



## **Rotherhithe Primary School Curriculum 2017/18**

Our school curriculum reflects our strong belief that all children have an entitlement to a broad, rich and deep curriculum; a curriculum which has been designed to specifically meet the needs of our unique community of learners. Though this, our children will achieve their full potential within the context of a stimulating and exciting learning experience.

Our aim is to promote in our children a love to learn which will last a lifetime.

Our curriculum is based on the National Curriculum Framework.

## **Rotherhithe Primary School Curriculum 2017/18**

### **Aims and Objectives**

At Rotherhithe Primary School we aim to provide a rich and meaningful learning experience for all our children which will prepare them for the ever changing world of the 21<sup>st</sup> century. In designing our curriculum, we aim not to not only maximise the natural and man-made resources around us, but to build directly on the experience, needs and interests of our children, as well as the expertise of the staff. We take into account the cultural and social diversity of all our pupils, therefore creating opportunities for all to succeed. This is a curriculum for us by us.

### **The Hidden Curriculum**

These are the values which lie beneath the main subject areas. They are integral to our philosophy of teaching and learning. Our curriculum develops thinking skills, communication skills, creativity, enterprise, questioning and presentation, all which are transferable skills. At Rotherhithe Primary School we teach these skills across the curriculum, and discretely through Philosophy for Children (P4C), Mindfulness and PATHS. We further enrich this provision by working with groups outside our school such as Enabling Enterprise, Edible Rotherhithe, Organic Garden and Debate Mate. We want our children to understand how the brain works, how to identify and handle problems, and how to see themselves as part of the global community; a viewpoint which shifts between “me”, to “we” and to “us”. Our children have high aspirations and a clear viewpoint of themselves within the local and global community.

### **Specialist Teaching**

We celebrate the wealth of knowledge within the learners in our school; approximately 42 languages are spoken in Rotherhithe Primary School. By introducing children to languages and developing links between the school and our

community through celebrations such as our international day, we open doors to the global community. We offer Spanish lessons to our key stage two children with our qualified and experienced Spanish teacher.

Through specialist teaching in music, children learn a variety instruments including ukulele, violin, recorders and keyboards. All children take part in a weekly singing assembly and we have an active school choir.

We believe that being active and fit builds a happy future both physically and mentally for our children. Our PE curriculum offers specialist dance, judo, swimming and games sessions. We also offer a range of after school clubs such as dance, football, hockey, multi-skills, netball and gardening. We have been awarded Silver Health Schools Status.

### **Forest School**

Southwark Park is our base for Forest School. The aim of forest schools is to provide outdoor learning experiences for children, and to provide them with opportunities to explore and engage in meaningful play in a natural environment, EYFS and year 1 enjoy our Forest School provision.

### **Leaders of the Curriculum**

Maths: Annalise Storey

English: Thomas Newman

Reading: Amber Weldon

IT and New Technologies: Joanna Mortimer

Science & PE: Rebecca Wear

Humanities & R.E: Colleen Maasdorp

PSHCE & SMSC: Nina Hall

Music, Art & Design: Emily Gardiner

### **Where to find documents**

For parents, all curriculum documents can be found on the school website in the helpful documents section. There are also useful links to support home learning here.

For staff, all curriculum documents are found in the shared area in the curriculum folder. Plans and resources are also saved in the year group folders.

### **Involving Parents**

Each year group provides a termly curriculum newsletter which outlines the main objectives for each subject studied that term. This letter also supports parents with practical ways of helping their children with the curriculum at home. A copy of this letter and termly map is also available on the school's website.

### **Educational Visits**

A risk assessment must be completed for every educational visit. A copy of the risk assessments must be sent and also saved electronically in the risk assessment folder of the curriculum folder. A disclaimer is issued at the beginning of each school year which will allow pupils to take part in local walks and visits.

## Useful Contacts

Build-a-Bear- <http://www.buildabear.co.uk/>

National History Museum- 0207 942 5555 <http://www.nhm.ac.uk/>

Science Museum- [http://www.sciencemuseum.org.uk/about\\_us/contact\\_us.aspx](http://www.sciencemuseum.org.uk/about_us/contact_us.aspx)

Kew Gardens- <https://www.kew.org/>

The Dental Museum- <http://www.bda.org/museum/>

Tower of London- <http://www.hrp.org.uk/TowerOfLondon/>

Cabinet War Rooms- <http://www.iwm.org.uk/visits/churchill-war-rooms/groups-schools>

British Museum- <http://www.britishmuseum.org/>

Nethercott Farm Year 4- <http://farmsforcitychildren.org/farms/nethercott/>

Conover Hall Year 6- <http://www.conoverhall.com/>

## Early Years Foundation Stage Curriculum

At Rotherhithe we have a large early years department that works together to support you and your child to have a happy start to school.

The children centre, the day care and the nursery and reception classes are guided by the **Early Years Foundation Stage Curriculum**. This is a play based curriculum built around teaching children skills and knowledge in seven areas of learning. The Prime (*in bold*) and Specific Areas are:

- **Personal, social and emotional development**
- **Physical development**
- **Communication and language development**
- Literacy
- Maths development
- Understanding the world
- Expressive arts and design

Children are taught through a mixture of child led and adult led activities. We encourage independence, creativity and critical thinking and have been commented on by Ofsted as being “consistently excellent”.

### **Settling in**

Children settle into the early years setting by gradually increasing the amount of time they stay in school. This helps the children to get used to the routines and rules, to develop relationships with the staff and other children and to learn how to use the learning environment. Children do not all start at the same time to allow them to have one to one time with their key person. This is crucial for children’s emotional wellbeing.

**There is a minimum settling in time of two weeks, but every child is unique and so we treat each child according to their needs and some children need more time.**

Children are supported to settle in to their early years classes through several measures. Each child will be assigned a key person who will form a special relationship with you and your child in order to help them settle, make new friends and to collect evidence of your child's abilities and achievements to inform their learning journey books and baseline assessment.

All families will be offered a home visit to help us get to know you as a family and prepare for your child starting school and to fill in some necessary paper work.

Every child will have a special learning story book that includes observations and photographs and children's work. Parents and children are invited to be actively involved in this process, informing us of your child's learning experiences at home helps us to assess your child's achievement more accurately.

### **Curriculum**

We have invested heavily in our early years learning environments and staff teams and have excellent learning environments for the children to explore. In addition to free play inside and in our fully equipped and spacious outdoor areas, the children will be following the Ruth Miskin phonics programme to help them learn to read and write. This is started in the last term of nursery and then carries on into the reception year. Parents of reception children will be given a phonics pack to take home so they can assist their child's phonic learning.

Children are also offered a variety of additional activities to enrich their learning. All children received dance and music lessons with specialist teachers and a selection of children are identified by their teachers to have receive yoga and forest school sessions.

Across the early years, children are taught through "centres of interest", chosen to ensure that children's interests and the requirements of the curriculum are taken into consideration. Children are assessed every half term, these assessments inform future planning. Activities and focussed teaching is planned for half termly, weekly and daily to ensure that children are challenged to reach their full potential.

In the summer term, teachers gather evidence to support their final judgements for the early years foundation stage profiles. The expectation is that most children will achieve a "Good Level of Development" in reading, writing and number. By the end of the foundation stage children are expected to:

- Write simple sentences with plausible phonetic spellings- children who should exceed the good level of development should be writing some compound words
- Read simple sentences relying on phonics and contextual cues
- Work with numbers to at least 20

### **Parental involvement**

We have a strong focus in the school on parental involvement; this is evident in early years. There are many opportunities to get involved.

Family Fridays:

- 9-10 am a family music session where parents can bring their under-fives for singing and activities.
- Family learning workshops are held once every half term straight after music (dates and details are given out at the beginning of the academic year).

We have a children centre in Southwark Park with a full range of activities for families (adults and children) that carry on throughout the holidays. A timetable can be found in the entrance hall of the school.

We have a parent and teacher association that helps us to organise events such as school fares and regular coffee mornings. The day care has a breakfast morning for parents once every month.

If you are a working parent and require care for your child outside of the school hours, we have wrap around care in the day care. This is charged by the hour.

We also have a portfolio of quality childminders to refer you to if that is your preference. Please ask at Reception for details.

Staff and senior managers are at the gates every morning and evening. We would like every parent and child to feel welcome and valued in our school. We will do our very best to support you and your child to have a positive and productive experience of school life.

COMPUTING EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Ourselves</u></p> <ul style="list-style-type: none"> <li>• Using technology to communicate verbally</li> <li>• Manipulating objects on screen</li> <li>• Recording and playing back sounds</li> </ul>	<p><u>Festivals</u></p> <ul style="list-style-type: none"> <li>• Controlling (kitchen) equipment</li> <li>• Taking and displaying digital photographs</li> <li>• Taking digital photographs and combining them with text and sounds</li> <li>• Controlling digital sound files and videos</li> </ul>	<p><u>Traditional Tales</u></p> <ul style="list-style-type: none"> <li>• Choosing and opening applications and engaging with digital texts</li> <li>• Using video cameras to record video clips</li> <li>• Recording a sound track</li> </ul>	<p><u>Animals</u></p> <ul style="list-style-type: none"> <li>• Using digital timers and thermometers</li> <li>• Using light projectors, switching on technology</li> <li>• Opening and closing files</li> <li>• Choosing and using tools in an art application</li> </ul>	<p><u>Spring and Growth</u></p> <ul style="list-style-type: none"> <li>• Taking photographs using a digital microscope</li> <li>• Taking and displaying digital photographs, recording sound</li> <li>• Communicating with digital text</li> <li>• Internet research, opening applications</li> </ul>	<p><u>Summer and Transport</u></p> <ul style="list-style-type: none"> <li>• Controlling a remote controlled toy</li> <li>• Investigating everyday technologies</li> <li>• Controlling and using sound</li> <li>• Programming a programmable toy</li> </ul>

## Rotherhithe Primary School Primary School Year Group 1 Curriculum Overview 2017 – 2018

<b>Reading</b> Match graphemes for all phonemes Read accurately by blending sounds Read words with very common suffixes Read contractions & understand purpose Read phonics books aloud Link reading to own experiences Join in with predictable phrases Discuss significance of title & events Make simple predictions	<b>Writing</b> Name letters of the alphabet Spell very common 'exception' words Spell days of the week Use very common prefixes & suffixes Form lower case letters correctly Form capital letters & digits Compose sentences orally before writing Read own writing to peers or teachers	<b>Grammar</b> Leave spaces between words Begin to use basic punctuation. ? ! Use capital letters for proper nouns Use common plural and verb suffixes Speaking and Listening Listen and respond appropriately Ask relevant questions Maintain attention and participate
<b>Number/Calculations</b> Count to / across 100 Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Read & write numbers to 20 Use language, e.g. 'more than', 'most' Use +, - and = symbols Know number bonds to 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems, including simple arrays	<b>Geometry and Measures</b> Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Tell the time to hour/half-hour Use language of days, weeks, months & years Recognise & name common 2-d and 3-d shapes Order & arrange objects Describe position & movement, including half and quarter turn	<b>Fractions</b> Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Fish <i>Character descriptions, Fact file</i> Adjectives  Whatever Next! <i>Stories with familiar settings, re-writing, Role play</i> Adverbs of time	Little Red Hen <i>Setting, Story Map, Retelling a familiar story</i> Sentences	Fairy Tales / Rumpelstiltskin <i>Riddles / Clues, Retelling a familiar tale, Character description, Speech, Blurb</i> Question Marks	Toys <i>Chronological and Non-chronological reports, Capital Letters and Full stops</i>  The Smartest Giant in Town <i>Story Map, Letter Writing, Re-telling of story</i> -est, adjectives	The Enormous Turnip <i>Setting, Story Map, Retelling a familiar story</i> Adjectives  Where the Wild Things Are <i>Stories from imaginary worlds, adventure stories, Setting description</i> Precise nouns	Man on the Moon <i>Character description, Setting description, Recount, Past Tense</i>
Maths	<b>Maths Mastery</b> <b>Numbers to 10</b> Count, read, write, identify, represent, double and half, and use comparative	<b>Maths Mastery</b> <b>Numbers to 20</b> Count, read, write, identify, represent, double and half, and use comparative language.	<b>Maths Mastery</b> <b>Time</b> Tell the time to the hour and half-past the hour; solve practical problems for time.	<b>Maths Mastery</b> <b>Adding and subtracting within 50</b> Represent and use number bonds; read, write, interpret and solve	<b>Maths Mastery</b> <b>Numbers 50 to 100 and beyond</b> Count from a given number in 1s, 2s, 5s and 10s;	<b>Maths Mastery</b> <b>Multiplication and division</b> Solve one-step problems using concrete and pictorial representations

	<p>language.</p> <p><b>Addition and subtraction within 10</b> Represent and use number bonds; read, write, interpret, represent and solve.</p> <p><b>Shapes and patterns</b> Recognise common 2-D and 3-D shapes; describe position, direction and movement.</p>	<p><b>Addition and subtraction within 20</b> Represent and use number bonds; read, write, interpret and solve one-step problems.</p>	<p><b>Exploring calculation strategies within 20</b> Represent and use number bonds; use concrete and pictorial representation to solve one-step problems</p> <p><b>Numbers to 50</b> Count, read, write, identify, represent in numerals and words; recognise place value.</p>	<p>one-step problems.</p> <p><b>Fractions</b> Recognise, find and name a half and a quarter as one of two or four equal parts respectively.</p> <p><b>Measures (1): Length and weight</b> Compare, describe, measure, record and solve practical problems.</p>	<p>represent, identify and estimate numbers; recognise place value.</p> <p><b>Adding and subtracting within 100</b> Represent and use number bonds; read, write, interpret and solve one-step problems.</p> <p><b>Money</b> Recognise and value coins and notes; solve one-step addition/subtraction problems.</p>	<p>and arrays.</p> <p><b>Measures (2):</b> Capacity and volume Compare, describe, measure, record and solve practical problems.</p>
Science	<p><b>Seasonal Changes</b> ♣ observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Working scientifically</b></p>					
	<p><b>Biology: Animals including humans Kent Scheme</b> Ourselves ♣ Identify, name and - label parts of the body ♣ say which part of the body is associated with each sense - the senses(sight, taste,) ♣ find and name common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates ♣ find and name common animals that are carnivores, herbivores and omnivores</p>	<p><b>Biology: Plants Kent Scheme</b> ♣ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ♣ identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p><b>Chemistry: Everyday Materials Kent Scheme</b> ♣ distinguish between an object and the material from which it is made ♣ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>			
Computing	E-Safety					
	<p><b>Rising Stars: Switched on scheme of work</b> <b>We are Treasure Hunters</b> • Understand that a programmable toy can be controlled by inputting a sequence of instructions. • Develop and record sequences of instructions as an algorithm. • Program the toy to follow their algorithm. • Debug their programs.</p>	<p><b>Rising Stars: Switched on scheme of work</b> <b>We are TV Chefs</b> • Break down a process into simple, clear steps, as in an algorithm. • Use different features of a video camera. • Use a video camera to capture moving images. • Develop collaboration skills.</p>	<p><b>Rising Stars: Switched on scheme of work</b> <b>We are Painters</b> • Use the web safely to find ideas for an illustration. • Select and use appropriate painting tools to create and change images on the computer. • Understand how this use of ICT differs from using paint and paper.</p>	<p><b>Rising Stars: Switched on scheme of work</b> <b>We are Collectors</b> • Find and use pictures on the web. • Know what to do if they encounter pictures that cause concern. • Group images on the basis of a binary (yes/no) question. • Organise images into more than two groups</p>	<p><b>Rising Stars: Switched on scheme of work</b> <b>We are Storytellers</b> • Use sound recording equipment to record sounds. • Develop skills in saving and storing sounds on the computer. • Develop collaboration skills as they work together in a group. • Understand how a</p>	<p><b>Rising Stars: Switched on scheme of work</b> <b>We are Celebrating</b> • Develop basic keyboard skills, through typing and formatting text. • Develop basic mouse skills. • Use the web to find and select images. • Develop skills in storing and retrieving files. • Develop skills in</p>

	<ul style="list-style-type: none"> <li>Predict how their programs will work.</li> </ul> <b>Area of Curriculum:</b> Programming	<ul style="list-style-type: none"> <li>Discuss their work and think about how it could be improved.</li> </ul> <b>Area of Curriculum:</b> Computational Thinking	<ul style="list-style-type: none"> <li>Create an illustration for a particular purpose.</li> <li>Know how to save, retrieve and change their work.</li> <li>Reflect on their work and act on feedback received.</li> </ul> <b>Area of Curriculum:</b> Creativity	according to clear rules. <ul style="list-style-type: none"> <li>Sort (order) images according to some criteria.</li> <li>Ask and answer binary (yes/no) questions about their images.</li> </ul> <b>Area of Curriculum:</b> Computer networks	talking book differs from a paper-based book. <ul style="list-style-type: none"> <li>Talk about and reflect on their use of ICT.</li> <li>Share recordings with an audience.</li> </ul> <b>Area of Curriculum:</b> Communication / Collaboration	combining text and images. <ul style="list-style-type: none"> <li>Discuss their work and think about whether it could be improved.</li> </ul> <b>Area of Curriculum:</b> Productivity
History	<b>Bonfire Night</b> <u>Key Events</u> Events of local importance  Moon Landing -Lives of significant historical figures, including comparison of those from different periods  Black History Month	<b>Guy Fawkes</b> <u>Key Individuals</u> Lives of significant historical figures, including comparison of those from different periods -Significant local people		<b>Toys now and in the past</b> <u>Key Concepts</u> Changes in living memory (linked to aspects of national life where appropriate) -Introduce key vocabulary -Compare and contrast old and new toys -Identify similarities and differences -Chronologically order toys/events		
Geography	<b>Seasonal Change</b> -To be able to observe changes across the four seasons.					
	<b>Our local area</b> <u>Locational Knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -Where do I live? Where do others live? Where is the school? -How do I get to school? -what can we see in the streets around our school?	<b>Seasons &amp; Weather</b> <u>Human and physical geography</u> Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world  -To be able to observe and describe weather associated with the seasons. -To be able to observe and describe how day length varies.		<b>Mapping Skills London</b> <u>Geographical skills and fieldwork</u> -Use basic geographical vocabulary to refer to local & familiar features -Use four compass directions & simple vocabulary	<b>Contrasting locality</b> <u>Australia</u> <u>Place knowledge</u> Compare local area to a non-European country Location, Animals, Landmarks, Art, Culture, Food, History, Language, Weather	
Art & Technology	Design and make: rockets, space belts, space helmets Character puppets linked to literacy unit. Learning about and making	Creative Homework project – Creating a model based around The Little Red Hen Bread Making	Creative Homework project – Creating a character from a traditional fairy tale. Technology	Toy Making	Monster finger puppets	Skyline pictures Learning history of the art, it's basis in story telling 'dreamtime', techniques and resources used in

	a Harvest stew. Mystery Bag Project – Whole School	TV Chefs – Writing recipes (in ICT using computers) and making food following recipes. Pop up Christmas cards and other Christmas/Winter crafts.	Look at moving pictures in books Look at movement in levers and sliders Make a sliding mechanism			creating pieces. Enterprise Week – Had links to art and design in all year groups. Creative Homework project – Whole school theme (TBC) 2016-17 – Making musical instruments.
P.E.	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance
Music	<b>Specialist Teacher</b> Singing voices, following instructions, handling and controlling instruments, sense of pulse, whole body percussion, confidence with singing	<b>Specialist Teacher</b> Singing voices, following instructions, handling and controlling instruments, sense of pulse, whole body percussion, confidence with singing	<b>Specialist Teacher</b> Introducing pitch language learning songs with pitch language precise use of instruments using instrument listening to different sounds and controlling instruments Listening to patterns and sequences and creating their own. Developing sound scapes	<b>Specialist Teacher</b> Introducing pitch language learning songs with pitch language precise use of instruments using instrument listening to different sounds and controlling instruments Listening to patterns and sequences and creating their own. Developing sound scapes	<b>Specialist Teacher</b> Introducing pitch language learning songs with pitch language precise use of instruments using instrument listening to different sounds and controlling instruments Listening to patterns and sequences and creating their own. Developing sound scapes	<b>Specialist Teacher</b> Introducing pitch language learning songs with pitch language precise use of instruments using instrument listening to different sounds and controlling instruments Listening to patterns and sequences and creating their own. Developing sound scapes
RE	<b>Southwark Scheme Celebrations</b> Across the 6 religions	<b>Southwark Scheme Christianity Unit 1</b> Jesus' birth & Christmas	<b>Southwark Scheme: Judaism Unit 1</b> Jewish beliefs about God	<b>Southwark Scheme Christianity Unit 2</b> Jesus' teaching, death & resurrection	<b>Southwark Scheme Judaism Unit 2</b> Jewish home & celebrations	<b>Southwark Scheme Islam Unit 1</b> Muslim Beliefs
PSCHE		<b>PATHS Unit 3:</b> Basic feelings	<b>PATHS Unit 4:</b> Self-Control	<b>PATHS Unit 5:</b> Sharing, Caring and Friendship	<b>PATHS Unit 6:</b> Problem solving <b>Unit 7:</b> Intermediate feelings  Growing and Caring for Ourselves	<b>PATHS Unit 8:</b> Advanced Feelings  Medicines and People Who Help Us
Mindfulness	Introducing Brain Breaks.	<b>Lesson 1</b> – How our Brain Works <b>Lesson 2</b> – Mindful Awareness <b>Lesson 3</b> – Focused Awareness <b>Lesson 4</b> – Mindful Listening	<b>Lesson 5</b> – Mindful Seeing <b>Lesson 6</b> – Mindful Smelling <b>Lesson 7</b> – Mindful Tasting	<b>Lesson 8</b> - Mindful Movement I <b>Lesson 9</b> - Mindful Movement II <b>Lesson 10</b> – Perspective Taking	<b>Lesson 11</b> – Choosing Optimism <b>Lesson 12</b> – Appreciating Happy Experiences <b>Lesson 13</b> – Expressing Gratitude	<b>Lesson 14</b> – Performing Acts of Kindness <b>Lesson 15</b> – Taking Mindful Action in the World
P4C	Focus: Democracy	Focus: : Law	Focus: Liberty	Focus: Tolerance	Focus: Faith	Focus: Health

## Rotherhithe Primary School Primary School Year Group 2 Curriculum Overview 2017 – 2018

<b>Reading</b> Develop phonics until decoding secure Read common suffixes Read & re-read phonic-appropriate books Read common 'exception' words Discuss & express views about fiction, non-fiction & poetry Become familiar with & retell stories Ask & answer questions; make predictions Begin to make inferences	<b>Writing</b> Spell by segmenting into phonemes Learn to spell common 'exception' words Spell using common suffixes, etc. Use appropriate size letters & spaces Develop positive attitude & stamina for writing Begin to plan ideas for writing Record ideas sentence-by-sentence Make simple additions & changes after proof reading	<b>Grammar</b> Use . ! ? , and ' Use simple conjunctions Begin to expand noun phrases Use some features of standard English <b>Speaking &amp; Listening</b> Articulate & Justify answers Initiate & respond to comments Use spoken language to develop understanding
<b>Number/Calculations</b> Know 2, 5, 10x tables Begin to use place value (T/U) Count in 2s, 3s, 5s & 10s Identify, represent & estimate numbers Compare / order numbers, inc. < > = Write numbers to 100 Know number facts to 20 (+ related to 100) Use x and ÷ symbols Recognise commutative property of multiplication	<b>Geometry and Measures</b> Know and use standard measures Read scales to nearest whole unit Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds Tell time to the nearest 5 minutes Identify & sort 2-d & 3-d shapes Identify 2-d shapes on 3-d Surfaces Order and arrange mathematical objects Use terminology of position and movement	<b>Fractions</b> Find and write simple fractions Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$ <b>Data</b> Interpret simple tables & pictograms Ask & answer comparison questions Ask & answer questions about totalling

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Seaside: Lighthouse Keeper's Lunch / Sally and the Limpet / Bright Stanley <i>Character description, Informal letter writing, Retelling of traditional story</i> Past tense, adverbs of time	The Great Fire of London <i>Explanation text, non-fiction reports, connectives, question mark</i> How to catch a star <i>Setting description, Character description</i> Conjunctions, Adjectives	Greedy Zebra <i>Feelings description, Character description, Dialogue</i> Speech Marks Owl Babies / Fox babies <i>Character description, Identifying sequence of events, Adapted new version of the story</i> Punctuation, Adjectives	Woodland Creatures <i>Non-chronological report</i> Bullet points, Headings, Subheadings, Paragraphs Not Now, Bernard <i>Character Description, Diary Entry, Re-written story</i> expanded noun phrases, commas, past tense, dialogue	The Pea and the Princess <i>Diary Writing, Letter Writing, Setting description, Character description, Re-telling of story</i> Speech, Adjectives and Adverbs, Past tense, prepositions	Dragons <i>Setting description, Character descriptions, Traditional story</i> Magic 3, Alliteration
Maths	<b>Southwark medium term plan</b> Number and place value Addition Subtraction Addition and subtraction (facts) Properties of shape (2D) Multiplication Division	<b>Southwark medium term plan</b> Time Length Addition and subtraction Data handling Money Properties of shapes (2D and 3D)	<b>Southwark medium term plan</b> Number and place value Addition & subtraction Mass Multiplication Division Fractions	<b>Southwark medium term plan</b> Properties of 2D shape Properties of 3D Shape Data Handling Addition and Subtraction Time Position and direction Capacity & temperature Money	<b>Southwark medium term plan</b> Number and place value Multiplication and Division Addition & Subtraction (solving problems) Length Data Handling	<b>Southwark medium term plan</b> Addition and Subtraction Properties of Shape Shape and directions Fraction Time Position and Direction Money

Science	Working scientifically					
	<b>Chemistry: Uses of Everyday Materials Kent Scheme</b> ♣ sorting and classifying materials Identify ♣ compare uses of different materials	<b>Chemistry: Uses of Everyday Materials Kent Scheme</b> ♣ Sorting and classifying, changing materials (twists, stretches, etc) ♣ Compare how things move on different surfaces	<b>Biology: All living things Kent Scheme</b> ♣ Differentiate living, dead and non-living	<b>Biology: Living Things and Their Habitats (including micro habitats) Kent Scheme</b> ♣ Food Chains ♣ Simple food chains & habitat	<b>Biology: Animals Including Humans Kent Scheme</b> ♣ Survival, health, exercise and growth ♣ Basic needs of animals & offspring	<b>Biology: Plants Kent Scheme</b> ♣ Requirements for Growth (set up a comparative test) ♣ Growing plants (water, light, warmth)
Computing	E-Safety					
	<b>Rising Stars: Switched on scheme of work</b> <u>We are Astronauts</u> • Have a clear understanding of algorithms as sequences of instructions. • Convert simple algorithms to programs. • Predict what a simple program will do. • Spot and fix (debug) errors in their programs. <b>Area of Curriculum:</b> Programming	<b>Rising Stars: Switched on scheme of work</b> <u>We are Games Testers</u> • Describe carefully what happens in computer games. • Use logical reasoning to make predictions of what a program will do. • Test these predictions. • Think critically about computer games and their use. • Be aware of how to use games safely and in balance with other activities. <b>Area of Curriculum:</b> Computational Thinking	<b>Rising Stars: Switched on scheme of work</b> <u>We are Photographers</u> • Consider the technical and artistic merits of photographs. • Use a digital camera or camera app. • Take digital photographs. • Review and reject or rate the images they take. • Edit and enhance their photographs. • Select their best images to include in a shared portfolio. <b>Area of Curriculum:</b> Creativity	<b>Rising Stars: Switched on scheme of work</b> <u>We are Researchers</u> • Develop collaboration skills through working as part of a group. • Develop research skills through searching for information on the internet. • Improve note-taking skills through the use of mind mapping. • Develop presentation skills through creating and delivering a short multimedia presentation <b>Area of Curriculum:</b> Computer networks	<b>Rising Stars: Switched on scheme of work</b> <u>We are Detectives</u> • Understand that email can be used to communicate. • Develop skills in opening, composing and sending emails. • Gain skills in opening and listening to audio files on the computer. • Use appropriate language in emails. • Develop skills in editing and formatting text in emails. • Be aware of e-safety issues when using email. <b>Area of Curriculum:</b> Communication / Collaboration	<b>Rising Stars: Switched on scheme of work</b> <u>We are Celebrating</u> • Develop basic keyboard skills, through typing and formatting text. • Develop basic mouse skills. • Use the web to find and select images. • Develop skills in storing and retrieving files. • Develop skills in combining text and images. • Discuss their work and think about whether it could be improved. <b>Area of Curriculum:</b> Productivity
History	<b>Victorian Seaside</b> <u>Key Concepts</u> Changes in living memory (linked to aspects of national life where appropriate) -Look at how British holidays have changed over time (changes within living memory)	<b>Great Fire of London</b> <u>Key Events</u> Understand how we can ask questions and find out about events of the past <b>Gunpowder plot</b> <b>Individual Study: Guy Fawkes</b> - Who was Guy Fawkes? - Why do we remember him?		<b>Urban and rural</b> <u>Key Concepts</u> Changes in living memory (linked to aspects of national life where appropriate)		<b>Queen Elizabeth I</b> <u>Key Individuals</u> Lives of significant historical figures, including comparison of those from different periods -Significant local people
Geography	<b>The Seaside</b> <u>Locational Knowledge</u>	<b>London</b> <u>Human &amp; Physical Geography</u> Use basic geographical	<b>West African country- Ghana</b> <u>Place knowledge</u> Compare local area to a non-	<b>Urban and rural</b> <u>Geographical skills and fieldwork</u>	<b>Knights and Castles</b> <u>Human &amp; Physical Geography</u>	

	<p>Name and locate the world's seven continents and five oceans.</p> <p>Investigate similarities and differences between ways of life in the past and now</p> <p>Changes in living memory (linked to aspects of national life where appropriate)</p>	<p>vocabulary to describe a less familiar area e.g. key physical features including: beach, cliffs, vegetation</p> <p>-key human features including: city, town, village etc.</p> <p>-Look at daily and seasonal weather patterns</p> <p>-Use vocab to refer to human/physical features</p>	<p>European country</p> <p>-Name &amp; locate world's continents and oceans</p> <p>-Compare local area to a non-European country</p> <p>-Comparing British Woodlands Vs Africa</p> <p>-Looking at equators and hot and cold parts of the world.</p> <p>-Locating on maps/continents</p> <p>-Looking at seasonal weather/climate patterns</p> <p>-Types of animals → habitat</p>	<p>-Use aerial images and other models to create simple plans and maps, using symbols</p> <p>-Use simple fieldwork and observational skills to study the immediate environment</p> <p>-British Woodland</p> <p>-Studies into British Woodlands</p> <p>-Looking and identifying different forests in different parts of UK. (Atlas work, world maps)</p>	<p>-Plotting castles</p> <p>-What was it like to live in a medieval castle?</p> <p>-Why they were built, who designed famous castles etc.</p>	
Art & Technology	<p>Beach huts and windbreaks</p> <p>Taking photos</p> <p>-Using pastels</p> <p>-Colour mixing paint</p> <p>-Seaside in a box</p> <p>Mystery Bag Project – Whole School</p>	<p>Creative Homework project – Creating a Tudor house inspired by 'The Great Fire of London'</p> <p>Silhouettes based on The Fire of London</p> <p>Christmas/Winter crafts</p>	<p>Masks</p> <p>African artists – looking at different techniques and materials and using it as inspiration for own art work</p>	<p>Creative Homework project – Create/paint/draw a woodland animal of your choice.</p> <p>Making nocturnal animals (standing pop up)</p> <p>Design and evaluate existing models of nocturnal animals.</p> <p>Children to design and write instructions to make own.</p> <p>Making nocturnal animals puppets</p> <p>Design and evaluate existing puppets.</p> <p>Children to design and write instructions to make own.</p> <p>Owl paintings</p>	<p>Castle landscapes</p> <p>Making own castles</p> <p>Design a model of a castle with appropriate features</p> <p>Children to design and write instructions to make own.</p> <p>Make shields/armour</p> <p>Design a shield with personal crests/emblem</p>	<p>Dragon puppets</p> <p>Creative Homework project – Whole school theme (TBC) 2016-17 – Making musical instruments.</p>
P.E.	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance
Spanish	<b>Specialist Teacher</b> Unit Canciones y juegos (Games and songs) Unit Hola, Yo (All about me)	<b>Specialist Teacher</b> Unit Canciones y juegos (Games and songs) Unit Hola, Yo (All about me)	<b>Specialist Teacher</b> Unit Canciones y juegos (Games and songs) Unit Hola, Yo (All about me)	<b>Specialist Teacher</b> Unit Canciones y juegos (Games and songs) Unit Hola, Yo (All about me)	<b>Specialist Teacher</b> Unit Canciones y juegos (Games and songs) Unit Hola, Yo (All about me)	<b>Specialist Teacher</b> Unit Canciones y juegos (Games and songs) Unit Hola, Yo (All about me)

Music	<b>Specialist Teacher</b> Sulfa songs Hand signs Singing and making patterns Pitched instruments Reading and playing rhythms Reading rhythm notation	<b>Specialist Teacher</b> Sulfa songs Hand signs Singing and making patterns Pitched instruments Reading and playing rhythms Reading rhythm notation	<b>Specialist Teacher</b> Sulfa songs Hand signs Singing and making patterns Pitched instruments Reading and playing rhythms Reading rhythm notation	<b>Specialist Teacher</b> Sulfa songs Hand signs Singing and making patterns Pitched instruments Reading and playing rhythms Reading rhythm notation	<b>Specialist Teacher</b> Sulfa songs Hand signs Singing and making patterns Pitched instruments Reading and playing rhythms Reading rhythm notation	<b>Specialist Teacher</b> Sulfa songs Hand signs Singing and making patterns Pitched instruments Reading and playing rhythms Reading rhythm notation
RE	<b>Southwark Scheme</b> <b>Belonging</b>	<b>Southwark Scheme</b> <b>Christianity Unit 3</b> Beliefs & God	<b>Southwark Scheme</b> <b>Christianity</b> <b>Unit 4</b> The Church	<b>Southwark Scheme</b> <b>Buddhism Unit 1</b> The Buddha & Buddhist Teaching	<b>Southwark Scheme</b> <b>Islam Unit 2</b> Following Allah's teaching from the Qu'ran	<b>Southwark Scheme:</b> <b>Sikhism Unit 1</b> Guru Nanak & his teaching
PSCHE	<b>PATHS Unit 1:</b> Establishing Positive Classroom Rules Unit 2: Introduction to Feelings	<b>PATHS Unit 3:</b> Feelings and Behaviours <b>Unit 4:</b> Self-Control and Anger Management	<b>PATHS Unit 5:</b> Anger Management and Problem Solving	<b>PATHS Unit 6:</b> Friendship and Feeling Lonely	<b>PATHS Unit 7:</b> Manners and Listening  Differences	<b>PATHS Unit 8:</b> Feelings / Emotions / Behaviours  Keeping safe
Mindfulness	Introducing Brain Breaks.	<b>Lesson 1</b> – How our Brain Works <b>Lesson 2</b> – Mindful Awareness <b>Lesson 3</b> – Focussed Awareness <b>Lesson 4</b> – Mindful Listening	<b>Lesson 5</b> – Mindful Seeing <b>Lesson 6</b> – Mindful Smelling <b>Lesson 7</b> – Mindful Tasting	<b>Lesson 8</b> - Mindful Movement I <b>Lesson 9</b> - Mindful Movement II <b>Lesson 10</b> – Perspective Taking	<b>Lesson 11</b> – Choosing Optimism <b>Lesson 12</b> – Appreciating Happy Experiences <b>Lesson 13</b> – Expressing Gratitude	<b>Lesson 14</b> – Performing Acts of Kindness <b>Lesson 15</b> – Taking Mindful Action in the World
P4C	Focus: Democracy	Focus: : Law	Focus: Liberty	Focus: Tolerance	Focus: Faith	Focus: Health

## Rotherhithe Primary School Primary School Year Group 3 Curriculum Overview 2017 – 2018

<b>Reading</b> Use knowledge to read @exception words Read range of fiction and non-fiction Use dictionaries to check meaning Prepare poems and plays to perform Check own understanding of reading Draw inferences and make predictions Retrieve and record information from non-fiction books Discuss reading with others	<b>Writing</b> Use prefixes and suffixes in spelling Use dictionary to confirm spellings Write simple dictated sentences Use handwriting joins appropriately Plan to write based on familiar formats Rehearse sentences orally for writing Use varied rich vocabulary Create simple settings and plot Assess effectiveness of own and others writing	<b>Grammar</b> Use range of conjunctions Use perfect tense Use range of nouns and pronouns Use time connectives Introduce speech punctuation Know language of clauses
<b>Number/Calculations</b> Learn 3, 4, 8 x tables Mentally add and subtract units, tens or hundreds to numbers of up to 3 digits Learn written column methods for addition and subtraction Solve number problems including multiplication & simple division and missing number problems Use commutativity to help calculations	<b>Geometry and Measures</b> Measure and calculate with metric measures Measure with simple perimeter Add/subtract money in context Use Roman numerals up to XII Tell time and calculate to solve simple time problems Draw 2D/make 3D shapes Identify and use right angles Identify horizontal, vertical, parallel and perpendicular lines	<b>Fractions</b> Use and count in tenths Recognise, find and write fractions Recognise some equivalent fractions Add/subtract fractions Order fractions with common denominators

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Princess Smartypants <i>Retelling a traditional story, adverts, Character description</i> Commas in lists, past tense, synonyms for said, FANBOYS  Stone Age Boy <i>Direct speech, retelling story</i> Adverbial phrases	Fables and Trickster Stories <i>Retelling a known fable, Writing an original fable using film</i> Adjectives, Precise Nouns	Ancient Egyptians <i>Report writing, Non-chronological report, Instructions, Myths and Legends, Dialogue writing, adventure stories, Diary writing, Newspaper report</i> Relative clauses, Imperative Verbs	Ancient Egyptians <i>Report writing, Non-chronological report, Instructions, Myths and Legends, Dialogue writing, adventure stories, Diary writing, Newspaper report</i> Relative clauses, Imperative Verbs	The Giving Tree <i>Play scripts</i> Speech, Adverbs Pirates <i>Adventure stories, Character descriptions, mystery story, instructions,</i> Sentence length, conjunctions	Pirates <i>Adventure stories, Character descriptions, mystery story, instructions,</i> Sentence length, conjunctions
Maths	<b>Southwark medium term plan</b> Number and place value Addition Subtraction Properties of shape Multiplication Division	<b>Southwark medium term plan</b> Fractions Time Angles Length Money Addition & Subtraction (mental methods) Data handling	<b>Southwark medium term plan</b> Number and Place value Addition Subtraction Properties of 3D shapes Data handling Multiplication Division	<b>Southwark medium term plan</b> Fractions Time Addition and Subtraction Mass and Capacity Multiplication and Division	<b>Southwark medium term plan</b> Number and place value Addition Subtraction Properties of Shape Multiplication and Division Fractions	<b>Southwark medium term plan</b> Time Length and perimeter Data handling Money Addition and subtraction Multiplication and division Problem solving (all

		Multiplication & Division (facts)				operations]
Science	Working scientifically					
	<p><b>Physics: Light Kent Scheme</b> recognise that they need light in order to see things and that dark is the absence of light</p> <ul style="list-style-type: none"> <li>♣ notice that light is reflected from surfaces</li> <li>♣ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>♣ recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>♣ find patterns in the way that the size of shadows change.</li> </ul>	<p><b>Physics: Forces and Magnets Kent Scheme</b> compare how things move on different surfaces</p> <ul style="list-style-type: none"> <li>♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>♣ observe how magnets attract or repel each other and attract some materials and not others</li> <li>♣ 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</li> <li>♣ describe magnets as having two poles</li> <li>♣ predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p><b>Biology: Animals including humans. Kent Scheme</b> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> <li>♣ Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b>Chemistry: Rocks Kent Scheme</b> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> <li>♣ Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>♣ recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>Chemistry: Plants Kent Scheme</b> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ investigate the way in which water is transported within plants</li> <li>♣ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	
Computing	E-Safety					
	<p><b>Rising Stars: Switched on scheme of work</b> <b>We are Programmers</b></p> <ul style="list-style-type: none"> <li>• Create an algorithm for an animated scene in the form of a storyboard.</li> <li>• Write a program in Scratch to create the animation.</li> <li>• Correct mistakes in their animation programs.</li> </ul> <p><b>Area of Curriculum:</b> Programming</p>	<p><b>Rising Stars: Switched on scheme of work</b> <b>We are Bug Fixers</b></p> <ul style="list-style-type: none"> <li>• Develop a number of strategies for finding errors in programs.</li> <li>• Build up resilience and strategies for problem solving.</li> <li>• Increase their knowledge and understanding of Scratch.</li> <li>• Recognise a number of common types of bug in software.</li> </ul> <p><b>Area of Curriculum:</b> Computational Thinking</p>	<p><b>Rising Stars: Switched on scheme of work</b> <b>We are Engineers</b></p> <ul style="list-style-type: none"> <li>• Understand the physical hardware connections necessary for computer networks to work.</li> <li>• Understand some features of internet protocols.</li> <li>• Understand some diagnostic tools for investigating network connections.</li> <li>• Develop a basic understanding of how</li> </ul>	<p><b>Rising Stars: Switched on scheme of work</b> <b>We are Presenters</b></p> <ul style="list-style-type: none"> <li>• Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing.</li> <li>• Edit video, including adding narration and editing clips by setting in/out points.</li> <li>• Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene</li> </ul>	<p><b>Rising Stars: Switched on scheme of work</b> <b>We are Communicators</b></p> <ul style="list-style-type: none"> <li>• Develop a basic understanding of how email works.</li> <li>• Gain skills in using email.</li> <li>• Be aware of broader issues surrounding email, including 'netiquette' and e-safety.</li> <li>• Work collaboratively with a remote partner.</li> </ul> <p>• Experience video conferencing.</p> <p><b>Area of Curriculum:</b></p>	<p><b>Rising Stars: Switched on scheme of work</b> <b>We are Opinion Pollsters</b></p> <ul style="list-style-type: none"> <li>• Understand some elements of survey design.</li> <li>• Understand some ethical and legal aspects of online data collection.</li> <li>• Use the web to facilitate data collection.</li> <li>• Gain skills in using charts to analyse data.</li> <li>• Gain skills in interpreting results.</li> </ul> <p><b>Area of Curriculum:</b> Productivity</p>

			domain names are converted to IP addresses. <b>Area of Curriculum:</b> Computer networks	length. <b>Area of Curriculum:</b> Creativity	Communication / Collaboration	
History	<b>Stone age to Iron Age</b> <u>British History (taught chronologically)</u> Stone Age to Iron Age Britain, including: <ul style="list-style-type: none"> <li>- hunter-gatherers and early farmers</li> <li>- Bronze age religion, technology &amp; travel</li> <li>- Iron age hill forts</li> </ul> -What was daily life like? -What was a stone age diet like? -Why was hunting important to stone age people? -How did stone age people communicate? -What do we know about animals from the past? -Tools and weapons -What was Stonehenge used for? -How life changed for stone age people		<b>Ancient Egypt</b> <u>Broader History Study</u> <ul style="list-style-type: none"> <li>- A depth study linked to a studied period</li> <li>- A study over a period of time</li> <li>- A post-1066 study of a relevant period in local history</li> </ul> Earliest ancient civilisations - Ancient Egypt Egyptian structures, ways of life, beliefs and burial customs. Written communication in the time of the Egyptians. The importance of the Nile to the Ancient Egyptians. Ancient Egyptian farming.		<b>Pirates Knowledge</b> Note connections, contrasts and trends over time develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	
Geography	<b>Neolithic sites</b> <u>Geographical skills and fieldwork</u> Use 8 points of compass, symbols & keys -Use fieldwork to observe, measure & record Settlements Land use Farming	<b>Mountains</b> <u>Locational Knowledge</u> Locate world's countries, focussing on Europe & Americas focus on key physical & human features -Volcanoes and earthquakes Link to Rocks (science)	<b>Egypt</b> <u>Place knowledge</u> Study a region of the UK (not local area) -How do physical features affect the way people live (the desert/ the Nile)?		<b>Weather of the World</b> <u>Human and physical geography</u> Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc.  -To be able to identify the continents of the world. -To be able to locate countries on a world map. -To find out about some of the key geographical features of each continent. -To be able to locate major capital cities of the world. -To be able to use a variety of sources to identify human and physical features in a particular country. -To be able to find similarities and differences between different countries.	
Art & Technology	Stone age fabrics Make a stone age shelter using clay and other natural an found things Cave paintings Making collages Food Tech – Making cakes Mystery Bag Project – Whole School	Creative Homework project – Response to a scene from a book they have been reading based on the stone age. Stewing fruit – learning about and creating 'Stone Age' food. (Food Tech)	Pharaoh masks Making mummies Making sarcophagi Hieroglyphics Egyptian cartouche		Shadow puppets Creative Homework project – Create a model inspired by something you have enjoyed learning about based on the Egyptians.	Design a pirate ship Creative Homework project – Whole school theme (TBC) 2016-17 – Making musical instruments.

P.E.	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance	<b>Specialist Teacher</b> Tot Stars & dance
Spanish	<b>Specialist Teacher</b> Unit Retratos (Portraits) Unit ¡Vamos a celebrarlo! (Celebrations)	<b>Specialist Teacher</b> Unit Retratos (Portraits) Unit ¡Vamos a celebrarlo! (Celebrations)	<b>Specialist Teacher</b> Unit Retratos (Portraits) Unit ¡Vamos a celebrarlo! (Celebrations)	<b>Specialist Teacher</b> Unit Retratos (Portraits) Unit ¡Vamos a celebrarlo! (Celebrations)	<b>Specialist Teacher</b> Unit Retratos (Portraits) Unit ¡Vamos a celebrarlo! (Celebrations)	<b>Specialist Teacher</b> Unit Retratos (Portraits) Unit ¡Vamos a celebrarlo! (Celebrations)
Music	<b>Specialist Teacher</b> Songs using so mi do ray, body percussion, xylophone band, singing	<b>Specialist Teacher</b> Songs using so mi do ray, body percussion, xylophone band, singing	<b>Specialist Teacher</b> Songs using so mi do ray, body percussion, xylophone band, singing	<b>Specialist Teacher</b> Songs using so mi do ray, body percussion, xylophone band, singing	<b>Specialist Teacher</b> Songs using so mi do ray, body percussion, xylophone band, singing	<b>Specialist Teacher</b> Songs using so mi do ray, body percussion, xylophone band, singing
RE	<b>Southwark Scheme:</b> <b>Christianity Unit 5</b> The Bible & Teaching of the Bible	<b>Southwark Scheme:</b> <b>Hinduism</b> <b>Unit 1</b> Diwali	<b>Southwark Scheme:</b> <b>Sikhism Unit 2</b> The Sikh Gurus	<b>Southwark Scheme:</b> <b>Judaism Unit 3</b> Jewish Life	<b>Southwark Scheme:</b> <b>Hinduism</b> <b>Unit 2</b> Growing up as a Hindu	<b>Southwark Scheme:</b> <b>Buddhism Unit 2</b> The Buddhist Community
PSCHE	<b>PATHS Unit 1:</b> Enhancing Self-Esteem Unit 2: Basic Emotions	<b>PATHS Unit 4:</b> Improving Self- Awareness and Anger Management Unit 4: Thinking Skills	<b>PATHS Unity 5:</b> Getting Along With Others 1	<b>PATHS Unit 6:</b> Feelings and Relationships 1	<b>PATHS Unit 7:</b> Getting along with Others 2 <b>Unity 8:</b> Feelings and Expectations	<b>PATHS Unit 9:</b> Feelings About School Unit 10: Feelings in Relationships
Mindfulness	Introducing Brain Breaks.	<b>Lesson 1</b> – How our Brain Works <b>Lesson 2</b> – Mindful Awareness <b>Lesson 3</b> – Focussed Awareness <b>Lesson 4</b> – Mindful Listening	<b>Lesson 5</b> – Mindful Seeing <b>Lesson 6</b> – Mindful Smelling <b>Lesson 7</b> – Mindful Tasting	<b>Lesson 8</b> - Mindful Movement I <b>Lesson 9</b> - Mindful Movement II <b>Lesson 10</b> – Perspective Taking	<b>Lesson 11</b> – Choosing Optimism <b>Lesson 12</b> – Appreciating Happy Experiences <b>Lesson 13</b> – Expressing Gratitude  Valuing difference and keeping sage	<b>Lesson 14</b> – Performing Acts of Kindness <b>Lesson 15</b> – Taking Mindful Action in the World  Smoking
P4C	Focus: Democracy	Focus: : Law	Focus: Liberty	Focus: Tolerance	Focus: Faith	Focus: Health

## Rotherhithe Primary School Primary School Year Group 4 Curriculum Overview 2017 – 2018

<b>Reading</b> Secure decoding of unfamiliar words Read for a range of purposes Retell some stories orally Discuss words & phrases that capture the imagination Identify themes & conventions Retrieve & record information Make inferences & justify predictions Recognise a variety of forms of poetry Identify & summarise ideas	<b>Writing</b> Correctly spell common homophones Increase regularity of handwriting Plan writing based on familiar forms Organise writing into paragraphs Use simple organisational devices Proof-read for spelling & punctuation errors Evaluate own and others' writing Read own writing aloud	<b>Grammar</b> Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use & punctuate direct speech Use commas after front adverbials <b>Speaking and Listening</b> Articulate & justify opinions Speak audibly in Standard English Gain, maintain & monitor interest of listeners
<b>Number/Calculations</b> Know all tables to 12 x 12 S Secure place value to 1000 Use negative whole numbers Round numbers to nearest 10, 100 or 1000 Use Roman numerals to 100 (C) Column addition & subtraction up to 4 digits Multiply & divide mentally Use standard short multiplication	<b>Geometry and Measures</b> Compare 2-d shapes, including quadrilaterals & triangles Find area by counting squares Calculate rectangle perimeters Estimate & calculate measures Identify acute, obtuse & right angles Identify symmetry Use first quadrant coordinates Introduce simple translations	<b>Fractions</b> Recognise tenths & hundredths Identify equivalent fractions Add & subtract fractions with common denominators Recognise common equivalents Round decimals to whole numbers Solve money problems <b>Data</b> Use bar charts, pictograms & line graphs

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Voices in the Park <i>Letter writing, Diary writing</i> <b>paragraphs, pronouns</b>  Arctic Explorers <i>Informal Letter, Formal Letter, Eyewitness Report, Non-Chronological Report, Persuasive writing, Diary Writing,</i> <b>precise nouns, noun phrases</b>	The Iron Man <i>Poetry, Performance Poetry, Instructions, Recount, Newspaper Report, Informal Letter</i> <b>adjectives, expanded noun phrases</b>	The Romans: Romulus and Remus Roman legend Myths and Legends Thesius and Minotaur Myth	Gregory Cool <i>Stories from different cultures, narrative, storyboarding</i> <b>Possessive apostrophes</b>  Zoo <i>Diary entry, Play script, Persuasive leaflet, Apology letter, design and proposal, advertisement</i> <b>imperative verbs, modal verbs</b>	Krindlekrax <i>Character descriptions, Diary in role, Setting description, Obituary, Suspense, Flashback</i> <b>Adverbial phrases,</b>  Beowulf <i>Narrative, Play script, Eye-witness report.</i> <b>inverted commas</b>	Beowulf <i>Narrative, Play script, Eye-witness report.</i> <b>determiners, prepositions</b>
Maths	<b>Southwark medium term plan</b> Number and place value Decimals (and place value) Addition and Subtraction Properties of Shape (2D) and Angles	<b>Southwark medium term plan</b> Fractions Time Money Length and Perimeter Addition and Subtraction (Mental Methods)	<b>Southwark medium term plan</b> Number and place value Negative Numbers and Roman Numerals Addition and Subtraction Properties of Shape (2D)	<b>Southwark medium term plan</b> Fractions including decimals Time Perimeter and Area Addition and	<b>Southwark medium term plan</b> Number and place value Decimals (and place value) Addition and Subtraction Multiplication and division (Mental	<b>Southwark medium term plan</b> Fractions Time and Money Perimeter and Area Properties of Shapes Position and Direction Data Handling

	Multiplication Division	Data handling Multiplication and Division (Mental Methods)	And Position and Direction Multiplication Division	Subtraction (Mental Methods) Mass and Capacity	Methods) Multiplication Division	Length, Mass and Capacity
Science	Working scientifically					
	<b>Chemistry: States of Matter Kent Scheme</b> ♣ compare and group materials together, according to whether they are solids, liquids or gases ♣ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ♣ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<b>Biology: All living things Kent Scheme</b> Recognise that living things can be grouped in a variety of ways ♣ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ♣ Recognise that environments can change and that this can sometimes pose dangers to living things.	<b>Physics: Electricity Kent Scheme</b> Identify common appliances that run on electricity ♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ♣ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ♣ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -Recognise some common conductors and insulators, and associate metals with being good conductors.	<b>Physics: Sound Kent Scheme</b> ♣ identify how sounds are made, associating some of them with something vibrating ♣ recognise that vibrations from sounds travel through a medium to the ear ♣ find patterns between the pitch of a sound and features of the object that produced it ♣ find patterns between the volume of a sound and the strength of the vibrations that produced it ♣ Recognise that sounds get fainter as the distance from the sound source increases.	<b>Biology: Animals including humans Kent Scheme</b> 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.	
Computing	E-Safety					
	<u>Making an Animation</u> • Create an algorithm for an animated scene • Understand the basics of coding in Scratch to create the animation. • Correct mistakes in their animation programs. <b>Area of Curriculum:</b> Programming	<u>Creating a Joke Animation</u> • Build on work from unit 1 by creating a more complex animation with two code scripts running simultaneously. • Correct more complex mistakes in their animation programs. • Evaluate and edit their own and partner's work. <b>Area of Curriculum:</b>	<u>Understanding the Internet</u> • To understand the difference between the internet and the World Wide Web. • To understand happens when you access them. • To understand what a URL is and what the different parts mean. • To understand how to	<b>Rising Stars: Switched on scheme of work</b> <u>We are Musicians</u> • Use one or more programs to edit music. • Create and develop a musical composition, refining their ideas through reflection and discussion. • Develop collaboration skills.	<b>Rising Stars: Switched on scheme of work</b> <u>We are Co-Authors</u> • Understand the conventions for collaborative online work, particularly in wikis. • Be aware of their responsibilities when editing other people's work. • Become familiar with	<b>Rising Stars: Switched on scheme of work</b> <u>We are Meteorologists</u> • Understand different measurement techniques for weather, both analogue and digital. • Use computer-based data logging to automate the recording of some weather data. • Use spreadsheets to

		Computational Thinking / Programming	check a websites authenticity. • To understand that websites are created using HTML. • To edit HTML using X-ray googles. <b>Area of Curriculum:</b> Computer networks	• Develop an awareness of how their composition can enhance work in other media. <b>Area of Curriculum:</b> Creativity	Wikipedia, including potential problems associated with its use. • Practise research skills. • Write for a target audience using a wiki tool. • Develop collaboration skills. • Develop proofreading skills. <b>Area of Curriculum:</b> Communication / Collaboration	create charts • Analyse data, explore inconsistencies in data and make predictions • Practise using presentation software and, optionally, video. <b>Area of Curriculum:</b> Productivity
History	<b>Exploration Knowledge</b> Develop a chronologically secure understanding of British, local and world history, Establish a clear narratives within and across the periods they study. Note connections, contrasts and trends over time develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.		<b>Roman Empire &amp; impact on Britain</b> <u>British History (taught chronologically)</u> Roman Empire & impact on Britain: - Julius Caesar's attempted invasion - Roman Empire & successful invasion - British resistance, e.g. Boudicca - Romanisation of Britain		<b>Beowulf</b> Broader History Study  <b>The Vikings</b> Early ancient civilisations	
Geography	<b>Exploration Locational Knowledge</b> Locate world's countries, focussing on Europe & Americas focus on key physical & human features	<b>Living Things and Their Habitats (science link)</b> <u>Geographical skills and fieldwork</u> -Use 8 points of compass, symbols & keys -Use fieldwork to observe, measure & record	<b>Volcanoes</b> <u>Human and physical geography</u> Describe & understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements	<b>Life in St Lucia</b> <u>Place knowledge</u> Study a region of the UK (not local area) Trade links, international location, weather, A typical family Living in St Lucia Fair trade		
Art & Technology	Class boat sketches Mystery Bag Project – Whole School Shoe Box 'Explorers'	Footwear for Shackleton's explorers: Different materials to use (plan, make and investigate) 3D models of mountains Snow globes (Antarctic) Creative Homework project – Create	Footwear for Shackleton's explorers: Different materials to use (plan, make and investigate) 3D models of mountains Snow globes (Antarctic) Creative Homework project – Create	Paint, sketch and pastel drawings of the Pitons, the national bird, traditional costume and the flag of St Lucia Creative Homework project – Research and respond to Kandinsky's	Anglo Saxon - Stained glass windows Viking ship models Viking shields	Observational drawing Based on living things topic. Develop understanding of light and tone. Use sketchbooks to collect, record and evaluate ideas Improve mastery of

		somewhere children would like to explore	somewhere children would like to explore	work.		techniques such as drawing, painting and sculpture with varied materials Creative Homework project – Whole school theme (TBC) 2016-17 – Making musical instruments.
P.E.	<b>Specialist Teacher</b> Tot Stars & dance					
Spanish	<b>Specialist Teacher</b> Unit La vida deportiva (Sporting life) Unit What's the weather like	<b>Specialist Teacher</b> Unit La vida deportiva (Sporting life) Unit What's the weather like	<b>Specialist Teacher</b> Unit La vida deportiva (Sporting life) Unit What's the weather like	<b>Specialist Teacher</b> Unit La vida deportiva (Sporting life) Unit What's the weather like	<b>Specialist Teacher</b> Unit La vida deportiva (Sporting life) Unit What's the weather like	<b>Specialist Teacher</b> Unit La vida deportiva (Sporting life) Unit What's the weather like
Music	<b>Specialist Teacher</b> Songs using do ray mi far so la, body percussion, classical music unit – learning ground base and composing own variations on Pachelbel Canon, singing	<b>Specialist Teacher</b> Songs using do ray mi far so la, body percussion, classical music unit – learning ground base and composing own variations on Pachelbel Canon, singing	<b>Specialist Teacher</b> Songs using do ray mi far so la, body percussion, classical music unit – learning ground base and composing own variations on Pachelbel Canon, singing	<b>Specialist Teacher</b> Songs using do ray mi far so la, body percussion, classical music unit – learning ground base and composing own variations on Pachelbel Canon, singing	<b>Specialist Teacher</b> Songs using do ray mi far so la, body percussion, classical music unit – learning ground base and composing own variations on Pachelbel Canon, singing	<b>Specialist Teacher</b> Songs using do ray mi far so la, body percussion, classical music unit – learning ground base and composing own variations on Pachelbel Canon, singing
RE	<b>Southwark Scheme</b> <b>Christianity Unit 6</b> Christian Places of Worship	<b>Southwark Scheme</b> <b>Sikhism Unit 3</b> Special Places	<b>Southwark Scheme</b> <b>Judaism Unit 4</b> Passover	<b>Southwark Scheme</b> <b>Christianity Unit 7</b> Who was Jesus?	<b>Southwark Scheme</b> <b>Buddhism Unit 3</b> The Buddha & Change	<b>Southwark Scheme</b> <b>Islam Unit 3</b> The final Messenger
PSCHE	<b>PATHS Unit 1:</b> Getting Started	<b>PATHS Unit 2:</b> Feelings and Relationship (lesson 6-12)	<b>PATHS Unit 2:</b> Feelings and Relationship (L13 - 20)	<b>PATHS Unit 3:</b> Making Good Decisions	<b>PATHS Unit 4:</b> Being Responsible and Caring for Others Unit 5: Problem Solving (L29-33)  Growing Up	<b>PATHS Unit 5:</b> Problem Solving (L34-42)  Alcohol
Mindfulness	Introducing Brain Breaks.	<b>Lesson 1</b> – How our Brain Works <b>Lesson 2</b> – Mindful Awareness <b>Lesson 3</b> – Focussed Awareness <b>Lesson 4</b> – Mindful Listening	<b>Lesson 5</b> – Mindful Seeing <b>Lesson 6</b> – Mindful Smelling <b>Lesson 7</b> – Mindful Tasting	<b>Lesson 8</b> - Mindful Movement I <b>Lesson 9</b> - Mindful Movement II <b>Lesson 10</b> – Perspective Taking	<b>Lesson 11</b> – Choosing Optimism <b>Lesson 12</b> – Appreciating Happy Experiences <b>Lesson 13</b> – Expressing Gratitude	<b>Lesson 14</b> – Performing Acts of Kindness <b>Lesson 15</b> – Taking Mindful Action in the World
P4C	Focus: Democracy	Focus: : Law	Focus: Liberty	Focus: Tolerance	Focus: Faith	Focus: Health

## Rotherhithe Primary School Primary School Year Group 5 Curriculum Overview 2017 – 2018

<b>Reading</b> Apply knowledge of morphology and etymology when reading new words Read and discuss a broad range of genres and texts Identify and discuss themes Make recommendations to others Learn poetry by heart Draw inferences and make predictions Discuss author's use of language Retrieve and present information from non-fiction texts Formal presentations and debates	<b>Writing</b> Secure spellings including homophones, prefixes, silent letters, etc Use a thesaurus Develop legible fluent handwriting Plan writing to suit audience and purpose Develop character, setting and atmosphere in narrative Use organisational and presentational features Use consistent appropriate tense Proof reading own writing Perform own compositions	<b>Grammar</b> Use expanded noun phrases Use modal and passive verbs Use relative clauses Use commas for clauses Use brackets, dashes and commas for parenthesis  <b>Speaking and Listening</b> Give well-structured explanations Have a command of Standard English Consider and evaluate different viewpoints Use appropriate register
<b>Number/Calculations</b> Secure place value to 1,000,000 Use negative whole numbers in context Use Roman numerals to 1000 (M) Use standard written methods for all four operations Confidently add and subtract mentally Use vocabulary of prime, factor and multiple Multiply and divide by powers of 10 Use square and cube numbers	<b>Geometry and Measures</b> Convert between different units Calculate perimeter of composite shapes and area of rectangle Estimate volume and capacity Identify 3D shapes Measure and identify angles Understand regular polygons Reflect and translate shapes	<b>Fractions</b> Compare and order fractions Add and subtract fractions with common denominators Multiply fractions by units Write decimals as fractions Order and round decimal numbers Link percentages to fractions  <b>Data</b> Interpret tables and line graphs Solve questions about line graphs

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Mountaineers <i>Non-fictional recount, Balanced Argument</i> adverbs  The Highwayman <i>Interior Monologue, Poetry</i> precise nouns, archaic language	The Piano <i>Flashback stories, Letter writing.</i> brackets and dashes  A Christmas Carol <i>Character descriptions, Play scripts, Study of a significant text /author</i> Colons	Little Match Girl / The Big Issue Seller <i>Narrative recount, Traditional stories, Setting descriptions, modern adaptations</i> Relative clauses	Street Child <i>Stories with historical settings, Diary Entries, Balanced Argument</i> Thomas Barnardo <i>Information text, Biographical recount</i> Fronted adverbials	Titanic <i>Informal Letter Eyewitness/Newspaper Report Non-Chronological Report</i> Debate modal verbs	Greek Myths and Legends <i>Retelling of traditional tales, Character description, setting description</i> commas to clarify
Maths	<b>Southwark medium term plan</b> Number and place value Decimals and place value Addition and Subtraction Properties of 2D Shapes (Angles) Multiplication Division Fractions (including decimals)	<b>Southwark medium term plan</b> Percentages (Time) Statistics (reading time tables) Mass and Capacity Multiplication and division (Mental Methods) Position and direction	<b>Southwark medium term plan</b> Number and place value Negative Numbers and Roman Numerals Addition and Subtraction Properties of Shape (2D) (including angles) Multiplication Division	<b>Southwark medium term plan</b> Fractions Fractions, Decimals and Percentages Length, Perimeter, Area, Volume Statistics Addition and Subtraction (Mental Methods and problem solving)	<b>Southwark medium term plan</b> Number and place value Decimals place value and Addition Subtraction Length, perimeter, area and volume Properties of Shape (2D & 3D) Multiplication Division	<b>Southwark medium term plan</b> Fractions, decimals and percentages Units of Measurement Position and Direction and Statistics Multiplication and division (mental methods) Addition and subtraction (mental methods) Problem solving (all operations)

Science	Working scientifically					
	<p><b>Biology: All living things Kent Scheme</b></p> <ul style="list-style-type: none"> <li>♣ Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>♣ Describe the life process of reproduction in some plants and animals.</li> </ul>	<p><b>Chemistry: Materials Properties of materials/separating materials Kent Scheme</b></p> <ul style="list-style-type: none"> <li>♣ Classify materials according to a variety of properties Understand mixtures &amp; solutions Know about reversible changes; identify irreversible</li> <li>♣ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>♣ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> </ul>	<p><b>Physics: Forces Effect of forces on Movement Kent Scheme</b></p> <ul style="list-style-type: none"> <li>♣ Introduce gravity, resistance &amp; mechanical forces</li> <li>♣ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>♣ Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>♣ Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</li> </ul>	<p><b>Physics: Earth &amp; Space Earth and Space Kent Scheme</b></p> <ul style="list-style-type: none"> <li>♣ The Solar System, Seasons, Ptolemy, Alhazan, Copernicus Understand location and interaction of Sun, Earth &amp; Moon everyday materials, including metals, wood and plastic</li> <li>♣ Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>♣ Explain that some changes resulting the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<p><b>Chemistry: Properties of Materials – uses of materials, reversible changes Kent Scheme</b></p> <ul style="list-style-type: none"> <li>♣ Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>♣ Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>♣ Give reasons, based on evidence from comparative and fair tests, for the particular uses of</li> </ul>	<p><b>Biology: Animals including humans Kent Scheme</b></p> <ul style="list-style-type: none"> <li>♣ Human Body, Functions of the organs, William Harvey</li> <li>♣ Describe changes as humans develop &amp; mature Describe the changes as humans develop from birth to old age</li> </ul>
Computing	E-Safety					
	<p><u>Making an Animation</u></p> <ul style="list-style-type: none"> <li>• Create an algorithm for an animated scene</li> <li>• Understand the basics of coding in Scratch to create the animation.</li> <li>• Correct mistakes in their animation programs.</li> </ul> <p><b>Area of Curriculum:</b> Programming</p>	<p><u>Making a Chatbox Making a quiz</u></p> <ul style="list-style-type: none"> <li>• Understand the function of a chatbox including how to stay safe when using them</li> <li>• Understand that output is dependent on input</li> <li>• Write algorithms that change the output according to the input</li> <li>• Introduce variables into algorithms</li> </ul> <p><b>Area of Curriculum:</b> Computational Thinking / Programming</p>	<p><b>Rising Stars: Switched on scheme of work We are Artists</b></p> <ul style="list-style-type: none"> <li>• Develop an appreciation of the links between geometry and art.</li> <li>• Become familiar with the tools and techniques of a vector graphics package.</li> <li>• Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers.</li> <li>• Develop some awareness of computer-generated</li> </ul>	<p><b>Rising Stars: Switched on scheme of work We are Web Developers</b></p> <ul style="list-style-type: none"> <li>• Develop their research skills to decide what information is appropriate.</li> <li>• Understand some elements of how search engines select and rank results.</li> <li>• Question the plausibility and quality of information.</li> <li>• Develop and refine their ideas and text collaboratively.</li> <li>• Develop their understanding of e-safety and responsible use of</li> </ul>	<p><b>Rising Stars: Switched on scheme of work We are Bloggers</b></p> <ul style="list-style-type: none"> <li>• Become familiar with blogs as a medium and a genre of writing.</li> <li>• Create a sequence of blog posts on a theme.</li> <li>• Incorporate additional media.</li> <li>• Comment on the posts of others.</li> <li>• Develop a critical, reflective view of a range of media, including text.</li> </ul> <p><b>Area of Curriculum:</b> Communication / Collaboration</p>	<p><b>Rising Stars: Switched on scheme of work We are Architects</b></p> <ul style="list-style-type: none"> <li>• Understand the work of architects, designers and engineers working in 3D.</li> <li>• Develop familiarity with a simple CAD (computer aided design) tool.</li> <li>• Develop spatial awareness by exploring and experimenting with a 3D virtual environment.</li> <li>• Develop greater aesthetic awareness.</li> </ul> <p><b>Area of Curriculum:</b> Productivity</p>

			art, in particular fractal-based landscapes. <b>Area of Curriculum:</b> Creativity	technology. <b>Area of Curriculum:</b> Computer networks		
History	<b>Early explorers of Everest Knowledge</b> Life of a significant individual from history: Mallory & Irvine		<b>Victorian Britain</b> <b>British History (taught chronologically)</b> Develop a chronologically secure understanding of British, local and world history, Establish a clear narratives within and across the periods they study. Note connections, contrasts and trends over time develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. <b>The Wider World/ Lives of Significant Historical Figures</b> Florence Nightingale, Mary Seacole, Crimean War and Military Technology, The British Empire		<b>World History Study : Ancient Greece</b> <b>Broader History Study</b> - A study of Greek life and achievements and their influence on the western world Identify primary/ secondary sources, select relevant information, Greek Timeline, Greek Theatre, The Mechanics of Ancient Greece (D&T) ,Greek Timeline, The Battle of Marathon ,Athens V Sparta ,The Olympic Games ,Greek Language ,Greek Gods, The Battle of Marathon	
Geography	<b>Mountain Environments</b> <b>Geographical skills and fieldwork</b> Use 4- and 6-figure grid references on OS maps -Use fieldwork to record & explain areas Mapping: Mountains around the world, contour lines, orienteering, treasure maps Tallest UK mountains ,tallest mountains by continent		<b>Maps</b> <b>Locational Knowledge</b> The changing map of London. Booths poverty map. The Crimea, The British Empire		<b>Greece &amp; The Americas</b> <b>Human and physical geography</b> Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc. Use maps, atlases, globes to Investigate key geographical features of Ancient Greece. Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones	<b>Greece &amp; The Americas</b> <b>Place knowledge</b> Study a region of Europe, and of the Americas Geography linked to history unit on Ancient Greece. Use maps, atlases, globes to Investigate key geographical features of Ancient Greece. Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones
Art & Technology	Mountain landscapes representing mountains in mixed media – watercolours, pencils. Highway man Dioramas Self-portraits Zoological drawings linked to science	Water colour Sketching Still life Christmas crafts Creative Homework project – Research and respond to the artist Caspar David Friedri	<b>Simple Machines</b> -Make a pulley out of coat hangers and other materials -Make a lever catapult out of coat hangers and elastic bands -Make a machine which includes lever, springs,	<b>Planet Sculptures</b> Use balloons, paper mache and paints to create half-models of the earth, sun, moon and other planets Space Shuttle Models Create space shuttles using bottles and additional materials	Making model ships (The Titanic) - which designs and materials are best for floating	Sculpture Based on Ancient Greek pottery. Making Greek pots. Laurel wreaths. Hoplite shields Creative Homework project – Whole school theme (TBC) 2016-17 – Making musical

	Mystery Bag Project		pulleys and gears. They must design the device, select the materials and build the device and test it until it works. -Cam toys.	Creative Homework project – Research Victorian buildings in London and create your own.		instruments.
P.E.	<b>Specialist Teacher</b> Swimming & Judo	<b>Specialist Teacher</b> Swimming & Judo	<b>Specialist Teacher</b> Swimming & Judo	<b>Specialist Teacher</b> Swimming & Judo	<b>Specialist Teacher</b> Swimming & Judo	<b>Specialist Teacher</b> Swimming & Judo
Spanish	<b>Specialist Teacher</b> Unit ¡Que aproveche! (Enjoy your meal!) Unit Yo soy músico ('I am the Music Man')	<b>Specialist Teacher</b> Unit ¡Que aproveche! (Enjoy your meal!) Unit Yo soy músico ('I am the Music Man')	<b>Specialist Teacher</b> Unit ¡Que aproveche! (Enjoy your meal!) Unit Yo soy músico ('I am the Music Man')	<b>Specialist Teacher</b> Unit ¡Que aproveche! (Enjoy your meal!) Unit Yo soy músico ('I am the Music Man')	<b>Specialist Teacher</b> Unit ¡Que aproveche! (Enjoy your meal!) Unit Yo soy músico ('I am the Music Man')	<b>Specialist Teacher</b> Unit ¡Que aproveche! (Enjoy your meal!) Unit Yo soy músico ('I am the Music Man')
Music	<b>Specialist Teacher</b> Ukulele	<b>Specialist Teacher</b> Ukulele	<b>Specialist Teacher</b> Ukulele	<b>Specialist Teacher</b> Ukulele	<b>Specialist Teacher</b> Ukulele	<b>Specialist Teacher</b> Ukulele
RE	<b>Southwark Scheme</b> <b>Judaism Unit 5</b> Jewish Bible ( The Torah)	<b>Southwark Scheme</b> <b>Christianity Unit 8</b> Christian Festivals	<b>Southwark Scheme</b> <b>Hinduism</b> <b>Unit 3</b> Hinduism & the environment	<b>Southwark Scheme</b> <b>Hinduism</b> <b>Unit 4</b> The Mandir	<b>Southwark Scheme</b> <b>Islam</b> <b>Unit 4</b> The Islamic way of Life	<b>Southwark Scheme</b> <b>Sikhism Unit 4</b> The Gurus
PSCHE	<b>PATHS Unit 1:</b> Getting Started	<b>PATHS Unit 2:</b> Problem Solving	<b>PATHS Unit 3:</b> Goals and Identity Unit 4: Making and Keeping Friends (L21-23)	<b>PATHS Unit 4:</b> Making and Keeping Friends (L24-29)	<b>PATHS Unit 5:</b> Being Responsible and Caring for Others (L30-35)  Puberty	<b>PATHS Unit 5:</b> Being Responsible and Caring for Others (L36-41)  Legal and illegal drugs
Mindfulness	Introducing Brain Breaks.	<b>Lesson 1</b> – How our Brain Works <b>Lesson 2</b> – Mindful Awareness <b>Lesson 3</b> – Focussed Awareness <b>Lesson 4</b> – Mindful Listening	<b>Lesson 5</b> – Mindful Seeing <b>Lesson 6</b> – Mindful Smelling <b>Lesson 7</b> – Mindful Tasting	<b>Lesson 8</b> - Mindful Movement I <b>Lesson 9</b> - Mindful Movement II <b>Lesson 10</b> – Perspective Taking	<b>Lesson 11</b> – Choosing Optimism <b>Lesson 12</b> – Appreciating Happy Experiences <b>Lesson 13</b> – Expressing Gratitude	<b>Lesson 14</b> – Performing Acts of Kindness <b>Lesson 15</b> – Taking Mindful Action in the World
P4C	Focus: Democracy	Focus: : Law	Focus: Liberty	Focus: Tolerance	Focus: Faith	Focus: Health

## Rotherhithe Primary School Primary School Year Group 6 Curriculum Overview 2017 – 2018

<p><b>Reading</b>                  Read a broad range of genres                  Recommend books to others                  Make comparisons within/across books Support inferences with evidence                  Summarising key points from texts                  Identify how language, structure, etc. contribute to meaning                  Discuss use of language, inc. figurative                  Discuss &amp; explain reading, providing reasoned justifications for views</p>	<p><b>Writing</b>                  Use knowledge of morphology &amp; etymology in spelling Develop legible personal handwriting style                  Plan writing to suit audience &amp; purpose; use models of writing                  Develop character &amp; setting in narrative                  Select grammar &amp; vocabulary for effect                  Use a wide range of cohesive devices                  Ensure grammatical consistency</p>	<p><b>Grammar</b>                  Use appropriate register/ style                  Use the passive voice for purpose                  Use features to convey &amp; clarify meaning                  Use full punctuation                  Use language of subject/object  <b>Speaking and Listening</b>                  Use questions to build knowledge                  Articulate arguments &amp; opinions                  Use spoken language to speculate, hypothesise &amp; explore                  Use appropriate register &amp; language</p>
<p><b>Number/Calculations</b>                  Number/Calculation Secure place value &amp; rounding to 10,000,000, including negatives All written methods, including long division Use order of operations (not indices) Identify factors, multiples &amp; primes Solve multi-step number problems                  Algebra Introduce simple use of unknowns</p>	<p><b>Geometry and Measures</b>                  Confidently use a range of measures &amp; conversions Calculate area of triangles / parallelograms                  Use area &amp; volume formulas                  Classify shapes by properties                  Know and use angle rules                  Translate &amp; reflect shapes, using all four quadrants</p>	<p><b>Fractions</b>                  Compare &amp; simplify fractions                  Use equivalents to add fractions                  Multiply simple fractions                  Divide fractions by whole numbers                  Solve problems using decimals &amp; percentages                  Use written division up to 2 decimal places                  Introduce ratio &amp; proportion  <b>Data</b>                  Use pie charts                  Calculate mean averages</p>

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Autobiography <i>Autobiographical recount</i> Harriet Tubman <i>Biographical Recount</i> Synonym, antonym, active and passive tense, subject and object	Sleeping Beauty <i>Extended Narrative</i>  The Wedding Ghost <i>Blurb, Character Description, Setting Description, Flashback, Recount</i> cohesive devices, ellipsis, adverbials	WW2 <i>Chronological report, Diary Entries, Newspaper reports, informal letters, formal letters, persuasive writing</i> hyphen, colon, semi-colon	Rose Blanche <i>Narrative</i> hyphens	Macbeth <i>Narrative recount, Balanced Argument</i> subjunctive	The Truth About Leo <i>Narrative, Balanced Argument, Report writing</i>
Maths	<b>Southwark medium term plan</b> Number and place value Decimals/ place value & Addition/ Subtraction Multiplication Division Algebra	<b>Southwark medium term plan</b> Fraction Ratio and proportion (including percentages) Properties of shapes Data handling Perimeter, area and	<b>Southwark medium term plan</b> Number and place value Negative Numbers & Roman Numerals	<b>Southwark medium term plan</b> Ratio and Proportion (including percentages) Properties of Shapes Data handling mean and	<b>Southwark medium term plan</b>	<b>Southwark medium term plan</b>

	Calculation (mental methods) & Statistics (mean average)	volume) Measurement & Statistics Geometry- Properties of shape and position and direction	Multiplication Division Algebra Geometry (angles) Fractions including decimals and percentages	average Problem Solving all operations Perimeter, area and volume		
Science	Working scientifically					
	<b>Biology: Animals including humans Kent Scheme</b> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ♣ describe the ways in which nutrients and water are transported within animals, including humans.	<b>Biology: Evolution and inheritance Kent Scheme</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	<b>Physics: Electricity Kent Scheme</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ♣ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ♣ Use recognised symbols when representing a simple circuit in a diagram.	<b>Physics: Light Kent Scheme</b> Recognise that light appears to travel in straight lines ♣ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ♣ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ♣ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	<b>Biology: All living things Kent Scheme</b> ♣ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ♣ give reasons for classifying plants and animals based on specific characteristics.	
Computing	E-Safety					
	<u>Making an Animation</u> <ul style="list-style-type: none"> <li>• Create an algorithm for an animated scene</li> <li>• Understand the basics of coding in Scratch to create the animation.</li> <li>• Correct mistakes in their animation programs.</li> </ul> <b>Area of Curriculum:</b> Programming	<u>Making a Chatbox</u> <u>Making a quiz</u> <ul style="list-style-type: none"> <li>• Understand the function of a chatbox including how to stay safe when using them</li> <li>• Understand that output is dependent on input</li> <li>• Write algorithms that change the output according to the input</li> <li>• Introduce variables into algorithms</li> </ul> <b>Area of Curriculum:</b> Computational Thinking / Programming	<u>We are Artists</u> <ul style="list-style-type: none"> <li>• Develop an appreciation of the links between geometry and art.</li> <li>• Become familiar with the tools and techniques of a vector graphics package.</li> <li>• Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers.</li> <li>• Develop some awareness of computer-generated</li> </ul>	<b>Rising Stars: Switched on scheme of work</b> <u>We are Web Developers</u> <ul style="list-style-type: none"> <li>• Develop their research skills to decide what information is appropriate.</li> <li>• Understand some elements of how search engines select and rank results.</li> <li>• Question the plausibility and quality of information.</li> <li>• Develop and refine their ideas and text collaboratively.</li> <li>• Develop their</li> </ul>	<b>Rising Stars: Switched on scheme of work</b> <u>We are Bloggers</u> <ul style="list-style-type: none"> <li>• Become familiar with blogs as a medium and a genre of writing.</li> <li>• Create a sequence of blog posts on a theme.</li> <li>• Incorporate additional media.</li> <li>• Comment on the posts of others.</li> <li>• Develop a critical, reflective view of a range of media, including text.</li> </ul> <b>Area of Curriculum:</b>	<b>Rising Stars: Switched on scheme of work</b> <u>We are Architects</u> <ul style="list-style-type: none"> <li>• Understand the work of architects, designers and engineers working in 3D.</li> <li>• Develop familiarity with a simple CAD (computer aided design) tool.</li> <li>• Develop spatial awareness by exploring and experimenting with a 3D virtual environment.</li> <li>• Develop greater aesthetic awareness.</li> </ul> <b>Area of Curriculum:</b>

			art, in particular fractal-based landscapes. <b>Area of Curriculum:</b> Creativity	understanding of e-safety and responsible use of technology. <b>Area of Curriculum:</b> Computer networks	Communication / Collaboration	Productivity
History	<u>Knowledge</u> <b>In depth study of a significant word historical figure – Harriet Tubman</b> The life and times of Harriet Tubman. Investigate the slave trade and slavery in the USA and life in Antebellum America		<u>British History (taught chronologically)</u> <b>WW2</b> An extended period study Locality study – life in Bermondsey during the Blitz. Key events of WW2. Key figures in WW2 Life as an evacuee		<u>Broader History Study</u> <b>Non European societies: The Mayans</b> What was it like to be a Maya? Gods, traditional stories, rituals, food and housing <b>Life of a significant figure form British History: William Shakespeare</b>	
Geography	<b>USA</b> <u>Place knowledge</u> Study a region of Europe, and of the Americas– landscapes, key geographical features	<b>The Wedding Ghost: London</b> <u>Geographical skills and fieldwork</u> -Use 4- and 6-figure grid references on OS maps  -Use fieldwork to record & explain areas	<b>UK</b> <u>Locational Knowledge</u> Name & locate counties, cities, regions & features of UK  World Maps , local maps and 6 figure grid references	<u>Europe Place knowledge</u>	<b>South America</b> <u>Human and physical geography</u> Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones -Understand biomes, vegetation belts, land use, economic activity, distribution of resources. Use maps, atlases, globes to investigate key geographical features of Mayan civilisation. How did the physical environment impact upon the life of the people. Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zone	
Art & Technology	Drawing Portraits and self portraits. Learning about the Artist Pablo Picasso. Mystery Bag Project – Whole School	Drawing in the style of Charles Keeping (illustrator of <i>The Wedding Ghost</i> and <i>The Highwayman</i> ) Designing and making Periscopes (DT) Creative Homework project – Research and respond to Pablo Picasso’s work.	Making shelters - model Anderson Shelters WW2 sky scape	3d and 2d rendering of scenes from the Blitz, using a range of media Creative Homework project – create a gas mask or an Anderson Shelter.	Printing Use sketchbooks to collect, record, review, revisit & evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture	Complex Structures Mayan Pyramids Bridge Building project Designing large structures using paper rods. Creative Homework project – Whole school theme (TBC) 2016-17 – Making musical instruments.
P.E.	<b>Specialist Teacher</b> Judo & dance	<b>Specialist Teacher</b> Judo & dance	<b>Specialist Teacher</b> Judo & dance	<b>Specialist Teacher</b> Judo & dance	<b>Specialist Teacher</b> Judo & dance	<b>Specialist Teacher</b> Judo & dance
Spanish	<b>Specialist Teacher</b> Unit Nuestro colegio (Our school) Unit Nuestro mundo (Our world)	<b>Specialist Teacher</b> Unit Nuestro colegio (Our school) Unit Nuestro mundo (Our world)	<b>Specialist Teacher</b> Unit Nuestro colegio (Our school) Unit Nuestro mundo (Our world)	<b>Specialist Teacher</b> Unit Nuestro colegio (Our school) Unit Nuestro mundo (Our world)	<b>Specialist Teacher</b> Unit Nuestro colegio (Our school) Unit Nuestro mundo (Our world)	<b>Specialist Teacher</b> Unit Nuestro colegio (Our school) Unit Nuestro mundo (Our world)
Music	<b>Specialist Teacher</b> Recorder	<b>Specialist Teacher</b> Recorder	<b>Specialist Teacher</b> Recorder	<b>Specialist Teacher</b> Recorder	<b>Specialist Teacher</b> Recorder	<b>Specialist Teacher</b> Recorder
RE	<b>Southwark Scheme: Buddhism Unit 4</b>	<b>Southwark Scheme: Buddhism Unit 5</b>	<b>Southwark Scheme: Christianity Unit 9</b>	<b>Southwark Scheme: Sikhism</b>	<b>Southwark Scheme: Hinduism Unit 5</b>	<b>Southwark Scheme: Islam Unit 5</b>

	Buddhist Teaching	The Sangir	Faith in Action	<b>Unit 5</b> Living as a Sikh	Identity & belonging	Hajj journey of a lifetime
PSCHE	<b>PATHS Unit 1:</b> Refresher	<b>PATHS Unit 2:</b> Study and Organisational Skills	<b>PATHS Unit 3:</b> Conflict Resolution	<b>PATHS Unit 4:</b> Number the Stars	<b>PATHS Unit 4B:</b> Respect	<b>PATHS Unit 6:</b> Endings and Transitions
Mindfulness	Introducing Brain Breaks.	<b>Lesson 1</b> – How our Brain Works <b>Lesson 2</b> – Mindful Awareness <b>Lesson 3</b> – Focussed Awareness <b>Lesson 4</b> – Mindful Listening	<b>Lesson 5</b> – Mindful Seeing <b>Lesson 6</b> – Mindful Smelling <b>Lesson 7</b> – Mindful Tasting	<b>Lesson 8</b> - Mindful Movement I <b>Lesson 9</b> - Mindful Movement II <b>Lesson 10</b> – Perspective Taking	<b>Lesson 11</b> – Choosing Optimism <b>Lesson 12</b> – Appreciating Happy Experiences <b>Lesson 13</b> – Expressing Gratitude  Puberty, relationships and reproduction	<b>Lesson 14</b> – Performing Acts of Kindness <b>Lesson 15</b> – Taking Mindful Action in the World  Preventing early use
P4C	Focus: Democracy	Focus: : Law	Focus: Liberty	Focus: Tolerance	Focus: Faith	Focus: Health