



Rotherhithe Primary School Curriculum 2021/22

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. Through this, our children will achieve their full potential within the context of a stimulating and exciting learning experience.

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

Our curriculum is based on the National Curriculum Framework.

Rotherhithe Primary School Curriculum 2021/22

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 PSHE lessons. We further enrich this provision by working with groups outside our school such as Skills Builders Edible and Debate Mate. We want our children to understand how the brain works, how to identify and handle problems, and how to see themselves as part of the global community; a viewpoint, which shifts between “me”, to “we” and to “us”. Our children have high aspirations and a clear viewpoint of themselves within the local and global community.

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 enjoy our Forest School provision.

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 using a qualified and experienced Spanish teacher.

Through specialist teaching in music, children learn a variety of instruments including ukulele, recorders, percussion, drums 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 dance, gymnastics, swimming and games sessions. We also offer a range of after school clubs such as football, hockey, multi-skills, basketball and Debate Mate. We have been awarded Gold Health Schools Status.

Leaders of the Curriculum

- Art & Design: Alex Montgomery
- Computing and I.T.: Anthony Williams
- Design Technology: Conor McTernan
- English: Nina Hall (currently on maternity leave)
- EYFS Lead: Helen Walsh
- History & RE: Amber Weldon

- Geography: Leah Delahye
- Maths: Annalise Loughnan
- Music: Emily Bayjoo-Kassam (currently on maternity leave)
- PSHCE & SMSC: Kealan Doherty
- Science & PE: Colleen Maasdorp

Where to find documents

For parents, all curriculum documents can be found on the school website in the 'Learning' section, which includes useful links to support home learning.

For staff, all curriculum documents are found on RPS Sharepoint in the curriculum folder. Plans and resources are saved in year group folders.

Involving Parents

Each year group provides a termly curriculum overview which outlines the main objectives for each subject studied that term. A copy of this termly map is available on the school's website.

Educational Visits

A risk assessment must be completed for every educational visit. A copy of the risk assessment must be sent to Colleen Maasdorp. Parents sign and agree to local walks and visits when children enroll at RPS.

Useful Contacts

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

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

Cutty Sark Museum- <https://www.rmg.co.uk/cutty-sark>

Horniman Museum: <https://www.horniman.ac.uk/>

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

Museum of London- <https://www.museumoflondon.org.uk/museum-london>

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

Royal Observatory- <https://www.rmg.co.uk/royal-observatory>

Science Museum- http://www.sciencemuseum.org.uk/about_us/contact_us.aspx

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

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

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

Early Years Foundation Stage Curriculum 2021-2022

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. Our curriculum is based on the Birth to 5 Matters guidance: <https://www.birthto5matters.org.uk/>

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 increased direct time with their key person. This supports 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.

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 receive **sports skills and music lessons** with specialist teachers.

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

Mindfulness and Zones of Regulation

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. Zones of Regulation is a technique used to provide children with the language to articulate their emotions. 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 Read Write Inc programme to help them learn to read and write. This begins in the second term of nursery and then

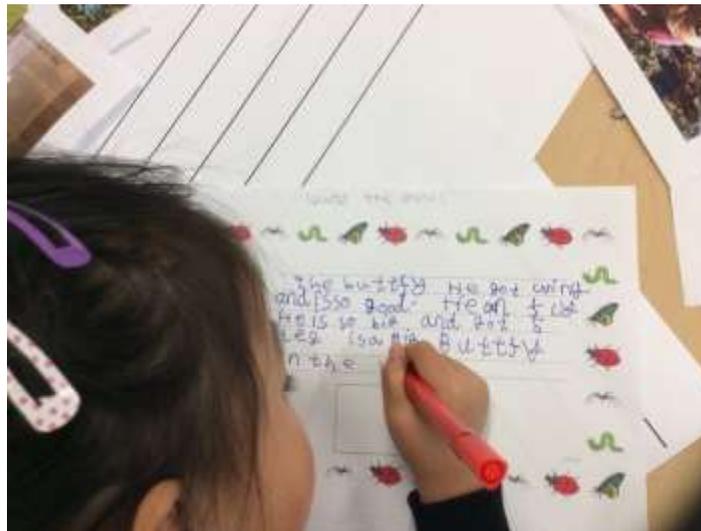
carries on into the reception year.

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:

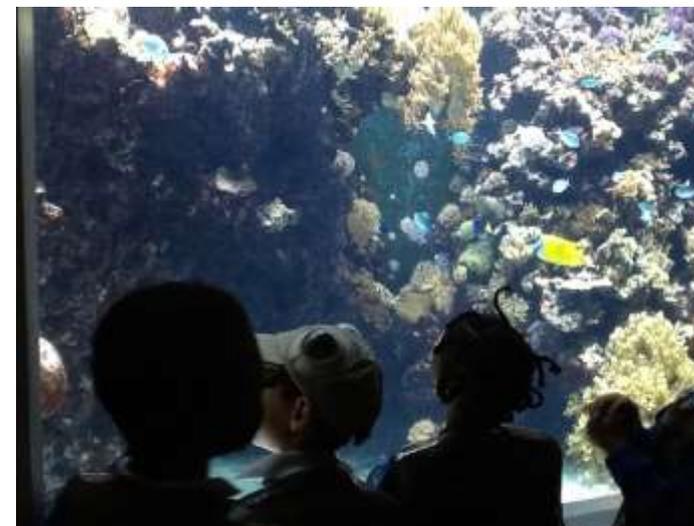
- Write simple sentences with plausible phonetic spellings- children who should exceed the good level of development should be writing some compound words
- Read simple sentences relying on phonics and contextual cues
- Work with numbers to at least 20
- Be self-confident, manage their own feelings and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



Tapestry:

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.



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.

We have 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 Summer Fayres and Christmas Fayres.

Staff and senior leaders are at the gates every morning and afternoon. 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.



Rotherhithe Primary School Reception

Long Term Plan 2021/22



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvelous me & Once Upon a Time <i>Settling in</i>	Woodland Wonders <i>Celebrations</i>	Things that Go!	Super me and Super you	Creepy Crawlies & Growing	Creatures now and long ago <i>Transition</i>
Core Books	<p><i>Together we can</i> By Caryl Hart</p> <p><i>My friends and me</i> by Stephanie Stansbie</p> <p><i>All are welcome</i> by Alexandra Penfold</p> <p><i>More People to Love me</i> by Mo O'Hara</p> <p>The Three Little Pigs – <i>traditional tale</i></p> <p>Billy Goats Gruff – <i>traditional tale</i></p> <p><i>Gingerbread Man</i> – <i>traditional tale</i></p>	<p>Room on the Broom by Julia Donaldson</p> <p>The Gruffalo by Julia Donaldson</p> <p>The Gruffalo's Child by Julia Donaldson</p> <p>We're going on a Bear Hunt by Michael Rosen</p> <p>We're going on a leaf Hunt by Steve Metzger</p> <p>Stick Man by Julia Donaldson</p> <p>Femi the Fox by Jeanette Kwakye</p>	<p>Roaring Rockets by Tony Mitton</p> <p>Super Submarine by Tony Mitton</p> <p>Brilliant Boats by Tony Mitton</p> <p>Dig Dig Digging by Tony Mitton</p> <p>The Naughty Bus by Jan Oke</p> <p>Lost & Found by Oliver Jeffers</p> <p>Look up! By Nathan Bryon</p>	<p>Supertato books by Sue Henra and Paul Linnet</p> <ul style="list-style-type: none"> - Supertato - Spertato:Veggies Assemble - Supertato: Run Veggies Run - Supertato: Evil Pea Rules - Supertato: Veggies in the Valley of Doom - Supertato: Carnival CatastrophPea! 	<p>Jack and the Beanstalk – <i>traditional tale</i></p> <p>The Very Hungry Caterpillar by Eric Caryle</p> <p>Superworm by Julia Donaldson</p> <p>The tiny seed by Eric Carle</p> <p>Egg Drop by Mini Grey</p> <p>The Odd Egg by Emily Gravitt</p>	<p>Monkey Puzzle by Julia Donaldson</p> <p>Boogie Bear by David Walliams</p> <p>The Ugly Five by Julia Donaldson</p> <p>The Kaola who could By Rachel Bright and Jim Field</p> <p>Night Monkey Day Monkey by Julia Donaldson</p> <p>A range of dinosaur fiction and non fiction books</p>

<p>Communication & Language</p>	<p>Listening & Attention: Listen and respond for short whole class carpet sessions Listen and participate in small group sessions Introduce circle time object for children to pass around and take turns talking within a larger group Speaking: Practice requests necessary for school eg “Can I have a turn?” “I need the toilet” Create a home language display in collaboration with parents. Play with sounds in words through phase one phonics songs and activities Children retell and act out familiar traditional tales Understanding: Play games and songs with instructions eg. Simon says Practice transitions with key instructions eg. Now it’s time for fruit Sequence the order of the day with the visual timetable Rhyme Time: <i>Create a bank of children’s favourite and familiar rhymes</i> Teddy Bear Teddy Bear Hello & Good bye song Please & Thank you Boom Chicka Boom Time to Talk:</p>	<p>Listening & Attention: Join in retelling stories with repetitive refrains in core stories eg. Bear Hunt and Leaf Hunt Speaking: Act out and retell the story “room on the broom” and the “Gruffalo” using props and a story sack Play with words and sounds when making potions in the witch’s cottage eg. Abracadabra Understanding: Develop understanding of prepositional words such as eg. over, under, through with the core story “Bear Hunt” extend with other words and play games for children to use and respond to instructions with these words Answer who, what, where questions about the core texts. Rhyme Time: I see the wind I hear thunder What’s the weather? <i>Christmas performance</i> Language for Thinking Blanks Levels of Language questioning for the Birthday Party Scene</p>	<p>Listening & Attention: Listening to different types of transport. Identify the mode of transport. Go on listening walks. Speaking: Children to present, explain and talk about their transport models. Talk about the shared experience (local trip) Understanding: Explain how things work and what things are for linked to transport. Eg. The motor makes the boat move. Work on concepts such as fast/slow, tall/short, loud/quiet Generate questions for special visitor (sailor/train driver) Rhyme Time: The Wheels on the Bus This is the way we cross the road Row row row your boat The big ship Story Telling: Act out the story “The Naughty Bus” with small world props. Change parts of the story. P4C questions Language for Thinking Blanks Levels of Language questioning for the In Space Scene</p>	<p>Listening & Attention: To listen and recall the main events of the story and retell the core stories. Speaking: To speak about ways to keep healthy and share their personal experiences. To talk about the Science Week experiments and present to others their findings. Understanding: To follow two – three part instructions when following their treasure maps. Rhyme Time: This is the way One potatoe two potato.. Peace Pudding Hot Chick Chick chicken Humpty Dumpty Story Telling: Create stories about superheroes on story maker P4C questions Language for Thinking Blanks Levels of Language questioning for the Supermarket scene</p>	<p>Listening & Attention: To learn dances with instructional actions (Carnival) To sustain attention concentration for a performance Speaking: To talk about their holidays and share pictures on Tapestry Understanding: Children to generate questions about the topic – create a class KWL Begin to understand why and how questions Use and apply language related to measure Rhyme Time: Incey Wincey Spider Baby Bumblebee Worm at the bottom of my garden Tiny Caterpillar on a Leaf Story Telling: Create stories about minibeasts on story maker and retell using story words P4C questions Language for Thinking Blanks Levels of Language questioning for the Farm Scene</p>	<p>Listening & Attention: Listening to different animals in their habitats Speaking: Present and explain their chosen habitat. Asking and answering questions with their peers about their work. To use the words ‘because’ accurately Understanding: Children generate questions about the topic – create a class KWL chart Rhyme Time: Walking in the jungle Down in the jungle Miss Polly had a dolly Story Telling: Create stories about animals and use story words and extend with adjectives P4C questions Language for Thinking Blanks Levels of Language questioning for the rainforest scene</p>
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	<p>Explore the story “Would you Rather” and “You Choose” Talking tables in small groups</p> <p>Language for Thinking Blanks Levels of Language questioning for the Three Little Pigs Scene</p>					
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Key Vocabulary	<p>New Vocabulary: Courage Resilient Unique Occupations</p>	<p>New Vocabulary: Seasons; Spring, Summer, Autumn, Winter Celebration Adventures Respect</p>	<p>New Vocabulary: Transport Vehicles Machinery Mechanic Emergency services Ambitious</p>	<p>New Vocabulary: Observing Experiments Senses Dairy Vegetarian/vegan</p>	<p>New Vocabulary: Life cycle Camouflage Symmetry Insects Relationships Empathy</p>	<p>New Vocabulary: Habitats Environment Endangered Wildlife Extinct</p>
Role Play	<p>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. Key Vocabulary: iron, microwave, fridge, freezer, recipe, calendar,</p>	<p>Witch’s cottage Read, write and create spells and potions. Key Vocabulary: cauldron, spells, ingredients, potions, Post office Prepare letter/ cards/ presents/ parcels to be sent around the world. Key Vocabulary: postal worker, stamps, weight, package, parcel, envelope, address, sender, reciever.</p>	<p>Mode of Transport Role Play Children to decide and choose what they would like. Key Vocabulary: to be developed around children’s choice of role play</p>	<p>Supermarket/Farmer’s Market Sorting dairy, fruit, vegetables. Cash register to pay for foods and shopping list to write before going to the super- market. Key Vocabulary: dairy, carbohydrates, protein, freezer, organic, cashier, conveyor belt.</p>	<p>Garden Centre Selling flowers / seeds / beans. Labeling packets and plants. Language focus on money. Children to measure plants and trees. Key Vocabulary: cashier, seeds, plants, shrubs, trowel, spade, soil, fertilizer.</p>	<p>Hospital/ dentist Look at the human body and skeleton. Taking X-Rays, administering medicine and writing prescriptions. Key Vocabulary: hygiene, statoscope, prescription, appointment, patient, monitor, injections</p>
PSED Skills Builder	<p>Making relationships Play name games with children to get to know one another Share likes and dislikes. Use the text “We are all welcome”</p>	<p>Making relationships <i>Use a puppet who is new to the class to revise the class charter</i> <i>Play ring games together indoors and outdoors eg. Parachute games</i></p>	<p>Making relationships Make a kindness chain in the classroom using the story “Be Kind” as a stimulus. Role play scenes of how to be kind eg. Helping someone when they fall.</p>	<p>Making relationships Where the veggies in the Supertato series good friends why? What makes a good friend? What superpowers do good</p>	<p>Making relationships Use the story “Meesha Makes Friend” to explore the theme of friendship Discuss the Giant in Jack and the Beanstalk how is he feeling? Listen to the story</p>	<p>Making relationships Work collaboratively with a group to create their habitat box, sharing ideas and taking turns</p>

 <p>School Values Ambition, Creativity, Courage, Empathy, Resilience, and Respect. MindUp! Gratitude Brain Breaks</p>	<p>Role play 'conflict resolution' with children and equip them with language for turn taking and sharing</p> <p>Introduce the areas of the classroom and model how to play in the different areas</p> <p>Discuss pictures on Tapestry with the class, creating displays of the children in the different areas playing together</p> <p>Talking tables for children to get to know one another</p> <p>Sense of self</p> <p>Make name tags and pictures and labels to identify where their coat peg and tray is</p> <p>Have pictures of the children's families in the home corner</p> <p>Understanding emotions</p> <p>Introduce red, blue, yellow and red zonea to children.</p> <p>Encourage children to share experiences. Link to core stories and use of puppets.</p> <p>Introduce brain breaks</p> <p>Jigsaw!</p> <p><i>Being in my world</i></p> <p>To know that we are similar and different but we belong together. To recognize feelings and know why is it good to be kind and use gentle hands.</p> <p>Explore what it means to make our school a good place to be and discuss everyone's right to play and learn.</p> <p>Create a class Charter</p> <p>Discuss class promises and agree on them as a whole class.</p>	<p><i>The Squirrels who Squabbled By Rachel Bright and Jim Field to explore sharing</i></p> <p><i>Play turn taking games in small groups</i></p> <p>Sense of self</p> <p>Jigsaw!</p> <p><i>Celebrating difference</i></p> <p>To talk about what makes each person special and different. To talk about what makes a kind friend.</p> <p>Understanding emotions</p> <p>Zones of Regulation</p> <p>Create social stories from pictures on Tapestry to link the zones of regulation and role play</p> <p>How our Brain Works:</p> <p>Introducing Brain Breaks. introducing the guard dog, the wise owl and the hippo.</p> <p>Diversity Month</p> <p>Activities to planned across the school</p>	<p>Sense of self</p> <p>Jigsaw!</p> <p><i>Dreams and Goals</i></p> <p>To set goals and learn kind words to encourage people.</p> <p>To talk about the importance of not giving up and resilience.</p> <p>Understanding emotions</p> <p>Discuss how to get to the green zone. Practice a range of calming techniques and encourage children to choose the ones that they find works best for them.</p> <p>Road safety</p> <p>Use a social story to discuss how to keep safe on the road.</p> <p>Roley play different scenes and talk about what you do if there is an emergency.</p> <p>Children's Mental Health Week</p> <p>A range of activities to take place across the school this week.</p>	<p>friends have. Create a list together.</p> <p>Sense of self</p> <p>What makes each one of us a superhero. What everyday super powers do we have.</p> <p>Link to the school values and share through stories and use of puppets.</p> <p>Understanding emotions</p> <p>Children to continue to build on their toolbox of techniques and strategies that help them to be calm.</p> <p>Explore the red zone and develop children's vocabulary. Discuss Evil Pea's character, why is he in the red zone? Why does he doe evil things?</p> <p>Jigsaw!</p> <p><i>Healthy me</i></p> <p>Sorting healthy and unhealthy choices.</p> <p>Discussing importance of exercise and healthy eating.</p> <p>Mindup!</p> <p>Mindful Seeing, Mindful Smelling, Mindful Tasting</p>	<p>being retold from the Giant's perspective.</p> <p>Jigsaw!</p> <p><i>Relationships</i></p> <p>How to keep and maintain positive relationships with others.</p> <p>Sense of self</p> <p>Explore the story "Along came a different" to discuss difference between us all.</p> <p>Learn the song "We are Amazing" talk about differences.</p> <p>Understanding emotions</p> <p>Explore the blue zone linked to the Giant. Expand on vocabulary for the blue zone.</p> <p>Talk about times children were sad and lonely. What can help? When you feel this way.</p>	<p>Begin to do activities with their new teacher to build up a relationship with new staff</p> <p>Talk about Acts of Kindness</p> <p>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 (adopting an endangered animal)</p> <p>Sense of self</p> <p>Jigsaw!</p> <p><i>Changing me</i></p> <p>Reflect on changes children have gone through and discuss upcoming changes moving to year one. Share and talk about feelings and support this transition.</p> <p>Understanding emotions</p> <p>Explore the yellow zone and develop vocabulary for emotions within the yellow zone. Explore the story "Ruby's Worry" and create a class worry box for children.</p>
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<p>Physical Education</p>	<p>Fundamental Movement Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Health & Self Care To make independent choices for school lunches and request foods they likes in the canteen To carry their lunch tray independently and use cutlery to feed themselves To use the toilet independently in school and request the toilet when needed To put on aprons independently when choosing to play in the creative area or water tray To look after personal belongings by hanging their coat up and putting their book bag in their tray Learn to use equipment in the school's provision safely To wash and dry hands effectively</p>	<p>Balance Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Health & Self Care To begin to dress and undress for PE sessions Talk about the changed in their body when engaging with exercise To look after their additional belonging for winter eg gloves, hats and scarves; to be able to take them on and off and store them appropriately To know how to move and store equipment safely and take carefully considerations about risks they take when playing</p>	<p>Agility Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>Health & Self Care Children's Mental Health Week Begin to talk about physical changed in the body when discusses different emotions for the Zones of Regulation Children to explore ways of keeping a healthy brain and mind as well as physical body</p>	<p>Dance Gymnastics Jumps off an object and lands appropriately. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Health & Self Care To talk about a healthy range of foods. Learn why it is important to make healthy food choices. Learn how to sort food into food groups and how to make a balanced meal.</p>	<p>Co-ordination Ball skills Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p> <p>Health & Self Care Children independently dress and undress for PE Children to know a range of ways to help them look after their emotional health by having a tool box of strategies to help regulate their own emotions.</p>	<p>Multi skills and Athletics Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Health & Self Care To know a range of ways to keep healthy, to develop language through the hospital role play Children to learn the names of different organs in the body and learn more about human growth, change and development For children to learn about the importance of oral hygiene and know how to brush their teeth effectively</p>
<p>Reading</p>	<ul style="list-style-type: none"> ○ Shared reading of the core stories ○ Children to bring in their favourite story to read ○ Create a "favourite stories" box as a class together 	<ul style="list-style-type: none"> ○ Shared reading of the core stories ○ Guided reading begins ○ Reading Café begins ○ Story sacks & props for the Gruffalo 	<ul style="list-style-type: none"> ○ Shared reading of the core stories ○ Guided reading ○ Reading Café ○ Story sacks & props for the Naughty Bus ○ Take home banded books 	<ul style="list-style-type: none"> ○ Shared reading of the core stories ○ Guided reading ○ Reading Café ○ Story sacks & props for supertato 	<ul style="list-style-type: none"> ○ Shared reading of the core stories ○ Guided reading ○ Reading Café ○ Story sacks & props for the Hungry Caterpillar 	<ul style="list-style-type: none"> ○ Shared reading of the core stories ○ Guided reading ○ Reading Café ○ Story sacks & props for the Gruffalo ○ Take home banded books

	<ul style="list-style-type: none"> ○ Story sacks and props for each of the traditional tales for retelling ○ Newspapers, magazines, recipes books for the home corner 	<ul style="list-style-type: none"> ○ Non-fiction texts about seasons ○ Take home banded books begin ○ Make class book of children's own stories 	<ul style="list-style-type: none"> ○ Share books and stories about places around the world ○ Make class book of children's own stories 	<ul style="list-style-type: none"> ○ Take home banded books ○ Story Maker 	<ul style="list-style-type: none"> ○ Take home banded books ○ Story Maker 	<ul style="list-style-type: none"> ○ Reading Buddies with Year 6 ○ Story Maker
Writing	<ul style="list-style-type: none"> ○ Name writing ○ Self portraits ○ 'My Family' drawing and writing ○ My favourite stories/toys/food ○ What makes me special 	<ul style="list-style-type: none"> ○ Writing and reading recipes for potions ○ Labeling plans for making a broomstick ○ Writing letters to Father Christmas ○ Writing a new page of stick man ○ Writing a description of the Gruffalo 	<ul style="list-style-type: none"> ○ Labeling diagrams ○ Writing instructions ○ Drawing and labeling maps ○ Making road safety posters ○ Recording a traffic survey ○ Writing for the kindness chain ○ Writing about our talents 	<ul style="list-style-type: none"> ○ Wanted Posters for Evil Pea ○ Writing in speech bubbles ○ Making healthy eating and living posters ○ Writing about science experiments ○ Writing a character profile ○ Writing instructions for a treasure map 	<ul style="list-style-type: none"> ○ Drawing and labeling the life cycle of animals ○ Instructions how to care for plants ○ Writing to the giant ○ Writing a new page for Super Worm 	<ul style="list-style-type: none"> ○ Writing captions ○ Changing parts of stories ○ Making who am I cards? ○ Begin to write stories ○ Writing facts about favourite animals. ○ Writing to your new teacher
Maths Mastery	<p>Pattern and shape U2 Recognise, create and describe shapes with mathematical language</p> <p>Numbers within 6 U3 Recognise, count and order numbers; say which numbers are 'more or less'</p>	<p>Numbers within 10 U8 Count reliably, place in order, recognise numerals, use ordinals, understand zero</p> <p>Shape and calendar U7&8 Explore characteristics of shape, using mathematical language. Use everyday language to discuss time.</p>	<p>Numbers within 15 and then to 20 U10 & 12 Recognise, count and order numbers; estimate and compare groups of objects</p> <p>Position Use mathematical language to describe position</p>	<p>Addition and Subtraction within 10 U9 Add and subtract single-digit numbers by counting on or back or counting groups altogether.</p> <p>Money Recognise and use everyday language related to money</p>	<p>Grouping and sharing U11 Solve practical problems involving equal and unequal groups. Explore counting in steps of 2.</p> <p>Doubling and halving U13 Solve problems and explore the relationship between doubling and halving</p> <p>Measure U5 Compare objects and quantities, solve size, weight and capacity problems</p>	<p>Addition and Subtraction U9/15 Compare quantities to solve problems that include doubling, halving and sharing</p> <p>Shape and Time U7/14 Begin to name 3D shapes and tell the o'clock time.</p>

<p>Science</p> <p>Class floor book</p>	<p>Science skill focus: predicting Carry out the experiment: Browning Apples. What happens to the apples left out. How do they change? Why have they changed?</p> <p>Materials The three little pigs. Why did the house blow down? Which material is best and why? Build a new house for the three little pigs.</p>	<p>Science skill focus: doing Children carry out a scavenger hunt of various natural objects they can find in the environment. (forest school) Name and sort the objects found.</p> <p>Drainpipes Investigate drainpipes and water. Where is the water coming from? Can we change the direction? Can we collect the water. Use tubes and guttering to problem solve.</p> <p>Seasonal Changes Discuss the seasons. What types of clothes do we need? What do we notice about trees? What else is changing around us?</p>	<p>Science skill focus: predicting Investigate things that float and sink. Make predictions and record your findings.</p> <p>Science skill focus: predicting Friction train. Using ramps test out different materials attached to the ramp (bubbles wrap, tinfoil) mark how far the train travels each time. Record and evaluate your findings.</p> <p>Seasonal Changes Discuss the seasons. What types of clothes do we need? What do we notice about trees? What else is changing around us?</p>	<p>Science skill focus: observing Evil Pea has frozen some of our toys how can we get them out? Observing the frozen Balloons closely. Talk about melting, freezing and changes in materials. Can we speed it up or slow it down? What would happen if?</p> <p>Science skill focus: evaluating Perform taste tests with different foods. Develop vocabulary around tastes eg. bitter, sweet.</p> <p>Science Week</p> <ul style="list-style-type: none"> o Mentos experiment o Introduce chicks as part of Science week 	<p>Science skill focus: performing tests Materials</p> <ul style="list-style-type: none"> - making a shelter for Incy Wincy Spider - How to protect and egg when from cracking when it is dropped <p>Planting and Growing Plant a variety of seeds and vegetables in the garden area. Learn the different parts of the plants eg stem, flower etc. Experiment growing left over vegetables. Children plant their own Magic beans and keep a bean diary at home.</p> <p>Life Cycle: Butterfly: observe caterpillars in class</p>	<p>Science skill focus: classifying Investigating magnets. Classify objects as magnetic or non-magnetic</p> <p>Light and Dark Learn about different types of light sources. Experiment with lenses and creating shadows.</p> <p>Human Growth How human's grow and change. Focus on oral hygiene.</p>
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<p>People, Culture and Communities</p>	<p>Transitions Talking about starting school and making friends. Explore through the core story "We are all Welcome"</p> <p>All About Us Share about ourselves. Talk and celebrate our similarities and differences.</p> <p>Ancestry and origins Create map display and involve parents in making home languages "welcome" display</p>	<p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> - Birthdays - Firewords night - Halloween - Diwali - Christmas - Hanukkah <p>Cooking Femi the fox makes a pot of Jollof Rice. Where does Jollof Rice come from? What foods do we eat at home?</p> <p>Diversity Week Activities planned across the school</p>	<p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> - Birthdays - New Year - Chinese New Year - Valentines Days <p>Around the World Plan a pretend holiday? What is it like in different parts of the world. Children to share any experiences of travelling. Where did they go? What did they see? What did they eat? Share pictures and videos from their trip.</p>	<p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> - Birthdays - Mother's Day - St Patrick's Day <p>Dance around the World Look at different types of dance around the world, invite visitors to demonstrate. Learn some traditional dances.</p>	<p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> - Birthdays - St.George's Day - Ramadan & Eid <p>Cooking Cook some traditional foods for Eid celebration</p> <p>Carnival Learn about carnival around the world. This is a celebration of fun and colour where all are welcome to celebrate together.</p>	<p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> - Birthdays - Father's Day - Sports Day <p>International Day Activities planned across the school</p>
<p>The World</p>	<p>Changes and Decay -see science experiment.</p> <p>Weather & Seasons Daily songs and discussions.</p>	<p>Local Walk Conduct the scavenger hunt, gathering natural materials to observe and compare</p> <p>Forest School Stick man activities. What can stick man be used for? Can we make a stick man family?</p>	<p>Environmental Awareness <i>Rocket Says Clean Up!</i> Through this story discuss the importance of look after our environment. What do the clean up crew do and why?</p>	<p>Chicks Children observe and learn about the life cycle of chicks on site.</p>	<p>Minibeasts Compare different minibeasts. Observe them in their natural habitat. Learn about life cycles.</p>	<p>Environmental Awareness <i>Boogie Bear</i> Through this story begin to explore the idea of global warming and endangered animals. Discuss the affects of our actions on the environment.</p>

Past and Present	Life now and long ago Exploring different jobs and occupation within the school context and the wider community.	Life now and long ago Learning and acting out the Christmas story. Comparing life now and then. Black History Month: Explore the Little Leaders collection	Important figures: Learn about Amelia Earhart. Jobs in the past and now Visit the Docks – Greenland. Local history. Introduction to maps. Jobs in the locality now and long ago.	Life now and long ago Learn about what life was like when your grown ups were at school. Compare school now and then. London History Day Events.	Important figures: St. George's Day: Learn about the Royal Family	Important figures: Learn about the work of David Attenborough. Learn about other jobs that are related to animal conservation and protection. Creatures long ago Investigate extinct animals eg. Dinosaurs Human growth: past and present "My own journey"
Creating with Materials	Painting and colour Self Portraits Experiment with colour mixing. Drawing My family & things that are important to me Designs for a new house for the three little pigs Printing Hand and foot printing Pattern Create repeating patterns	3D work Make a clay tea light for Diwali. Making Christmas decorations: salt dough Painting and colour Create Fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks. Drawing Draw your own "terrible creatures" like the Gruffalo Textiles and texture Create textured scenes from the bear hunt using natural objects	3D work Children work in small groups to make something that can fly, something that can sail, something that can go on land. Junk modeling different modes of transport. Painting and colour Experiment with colour mixing. Drawing Modes of transport; create your own design	Printing Vegetable printing. Use of repetitive patterns. Learn about Andy Warhol. Textiles and texture Make a potatoe superhero using a variety of tools and techniques. Drawing Draw and design a superhero costume	Drawing Observational drawings of plants and flowers. Pattern Simple symmetry of butterflies Textiles and texture Leaf and flower mosaics and collages. Painting and colour Investigate using natural materials for painting eg tea bags, flowers and spices.	Textiles and texture Look an animal patterns and textures to create a model of your own chosen animal. 3D work Creating shoe box habitats for animals around the world. Drawing Draw scenes of your favourite habitats
Music	Watching Listening and Participating	Snowmen and Polar Bears Experience a range of songs. Explore rhythm through	The Sound of Music Learn to sing with greater control. Learn how to use	Come to the Carnival Learn about carnivals around the world. Have	Picture the Scene Handle and control small percussion instruments to	Road to Rio Develop and keep a steady pulse. Learn to use

	<p>Learn to find my singing voice. Develop a steady pulse. Become more aware of rhythm and pitch. Learn how to control my voice to sing loud / soft. Learn and find confidence to sing a response back to the music teacher. Focus and engage in the session. Join in with music sessions with confidence</p>	<p>words. Explore pitch through singing and sounds. Listen to my peers sing. Learn to describe what I can hear in words. Begin to use my head voice.</p>	<p>hand signs to show pitch Sing solo with increasing confidence and control. Learn to follow signs and symbols to sing loud and quiet. Begin to explore my vocal range – high and low. Participate in singing games where I will learn to take turns and follow instructions.</p>	<p>opportunities to listen to live music. Have opportunities to listen to recorded music respond to picture instrument cards to follow directions – to tap, scrape, shake learn to describe sounds using onomatopoeia learn to sing a wider repertoire of songs</p>	<p>start and stop; play loud and soft; play fast and slow. Learn to use instruments to make sound effects in poems, songs and stories. Listen to my peers sing and play instruments. Explore vocabulary used to describe what I can hear ‘Know my instrument’ Name all it’s parts, know the typical musical genre and it’s place in musical history Refer to video library.</p>	<p>rhythm phrases to clap rhythm patterns. Learn to accelerate and decelerate in pulse.</p>
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Rotherhithe Primary School Primary School Year Group 1 Curriculum Overview 2021 – 2022

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 $\frac{1}{2}$ & $\frac{1}{4}$

Subject	Autumn 1 Trip: Greenwich Observatory	Autumn 2 Trip: Surrey Docks Farm	Spring 1 Trip: Bethnal Green Toy Museum	Spring 2 Trip: Brunel Museum	Summer 1 Trip: Clipper Boat "My London"	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	Toys Chronological and Non-chronological reports, Capital Letters and Full stops	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, Retelling of story -est, adjectives London-famous landmarks Katie in London James Mayhew Postcards, recounts	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 Traditional Fairytales (Hopscotch series) Poetry by heart : Caribbean Counting Rhyme by Pamela Mordecai Fairy tales (Tw) CC nonfiction reading weeks:	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) Bingo Lingo: Phonicsreading 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
Mathematics Mathematic Mastery	Maths Mastery Numbers to 10 Count, read, write, identify, represent, double and half, and use comparative language. <u>Addition and subtraction within 10</u> Represent and use number bonds; read, write, interpret, represent and solve. <u>Shapes and patterns</u> Recognise common 2-D and 3-D shapes; describe position, direction and movement.	Maths Mastery Numbers to 20 Count, read, write, identify, represent, double and half, and use comparative language. <u>Addition and subtraction within 20</u> Represent and use number bonds; read, write, interpret and solve one-step problems.	Maths Mastery Time 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.	Maths Mastery - Adding and subtracting <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.	Maths Mastery Numbers 50 to 100 and <u>beyond</u> Count from a given number in 1s, 2s, 5s and 10s; represent, identify and estimate numbers; recognise place value. <u>Addition and subtraction 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.	Maths Mastery Multiplication and division Solve one-step problems using concrete and pictorial representations and arrays. <u>Measures (2):</u> Capacity and volume Compare, describe, measure, record and solve practical problems.
Science	Seasonal Changes – Autumn and Winter -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	Seasonal Changes – Spring -Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies. Working scientifically	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	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	Seasonal Changes – Summer -Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies. Working scientifically

		animals that are birds, fish, amphibians, reptiles, mammals and invertebrates -find and name common animals that are carnivores, herbivores and omnivores		everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties		
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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	<p>Space history <u>Key Individuals</u> Moon Landing -Lives of significant historical figures, including comparison of those from different periods. Neil Armstrong</p> <p>Key individuals Events of local importance Black History Month Studying a significant individual to mark an event. Dr Maggie Aderin-Pocock's (Black British space scientist)</p>		<p>Toys now and in the past <u>Key Concepts</u> Changes in living memory (linked to aspects of national life where appropriate) -Introduce key vocabulary -Compare and contrast old and new toys -Identify similarities and differences -Chronologically order toys/events</p>		<p>London then and now -To teach children about the UK's bustling capital city. -This project develops children's knowledge of key locations, transport, the Royal Family, contrasting places and events that have shaped London's past.</p>	<p>Local history unit – local history walk looking at local heritage sites - Compare and contrast maps of local area to an aerial photograph - Create models local heritage site - Create a map of the local area of Rotherhithe</p>
Geography	<p>Seasonal Change -To be able to observe changes across the four seasons.</p>					
	<p>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 <u>Geographical skills and fieldwork</u> -Use basic geographical vocabulary to refer to local & familiar features -Use four compass directions & simple vocabulary</p>	<p>Contrasting locality Australia <u>Place knowledge</u> Compare local area to a non-European country Location, Animals, Landmarks, Art, Culture, Food, History, Language, Weather</p>			<p>Seasons & Weather <u>Human and physical geography</u> Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world -To be able to observe and describe weather associated with the seasons. -To be able to observe and describe how day length varies.</p>	

Art & Design	Formal elements of Art: Exploring three of the formal elements of art: shape, line and colour; children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.			Landscapes using different media: children are given the opportunity to play with different ways of creating art. Using Van Gogh's artwork as inspiration, they learn to add texture to their work and consider how to create the different tints and shades that they see, including using watercolours and shading.	Art and Design skills: children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain	Sculptures and collages: children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois.
Design and Technology		<p>Textiles</p> <p><u>Puppets of the Little Red Hen characters</u></p> <p>Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.</p>		<p>Mechanisms</p> <p><u>Designing and building a moving vehicle.</u></p> <p>Learn about the key parts of a wheel vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle.</p>		<p>Cooking and Nutrition</p> <p><u>Make a smoothie</u></p> <p>Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and (maybe) accompanying packaging.</p> <p>Structures</p> <p><u>Designing and creating a functional windmill.</u></p> <p>Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.</p>
P.E.	<p>Basics</p> <p>Fundamental movements and skills (recap the BCAs)</p> <p>Effort</p> <p>Physical Ability</p> <p>Multi Skills</p> <p>Fundamental Movement</p>	<p>Indoor Sports hall Athletics</p> <p>Effort</p> <p>Physical Ability</p> <p>Technique</p> <p>Multi Skills</p> <p>Coordination</p> <p>Agility</p>	<p>Gymnastics</p> <p>Feedback</p> <p>Analysis</p> <p>Technique</p> <p>Dance</p> <p>Perform dances using simple movement</p>	<p>Basketball skills</p> <p>Technique</p> <p>Confidence</p> <p>Rules</p> <p>Invasion Games</p> <p>Hockey</p>	<p>Striking and Feilding skills (Cricket)</p> <p>Technique</p> <p>Confidence</p> <p>Rules</p> <p>Sports Day prep</p> <p>Feedback</p>	<p>Multi-sports games (team building games through net & wall activities, invasion games and striking & fielding)</p> <p>Rules</p> <p>Physical Ability</p>

	Balance Master basic movements such as running, jumping	Master basic movements such as throwing and catching	patterns		Rules Confidence Athletics Net & Wall games Volleyball	Athletics Sports day Preparation Invasion Games Basketball
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.
Big Question: What does it mean to belong?						
RE	How do you belong to Christianity?	How do you belong to Christianity? Christmas	How do you belong to Hinduism?	How do you belong to Islam?	How do you belong to Sikhism?	How do you live well?
PSHE/RSE	Being Me In My World - Introduced to the Jigsaw Charter and setting expectations. - Discussing rights, responsibilities, Year 2 choices and consequences. Recognising what makes us special and knowing how we keep ourselves and each other safe.	Celebrating Difference - Discussing similarities and differences and what makes us unique and special. - Learning about bullying, how it feels and who to ask for help. Discuss friendships, differences and the importance of being kind.	Dreams and Goals - Setting simple goals, how to achieve them and overcoming difficulties when they try. - Recognising feelings associate with facing obstacles. Discuss partner working and how to do this well.	Healthy Me - Recognise healthy and unhealthy choices and how these make us feel. - Discuss importance of hygiene, keeping clean and that germs will make us unwell. Learn about road safety and people who can help us stay safe.	Relationships - Exploring friendships. - Understanding how to treat others with respect. Exploring ways to help myself and others when feeling upset.	CWP: Growing and Caring for ourselves - Lesson 1: Different Friends - Lesson 2: Growing and Changing - Lesson 3: Families & Care
Mindfulness	Introducing Brain Breaks.	Lesson 1 – How our Brain Works Lesson 2 – Mindful Awareness Lesson 3 – Focussed Awareness Lesson 4 – Mindful Listening	Lesson 5 – Mindful Seeing Lesson 6 – Mindful Smelling Lesson 7 – Mindful Tasting	Lesson 8 - Mindful Movement I Lesson 9 - Mindful Movement II Lesson 10 – Perspective Taking	Lesson 11 – Choosing Optimism Lesson 12 – Appreciating Happy Experiences Lesson 13 – Expressing Gratitude	Lesson 14 – Performing Acts of Kindness Lesson 15 – Taking Mindful Action in the World
P4C	Focus: Democracy	Focus: Law	Focus: Liberty	Focus: Tolerance	Focus: Faith	Focus: Health

Rotherhithe Primary School Primary School Year Group 2 Curriculum Overview 2020 – 2021

<p>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</p>	<p>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</p>	<p>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</p>
<p>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</p>	<p>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</p>	<p>Fractions Find and write simple fractions Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$ Data Interpret simple tables & pictograms Ask & answer comparison questions Ask & answer questions about totalling</p>

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/nonliving 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)
Mathematics 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 word problems Solve problems using concrete and pictorial representations to develop mental and written methods; recognise inverse relationships of operations.	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 Calculate mathematical statements; understand commutativity; solve problems using concrete, pictorial, written and mental methods	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 adjusting) Solve problems involving numbers, quantities and measures; estimate and check calculations.	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; describe position and movement in mathematical language	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. Measures: mass 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 and mental methods.

						
Science	Biology: Animals Including Humans Kent Scheme -Survival, health, exercise and growth -Basic needs of animals & offspring	Biology: All living things Kent Scheme -Differentiate living, dead and non-living	Biology: Living Things and Their Habitats (including micro habitats) Kent Scheme -Food Chains -Simple food chains & habitat	Chemistry: Uses of Everyday Materials Kent Scheme -Sorting and classifying, changing materials (twists, stretches, etc) -Compare how things move on different surfaces	Chemistry: Uses of Everyday Materials Kent Scheme -Sorting and classifying, changing materials (twists, stretches, etc) -Compare how things move on different surfaces	Biology: Plants Kent Scheme -Requirements for Growth (set up a comparative test) - Growing plants (water, light, warmth)
Computing	E-Safety					
	<u>Computing systems and networks</u> IT around us Recognise common uses of information technology beyond school.	<u>Creating media</u> Digital photography Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	<u>Creating media</u> Making music Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	<u>Data and information</u> Pictograms Use technology purposefully to create, organize, store, manipulate and retrieve digital content	<u>Programming A</u> 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	<u>Programming B</u> 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	<p>Victorian Seaside <u>Key Concepts</u> Changes in living memory (linked to aspects of national life where appropriate) - Look at how British holidays have changed over time (changes within living memory)</p> <p>Black History Month Key individuals Martin Luther King (democracy P4C link) Lives of historical figures, including comparisons of those from different periods.</p>		<p>Great Fire of London <u>Key Events</u> 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?</p>	<p>Local history unit - local history walk looking at local heritage sites - Compare and contrast maps of local area to an aerial photograph - Create models local heritage site - Create a map of the local area of Rotherhithe</p>	<p>Key Individuals Literacy link- Queen Elizabeth I - Lives of significant historical figures, including comparison of those from different periods - Significant local people</p>	
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Geography	<p>The Seaside <u>Locational Knowledge</u> 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)</p>				<p>London <u>Human & Physical Geography</u> 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</p>	<p>Mapping skills Seasons & weather</p>
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Art & Technology	Formal elements of Art: Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.		Human form: Exploring how bodies and faces are portrayed in art: looking at the work of a number of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure	Art and Design skills: children learn and develop their skills in: design, drawing, craft, painting and art appreciation; replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing their skills in weaving and the manipulation of clay, experimenting with brush strokes		Sculpture and mixed media: Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein
		Textiles Pouches/ sewing/ learning to use a running stitch to join two pieces of fabric			Structures Designing a chair for baby bear	Cooking and nutrition Mechanisms – design a mechanical monster
P.E.	Multi Skills Fundamental Movement Balance Master basic movements such as running, jumping Basics Fundamental movements and skills (recap the BCAs) Effort Physical Ability	Multi Skills Coordination Agility Master basic movements such as throwing and catching Invasion skills Problem Solving Leadership Confidence	Dance Perform dances using simple movement patterns Gymnastics Feedback Analysis Technique	Invasion Games Hockey Orienteering Problem Solving Responsibility Understanding Rules	Athletics Net & Wall games Volleyball Striking and fielding skills (Cricket) Technique Confidence Rules Sports Day prep Rules Confidence	Multi-sports games (team building games through net & wall activities, invasion games and striking & fielding) Rules Physical Ability Athletics Sports day Preparation Invasion Games Basketball

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?					
	Forgiveness	Special Books	Special Foods and Fasting	How do we know Easter is coming?	Where does the world come from?	Why did Jesus tell stories?
PSHE/RSE	Being Me In My World - Understanding what it means to belong. - Understanding what it means to feel safe and happy in my class. - Understanding rights and responsibilities.	Celebrating Difference - Discussing gender stereotypes, differences and similarities between boys and girls. - Identifying feelings associated with bullying and where to seek help. - Exploring friendships and differences.	Dreams and Goals - Setting realistic goals and understanding the steps to achieve them. - Discussing perseverance and recognising strengths and difficulties as a learner. - Sharing success with other people.	Healthy Me - Learn about healthy food and making healthy choices. - Identifying things that make you relaxed and stressed. - Discussing what medicines are and how to use them safely.	Relationships - Discussing roles and responsibilities in a family and the importance of co-operation, appreciation and trust. - Learn and practise strategies for conflict resolution. - Understanding the importance of trust in relationships. - Discussing how to seek help if they are worried or scared.	Being Me In My World - Understanding what it means to belong. - Understanding what it means to feel safe and happy in my class. - Understanding rights and responsibilities.
Mindfulness	Introducing Brain Breaks.	Lesson 1 – How our Brain Works Lesson 2 – Mindful Awareness Lesson 3 – Focussed Awareness Lesson 4 – Mindful Listening	Lesson 5 – Mindful Seeing Lesson 6 – Mindful Smelling Lesson 7 – Mindful Tasting	Lesson 8 - Mindful Movement I Lesson 9 - Mindful Movement II Lesson 10 – Perspective Taking	Lesson 11 – Choosing Optimism Lesson 12 – Appreciating Happy Experiences Lesson 13 – Expressing Gratitude	Lesson 14 – Performing Acts of Kindness Lesson 15 – Taking Mindful Action in the World
P4C	Focus: Democracy	Focus: : Law	Focus: Liberty	Focus: Tolerance	Focus: Faith	Focus: Health

Rotherhithe Primary School Primary School Year Group 3/4 Curriculum Overview 2021 – 2022

Year 3		
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
Year 4		
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
Year 3		
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
Year 4		
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

Rotherhithe Primary School Primary School Year Group 3/4 Curriculum Overview 2021 – 2022

Subject	Autumn 1 Trip: Maritime Museum	Autumn 2 Trip: Science Museum	Spring 1 Trip: Local History Walk	Spring 2 Trip: National History Museum	Summer 1 Trip: Museum of London	Summer 2 Trip: British Museum
English	<p>Into the forest</p> <p><i>Letter writing, dialogue, story writing including a suspense twist. Clear start, middle and end.</i></p> <p>To use imagery: simile, personification, expanded noun phrases, short sentences, use of adverbials of time.</p> <p>To add rhetorical questions</p>	<p>Saving The World</p> <p>The Iron Man <i>Poetry, Performance Poetry, Instructions, Recount, Newspaper Report, Informal Letter</i></p> <p>adjectives, expanded noun phrases</p>	<p>Voices in the Park</p> <p><i>Diary entry, Play script, Persuasive leaflet, Apology letter, design and proposal, advertisement</i></p> <p>imperative verbs, modal verbs</p> <p><i>Letter writing, Diary writing</i></p> <p>paragraphs, pronouns</p> <p>Author Focus: Anthony Browne</p>	<p>The giant stirred</p> <p>National Geographic- everything volcanoes and earthquakes</p> <p><i>Informal Letter, Formal Letter, Eyewitness Report, Non-Chronological Report, Persuasive writing, Diary Writing,</i></p> <p>precise nouns, noun-phrases</p>	<p>The Romans</p> <p>Romulus and Remus Roman legend Myths and Legends</p> <p>Theseus and Minotaur Myth</p>	<p>Underground</p> <p>Kindlekrax <i>Character descriptions, Diary in role, Setting description, Obituary, Suspense, Flashback</i></p> <p>Adverbial phrases,</p>
Reading	<p>Grimm's Tale – Phillip Pullman Little Red Riding Hood</p> <p>-Gregory cool – Caroline Binch The Lion, the Witch and the Wardrobe S Lewis Macavity-the mystery cat (BBC BITESIZE Poetry videos) Monster poetry</p> <p>Non Fiction: and the seasons (Twinkl) CC: RE Hinduism –Diwali (Twinkl) CC: Sc States of matter Black History: Hidden Figures</p>	<p>The Iron Man Ted Hughes The Iron Woman Ted Hughes The Iron man (introduction) (BBC Poetry) by Ted Hughes -fireworks poetry Performance poetry</p> <p>Non-fiction: David Attenborough CC: Sc All living things Y4 (Tw)</p>	<p>The Wonder Garden by Jenny Broom Tunnel by Anthony Browne Gorilla performance Poetry: Dragonfly poetry The Tyger William Blake (TW)/My mother saw a Dancing Bear by Charles Causley /I'm a parrot Grace Nichols (BBC)</p> <p>Non fiction Skeletons and Muscles CC: Sc /geog Habitats –British wildlife and their habitats Earth day The wonder garden GR unit pack CC: Animals including humans</p>	<p>When the Giant Stirred- Celia Godkin Escape to Pompeii Mr Stink- David Walliams</p> <p>Please Mrs Butler Allan Ahlberg</p> <p>CC: Plastic pollution RE Easter ((Twinkl) National Geographic articles – volcanoes and Earthquakes CC: Electricity (Twinkl) CC: Geog Weather 60 second extreme weather / weather</p>	<p>Romulus and Remus Anne Rockwell Romans on the Rampage Jeremy Strong History hackers: Roman rescue by Tw –original story</p> <p>Clever Trevor By Benjamin Zephaniah Foot soldiers song Non fiction CC: History Romans The story of Romulus and Remus (Twinkl) History hackers: Roman Rescue ((Twinkl)original chapter book Newspaper- Roman coins Sound Non fiction CC: sewers –Fatberg daily news (Twinkl) CC: Sc Sound Waves (Twinkl))</p>	<p>Kindlekrax Windy Nights by Robert Louis Stevenson</p> <p>Non fiction Light 60 second science reading comprehension (Twinkl)</p>

Mathematics Mastery Year 3	<p><u>Number sense and reasoning within 100</u> Solve number and practical problems, including estimation and checking; add and subtract money to give change in £ and p.</p> <p><u>Place Value</u> Identify, represent and estimate numbers in different contexts, recognise and use place value of 3-digit numbers in calculations.</p>	<p><u>Graphs</u> Interpret and present data using charts and tables. Solve one and two-step problems using presented information.</p> <p><u>Addition and subtraction with up to 4 digits</u> Calculate mentally and using formal written methods; solve problems using number facts and place value.</p> <p><u>Length and perimeter</u> Measure, compare, add/subtract lengths; solve problems using appropriate tools and units.</p>	<p><u>Multiplication and division word problems</u> Solve scaling and correspondence problems in which n objects are connects to m objects.</p> <p><u>Using 10s and 100s to multiply and divide large numbers</u> Calculate mathematical statements including for two-digit numbers by one-digit numbers; progress from mental to formal written methods.</p>	<p><u>Time: analogue, digital and finding how long</u> Tell, record, write and compare the time, including using Roman numerals, 12 and 24-hour clocks, using correct vocabulary; compare durations.</p> <p><u>Fractions</u> Recognise, use, compare, order simple fractions; understand fractions as parts of a whole; add/subtracts fractions of same denominator.</p>	<p><u>Angles and shape</u> 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.</p> <p><u>(Length), weight & volume</u> Measure, compare, add/subtract and solve problems, using appropriate tools and units.</p>	<p><u>6 & 8 times tables</u> Recall and use multiplication/division facts for 6 & 8 times table; count in multiples of 6 & 8; calculate mathematical statements.</p> <p><u>Exploring calculation strategies and place value</u> 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.</p>
Mathematics Mastery Year 4	<p><u>Reasoning with large numbers</u> •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</p> <p><u>Addition and subtraction</u> Select appropriate strategies to add and subtract •Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping</p>	<p><u>Multiplication and division</u> •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</p> <p><u>Discrete and continuous data</u> Read, interpret and construct pictograms, bar charts and time graphs •Compare tables, pictograms and bar charts</p>	<p><u>Securing multiplication facts</u> •Identify and explore patterns in multiplication tables including 7 and 9</p> <p><u>Fractions</u> •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</p> <p><u>Time</u> •Analogue to digital, 12-hour and 24-hour •Convert between units of time</p>	<p><u>Decimals</u> •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</p> <p><u>Area and perimeter</u> •Perimeter of rectangles and rectilinear shapes •Area of rectangles and rectilinear shapes •Investigate area and perimeter</p>	<p><u>Solving measures and money problems</u> •Convert units of measure •Select appropriate units to measure •Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically</p> <p><u>Shape and symmetry</u> Classify, compare and order angles •Compare and classify 2-D shapes •Identify lines of symmetry</p>	<p><u>Position and direction</u> •Describe and plot using coordinates •Describe translations</p> <p><u>Reasoning with pattern and sequences</u> •Roman numerals up to 100 •Place value of other number systems •Number sequences and patterns</p> <p><u>3-D shape</u> •Use understanding of 3-D shapes •Identify 3-D shapes from 2-D representations</p>

Science



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.

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 interpreta variety of food chains, identifying producers, predators and prey
 ♣ identify that animal, 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

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.

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 waythat the size of shadows change.

Computing	E-Safety					
	<u>Computing systems and Connecting computers</u> 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	<u>Creating media Animation</u> 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	<u>Creating media Desktop publishing</u> 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	<u>Data and information Data logging</u> 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	<u>Programming A Repetition in shapes</u> Use sequence, Selection, and repetition in programs; work with variables and various forms of input and output	<u>Programming B Repetition in games</u> Use sequence, Selection, and repetition in programs; work with variables and various forms of input and output

History	<p>Black History Hidden Figures: Mary Jackson, Katherine Johnson and Dorothy Vaughan Develop a chronologically pf events and world history. -Consider impact on current times. -Note connections, contrasts and trends over time develop the appropriate use of historical terms. -Understand how our knowledge of the past is constructed from a range of sources and that different</p>		<p>Local History Unit - local history walk looking at local heritage sites - Compare and contrast maps of local area to an aerial photograph - Create models local heritage site - Create a map of the local area of Rotherhithe</p>		<p>Roman Empire & impact on Britain <u>British History (taught chronologically)</u> Roman Empire & impact on Britain: - Julius Caesar's attempted invasion - Roman Empire & successful invasion - British resistance, e.g. Boudicca - Romanisation of Britain</p>	
Geography		<p>Living Things and Their Habitats (science link) <u>Geographical skills and fieldwork</u> Look at local living things and their habitats (Southwark Park) -Use 8 points of compass, symbols & keys -Use fieldwork to observe, measure & record</p>		<p><u>Place knowledge</u> Study a region of the UK (not local area) Life in Bali Trade links, caves, international location, weather, A typical family Living in Bali, Fair trade Volcanoes: Describe & understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements and the severe world weather changes and climate change <u>Locational Knowledge</u> Locate world's countries,</p>		<p>Geographical skills and Fieldwork(Local Area) e.g. Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications: Residential: houses, flats, hotels, hostels Retail: food, clothing, footwear, sports, toys, furniture, etc.... Professional/ Commercial: solicitors, banks, building societies, company offices etc....</p>
Art & Technology	<p>Fairy tales with a twist Art and Design skills: children learn and develop their skills in: design, drawing, craft, painting and art appreciation; making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and</p>		<p>Nature Every picture tells a story: children develop their ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and would/ could happen next.</p>		<p>Romans Formal elements of art: Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate a famous and ancient</p>	<p>Monsters Textiles: children learn to investigate different ideas by creating a mood board to work as a visual mind map and source of inspiration. Pupils learn to tie-dye, weave and sew to create a range of effects using fabric, culminating in a finished t-shirt which showcases these</p>

	a shade and creating their own version of a cartoon drawn by a famous illustrator		They also have the opportunity to create their own photo collages and abstract art inspired by the work explored		geometric pattern.	skills
Design and Technology		Pneumatic Toys Understanding mechanical systems and applying these to create pneumatic toys.		Torches – designing circuit		Cooking and Nutrition Textiles Making cushions- sewing
P.E.	Bee Netball skills Technique Tactics Multi Skills Fundamental Movement Balance	Indoor Sports Hall Athletics Effort Physical Ability Fitness Levels Invasion Games Basketball	Gymnastics Feedback Analysis Technique Dance Perform dances using a range of movement patterns	Orienteering Problem Solving Responsibility Confidence Tag Rugby Rules Tactics Problems Net & Wall Games Volleyball	Net & Wall Games Tennis Skills Technique Feedback Respect Striking &Fielding Softball Sports Day prep Feedback Respect Understanding	Striking &Fielding Cricket Skills Tactics Technique Rules Tennis/ Cricket Skills Tactics Technique Rules
Swimming: Pupils should be taught to: -swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations. 1 Term of swimming per class.						
Spanish	<p>➤ Numbers 0-10 Letter strings – ua, ie, ei • Links between some sounds and spellings • Recognise number of syllables in words • Watch mouth of speaker</p> <p>➤ Greetings, asking and saying how you are Listen and respond to rhymes • Imitate pronunciation • Notice accents • Notice how punctuation may vary between English and Spanish – e.g. upside down question mark • Participate in a short exchange</p> <p>➤ Classroom instructions • Auditory discrimination between un/una • Enjoy making Spanish sounds and practising new letters – rr, j • Listen to and follow simple commands</p>	<p>➤ Giving personal details – name, age • Recognise a question form • Practise the pronunciation of the letter string – ll • Perform a simple communicative task</p> <p>➤ Counting and using numbers Participate in chorusing a finger rhyme • Understand and respond to a question • Make links between some sounds and spellings and recognise familiar words in written form • Recognise how accents alter pronunciation – ñ</p> <p>➤ Nativity play – characters in the nativity play and simple dialogue Letter to The Three Kings Perform a role in a class nativity play • Join in singing Spanish carols • Experiment with writing • Understand that there are cultural</p>	<p>➤ Colours Perform actions to a Spanish song • Know how to pronounce the letter j in Spanish • Read familiar words with accurate pronunciation. • Respond to a question; able children may give an extended answer • Experiment with writing by producing short sentences using verb, adjective and connective</p> <p>➤ Names of fruit ➤ Food items Recognise singular and plural items and how they affect the verb – gusta/gustan • Match phonemes to graphemes • Listen for specific words as they occur in a song • Reflect on healthy eating habits</p>	<p>➤ Vocabulary recap Letter sounds – c, z and letter string ie • Use knowledge of sound patterns to devise a short ‘rap’ • Listen and respond to an extended text by chorusing repeated phrases and vocabulary</p> <p>➤ Days of the week Join in reading a story • Match sound to the written word • Rearrange familiar sentences into the correct word order • Copy correctly</p> <p>➤ Month of the year Imitate pronunciation of a native speaker, focusing on specific key sounds and letter strings • Listen to a sequence of words and provide the next word in the sequence • Identify social conventions at home and in other cultures</p> <p>➤ Easter: Vocabulary relating to Springtime</p>	<p>➤ Parts of the body Listen to and follow a short story • Identify adjectives in a text and recognise that they can change spellings • Listen for specific words and phrases • Pronounce some words accurately</p> <p>➤ Nouns • Understand that all nouns have a gender • Ask how to say something in Spanish • Listen to and join in singing a Spanish song, devising actions to accompany the lyrics</p> <p>➤ Asking for Spanish translation Identify sound of letters rr in Spanish • Appreciate similarities between nursery rhymes in English and in Spanish • Recite a nursery rhyme • Follow a short text as it is read aloud and demonstrate</p>	<p>➤ Animals ➤ Adjectives: grande, pequeño, gordo, largo, puntiagudo Follow a story using visual clues • Scan a text to identify key words • Recognise some letters of the alphabet • Ask and answer questions</p> <p>➤ Verbs Say five vowel sounds in Spanish with teacher support • Know the sound of the letter i in Spanish • Read familiar words with accurate pronunciation • Write a short sentence adapting a model, using noun, verb and adjective</p>

		differences affecting how Christmas is celebrated at home and abroad		Develop an understanding of Spanish traditions and customs across the various regions of Spain <ul style="list-style-type: none"> • Perform a short finger rhyme using new vocabulary • Understand that the letter h is not pronounced at the start of Spanish words • Experiment with writing <ul style="list-style-type: none"> ➢ Talking about the weather ➢ Weather conditions 	understanding of the text through drawing	
Music	Specialist Teacher Classical Music Road show singing project about the fire of London Performance in Kings Cross Monday 15 th October Recorder Lessons	Specialist Teacher Classical Music Road show singing project about the fire of London Performance in Kings Cross Monday 15 th October Recorder Lessons	Specialist Teacher Recorder lessons Classical music unit : learning ground base and composing own variations on Pachelbel Canon Each week children learn a different song, progressively getting 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
The big question: What is special to me and the people in my community?						
RE	Hinduism	Religions in our neighborhood	What makes me	Why is Easter important?	Why do some people get married?	Why is The Bible important to Christians?
PSCHE/RSE	Being Me In My World - Understanding what it means to be in a team. - Talk about attitudes, actions and effects on	Celebrating Difference - Discuss how influences can affect how we judge a person or situation. - Discuss bullying, online	Dreams and Goals - Children talk about hopes and dreams. - Discuss how it feels when faced with	Healthy Me - Look at friendship groups that they are a part of, how they are formed, leaders and followers.	Relationships - Exploring the emotional aspects of relationships, friendships. - Identify the emotions	CWP: Growing Up - Lesson 1: Changes - Lesson 2: What is Puberty? - Lesson 3: Healthy
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 themselves.	Focus: Liberty	Focus: Tolerance	Focus: Faith	Focus: Health
						when I move to my next class.

Rotherhithe Primary School Primary School Year Group 5 Curriculum Overview 2021 – 2022

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: British Museum/Ancient Greece	Summer 2 Trip: Maritime Museum
English	Dangerous Endeavours The Highwayman <i>Interior Monologue, Poetry</i> precise nouns, archaic language Treasure Island Character description, extended ending	Lights Camera Action! The Piano <i>Flashback stories, Letter writing.</i> brackets and dashes A Christmas Carol <i>Character descriptions, Play scripts, Study of a significant text /author</i> Colons	Rich and Poor Little Match Girl / The Big Issue Seller <i>Narrative recount, Traditional stories, Setting descriptions, modern adaptations</i> Relative clauses	Injustice Street Child <i>Stories with historical settings, Diary Entries, Balanced Argument</i> Thomas Barnardo <i>Information text, Biographical recount</i> Fronted adverbials Homeless charity speaker visit	Greek Myths and Legends <i>Retelling of traditional tales, Character description, setting description</i> commas to clarify The Orred pepper book of Greek Myths	Titanic Informal Letter Eyewitness/Newspaper Report Non-Chronological Report Debate modal verbs My Titanic Story by Ellen Emerson White

Reading	<p><u>The Highwayman by Alfred Noyles</u> <u>The listener by Walter de la Mare BBC Bitesize</u></p> <p>Treasure Island abridge version in folder</p> <p>Non-fiction CC: History Mary Seacole (Tw)</p> <p>CC: Sc All living things (Tw)</p>	<p><u>Christmas Carol Charles Dickens Classic and Usborne young readers version</u></p> <p><u>In the bleak mid-winter by Christina Rossetti</u></p> <p>Christmas carol 60 second reads (Tw)</p> <p>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) <u>In the bleak mid-winter (Tw)</u></p>	<p><u>Mr Stink David Walliams Little match Girl by H C Anderson and by Jerry Pinkey</u> <u>What has happened to Lulu? by Charles Causley</u></p> <p>Homelessness Daily news report (Tw)</p> <p>Non-fiction CC: Sc Forces –Isaac Newton (Tw) Forces Gravity Y5 pack (Tw)</p>	<p><u>Street Child Berlie Doherty Far from Home Berlie Doherty</u> <u>Bits of early days by James Berry</u></p> <p>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)</p>	<p><u>Percy Jackson Book 1 Rick Riordan</u> <u>Beast quest series Adam Blade</u> <u>Leisure by W.D Davies</u></p> <p>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)</p>	<p><u>Usborne young readers Titanic Titanic (Survivor) Stephen Davis Titanic My story Ellen Emerson White</u></p> <p><u>The Walrus and the Carpenter by Lewis Carroll</u></p> <p>Non-fiction CC: Hist KS2 Titanic reading pack (Tw) Y5 Newspaper recounts examples (Tw)</p>
Mathematics Math Mastery (Ark Curriculum)	<p><u>Reasoning with Large Whole integers (2 weeks)</u></p> <ul style="list-style-type: none"> •Read, write, order and compare numbers up to one million •Round numbers within one million to the nearest multiple of powers of ten •Read Roman numerals up to M. <p><u>Integer addition and subtraction (2 weeks)</u></p> <ul style="list-style-type: none"> •Use rounding to estimate •Use a range of mental calculation strategies to add and subtract integers •Illustrate and explain the written method of column addition and subtraction •Select efficient calculation strategies <p><u>Line graphs and timetables (2 weeks)</u></p> <ul style="list-style-type: none"> •Complete, read and interpret data presented in line graphs •Read and interpret timetables including calculating intervals 	<p><u>Multiplication and division (3 weeks)</u></p> <p>Identify multiples and factors</p> <ul style="list-style-type: none"> •Investigate prime numbers •Multiply and divide by 10, 100 and 1000 (integers) •Derived facts <p>Illustrate and explain formal multiplication and division strategies such as short and long</p> <ul style="list-style-type: none"> •Use a range of mental calculation strategies <p><u>Perimeter and area (1 week)</u></p> <p>Investigate area and perimeter of rectilinear shapes</p> <ul style="list-style-type: none"> •Estimate area of nonrectilinear shapes <p><u>Consolidation</u></p>	<p><u>Fractions and Decimals (3 weeks)</u></p> <ul style="list-style-type: none"> •Read, write, order and compare decimals •Round decimals to the nearest whole number •Represent, identify, name, write, order and compare fractions (including improper and mixed numbers) •Calculate fractions of amounts <p><u>Angles (2 weeks)</u></p> <ul style="list-style-type: none"> •Classify, compare and order angles •Measure a draw angles with a protractor •Understand and use angle facts to calculate missing angles 	<p><u>Fraction and percentage (3 weeks)</u></p> <p>Add, subtract fractions with denominators that are multiples of the same number</p> <ul style="list-style-type: none"> •Multiply fractions (and mixed numbers) by a whole number •Explore percentage, decimal, fractions equivalence <p><u>Transformations (2 weeks)</u></p> <ul style="list-style-type: none"> •Coordinates in all four quadrants •Translation and reflection •Calculate intervals across zero as a context for negative numbers <p><u>Consolidation</u></p>	<p><u>Converting units of measure (2 weeks)</u></p> <ul style="list-style-type: none"> •Convert between metric units of length, mass and capacity and units of time •Know and use approximate conversion between imperial and metric <p><u>Calculating with whole numbers and decimals (3 weeks)</u></p> <ul style="list-style-type: none"> •Mental strategies to add and subtract involving decimals •Formal written strategies to add, subtract and multiply involving decimals •Multiply and divide by 10, 100 and 1000 involving decimals •Derive multiplication facts involving decimals 	<p><u>2D and 3D shape (2 weeks)</u></p> <ul style="list-style-type: none"> •Classify 2-D shapes and reason about regular and irregular polygons •Properties of diagonals of quadrilaterals •Classify 3-D shapes •2-D representations of 3-D shapes. <p><u>Volume (1 week)</u></p> <ul style="list-style-type: none"> •Use cube numbers and notation •Estimate volume •Convert units of volume <p><u>Problem solving (2 weeks)</u></p> <ul style="list-style-type: none"> •Negative numbers and calculating intervals across zero •Calculating the mean •Interpret remainders •Investigate numbers: consecutive, palindromic, multiples <p><u>Consolidation</u></p>

Science	Working scientifically- See Year 6 section					
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.	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	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	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	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	
Computing	E-Safety					
<u>Computing systems and networks</u> 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 collaboration	<u>Creating media</u> 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 data and information	<u>Creating media</u> 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 collecting, analysing, evaluating and presenting data and information	<u>Data and information</u> 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 collecting, analysing, evaluating and presenting data and information	<u>Programming A</u> 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	<u>Programming B Selection in quizzes</u> Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	

History	<p>History Study Knowledge Life of a significant individual from history The life of Nelson Mandela link to geography unit.</p>	<p>Victorian Britain <u>British History (taught chronologically)</u> Develop a chronologically secure understanding of British, local and world history, Establish a clear narratives within and across the periodsthey study. Note connections, contrasts and trends over time develop the appropriateuse 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</p>			<p>Local history unit Mayflower -know the story of the Mayflower, including key dates -understand the relevance of the Mayflower narrative to today and the multiple legacies it has left -understand why the Separatists sailed to the New World -understand the difficulties faced by the travellers at different sections of their journey and why they occurred -understand the significance of the story for Plymouth, UK -understand the significance of the story for places nationally and internationally -understand and be able to differentiate between the historical context and contemporary values, and that societal values change with time</p>	<p>World History Study Ancient Greece <u>Broader History Study</u> - 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</p>
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Geography	<p>World Travel & Environments <u>Geographical skills and fieldwork</u> 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.</p>	<p>Maps <u>Locational Knowledge</u> The changing map of London. Booth's poverty map. The Crimea, The British Empire</p>			<p>Greece & The Americas <u>Human and physical geography</u> Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc. Use maps, atlases, globes to Investigate key geographical features of Ancient Greece. Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones</p>	<p>Greece & The Americas <u>Place knowledge</u> 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</p>
Art & Technology	<p><u>Art and design skills</u> Children learn and develop their skills in: design, drawing, craft, painting and art appreciation by designing their own invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning to 'think' like an artist.</p>		<p><u>Architecture</u> Children learn how to draw from observation, create a print and draw from different perspectives. They learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them.</p>	<p><u>Picture the poet:</u> Children draw a portrait of themselves or a partner, using just one continuous line, then referring to a poem or text, write over the lines, creatively varying the size and style of their writing to suit the details of the picture</p>	<p><u>Art and Design</u> children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts</p>	
Design Technology		<p>Pop up Books Link to the Christmas Carol. Electirc greeting cards</p>		<p>Structures and mechanism Building bridges and force structures and compnents</p>		<p>Cooking and nutrition Textiles Designing stuffed toys.</p>
PE	<p>Invasion Games Hockey</p>	<p>Net & Wall Games Volleyball</p>	<p>Dance Perform dances using a range of movement patterns</p>	<p>Striking & Fielding Softball</p>	<p>Net & Wall Games Basketball</p>	<p>Athletics Sports day Preparation</p>
<p>Swimming: Pupils should be taught to: -swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations.</p>						

Spanish	<p>Numbers 0-10 Letter strings – ua, ie, ei • Links between some sounds and spellings • Recognise number of syllables in words • Watch mouth of speaker</p> <p>Greetings, asking and saying how you are Listen and respond to rhymes • Imitate pronunciation • Notice accents • Notice how punctuation may vary between English and Spanish – e.g. upside down question mark • Participate in a short exchange</p> <p>Classroom instructions • Auditory discrimination between un/una • Enjoy making Spanish sounds and practising new letters – rr, j • Listen to and follow simple commands</p>	<p>Giving personal details – name, age • Recognise a question form • Practise the pronunciation of the letter string – ll • Perform a simple communicative task</p> <p>Counting and using numbers Participate in chorusing a finger rhyme • Understand and respond to a question • Make links between some sounds and spellings and recognise familiar words in written form • Recognise how accents alter pronunciation – ñ</p> <p>Nativity play – characters in the nativity play and simple dialogue Letter to The Three Kings Perform a role in a class nativity play • Join in singing Spanish carols • Experiment with writing • Understand that there are cultural differences affecting how Christmas is celebrated at home and abroad</p>	<p>Colours Perform actions to a Spanish song • Know how to pronounce the letter j in Spanish • Read familiar words with accurate pronunciation. • Respond to a question; able children may give an extended answer • Experiment with writing by producing short sentences using verb, adjective and connective</p> <p>Names of fruit Food items Recognise singular and plural items and how they affect the verb – gusta/gustan • Match phonemes to graphemes • Listen for specific words as they occur in a song • Reflect on healthy eating habits</p>	<p>Vocabulary recap Letter sounds – c, z and letter string ie • Use knowledge of sound patterns to devise a short ‘rap’ • Listen and respond to an extended text by chorusing repeated phrases and vocabulary</p> <p>Days of the week Join in reading a story • Match sound to the written word • Re-arrange familiar sentences into the correct word order • Copy correctly</p> <p>Month of the year Imitate pronunciation of a native speaker, focusing on specific key sounds and letter strings • Listen to a sequence of words and provide the next word in the sequence • Identify social conventions at home and in other cultures</p> <p>Easter: Vocabulary relating to Springtime Develop an understanding of Spanish traditions and customs across the various regions of Spain • Perform a short finger rhyme using new vocabulary • Understand that the letter h is not pronounced at the start of Spanish words • Experiment with writing</p> <p>Talking about the weather Weather conditions</p>	<p>Parts of the body Listen to and follow a short story • Identify adjectives in a text and recognise that they can change spellings • Listen for specific words and phrases • Pronounce some words accurately</p> <p>Nouns • Understand that all nouns have a gender • Ask how to say something in Spanish • Listen to and join in singing a Spanish song, devising actions to accompany the lyrics</p> <p>Asking for Spanish translation Identify sound of letters rr in Spanish • Appreciate similarities between nursery rhymes in English and in Spanish • Recite a nursery rhyme • Follow a short text as it is read aloud and demonstrate understanding of the text through drawing</p>	<p>Animals Adjectives: grande, pequeño, gordo, largo, puntiagudo Follow a story using visual clues • Scan a text to identify key words • Recognise some letters of the alphabet • Ask and answer questions</p> <p>Verbs Say five vowel sounds in Spanish with teacher support • Know the sound of the letter i in Spanish • Read familiar words with accurate pronunciation • Write a short sentence adapting a model, using noun, verb and adjective</p>
Music	<p>Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele</p>	<p>Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele</p>	<p>Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele</p>	<p>Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele</p>	<p>Specialist Teacher Southwark “Splash” singing project</p>	<p>Specialist Teacher Southwark “Splash” singing project</p>

RE	Big Question: How do beliefs influence actions?					
	Animal Lawsuit	Christmas	Inner Forces	Thankfulness	Why Is Mohammad and The Quran Important?	God is everywhere
PSHE/RSE	<p>Being Me In My World</p> <ul style="list-style-type: none"> Discuss goals and challenges they may face for the year ahead. Identify rights and responsibilities as a member of the class, school, wider community and country they live in. Explore what democracy means, how it benefits their school and how they could contribute towards it. 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> Explore culture and cultural differences linking it to racism and how to be aware of their own feelings towards other cultures. Revisit the topic of bullying. Discuss rumour spreading and name calling. Children talk about direct/indirect bullying and ways to encourage children not to use bullying behaviours. 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Discussing dreams and aspirations, looking at jobs people they know do and exploring the fact some jobs pay more than others. Comparing similarities and differences between themselves and someone from a different culture. 	<p>Healthy Me</p> <ul style="list-style-type: none"> Understanding risks linked to smoking and alcohol misuse, and its effects on the lungs, liver and heart. Learn a range of basic emergency procedures (recovery position) and how to contact the emergency services. Look at how body types are portrayed in the media and discuss how eating disorders can be linked to negative body image pressures. 	<p>Relationships</p> <ul style="list-style-type: none"> Recognise the importance of self-esteem. Investigate and reflect on a variety of positive and negative online and social media contexts. Learn about the SMARRT internet safety rules and how to identify when something online feels uncomfortable or unsafe. 	<p>CWP: Puberty</p> <ul style="list-style-type: none"> Lesson 1: Talking about Puberty Lesson 2: The Reproductive System Lesson 3: Help and Support
Mindfulness	Introducing Brain Breaks.	<p>Lesson 1 – How our Brain Works</p> <p>Lesson 2 – Mindful Awareness</p> <p>Lesson 3 – Focussed Awareness</p> <p>Lesson 4 – Mindful Listening</p>	<p>Lesson 5 – Mindful Seeing</p> <p>Lesson 6 – Mindful Smelling</p> <p>Lesson 7 – Mindful Tasting</p>	<p>Lesson 8 - Mindful Movement I</p> <p>Lesson 9 - Mindful Movement II</p> <p>Lesson 10 – Perspective Taking</p>	<p>Lesson 11 – Choosing Optimism</p> <p>Lesson 12 – Appreciating Happy Experiences</p> <p>Lesson 13 – Expressing Gratitude</p>	<p>Lesson 14 – Performing Acts of Kindness</p> <p>Lesson 15 – Taking MindfulAction in the World</p>
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 Windrush <i>Chronological report, newspaper report, poem, informal letter writing, speech writing, historical narrative.</i> Synonym, antonym, active and passive tense, single and multiclause.	Happily Ever After? The Sleeper and The Spindle <i>Extended Narrative</i> The Brothers Grimm Fairy Tales <i>Blurb, Character Description, Setting Description, Flashback, Recount</i> cohesive devices, ellipsis, adverbials, dialogue	World War 2 <i>Chronological report, Diary Entries, Newspaper reports, informal letters, formal letters, persuasive writing</i> hyphen, colon, semi-colon	World War 2 Rose Blanche <i>Narrative</i> Hyphens, cohesive devices, ellipsis, adverbials, dialogue I am David by Anne Holm	Hopes and Dreams The Dream Giver <i>Narrative</i> Hyphens, cohesive devices, ellipsis, adverbials, dialogue Persuasive letter writing for the prom, production or fair	Fair is foul and foul is fair Macbeth transition unit <i>Narrative recount, discursive writing, persuasive writing</i> subjunctive Sonnets by Shakespeare

Reading	<p><u>Coming to England by Floella Benjamin</u> <u>Windrush Child by Benjamin Zephaniah</u> All aboard the Windrush by Jillian Powell The story of the Windrush by K.N. Chimbiri Young Gifted and Black I know why the caged bird sings/Still I rise Maya Angelou Non Fiction CC: Y6 Light and its spectrum (Tw)</p>	<p><u>The Princess' Blankets by Carol Ann Duff</u> <u>The Lost Happy Endings, also by Carol Ann Duffy</u> Phillip Pullman's Grimm Tales Harry Potter Sonnet 18 by Shakespeare Red Red Rose by Robert Burns Jabberwocky by Lewis Carroll CC: jabberwocky (Tw) CC: sc evolution Charles Darwin/Kangeroo Evolution/Lucy (Tw)</p>	<p><u>Candle in the Dark Adele Geras</u> <u>Wartime boy</u> Forgotten voices of the second world war – Arthur Max Anne Frank- Otto 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) Animals including humans (Tw)</p>	<p><u>Rose Blanche by Roberto Innocenti</u> <u>Once Maurice Gleitzman</u> <u>Or I am David Anne Holm</u> When Hitler stole Pink Rabbit – J Kerr Dulce Est Decorum Est Non Fiction CC: History WWII The Holocaust (Tw) Charles Darwin/Kangeroo Evolution/Lucy (Tw) CC: sc evolution</p>	<p><u>Mozart Question Micheal Morpurgo</u> <u>When Hitler stole Pink Rabbit J Kerr</u></p>	<p>Macbeth PPT (Tw) Shakespeare Macbeth: Witches poem And Act 2 Scene 1 Is this the dagger I see before me? Non-Fiction CC: History William Shakespeare (Tw) The Mayans civilisation (Tw) Chocolicious (Tw) Fairtrade (Tw)</p>
Mathematics – White Rose	<p><u>Number: Place Value</u></p> <ul style="list-style-type: none"> Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number 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. <p><u>Number: Addition & Subtraction, Multiplication & Division</u></p> <ul style="list-style-type: none"> 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 methods of long multiplication. 	<p><u>Number: Fractions</u></p> <ul style="list-style-type: none"> 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. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ Divide proper fractions by whole numbers $\frac{1}{8} \div 2 = \frac{1}{16}$ Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$) 	<p><u>Number: Decimals</u></p> <ul style="list-style-type: none"> 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. <p><u>Number: Percentages</u></p> <ul style="list-style-type: none"> Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 360) and the use of percentages for comparison. Recall and use equivalences between simple fractions, 	<p><u>Measurement: Converting Units</u></p> <ul style="list-style-type: none"> 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. <p><u>Measurement: Area, Perimeter & Volume</u></p> <ul style="list-style-type: none"> Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae 	<p><u>Geometry: Properties of shape</u></p> <ul style="list-style-type: none"> 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. <p><u>Problem Solving</u> White Rose Problem of the Day</p> <p><u>Statistics</u></p> <ul style="list-style-type: none"> Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Interpret and construct pie charts and line 	<p><u>Investigations</u> White Rose Problem of the Day</p> <p><u>Consolidation</u></p> <p><u>Transition</u></p>

	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ Recall and use equivalences between simple fractions, decimals and percentages, including different contexts. <p><u>Geometry: Position & Direction</u></p> <ul style="list-style-type: none"> ○ 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. <p><u>Consolidation</u></p>	<p>decimals and percentages, including in different contexts.</p> <p><u>Number: Algebra</u></p> <ul style="list-style-type: none"> ○ 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. 	<p>for area and volume of shapes.</p> <ul style="list-style-type: none"> ○ 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) <p><u>Number: Ratio</u></p> <ul style="list-style-type: none"> ○ 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. <p><u>Consolidation</u></p>	<ul style="list-style-type: none"> ○ graphs and use these to solve problems, ○ Calculate the mean as an average. 	
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		(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		
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Science

Upper Key Stage 2



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	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	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	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	Teaching top up lessons to cover gaps in science learning
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	as the objects that cast them.				and that adaptation may lead to evolution	
Computing	E-Safety					
	<u>Computing systems and networks</u> Communication 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	<u>Creating media</u> 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 accomplishes given goals, including collecting, analyzing, evaluating and presenting data and information	<u>Creating media</u> 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 given goals, including collecting, analyzing evaluating and presenting data and information	<u>Data and information</u> 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 given goals, including collecting, analyzing evaluating and presenting data and information	<u>Programming A</u> Variables in games Use sequence, Selection, and repetition in programs; work with variables and various forms of input and output	<u>Programming B</u> Sensing Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

History	<p>Knowledge Windrush Unit Study of significant word historical figure – Benjamin Zephaniah, Floella Benjamin, Developing place knowledge of the Caribbean Understand the links between Britain and parts of the Caribbean -To develop historical perspective about Britain’s cultural diversity. -Develop chronologically secure knowledge and understanding of historical events. -To know and understand the difficulties faced by the Windrush settlers when they arrived in Britain. - To explore feelings and emotions of British people towards the new arrivals. -To explore the feelings and types of rejection migrants experienced after arriving in Britain by invitation- To know and understand the legacy of the Windrush.</p>		<p><u>British History (taught chronologically)</u> 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</p>		<p>Local history unit – local history walk looking at local heritage sites- Compare and contrast maps of local area to an aerial photograph - Create models local heritage site - Create a map of the local area of Rotherhithe</p>	<p>Ancient Civilization: Benin (West Africa) c. AD 900-1300.</p>	
Geography		<p>Comparing contrasting localities Jamaica and UK <u>Locational Knowledge</u> Name & locate counties, cities, regions & features of UK World Maps , local maps and 6 figure grid references</p>	<p><u>Europe</u> <u>Place knowledge – linked to WW2</u> Compare maps and aerial photographs. Make comparisons and reflect on the reasons for the differences. Study population numbers throughout the course of WWII and reflect on the reasons for changes. Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes. Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes. Look at maps on different scales and calculate scales on own maps.</p>			<p>London <u>Geographical skills and fieldwork</u> -Use 4- and 6-figure grid references on OS maps -Use fieldwork to record & explain areas</p>	
Art & Design	<p>Art and Design skills: children learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece ‘Nighthawks’ by Edward Hopper</p>			<p>‘WW2’ Make my voice heard: Exploring art with a message, children look at the famous ‘Guernica’ by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer</p>		<p>‘Dreams’ Photography: Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. By familiarising themselves with new photography artists, children can gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways.</p>	<p>Still Life: pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, erasers and paint to depict their chosen composition of special objects before using them to construct a memory box to showcase their work.</p>

Design Technology		Electricity Steady hand Games			Structures WW2 Shelters Anderson Floor plans Selecting material for aesthetic and structural value Mechanism – Wooden toys	Cooking and Nutrition (link to Healthy School) Follow a brief to design a healthy meal Seasonal food Textiles Fashion Designing waistcoats V & A visit
P.E.	Bee Netball skills Technique Tactics	Indoor Sports Hall Athletics Effort Physical Ability Fitness Levels	Gymnastics Feedback Analysis Technique	Orienteering Problem Solving Responsibility Confidence Tag Rugby Rules Tactics Problems	Net & Wall Games Tennis Technique Feedback Respect Sports day Prep Feedback Respect Understanding	Striking & Fielding Cricket/Rounders Tactics Technique Rules
Spanish	<p>➤ Numbers 0-10 Letter strings – ua, ie, ei • Links between some sounds and spellings • Recognise number of syllables in words • Watch mouth of speaker</p> <p>➤ Greetings, asking and saying how you are Listen and respond to rhymes • Imitate pronunciation • Notice accents • Notice how punctuation may vary between English and Spanish – e.g. upside down question mark • Participate in a short exchange</p> <p>➤ Classroom instructions • Auditory discrimination between un/una • Enjoy making Spanish sounds and practising new letters – rr, j • Listen to and follow simple commands</p>	<p>➤ Giving personal details – name, age • Recognise a question form • Practise the pronunciation of the letter string – ll • Perform a simple communicative task</p> <p>➤ Counting and using numbers Participate in chorusing a finger rhyme • Understand and respond to a question • Make links between some sounds and spellings and recognise familiar words in written form • Recognise how accents alter pronunciation – ñ</p> <p>➤ Nativity play – characters in the nativity play and simple dialogue Letter to The Three Kings Perform a role in a class nativity play • Join in singing Spanish carols • Experiment with writing • Understand that there are cultural differences affecting how Christmas is celebrated at home and abroad</p>	<p>➤ Colours Perform actions to a Spanish song • Know how to pronounce the letter j in Spanish • Read familiar words with accurate pronunciation. • Respond to a question; able children may give an extended answer • Experiment with writing by producing short sentences using verb, adjective and connective</p> <p>➤ Names of fruit</p> <p>➤ Food items Recognise singular and plural items and how they affect the verb – gusta/gustan • Match phonemes to graphemes • Listen for specific words as they occur in a song • Reflect on healthy eating habits</p>	<p>➤ Vocabulary recap Letter sounds – c, z and letter string ie • Use knowledge of sound patterns to devise a short ‘rap’ • Listen and respond to an extended text by chorusing repeated phrases and vocabulary</p> <p>➤ Days of the week Join in reading a story • Match sound to the written word • Re-arrange familiar sentences into the correct word order • Copy correctly</p> <p>➤ Month of the year Imitate pronunciation of a native speaker, focusing on specific key sounds and letter strings • Listen to a sequence of words and provide the next word in the sequence • Identify social conventions at home and in other cultures</p> <p>➤ Easter: Vocabulary relating to Springtime Develop an understanding of Spanish traditions and customs across the various regions of Spain • Perform a</p>	<p>➤ Parts of the body Listen to and follow a short story • Identify adjectives in a text and recognise that they can change spellings • Listen for specific words and phrases • Pronounce some words accurately</p> <p>➤ Nouns • Understand that all nouns have a gender • Ask how to say something in Spanish • Listen to and join in singing a Spanish song, devising actions to accompany the lyrics</p> <p>➤ Asking for Spanish translation Identify sound of letters rr in Spanish • Appreciate similarities between nursery rhymes in English and in Spanish • Recite a nursery rhyme • Follow a short text as it is read aloud and demonstrate understanding of the text through drawing</p>	<p>➤ Animals</p> <p>➤ Adjectives: grande, pequeño, gordo, largo, puntiagudo Follow a story using visual clues • Scan a text to identify key words • Recognise some letters of the alphabet • Ask and answer questions</p> <p>➤ Verbs Say five vowel sounds in Spanish with teacher support • Know the sound of the letter i in Spanish • Read familiar words with accurate pronunciation • Write a short sentence adapting a model, using noun, verb and adjective</p>

				short finger rhyme using new vocabulary • Understand that the letter h is not pronounced at the start of Spanish words • Experiment with writing <ul style="list-style-type: none"> ➤ Talking about the weather Weather conditions		
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	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	Big Question: How important are the similarities and differences between and within religions? P4C- Animal lawsuit					
	Art in Christianity	How do Religions create Celebrations?	Religious Leaders	Easter Support	Similarities and Differences between and within religions	What do People Believe About Life After Death?
PSCHE/RSE	Being Me In My World <ul style="list-style-type: none"> - Discuss the year ahead, setting goals and discussing fears and worries for the future. - Learn about the United Nations Convention on the Rights of the Child. - Talk about choices and actions and how these could have far-reaching effects on others. Revisit democracy, how it benefits the school and how they can contribute towards it.	Celebrating Difference <ul style="list-style-type: none"> - Identifying similarities and differences and recognising that for some people, being different is hard. - Explore bullying and how people can have power over others in a group. Discuss strategies for dealing with this as well as wider bullying issues. Learn about people with disabilities and look at examples of people who have amazing lives and achievements.	Dreams and Goals <ul style="list-style-type: none"> - Identify own strengths and discuss how to further stretch themselves by setting challenging and realistic goals. - Explore various global issues and explore places where people may be suffering or living in difficult situations. Discuss what they think their classmates like and admire as well as working on giving others praise and compliments.	Healthy Me <ul style="list-style-type: none"> - Understand the importance of taking responsibilities for their own physical and emotional health and choices linked to this. - Discuss different types of drugs and the effects this can have on people's bodies. - Discuss exploitation as well as gang culture and associated risks. - Explore what mental health/illness is and recognise that people can have different attitudes towards this. Recognise the triggers for and feelings of being stressed.	Relationships <ul style="list-style-type: none"> - Explore and discuss mental health and how to take care of their own mental well-being. - Identify the stages in a grief cycle and discuss the different causes of grief and loss. Discuss online safety, learning how to judge if something is safe and helpful. FGM awareness	CWP: Puberty, Relationships & Reproduction <ul style="list-style-type: none"> - Lesson 1: Puberty & Reproduction - Lesson 2: Communication in Relationships - Lesson 3: Families, Conception & Pregnancy - Lesson 4: Online Relationships. Drug education: preventing Early Use

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