of the best year group she has worked with." This was a wonderful reflection of the positive attitude, behaviour and team spirit they showed throughout the residential.

This year, we decided to trial something different by holding the Year 6 residential at the beginning of the academic year rather than towards the end. Having experienced it first-hand, I have to say – it works for us! The children have already had the opportunity to build friendships, develop trust and establish themselves as a strong team. I am sure the benefits of this experience will continue throughout their final year at St Stephen's.

YEAR GROUP PARENT MEETINGS

Please join us for our open mornings/afternoons and discover our vision for the academic year: Open mornings/afternoons will be held at the following times:

Friday 18th September

Reception & Nursery 2 - 8.45am

Tuesday 22nd September

Year 1 - 8.45am

Year 4 - 3.45pm

Wednesday 23rd September

Year 2 - 8.45am

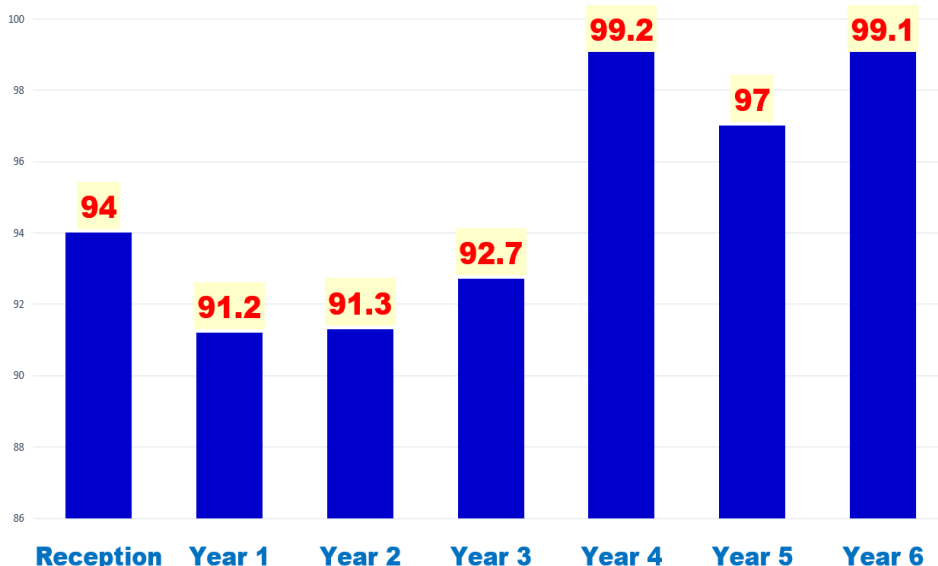
Year 5 - 3.45pm

Thursday 24th September

Year 3 - 8.45am

Year 6 - 3.45pm

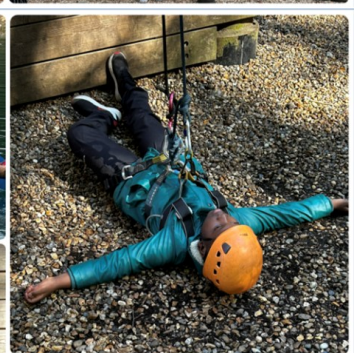
Attendance Chart Week Beginning of 7th September 2026



Congratulations to YEAR 6 class for their highest attendance!

Y6 Rise to the Challenge at PGL!

A few highlights from an unforgettable three days at Marchants Hill



LITERACY

Specific Area

We will be learning to...

- To repeat words or phrases from the story
- To join in with repeated refrains
- To count and clap syllables in a word.
- To identify the names of the different parts of a book
- To understand why questions.
- To express a point of view.
- To sing familiar songs.
- To use new vocabulary
- To use a longer sentence.
- To ascribe meaning to marks when painting.
- To describe myself.

Understanding the world



Specific Area

We will be learning to...

- To discuss what I'm looking forward to about school.
- To identify who's in my family
- To describe how I have changed
- To understand we all like different things
- (Bring baby pictures in.)
- To identify different body parts.
- To know how and why we celebrate Harvest Festival.
- To discuss likes and dislikes.
- To identify people who help us in the community

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Prime Area

We will be learning to...

- Circle time To understand why rules are important
- To discuss what makes us feel scared and worried
- To articulate what I like about myself. (Self-portraits)
- To take turns.
- To explain what I am good at.
- To explore making sounds through body percussion (Turn taking games)



Communication and language

Prime Area

We will be learning to...

- To count and clap syllables in a word.
- To identify the names of the different parts of a book
- To express a point of view.
- To sing familiar songs.
- To use new vocabulary
- To use a longer sentence.
- To describe myself.



Nursery Class Curriculum

Autumn Term

Our topic is: This is me



R.E

This term our Christian value is

Koinonia

The body is a unit, though it is made up of many parts and though all its parts are many, they form one body. So it is with Christ. For we were all baptized by one spirit into one body.

1 Corinthians 12:12-13



MATHS

Specific Area

We will be learning to...

- To recite number names in order –sing number songs
- Number
- To know that numbers identify how many objects in a set.
- To count objects in a group and compare groups.
- To order and identify numbers to 5

EXPRESSIVE ARTS and DESIGNS

Specific Area

We will be learning to...

- To participate in action songs.
- To make a picture of their To join in with songs family.
- To create a self-portrait.
- To participate in action songs. (If you're happy and you know it)
- To select materials for a purpose.
- To combine materials for a desired effect.



PHYSICAL DEVELOPMENT

Prime Area

We will be learning to...

- To use one-handed tools and equipment
- To use tools for drawing
- To make comments on what they can see
- To match objects of the same colour. Hoops, bean bags etc
- To manipulate a malleable material with increasing control.



LITERACY

Specific Area

We will be learning to...

- Listen, recall and retell familiar stories.
- Describe characters from stories
- Learn and use story language.
- Identify initial sounds in words.
- Begin to blend and segment sounds in a word.
- Begin to think and vocalise a simple sentence

Understanding the world

Specific Area

We will be learning to...

- Describe, compare and talk about family members and traditions.
- Talk about previous experiences.
- Describe different textures.
- Explore our environment and talk about a change in season.
- About planets, stars, the moon and space.
- Learn about different celebrations and festivals including Christmas, Diwali and harvest.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Prime Area

We will be learning to...

- Contribute to and follow class / school routines and rules.
- Play with other children.
- Practise turn taking and sharing.
- Talk about feelings and explain why we feel a particular emotion.
- Understand that others have feelings.
- Ask for help when we need to.
- Think of ways to manage our feelings.

Communication and language

Prime Area

We will be learning to...

- Listen to and follow instructions.
- Talk about my senses.
- Use language to imagine and recreate roles and experiences in our play.
- Listen and respond to ideas expressed by others in a group.

Reception Class Curriculum

Autumn Term

Our topic is – All about me!

The topic looks at...
Our amazing bodies and what they can do. We also discuss people who are important to us and our likes and dislikes. We will also be observing the first signs of Autumn.

PHONICS – LITTLE

- Everyday phonics as a fast-paced, rigorous and structured phonics programme.
- Reception are working on their Phases 2 sounds and words.

R.E

This term our Christian value is...
'Koinonia'

The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ. For we were all baptised by one Spirit into one body.

MATHS

Specific Area

We will be learning to...

- Compare quantities by saying which is more or less.
- Count and say one more or less a given number up to 10.
- Recognise numbers up to 10.
- Identify and name common 2d shapes and begin to describe its properties.
- Make and describe repeating patterns.
- Begin to use everyday language associated with time

EXPRESSIVE ARTS and DESIGNS

Specific Area

We will be learning to...

- Copy sound patterns.
- Explore what happens when we mix different colours.
- Imagine and create simple representations of events or people.
- Experiment with different ways of moving.
- Combine different materials for a desired effect.

FRENCH

Specific Area

We will be learning to...

- Say hello and goodbye in French: Bonjour and Au revoir.
- Introduce ourselves using Je m'appelle.
- Count from 1 to 5 in French
- Join in with simple French songs and rhymes.

PHYSICAL DEVELOPMENT

Prime Area

We will be learning to...

- Join in to songs with actions.
- Experiment with different ways of moving.
- Transport and store equipment safely.
- Undress and dress for PE.
- Hold pencils using a tripod grip.
- Form recognisable letters and numbers.

MATHS

I am learning to...



- Count to 20 and estimate numbers.
- Partition from 13 to 19 and compare them.
- Count to 100 in 1s and 10s by ordering them and comparing.
- Say 1/10 more or less up to 100.
- Adding by counting on and partitioning to create number bonds.
- Subtraction by counting back/take away
- Explore, understand and sort 2D shapes.
- Understand and identify 3D shapes.

HISTORY

Proud to be Me

WE ARE BRITAIN

I am learning to know...

- Learning about different families' stories and cultural traditions.
- Know more about my own family's story and culture.
- Identify the UK and its cultural traditions.
- The history of the UK and the Magna Carta.
- About food around the world and locate them.

COMPUTING

COMPUTING SYSTEMS and NETWORKS

TECHNOLOGY AROUND US

- Find technology in our classroom.
- Using technology safely
- Developing mouse and keyboard skills.
- Using the computer responsibly

Pe

I am learning to...

- Balls skills with footwork and coordination.
- Master basic movements including running, jumping, throwing and catching.
- Develop balance, agility and coordination.

ENGLISH

CAVE BABY



by Julia Donaldson and David Almond

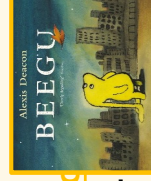
PIG-PUG AND HOW TO BE A DOG

- By Jo Williamson and Aaron



Blebo

by Alexis Deacon



I am learning to...

- Write labels and captions.
- Write a letter and retelling the story ourselves.
- Create a fact sheet with comparing different characters.
- Write a 'How To' guide.
- Learn about descriptions and commands.
- Write a non-fiction report.

YEAR 1 - AUTUMN 1

PROUD TO BE

Significant Black Figures

We Are Britain

Pshe AND rse

I am learning to...



- What is the same and different about us.
- What we like and dislike.
- What makes them special and how everyone has different strengths.

French



I am learning to...

- Recognise, recall, remember and spell colours in French.
- Recognise, recall, remember and spell animals in French.



SCIENCE

ANIMALS INCLUDING HUMANS

NAMING & GROUPING INCLUDING

I am learning to...

- Learn how we've changed.
- Look at our bodies by identifying, naming and drawing basic parts of the human body.
- Find out how we can hear and how hearing is important.
- How can we sort things using senses?
- Explore different senses such as sight, touch, taste and smell.
- Discover and create sensory boards!

RE

WHAT RESPONSIBILITY HAS GOD GIVEN PEOPLE ABOUT TAKING

I am learning to know...

- How has Creation changed over the years and by who?
- How does the story of Creation affect the way I look at and think about the world.
- What do Christians believe are the Maker's instruction to protect Creation.
- What is 'made in God's Image' mean as a Christian.
- How does the Church care for God's creation of people.



art

I am learning to...

- Portraits / People - Paint a realistic full-length self portrait
- Make different shades and textures of marks using charcoal.
- Use your finger to draw a self-portrait using charcoal.



music

I am learning to...

- Concentrate on breath while singing.
- Rhythm and pitch by responding, composing and performing.
- Learning basic rhythmic coordination by listening and learning songs/music by black artists.

MATHS

I am learning to...



- Count to 100 by identifying the number and estimate.
- Know place value in 2-digit numbers.
- Make and write amounts of money including change.
- Know addition and subtraction facts with missing numbers.
- Know how many to the next multiple of 10.
- Add and subtract 10 and 20 to a number.
- Measure lengths in metric units with rulers.
- Measure weights in g and kg.
- Measure capacities in litres.

HISTORY

Famous for more than Five Minutes - Act 1

MALALA YOUSAFZAI and ROSA PARKS

I am learning to know...



- Who is Rosa Parks?
- Who is Malala Yousafzai?
- How have primary schools in the UK changed?
- How to start a campaign to bring about change.
- How to plan and do fundraising.
- How to host a celebration ceremony with roles to play.

COMPUTING

SYSTEMS and NETWORKS

I am learning to...



I.T. AROUND US

- Find out the role of I.T. around us.
- Locate I.T. in our homes and around the world.
- How does I.T. technology improve our world.
- Demonstrate safe use of I.T.
- Know how to use I.T. responsibly.

PE

I am learning to...



- Do both high and low gymnastics safely.
- Master basic movements including running, jumping, throwing and catching.
- Develop balance, agility and co-ordination and begin to apply them in a range of activities.

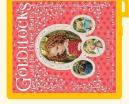
ENGLISH

GOLDSLOCKS AND THE THREE BEARS

BEARS

-by Lauren Child
ME AND YOU

-by Anthony Browne



GOLDSLOCKS AND JUST ONE BEAR

- by Leigh Hodgkinson

I am learning to...



- We will design and make wanted posters.
- We will write letters and retellings from another point of view.
- Write and describe a list of character descriptions.
- This will lead to our main outcome for this term to make a sequel story.

YEAR 2 – AUTUMN 1

Si Activists

Figures

(Malala Yousafzai and Rosa Parks)



ART



I am learning to...

- Know how to create portraits of people, especially the people we are focusing: Malala Yousafzai and Rosa Parks.
- Create drawings using pencil and wax crayons.

PSHE and RSE

I am learning to...

- How to make friends with others.
- How to recognise when I feel lonely, and I could do about it.
- How people behave when they are being friendly.
- How to resolve arguments that can occur in friendships.
- How to ask for help if a friendship is making me unhappy.



SCIENCE

ANIMALS INCLUDING HUMANS

HEALTHY ANIMALS

I am learning to...

- Ask why chickens hatch in eggs by observing closely and using simple equipment.
- Using questions to find out the life of a human from baby to elderly.
- What do animals need, including humans such as water, food and air by gathering simple data.
- The importance for humans to exercise by knowing the heart.
- What makes a healthy picnic and lunchbox.

RE

WHY DID JESUS TEACH THE LORD'S PRAYER AS A WAY TO PRAY?

I am learning to know...

PRAY?

- How do we talk to our friends?
- What do we need to live?
- Why do we forgive and why do we need forgiveness?
- How do Christians believe the Lord's Prayer helps them with "What Would Jesus Do?"
- Why and how do Christians believe they should praise God.
- What does the Lord's prayer mean to Christians.

French



I am learning to...

- Recognise, recall, remember and spell colours in French.
- Recognise, recall, remember and spell animals in French.
- Recognise, recall, remember and spell numbers in French.



MUSIC

I am learning to...

- How to use our voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Know the difference between major and minor.
- What a music composition is and responding to it.



MATHS

I am learning to...

- Develop understanding of place value.
- Use written and mental strategies for addition and subtraction.
- Begin multiplication and division methods.
- Explore measures in practical situations.
- Collect and interpret data using charts and tables.
- Apply knowledge in reasoning and problem-solving tasks.
- Consolidate understanding through assessment activities.

HISTORY

STONE AGE TO IRON AGE

I am learning to...

- Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.
- Know about changes in Britain from the Stone Age to the Iron Age.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms



COMPUTING

COMPUTING SYSTEMS and NETWORKS

CONNECTING COMPUTERS

I am learning to...

- Understand how digital devices work and connect in networks.
- Explore the school network and how information is shared.
- Create simple animations using digital tools.
- Edit and evaluate animations to improve quality.



I am learning to...

- Develop ball-handling skills through team activities.
- Learn basic gymnastics skills such as forward rolls.
- Progress to more advanced movements like backward rolls.
- Create and play original games using learnt skills.

ENGLISH

LEON AND THE PLACE BETWEEN

– by Angela McAllister

I am learning to...

- Explore character feelings through diary entries and thought bubbles.
- Create persuasive posters inspired by the magical fairground.
- Develop descriptive writing for fantasy settings.
- Write an own-version fantasy narrative.



THE LOST SPELLS – by Robert

Macfarlane

I am learning to...

- Explore the natural world through poetry and descriptive language.
- Respond creatively to imagery and metaphor in the poems.
- Perform poems with rhythm, tone, and expression.
- Write original poems inspired by the natural world.



YEAR 3 – AUTUMN 1

STONE AGE TO IRON AGE

music

I am learning to...

- Learn melodic notation and apply it to tuned instrument (ukulele and xylophone).
- Understand the parts of instruments and their functions.
- Singing, with a focus on breathing.



art

I am learning to...

- Create portraits through observational drawing.
- Use pencil and charcoal to explore tone, texture, and shading.
- Develop sketching skills to capture detail and expression.
- Create artwork linked to remembrance and WWI themes.

SCIENCE

ANIMALS INCLUDING HUMANS

KEEPING HEALTHY

I am learning to...

- Identify the nutrition animals and humans need to stay healthy.
- Understand that animals cannot make their own food.
- Explore the role of bones and skeletons for support and protection.
- Investigate how muscles and joints work to support movement.
- Compare and group different types of rocks by their properties.
- Learn how fossils are formed and what they reveal.
- Recognise that soils are made from rocks and organic matter.
- Record and present scientific findings using diagrams and tables.

R.E

WHAT IS THE BIBLE'S "BIG STORY" AND WHAT DOES IT REVEAL ABOUT HAVING FAITH IN GOD?

I am learning to...

- Explore how the Bible was written and passed down through history.
- Understand the idea of the Bible as a "big story" or metanarrative.
- Learn what the Bible teaches about faith in God.
- Explore how people in the Bible showed faith in their lives.
- Recognise how Christians live out faith today.
- Reflect on why remembrance is important for peace.
- Understand how Advent and Epiphany show the meaning of Christmas.

Pshe health and wellbeing

I am learning to...

- Understand how friendships support wellbeing and deal with loneliness.
- Build positive friendships and resolve disputes fairly.
- Recognise when a friendship makes them feel unhappy or unsafe.
- Learn how to seek support when worried about relationships.
- Explore hazards and how to keep safe at home and school.
- Understand the importance of hygiene and health routines.
- Learn what to do in an emergency, including calling for help.

French

I am learning to...

- By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.



MATHS

I am learning to...

- Place 3- and 4-digit numbers on a line
- Place value addition in 4-digit numbers
- Partitioning and column addition
- Mental subtraction incl. counting up
- Mental addition and subtraction
- Tell time to nearest minute: am/pm
- Calculate time intervals; 24 hour clock
- Units of time, record data and interpret
- Rehearse 24 hour clock; time intervals
- Units of time; draw line graphs

HISTORY

Time and Punishment

I am learning to...

- Know what do police officers do.
- History of crime and punishment since the Medieval period.
- History of police and detectives.
- How to prevent crime.
- Explore and understand the story of Stephen Lawrence.
- Explore and understand the story of Doreen Lawrence.



COMPUTING

SYSTEMS and NETWORKS

I am learning to...

- Connecting networks
- What is the internet made of?
- Sharing information
- What is a website?
- Who owns the web and can I believe what I read?

Pe

I am learning to...

- Take part in outdoor activities both in a team and individually.
- Play competitive games such as invasion games and tag rugby refining techniques in attacking and defending.



ENGLISH

TAR BEACH – by Faith Ringgold

I am learning to...

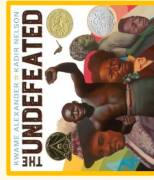
- Explore the theme of 'freedom' by creating our own poems.
- Class performance with focus on using repetition and rhythm.
- Expand our setting descriptions.
- Understand formal letters through a letter from a major sender.
- To write a script with dialogue and screen directions.
- Enhance writing in present tense, brackets, contractions and noun phrases.



THE UNDEFEATED – by Kwame Alexander

I am learning to...

- Understanding black history in America.
- Consider definitions of key terms in context.
- Discover poetic conventions and how they often link with music.
- Practice answering retrieval, inference and summarising questions.
- Express their opinions about particular events.



YEAR 4 – AUTUMN 1

crime and Punishment

art

I am learning to...

- Understand portraits of people, including within crime and punishment.
- Sketching and drawing with pencil and charcoal, including police sketches from character description.

music

I am learning to...

- Introducing melodic notation to tuned instruments (violin, viola, cello, bass).
- Introduction to the parts of the instruments and their functions such as the name of strings and notation tab



SCIENCE

ANIMALS INCLUDING HUMANS ARE THESE YOUR TEETH?

I am learning to...

- Discover the stages of the digestive system.
- Explore the small intestine's role.
- Explore the large intestine's role and how it would eventually make waste.
- Interpret food chains and discuss the impact of changes to the chain.
- Explain the importance of teeth in the digestive system.

HOW DID BELIEVE IN GOD AFFECT THE ACTIONS OF PEOPLE IN THE OLD TESTAMENT?

I am learning to...

- What Does the Judgement of Solomon Teach Christians Today?
- What Did Jonah and Daniel Share In Their Response to God?
- How Does David's Faith Show?
- How Did Ruth Show Self-Sacrifice?
- How Does the Story of Moses Show?
- How Was Abraham's Trust in God a Challenge?

French

I am learning to...

- Recognise, recall, remember and spell shapes in French.
- Recognise, recall, remember and spell fruits in French.
- Recognise, recall, remember and spell vegetables in French.
- Recognise, recall, remember and spell seasons in French.



Pshe health and wellbeing

I am learning to...

- Recognise personal qualities and individuality.
- Develop self-worth by identifying positive things about themselves and achievements.
- How our personal attributes, strengths and skills lead to achievements.
- How to set goals for ourselves.

MATHS X ÷

I am learning to...

- Understand place value in numbers up to at least 1,000,000.
- Use written and mental methods for addition and subtraction.
- Explore decimals to tenths and hundredths, including ordering and rounding.
- Work with fractions, including improper fractions and mixed numbers.
- Apply multiplication and division strategies to increasingly large numbers.
- Begin to use algebra to describe and extend patterns and sequences.

HISTORY OF BENIN

I am learning to...

- Create a timeline comparing West Africa and Europe from AD 900–1300.
- Learn about the development and culture of West African kingdoms.
- Explore the early history and foundation of Benin City.
- Study the kings (Ogisos and Obas) who contributed to the growth of Benin.
- Understand the life and diary of Anne Frank and the impact of the Holocaust.

COMPUTING

COMPUTING SYSTEMS and NETWORKS

SHARING INFORMATION

I am learning to...

- Understand computer systems and how they transfer information.
- Explore how technology enables shared and collaborative working.
- Learn how to use vector drawing tools to create digital art.

pe Enthusie Kids

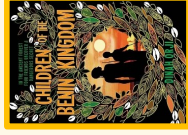
I am learning to...

- Manipulate layers and objects effectively to design a finished piece.
- Develop gymnastic techniques, control, and balance.
- Build fitness and skills through athletics activities.
- Apply teamwork in invasion games.
- Improve strategies for attack and defence in competitive play.

ENGLISH KINGDOM

I am learning to...

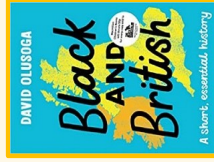
- Explore life in historical Benin through story.
- Develop non-chronological reports and diary entries.
- Write persuasive and descriptive pieces inspired by the text.
- Create a memoir-style outcome.



Black AND British

I am learning to...

- Learn about key events and figures in Black British history.
- Reflect on migration, identity, and diversity.
- Explore themes of justice and equality in non-fiction reading.
- Build understanding of historical context through reports and biographies.



YEAR 5 – AUTUMN 1

Ancient Kingdom of Benin (900 – 1300)

FRENCH

Specific Area

We will be learning to...

- Say hello and goodbye in French: Bonjour and Au revoir.
- Introduce ourselves using Je m'appelle.
- Count from 1 to 5 in French
- Join in with simple French songs and rhymes.

music

I am learning to...

- Learn melodic notation and apply it to tuned instruments (ukulele, violin, cello, and recorder).
- Identify the parts and functions of instruments, including the names of strings.

SCIENCE

LIVING THINGS AND THEIR HABITATS

THE ART OF LIVING

I am learning to...

- Describe sexual reproduction in flowering plants.
- Explore asexual reproduction in plants (e.g. bulbs, runners, cuttings).
- Compare and contrast life cycles of mammals, birds, amphibians, and insects.
- Investigate life cycles of living things from different parts of the world.
- Understand stages of human growth and development from baby to old age.
- Learn about gestation and foetal development before birth.
- Record and present findings using scientific diagrams, tables, and graphs.

Use scientific evidence to support or refute ideas about reproduction and life cycles.

WHAT DO THE MIRACLES OF

JESUS TEACH?

I am learning to...

- Understand what a miracle is and how it differs from magic.
- Explore stories of Jesus' miracles and what they reveal about him.
- Reflect on who performs miracles and what faith has to do with them.
- Consider whether miracles require specific places or if they depend on belief.

art

I am learning to...

- Develop portraits and observational drawing skills.
- Create sketches using pencils and charcoal.
- Explore European and West African art styles.

Pshe health and wellbeing

I am learning to...

- Recognise and respect similarities and differences between people.
- Understand the range of factors that contribute to personal identity.
- Explore how individuality and personal qualities shape who we are.
- Learn about stereotypes and how they can negatively influence attitudes.
- Develop strategies to challenge stereotypes and assumptions.

MATHS X

I am learning to...

- Recognise seven and eight digit numbers within place value.
- Place and compare seven and eight digit numbers on number lines.
- Powers of 10.
- Comparing and ordering integers.
- Rounding numbers up and down.
- Understand negative numbers.
- Common multiples and common factors.
- Prime, square and cube numbers.
- Use a variety written methods, including long multiplication and division.

HISTORY

THE WINDRUSH GENERATION

I am learning to...



- Compare the Caribbean with the UK after the WW2.
- Use historical resources to find out about black people in the UK before Windrush.
- Understand what the Windrush was and why it had several voyages from 1948 to the 1970s.
- Examine and recognise experiences of racism when the Windrush generation first arrived in the UK.
- Examine the legacy and positive contributions of the Windrush generation.

COMPUTING

COMPUTING SYSTEMS and NETWORKS

COMMUNICATION

I am learning to...

- Understand Internet addresses (IP) and Domain Name servers.
- Introduce the concept of packets.
- How sharing information (responsibly) online help people to work together.



I am learning to...

- Take part in outdoor activities both in a team and individually.
- Play competitive games such as invasion games and tag rugby refining techniques in attacking and defending.

ENGLISH

WINDRUSH CHILD – by Benjamin Zephaniah

I am learning to...



- Write an airmail letter as the main character of Leonard.
- Explore emotions in writing a diary entry.
- Explore instructions in writing a set of advice.
- Examine and perform the poem Windrush Child by John Agard.
- Ultimately leading to writing a pitch to the local council to bring about a new monument to commemorate the Windrush generation.

FLY ME HOME – by Polly Ho-Yen

I am learning to...



- Form plot predictions based on front cover and looking at specific vocabulary.
- Explain our impressions of characters based on their actions.
- Ways the author has used language to portray plot and character.
- Summarise sections of the story.
- Complete emotions graph for the main character.
- Compare themes arising through the text.
- Have collaborative discussions and asking questions.

YEAR 6 – AUTUMN 1

Empire Windrush and Caribbean Migration



RULES AND RESPONSIBILITIES -

WHO DECIDES? I am learning to...

- Understand the importance of rules.
- The traditional Jewish/Christian creation story.
- The modern Jewish/Christian story.
- Guidelines for living in Islam.
- Creed as a statement of faith.
- Our Creed for life.

music

I am learning to...

- Introducing melodic notation to tuned instruments (ukelele, cello, violin and recorder).
- Introduction to the parts of the instruments and their functions such as the name of strings and notation tab.

SCIENCE

LIVING THINGS AND THEIR HABITATS

CLASSIFICATION CONNOISSEURS

I am learning to...

- Discover Linnaeus, the father of classification.
- Record data using classification keys and sort living things according to observable characteristics.
- Identify similarities and differences between living things in order to determine their classification.
- Record and name botanical features in plants.
- Write scientific descriptions of unusual living creatures.
- Design our own 'new' creatures to fit into the Animalia classification system.
- Research and investigate leaves
- Describe the key characteristics of unusual living things, including micro-organisms, from around the world.
- Use descriptions of features, and online research, to attempt to classify unusual living things.

French

I am learning to...



- Ask questions and hold basic conversations in French.
- Speak and write about myself, giving information such as age, birthday and where I live.
- Understand basic grammar rules and high frequency verbs.

art

I am learning to...

- Draw portraits of people from images and real life.
- Make observational drawings using charcoal, focusing on shapes and tone.
- Make detailed observational drawings by exploring shapes, tone and detail.

Pshe health and wellbeing

I am learning to...

- keep healthy as we grow.
- Recognise how mental and physical health are linked.
- Make choices that support a healthy, balanced lifestyle.
- How healthy and unhealthy habits are linked.
- How legal and illegal drugs affect our health.
- Who to speak to when we need help with our mental and physical help.