Rotherhithe Primary School Curriculum 2020/21

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.

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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 of 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 them selves 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 1enjoy our Forest School provision.

Leaders of the Curriculum

English: Nina Hall

Maths: Annalise Storey (Maternity cover: John Deighan)

Computing and I.T.: Anthony Williams

Science & PE: Colleen Maasdorp

History & R.E: Amber Weldon

Geography: KatieWorsley (Maternity cover: Sue Davies)

PSHCE & SMSC: Suzy Malakhi

Music: Emily Bayjoo - Kassam

Art & Design: Alex Montgomery

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. Educational visits are currently under review due to Covid 19 restrictions.

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/

Oak Academy-https://www.thenational.academy/

Early Years Foundation Stage Curriculum

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

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

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

There are 17 early learning goals that children are expected to achieve at the end of the foundation stage. The full curriculum can be found on the DFS website (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf).

In addition to this there is a computing curriculum for the early years as seen below:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Ourselves</u> • Using technology to communicate verbally • Manipulating objects on screen •Recording and playing back sounds	<u>Festivals</u> • Controlling (kitchen) equipment • Taking and displaying digital photographs •Taking digital photographs and combining them with text and sounds •Controlling digital sound files and videos	<u>Traditional Tales</u> • Choosing and opening applications and engaging with digital texts •Using video cameras to record video clips •Recording a sound track	<u>Animals</u> •Using digital timers and thermometers •Using light projectors, switching on technology •Opening and closing files •Choosing and using tools in an art application	<u>Spring and Growth</u> •Taking photographs using a digital microscope • Taking and displaying digital photographs, recording sound • Communicating with digital text •Internet research, opening applications	<u>Summer and Transport</u> •Controlling a remote controlled toy • Investigating everyday technologies • Controlling and using sound • Programming a programmable toy

Children develop, learn and play in different ways and at different rates. At Rotherhithe, we see all the areas of learning and development as equally important and interconnected.

Aims:

- At Rotherhithe, we recognise the importance of building a foundation of Personal, Social and Emotional Development (in particular wellbeing and dispositions) alongside Communication and Language plus Physical Development in determining children's future outcomes in learning.
- Through our enabling environments indoors and out and supportive positive relationships, each child can develop, learn and play individually.

- We are committed to the principle of learning through well-planned and purposeful play embedded in continuous provision that supports every child's capacity to learn, form relationships and thrive.
- At Rotherhithe, we believe that children should have real and interactive opportunities to experience adventure, risk and challenge both indoors, and out.

Children are taught through a mixture of child led and adult led activities. We encourage independence, perseverance, self-confidence, creativity and critical thinking.

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

There is a minimum settling in time of two weeks, but every child is unique and may have different needs and previous experience. Your child may have been in nursery provision before or may be leaving home for the first time. This can be discussed with the teacher and your key person to manage the settling in period to best suit your child.
Children are supported to settle in to their early years classes through several measures. Each child will be assigned a key person who will form a special relationship with you and your child in order to help them settle, make new friends and to collect evidence of your child's abilities and achievements to inform their learning journey record and baseline assessment. Your key person will spend time with your child during the first few weeks of school helping them to adjust to the routines, to make friends and to take part in the activities. It is important to spend a little time at the beginning and end of each day to check in with your child's key person, to exchange information that may help your child to settle easily.

Assessment: We record children's achievements through an electronic system called Tapestry. Observations, photographs, and videos of your child playing and learning are recorded on school IPads. All parents are given a secure login to this so that you can view your child's record at any time. This will be individual to you and is completely safe. Through this login, you can also upload photos or make comments about activities and outings you have had at home and at the weekends and any learning you have noticed. Informing us of your child's learning experiences at home helps us to assess your child's achievement more accurately and supports a partnership between home and school. Every child also has a special learning story book which contains photos and work that they choose from their electronic record. This is kept in their classroom so they can access it at all times.

Curriculum

Your child will have access to a wide range of resources and activities and we have invested heavily in our early years learning environments both inside and out. These are set up every morning before the children come in so that children can experience and explore activities and provision in all seven areas of learning.
Activities are planned around the observed interests of the children and are sometimes adult led and sometimes child initiated. Adults are always available to support children learning whilst playing.
There are core activities that happen every week, such as cooking, playing maths games, talking tables, mixing paints, making playdoh and reviewing our learning stories. Story times and carpet times are included in every session throughout the early years provision. Carpet times include phonics, literacy and maths teaching.
In addition to this, the curriculum is enriched with regular outings and visits to the local community and beyond and all children received **dance, sports skills and music lessons** with specialist teachers.

Some children are identified by their teachers to receive additional yoga and forest school sessions.

Mindfulness

Rotherhithe is a mindful school, this begins in the early years. Teachers support children to use mindfulness to manage and self-regulate their emotions and behaviour. Children as young as three years take part in short brain breaks. Please see the mindfulness section on the website for more information (http://rotherhitheprimary.co.uk/mindfulness/).

Developing literacy skills.

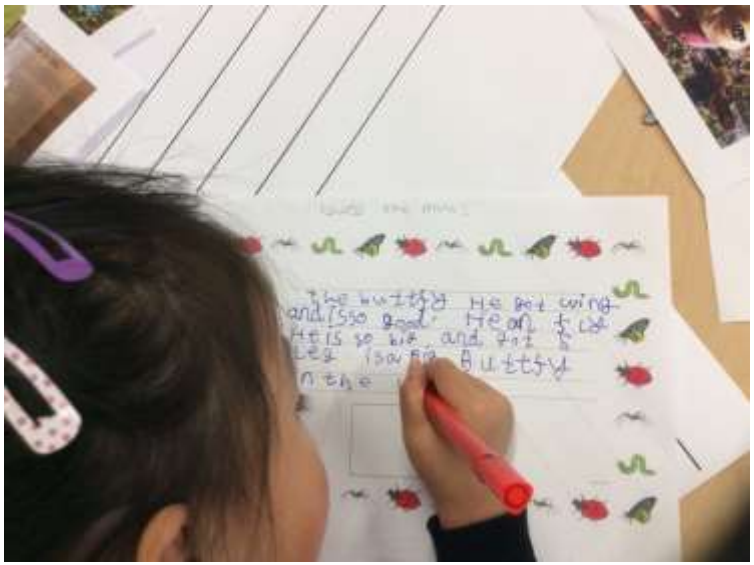
In addition to our continued focus in the early years on communication and language, the children will be following the Ruth Miskin phonics programme to help them learn to read and write. This begins in the last term of nursery and then carries on into the reception year. Parents of reception children will be given a phonics pack to take home so they can assist their child's phonic learning

Assessment

The early years foundation stage starts at birth and ends when a child has transitioned into year one. Children are assessed throughout the stage. After your child has settled in, a baseline assessment will be carried out, through observing your child at play and talking to them and to you about all the things they know and can do. Following this, children are assessed every half term. Assessments inform future planning to ensure that all children make progress in their learning. In the early years we plan for the half term, the week and each day.

In the summer term, teachers gather evidence to support their final judgements for the early years foundation stage profiles. The expectation is that most children will achieve a "Good Level of Development" in personal social and emotional development, physical development communication and language, literacy and maths. By the end of the foundation stage children are expected to:

- Write simple sentences with plausible phonetic spellings- children who should exceed the good level of development should be writing some compound words
- Read simple sentences relying on phonics and contextual cues
- Work with numbers to at least 20
- Be self-confident, manage their own feelings and behaviour
- Be able to make relationships with others
- Listen and attend and follow instructions
- Ask and answer questions.



Parental involvement

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

learning workshops are held regularly. Workshops include, helping your child to write, managing challenging behaviour, supporting phonics at home (dates and details are given out at the beginning of the academic year).

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

We have a parent and teacher association that helps us to organise events such as school fares and regular coffee mornings.

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

Covid- 19

The school is following a whole school literacy unit to reintegrate all of our pupils on their return to school. We will be using the CPLE two-week unit around the book 'Here We Are' by Oliver Jeffers.

It covers the following issues across 10 sessions:

- Earth's place in the wider universe
- The Earth's environment
- Our place on the planet as humans
- How we, as humans, relate to each other
- Other species and our responsibility towards them
- Belonging and community
- Our responsibility as world citizens

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Theme	Marvelous me *Settling in*	Woodland Wonders *Celebrations*	Land, Sea and Air	Growing & Creepy Crawlies	Super me and Super you	Animal Antics *Transition*
Characteristics of Effective Learning	Baby Bear needs the children to help fix his chair. But wait! Was someone in our home corner too?	The witch needs some help to make a new broom. Perhaps we can try to make some spells for her too!	The children can create new modes of transport for getting to school and going beyond.	The garden centre gets some interesting deliveries of magical plants/beans and seeds.	Evil pea to leave a ransom note explaining that he has taken a member of staff – how can we get them back safely?	Some animals have come to join our class – we must create a habitat for them to feel safe and welcome.
Core Books	Here we are *by Oliver Jeffers* It's okay to be different *by Sharon Purtill* The Wonder *by Faye*	Room on the Broom *by Julia Donaldson* The Gruffalo *by Julia Donaldson* We're going on a Bear Hunt	Roaring Rockets *by Tony Mitton* Super Submarine *by Tony Mitton* Brilliant Boats *by Tony Mitton* Dig Dig Digging	Jack and the Beanstalk – *traditional tale* The Very Hungry Caterpillar *by Eric Caryle* Farmer Duck *by Martin*	Supertato books *by Sue Henra and Paul Linnet* - Supertato - Supertato:Veggies Assemble - Supertato: Run Veggies Rum - Supertato: Evil Pea Rules - Supertato: Veggies in the	The Slightly annoying elephant *by David Walliams* Boogie Bear *by David Walliams*

	Hanson Ruby's Worry *by Tom Percival* Goldilocks and the Three Bears – *traditional tale* Billy Goats Gruff – *traditional tale*	*by Michael Rosen* We're going on a leaf Hunt *by Steve Metzger* The Squirrels who Squabbled *By Rachel Bright and Jim Field* The Bad Mood and the Stick Fox's Sack – An old English Tale	The Naughty Bus *by Jan Oke* Amelia Earhart *by Isabelle Sanchez Vegara* You can't take an elephant on the bus *by Patricia Cleveland-Peck* The hundred decker bus *by Mike Smith*	*Waddell* The very busy spider *by Eric Carle* The grouchy ladybird *by Eric Carle* Superworm *by Julia Donaldson* The old lady who swallowed a fly (Poetry Week)	Valley of Doom - Supertato: Carnival CatastropPea! - Supertato: Happea Ever After Superhero Gran *by Timothy Knapman* The Smeds and the Smoos *by Julia Donaldson*	Monkey Puzzle *by Julia Donaldson* The Ugly Five *by Julia Donaldson* The Kaola who could *By Rachel Bright and Jim Field* Oh the Places you'll go! *by Dr Zeuss* Mouse, Deer and Tiger – Oak Academy
Literacy	○ Name writing ○ Self portraits ○ 'My Family' writing ○ My favourite stories ○ What makes me special ○ Write about 'Our Wonders" ○ Wanted Posters for	○ Writing and reading recipes for potions ○ Drawing and labeling maps ○ Labeling plans for making a broomstick ○ Writing letters to Father Christmas	○ Labeling diagrams ○ Writing instructions ○ Drawing and labeling maps ○ Writing cards for different celebrations ○ Writing to pen pals from other	○ Drawing and labeling the life cycle of animals ○ Drawing and labeling plants ○ Writing to the giant ○ Writing to Farmer Duck	○ Letters to Evil Pea ○ Writing in speech bubbles ○ Writing captions for scenes of the story ○ Writing what we are grateful for ○ Writing thank you cards	○ Writing captions ○ Changing parts of stories ○ Making who am I cards? ○ Writing

	Goldilocks		countries ○ Writing factual posters	○ Recording Science Experiments	○ Making healthy eating and living posters	facts about favourite animals. ○ Writing to your new teacher
PSED	Creating our class Charter using the Golden Rules Series Stories: We work hard./..We don't waste time We look after property…we don't damage things We are gentle…we don't hurt others We are kind and helpful.. we don't hurt anybody's feelings We are honest…we don't cover up the truth	Making friends What makes a good friend and how to be a good friend Sharing toys and ideas – our classroom belongs to all of us How our Brain Works: Introducing Brain Breaks. Introducing the guard dog, the wise owl and the hippo.	Road safety Exploring different types of movements – linked to modes of transport	Mindful Senses Mindful Seeing, Mindful Smelling, Mindful Tasting	Gratitude What makes us happy? What makes others happy? Letting people know we love them and why.	Acts of Kindness Doing something kind for someone else. How can we help our friends? How can we help our school? How can we help our wider community and wider world?
PD & HSC	Fundamental Movement	Balance	Agility	Dance/Gymnastics Super worm	Co-ordination and ball skills	Athletics and sports day prep
Maths Mastery	Pattern and shape Recognise, create and describe shapes with mathematical language Numbers within 6 Recognise, count and	Numbers within 10 Count reliably, place in order, recognise numerals, use ordinals, understand zero Shape and calendar	Numbers within 15 and then to 20 Recognise, count and order numbers; estimate and compare groups of objects	Addition and Subtraction (1) Add and subtract single-digit numbers by counting on or back or counting groups	Grouping and sharing Solve practical problems involving equal and unequal groups. Explore counting in steps of 2.	Addition and Subtraction (2) Compare quantities to solve problems that

	order numbers; say which numbers are 'more or less'	Explore characteristics of shape, using mathematical language. Use everyday language to discuss time.	Position Use mathematical language to describe position	altogether. Measure Compare objects and quantities, solve size, weight and capacity problems Money Recognise and use everyday language related to money	Doubling and halving Solve problems and explore the relationship between doubling and halving	include doubling, halving and sharing Shape and Time Begin to name 3D shapes and tell the o'clock time.
Role Play	Home Corner Link children's own home lives through pictures/recipes foods from around the world. Look at different types of homes. Write shopping lists & read recipes.	Witch's cottage Read, write and create spells and potions. Santa's workshop Prepare letter/ cards/ presents/ parcels to be sent around the world.	Bus/Tube Focus on positional language where to sit on the bus. Link to ten frames for seating arrangements. Reading / writing / creating tickets and maps.	Garden Centre Selling flowers / seeds / beans. Labeling packets and plants. Language focus on money. Children to measure plants and trees.	Hospital/ dentist Look at the human body and skeleton. Taking X-Rays, administering medicine and writing prescriptions.	Hairdressers/barbers Writing and reading appointments. Turn taking. Language focus on customer service.
Understanding of the World	○ Establish and embed our daily routine. Share routines from home. ○ What do we do in the day what do we do at night? ○ Sharing family homes ○ Exploring different jobs and	○ Exploring different festivals and cultural celebrations Fireworks Night Halloween Diwali Christmas Hanukkah ○ Learn about Autumn ○ Diversity Month – make some traditional foods and	○ New Year Resolutions ○ Chinese New Year: explore traditions, customs, food and clothing ○ Valentine's Day: make cards	○ Easter ○ Mother's Day Life Cycle: Ladybird Frog Butterfly: observe caterpillars in class Chicken Science Week	○ How humans grow and change. ○ How to look after our bodies. ○ Oral hygiene	○ Learning about different animals and their habitats. ○ Father's Day

	occupations (introduce shop role play and fire drill) ○ How to look after living things (class plants & fish)	look at traditional dress.		○ Making slime ○ Volcanoes		
Science Skills Focus	○	○	○	○	○	○
Expressive Art and Design	○ Paint and draw Self Portraits ○ Experiment with colour mixing. ○ Make a textured paper plate portrait.	○ Making Christmas decorations: salt dough ○ Create Fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks. ○ Make a clay tea light for Diwali.	○ Junk modeling different modes of transport. ○ Children work in small groups to make something that can fly, something that can sail, something that can go on land. ○ Make dragon puppets for a dragon parade.	○ Leaf and flower mosaics. ○ Observational drawings of plants and flowers. ○ Investigate using natural materials for painting eg tea bags, flowers and spices.	○ Vegetable printing. Use of repetitive patterns. Learn about Andy Warhol. ○ Design and create a fabric cape. ○ Make a potatoe superhero using a variety of tools and techniques.	○ Creating shoe box habitats for animals around the world. ○ Look an animal patterns and textures to create a model of your own chosen animal.

Rotherhithe Primary School Primary School Year Group 1 Curriculum Overview 2020 – 2021

Reading Match graphemes for all phonemes Read accurately by blending sounds Read words with very common suffixes Read contractions & understand purpose Read phonics books aloud Link reading to own experiences Join in with predictable phrases Discuss significance of title & events Make simple predictions	**Writing** Name letters of the alphabet Spell very common 'exception' words Spell days of the week Use very common prefixes & suffixes Form lower case letters correctly Form capital letters & digits Compose sentences orally before writing Read own writing to peers or teachers	**Grammar** Leave spaces between words Begin to use basic punctuation. ? ! Use capital letters for proper nouns Use common plural and verb suffixes Speaking and Listening Listen and respond appropriately Ask relevant questions Maintain attention and participate
Number/Calculations Count to / across 100 Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Read & write numbers to 20 Use language, e.g. 'more than', 'most' Use +, - and = symbols Know number bonds to 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems, including simple arrays	**Geometry and Measures** Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Tell the time to hour/half-hour Use language of days, weeks, months & years Recognise & name common 2-d and 3-d shapes Order & arrange objects Describe position & movement, including half and quarter turn	**Fractions** Recognise & use ½ & ¼

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	**Our World and Beyond!** Whatever Next! Lists, captions-thought bubbles, diary, retelling and That's nice dear –new version **Whatever Next! Jill Murphy**	**Traditional Tales** Little Red Hen *Setting, Story Map, Retelling a familiar story* Instructions –making bread Instructions –Christmas RE link	**Fairy Tales** Rumpelstiltskin *Riddles / Clues, Retelling a familiar tale, Character description, Speech, Blurb* Question Marks Bingo Lingo: Phonics reading unit	**Places People Live** The Smartest Giant in Town *Story Map, Letter Writing, Re-telling of story* -est, adjectives **London-famous landmarks** **Katie in London James Mayhew** Postcards, recounts	**Toys** *Chronological and Non-chronological reports,* Capital Letters and Full stops	**Monsters and Aliens** Where the Wild Things Are *Stories from imaginary worlds, adventure stories, Setting description* Precise nouns

Reading	**Read aloud: Whatever Next! My Friend Bear J Alborough Space Boy by Leo Landry, The way back home by Oliver Jeffers, Man on the Moon by Simon Bartram** **Poetry by heart: Twinkle Twinkle (all verses)** **Fiction: back to earth with a bump (TW)** **CC nonfiction reading weeks: Neil Armstrong/space (TW) Animals and living things (TW) SC**	**Read aloud: Handa's Surprise E Browne Oliver's vegetables V French** **The Little red hen makes a Pizza P sturges** **Poetry by heart: Xmas carol** **Little red hen (Tw)** **Traditional tales (Tw)** **CC nonfiction reading weeks: Polar regions (Tw)** **60 second reads Christmas (Tw)**	**Read aloud: Lost in the Toy Museum David Lucas; A bear called Paddington Micheal Bond** **Dogger Shirley Hughes** **Poetry by heart: Teddy bear Teddy bear turn around** **CC nonfiction:** **Terrific Toys (Tw)** **All about spring (Tw)**	**Read aloud** Squash and a Squeeze; Room on the Broom; The Gruffalo; Monkey Puzzle; The snail and the whale Stick man/Zog **Poetry by heart: Buckingham Palace A A Milne** **CC nonfiction reading weeks: 60 second Easter (Tw)**	**Read aloud Traditional Fairytales (Hopscotch series)** **Poetry by heart : Caribbean Counting Rhyme by Pamela Mordecai** **Fairy tales (Tw)** **CC nonfiction reading weeks:** Bingo Lingo: Phonics reading unit	**Read aloud Where the Wild Things Are Maurice Sendak Aliens/Monsters Loves Underpants by C Freedman and Ben Cort** **Poetry by heart: There's a Monster in my Closet** by Susan Burd
Mathematicss Mastery	**Maths Mastery** Numbers to 10	**Maths Mastery** Numbers to 20	**Maths Mastery** Time	**Maths Mastery** - Adding and subtracting	**Maths Mastery** Numbers 50 to 100 and	**Maths Mastery** Multiplication and division

	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> Recognise common 2-D and 3-D shapes; describe position, direction and movement.	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 and solve one-step problems.	Tell the time to the hour and half-past the hour; solve practical problems for time. <u>Exploring calculation strategies within 20</u> 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; recognise place value.	<u>within 50</u> 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. <u>Measures (1): Length and weight</u> Compare, describe, measure, record and solve practical problems.	<u>beyond</u> 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 bonds; read, write, interpret and solve one-step problems. <u>Money</u> Recognise and value coins and notes; solve one-step addition/subtraction problems.	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.
Science	**Seasonal Changes** ♣observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies. **Working scientifically**					
	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		**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.	
Computing	E-Safety					
	<u>Computing systems and networks</u> **Technology around us** Recognise common uses of information technology beyond school.	<u>Creating media</u> **Digital painting** Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	<u>Creating media</u> **Digital writing** Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	<u>Data and information</u> **Grouping data** Use technology purposefully to create, organize, store, manipulate and retrieve digital content	<u>Programming A</u> **Moving a robot** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	<u>Programming B</u> **Introduction to animation** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

History	**Space history** Key Individuals Moon Landing -Lives of significant historical figures, including comparison of those from different periods Key Events Black History Month	Key Events Events of local importance Bonfire Night Black History Month	**Toys now and in the past** Key Concepts Changes in living memory (linked to aspects of national life where appropriate) -Introduce key vocabulary -Compare and contrast old and new toys -Identify similarities and differences -Chronologically order toys/events			
Geography	**Seasonal Change** -To be able to observe changes across the four seasons.					
	Our local area Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -Where do I live? Where do others live? Where is the school? -How do I get to school? -what can we see in the streets around our school?			**Mapping Skills London** Geographical skills and fieldwork -Use basic geographical vocabulary to refer to local & familiar features -Use four compass directions & simple vocabulary	**Contrasting locality Australia** Place knowledge Compare local area to a non-European country Location, Animals, Landmarks, Art, Culture, Food, History, Language, Weather	**Seasons & Weather** Human and physical geography Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world -To be able to observe and describe weather associated with the seasons. -To be able to observe and describe how day length varies.
Art & Technology	Design and make: rockets, space belts, space helmets Character puppets linked to literacy unit. Learning about and making a Harvest stew. Mystery Bag Project – Whole School	Creative Homework project – Creating a model based around The Little Red Hen Bread Making TV Chefs – Writing recipes (in ICT using computers) and making food following recipes. Pop up Christmas cards and other Christmas/Winter crafts.	Toy Making	Skyline pictures	Creative Homework project – Creating a character from a traditional fairy tale. Technology Look at moving pictures in books Look at movement in levers and sliders Make a sliding mechanism	Monster finger puppets Learning history of the art, it's basis in story telling 'dreamtime', techniques and resources used in creating pieces.
P.E.	**Specialist Teacher**	**Specialist Teacher**	**Specialist Teacher**	**Specialist Teacher**	**Specialist Teacher**	**Specialist Teacher**

	Fundamental movements, balancing skills & dance	Hand eye coordination, ball manipulation & dance	Gymnastics & dance	Basketball, handball, football, hockey & dance	Rounders, cricket, tennis, badminton & dance	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.
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?
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 Growing and Caring for Ourselves	**PATHS Unit 8:** Advanced Feelings 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

Reading Develop phonics until decoding secure Read common suffixes Read & re-read phonic-appropriate books Read common 'exception' words Discuss & express views about fiction, non-fiction & poetry Become familiar with & retell stories Ask & answer questions; make predictions Begin to make inferences	**Writing** Spell by segmenting into phonemes Learn to spell common 'exception' words Spell using common suffixes, etc. Use appropriate size letters & spaces Develop positive attitude & stamina for writing Begin to plan ideas for writing Record ideas sentence-by-sentence Make simple additions & changes after proof reading	**Grammar** Use . ! ? , and ' Use simple conjunctions Begin to expand noun phrases Use some features of standard English **Speaking & Listening** Articulate & Justify answers Initiate & respond to comments Use spoken language to develop understanding
Number/Calculations Know 2, 5, 10x tables Begin to use place value (T/U) Count in 2s, 3s, 5s & 10s Identify, represent & estimate numbers Compare / order numbers, inc. < > = Write numbers to 100 Know number facts to 20 (+ related to 100) Use x and ÷ symbols Recognise commutative property of multiplication	**Geometry and Measures** Know and use standard measures Read scales to nearest whole unit Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds Tell time to the nearest 5 minutes Identify & sort 2-d & 3-d shapes Identify 2-d shapes on 3-d Surfaces Order and arrange mathematical objects Use terminology of position and movement	**Fractions** Find and write simple fractions Understand equivalence of e.g. 2/4 = ½ **Data** Interpret simple tables & pictograms Ask & answer comparison questions Ask & answer questions about totalling

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** *Character description, Informal letter writing, Retelling of traditional story* Past tense, adverbs of time	**Under the blanket of the stars.** Owl Babies / Fox babies *Character description, Identifying sequence of events, Adapted new version of the story* Punctuation, Adjectives How to catch a star *Setting description, Character description* Conjunctions, Adjectives	**Fire, Fire!** The Great Fire of London *Explanation text, non-fiction reports,* connectives, question mark Greedy Zebra *Feelings description, Character description, Dialogue* Speech Marks Fire safety visitor talk	**All About Animals** Woodland Creatures *Non-chronological report* Bullet points, Headings, Subheadings, Paragraphs Not Now, Bernard *Character Description, Diary Entry, Re-written story* expanded noun phrases, commas, past tense, dialogue	**Castles** The Pea and the Princess *Diary Writing, Letter Writing, Setting description, Character description, Re-telling of story* Speech, Adjectives and Adverbs, Past tense, prepositions	**Dragons** How to Train A Dragon George and the Dragon *Setting description, Character descriptions, Traditional story* Magic 3, Alliteration
Reading	**The Magic Finger R Dahl** ***Lighthouse Keeper's Lunch R & D* Armitage** **Sally and the Limpet Simon James** **Little Leaders: Bold Women in Black History Vashti Harrison** **Poor old lady** by Anon **CC Non-fiction:** **Victorian seaside (Twinkl)** **Seaside –geography link (Twinkl)**	**The Owl who was afraid of the dark Jill Tomlinson** ***Owl Babies*** **How to catch a star Oliver Jeffers** **Oliver Jeffers focus:** **Lost and Found/The way Back Home** **Up and Down** **Stuck/The days the Crayons Quit** **The Owl and the Pussycat** by Edward Lear **CC Non-fiction:** **salad recipes (classroom secrets)** **living/dead/non living things (science link)**	***The Twits Roald dahl*** **The Great Fire of London (How do we know about?) Deborah Fox** **Toby and the great Fire of London M Nash & J Cope** **London's Burning** **Guess** by Berlie Doherty (fire poem BBC) **CC Non-fiction:** **The Great Fire of London (Twinkl)** **Samuel Pepys (Twinkl)**	**Fantastic Mr Fox R Dahl** PM Readers on Owls, bats, foxes X 3 weeks **On the Ning Nang Nong (spike Milligan)** **CC Non-fiction:** **Foxes (Twinkl)** **Owls (Twinkl)** **Easter (Twinkl)**	**The Pea and the Princess by Mini Grey** **The Princess and the pea Lauren Child** **Poem TBD** **CC Non-fiction:** **Animals in their habitats Y2 (Twinkl) (science link)** **Animals including humans Y2 (Twinkl)**	**How to Train A Dragon 1 Cressida Cowell + set** **George and the Dragon Christopher Wormell** **Dragon Poems by J Foster & K Paul** **CC Non-fiction:** **Plants and growth (Twinkl) (science link)**
Mathematicss Mastery	Numbers within 100 Use place value and number facts to solve problems; identify, represent, compare and order numbers. Add and subtract 2-digit numbers Build addition/subtraction facts/methods to 100; understand commutativity. Addition and subtraction	Measuring length Understand appropriate units of measure (cm, m); compare and order; read scales to 100. Graphs Interpret and construct tables, tally charts, pictograms and block diagrams; ask/answer questions about totaling and comparing data. Multiplication and division by 2, 5 and 10	Fractions Recognise, find, name and write simple fractions of objects and quantities; recognise equivalences between fractions Time Tell and write the time to five minutes; compare and sequence intervals of time. Addition and subtraction of 2-digit numbers (regrouping and	Money Recognise units symbols (£, p); explore combinations of money; solve simple problems, including giving change. Faces, shapes and patterns; lines and turns Identify and describe properties of 2-D and 3-D shapes; compare and sort common shapes and objects;	Numbers within 1000 Use, identify and represent place value and number facts to solve problems; compare, read, write and order numbers. Measures: capacity and volume Understand appropriate units of measure; compare and order; read scales to 1000.	Exploring calculation strategies Add/subtract numbers mentally and using formal written methods Multiplication and division by 3 and 4 Recall and use facts for the 3 and 4 times tables; calculate mathematical statements; solve problems using concrete, pictorial, written

	word problems Solve problems using concrete and pictorial representations to develop mental and written methods; recognise inverse relationships of operations.	Calculate mathematical statements; understand commutativity; solve problems using concrete, pictorial, written and mental methods	adjusting) Solve problems involving numbers, quantities and measures; estimate and check calculations.	describe position and movement in mathematical language	Measures: mass Understand appropriate units of measure; compare and order; read scales to 1000.	and mental methods.

Science	Working scientifically					
	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)
Computing	E-Safety					
	Computing systems and networks **IT around us** Recognise common uses of information technology beyond school.	Creating media **Digital photography** Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	Creating media **Making music** Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	Data and information **Pictograms** Use technology purposefully to create, organize, store, manipulate and retrieve digital content	Programming A **Robot algorithms** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Programming B **An introduction to quizzes** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
History	**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)	**Great Fire of London** Key Events Understand how we can ask questions and find out about events of the past **Gunpowder plot** **Individual Study: Guy Fawkes** - Who was Guy Fawkes? - Why do we remember him?		**Urban and rural** Key Concepts Changes in living memory (linked to aspects of national life where appropriate)		**Queen Elizabeth I** Key Individuals Lives of significant historical figures, including comparison of those from different periods -Significant local people

Geography	**The Seaside** Locational Knowledge Name and locate the world's seven continents and five oceans. Investigate similarities and differences between ways of life in the past and now Changes in living memory (linked to aspects of national life where appropriate	**London** 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	**West African country- Ghana** 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 Africa -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	**Urban and rural** Geographical skills and fieldwork -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 Woodland -Studies into British Woodlands -Looking and identifying different forests in different parts of UK. (Atlas work, world maps)	**Knights and Castles** Human & Physical Geography -Plotting castles -What was it like to live in a medieval castle? -Why they were built, who designed famous castles etc.	
Art & Technology	Beach huts and windbreaks Taking photos -Using pastels -Colour mixing paint -Seaside in a box Mystery Bag Project – Whole School	Creative Homework project – Creating a Tudor house inspired by 'The Great Fire of London' Silhouettes based on The Fire of London Christmas/Winter crafts	Masks African artists – looking at different techniques and materials and using it as inspiration for own art work	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. Owl paintings	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.
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** Solfa songs- hand signs	**Specialist Teacher** Solfa songs- hand signs and	**Specialist Teacher** African percussion	**Specialist Teacher** African percussion	**Specialist Teacher** Journey to Rio	**Specialist Teacher** Journey to Rio

	and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Composition linked with African story telling: The Leopard Drum Revisit rhythm reading	Composition linked with African story telling: The Leopard Drum Revisit rhythm reading	Brazilian percussion unit Creating soundscapes, Composing tunes for animal characters Learning Brazilian rhythms Revisit rhythm reading	Brazilian percussion unit Creating soundscapes, Composing tunes for animal characters Learning Brazilian rhythms Revisit rhythm reading
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.
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

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

Subject	Autumn 1 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 *Retelling a traditional story, adverts, Character description* Commas in lists, past tense, synonyms for said, FANBOYS The Giving Tree *Play scripts* Speech, Adverbs CC science –shadow Thatre	**Wise words** Fables and Trickster Stories *Retelling a known fable, Writing an original fable using film* Adjectives, Precise Nouns Anansi storyteller visitor	**Ancient Egyptian** *Report writing, Non-chronological report, Instructions, Myths and Legends, Dialogue writing, adventure stories, Diary writing, Newspaper report* Relative clauses, Imperative Verbs	**Ancient Egyptians** *Egyptian fairy tale, diary writing, Newspaper report* Relative clauses, Imperative Verbs	**The Stone Age** Stone Age Boy *Direct speech, retelling story* Adverbial phrases Cave Baby	**Pirates** Pirates- Non Fiction Wanted poster- research based, pirate passport, code of conduct *Adventure stories, Character descriptions, mystery story, instructions,* Sentence length, conjunctions Non fiction information texts- geology of the world

	Sentence length, conjunctions					
Reading	**Princess Smartypants by Babette Cole** **Revolting Rhymes Roald Dahl** **Don't cook Cinderella F Simon** **Prince Cinders B. Cole/ Princes Grace Mary Hoffman /Fairy tale twists Katie Dale and Matt Buckingham** **Poetry by heart:** **The King's breakfast** By A A Milne**/I am a princess** by Roger Steven **The Giving Tree Shel Silverstein** CC Light SC **The arrow and the Song** by Henry Wadsworth Longfellow Non fiction CC: History Nelson Mandela (Twinkl) CC: RE Hanukah (Twinkl) CC:RE Passover (Twinkl) CC: Science The shadow Poem by Robert Louis Stephenson	**Anansi The trickster Spider Lynne Garner** **The Lion and the Mouse Jerry Pinkney** **The Lion and the Mouse, Narrated by the Timid But Truthful Mouse (Other Side of the Fable) (For GD)** **Bedtime** by Eleanor Farjeon **Non-fiction:** CC: **(science link)** Forces (Twinkl) CC: RE Diwali	**The Cat Mummy Jacqueline Wilson** **Sweet and Low by Alfred Tennyson** CC: History Gods (Tw) Mummifying animals daily news report (LKS)(Twinkl) Canopic jars (Twinkl) 60 seconds reads on Ancient Egypt (Twinkl)	Awesome Egyptians(Horrible Histories) Terry Deary and Peter Hepplewhite **The Story of Tutankhamun by Patricia Cleveland-Peck** **The grace Man by Grace Nichols** CC: History (Twinkl) Avoid being Tutankhamun! (Tw) 60 seconds reads on Ancient Egypt (Twinkl) CC: Sc Animals including humans Y3 (Twinkl)	**Stone Age Boy atoshi Kitamura** **Charlie and the Chocolate Factory Roald Dahl** **The sound Collector by Roger McGough** 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)	Violet and the mean and rotten pirates by Richard Hamilton Horrible Histories by Terry Deary A pirates life for me (Twinkl) **The sea is hungry by** James Reeves Non-fiction: Plants and Growth (Twinkl)
Mathematicss Mastery	Number sense and reasoning within 100 Solve number and practical problems, including estimation and checking; add and subtract money to give change in £ and p. Place Value Identify, represent and estimate numbers in different contexts, recognise and use place value of 3-digit numbers in calculations.	Graphs Interpret and present data using charts and tables. Solve one and two-step problems using presented information. Addition and subtraction with up to 4 digits Calculate mentally and using formal written methods; solve problems using number facts and place value. Length and perimeter Measure, compare, add/subtract lengths; solve	Multiplication and division word problems Solve scaling and correspondence problems in which n objects are connects to m objects. Using 10s and 100s to multiply and divide large numbers Calculate mathematical statements including for two-digit numbers by one-digit numbers; progress from mental to	Time: analogue, digital and finding how long Tell, record, write and compare the time, including using Roman numerals, 12 and 24-hour clocks, using correct vocabulary; compare durations. Fractions Recognise, use, compare, order simple fractions; understand fractions as parts of a whole;	Angles and shape Identify right-angles, recognising them as quarters of a turn; identify parallel and perpendicular lines; draw/make and measure 2-D and 3-D shapes. (Length), weight & volume Measure, compare, add/subtract and solve problems, using appropriate tools and units.	6 & 8 times tables Recall and use multiplication/division facts for 6 & 8 times table; count in multiples of 6 & 8; calculate mathematical statements. Exploring calculation strategies and place value Add/subtract numbers mentally; find 10, 100,1000 more than a given number; order and compare beyond 1000; round any number to nearest 10, 100, 1000.

		problems using appropriate tools and units.	formal written methods.	add/subtracts fractions of same denominator.		
Science	Working scientifically					
	Physics: Light **Kent Scheme** recognise that they need light in order to see things and that dark is the absence of light ♣ notice that light is reflected from surfaces ♣ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ♣ recognise that shadows are formed when the light from a light source is blocked by an opaque object ♣ find patterns in the way that the size of shadows change.	**Physics: Forces and Magnets** **Kent Scheme** compare how things move on different surfaces ♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance ♣ observe how magnets attract or repel each other and attract some materials and not others ♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ♣ describe magnets as having two poles ♣ predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Biology: Animals including humans.** **Kent Scheme** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ♣ Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**Chemistry: Rocks** **Kent Scheme** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ♣ Describe in simple terms how fossils are formed when things that have lived are trapped within rock ♣ recognise that soils are made from rocks and organic matter.	**Chemistry: Plants** **Kent Scheme** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ♣ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ♣ investigate the way in which water is transported within plants ♣ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Computing	E-Safety					
	Computing systems and networks **Connecting computers**	Creating media **Animation** Select, use and combine a	Creating media **Desktop publishing** Select, use and combine a	Data and information **Branching databases** Select, use and combine a	Programming A **Sequence in music** Design, write, and debug	Programming B **Events and actions** Design, write and debug programs that accomplish

	Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration	variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
History	.		**Ancient Egypt** Broader History Study 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 - A post-1066 study of a relevant period in local history		**Stone age to Iron Age** British History (taught chronologically) 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 **Pirates** Knowledge 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** Human and physical geography Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc. -To be able to identify the continents of the world. -To be able to locate countries on a world map. -To find out about some of the key geographical features of each continent. -To be able to locate major capital cities of the world.		**Egypt** Place knowledge Study a region of the UK (not local area) -How do physical features affect the way people live (the desert/ the Nile)?		**Neolithic sites** Geographical skills and fieldwork Use 8 points of compass, symbols & keys -Use fieldwork to observe, measure & record Settlements Land use	**Mountains** Locational Knowledge Locate world's countries, focussing on Europe & Americas focus on key physical & human features -Volcanoes and earthquakes Link to Rocks (science)

	-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.				Farming	
Art & Technology	Stone age fabrics Make a stone age shelter using clay and other natural an found things Cave paintings Making collages Food Tech – Making cakes Mystery Bag Project – Whole School	Creative Homework project – Response to a scene from a book they have been reading based on the stone age. Stewing fruit – learning about and creating 'Stone Age' food. (Food Tech)	Pharaoh masks Making mummies Making sarcophagi Hieroglyphics Egyptian cartouche		Shadow puppets Creative Homework project – Create a model inspired by something you have enjoyed learning about based on the Egyptians.	Design a pirate ship Creative Homework project – Whole school theme (TBC) 2016-17 – Making musical instruments.
P.E.	**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
Spanish	**Specialist Teacher** Unit Retratos (portraits) Unit ¡Vamos a celebrarlo! (celebrations)	**Specialist Teacher** Unit Los cuatro amigos Unit La vida deportiva	**Specialist Teacher** Unit la Familia (family members) Unit Farm animals (songs, games and writing)	**Specialist Teacher** Unit Class objects in Spanish (basic vocabulary) Unit Our School (school spaces)	**Specialist Teacher** Unit Cultivando unas cosas (verb gustar) Unit Abordo (basic vocabulary about your day)	**Specialist Teacher** Unit Las frutas (basic vocabulary about fruits) Final Unit: A review of our learning
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
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?**	
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 5** – Mindful Seeing **Lesson 6** – Mindful	**Lesson 8 -** Mindful Movement I	**Lesson 11** – Choosing Optimism	**Lesson 14** – Performing Acts of Kindness

		Lesson 3 – Focussed Awareness **Lesson 4** – Mindful Listening	Smelling **Lesson 7** – Mindful Tasting	**Lesson 9 -** Mindful Movement II **Lesson 10** – Perspective Taking	**Lesson 12** – Appreciating Happy Experiences **Lesson 13** – Expressing Gratitude Valuing difference and keeping sage	**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 2020 – 2021

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

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
English	**Explorers** Arctic Explorers *Informal Letter, Formal Letter, Eyewitness Report, Non-Chronological Report, Persuasive writing, Diary Writing,* **precise nouns, noun phrases**	**Saving The World** The Iron Man *Poetry, Performance Poetry, Instructions, Recount, Newspaper Report, Informal Letter* **adjectives, expanded noun phrases**	**Dear World** Zoo *Diary entry, Play script, Persuasive leaflet, Apology letter, design and proposal, advertisement* **imperative verbs, modal verbs** Voices in the Park *Letter writing, Diary*	**Viking Tales** Beowulf *Narrative, Play script, Eye-witness report.* **determiners, inverted commas, prepositions**	**The Romans** Romulus and Remus Roman legend Myths and Legends Theseus and Minotaur Myth	**Underground** Krindlekrax *Character descriptions, Diary in role, Setting description, Obituary, Suspense, Flashback* **Adverbial phrases,**

			writing **paragraphs, pronouns** Author Focus: Anthony Browne			
Reading	**The Lion, the Witch and the Wardrobe S Lewis** **Shackleton's Journey by William Grill /The White rabbit** **Ice Trap! Meridith Hooper.** **You wouldn't want to be on Shackleton's Polar Expedition Jen Green** **Macavity-the mystery cat** (BBC BITESIZE Poetry videos) 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	**The Iron Man Ted Hughes** **The Iron Woman Ted Hughes** **The Iron man** (introduction) (BBC Poetry) by Ted Hughes Non-fiction: CC: Sc All living things Y4 (Tw)	**The Wonder Garden by Jenny Broom** **Zoo by Anthony Browne** **The Tyger** William Blake (TW)**/My mother saw a Dancing Bear** by Charles Causley **/I'm a parrot** Grace Nichols (BBC) Non fiction CC: Sc /geog Habitats –British wildlife and their habitats Earth day The wonder garden GR unit pack CC: Animals including humans	**Romulus and Remus Anne Rockwell** **Romans on the Rampage Jeremy Strong** **History hackers: Roman rescue by Tw –original story** **Clever Trevor** By Benjamin Zephaniah 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)	**Please Mrs Butler Allan Ahlberg** Non fiction CC: sewers –Fatberg daily news (Twinkl) CC: Sc Sound Waves (Twinkl))	**Beowulf by M Morpurgo** **Windy Nights** by Robert Louis Stevenson Non fiction 60 second science reading comprehension (Twinkl)

Mathematicss Mastery	Reasoning with large numbers •4-digit place value. Read, write, represent, order and compare •Find 10, 100 or 1000 more or less •Round numbers to the nearest 10, 100 or 1000 Addition and subtraction Select appropriate strategies to add and subtract •Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping	Multiplication and division •Distributive property including multiplying three 1-digit numbers •Mental multiplication and division strategies using place value and known and derived facts •Short multiplication and division Discrete and continuous data Read, interpret and construct pictograms, bar charts and time graphs •Compare tables, pictograms and bar charts	Securing multiplication facts •Identify and explore patterns in multiplication tables including 7 and 9 Fractions •Explore different interpretations and representations of fractions •Equivalent fractions •Represent fractions greater than one as mixed number and improper fractions •Add and subtract fractions with the same denominator including fractions greater than one Time •Analogue to digital, 12-hour and 24-hour •Convert between units of time	Decimals •Decimal equivalents to tenths, quarters and halves •Compare and order numbers with same number of decimal places •Multiply and divide by 10 and 100 including decimals Area and perimeter •Perimeter of rectangles and rectilinear shapes •Area of rectangles and rectilinear shapes •Investigate area and perimeter	Solving measures and money problems •Convert units of measure •Select appropriate units to measure •Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically Shape and symmetry Classify, compare and order angles •Compare and classify 2-D shapes •Identify lines of symmetry	Position and direction •Describe and plot using coordinates •Describe translations Reasoning with pattern and sequences •Roman numerals up to 100 •Place value of other number systems •Number sequences and patterns 3-D shape •Use understanding of 3-D shapes •Identify 3-D shapes from 2-D representations

Science	Working scientifically					
	Chemistry: States of Matter **Kent Scheme** ♣ 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.	**Biology: All living things** **Kent Scheme** Recognise that living things can be grouped in a variety of ways ♣ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ♣ Recognise that environments can change and that this can sometimes pose dangers to living things.	**Physics: Electricity** **Kent Scheme** Identify common appliances that run on electricity ♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ♣ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ♣ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -Recognise some common conductors and insulators, and associate metals with being good conductors.	**Physics: Sound** **Kent Scheme** ♣ 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.	**Biology: Animals including humans** **Kent Scheme** Describe the simple functions of the basic parts of the digestive system in humans ♣ identify the different types of teeth in humans and their simple functions ♣ Construct and interpret a variety of food chains, identifying producers, predators and prey.	

Computing	E-Safety					
	Computing systems and networks **The Internet** Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration	Creating media **Audio editing** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Creating media **Photo editing** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Data and information **Data logging** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Programming A **Repetition in shapes** Use sequence, Selection, and repetition in programs; work with variables and various forms of input and output	Programming B **Repetition in games** Use sequence, Selection, and repetition in programs; work with variables and various forms of input and output
History	**Exploration** Knowledge 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.			**Beowulf** Broader History Study Earliest ancient civilisations	**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	
Geography	**Exploration** Locational Knowledge Locate world's countries, focussing on Europe & Americas focus on key physical & human features **The Antarctic** Land features weather Climate change.	**Living Things and Their Habitats (science link)** Geographical skills and fieldwork -Use 8 points of compass, symbols & keys -Use fieldwork to observe, measure & record	**Volcanoes** Human and physical geography Describe & understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements			**Life in Thailand** Place knowledge Study a region of the UK (not local area) Trade links, caves, international location, weather, A typical family Living in Thailand Fair trade
Art & Technology	Class boat sketches Mystery Bag Project –	Footwear for Shackleton's explorers: Different	Footwear for Shackleton's explorers: Different	Paint, sketch and pastel drawings of the Pitons, the	Anglo Saxon - Stained glass windows	Observational drawing Based on living things

	Whole School Shoe Box 'Explorers'	materials to use (plan, make and investigate) 3D models of mountains Snow globes (Antarctic) Creative Homework project – Create somewhere children would like to explore	materials to use (plan, make and investigate) 3D models of mountains Snow globes (Antarctic) Creative Homework project – Create somewhere children would like to explore	national bird, traditional costume and the flag of St Lucia Creative Homework project – Research and respond to Kandinsky's work.	Viking ship models Viking shields	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.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
Spanish	**Specialist Teacher** Unit La vida deportiva (sporting life) Unit "What's the weather like?"	**Specialist Teacher** Unit La vida deportiva (sporting life) Unit "What's the weather like?"	**Specialist Teacher** Unit guess who (basic vocabulary for physical descriptions) Unit the family (following the previous one)	**Specialist Teacher** Unit Los animals (farm, pets) Unit Los animals salvajes (wild animals. Games, songs and descriptions)	**Specialist Teacher** Unit Las cuatro estaciones (reviewing the unit about the weather) Unit Cuéntame un cuento (vocabulary about adjectives)	**Specialist Teacher** Unit La paga (numbers up to 1,000) Final Unit: A review of our learning
Music	**Specialist Teacher** Classical Music Road show singing project about the fire of London Performance in Kings Cross Monday 15th October Recorder Lessons	**Specialist Teacher** Classical Music Road show singing project about the fire of London Performance in Kings Cross Monday 15th 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 more challenging	**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 more challenging	**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
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?
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 2020 – 2021

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

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 *Interior Monologue, Poetry* precise nouns, archaic language Treasure Island Character description, extended ending	**Lights Camera Action!** The Piano *Flashback stories, Letter writing.* brackets and dashes A Christmas Carol *Character descriptions, Play scripts, Study of a significant text /author* Colons	**Rich and Poor** Little Match Girl / The Big Issue Seller *Narrative recount, Traditional stories, Setting descriptions, modern adaptations* Relative clauses	**Injustice** Street Child *Stories with historical settings, Diary Entries, Balanced Argument* Thomas Barnardo *Information text, Biographical recount* Fronted adverbials Homeless charity speaker visit	**Titanic** *Informal Letter* *Eyewitness/Newspaper Report* *Non-Chronological Report* *Debate* modal verbs My Titanic Story by Ellen Emerson White	**Greek Myths and Legends** *Retelling of traditional tales, Character description, setting description* commas to clarify The Orred pepper book of Greek Myths

Reading	**The Highwayman by Alfred Noyles** **The listener by Walter de la Mare BBC Bitesize** Treasure Island abridge version in folder Non-fiction CC: History Mary Seacole (Tw) CC: Sc All living things (Tw)	**Christmas Carol Charles Dickens Classic and Usborne young readers version** **In the bleak mid-winter by** Christina Rossetti Christmas carol 60 second reads (Tw) Non-fiction 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)	**Mr Stink David Walliams** **Little match Girl by H C Anderson and by Jerry Pinkey** **What has happened to Lulu?** by Charles Causley Homelessness Daily news report (Tw) Non-fiction CC: Sc Forces –Isaac Newton (Tw) Forces Gravity Y5 pack (Tw)	**Street Child Berlie Doherty** **Far from Home Berlie Doherty** **Bits of early days** by James Berry Non-fiction CC: History Victorian school life (Tw) CC: History Victorian inventions –link to empire CC: Y5 Planet Earth (Tw) Y5 The Moon (Tw) New Horizons Probe (Tw)	**Usborne young readers Titanic** **Titanic (Survivor) Stephen Davis** **Titanic My story Ellen Emerson White** **The Walrus and the Carpenter** by Lewis Carroll Non-fiction CC: Hist KS2 Titanic reading pack (Tw) Y5 Newspaper recounts examples (Tw)	**Percy Jackson Book 1 Rick Riordan** **Beast quest series Adam Blade** **Leisure** by W.D Davies Non-fiction CC: Myths and legends pack (Tw) CC: Sc Animals including humans (Tw) CC: RE: Prophet Muhammed and the revelation of the Quran (Tw)
Mathematics – White Rose	Number: Place Value ○ Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. ○ Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. ○ Interpret negative numbers in context, count forwards and backwards with positive an negative whole numbers including through zero. ○ Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000, 100,000. ○ Solve number problems and practical problems	Number: Multiplication & Division ○ Multiply & divide numbers mentally drawing upon known facts. ○ Multiply and divide whole numbers by 10, 100 & 1000. ○ Identify multiples and factors including finding all factor pairs of a number, and common factors of two numbers. ○ Recognise and use square numbers and cube numbers and the notation for squared (^{2}) and cubed(^{3}). ○ Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.	Number: Multiplication & Division ○ Multiply and divide numbers mentally drawing upon known facts ○ Multiply numbers up t 4 digits by a one or two digit number using a formal written method, including long multiplication for 2-digit numbers. ○ Divide numbers up to 4 digits by 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. ○ Solve problems involving addition & subtraction, multiplication & division and a combination of	Number: Fractions ○ Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as mixed number e.g. ⅔ +⅔ =1 ⅓ ○ Add& subtract fractions with the same denominator and denominators that are multiples of the same number. Number: Decimals & Percentages ○ Read, write, order and compare numbers with up to 3 decimal places. ○ Recognise and use thousandths and relate them to tenths,	Number: Decimals ○ Recognise and write decimal equivalents of any number of tenths or hundredths. ○ Find the effect of dividing one or two digit numbers by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. ○ Solve simple measure problems involving fractions and decimals to two decimal places. ○ Convert between different units of measure (e.g. k to m) Geometry: Properties of shape ○ Identify 3D shapes, including cubes and	Measurement: Converting Units ○ Convert between different units of metric measure (km an m; cm and m; cm and mm; g and kg; l and ml) ○ Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. ○ Solve problems involving converting between units of time. Measurement: Volume ○ Estimate volume (e.g. using 1cm^3 blocks to build cuboids *inc cubes* and capacity e.g. using water).

	that involve all of the above. ○ Read Roman numerals up to 1000 (M) and recognize years written in Roman numerals. <u>Number: Addition and Subtraction</u> ○ Add and subtract numbers mentally with increasingly large numbers ○ Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition& subtraction). Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. ○ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <u>Statistics</u> Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.	○ Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. ○ Establish whether a number up to 100 is prime and recall prime numbers up to 19. <u>Measurement: Area & Perimeter</u> ○ Measure and calculate the perimeter of composite rectilinear shapes in cm m. ○ Calculate and compare the area of rectangles (inc squares) and including using standard units, cm^2, m^2 estimate the are of irregular shapes. <u>Consolidation</u>	these including understanding the use of the equals sign. <u>Number: Fractions</u> ○ Compare and order fractions whose denominators are multiples of the same number. ○ Identify, name and write equivalent fractions of a given fraction, represented visually including tenths & hundredths.	hundredths and decimal equivalents. ○ Round decimals with two decimal places to the nearest whole number and to 1 decimal place. ○ Solve problems involving number up to 3 decimal places. ○ Recognise the % symbol and understand that per cent relates to 'number of parts per hundred', and relate write percentages as a fraction with denominator 100 as a decimal. ○ Solve problems which require knowing percentage and decimal equivalents of ½, ¼, ⅕, ⅖, ⅘ and those fractions with a denominator of a multiple of 10 or 25. <u>Consolidation</u>	other cuboids from 2D representations. ○ Use the properties of rectangles to deduce related facts and find missing lengths and angles. ○ Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. ○ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. ○ Draw given angles and measure them in degrees. ○ Identify angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90° <u>Geometry: Position & Direction</u> ○ Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed.	○ Use all four operations to solve problems involving measure. <u>Consolidation</u>

Science	Working scientifically					
	Biology: All living things **Kent Scheme** ♣ 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.	**Chemistry: Materials** **Properties of materials/separating materials** **Kent Scheme** ♣ 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	**Physics: Forces** **Effect of forces on Movement** **Kent Scheme** ♣ 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.	**Physics: Earth & Space** **Earth and Space** **Kent Scheme** ♣ 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.	**Chemistry: Properties of Materials – uses of materials, reversible changes** **Kent Scheme** ♣ 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	**Biology: Animals including humans** **Kent Scheme** ♣ 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
Computing	E-Safety					
	Computing systems and networks **Sharing information** Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and	Creating media **Vector drawing** Select, use and combine a variety of software (including internet services) on a range of digital devices to Design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting	Creating media **Video editing** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including	Data and information **Flat-file databases** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including	Programming A **Selection in physical computing** Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Programming B **Selection in quizzes** Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

	collaboration	data and information	collecting, analysing, evaluating and presenting data and information	collecting, analysing, evaluating and presenting data and information		
History	**History Study** Knowledge Life of a significant individual from history The life of Nelson Mandela link to geography unit.		**Victorian Britain** British History (taught chronologically) 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. **The Wider World/ Lives of Significant Historical Figures** Florence Nightingale, Mary Seacole, Crimean War and Military Technology, The British Empire		**History Study** Knowledge Life of a significant individual from history	**World History Study** **Ancient Greece** Broader History Study - A study of Greek life and achievements and their influence on the western world Identify primary/ secondary sources, select relevant information, Greek Timeline, Greek Theatre, The Mechanics of Ancient Greece (D&T) ,Greek Timeline, The Battle of Marathon ,Athens V Sparta ,The Olympic Games ,Greek Language ,Greek Gods, The Battle of Marathon
Geography	**World Travel & Environments** Geographical skills and fieldwork Use 4- and 6-figure grid references on OS maps -Use fieldwork to record & explain areas Mapping: Contour lines, orienteering, treasure maps Geography and landscape of South Africa.		**Maps** Locational Knowledge The changing map of London. Booth's poverty map. The Crimea, The British Empire		**Greece & The Americas** Human and physical geography 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	**Greece & The Americas** Place knowledge Study a region of Europe, and of the Americas Geography linked to history unit on Ancient Greece. Use maps, atlases, globes to Investigate key geographical features of Ancient Greece. Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones
Art & Technology	Mountain landscapes representing mountains in mixed media – watercolours, pencils.	Water colour Sketching Still life Christmas crafts	Simple Machines -Make a pulley & a lever catapult out of coat hangers and other	Planet Sculptures Use balloons, paper-mache and paints to create half-models of the earth, sun,	Making model ships (The Titanic) - which designs and materials are best for floating	Sculpture Based on Ancient Greek pottery. Making Greek pots. Laurel

	Highway man Dioramas Self-portraits Zoological drawings linked to science Mystery Bag Project	Creative Homework project – Research and respond to the artist Caspar David Friedri	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.	moon and other planets Create space shuttle models Creative Homework project – Research Victorian buildings in London and create your own.		wreaths. Hoplite shields Creative Homework project – Whole school theme (TBC) 2016-17 – Making musical instruments.
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
Spanish	**Specialist Teacher** Unit ¡Que aproveche! (enjoy your meal!) Unit Yo soy músico ("I am the Music Man")	**Specialist Teacher** Unit ¡Que aproveche! (enjoy your meal!) Unit Yo soy músico ("I am the Music Man")	**Specialist Teacher** Unit Transportes. (transport) Unit the 4 seasons (reviewing basic weather)	**Specialist Teacher** Unit Los planetas (our solar system) Unit La ropa (clothing words and descriptions)	**Specialist Teacher** Unit Las pescadoras Valencianas (basic vocabulary about actions) Unit ¿Qué noticias hay? (articles and songs about the world in Spanish)	**Specialist Teacher** Unit El Pasado y El presente (verbs and expressions in the past and present) Final Unit: A review of our learning
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
RE	**Southwark Scheme** **Judaism Unit 5** Jewish Bible (The Torah)	**Southwark Scheme** **Christianity Unit 8** Christian Festivals	**Southwark Scheme** **Hinduism** **Unit 3** Hinduism & the environment	**Southwark Scheme** **Hinduism** **Unit 4** The Mandir	**Southwark Scheme** **Islam** **Unit 4** The Islamic way of Life	**Southwark Scheme** **Sikhism Unit 4** The Gurus
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 Breaks.	**Lesson 1** – How our Brain Works **Lesson 2** – Mindful Awareness **Lesson 3** – Focussed Awareness	**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

		Lesson 4 – Mindful Listening				
P4C	Focus: Democracy	Focus: : Law	Focus: Liberty	Focus: Tolerance	Focus: Faith	Focus: Health

Rotherhithe Primary School Primary School Year Group 6 Curriculum Overview 2020– 2021

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

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 *Autobiographical recount* Harriet Tubman *Biographical Recount* Synonym, antonym, active and passive tense, subject and object	**Happily Ever After?** Sleeping Beauty *Extended Narrative* The Brothers Grimm Fairy Tales The Wedding Ghost *Blurb, Character Description, Setting Description, Flashback, Recount* cohesive devices, ellipsis, adverbials, dialogue	**World War 2** *Chronological report, Diary Entries, Newspaper reports, informal letters, formal letters, persuasive writing* hyphen, colon, semi-colon Once by Gleitzman	**World War 2** Rose Blanche *Narrative* Hyphens, cohesive devices, ellipsis, adverbials, dialogue I am David by Anne Holm	**Hopes and Dreams** The Dream Giver *Narrative* 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 *Narrative recount, discursive writing, persuasive writing* subjunctive Sonnets by Shakespeare

Reading	**The other side of truth B Naidoo** **Coming to England Floella Benjamin** **Minty: A story of Young Harriet Tubman Alan Schroeder** **Harriet Tubman: A Woman of Courage Skelton, Renee** **Stand together** by Harriet Tubman **I know why the caged bird sings/Still I rise Maya Angelou** Non Fiction CC: Harriet Tubman (Tw) Animals including humans (Tw)	**Harry Potter?** **Northern Lights Philip Pullman?** **Jabberwocky by Lewis Carroll** **The Wedding Ghost Leon Garfield** **Phillip Pullman's Grimm Tales** ***The Sleeper and the Spindle Neil Gaiman*** **Sonnet 18** by Shakespeare **Red Red Rose** by Robert Burns CC: jabberwocky (Tw) CC: sc evolution Charles Darwin/Kangeroo Evolution/Lucy (Tw)	**Candle in the Dark Adele Geras** **Wartime boy** **The soldier** by Rupert Brook CC: History WWII Pack (Tw) WWII 60 second reads Winston Churchill/D-Day VE Day (Tw) Evacuation 3 mark questions (Tw)	**Once Maurice Gleitzman** **Or I am David Anne Holm** **Dulce Est Decorum Est** CC: History WWII The Holocaust (Tw) Non Fiction CC: Y6 Light and its spectrum (Tw)	**Mozart Question Micheal Morpurgo** **When Hitler stole Pink Rabbit J Kerr** Rose Blanche by Roberto Innocenti	**Macbeth PPT (Tw)** **Shakespeare Macbeth: Witches poem** **And Act 2 Scene 1 Is this the dagger I see before me?** CC: History William Shakespeare (Tw) The Mayans civilisation (Tw) Chocolicious (Tw) Fairtrade (Tw)
Mathematics – White Rose	Number: Place Value ○ Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. ○ Round any whole umber to required degree of accuracy. ○ Use negative numbers in context, and calculate intervals across zero. ○ Solve number and practical problems that involve all of the above. Number: Addition &Subtraction, Multiplication & Division ○ Solve addition & subtraction multi-step problems in contexts, deciding which operations and methods to use and why. ○ Multiply multi-digit numbers up to 4 digits by a 2digit number using the formal written	Number: Fractions ○ Use common factors to simplify fraction; use common multiples to express fractions in the same denomination. ○ Compare and order fractions, including fractions >1 ○ Generate and describe linear number sequences (with fractions) ○ Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. ○ Multiply simple pairs of proper fractions writing the answer in its simplest form. ¼ x½ = ⅛ ○ Divide proper fractions by whole numbers ⅓÷2=⅙ ○ Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375)	Number: Decimals ○ Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimal places. ○ Multiply 1-digit numbers with up to 2 decimal places by whole numbers. ○ Use written division methods in cases where the answer has up to 2 decimal places. ○ Solve problems which require answers to be rounded to specified degrees of accuracy. Number: Percentages ○ Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 360) and the use of percentages for comparison.	Measurement: Converting Units ○ Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. ○ Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 dp. ○ Convert between miles and kilometers. Measurement: Area, Perimeter & Volume ○ Recognise that shapes with the same areas can have different perimeters and vice versa.	Geometry: Properties of shape ○ Draw 2D shapes using given dimensions and angles ○ Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. ○ Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles. Problem Solving *White Rose Problem of the Day* Statistics ○ Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	Investigations *White Rose Problem of the Day* Consolidation Transition

	methods of long multiplication. ○ Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context. ○ Perform mental calculations, including with mixed operations and large numbers. ○ Identify common factors, common multiples and prime numbers. ○ Use their knowledge of the order of operations to carry out calculations involving the four operations. ○ Solve problems involving addition, subtraction, multiplication and division. ○ Use estimation to check answers to calculations and determine the context of a problem, an appropriate degree of accuracy.	for a simple fraction (e.g. ⅛) ○ Recall and use equivalences between simple fractions, decimals and percentages, including different contexts. <u>Geometry: Position & Direction</u> ○ Describe positions on the full coordinate grid (all four quadrants) ○ Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. <u>Consolidation</u>	○ Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <u>Number: Algebra</u> ○ Use simple formulae ○ Generate and describe linear number sequences ○ Express missing number problems algebraically ○ Find pairs of numbers that satisfy an equation with two unknowns. ○ Enumerate possibilities of combinations of two variables.	○ Recognise when it is possible to use formulae for area and volume of shapes. ○ Calculate the area of parallelograms and triangles. ○ Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm^3, m^3 and extending to other units (mm^3 and km^3) <u>Number: Ratio</u> ○ Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication & division facts. ○ Solve problems involving similar shapes where the scale factor is known or can be found. ○ Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. <u>Consolidation</u>	○ Interpret and construct pie chards and line graphs and use these to solve problems, ○ Calculate the mean as an average.	

		(including percentages) Properties of shapes Data handling Perimeter, area and volume) Measurement & Statistics Geometry- Properties of shape and position and direction	Numbers & Roman Numerals Multiplication Division Algebra Geometry (angles) Fractions including decimals and percentages	percentages) Properties of Shapes Data handling mean and average Problem Solving all operations Perimeter, area and volume		
Science	Working scientifically					
	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.	**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	**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.	**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.	**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.	
Computing	E-Safety					
	Computing systems and networks **Communication** Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web;	Creating media **3D Modelling** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish	Creating media **Web page creation** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish	Data and information **Spreadsheets** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish	Programming A **Variables in games** Use sequence, Selection, and repetition in programs; work with variables and various forms of input and output	Programming B **Sensing** Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

	and the opportunities they offer for communication and collaboration	given goals, including collecting, analysing, evaluating and presenting data and information	given goals, including collecting, analysing, evaluating and presenting data and information	given goals, including collecting, analysing, evaluating and presenting data and information		
History	Knowledge **In depth study of a 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		British History (taught chronologically) **WW2** An extended period study Locality study – life in Bermondsey during the Blitz. Key events of WW2. Key figures in WW2 Life as an evacuee		Broader History Study **Non European societies: 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** Place knowledge Study a region of Europe, and of the Americas– landscapes, key geographical features	**The Wedding Ghost: London** Geographical skills and fieldwork -Use 4- and 6-figure grid references on OS maps -Use fieldwork to record & explain areas	**UK** Locational Knowledge Name & locate counties, cities, regions & features of UK World Maps , local maps and 6 figure grid references	**Europe** Place knowledge	**South America** Human and physical geography 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.	
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 *The Wedding Ghost* and *The Highwayman*) 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 form the Blitz, using a range of media Creative Homework project – create a gas mask or an Anderson Shelter.	Printing Use sketchbooks to collect, record, review, revisit & evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture	Complex Structures Mayan Pyramids Bridge Building project Designing large structures using paper rods. Creative Homework project – Whole school theme (TBC) 2016-17 – Making musical instruments.
P.E.	**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
Spanish	**Specialist Teacher** Unit Nuestro colegio (our school) Unit Nuestro mundo (our world)	**Specialist Teacher** Unit Nuestro colegio (our school) Unit Nuestro mundo (our world)	**Specialist Teacher** Unit En la Cafetería (food and drink and how to order) Unit El parque de atracciones (theme park vocabulary and past tenses)	**Specialist Teacher** Unit Physical descriptions (describing people and knowing parts of the body) Unit La ropa (clothing and describing clothes)	**Specialist Teacher** Unit A bordo (basic concepts) Unit ¿Qué noticias hay(? (articles and songs about the world)	**Specialist Teacher** Unit Pasado y presente (preparing for secondary school, past tenses)
Music	**Specialist Teacher**	**Specialist Teacher**	**Specialist Teacher**	**Specialist Teacher**	**Specialist Teacher**	**Specialist Teacher**

	African percussion	African percussion	Recorders Notation reading, composition: classical music appreciation	Recorders Notation reading, composition: classical music appreciation	Recorders Musical theatre	Recorders Musical theatre
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?
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