



Rotherhithe Primary School Curriculum 2019/20

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 2019/20

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 21st 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

English: Nina Hall

Maths: Annalise Storey

IT and New Technologies: Anthony Williams

Science & PE: Colleen Maasdorp

Humanities & R.E: Sue Davies

PSHCE & SMSC: Suzy Malakhi

Music, Art & Design: Emily Bayjoo-Kassam

EYFS: Helen Walsh

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

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

Science Museum- 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/>

<https://www.topmarks.co.uk/>

Rotherhithe Primary School Primary School Year Group 1 Curriculum Overview 2019 – 2020

Key Objectives Year 1		
Reading	Writing	Grammar, punctuation & spelling
Number/Calculations	Geometry and Measures	Fractions
Data Handling	Science	History
Geography	Computing	RE
Music	PSCHE	Art & Technology

Subject	Autumn 1 Trip: Greenwich Observatory	Autumn 2 Trip: Surrey Docks Farm	Spring 1 Trip: Brunel Museum	Spring 2 Trip: Clipper Boat "My London"	Summer 1 Trip: Bethnal Green Toy Museum	Summer 2 Trip: Kew Gardens
Writing	<p>Our World and Beyond!</p> <p>Whatever Next! Lists, captions-thought bubbles, diary, retelling and That's nice dear –new version</p> <p>Whatever Next! Jill Murphy</p>	<p>Traditional Tales</p> <p>Little Red Hen <i>Setting, Story Map, Retelling a familiar story</i></p> <p>Instructions –making bread</p> <p>Instructions –Christmas RE link</p>	<p>Fairy Tales</p> <p>Rumpelstiltskin <i>Riddles / Clues, Retelling a familiar tale, Character description, Speech, Blurb</i></p> <p>Question Marks</p> <p>Bingo Lingo: Phonics reading unit</p>	<p>Places People Live</p> <p><i>The Smartest Giant in Town Story Map, Letter Writing, Re-telling of story</i> -est, adjectives</p> <p>London-famous landmarks <u>Katie in London James Mayhew</u></p> <p>Postcards, recounts</p>	<p>Toys</p> <p><i>Chronological and Non-chronological reports, Capital Letters and Full stops</i></p>	<p>Monsters and Aliens</p> <p><i>Where the Wild Things Are Stories from imaginary worlds, adventure stories, Setting description</i></p> <p>Precise nouns</p>
Reading	<p><u>Read aloud: Whatever Next!</u> <u>My Friend Bear J Alborough</u> <u>Space Boy by Leo Landry, The way back home by Oliver Jeffers, Man on the Moon by Simon Bartram</u></p> <p>Poetry by heart: Twinkle Twinkle (all verses)</p> <p>Fiction: back to earth with a bump (TW)</p> <p>CC nonfiction reading weeks: Neil Armstrong/space (TW)</p> <p>Animals and living things (TW) SC</p>	<p><u>Read aloud: Handa's Surprise E Browne</u> <u>Oliver's vegetables V French</u></p> <p>The Little red hen makes a Pizza P sturges</p> <p>Poetry by heart: Xmas carol</p> <p>Little red hen (Tw)</p> <p>Traditional tales (Tw)</p> <p>CC nonfiction reading weeks:</p> <p>Polar regions (Tw)</p> <p>60 second reads Christmas (Tw)</p>	<p><u>Read aloud: Lost in the Toy Museum</u> <u>David Lucas; A bear called Paddington</u> <u>Micheal Bond</u></p> <p><u>Dogger Shirley Hughes</u></p> <p>Poetry by heart: Teddy bear Teddy bear turn around</p> <p>CC nonfiction: Terrific Toys (Tw)</p> <p>All about spring (Tw)</p>	<p><u>Read aloud</u> Squash and a Squeeze; Room on the Broom; The Gruffalo; Monkey Puzzle; The snail and the whale</p> <p>Stick man/Zog</p> <p>Poetry by heart: Buckingham Palace A A Milne</p> <p>CC nonfiction reading weeks:</p> <p>60 second Easter (Tw)</p>	<p><u>Read aloud Traditional Fairytales (Hopscotch series)</u></p> <p>Poetry by heart : Caribbean Counting Rhyme by Pamela Mordecai</p> <p>Fairy tales (Tw)</p> <p>CC nonfiction reading weeks:</p>	<p><u>Read aloud Where the Wild Things Are Maurice Sendak</u></p> <p><u>Aliens/Monsters Loves Underpants by C Freedman and Ben Cort</u></p> <p>Poetry by heart: There's a Monster in my Closet by Susan Burd</p>

History	<p>Space history <u>Key Individuals</u> Moon Landing- Neil Armstrong CC writing -Lives of significant historical figures, including comparison of those from different periods</p> <p><u>Link in Black History Month</u> :Dr Maggie Aderin-Pocock (British Space Scientist)</p>		<p>Toys now and in the past <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</p>	<p>Bright Lights, Big City London Then and Now -learn about the UK's capital city -Develop knowledge of key locations -Develop understanding of transport -Develop understanding of Brunel -Develop understanding of events that have shaped London's past</p>		
Geography	<p style="text-align: center;">Seasonal Change -To be able to observe changes across the four seasons. -To be able to observe and describe weather associated with the seasons.</p>					
		<p>Hot and Cold Places Seasons & Weather <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 in relation to the equator and the North and South Poles Odizzi Hot and Cold Places</p> <p>English link- farming</p>		<p>The United Kingdom Locational Knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -River Thames trip -Docklands Refer to Odizzi KS1 The United Kingdom London focus (extra week after unit) Mapping Skills London <u>Geographical skills and fieldwork</u> -Use basic geographical vocabulary to refer to local & familiar features -Use four compass directions & simple vocabulary</p>		<p>London and New Delhi, contrasting locality <u>Geographical Skills and fieldwork</u> The Thames & The Ganges <u>Place knowledge</u> Compare London to a non-European country Location, Animals, Landmarks, Art, Culture, Food, History, Language, Weather</p> <p>RE Link PSHE poverty Science link climate change</p>
Art & Technology	<p>Design and make: rockets, space belts, space helmets Character puppets linked to literacy unit. Learning about and making a</p>	<p>Creative Homework project – Creating a model based around The Little Red Hen Bread Making</p>	<p>TV Chefs – Writing recipes (in ICT using computers) and making food following recipes</p>	<p>Skyline pictures</p>	<p>Toy Making</p> <p>Creative Homework project – Creating a character from a</p>	<p>Monster finger puppets Learning history of the art, it's basis in story telling 'dreamtime', techniques and resources used in creating</p>

	Harvest stew. Mystery Bag Project – Whole School	Pop up Christmas cards and other Christmas/Winter crafts.			traditional fairy tale. Technology Look at moving pictures in books Look at movement in levers and sliders Make a sliding mechanism	pieces.
RE	Big Question: What does it mean to belong?					
	How do you belong to Christianity?	How do you belong to Christianity? Christmas	How do you belong to Islam?	How do you belong to Islam?	How do you belong to Sikhism?	How do you belong to Hinduism?
Science	Seasonal Changes Working scientifically ♣ observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies.					
2019-2020 science/history/English link add scientist as a historical to a unit of choice	Biology: Animals including humans Kent Scheme 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	Biology: Plants Kent Scheme ♣ 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 Rotherhithe School Salad Project Whole school project to produce a school salad before Easter for the canteen. Key Objectives: Understanding the basic survival needs of a plant To watch a plant grow from seedling to flower To work as part of a team To sample new vegetables and fruit Cross curricular links: Year 1: spinach Year 2: peas Year 3: radish Year 4:red pepper Year 5: tomatoes Year 6: lettuce	Chemistry: Everyday Materials Kent Scheme ♣ 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.			
Maths	Maths Mastery Numbers to 10 Count, read, write, identify, represent, double and half, and use comparative language. <u>Addition and subtraction within 10</u> Represent and use number bonds; read, write, interpret, represent and solve. <u>Shapes and patterns</u>	Maths Mastery Numbers to 20 Count, read, write, identify, represent, double and half, and use comparative language. <u>Addition and subtraction within 20</u> Represent and use number bonds; read, write, interpret	Maths Mastery Exploring calculation strategies within 20 Represent and use number bonds; use concrete and pictorial representation to solve one-step problems <u>Numbers to 50</u> Count, read, write, identify, represent in numerals and words;	Maths Mastery - Adding and subtracting within 50 Represent and use number bonds; read, write, interpret and solve one-step problems. <u>Fractions</u> Recognise, find and name a half and a quarter as one of two or four equal parts respectively.	Maths Mastery Numbers 50 to 100 and beyond Count from a given number in 1s, 2s, 5s and 10s; represent, identify and estimate numbers; recognise place value. <u>Adding and subtracting within 100</u> Represent and use number	Maths Mastery Multiplication and division Solve one-step problems using concrete and pictorial representations and arrays. <u>Measures (2):</u> Capacity and volume Compare, describe, measure, record and solve practical problems.

	Recognise common 2-D and 3-D shapes; describe position, direction and movement.	and solve one-step problems. <u>Time</u> Tell the time to the hour and half-past the hour; solve practical problems for time.	recognise place value.	<u>Measures (1): Length and weight</u> Compare, describe, measure, record and solve practical problems.	bonds; read, write, interpret and solve one-step problems. <u>Money</u> Recognise and value coins and notes; solve one-step addition/subtraction problems.	
Computing	E-Safety					
	<p>Rising Stars: Switched on scheme of work <u>We are Treasure Hunters</u></p> <ul style="list-style-type: none"> 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. Predict how their programs will work. <p>Area of Curriculum: Programming</p>	<p>Rising Stars: Switched on scheme of work <u>We are TV Chefs</u></p> <ul style="list-style-type: none"> 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. Discuss their work and think about how it could be improved. <p>Area of Curriculum: Computational Thinking</p>	<p>Rising Stars: Switched on scheme of work <u>We are Painters</u></p> <ul style="list-style-type: none"> 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. Create an illustration for a particular purpose. Know how to save, retrieve and change their work. Reflect on their work and act on feedback received. <p>Area of Curriculum: Creativity</p>	<p>Rising Stars: Switched on scheme of work <u>We are Collectors</u></p> <ul style="list-style-type: none"> 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 according to clear rules. Sort (order) images according to some criteria. Ask and answer binary (yes/no) questions about their images. <p>Area of Curriculum: Computer networks</p>	<p>Rising Stars: Switched on scheme of work <u>We are Storytellers</u></p> <ul style="list-style-type: none"> 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 talking book differs from a paper-based book. Talk about and reflect on their use of ICT. Share recordings with an audience. <p>Area of Curriculum: Communication / Collaboration</p>	<p>Rising Stars: Switched on scheme of work <u>We are Celebrating</u></p> <ul style="list-style-type: none"> 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. <p>Area of Curriculum: Productivity</p>
P.E.	Specialist Teacher Fundamental movements, balancing skills & dance	Specialist Teacher Hand eye coordination, ball manipulation & dance	Specialist Teacher Gymnastics & dance	Specialist Teacher Basketball, handball, football, hockey & dance	Specialist Teacher Rounders, cricket, tennis, badminton & dance	Specialist Teacher Athletics, sports day preparations & dance
Music	Specialist Teacher Pitch in instruments and voice, call and response.	Specialist Teacher Pitch in instruments and voice, call and response.	Specialist Teacher Pitch in instruments and voice, creating music.	Specialist Teacher Pitch in instruments and voice, creating music.	Specialist Teacher Pitch in instruments and voice, music in stories.	Specialist Teacher Pitch in instruments and voice, music in stories.
PSCHE		PATHS Unit 3: Basic feelings	PATHS Unit 4: Self-Control	PATHS Unit 5: Sharing, Caring and Friendship	PATHS Unit 6: Problem solving Unit 7: Intermediate feelings	PATHS Unit 8: Advanced Feelings

					Growing and Caring for Ourselves	Medicines and People Who Help Us
Mindfulness	Introducing Brain Breaks.	Lesson 1 – How our Brain Works Lesson 2 – Mindful Awareness Lesson 3 – Focussed Awareness Lesson 4 – Mindful Listening	Lesson 5 – Mindful Seeing Lesson 6 – Mindful Smelling Lesson 7 – Mindful Tasting	Lesson 8 - Mindful Movement I Lesson 9 - Mindful Movement II Lesson 10 – Perspective Taking	Lesson 11 – Choosing Optimism Lesson 12 – Appreciating Happy Experiences Lesson 13 – Expressing Gratitude	Lesson 14 – Performing Acts of Kindness Lesson 15 – 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 2019-2010

Key Objectives Year 2		
Reading	Writing	Grammar, punctuation & spelling
Number/Calculations	Geometry and Measures	Fractions
Data Handling	Science	History
Geography	Computing	RE
Music	PSCHE	Art & Technology

Subject	Autumn 1 Trip: Broadstairs	Autumn 2 Trip: The Horniman Museum	Spring 1 Trip: Church Visit	Spring 2 Trip:	Summer 1 Trip: The Tower of London	Summer 2 Trip: Natural History Museum
English	Seaside Seaside: Lighthouse Keeper's Lunch / Sally and the Limpet <i>Character description, Informal letter writing, Retelling of traditional story</i> Past tense, adverbs of time	Under the blanket of the stars. Owl Babies / Fox babies <i>Character description, Identifying sequence of events, Adapted new version of the story</i> Punctuation, Adjectives How to catch a star <i>Setting description, Character description</i> Conjunctions, Adjectives	Fire, Fire! The Great Fire of London <i>Explanation text, non-fiction reports, connectives, question mark</i> Greedy Zebra <i>Feelings description, Character description, Dialogue</i> Speech Marks Fire safety visitor talk	All About Animals 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	Castles 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 How to Train A Dragon George and the Dragon <i>Setting description, Character descriptions, Traditional story</i> Magic 3, Alliteration
Reading	<u>The Magic Finger R Dahl</u> <i>Lighthouse Keeper's Lunch R & D Armitage</i> <i>Sally and the Limpet Simon James</i> <i>Little Leaders: Bold Women in Black History Vashti Harrison</i> <i>Poor old lady by Anon</i> CC Non-fiction:	<u>The Owl who was afraid of the dark Jill Tomlinson</u> <i>Owl Babies How to catch a star Oliver Jeffers</i> Oliver Jeffers focus: <i>Lost and Found/The way Back Home</i> <i>Up and Down</i> <i>Stuck/The days the Crayons Quit</i> <i>The Owl and the Pussycat by Edward Lear</i> CC Non-fiction:	<u>The Twits Roald dahl</u> <i>The Great Fire of London (How do we know about?) Deborah Fox</i> <i>Toby and the great Fire of London M Nash & J Cope</i> <i>London's Burning</i> <i>Guess by Berlie Doherty (fire poem BBC)</i> CC Non-fiction: The Great Fire of London (Twinkl)	<u>Fantastic Mr Fox R Dahl</u> PM Readers on Owls, bats, foxes X 3 weeks <i>On the Ning Nang Nong (spike Milligan)</i> CC Non-fiction: Foxes (Twinkl) Owls (Twinkl) Easter (Twinkl)	<u>The Pea and the Princess by Mini Grey</u> <u>The Princess and the pea Lauren Child</u> Poem TBD CC Non-fiction: Animals in their habitats Y2 (Twinkl) (science link) Animals including humans Y2 (Twinkl)	<u>How to Train A Dragon 1 Cressida Cowell + set</u> <i>George and the Dragon Christopher Wormell</i> <i>Dragon Poems by J Foster & K Paul</i> CC Non-fiction: Plants and growth (Twinkl) (science link)

	<p>Victorian seaside (Twinkl)</p> <p>Seaside –geography link (Twinkl)</p>	<p>salad recipes (classroom secrets)</p> <p>living/dead/non living things (science link)</p>	<p>Samuel Pepys (Twinkl)</p>			
History	<p>Link in Black History Month Rosa Parks (democracy P4C link) Victorian Seaside Key Concepts 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)</p>		<p>Great Fire of London Key Events Understand how we can ask questions and find out about events of the past Samuel Pepys</p>			
Geography	<p>The Seaside Human & Physical Geography Use basic geographical vocabulary to describe a less familiar area e.g. key physical features including: beach, cliffs, vegetation -key human features including: city, town, village etc. -Look at daily and seasonal weather patterns -Use vocab to refer to human/physical features Geographical Skills & Fieldwork (trip link) Use Aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple</p>			<p>India & The UK Odizzi: https://www.odizzi.com/teachers/explore-the-world/country-close-up/case-study-india/ Place knowledge Compare local area to a non-European country -Name & locate world's continents and oceans -Compare local area to a non-European country -Comparing British woodlands Vs Indian rainforest -Looking at equators and hot and cold parts of the world. -Locating on maps/continents -Looking at seasonal weather/climate patterns -Types of animals → habitat</p> <p>Urban and rural</p>		

	map and construct basic symbol in a key.			<u>Geographical skills and fieldwork</u> -Use aerial images and other models to create simple plans and maps, using symbols -Use simple fieldwork and observational skills to study the immediate environment -British vs Indian rural -Studies into British woodlands vs Indian rainforest -Looking and identifying different forests in different parts of UK. (Atlas work, world maps) & India		
Art & Technology	Beach huts and windbreaks Taking photos -Using pastels -Colour mixing paint -Seaside in a box Mystery Bag Project – Whole School	Habitats 3D habitat in a shoebox & landscape art Christmas/Winter crafts Masks	Creative Homework project – Creating a Tudor house inspired by ‘The Great Fire of London’ Silhouettes based on The Fire of London	Creative Homework project – Create/paint/draw a woodland animal of your choice. Making nocturnal animals (standing pop up) Design and evaluate existing models of nocturnal animals. Children to design and write instructions to make own. Making nocturnal animals puppets Design and evaluate existing puppets. Children to design and write instructions to make own. Night time paintings –van Gogh Indian artists – looking at different techniques and materials and using it as inspiration for own art work (CC)	Castle landscapes Making own castles Design a model of a castle with appropriate features Children to design and write instructions to make own. Make shields/armour Design a shield with personal crests/emblem	Dragon puppets Creative Homework project – Whole school theme (TBC) 2016-17 – Making musical instruments.
RE	The Big Question: Can stories change people?					
	Special foods and fasting	Special books	Where does the world come from?	How do we know Easter is coming?	Why did Jesus tell stories?	Abstract objects for spirited play boxes.
Science 2019-2020	Working scientifically- Rotherhithe School Salad Project Whole school project to produce a school salad before Easter for the canteen. Key Objectives:					

science/history/English link add scientist as a historical to a unit of choice	Understanding the basic survival needs of a plant To watch a plant grow from seedling to flower To work as part of a team To sample new vegetables and fruit Cross curricular links: <p style="text-align: center;">Year 1: spinach Year 2: peas Year 3: radish Year 4: red pepper Year 5: tomatoes Year 6: lettuce</p>					
	Chemistry: Uses of Everyday Materials Kent Scheme ♣ sorting and classifying materials Identify ♣ compare uses of different materials	Biology: All living things Kent Scheme ♣ Differentiate living, dead and non-living	Chemistry: Uses of Everyday Materials Kent Scheme ♣ Sorting and classifying, changing materials (twists, stretches, etc) ♣ Compare how things move on different surfaces	Biology: Living Things and Their Habitats (including micro habitats) Kent Scheme ♣ Food Chains ♣ Simple food chains & habitat	Biology: Animals Including Humans Kent Scheme ♣ Survival, health, exercise and growth ♣ Basic needs of animals & offspring	Biology: Plants Kent Scheme ♣ Requirements for Growth (set up a comparative test) ♣ Growing plants (water, light, warmth) Plant tomatoes/salad stuff –(Summer 1 –ready)
Maths	Maths Mastery Units 1-3 Number and place value Addition Subtraction Addition and subtraction (facts) Properties of shape (2D) Multiplication Division	Maths Mastery Units 4-6 Time Length Addition and subtraction Data handling Money Properties of shapes (2D and 3D)	Maths Mastery Units 7-9 Number and place value Addition & subtraction Mass Multiplication Division Fractions	Maths Mastery Units 10-12 Properties of 2D shape Properties of 3D Shape Data Handling Addition and Subtraction Time Position and direction Capacity & temperature Money	5 Maths Mastery Units 13-15 Number and place value Multiplication and Division Addition & Subtraction Addition & Subtraction (solving problems) Length Data Handling	Maths Mastery Units 16 + revision Addition and Subtraction Properties of Shape Shape and directions Fraction Time Position and Direction Money
Computing	E-Safety					
	Rising Stars: Switched on scheme of work <u>We are Astronauts</u> <ul style="list-style-type: none"> 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. Area of Curriculum: Programming	Rising Stars: Switched on scheme of work <u>We are Games Testers</u> <ul style="list-style-type: none"> 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. Area of Curriculum: Computational Thinking	Rising Stars: Switched on scheme of work <u>We are Researchers</u> <ul style="list-style-type: none"> 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 Area of Curriculum: Computer networks	Rising Stars: Switched on scheme of work <u>We are Photographers</u> <ul style="list-style-type: none"> 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. Area of Curriculum: Creativity	Rising Stars: Switched on scheme of work <u>We are Detectives</u> <ul style="list-style-type: none"> 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. Area of Curriculum: Communication / Collaboration	Rising Stars: Switched on scheme of work <u>We are Celebrating</u> <ul style="list-style-type: none"> 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. Area of Curriculum: Productivity
P.E.	Specialist Teacher Fundamental movements,	Specialist Teacher Hand eye coordination, ball	Specialist Teacher Gymnastics & dance	Specialist Teacher Basketball, handball, football,	Specialist Teacher Rounders, cricket, tennis, badminton &	Specialist Teacher Athletics, sports day

	balancing skills & dance	manipulation & dance		hockey & dance	dance	preparations & dance
Music	Specialist Teacher Solfa songs- hand signs and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Specialist Teacher Solfa songs- hand signs and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Specialist Teacher African percussion Composition linked with African story telling: The Leopard Drum Revisit rhythm reading	Specialist Teacher African percussion Composition linked with African story telling: The Leopard Drum Revisit rhythm reading	Specialist Teacher Journey to Rio Brazilian percussion unit Creating soundscapes, Composing tunes for animal characters Learning Brazilian rhythms Revisit rhythm reading	Specialist Teacher Journey to Rio Brazilian percussion unit Creating soundscapes, Composing tunes for animal characters Learning Brazilian rhythms Revisit rhythm reading
PSCHE	PATHS Unit 1: Establishing Positive Classroom Rules Unit 2: Introduction to Feelings	PATHS Unit 3: Feelings and Behaviours Unit 4: Self-Control and Anger Management	PATHS Unit 5: Anger Management and Problem Solving	PATHS Unit 6: Friendship and Feeling Lonely	PATHS Unit 7: Manners and Listening Differences	PATHS Unit 8: Feelings / Emotions / Behaviours Keeping safe
Mindfulness	Introducing Brain Breaks.	Lesson 1 – How our Brain Works Lesson 2 – Mindful Awareness Lesson 3 – Focussed Awareness Lesson 4 – Mindful Listening	Lesson 5 – Mindful Seeing Lesson 6 – Mindful Smelling Lesson 7 – Mindful Tasting	Lesson 8 - Mindful Movement I Lesson 9 - Mindful Movement II Lesson 10 – Perspective Taking	Lesson 11 – Choosing Optimism Lesson 12 – Appreciating Happy Experiences Lesson 13 – Expressing Gratitude	Lesson 14 – Performing Acts of Kindness Lesson 15 – 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 2019 – 2020

Key Objectives Year 3		
Reading	Writing	Number/Calculations
Geometry and Measures	Fractions	Data Handling
Science	History	Geography
Computing	Spanish	RE
Music	PSCHE	Art & Technology

Subject	Autumn 1 Trip: Forest School Trip:	Autumn 2 Trip:	Spring 1 Trip: The British Museum	Spring 2 Trip:	Summer 1 Trip: The Horniman Stone Age	Summer 2 Trip: The Golden Hind Pirate day
Writing	Fairy tales with a twist! Princess Smartypants <i>Retelling a traditional story, adverts, Character description</i> Commas in lists, past tense, synonyms for said, FANBOYS The Giving Tree <i>Play scripts</i> Speech, Adverbs CC science –shadow Thatre	Wise words Fables and Trickster Stories <i>Retelling a known fable, Writing an original fable using film</i> Adjectives, Precise Nouns Anansi storyteller visitor	Ancient Egyptian <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>Egyptian fairy tale, diary writing, Newspaper report</i> Relative clauses, Imperative Verbs	The Stone Age Stone Age Boy <i>Direct speech, retelling story</i> Adverbial phrases Cave Baby	Pirates Pirates- Non Fiction Wanted poster- research based, pirate passport, code of conduct <i>Adventure stories, Character descriptions, mystery story, instructions,</i> Sentence length, conjunctions Non fiction information texts-geology of the world
Reading	<u>Princess Smartypants by</u>	<u>Anansi The trickster Spider Lynne Garner</u>	<u>The Cat Mummy Jacqueline Wilson</u>	<u>Awesome Egyptians(Horrible Histories)</u>	<u>Stone Age Boy atoshi Kitamura</u>	<u>Violet and the mean and rotten pirates by Richard Hamilton</u>

	<p>Babette Cole</p> <p><u>Revolting Rhymes</u> <u>Roald Dahl</u></p> <p><u>Don't cook</u> <u>Cinderella F Simon</u></p> <p>Prince Cinders B. Cole/ Princes Grace Mary Hoffman /Fairy tale twists Katie Dale and Matt Buckingham</p> <p>Poetry by heart: The King's breakfast By A A Milne/I am a princess by Roger Steven</p> <p><u>The Giving Tree</u> <u>Shel Silverstein</u></p> <p>CC Light SC</p> <p>The arrow and the Song by Henry Wadsworth Longfellow</p> <p>Non fiction CC: History Nelson Mandela (Twinkl) CC: RE Hanukah (Twinkl) CC:RE Passover (Twinkl) CC: Science The shadow Poem by Robert Louis</p>	<p>The Lion and the Mouse Jerry Pinkney</p> <p>The Lion and the Mouse, Narrated by the Timid But Truthful Mouse (Other Side of the Fable) (For GD)</p> <p>Bedtime by Eleanor Farjeon</p> <p>Non-fiction:</p> <p>CC: (science link) Forces (Twinkl) CC: RE Diwali</p>	<p>Sweet and Low by Alfred Tennyson</p> <p>CC: History Gods (Tw) Mummifying animals daily news report (LKS)(Twinkl) Canopic jars (Twinkl) 60 seconds reads on Ancient Egypt (Twinkl)</p>	<p><u>Terry Deary and Peter Hepplewhite</u></p> <p><u>The Story of Tutankhamun by Patricia Cleveland-Peck</u></p> <p>The grace Man by Grace Nichols</p> <p>CC: History (Twinkl) Avoid being Tutankhamun! (Tw) 60 seconds reads on Ancient Egypt (Twinkl)</p> <p>CC: Sc Animals including humans Y3 (Twinkl)</p>	<p><u>Charlie and the Chocolate Factory</u> Roald Dahl</p> <p>The sound Collector by Roger McGough</p> <p>Non-fiction: CC: History Stone age 60 second reads activity pack Stone age activity pack RE: Holi differentiated pack SC: Rocks and minerals GR / Fossils Y3 (Twinkl)</p>	<p><u>Horrible Histories by Terry Deary</u></p> <p>A pirates life for me (Twinkl)</p> <p>The sea is hungry by James Reeves</p> <p>Non-fiction: Plants and Growth (Twinkl)</p>
--	---	---	---	--	--	--

	Stephenson					
History	<u>Black History Focus:</u> Nelson Mandela & The Apartheid		<p>Ancient Egypt <u>Broader History Study</u> 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. - A depth study linked to a studied period - A study over a period of time</p>		<p>Stone age to Iron Age <u>British History (taught chronologically)</u> Stone Age to Iron Age Britain, including: - hunter-gatherers and early farmers - Bronze age religion, technology & travel - Iron age hill forts -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</p> <p><u>Knowledge</u> 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</p>	-

					exist, giving some reasons for this	
Geography		Nelson Mandela & South Africa <u>Geographical skills and Fieldwork</u> Mapping where he was born Climate & land features Cities & rivers		Egypt <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)? Climates (desert) River- The Nile uses <u>Human and Physical Geography</u> Physical & human- how resources tie these together Geographical skills and fieldwork Map work, atlases & globes. Comparison of where the UK is and Egypt is. https://www.oddizzi.com/teachers/explore-the-world/physical-features/rivers/world-rivers/nile/		Neolithic sites <u>Geographical skills and fieldwork</u> Use 8 points of compass, symbols & keys -Use fieldwork to observe, measure & record Settlements Land use Farming Linked to History unit, map work, compass points,
Art & Technology		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.		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	Design a pirate ship Creative Homework project – Whole school theme (TBC) 2016-17 – Making musical instruments.
RE	The Big Question: How are symbol and sayings important in religion?					
	How do Jews celebrate?	What is special about light?	Sikh beliefs.	Signs, symbol and sayings.	Why is Holi important?	
Science	Working scientifically Rotherhithe School Salad Project Whole school project to produce a school salad before Easter for the canteen. Key Objectives: Understanding the basic survival needs of a plant To watch a plant grow from seedling to flower To work as part of a team To sample new vegetables and fruit Cross curricular links: Year 1: spinach Year 2: peas Year 3: radish Year 4:red pepper Year 5: tomatoes Year 6: lettuce					
2019-2020 science/history/English link add scientist as a historical to a unit of choice	Physics: Light Kent Scheme recognise that they need	Physics: Forces and Magnets Kent Scheme	Biology: Animals including humans. Kent Scheme identify that animals, including humans, need the right types and amount	Chemistry: Rocks Kent Scheme compare and group	Chemistry: Plants Kent Scheme identify and describe	

	<p>light in order to see things and that dark is the absence of light</p> <ul style="list-style-type: none"> ♣ notice that light is reflected from surfaces ♣ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ♣ recognise that shadows are formed when the light from a light source is blocked by an opaque object ♣ find patterns in the way that the size of shadows change. 	<p>compare how things move on different surfaces</p> <ul style="list-style-type: none"> ♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance ♣ observe how magnets attract or repel each other and attract some materials and not others ♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ♣ describe magnets as having two poles ♣ predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> ♣ Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Maths link: Data handling Writing unit link: The Egyptians and organ preservation</p>	<p>together different kinds of rocks on the basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> ♣ Describe in simple terms how fossils are formed when things that have lived are trapped within rock ♣ recognise that soils are made from rocks and organic matter. 	<p>the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> ♣ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ♣ investigate the way in which water is transported within plants ♣ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Maths link: Interpreting charts</p>	
Spanish & Art/ wider Curriculum	<p>Specialist Teacher Unit la Familia (family members) Unit Farm animals (songs, games and writing)</p>	<p>Specialist Teacher Unit Los cuatro amigos Unit La vida deportiva</p>	<p>Specialist Teacher Unit Retratos (portraits) Unit ¡Vamos a celebrarlo! (celebrations) Art outcome: Create a self portrait with oil pastels</p>	<p>Specialist Teacher Unit Class objects in Spanish (basic vocabulary) Unit Our School (school spaces) Art outcome: Still life drawings to be used in working wall</p>	<p>Specialist Teacher Unit Cultivando unas cosas (verb gustar) Unit Abordo (basic vocabulary about your day) Art outcome: Fruit-Andy Warhol style using chalk</p>	<p>Specialist Teacher Unit La Paga Numeros hasta cien Art outcome: Pointillism Number mobile-Emmanuelle Moureaux</p>
Maths	<p>Southwark medium term plan Number and place value Addition Subtraction Properties of shape Multiplication Division</p>	<p>Southwark medium term plan Fractions Time Angles Length Money Addition & Subtraction</p>	<p>Southwark medium term plan Number and Place value Addition Subtraction Properties of 3D shapes Data handling Multiplication</p>	<p>Southwark medium term plan Fractions Time Addition and Subtraction Mass and Capacity Multiplication and Division</p>	<p>Southwark medium term plan Number and place value Addition Subtraction Properties of Shape Multiplication and</p>	<p>Southwark medium term plan Time Length and perimeter Data handling Money Addition and subtraction</p>

		(mental methods) Data handling Multiplication & Division (facts)	Division		Division Fractions	Multiplication and division Problem solving (all operations)
Computing	E-Safety					
	<p>Rising Stars: Switched on scheme of work <u>We are Programmers</u></p> <ul style="list-style-type: none"> • Create an algorithm for an animated scene in the form of a storyboard. • Write a program in Scratch to create the animation. • Correct mistakes in their animation programs. <p>Area of Curriculum: Programming</p>	<p>Rising Stars: Switched on scheme of work <u>We are Bug Fixers</u></p> <ul style="list-style-type: none"> • Develop a number of strategies for finding errors in programs. • Build up resilience and strategies for problem solving. • Increase their knowledge and understanding of Scratch. • Recognise a number of common types of bug in software. <p>Area of Curriculum: Computational Thinking</p>	<p>Rising Stars: Switched on scheme of work <u>We are Engineers</u></p> <ul style="list-style-type: none"> • Understand the physical hardware connections necessary for computer networks to work. • Understand some features of internet protocols. • Understand some diagnostic tools for investigating network connections. • Develop a basic understanding of how domain names are converted to IP addresses. <p>Area of Curriculum: Computer networks</p>	<p>Rising Stars: Switched on scheme of work <u>We are Presenters</u></p> <ul style="list-style-type: none"> • Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing. • Edit video, including adding narration and editing clips by setting in/out points. • Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length. <p>Area of Curriculum: Creativity</p>	<p>Rising Stars: Switched on scheme of work <u>We are Communicators</u></p> <ul style="list-style-type: none"> • Develop a basic understanding of how email works. • Gain skills in using email. • Be aware of broader issues surrounding email, including 'netiquette' and e-safety. • Work collaboratively with a remote partner. • Experience video conferencing. <p>Area of Curriculum: Communication / Collaboration</p>	<p>Rising Stars: Switched on scheme of work <u>We are Opinion Pollsters</u></p> <ul style="list-style-type: none"> • Understand some elements of survey design. • Understand some ethical and legal aspects of online data collection. • Use the web to facilitate data collection. • Gain skills in using charts to analyse data. • Gain skills in interpreting results. <p>Area of Curriculum: Productivity</p>
P.E.	Specialist Teacher Cricket, rounders & dance	Specialist Teacher Hockey, basketball & dance	Specialist Teacher Gymnastics & dance	Specialist Teacher Tag rugby, agility based games & dance	Specialist Teacher Badminton, tennis & dance	Specialist Teacher Athletics, sports day preparations & dance
Music	Specialist Teacher Songs using so mi do ray Body percussion Xylophone band Each week children learn a different song which progressively becomes more challenging	Specialist Teacher Songs using so mi do ray Body percussion Xylophone band Each week children learn a different song which progressively becomes more challenging	Specialist Teacher Samba unit Learning about Brazilian culture, playing and composing authentic clave rhythms and Portuguese singing games	Specialist Teacher Samba unit Learning about Brazilian culture, playing and composing authentic clave rhythms and Portuguese singing games	Specialist Teacher Composition and soundscapes through the English curriculum unit: developing skill in controlling and handling instruments to create music inspired by stories and characters and relating to Classical compositions	Specialist Teacher Composition and soundscapes through the English curriculum unit: developing skill in controlling and handling instruments to create music inspired by stories and characters and relating to Classical compositions

PSCHE	PATHS Unit 1: Enhancing Self-Esteem Unit 2: Basic Emotions	PATHS Unit 4: Improving Self-Awareness and Anger Management Unit 4: Thinking Skills	PATHS Unity 5: Getting Along With Others 1	PATHS Unit 6: Feelings and Relationships 1	PATHS Unit 7: Getting along with Others 2 Unity 8: Feelings and Expectations	PATHS Unit 9: Feelings About School Unit 10: Feelings in Relationships
Mindfulness	Introducing Brain Breaks.	Lesson 1 – How our Brain Works Lesson 2 – Mindful Awareness Lesson 3 – Focussed Awareness Lesson 4 – Mindful Listening	Lesson 5 – Mindful Seeing Lesson 6 – Mindful Smelling Lesson 7 – Mindful Tasting	Lesson 8 - Mindful Movement I Lesson 9 - Mindful Movement II Lesson 10 – Perspective Taking	Lesson 11 – Choosing Optimism Lesson 12 – Appreciating Happy Experiences Lesson 13 – Expressing Gratitude Valuing difference and keeping sage	Lesson 14 – Performing Acts of Kindness Lesson 15 – 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 2019 – 2020

Key Objectives Year 4		
Reading	Writing	Number/Calculations
Geometry and Measures	Fractions	Data Handling
Science	History	Geography
Computing	Spanish	RE
Music	PSCHE	Art & Technology

Subject	Autumn 1 Trip: Maritime Museum	Autumn 2 Trip: Natural History Museum	Spring 1 Trip: London Zoo	Spring 2 Trip: Maritime Museum	Summer 1 Trip: Chislehurst Caves	Summer 2 Trip: British Museum
Writing	Explorers Arctic Explorers <i>Informal Letter, Formal Letter, Eyewitness Report, Non-Chronological Report, Persuasive writing, Diary Writing,</i> precise nouns, noun phrases	Saving The World The Iron Man <i>Poetry, Performance Poetry, Instructions, Recount, Newspaper Report, Informal Letter</i> adjectives, expanded noun phrases	Dear World Zoo <i>Diary entry, Play script, Persuasive leaflet, Apology letter, design and proposal, advertisement</i> imperative verbs, modal verbs Voices in the Park <i>Letter writing, Diary writing</i> paragraphs, pronouns Author Focus: Anthony Browne	The Romans Romulus and Remus Roman legend Myths and Legends	Underground Krindlekrax <i>Character descriptions, Diary in role, Setting description, Obituary, Suspense, Flashback</i> Adverbial phrases,	Viking Tales Beowulf <i>Narrative, Play script, Eye-witness report.</i> determiners, inverted commas, prepositions
Reading	<u>The Lion, the Witch and the Wardrobe S Lewis</u>	<u>The Iron Man Ted Hughes</u> <u>The Iron Woman Ted Hughes</u>	<u>The Wonder Garden by Jenny Broom</u>	<u>Romulus and Remus Anne Rockwell</u> <u>Romans on the</u>	<u>Please Mrs Butler Allan Ahlberg</u>	<u>Beowulf by M Morpurgo</u> <u>Windy Nights by Robert Louis Stevenson</u>

	<p>Shackleton's Journey by William Grill /The White rabbit</p> <p>Ice Trap! Meridith Hooper.</p> <p>You wouldn't want to be on Shackleton's Polar Expedition Jen Green</p> <p>Macavity-the mystery cat</p> <p>(BBC BITESIZE Poetry videos)</p> <p>Non Fiction: CC: Geog Weather 60 second extreme weather / weather and the seasons (Twinkl) CC: History Ernest Shackleton/Shackleton's Lost ship Daily news (Twinkl) CC: RE Hinduism – Diwali (Twinkl) CC: Sc States of matter</p>	<p>The Iron man (introduction)</p> <p>(BBC Poetry) by Ted Hughes</p> <p>Non-fiction: CC: Sc All living things Y4 (Tw)</p>	<p>Zoo by Anthony Browne</p> <p>The Tyger William Blake (TW)/My mother saw a Dancing Bear by Charles Causley /I'm a parrot Grace Nichols (BBC)</p> <p>Non fiction CC: Sc /geog Habitats –British wildlife and their habitats Earth day The wonder garden GR unit pack CC: Animals including humans</p>	<p>Rampage Jeremy Strong</p> <p>History hackers: Roman rescue by Tw –original story</p> <p>Clever Trevor By Benjamin Zephaniah</p> <p>Non fiction CC: History Romans The story of Romulus and Remus (Twinkl) History hackers: Roman Rescue ((Twinkl)original chapter book CC: RE Easter ((Twinkl) CC: Electricity (Twinkl)</p>	<p>Non fiction CC: sewers –Fatberg daily news (Twinkl) CC: Sc Sound Waves (Twinkl))</p>	<p>Non fiction</p> <p>60 second science reading comprehension (Twinkl)</p>
--	---	--	--	--	---	--

History	Link in Black History Month: Tenzing Norgay (black explorer)	Local history study London's Docklands		Roman Empire & impact on Britain British History (taught chronologically) Roman Empire & impact on Britain: - Julius Caesar's attempted invasion - Roman Empire & successful invasion - British resistance, e.g. Boudicca - Romanisation of Britain		Broader History Study Earliest ancient civilisations Viking invasions, Danegald Beowulf Exploration <u>Knowledge</u> 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.
Geography	Weather of the World http://www.oddizzi.com/teachers/explore-the-world/weather/ <u>Human and physical geography</u> Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc. -To be able to identify the					Study a region of the UK (not local)Scotland- Viking link Human and physical geography links to England Trade links, castles, location, weather, a typical family living in Scotland. https://www.oddizzi.com/teachers/explore-the-world/places/europe/uk/scotland/

	<p>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. Habitats (science link)</p>					
Art & Technology	<p>Class boat sketches Mystery Bag Project – Whole School Shoe Box ‘Explorers’</p>	<p>Footwear for Shackleton’s explorers: Different materials to use (plan, make and investigate) 3D models of mountains Snow globes (Antarctic) Creative Homework project – Create somewhere children would like to explore</p>	<p>Zoos: Designing and making a perfect Zoo enclosure –based on researched habitat and animal needs.</p>	<p>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 work.</p>	<p>Observational drawing Based on living things topic. Develop understanding of light and tone. Use sketchbooks to collect, record and evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Creative Homework project – Whole school theme (TBC) 2016-17 – Making musical instruments</p>	<p>. Anglo Saxon - Stained glass windows Viking ship models Viking shields</p>
RE	The big question: What is special to me and the people in my community?					
	Hinduism	Religions in our neighbourhood	What makes me	Why is Easter important?	Why do some people get married?	Why is The Bible important to Christians?
Science	<p style="text-align: center;">Working scientifically Rotherhithe School Salad Project</p> <p>Whole school project to produce a school salad before Easter for the canteen. Key Objectives: Understanding the basic survival needs of a plant To watch a plant grow from seedling to flower To work as part of a team To sample new vegetables and fruit Cross curricular links: Year 1: spinach Year 2: peas Year 3: radish Year 4:red pepper Year 5: tomatoes Year 6: lettuce</p>					

	<p>Chemistry: States of Matter Kent Scheme</p> <ul style="list-style-type: none"> ♣ compare and group materials together, according to whether they are solids, liquids or gases ♣ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ♣ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Biology: All living things Kent Scheme</p> <p>Recognise that living things can be grouped in a variety of ways</p> <ul style="list-style-type: none"> ♣ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ♣ Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>Biology: Animals including humans Kent Scheme</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <ul style="list-style-type: none"> ♣ identify the different types of teeth in humans and their simple functions ♣ Construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Link to Spanish</p>	<p>Physics: Electricity Kent Scheme</p> <p>Identify common appliances that run on electricity</p> <ul style="list-style-type: none"> ♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ♣ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ♣ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -Recognise some common conductors and insulators, and associate metals with being good conductors 	<p>Physics: Sound Kent Scheme</p> <ul style="list-style-type: none"> ♣ identify how sounds are made, associating some of them with something vibrating ♣ recognise that vibrations from sounds travel through a medium to the ear ♣ find patterns between the pitch of a sound and features of the object that produced it ♣ find patterns between the volume of a sound and the strength of the vibrations that produced it ♣ Recognise that sounds get fainter as the distance from the sound source increases. <p>Maths link: line graphs</p>	<p>Revision of units</p>
Spanish & Art/ wider Curriculum	<p>Specialist Teacher</p> <p>Unit "What's the weather like?"</p> <p>Unit La vida deportiva (sporting life)</p>	<p>Specialist Teacher</p> <p>Unit la paga.</p> <p>Unit: Los deportes</p>	<p>Specialist Teacher</p> <p>Unit Health and wellness</p> <p>Art outcome: Create a collage/poster</p>	<p>Specialist Teacher</p> <p>Unit Los animals salvajes (wild animals).</p> <p>Art outcome: Cave art</p>	<p>Specialist Teacher</p> <p>Unit La familia:</p> <p>Art outcome: Collage</p>	<p>Specialist Teacher</p> <p>Unit Las cuatro estaciones</p> <p>Art Outcome: Collaborative watercolour painting.</p>
Maths	<p>Southwark medium term plan</p> <p>Number and place value Decimals (and place value)</p>	<p>Southwark medium term plan</p> <p>Fractions Time</p>	<p>Southwark medium term plan</p> <p>Number and place value Negative Numbers and</p>	<p>Southwark medium term plan</p> <p>Fractions including decimals</p>	<p>Southwark medium term plan</p> <p>Number and place value Decimals (and place value) Addition and Subtraction</p>	<p>Southwark medium term plan</p> <p>Fractions Time and Money Perimeter and Area</p>

	Addition and Subtraction Properties of Shape (2D) and Angles Multiplication Division	Money Length and Perimeter Addition and Subtraction (Mental Methods) Data handling Multiplication and Division (Mental Methods)	Roman Numerals Addition and Subtraction Properties of Shape (2D) And Position and Direction Multiplication Division	Time Perimeter and Area Addition and Subtraction (Mental Methods) Mass and Capacity	Multiplication and division (Mental Methods) Multiplication Division	Properties of Shapes Position and Direction Data Handling Length, Mass and Capacity
Computing	E-Safety					
	<u>Making an Animation</u> <ul style="list-style-type: none"> • Create an algorithm for an animated scene • Understand the basics of coding in Scratch to create the animation. • Correct mistakes in their animation programs. Area of Curriculum: Programming	<u>Creating a Joke Animation</u> <ul style="list-style-type: none"> • 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. Area of Curriculum: Computational Thinking / Programming	<u>Understanding the Internet</u> <ul style="list-style-type: none"> • 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 check a websites authenticity. • To understand that websites are created using HTML. • To edit HTML using X-ray googles. Area of Curriculum: Computer networks	Rising Stars: Switched on scheme of work <u>We are Musicians</u> <ul style="list-style-type: none"> • Use one or more programs to edit music. • Create and develop a musical composition, refining their ideas through reflection and discussion. • Develop collaboration skills. • Develop an awareness of how their composition can enhance work in other media. Area of Curriculum: Creativity	Rising Stars: Switched on scheme of work <u>We are Co-Authors</u> <ul style="list-style-type: none"> • Understand the conventions for collaborative online work, particularly in wikis. • Be aware of their responsibilities when editing other people's work. • Become familiar with 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. Area of Curriculum: Communication / Collaboration	Rising Stars: Switched on scheme of work <u>We are Meteorologists</u> <ul style="list-style-type: none"> • 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 create charts • Analyse data, explore inconsistencies in data and make predictions • Practise using presentation software and, optionally, video. Area of Curriculum: Productivity
P.E.	Specialist Teacher Cricket, rounders & dance	Specialist Teacher Hockey, basketball & dance	Specialist Teacher Gymnastics & dance	Specialist Teacher Tag rugby, agility based games & dance	Specialist Teacher Badminton, tennis & dance	Specialist Teacher Athletics, sports day preparations & dance
Music	Specialist Teacher Classical Music Road show singing project about the fire of London Performance in Kings Cross Monday 15 th October Recorder Lessons	Specialist Teacher Classical Music Road show singing project about the fire of London Performance in Kings Cross Monday 15 th October Recorder Lessons	Specialist Teacher Recorder lessons Classical music unit : learning ground base and composing own variations on Pachelbel Canon Each week children learn a different song, progressively getting	Specialist Teacher Recorder lessons Classical music unit : learning ground base and composing own variations on Pachelbel Canon Each week children learn a different song, progressively getting	Specialist Teacher Songs using do ray mi far so la Body percussion – Junk percussion workshop “Beat Goes ON “ African percussion	Specialist Teacher Songs using do ray mi far so la Body percussion – Junk percussion workshop “Beat Goes ON “ African percussion

			more challenging	more challenging		
PSCHE	PATHS Unit 1: Getting Started	PATHS Unit 2: Feelings and Relationship (lesson 6-12)	PATHS Unit 2: Feelings and Relationship (L13 - 20)	PATHS Unit 3: Making Good Decisions	PATHS Unit 4: Being Responsible and Caring for Others Unit 5: Problem Solving (L29-33) Growing Up	PATHS Unit 5: Problem Solving (L34-42) Alcohol
Mindfulness	Introducing Brain Breaks.	Lesson 1 – How our Brain Works Lesson 2 – Mindful Awareness Lesson 3 – Focussed Awareness Lesson 4 – Mindful Listening	Lesson 5 – Mindful Seeing Lesson 6 – Mindful Smelling Lesson 7 – Mindful Tasting	Lesson 8 - Mindful Movement I Lesson 9 - Mindful Movement II Lesson 10 – Perspective Taking	Lesson 11 – Choosing Optimism Lesson 12 – Appreciating Happy Experiences Lesson 13 – Expressing Gratitude	Lesson 14 – Performing Acts of Kindness Lesson 15 – 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 2019 – 2020

Key Objectives Year 5		
Reading	Writing	Number/Calculations
Geometry and Measures	Fractions	Data Handling
Science	History	Geography
Computing	Spanish	RE
Music	PSCHE	Art & Technology

Subject	Autumn 1 Trip: The Cutty Sark	Autumn 2 Trip: Kew Gardens (science unit)	Spring 1 Trip: Docklands Museum	Spring 2 Trip: Ragged School	Summer 1 Trip: Maritime Museum	Summer 2 Trip: British Museum/Ancient Greece
English	Dangerous Endeavours The Highwayman <i>Interior Monologue, Poetry</i> precise nouns, archaic language Treasure Island Character description, extended ending	Lights Camera Action! 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	Rich and Poor Little Match Girl / The Big Issue Seller <i>Narrative recount, Traditional stories, Setting descriptions, modern adaptations</i> Relative clauses	Injustice Street Child <i>Stories with historical settings, Diary Entries, Balanced Argument</i> Thomas Barnardo <i>Information text, Biographical recount</i> Fronted adverbials Homeless charity speaker visit	Titanic <i>Informal Letter, Eyewitness/Newspaper Report Non-Chronological Report</i> Debate modal verbs My Titanic Story by Ellen Emerson White	Greek Myths and Legends <i>Retelling of traditional tales, Character description, setting description</i> commas to clarify The Orred pepper book of Greek Myths
Reading	<u>The Highwayman by Alfred</u>	<u>Christmas Carol Charles Dickens Classic and Usborne young</u>	<u>Mr Stink David Walliams</u> Little match Girl by H C	<u>Street Child Berlie Doherty</u> <u>Far from Home Berlie</u>	<u>Usborne young readers Titanic</u> <u>Titanic (Survivor)</u>	<u>Percy Jackson Book 1 Rick Riordan</u> Beast quest series

	<p><u>Noyles</u></p> <p>The listener by Walter de la Mare BBC Bitesize</p> <p>Treasure Island abridge version in folder</p> <p>Non-fiction CC: History Mary Seacole (Tw)</p> <p>CC: Sc All living things (Tw)</p>	<p>readers version</p> <p>In the bleak mid-winter by Christina Rossetti</p> <p>Christmas carol 60 second reads (Tw)</p> <p>Non-fiction</p> <p>CC: workhouses (Tw) CC: History Queen Victoria (Tw) CC: Sc solid/liquid/gases – The ware cycle (Tw) CC: RE The history of Christmas traditions (Tw) In the bleak mid-winter (Tw)</p>	<p>Anderson and by Jerry Pinkey</p> <p>What has happened to Lulu? by Charles Causley</p> <p>Homelessness Daily news report (Tw)</p> <p>Non-fiction</p> <p>CC: Sc Forces –Isaac Newton (Tw) Forces Gravity Y5 pack (Tw)</p>	<p><u>Doherty</u></p> <p>Bits of early days by James Berry</p> <p>Non-fiction</p> <p>CC: History Victorian school life (Tw)</p> <p>CC: History Victorian inventions – link to empire</p> <p>CC: Y5 Planet Earth (Tw) Y5 The Moon (Tw) New Horizons Probe (Tw)</p>	<p><u>Stephen Davis</u></p> <p><u>Titanic My story Ellen Emerson White</u></p> <p>The Walrus and the Carpenter by Lewis Carroll</p> <p>Non-fiction</p> <p>CC: Hist KS2 Titanic reading pack (Tw)</p> <p>Y5 Newspaper recounts examples (Tw)</p>	<p>Adam Blade</p> <p>Leisure by W.D Davies</p> <p>Non-fiction</p> <p>CC: Myths and legends pack (Tw)</p> <p>CC: Sc Animals including humans (Tw)</p> <p>CC: RE: Prophet Muhammed and the revelation of the Quran (Tw)</p>
History	<p>The Wider World/ Lives of Significant Historical Figures Mary Seacole Black History focus</p>	<p>Victorian Britain (part 1) workhouses-London British History (taught chronologically)</p> <p>Develop a chronologically secure understanding of British, local and world history, Establish clear narratives within and across the periods, they study. Note connections, contrasts and trends over time develop the appropriate use of historical terms.</p>		<p>Victorian Britain (Part 2) British History (taught chronologically)</p> <p>Develop a chronologically secure understanding of British, local and world history, Establish 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</p>		<p>World History Study Ancient Greece Broader History Study</p> <p>- 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</p>

		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		versions of past events may exist, giving some reasons for this.		Gods, The Battle of Marathon
Geography	Maps <u>Geographical skills and fieldwork</u> -Use 8 points of compass, symbols & keys -Use fieldwork to observe, measure & record		The United Kingdom <u>Locational Knowledge</u> Odizzi The UK Name & locate counties, cities, regions & features of UK Physical features of the UK Study the different counties in the UK Cities of the UK and their importance	(Linked to Victorians) <u>Locational Knowledge</u> The changing map of London. Booth's poverty map. The Crimea, The British Empire Looking at the countries in the world taken over by the British empire. Plotting countries of the world invaded by the British on a map and using atlases		Greece & The Americas <u>Human and physical geography</u> 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
Art & Technology	Highway man Dioramas Self-portraits Zoological drawings linked to science Mystery Bag Project	Water colour Sketching Still life Christmas crafts Creative Homework project – Research and respond to the artist Caspar David Friedri	Simple Machines -Make a pulley & a lever catapult out of coat hangers and other materials -Make a machine which includes lever, springs, pulleys and gears. Design the device, select the materials and build the device and test it until it works. -Cam toys.	Planet Sculptures Use balloons, paper-mache and paints to create half-models of the earth, sun, moon and other planets Create space shuttle models Creative Homework project – Research Victorian buildings in London and create your own.	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 instruments.
RE	The big question: How do beliefs influence action? P4C- Animal lawsuit					
	Jesus example	Christmas	Thankfulness	Inner forces	God is everywhere	Why is Mohammad and The Quran important?
Science	Working scientifically Rotherhithe School Salad Project					
2019-2020 science/history/English link add scientist as a historical to a unit of choice	Whole school project to produce a school salad before Easter for the canteen. Key Objectives: Understanding the basic survival needs of a plant To watch a plant grow from seedling to flower To work as part of a team To sample new vegetables and fruit Cross curricular links:					

	Year 1: spinach Year 2: peas Year 3: radish Year 4:red pepper Year 5: tomatoes Year 6: lettuce					
	<p>Biology: All living things Kent Scheme</p> <ul style="list-style-type: none"> ♣ Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird ♣ Describe the life process of reproduction in some plants and animals. 	<p>Chemistry: Materials Properties of materials/separating materials Kent Scheme</p> <ul style="list-style-type: none"> ♣ Classify materials according to a variety of properties Understand mixtures & solutions Know about reversible changes; identify irreversible ♣ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ♣ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 	<p>Physics: Forces Effect of forces on Movement Kent Scheme</p> <ul style="list-style-type: none"> ♣ Introduce gravity, resistance & mechanical forces ♣ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ♣ Identify the effects of air resistance, water resistance and friction, that act between moving surfaces ♣ Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. 	<p>Physics: Earth & Space Earth and Space Kent Scheme</p> <ul style="list-style-type: none"> ♣ The Solar System, Seasons, Ptolemy, Alhazan, Copernicus Understand location and interaction of Sun, Earth & Moon everyday materials, including metals, wood and plastic ♣ Demonstrate that dissolving, mixing and changes of state are reversible changes ♣ 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. <p>Maths link: Interpreting charts – space and statistics</p>	<p>Chemistry: Properties of Materials – uses of materials, reversible changes Kent Scheme</p> <ul style="list-style-type: none"> ♣ 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 ♣ Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ♣ Give reasons, based on evidence from comparative and fair tests, for the particular uses of 	<p>Biology: Animals including humans Kent Scheme</p> <ul style="list-style-type: none"> ♣ Human Body, Functions of the organs, William Harvey ♣ Describe changes as humans develop & mature Describe the changes as humans develop from birth to old age
Spanish & Art/ <i>wider curriculum</i>	<p>Specialist Teacher Unit ¡Que aproveche! (enjoy your meal!) Unit Yo soy músico (“I am the Music Man”)</p>	<p>Specialist Teacher Unit ¡Que aproveche! (enjoy your meal!) Unit Yo soy músico (“I am the Music Man”)</p>	<p>Specialist Teacher Unit: Food and lunch boxes.</p> <p>Art outcome: Create a lunch box</p>	<p>Specialist Teacher Unit Transportes. (transport)</p> <p>Art outcome: One point perspective art</p>	<p>Specialist Teacher Unit Los planetas (our solar system)</p> <p>Art outcome: Water colour</p>	<p>Specialist Teacher Unit ¿Qué noticias hay?</p> <p>Art Outcome: Mosaic with the alphabet.</p>
Maths	<p>Southwark medium term plan Number and place value Decimals and place value Addition and Subtraction Properties of 2D Shapes (Angles)</p>	<p>Southwark medium term plan Percentages (Time) Statistics (reading time tables) Mass and Capacity Multiplication and division (Mental Methods)</p>	<p>Southwark medium term plan Number and place value Negative Numerals Numbers and Roman Numerals Addition and Subtraction Properties of Shape (2D) (including angles) Multiplication Division</p>	<p>Southwark medium term plan Fractions Fractions, Decimals and Percentages Length, Perimeter, Area, Volume Statistics Addition and Subtraction (Mental Methods and problem solving)</p>	<p>Southwark medium term plan Number and place value Decimals place value and Addition Subtraction Length, perimeter, area and volume Properties of</p>	<p>Southwark medium term plan Fractions, decimals and percentages Units of Measurement Position and Direction and Statistics Multiplication and division (mental methods)</p>

	Multiplication Division Fractions (including decimals)	Position and direction			Shape (2D & 3D) Multiplication Division	Addition and subtraction (mental methods) Problem solving (all operations)
Computing	E-Safety					
	<u>Making an Animation</u> <ul style="list-style-type: none"> Create an algorithm for an animated scene Understand the basics of coding in Scratch to create the animation. Correct mistakes in their animation programs. Area of Curriculum: Programming	<u>Making a Chatbox</u> <u>Making a quiz</u> <ul style="list-style-type: none"> Understand the function of a chatbox including how to stay safe when using them Understand that output is dependent on input Write algorithms that change the output according to the input Introduce variables into algorithms Area of Curriculum: Computational Thinking / Programming	Rising Stars: Switched on scheme of work <u>We are Artists</u> <ul style="list-style-type: none"> Develop an appreciation of the links between geometry and art. Become familiar with the tools and techniques of a vector graphics package. 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. Develop some awareness of computer-generated art, in particular fractal-based landscapes. Area of Curriculum: Creativity	Rising Stars: Switched on scheme of work <u>We are Web Developers</u> <ul style="list-style-type: none"> Develop their research skills to decide what information is appropriate. Understand some elements of how search engines select and rank results. Question the plausibility and quality of information. Develop and refine their ideas and text collaboratively. Develop their understanding of e-safety and responsible use of technology. Area of Curriculum: Computer networks	Rising Stars: Switched on scheme of work <u>We are Bloggers</u> <ul style="list-style-type: none"> Become familiar with blogs as a medium and a genre of writing. Create a sequence of blog posts on a theme. Incorporate additional media. Comment on the posts of others. Develop a critical, reflective view of a range of media, including text. Area of Curriculum: Communication / Collaboration	Rising Stars: Switched on scheme of work <u>We are Architects</u> <ul style="list-style-type: none"> Understand the work of architects, designers and engineers working in 3D. Develop familiarity with a simple CAD (computer aided design) tool. Develop spatial awareness by exploring and experimenting with a 3D virtual environment. Develop greater aesthetic awareness. Area of Curriculum: Productivity
P.E.	Specialist Teacher Swimming, cricket and rounders	Specialist Teacher Swimming, football and basketball	Specialist Teacher Swimming & gymnastics	Specialist Teacher Swimming, tag rugby and agility games	Specialist Teacher Swimming, badminton and tennis	Specialist Teacher Swimming, athletics and sports day preparations
Music	Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	Specialist Teacher Southwark "Splash" singing project	Specialist Teacher Southwark "Splash" singing project
PSCHE	PATHS Unit 1: Getting Started	PATHS Unit 2: Problem Solving	PATHS Unit 3: Goals and Identity Unit 4: Making and Keeping Friends (L21-23)	PATHS Unit 4: Making and Keeping Friends (L24-29)	PATHS Unit 5: Being Responsible and Caring for Others (L30-35) Puberty	PATHS Unit 5: Being Responsible and Caring for Others (L36-41) Legal and illegal drugs
Mindfulness	Introducing Brain	Lesson 1 – How our Brain	Lesson 5 – Mindful Seeing	Lesson 8 - Mindful Movement I	Lesson 11 – Choosing	Lesson 14 – Performing Acts

	Breaks.	Works Lesson 2 – Mindful Awareness Lesson 3 – Focussed Awareness Lesson 4 – Mindful Listening	Lesson 6 – Mindful Smelling Lesson 7 – Mindful Tasting	Lesson 9 - Mindful Movement II Lesson 10 – Perspective Taking	Optimism Lesson 12 – Appreciating Happy Experiences Lesson 13 – Expressing Gratitude	of Kindness Lesson 15 – 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 2019– 2020

Key Objectives Year 6		
Reading	Writing	Number/Calculations
Geometry and Measures	Fractions	Data Handling
Science	History	Geography
Computing	Spanish	RE
Music	PSCHE	Art & Technology

Subject	Autumn 1 Trip: National Portrait Museum	Autumn 2 Trip: Philip Pullman's Grimm Tales Unicorn Theatre	Spring 1 Trip: A Soldier's Story Tower of London	Spring 2 Trip: The Imperial War Museum	Summer 1 Trip: British Museum Mayan culture	Summer 2 Trip: The Globe
English	Personal Journeys All About Me! Autobiography <i>Autobiographical recount</i> Harriet Tubman <i>Biographical Recount</i> Synonym, antonym, active and passive tense, subject and object	Happily Ever After? Sleeping Beauty <i>Extended Narrative</i> The Brothers Grimm Fairy Tales The Wedding Ghost <i>Blurb, Character Description, Setting Description, Flashback, Recount</i> cohesive devices, ellipsis, adverbials, dialogue	World War 2 <i>Chronological report, Diary Entries, Newspaper reports, informal letters, formal letters, persuasive writing</i> hyphen, colon, semi-colon Once by Gleitzman	World War 2 Rose Blanche <i>Narrative</i> Hyphens, cohesive devices, ellipsis, adverbials, dialogue I am David by Anne Holm	Hopes and Dreams The Dream Giver <i>Narrative</i> Hyphens, cohesive devices, ellipsis, adverbials, dialogue Persuasive letter writing for the prom, production or fair	Fair is foul and foul is fair Macbeth transition unit <i>Narrative recount, discursive writing, persuasive writing</i> subjunctive Sonnets by Shakespeare
Reading	<u>The other side of truth B Naidoo</u> <u>Coming to England</u>	<u>Harry Potter?</u> <u>Northern Lights</u> <u>Philip Pullman?</u>	<u>Candle in the Dark</u> <u>Adele Geras</u> <u>Wartime boy</u>	<u>Once Maurice Gleitzman</u> <u>Or I am David Anne</u>	<u>Mozart Question</u> <u>Micheal Morpurgo</u> <u>When Hitler stole</u>	Macbeth PPT (Tw) Shakespeare

	<p><u>Floella Benjamin</u></p> <p>Minty: A story of Young Harriet Tubman Alan Schroeder</p> <p>Harriet Tubman: A Woman of Courage Skelton, Renee</p> <p>Stand together by Harriet Tubman</p> <p>I know why the caged bird sings/Still I rise Maya Angelou</p> <p>Non Fiction CC: Harriet Tubman (Tw)</p> <p>Animals including humans (Tw)</p>	<p>Jabberwocky by Lewis Carroll</p> <p><u>The Wedding</u></p> <p><u>Ghost Leon Garfield</u></p> <p><u>Phillip Pullman's Grimm Tales</u></p> <p><i>The Sleeper and the Spindle Neil Gaiman</i></p> <p>Sonnet 18 by Shakespeare</p> <p>Red Red Rose by Robert Burns</p> <p>CC: jabberwocky (Tw)</p> <p>CC: sc evolution</p> <p>Charles Darwin/Kangeroo Evolution/Lucy (Tw)</p>	<p>The soldier by Rupert Brook</p> <p>CC: History WWII Pack (Tw)</p> <p>WWII 60 second reads Winston Churchill/D-Day VE Day (Tw)</p> <p>Evacuation 3 mark questions (Tw)</p>	<p><u>Holm</u></p> <p>Dulce Est Decorum Est</p> <p>CC: History WWII The Holocaust (Tw)</p> <p>Non Fiction CC: Y6 Light and its spectrum (Tw)</p>	<p><u>Pink Rabbit J Kerr</u></p> <p><u>Rose Blanche by Roberto Innocenti</u></p>	<p>Macbeth: Witches poem And Act 2 Scene 1 Is this the dagger I see before me?</p> <p>CC: History William Shakespeare (Tw)</p> <p>The Mayans civilisation (Tw)</p> <p>Chocolicious (Tw)</p> <p>Fairtrade (Tw)</p>
History	<u>Knowledge</u> In depth study of a		<u>British History (taught chronologically)</u> WW2			<u>Broader History Study</u> Non European societies:

	significant word historical figure – Harriet Tubman The life and times of Harriet Tubman. Investigate the slave trade and slavery in the USA and life in Antebellum America		An extended period study Locality study – life in Bermondsey during the Blitz. Key events of WW2. Key figures in WW2 Life as an evacuee			The Mayans What was it like to be a Maya? Gods, traditional stories, rituals, food and housing Life of a significant figure form British History: William Shakespeare
Geography		USA <u>Place knowledge</u> Study a region of Europe, and of the Americas– landscapes, key geographical features Black History link: Harriet Tubman	<u>Geographical skills and fieldwork</u> Name & locate counties, cities, regions & features of UK Life before and after the war. The effect of war on the landscape -Use 4- and 6-figure grid references on OS maps -Use fieldwork to record & explain how areas were affected by the war. Map of before and after Look at places on a world map Hitler invaded Plot the countries involved in WW2 and use an atlas to locate them- use a key			South America <u>Human and physical geography</u> The Mayans -Understand biomes, vegetation belts, land use, economic activity, distribution of resources. -Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zone Use maps, atlases, globes -How geographical features affect civilisations and the way people live. Fair trade: Cocoa
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.
RE	The big question: How important are the similarities and differences between and within religions?					
	Ari in Christianity	How do religions create celebrations?	Easter	Religious leaders	Similarities and differences	What do people believe about life after death?
Science	<p style="text-align: center;">Working scientifically Rotherhithe School Salad Project Whole school project to produce a school salad before Easter for the canteen. Key Objectives: Understanding the basic survival needs of a plant To watch a plant grow from seedling to flower To work as part of a team</p>					
	2019-2020 science/history/English link add scientist as a historical					

to a unit of choice	<p style="text-align: center;">To sample new vegetables and fruit</p> <p style="text-align: center;">Cross curricular links:</p> <p style="text-align: center;">Year 1: spinach Year 2: peas Year 3: radish Year 4:red pepper Year 5: tomatoes Year 6: lettuce</p>					
	<p>Biology: Animals including humans Kent Scheme identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ♣ describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Biology: Evolution and inheritance Kent Scheme Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Physics: Electricity Kent Scheme Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ♣ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ♣ Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Physics: Light Kent Scheme Recognise that light appears to travel in straight lines ♣ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ♣ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ♣ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Biology: All living things Kent Scheme ♣ 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. Maths link: Interpreting charts & line graphs</p>	
Spanish & Art/ wider curriculum	<p>Specialist Teacher Unit A bordo (basic concepts) Unit ¿Qué noticias hay? (articles and songs about the world)</p>	<p>Specialist Teacher Unit Pasado y presente (preparing for secondary school, past tenses) Unit Nuestro mundo (our world)</p>	<p>Specialist Teacher Unit: Nuestro colegio Art outcome: Diorama of the school</p>	<p>Specialist Teacher Unit: En la cafetería Art outcome: Mexican cacti art</p>	<p>Specialist Teacher Unit La ropa: Art outcome: Matisse</p>	<p>Specialist Teacher Unit: El parque de atracciones (Themepark) Art outcome: City skyline and reflection printmaking.</p>
Maths	<p>Number and place value Decimals/ place value & Addition/ Subtraction Multiplication Division Algebra Calculation (mental methods) & Statistics (mean average)</p>	<p>Fraction Ratio and proportion (including percentages) Properties of shapes Data handling Perimeter, area and volume) Measurement & Statistics Geometry- Properties of shape and position and direction</p>	<p>Number and place value Negative Numbers & Roman Numerals Multiplication Division Algebra Geometry (angles) Fractions including</p>	<p>Ratio and proportion (including percentages) Properties of Shapes Data handling mean and average Problem Solving all operations Perimeter, area and volume</p>	<p>Revision units</p>	<p>Transition & investigation</p>

			decimals and percentages			
Computing	E-Safety					
	<u>Making an Animation</u> <ul style="list-style-type: none"> • Create an algorithm for an animated scene • Understand the basics of coding in Scratch to create the animation. • Correct mistakes in their animation programs. Area of Curriculum: Programming	<u>Making a Chatbox</u> <u>Making a quiz</u> <ul style="list-style-type: none"> • Understand the function of a chatbox including how to stay safe when using them • Understand that output is dependent on input • Write algorithms that change the output according to the input • Introduce variables into algorithms Area of Curriculum: Computational Thinking / Programming	<u>We are Artists</u> <ul style="list-style-type: none"> • Develop an appreciation of the links between geometry and art. • Become familiar with the tools and techniques of a vector graphics package. • 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. • Develop some awareness of computer-generated art, in particular fractal-based landscapes. Area of Curriculum: Creativity	Rising Stars: Switched on scheme of work <u>We are Web Developers</u> <ul style="list-style-type: none"> • Develop their research skills to decide what information is appropriate. • Understand some elements of how search engines select and rank results. • Question the plausibility and quality of information. • Develop and refine their ideas and text collaboratively. • Develop their understanding of e-safety and responsible use of technology. Area of Curriculum: Computer networks	Rising Stars: Switched on scheme of work <u>We are Bloggers</u> <ul style="list-style-type: none"> • Become familiar with blogs as a medium and a genre of writing. • Create a sequence of blog posts on a theme. • Incorporate additional media. • Comment on the posts of others. • Develop a critical, reflective view of a range of media, including text. Area of Curriculum: Communication / Collaboration	Rising Stars: Switched on scheme of work <u>We are Architects</u> <ul style="list-style-type: none"> • Understand the work of architects, designers and engineers working in 3D. • Develop familiarity with a simple CAD (computer aided design) tool. • Develop spatial awareness by exploring and experimenting with a 3D virtual environment. • Develop greater aesthetic awareness. Area of Curriculum: Productivity
P.E.	Specialist Teacher Dance, Cricket and Rounders	Specialist Teacher Dance, football and basketball	Specialist Teacher Dance and Gymnastics	Specialist Teacher Dance ,tag rugby and agility based Games	Specialist Teacher Dance, badminton and tennis	Specialist Teacher Dance, athletics and sports day preparations
Music	Specialist Teacher African percussion	Specialist Teacher African percussion	Specialist Teacher Recorders Notation reading, composition: classical music appreciation	Specialist Teacher Recorders Notation reading, composition: classical music appreciation	Specialist Teacher Recorders Musical theatre	Specialist Teacher Recorders Musical theatre
PSCHE	PATHS Unit 1: Refresher	PATHS Unit 2: Study and Organisational Skills	PATHS Unit 3: Conflict Resolution	PATHS Unit 4: Number the Stars	PATHS Unit 4B: Respect	PATHS Unit 6: Endings and Transitions
Mindfulness	Introducing Brain Breaks.	Lesson 1 – How our Brain Works Lesson 2 – Mindful Awareness Lesson 3 – Focussed Awareness Lesson 4 – Mindful Listening	Lesson 5 – Mindful Seeing Lesson 6 – Mindful Smelling Lesson 7 – Mindful Tasting	Lesson 8 - Mindful Movement I Lesson 9 - Mindful Movement II Lesson 10 – Perspective Taking	Lesson 11 – Choosing Optimism Lesson 12 – Appreciating Happy Experiences Lesson 13 – Expressing Gratitude Puberty, relationships and reproduction	Lesson 14 – Performing Acts of Kindness Lesson 15 – Taking Mindful Action in the World Preventing early use
P4C	Focus: Democracy	Focus: : Law	Focus: Liberty	Focus: Tolerance	Focus: Faith	Focus: Health

