



**GREENSIDE FILM FACTORY**  
**Breaking Boundaries! *The Year of Colour***  
**Curriculum Overview**  
**2020-2021**

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Film</b>	<i>The Magic School Bus</i>	<i>Laurel &amp; Hardy</i>	<i>Pocahontas</i>	<i>Planet Earth/Night on Earth</i>	<i>Mary Poppins</i>	<i>ET</i>
<b>English</b>	Recounts. Descriptions. Posters	Recount. Forming fictional narratives. Perspective writing Diary Writing	Recount. Non-fiction informative leaflets. Instructions.	Recount. Forming fictional narratives. Speeches. Poetry.	Recount. Forming fictional narratives. Scripts.	Recount. Forming fictional narratives. Fairy Tales. Myths and Legends
<b>Maths</b>	Place Value. 2D shapes. Addition & subtraction. Count to / across 100 Identify 'one more' & 'one less' Read & write numbers to 20.	Addition & subtraction Number bonds to 10. Count in 1s, 2s, 5s and 10s. Capacity. Fractions.	Money Addition & subtraction Number bonds to 20. Count in 1s, 2s, 5s & 10s. Multiplication & division. 3d shapes. Time. Fractions.	Addition & subtraction. Use language of days, weeks, months & years. Length. Arrays. Multiplication & division.	Addition & subtraction. Weight. Missing numbers. Multiplication & division. Time.	Addition & subtraction. Positional language. Measure length, capacity and weight. Multiplication and division.
<b>Science</b>	Materials: distinguish between an object and the material from which it is made identify and name a variety of everyday	To identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world. Observe changes across	Human Body: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each	Animals: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and	Working scientifically: asking simple questions and recognising that they can be answered in different ways observing closely, using simple	Plants: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

	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 physical properties.	the four seasons, observe and describe weather associated with the seasons and how day length varies.	sense.	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)	equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.	identify and describe the basic structure of a variety of common flowering plants, including trees
<b>ICB</b>	Art - rainbows Geography - volcanoes History - dinosaurs	Art - Black and white photography Silhouettes History - Black and white movies	Art - Native American History - Native Americans Geography - the lands of Pocahontas	Art - animals and habitats Geography - oceans and changing environments	Art - kites History - Edwardians and suffragettes Geography - London	Art - solar systems and space History - space travel Geography - America

<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Film</b>	<i>Anne with an E</i>	<i>Johnny &amp; Jemima</i>	<i>Up</i>	<i>Seven Worlds One Planet</i>	<i>Annie</i>	<i>Harry Potter &amp; The Philosopher's Stone</i>
<b>English</b>	Diary entries Instructional writing Recounts Debates	Story writing Poetry Writing prequels Scripts	Perspective writing Narratives Story writing Recounts Speeches and debates	Myths and Legends Non fictional informative leaflets Instructional writing	Scripts Fictional narratives Diary writing Explanation texts	Auto-biographies and biographies Debates Fictional story writing
<b>Maths</b>	Number and place value Money Number line addition & subtraction	Addition & subtraction (column addition) Multiplication Time	Fractions Properties of shape Measurement length and height Division Multiplication	Addition and subtraction fractions Consolidation Statistics Problem solving	Geometry Position and Problem solving Time Temperature	Time Mass and capacity Addition and subtraction Investigations
<b>Science</b>	Habitats: explore and compare the differences between	Diet and nutrition: find out about and describe the basic needs of	Plants: observe and describe how seeds and bulbs	Uses of everyday materials: identify and compare the	Working scientifically: asking simple questions and recognising that they	Animals including humans: notice that animals,

	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 microhabitats 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.	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	grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	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.	can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.	including humans, have offspring which grow into adults
<b>ICB</b>	Geography - Canada History - Edwardians Art - Portraits	History - Windrush and immigration Art - black and white photography Geography - Notting Hill	Art - balloons and houses Geography - landmarks around the world.	Geography - Daily weather patterns Geographical similarities and differences between places History - using a timeline to plot dates from the past Art - animals and sea life	History - Hollywood Film industry Geography- America Art - skyscrapers and the Big Apple	Art - spells and potions Geography - film locations

<b>Year 3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<b>Film</b>	<b><i>Inside Out</i></b>	<b><i>Modern Times</i></b>	<b><i>Super Modo</i></b>	<b><i>Queen of Katwe</i></b>	<b><i>The Sound of Music</i></b>	<b><i>Landfill Harmonic</i></b>
<b>English</b>	Writing manuals Character profiles Writing sequel ideas Diary entries	Writing prequels ideas Diary entries Film narratives Film scripts	Newspaper articles Drafting and redrafting writing Diary entries	Instructional manuals Character profiles Non-fictional writing Drafting and redrafting writing Diary entries	Travel guides Non-fictional writing Drafting and redrafting writing Diary entries	Character descriptions Research-based non-fictional writing Diary entries
<b>Maths</b>	Number and Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Measurement: Time, Length and Perimeter Addition and Subtraction Multiplication & Division	Measurement: Capacity and Money Fractions Multiplication and Division	Fractions Geometry Multiplication and Division	Statistics Fractions Multiplication and Division Consolidating all curricular strands
<b>Science</b>	Animals, including humans: 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Forces and Magnets: compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance 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.	Light: 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.	Rocks: 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.	Plants: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Consolidating all curricular strands & working scientifically: asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observation.
<b>ICB</b>	Art - emotional facial	Art - black and white	Art - super heroes	Art - watercolour	History - WW2	Art - musical

	features Filmmaking - cinematography & editing	History - history of black and white movies Filmmaking - script writing and storyboarding Filmmaking - lighting, sound, cinematography, mise-en-scene	Geography - Kenya  Filmmaking - lighting, sound, cinematography, mise-en-scene	techniques  History - Uganda  History - 20th Century Technology in Britain Geography - Human and physical geography Filmmaking - editing	Geography - Austria  Art - Mountain scenes  Filmmaking - editing	instruments  Geography - Locational Knowledge: Paraguay  Filmmaking - editing

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Film</b>	<i>Howl's Moving Castle</i>	<i>Imitation of Life</i>	<i>Belle</i>	<i>The Breadwinner</i>	<i>Imba Means To Sing</i>	<i>Thunder Soul</i>
<b>English</b>	Narrative - short stories Diary Entries	Newspaper articles Formal and informal letters	Character Descriptions Non-Fiction - Biography	Character Descriptions Speeches Narratives Setting Description	Narratives Setting Description Information Leaflets Newspaper Writing	Drafting and redrafting writing Diary entries Poetry
<b>Maths</b>	Number & Place Value	Addition & Subtraction Multiplication & Division	Multiplication & Division Geometry: Position & Direction Properties of shape	Fractions Decimals Time	Time Statistics Measurement	Money Consolidation of all strands
<b>Science</b>	Animals, including humans: 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	Living things & their habitats: recognise that living things can be grouped in a variety of ways to 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.	:Consolidating all curricular strands & working scientifically: asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observation	Electricity: 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	States of Matter: 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	Sound: 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

				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.	cycle and associate the rate of evaporation with temperature.	the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.
<b>ICB</b>	Art - Anime characters History - history of Japanese Anime Geography - Japan	Art - Black and white/colour History - History of Hollywood	Art - Portraits History - 18th Century England Geography - migration	Art - pastel representations of landscape scenes Geography - Afghanistan	Art - Sketching, pencil drawing techniques History - social change in Uganda Geography - Africa	Art - instruments History - The jazz age

<b>Y5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Film</b>	<b>Coco</b>	<b>March of the Wooden Soldiers</b>	<b>Life of Pi</b>	<b>A Wrinkle In Time</b>	<b>Hairspray</b>	<b>2001 A Space Odyssey</b>
<b>English</b>	Narratives Diary Writing Character analysis	Prequel/sequel narratives Newspaper Articles	Non-Fiction Writing Narratives Drafting and redrafting writing pieces	Drafting and redrafting writing Diary entries Poetry Instruction Manuals	Character Descriptions Speeches Narratives Setting Description	Narratives Setting Description Pamphlets Newspaper Writing
<b>Maths</b>	Place Value and Number	Place Value & Number Fractions Decimals Division Multiplication Prime Numbers	Statistics Algebra Ratio Missing angles	Order and round decimal numbers Write decimals as fractions Line Graphs Link percentages to fractions and decimals Multiply fractions by units Addition and Subtraction Multiplication and Division	Place Value and Number Converting between different units Calculate perimeter of shapes Addition and Subtraction Multiplication and Division	Place Value and Number Use Roman Numerals to 1000 Reflect and translate shapes Identify 3D shapes Addition and Subtraction Multiplication and

						Division
<b>Science</b>	<p>Properties and Changes of materials: 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 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 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</p>	<p>Forces: 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>	<p>Micro-organisms: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>	<p>Space: 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>	<p>Living things and their habitats: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals.</p>	<p>Animals, including humans: describe the changes as humans develop to old age. researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows</p>

	usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.					
<b>ICB</b>	Art - Day of the Dead and Frida Kahlo  Geography - Mexico  History - The history of animation	Art -Black and white  History - This history of black and white vs colour movies in Hollywood	Art - Animals and lifeboats  Geography - Oceans, Continents, Equator	Art - Improve mastery of techniques such as drawing, painting and sculpture with varied materials  History - History of space travel	Art - Portraits  History- America in the 1960's and the history of musical films	Art -Learn about great artists, architects & designers  Geography - countries, landscapes and environments

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Film</b>	<i>Cool Runnings</i>	<i>The Immigrant</i>	<i>Cosmos</i>	<i>The Personal History of David Copperfield</i>	<i>A Monster Calls</i>	<i>Alice in Wonderland</i>
<b>English</b>	Speeches Mini-narrative (suspense) Instructional Text	Information Text Setting Description Narratives (Adventure)	Advertisement Newspaper Report Poetry	Diary Writing Letter Biography	Setting Description Essay Writing Balanced Argument	Poetry Character Description Narratives (Fantasy)
<b>Maths</b>	Number & Place Value	Number & Place Value Fractions, Decimals & Percentages	Statistics BIDMAS Algebra Ratio	Measurement (Converting Units) Measurement (Perimeter, Area & Volume) Consolidation	Geometry Statistics Problem Solving	Investigations Year 7 Transition Activities
<b>Science</b>	Animals, Including Humans: identify and name the main parts of the human	Evolution & Inheritance: recognise that living things have changed over time and that fossils provide	Electricity: associate the brightness of a lamp or the volume of a buzzer with the	Working scientifically: planning different types of scientific enquiries to answer questions,	Living Things & Their Habitats: describe how living things are classified into broad	Light: recognise that light appears to travel in straight lines use the



	<p>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>	<p>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>	<p>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>	<p>including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>	<p>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>	<p>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>
<b>ICB</b>	<p>Art - Pop Art</p> <p>History - The history of the Olympics</p> <p>Geography - Jamaica</p>	<p>Art - Black and white</p> <p>History - Immigration</p> <p>Geography - Migrations</p>	<p>Art - Planets, galaxies and space</p> <p>History - Space exploration</p>	<p>Art - Portraits</p> <p>History - The Victorians</p> <p>Geography - A Local area study</p>	<p>Art - Rewilding landscapes</p> <p>History - The history of CGI in film</p> <p>Geography - countries, landscapes and environments</p>	<p>Art - Wonderlands and animation</p> <p>History - The history of animation in film</p>

Film Crew & Specialisms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Sketching Black & White/Colour Buildings Artefacts Portraits	Sketching Black & White/Colour Buildings Artefacts Portraits	Sculpture Installation Clay/Modroc 3D modelling	Sculpture Installation Clay/Modroc 3D modelling	Sets/backdrops Props Digital promotional material	Sets/backdrops Props Digital promotional material
	In 2020-2021 all students in Y1 - Y6 will complete the ArtsMark awards <b>Discover &amp; Explore</b>					
History	<p>Ancient Egyptians &amp; Aztecs Greeks &amp; Romans Tudors &amp; Victorians</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study.</p> <p>Study the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Ancient Egyptians &amp; Aztecs Greeks &amp; Romans Tudors &amp; Victorians</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study.</p> <p>Study the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	Alternating with Geography	Alternating with Geography	Music Focus but history and geography links will continue through the creation and performance of the whole school musical production.	Music Focus but history and geography links will continue through the creation and performance of the whole school musical production.

	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Study events beyond living memory. Help students to understand the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Study events beyond living memory. Help students to understand the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.				
<b>Geography</b>	Alternating with history	Alternating with history	Countries in focus -using geographical terms -using secondary sources -communicating geographical knowledge -knowing geographical and environmental features -making plans/ maps in a variety of scales using symbols/ keys  Colourful geography - features of and reasons for geographical change	Countries in focus -using geographical terms -using secondary sources -communicating geographical knowledge -knowing geographical and environmental features -making plans/ maps in a variety of scales using symbols/ keys  Colourful geography - features of and reasons for geographical change	Music Focus but history and geography links will continue through the creation and performance of the whole school musical production.	Music Focus but history and geography links will continue through the creation and performance of the whole school musical production.
<b>Music</b>	Use & understand basic music notation. Develop aural	Use & understand basic music notation. Develop aural	Use & understand basic music notation. Develop aural awareness	Use & understand basic music notation. Develop aural awareness	Write a Musical Use & understand basic music notation.	Write a Musical Use & understand basic music notation.

	awareness through listening & recalling pitch & rhythms. Play & perform in solo/ensemble contexts using a combination of voice & musical instruments with increasing control, accuracy & fluency. Improvise & compose music for a range of purposes.	awareness through listening & recalling pitch & rhythms. Play & perform in solo/ensemble contexts using a combination of voice & musical instruments with increasing control, accuracy & fluency. Improvise & compose music for a range of purposes.	through listening & recalling pitch & rhythms. Play & perform in solo/ensemble contexts using a combination of voice & musical instruments with increasing control, accuracy & fluency. Improvise & compose music for a range of purposes.	through listening & recalling pitch & rhythms. Play & perform in solo/ensemble contexts using a combination of voice & musical instruments with increasing control, accuracy & fluency. Improvise & compose music for a range of purposes.	Develop aural awareness through listening & recalling pitch & rhythms. Play & perform in solo/ensemble contexts using a combination of voice & musical instruments with increasing control, accuracy & fluency. Improvise & compose music for a range of purposes.	Develop aural awareness through listening & recalling pitch & rhythms. Play & perform in solo/ensemble contexts using a combination of voice & musical instruments with increasing control, accuracy & fluency. Improvise & compose music for a range of purposes.
<b>SMSC</b>	<p><b><i>The Year of Colour</i></b> What is colour? Kermit comes to Greenside - Green &amp; the environment. International Day of Peace.</p> <p>Colour in Songs &amp; Climate Change.</p> <p>World News. E-safety</p> <p>Greenside/ British/ World Values</p> <p>Student Leadership.</p> <p>Little Amal's Walk - celebration - following her journey from Turkey across Europe.</p>	<p><b><i>The Year of Colour</i></b> Politics &amp; history. USA Election Equality. Democracy.</p> <p>Colour in Music - historical exploration.</p> <p>Colour in festivals</p> <p>World News Personal safety</p> <p>Greenside/ British/ World Values</p> <p>Leadership in different societies</p> <p>Little Amal's Walk - celebration - following her journey from Turkey across Europe.</p>	<p><b><i>The Year of Colour</i></b> Creating 8 extraordinary pieces of Art Colour in Art - social, historical context MLK Day. Love Poetry - Simon A, Frieda Hughes &amp; Shakespeare</p> <p>World News. E-safety</p> <p>Greenside/ British/ World Values</p> <p>World Leaders</p> <p>Little Amal's Walk - celebration - following her journey from Turkey across Europe.</p>	<p><b><i>The Year of Colour</i></b> Bob Dylan at 80! social &amp; Historical colour. World Religions. IWD - a celebration &amp; action campaign World Book Day Extremism Sam Lee - environment</p> <p>World News Extremism</p> <p>Greenside/ British/ World Values World Religions.</p> <p>Leaders in sport</p> <p>Little Amal's Walk - celebration - following her journey from Turkey across Europe.</p>	<p><b><i>The Year of Colour</i></b> Stephen Lawrence Day - Living our best lives</p> <p>Black Lives Matter in Film, Music &amp; Dance Thanks! (Moral dilemmas) - Stories of the Disciples.</p> <p>World News. Shakespeare.</p> <p>Greenside/ British/ World Values</p> <p>Leaders at Greenside</p> <p>Little Amal's Walk - celebration - following her journey from Turkey across Europe.</p>	<p><b><i>The Year of Colour</i></b> Dinner Party Dudes - colourful people throughout the world.</p> <p>Colour at Greenside - Big questions to ask ourselves - equality</p> <p>World News. Celebrations.</p> <p>Greenside/ British/ World Values</p> <p>Leaders from fiction</p> <p>Little Amal's Walk - celebration - following her journey from Turkey across Europe.</p>

	Throughout the academic year we will be working with <b>Good Chance</b> as our charity to raise awareness, fundraise and celebrate. Our performances in the autumn term will focus on Monologues, Speeches and Rehearsal Readings. We will resume live theatre work as soon as covid regulations make this safe.					
<b>RE</b>	World Religions Festivals	Diwali, Judaism Celebrating Christmas and Christianity	Exploring a new religion Chinese New Year/ Buddhism	Easter Religions at Greenside	Celebrating and understanding Eid	Religions in London
<b>ICT</b>	Online Exhibitions Creating codes/algorithms Debugging How to be safe online Film Making Digital Badges - organise, store and retrieve digital content.	Online Exhibitions Creating codes/algorithms Debugging How to be safe online Film Making Digital Badges - organise, store and retrieve digital content.	Podcasts & TED Talks Creating codes/algorithms Debugging How to be safe online - Safer Internet Day Film Making Digital Badges - organise, store and retrieve digital content.	Podcasts & TED Talks Creating codes/algorithms Debugging How to be safe online Film Making Digital Badges - organise, store and retrieve digital content.	Digital promotional materials Creating codes/algorithms Debugging How to be safe online Film Making Digital Badges - organise, store and retrieve digital content.	Digital promotional materials Creating codes/algorithms Debugging How to be safe online Film Making Digital Badges - organise, store and retrieve digital content.
<b>PE/ Sports</b>	Y1 & Y2 Throwing & Catching/Dance Y3 & Y4 Basketball Y5 & Y6 Dodgeball  Rolling programme of Swimming, Yoga, & Dance - with coaching. Gymnastics coach	Y1 & Y2 Football & gymnastics & dance Y3 & Y4 Baseball Y5 & Y6 Hockey  Rolling programme of Swimming, Yoga, & Dance - with coaching. Gymnastics coach	Y1 & Y2 Gymnastics & dance, batting skills Y3 & Y4 Hockey Y5 & Y6 Indoor Athletics  Rolling programme of Swimming, Yoga, & Dance - with coaching. Gymnastics coach	Y1 & Y2 Gymnastics & dance, Rounders Y3 & 4 Skittleball & Dance Y5 & Y6 Basketball  Rolling programme of Swimming, Yoga, & Dance - with coaching. Gymnastics coach	Y1 & Y2 Athletics & Dance Y3 & Y4 Dance & Cricket Y5 & Y6 Rounders  Rolling programme of Swimming, Yoga, & Dance - with coaching. Gymnastics coach	Y1 & Y2 Team Games & Dance Y3 & Y4 Dance & Rounders Y5 & Y6 Cricket  Rolling programme of Swimming, Yoga, & Dance - with coaching. Gymnastics coach
<ul style="list-style-type: none"> <li>PE is subject to change and will be carried out in line with COVID regulations</li> </ul>						