



Rotherhithe Primary School Curriculum 2023/24

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 2023/24

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 Mindfulness and PSHE lessons. 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, and drums. Children take part in a weekly singing assembly and we have an active school singing club.

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 boxing. We have been awarded Enhanced Healthy Schools Status.

Leaders of the Curriculum

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

- Geography: Anthony Williams
- Maths: Annalise Loughnan
- Music: Lisa Christiansen
- PSHCE & SMSC: Kealan Doherty
- Science: Alexandra Montgomery
- PE: Conor McTernan
- John Deighan: Spanish

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 the Head of School. 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 2023-2024

At Rotherhithe we have an active Early Years department that works together to support you and your child to have a happystart 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 RPS, 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.

Settling in consists of stay and play sessions and then a build-up of hours each day with the aim of most children being full time within a week **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. In Nursery 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. 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 teachers.

Some children are identified by their teachers to receive forest school sessions. All children attend 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 statutory baseline assessment will be carried out where children will engage in a set of practical activities. 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:

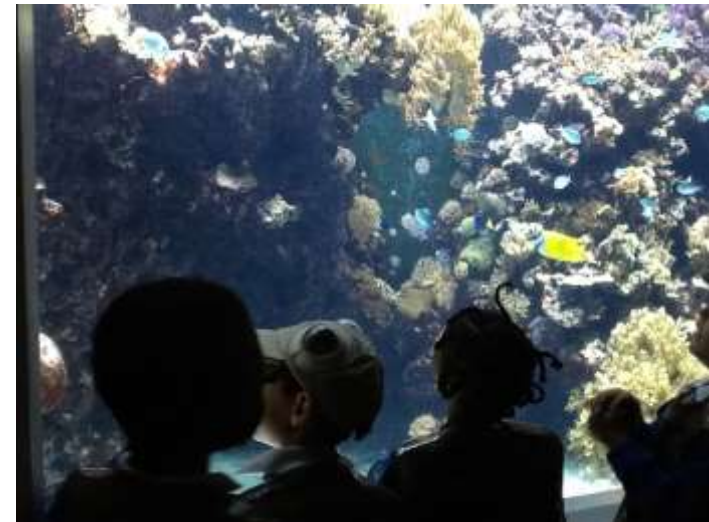
- Write simple sentences with plausible phonetic spellings- children who should exceed the good level of development should be writing some compound words
- Read simple sentences relying on phonics and contextual cues
- Have a deep understanding of number to 10, including the composition of each number
- 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 Fair and Christmas Fairs.

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 Nursery

Long Term Plan 2023-2024

Core Activities

Core activities create the building blocks for all learning, growth and development in EY. Through the planning cycle Core Activities are shaped by children's interests. Practitioners adapt and plan through these activities to support development in the Prime and Specific Areas with an appropriate level of challenge to simulate and engage all learners.

Sand and Water Tray Indoor and outdoor continuous provision	Cooking Weekly	Forest School Elements incorporated into outdoor provision.	Gardening Adult led planting in response to the seasons. Free play ‘garden area’	Block Play Indoor and outdoor continuous provision. Planned challenges to link with texts.	Malleable Materials Playdough, foam, jelly beads, cloud dough, clay.	Role Play Home corner throughout the year. Additional role play in children’s interests.	Small World Indoor and outdoor linked to themes and interest led.	Painting & Colour mixing Begins adult led as children develop skills work independently at painting stations.	Junk Modeling Open ended opportunities promoting independence. Adults support planning and reviewing work.	Finger Gym Range of activities to build up finger strength and dexterity		
	Autumn 1		Autumn 2		Spring1		Spring 2		Summer 1		Summer 2	
Our Big Question themes	Who am I? <i>Settling in</i>		How do we celebrate? <i>Seasons</i>		What fairy tales do we love? <i>Building</i>		How do we get around? <i>Animals</i>		How do things grow? <i>Growing</i>		Summer Adventures <i>Transition</i>	
Special Events	<ul style="list-style-type: none">○ Stay and Play sessions○ Birthdays○		<ul style="list-style-type: none">○ Birthdays○ Fireworks night○ Halloween○ Diwali○ Eid-Ui-Fitr○ Christmas○ Hanukkah○ Diversity Month		<ul style="list-style-type: none">○ Birthdays○ New Years○ Valentine’s Day○ Chinese New Year○ Children’s Mental Health Week○ Pancake Day○ World Book Day		<ul style="list-style-type: none">○ Birthdays○ Mother’s Day○ St. Patrick’s Day○ Science Week○ Easter		<ul style="list-style-type: none">○ Birthdays○ St.George’s Day○ Ramadan & Eid○ Carnival School celebration		<ul style="list-style-type: none">○ Birthdays○ Father’s Day○ Sports Day○ International Day	
Possible Texts	Together we can <i>By Caryl Hart</i> Ruby Goes to Nursery I can do it! <i>By Patricia Hegarty</i> So much <i>By Trish Boone</i> Lulu's First Day <i>By Anna McQuinn</i> Maisie Goes to Nursery <i>By Lucy</i>		Diwali <i>By Hannah Elliot</i> Christmas Story Room on the Broom <i>By Julia Donaldson</i> Stick Man by Julia Donaldson Kippers birthday <i>By Mick Inkpen</i>		<i>Traditional tales:</i> The Three Little pigs Goldilocks Billy Goat’s Gruff The Gingerbread Man Jack and the Beanstalk The little Red Hen		The train ride <i>By June Crebbin</i> You can’t take an elephant on the bus <i>By Patricia Cleaveland Peck</i> The Journey home from Grandpa’s <i>By Jumima</i>		The Odd Egg <i>By Emily Gravett</i> The Very hungry Caterpillar <i>By Eric Carle</i> The Bad Tempered ladybird <i>By Eric Carle</i> Lali’s Feather <i>By Farhana Zia</i> Monkey Puzzle <i>By Julia</i>		Sharing a sea shell <i>By Julia Donaldson</i> <i>The Rainbow Fish by Marcus Pfister</i> Shark in the Park <i>By Nick</i>	

	<i>Cousins</i> Owl Babies by Martin Waddle Dear Zoo by Rod Campbell We're going on a bear hunt by <i>Micheal Rosen</i>	Where's Spot - Eric Hill Spots Birthday Party -Eric Hill Peace at last - Jill Murphy The Gruffalo - Julia Donaldson		<i>Lumley</i> Up Up Up! By <i>Susan Reed</i> The Boy who sailed the sea By <i>Julia Greene</i>	<i>Donaldson</i> <i>Jaspers Beanstalk</i> by <i>Nick</i> <i>Butterworth and Mick Inkpen</i> <i>Plant the Tiny Seed</i> by <i>Christie</i> <i>Matheson</i> <i>Titch</i> by <i>Pat Hutchings</i>	<i>Sharrat</i> The Singing Mermaid By <i>Julia</i> <i>Donaldson</i> This is me! By <i>George</i> <i>Webster</i>
Personal Social Emotional Development	Who am I? Being the Best I can Be. Settling into our new Nursery Get to know and develop a bond with key worker Play name games Learn areas of the classroom and school routines Learn to self-register and hang my things on my special peg Share pictures of the our families/important people Talking about our favorite things to do at Nursery Create a class Charter Setting rules and routines; expectations and boundaries Discuss class promises and agree on them as a whole class.	What are feelings? Introduce Zones of Regulation and exploring different feelings Talking about our own feelings and understanding feelings of others Kind and unkind behaviour; being a good friend Learn to use 'conflict resolution' Create 'cool down' areas when we need time to calm down Introduce brain breaks and quiet/calm times Termly Review; my proudest moments from this term	What is special about me? Learn about special customs and beliefs Similarities and differences and how we show respect Set our personal targets and goals Mindfulness activities linked to children's mental health week Small group turn taking games Fairy tales: -explore characters and their actions. Eg Goldilocks and the big bad wolf. -think of stories from others perspectives how might the Giant feel?	How can I help others? Who helps look after us? How to help one another and what to do if you need help. The importance of being kind and gentle. What makes a great friend: know that words have an impact on others Termly Review; my proudest moments from this term Introduce 'experts' for all areas	What am I proud of? Look at how we are growing and changing; What can I do now that I couldn't do before? Playing co-operatively in a group. Children work on projects in groups lead by their own interests. Children build confidence to share their proud moments Explore what makes us feel different ways. I feel proud when.. I feel happy when.. How have I changed since I was a baby? SHaring our baby photos, talking about what we can do now?	What is special about the world around me? Special places in my community Where are my friends and family from? Explore similarities and differences How to look after the environment. Termly Review; my proudest moments from this term Transition to Reception
Physical Development PE coach Gross Motor	Fundamental Movement Experiments with different ways of moving. Begin to negotiate space successfully when walking, running and hopping.	Climbing & Balance Develop core muscles and strength to pull bodies up on climbing equipment . Work on balance when climbing and traveling over, under and	Jumping Practice pushing feet down into the ground to jump with increased height and distance.	Throwing and Catching Develop hand-eye coordination to propel objects further with increased accuracy and catch fast moving objects.	Kicking and Batting Develop co-ordination and eye tracking to kick small and large balls and use a begin to use a bat.	Multi skills and Athletics Practice key skills for Sports Day Activities. Wheeled toys

	Wheeled toys Bikes, scooters and other wheeled toys.	around obstacles. Wheeled toys Bikes, scooters and other wheeled toys.	Wheeled toys Bikes, scooters and other wheeled toys.	Wheeled toys Bikes, scooters and other wheeled toys.	Wheeled toys Bikes, scooters and other wheeled toys.	Bikes, scooters and other wheeled toys.
Fine Motor & Mark making/ writing	Rolls, pounds, squeezes and pulls play dough Hold and use a range of small tools and objects such as tambourines, jugs, hammers and mark making tools Begin to turn pages in a book	Use paintbrushes to explore creating dots, lines, circular strokes; develop wrist action Snips with scissors; create Christmas snowflakes Manipulate clay to create diva lamps Use utensils for cooking in small groups	Copies circular, vertical, horizontal strokes and lines with mark making tools Construction with a variety of small materials and tools Use different sized and shaped cutters for making gingerbread biscuits Turn pages of books independently	Trace shapes and lines with mark making tools Begin to form some letters in learnt in phonics Use windup toys and buttons to make things move and go Represent ideas and ascribe meaning to pictures drawn	Planting seeds and using water cans and sprays Manipulate playdough to make snakes, and small balls Begin to hold mark making tools with tripod grasp Begin to write name	Write name and represent some other letters Use scissors to cut straight lines Paint and represent pictures with some details eg eyes nose mouth
Healthy and Self care	Learn daily routines and handwashing Use the toilet independently and/or ask for help if needed Eat and use utensils with greater independence	Eat independently Take on and off winter clothes independently Assess risk and use resources and equipment in school safely	Learn about oral hygiene and brushing teeth Try and taste different foods Develop breath control for brain breaks	Assess risk and be safe at home and in school; is it safe? Road Safety Talk about the body and name body parts.	Healthy eating and food Learn about growth and change in humans and animals	Learn how to look after our bodies in the hot weather Talk about ways to keep healthy
Communication and Language	Rhymes and songs that use the whole hand 1:1 talking time with adult Introduce 'Word Time' for daily vocabulary input	Rhymes/song that use fingers Introduce Talking Tables Share and talk about Tapestry posts Mystery Box and Touchy	Rhymes/songs that cross the midline Act out fairy tales Sequence and retell stories; first, then, now	Rhyme Time: rhymes that use the whole body Comment, predict and explain Science experiments Introduce 'Big Picture' answer who, what and	Rhymes that: involve games and movement Introduce Story Maker Explain 'odd one out' scenes Listening games for	'Rhyme Time' challenge Share and talk about their 'special place' (Tapestry) Begin to answer 'why' questions

	<p>Introduce What's in the Box?</p> <p>Sorting and classifying toys and objects</p> <p>Labelling objects; what are they for?</p> <p>Dress up games & Puppet Play</p> <p>Phase 1 phonics: Tuning into sounds: sound discrimination of instrumental sounds and body percussion</p>	<p>feely bags</p> <p>Action games and songs for verbs</p> <p>Prepositions: under, behind, in front of, on top of.</p> <p>Phase 1 phonics: Listening and Remembering Sounds: Rhythm and rhyme Voice sounds</p>	<p>Use language related to measure for size; big, small, medium</p> <p>Introduce 'story telling tent'</p> <p>Phase 1 phonics: Talking about sounds (developing vocabulary and language comprehension) Playing with initials sounds, can you hear and say initial sounds</p>	<p>where questions</p> <p>Opposites: fast/slow quiet/loud big/small</p> <p>Phase 1 phonics: Oral blending and segmenting: reproduce audibly the phonemes they hear, in order, all through the word</p> <p>Read Write Inc Phonics Begin first set of sounds, link sound to phoneme</p>	<p>identifying animal sounds</p> <p>Use language related to length and weight</p> <p>Read Write Inc Phonics Continue with children's next steps following RWI sound order Identifying and saying initial sounds in words</p>	<p>Listen and do 2-3 part instruction activities</p> <p>Use language related to time; today, tomorrow, yesterday</p> <p>Read Write Inc Phonics Continue with children's next steps following RWI sound order</p>
Literacy	<p>Share favourite stories/songs/rhymes</p> <p>Join in with actions to rhymes and stories</p> <p>Read stories 1:1</p> <p>Identify main characters in familiar stories</p> <p>Use Story Sacks</p>	<p>Children begin to take home books from school</p> <p>Share stories in small groups</p> <p>Listen and join in with repeated refrains</p> <p>Recognise familiar words in environment and own name</p> <p>Talk about illustrations in books</p> <p>Story Maps</p>	<p>World Book Day activities</p> <p>Talk about settings in stories</p> <p>Begin to tell Helicopter stories using key story words eg once upon a time</p> <p>Story Maps</p> <p>Sequencing stories using pictures</p>	<p>Begin reading sessions with parents</p> <p>Explore information books about animals</p> <p>Make up new endings for favourite stories</p> <p>Take greater notice of letters in books and print</p> <p>Children choose books to take home</p>	<p>Children create their own stories with 'story maker'</p> <p>Sequence stories; beginning, middle and end</p> <p>Begin to make and create our own story books</p> <p>Story sacks for 'Monkey Puzzle' & 'The very Hungry Caterpillar'</p>	<p>Complete 'book reviews' of favourite stories</p> <p>'Rhyme Time' related to seaside</p> <p>Make an "This is Me" book</p>
Mathematics	<p>Routines: Introduce and develop morning routines incorporating daily number rhymes and songs. Counting at snack time. Daily exposure to orally rote counting.</p>	<p>Routines: Introduce the Birthday Box with numerals, cards, hats, candles etc. for celebrating birthdays. Children discuss how old they are and look for their numbers in the box. Story: Spot's Birthday</p>	<p>Routines: Children help adult to count out a number of things from a larger group focusing on the 'stopping number' during snack time</p> <p>Maths area: Investigate mathematical</p>	<p>Routines: Introduce calendar and days of the week into daily routine. Counting down the days to an event. Children count and say how many (cardinal principle) for their snack.</p>	<p>Maths area: Free exploration of conservation of number using sorting trays set (such as ice cubes trays and egg boxes) Introduce Hungarian 5 frame and 10 frame.</p>	<p>Numicon: Match numerals to the numicon shapes and practise ordering them (1-10) Use a magic feely bag to find matching numbers. Composition of 5: find two shapes that make up</p>

<p><u>Maths area:</u> Introduce maths area where children can explore a range of counting materials and collections.</p> <p><u>Numicon:</u> Become familiar with the numicon shapes. Play sorting activities and matching games.</p> <p><u>Counting and Cardinality</u> Begin to say number words in sequence, may be at string level where words are continuous undifferentiated. Will use some counting words randomly. Develop one-to-one correspondence when setting up the home corner. Encourage children to set up each plate with a cup etc.</p> <p><u>Comparison</u> Describe the groups using mathematical language eg 'few' and 'lots'</p> <p><u>Subitising</u> Play 'grabbing games' where children develop a sense of 'two-ness' and 'one-ness' Explore groups of two eg. Two eyes, two hands, two feet ect. Children instantly</p>	<p><u>Maths area:</u> Introduce 5 frames for counting songs to 5 with props for reciting and acting out the songs. (linked to children's interests)</p> <p><u>Numicon:</u> Recognise and name numicon pieces to five.</p> <p><u>Counting and Cardinality</u> Consistently use the number words in the same order (stable order principle) Christmas Performance songs based on counting songs</p> <p><u>Comparison</u> Children develop understanding of 'fair' and 'unfair' with numbers. Children can share fairly through practical activities such as putting food on plates or sharing toys equally; Teddy Bear's Picnic Children can check that groups are equal.</p> <p><u>Subitising</u> Makes a small collection of up to three objects to</p>	<p>tools eg calculators, timers, measuring tapes.</p> <p><u>Numicon:</u> Match numerals to the numicon shapes and practise ordering them (1-3) Find numicon pieces that are equal/the same.</p> <p><u>Counting and Cardinality</u> Know that numbers identify how many objects are in a set. Count every item in a set only once, using only one number word (one-one principle) Can predict what the outcome will be in stories, rhymes and songs if one is added to, or if one is taken away. Act out with props linked to the story.</p> <p><u>Comparison</u> Can indicate which set has more or which set has less. Uses number language, such as 'less' or 'fewer'</p> <p><u>Subitising</u> Fast recognition of up to three objects Quick recognition of 'three' 'not three'</p>	<p><u>Maths area:</u> Incorporate mathematical problems into role play areas for transport eg. five-frames for trains and buses, tickets, train times, directions.</p> <p><u>Numicon:</u> Find a numicon shape that is less/more than mine. Count and match counters to numicon pieces.</p> <p><u>Counting</u> Count actions, such as claps or jumps. Count at different speeds as they jump quickly/slowly, or a mixture of the two? Listening games for counting. Playing track games and counting along the track.</p> <p><u>Comparison</u> Children can compare numbers that are far apart reasoning explaining unfair sharing - 'This one has more because it has 5 and that one only has 2'</p>	<p><u>Numicon:</u> Order Numicon pieces to 5. Match Numicon pieces to groups of given objects. (minibeast game) Make repeating patterns using numicon shapes. -</p> <p><u>Comparison</u> Match groups of objects with the same number Know that the quantity of objects stays the same when they are spread out or moved closer together.</p> <p><u>Subitising</u> Can show a number of fingers to five 'all at once', without counting. Recognise the significance and value of zero</p> <p><u>Number Recognition, Representation and Ordering</u> Can record using marks that they can interpret and explain. Can recognise numerals 0 to 5. Can read numbers beyond on a number line by dropping back to 0. Can represent</p>	<p>5.</p> <p><u>Counting</u> Develop order irrelevance principle by counting irregular arrangements of objects. Children can say one more than a given number within 5. Can count backwards from 5 then 10. Begin to count on from a given number within 10 using a number line.</p> <p><u>Comparison</u> Compare sets of objects, saying if it is one more or one less using duplo. Children being to reason using full sentences.</p> <p><u>Subitising</u> Automatically know numbers on a dice to 5. (Hungarian 5 frame games to support)</p> <p><u>Patterns</u> I can recognise follow ,copy and create patterns with sounds and actions. I can notice and correct an error in a simple repeating pattern</p>
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	<p>recognise groups of two without the need to count.</p> <p><u>Number Recognition</u> Notice numbers in the environment. Recognise numbers of personal significance eg. Their birthday</p> <p><u>Shape, Space, Colour</u> Complete simple puzzles and shape sorters. Name a range of different colours Children can sort objects by size, colour and shape. Some objects can be identical.</p>	<p>match another collection of objects.</p> <p><u>Number Recognition</u> Recognise numbers in recipes eg. When making Gruffalo food and Reindeer Food <u>Shape, Space, Pattern</u> Capacity: making potions 'full' 'empty' 'nearly empty' Positional language linked to Bear Hunt Story. Patterns for wrapping paper at the Elves workshops: spotty/zig zag/</p>	<p><u>Number Recognition, Representation</u> Can represent numbers using fingers. Can pick out a matching numeral to a numeral that is shown to them up to 3. Can sort different representations up to three linked to fairy tale characters <u>Measure, Pattern</u> Beanstalk height order and describe. Size ordering Goldilocks and the three bears. Story: 'Simon Sock' matching pairs of socks by their pattern</p>	<p><u>Conservation:</u> knowing that the number does not change if things are rearranged (as long as none have been added or taken away) linked to bus and train games</p> <p><u>Representation</u> Count out objects to match numbers up to 3 then 5</p> <p><u>Patterns/Shape</u> Create an ABAB pattern with colours and shapes. Use shapes to create pictures. Copy pictures and create my own pictures.</p>	<p>numbers using marks on paper or pictures</p> <p><u>Patterns</u> Develop reasoning skills for finding 'odd one out' in pictures. Create and extend and ABAB patterns</p>	
Understanding of the World	<p>Stem Learning: The Natural World, Explore and Observe</p> <ul style="list-style-type: none"> o Fantastic fruits o Natural scavenger hunt 	<p>Stem Learning: Physical Processes</p> <ul style="list-style-type: none"> o Floating and Sinking o Water and Ice o Cooking 	<p>Stem Learning: Materials</p> <ul style="list-style-type: none"> o Building a house for the Three Little Pigs 	<p>Stem Learning: All About me</p> <ul style="list-style-type: none"> o Brilliant Bodies o My senses <p>Science Week</p>	<p>Stem Learning: The Natural World, Explore and Observe</p> <ul style="list-style-type: none"> o Observe life cycle of caterpillar o Care for eggs and chickens 	<p>Stem Learning: Physical Processes</p> <ul style="list-style-type: none"> o Magic magnets o Shadows
Art & Design	<p>Painting and Colour Free exploration of mixing and different tools</p> <p>Printing Hand, finger, body printing</p> <p>Cutting and Sticking Begin to use scissors Use glue sticks to create</p>	<p>Colour Experiment with colour; sand, water, dough, paint mixing linked to Diwali</p> <p>Painting Experiment with different painting tools to create fireworks</p> <p>3Dwork Salt dough modeling</p>	<p>Textiles and Texture Experiment with materials to make homes and buildings</p> <p>3D work Building and constructing homes and buildings</p>	<p>Printing Extend body printing</p> <p>Painting and Colour Colour mixing; produce shapes and pictures</p> <p>3Dwork Salt dough modeling eggs Building habitats</p>	<p>Drawing Draw and record observations of minibeasts and animals</p> <p>Pattern Observe and create patterns seen on animals ie butterflies</p>	<p>Drawing Draw and represent pictures of me and others</p> <p>Pattern Represent colour and shape patterns</p> <p>Artist Paul Klee inspired block printing</p>

		Cutting and Sticking Continue to develop use of scissors				
Music – music specialist	Watching listening & participating Find out singing voices. Explore vocal sounds. Engage and participate in the sessions.	Snowmen & Penguins Experience a range of songs. Explore rhythm through words. Learn how to explore pulse through movement. Explore pitch through singing and sounds	Puppets & Lycra Use puppets and stretchy lycra material during music sessions to bounce props to the beat of the music. Learn to respond to music physically. Learn to join in with and anticipate actions.	Playing the game Explore pulse in my body through movement and actions. Respond to music with greater control through movement. Handle and control small percussion instruments to start and stop ; play loud and soft; play fast and slow	What's in the bag? Have opportunities to listen to live music. Have opportunities to listen to recorded music Learn to retell stories through music	Road to Rio Develop a steady pulse. Find the rhythm of words Explore pulse in the body through listening, singing and responding to music



Rotherhithe Primary School Reception Long Term Plan 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvelous me & Once Upon a Time	Woodland Wonders <i>Celebrations</i>	Things that Go!	Super me and Super you	Creepy Crawlies & Growing	Creatures now and long ago

	Settling in					Transition
Core Books	<p><i>Together we can By Caryl Hart</i></p> <p><i>My friends and me by Stephanie Stansbie</i></p> <p><i>All are welcome by Alexandra Penfold</i></p> <p><i>More People to Love me by Mo O'Hara</i></p> <p><i>The Three Little Pigs – traditional tale</i></p> <p><i>Billy Goats Gruff – traditional tale</i></p> <p><i>Gingerbread Man – traditional tale</i></p>	<p><i>Room on the Broom by Julia Donaldson</i></p> <p><i>The Gruffalo by Julia Donaldson</i></p> <p><i>The Gruffalo's Child by Julia Donaldson</i></p> <p><i>We're going on a Bear Hunt by Michael Rosen</i></p> <p><i>We're going on a leaf Hunt by Steve Metzger</i></p> <p><i>Stick Man by Julia Donaldson</i></p> <p><i>Femi the Fox by Jeanette Kwakye</i></p>	<p><i>Roaring Rockets by Tony Mitton</i></p> <p><i>Super Submarine by Tony Mitton</i></p> <p><i>Brilliant Boats by Tony Mitton</i></p> <p><i>Dig Dig Digging by Tony Mitton</i></p> <p><i>The Naughty Bus by Jan Oke</i></p> <p><i>Lost & Found by Oliver Jeffers</i></p> <p><i>Look up! By Nathan Bryon</i></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 Catastrophe! 	<p><i>Jack and the Beanstalk – traditional tale</i></p> <p><i>The Very Hungry Caterpillar by Eric Carle</i></p> <p><i>Superworm by Julia Donaldson</i></p> <p><i>The tiny seed by Eric Carle</i></p> <p><i>Egg Drop by Mini Grey</i></p> <p><i>The Odd Egg by Emily Gravitt</i></p>	<p><i>Monkey Puzzle by Julia Donaldson</i></p> <p><i>Boogie Bear by David Walliams</i></p> <p><i>The Ugly Five by Julia Donaldson</i></p> <p><i>The Kaola who could By Rachel Bright and Jim Field</i></p> <p><i>Night Monkey Day Monkey by Julia Donaldson</i></p> <p>A range of dinosaur fiction and non fiction books</p>
Communication & Language	<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</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</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</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:</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</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</p>

	<p>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</p> <p>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</p> <p>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</p> <p>Time to Talk: 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>	<p>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.</p> <p>Rhyme Time: I see the wind I hear thunder What’s the weather? <i>Christmas performance</i></p> <p>Language for Thinking Blanks Levels of Language questioning for the Birthday Party Scene</p>	<p>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)</p> <p>Rhyme Time: The Wheels on the Bus This is the way we cross the road Row row row your boat The big ship</p> <p>Story Telling: Act out the story “The Naughty Bus” with small world props. Change parts of the story.</p> <p>P4C questions</p> <p>Language for Thinking Blanks Levels of Language questioning for the In Space Scene</p>	<p>To follow two – three part instructions when following their treasure maps.</p> <p>Rhyme Time: This is the way One potatoe two potato.. Peace Pudding Hot Chick Chick chicken Humpty Dumpty</p> <p>Story Telling: Create stories about superheroes on story maker</p> <p>P4C questions</p> <p>Language for Thinking Blanks Levels of Language questioning for the Supermarket scene</p>	<p>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</p> <p>Rhyme Time: Incey Wincey Spider Baby Bumblebee Worm at the bottom of my garden Tiny Caterpillar on a Leaf</p> <p>Story Telling: Create stories about minibeasts on story maker and retell using story words</p> <p>P4C questions</p> <p>Language for Thinking Blanks Levels of Language questioning for the Farm Scene</p>	<p>Understanding: Children generate questions about the topic – create a class KWL chart</p> <p>Rhyme Time: Walking in the jungle Down in the jungle Miss Polly had a dolly</p> <p>Story Telling: Create stories about animals and use story words and extend with adjectives</p> <p>P4C questions</p> <p>Language for Thinking Blanks Levels of Language questioning for the rainforest scene</p>
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</p>	<p>New Vocabulary: Observing Experiments Senses Dairy Vegetarian/vegan</p>	<p>New Vocabulary: Life cycle Camouflage Symmetry Insects Relationships</p>	<p>New Vocabulary: Habitats Environment Endangered Wildlife Extinct</p>

			Ambitious		Empathy	
Role Play	Home Corner Link children's own home lives through pictures/recipes foods from around the world. Look at different types of homes. Write shopping lists & read recipes. Key Vocabulary: iron, microwave, fridge, freezer, recipe, calendar,	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, receiver.	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	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.	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.	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
PSED School Values Ambition, Creativity, Courage, Empathy, Resilience, and Respect. MindUp! Gratitude Brain Breaks	Making relationships Play name games with children to get to know one another Share likes and dislikes. Use the text "We are all welcome" Role play 'conflict resolution' with children and equip them with language for turn taking and sharing Introduce the areas of the classroom and model how to play in the different areas Discuss pictures on Tapestry with the class, creating displays of the children in the different areas playing together Talking tables for children to get to know one another Understanding emotions Introduce red, blue, yellow and	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> <i>The Squirrels who Squabbled By Rachel Bright and Jim Field to explore sharing</i> <i>Play turn taking games in small groups</i> Understanding emotions Zones of Regulation Create social stories from pictures on Tapestry to link the zones of regulation and role play How our Brain Works: Introducing Brain Breaks. introducing the guard dog, the	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. Understanding emotions 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. Road safety Use a social story to discuss how to keep safe on the road. Role play different scenes and talk about what you do if there is an emergency. Children's Mental Health Week A range of activities to take	Making relationships Where the veggies in the Supertato series good friends why? What makes a good friend? What superpowers do good friends have. Create a list together. Sense of self What makes each one of us a superhero. What everyday super powers do we have. Link to the school values and share through stories and use of puppets. Understanding emotions Children to continue to build on their toolbox of techniques and strategies that help them to be calm. Explore the red zone and develop children's vocabulary. Discuss Evil Pea's character, why is he in the red zone? Why does he do evil things? Mindup!	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 being retold from the Giant's perspective. Sense of self Explore the story "Along came a different" to discuss difference between us all. Learn the song "We are Amazing" talk about differences. Understanding emotions Explore the blue zone linked to the Giant. Expand on vocabulary for the blue zone. Talk about times children were sad and lonely. What can help? When you feel this way.	Making relationships Work collaboratively with a group to create their habitat box, sharing ideas and taking turns Begin to do activities with their new teacher to build up a relationship with new staff Talk about Acts of Kindness Doing something kind for someone else. How can we help our friends? How can we help our school? How can we help our wider community and wider world (adopting an endangered animal) Sense of self Jigsaw! <i>Changing me</i> Reflect on changes children have gone through and discuss upcoming changes moving to

	red zonea to children. Encourage children to share experiences. Link to core stories and use of puppets. Introduce brain breaks Create a class Charter Discuss class promises and agree on them as a whole class.	wise owl and the hippo. Diversity Month Activities to planned across the school	place across the school this week.	Mindful Seeing, Mindful Smelling, Mindful Tasting		year one. Share and talk about feelings and support this transition. Understanding emotions 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.
Jigsaw x3 every half term	Being me in my world To know that we are similar and different but we belong together. To recognize feelings and know why it is good to be kind and use gentle hands. Explore what it means to make our school a good place to be and discuss everyone’s right to play and learn.	Celebrating Difference Accept that everyone is different, include others when playing, know how to help someone when they are being bullied, try to use kind words, know how to give and receive compliments.	Dreams and goals Stay motivated when doing something challenging Keep trying even when it is difficult, Work well with a partner or in a group, Have a positive attitude, Help others to achieve their goals, working hard to achieve their own dreams and goals	Healthy Me Understand healthy balanced diets, being physically active, healthy friendships, know how to keep calm and deal with difficult situations.	Relationships Know how to make friends, try to solve friendship problems, help others to feel part of a group, show respect in how they treat others, know and show what makes a good friendship	Changing Me Understand that everyone is unique and special. Discuss respecting bodies. Understand and respect changes they see in themselves and other people.
Physical Education	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. 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	Balance Travels with confidence and skill around, under, over and through balancing and climbing equipment 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	Agility Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. 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	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. 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.	Caribbean Dance - Windrush Carnival -Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. -Begins to build a repertoire of songs and dances. -Children represent their own ideas, thoughts and feelings through dance. -Children sing songs, make music and dance, and experiment with ways of changing them. Health & Self Care Children independently dress and undress for PE Children to know a range of	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 Health & Self Care To know a range of ways to keep healthy, to develop language through the hospita role play Children to learn the names of different organs in the body and learn more about human growth, change and development

	<p>creative area or water tray</p> <p>To look after personal belongings by hanging their coat up and putting their book bag in their tray</p> <p>Learn to use equipment in the school's provision safely</p> <p>To wash and dry hands effectively</p>	playing			ways to help them look after their emotional health by having a tool box of strategies to help regulate their own emotions.	For children to learn about the importance of oral hygiene and know how to brush their teeth effectively
Reading	<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 Story sacks and props for each of the traditional tales for retelling Newspapers, magazines, recipes books for the home corner Phase 1 phonics teaching 	<ul style="list-style-type: none"> Shared reading of the core stories Guided reading begins Reading Café begins Story sacks & props for the Gruffalo Non-fiction texts about seasons Take home banded books begin Make class book of children's own stories Read Write Inc phonics programme to begin in small groups 	<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 Share books and stories about places around the world Make class book of children's own stories Read Write Inc phonics 	<ul style="list-style-type: none"> Shared reading of the core stories Guided reading Reading Café Story sacks & props for the supertato Take home banded books Story Maker Read Write Inc phonics 	<ul style="list-style-type: none"> Shared reading of the core stories Guided reading Reading Café Story sacks & props for the Hungry Caterpillar Take home banded books Story Maker Read Write Inc phonics 	<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 Reading Buddies with Year 6 Story Maker Read Write Inc phonics
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 Units refer to	Developing Early Mathematical Concepts U1 To classify objects and to sort	Pattern and early number U2 Recognise, describe and copy	Numbers within 10 U7 Recognise, count and order numbers; say which numbers	Numbers within 15 U11 Recognise, count and order numbers; estimate and	Securing addition and subtraction facts U14 Commutativity	Money U17 Recognise and use everyday language related to money

MM	<p>them into sets. To match equal and unequal sets of objects using one-to-one correspondence. To compare objects by size. To compare sets without counting. To order objects according to size. To orders sets without counting.</p>	<p>colour, extend and create size and colour patterns. Count, recognise and represent numbers one, two and three</p> <p>Numbers within 6 U3 Recognise, count and order numbers; say which numbers are 'more or less'</p> <p>Addition and subtraction within 6 U4 Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting.</p> <p>Measure U5 Ordering objects by size. Compare capacity and weight. Estimating and exploring length.</p> <p>Shape and sorting U6 Describe and sort the properties of 3-D shapes. Use 3-D shapes create a variety of stable structures. Describe the position of an object or person using mathematical vocabulary. Follow instructions related to positional language</p>	<p>are 'one more or one greater' 'one fewer or one less'. Apply knowledge of 10 to solve mathematical problems</p> <p>Calendar and Time U8 Use everyday language to discuss time, days of the week and seasons. Sequence events and record periods of time.</p> <p>Addition and subtraction within 10 U9 Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting. Explaining what happens when we add or take away from zero.</p> <p>Grouping and sharing U10 Solve practical problems involving equal and unequal groups. Explore counting in steps of 2.</p>	<p>compare groups of objects.</p> <p>Doubling and halving U12 Solve problems and explore the relationship between doubling and halving</p> <p>Shape and Pattern U13 Describe 2D shapes and create patterns. Begin to describe 3D shapes.</p>	<p>Explore addition and subtraction. Compare two amounts</p> <p>Number patterns within 20 U15 Count up to 10 and beyond with objects. Represent, compare and explore numbers to 20. One more or fewer.</p> <p>Number patterns beyond 20 U16 One more one less. Estimate and count. Grouping and sharing.</p>	<p>Measure U18 Compare objects and quantities, solve size, weight and capacity problems</p> <p>Explorations of pattern within number U19 Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards</p>
Mastering Number	<p>Subitising Perceptually subitise within 3</p>	<p>Subitising continue from first half-term</p>	<p>Subitising increase confidence in subitising by continuing to</p>	<p>Subitising explore symmetrical patterns, in which each side is a familiar</p>	<p>Subitising continue to practise increasingly familiar</p>	<p>In this half-term, the children will consolidate their understanding of</p>

	<p>identify sub-groups in larger arrangements</p> <p>create their own patterns for numbers within 4</p> <p>practise using their fingers to represent quantities</p> <p>experience subitising in a range of contexts</p> <p>Cardinality, ordinality and counting</p> <p>relate the counting sequence to cardinality</p> <p>opportunities to develop their knowledge of the counting sequence</p> <p>opportunities to develop 1:1 correspondence</p> <p>opportunities to develop an understanding that anything can be counted</p> <p>explore a range of strategies which support accurate counting.</p> <p>Composition</p> <p>see that all numbers can be made of 1s compose their own collections within 4.</p> <p>Comparison</p> <p>understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and</p>	<p>subitise within 5, perceptually and conceptually, depending on the arrangements.</p> <p>Cardinality, ordinality and counting</p> <p>continue to develop their counting skills</p> <p>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</p> <p>begin to count beyond 5</p> <p>begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p>Composition</p> <p>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</p> <p>explore the composition of numbers within 5.</p> <p>Comparison</p> <p>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</p> <p>compare sets by matching, seeing that when every</p>	<p>explore patterns within 5, including structured and random arrangements</p> <p>explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. , continue to develop verbal counting to 20 and beyond</p> <p>Cardinality, ordinality and counting</p> <p>continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number.</p> <p>Composition</p> <p>continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin</p>	<p>pattern, linking this to 'doubles'.</p> <p>Cardinality, ordinality and counting</p> <p>continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20.</p> <p>Composition</p> <p>explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles</p> <p>begin to explore the composition of numbers within 10.</p> <p>Comparison</p> <p>compare numbers, reasoning about which is more, using both an understanding of the 'how manyness' of a number, and its position in the number system.</p>	<p>subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</p> <p>subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised.</p> <p>Cardinality, ordinality and counting</p> <p>continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</p> <p>continue to develop confidence and accuracy in both verbal and object counting.</p> <p>Composition</p> <p>explore the composition of 10.</p> <p>Comparison</p> <p>order sets of objects, linking</p>	<p>concepts previously taught through working in a variety of contexts and with different numbers.</p>
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	'fewer than' compare sets 'just by looking'.	object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	to see that numbers within 10 can be composed of '5 and a bit'. Comparison continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal.		this to their understanding of the ordinal number system.	
Science Class floor book	<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>

People, Culture and Communities	<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 ➤ Fireworks 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>
The World	<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</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>

		family?				
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 Creatures long ago Investigate extinct animals eg. Dinosaurs Human growth: past and present “My own journey”	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 Desings for a new house for the three little pigs Printing Hand and foot printing Pattern Create repeating patterns Mechanisms Building traps for the ginger-bread man.	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	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 Mechanisms How do wheels work.	Printing Vegetable printing. Use of repetitive patterns. Learn about Andy Warhol. Textiles and texture Make a potato superhero using a variety of tools and techniques. Design a cape for Supertato. 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. Structures Design and build a bug hotel.	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 Nutrition Making salads (sweet and savoury)

		natural objects Structures Designing and building shelters				
Music	Watching Listening and Participating 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	Snowmen and Polar Bears Experience a range of songs. Explore rhythm through 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.	The Sound of Music Learn to sing with greater control. Learn how to use 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.	Come to the Carnival Learn about carnivals around the world. Have 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	Picture the Scene Handle and control small percussion instruments to 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.	Road to Rio Develop and keep a steady pulse. Learn to use rhythm phrases to clap rhythm patterns. Learn to accelerate and decelerate in pulse.

Rotherhithe Primary School Primary School Year Group 1 Curriculum Overview 2023 – 2024

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 Our World and Beyond!	Autumn 2 Traditional Tales	Spring 1 Toys- The Toy Museum	Spring 2: Fairy tales	Summer 1: Places people live.	Summer 2: Monsters and Aliens
Writing	Our World and Beyond! <i>Whatever Next!</i> Lists, captions-thought bubbles, diary, retelling and That's nice dear –new version <i>Whatever Next! Jill Murphy</i>	Traditional Tales <i>Little Red Hen</i> <i>Setting, Story Map, Retelling a familiar story</i> Instructions –making bread Instructions –Christmas RE link	Toys <i>Chronological and Non-chronological reports, Capital Letters and Full stops</i>	Fairy Tales <i>Rumpelstiltskin</i> <i>Riddles / Clues, Retelling a familiar tale, Character description, Speech, Blurb</i> Question Marks Bingo Lingo: Phonics reading unit	Places People Live <i>The Smartest Giant in Town</i> <i>Story Map, Letter Writing, Retelling of story</i> -est, adjectives London-famous landmarks <i>Katie in London James Mayhew</i> Postcards, recounts	Monsters and Aliens <i>Where the Wild Things Are</i> <i>Stories from imaginary worlds, adventure stories, Setting description</i> Precise nouns

Reading	<p><u>Read aloud: Whatever Next!</u> <u>My Friend Bear</u> 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</p>	<p><u>Read aloud: Handa's Surprise</u> 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)</p>	<p><u>Read aloud: Lost in the Toy</u> 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)</p>	<p><u>Read aloud Traditional</u> Fairytale (Hopscotch series) Poetry by heart : Caribbean Counting Rhyme by Pamela Mordecai Fairy tales (Tw) CC nonfiction reading weeks:</p>	<p><u>Read aloud</u> 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</p>	<p><u>Read aloud Where the Wild Things Are</u> Maurice Sendak <u>Aliens/Monsters Loves</u> <u>Underpants by C Freedman</u> and Ben Cort Poetry by heart: There's a Monster in my Closet by Susan Burd</p>
Mathematics Mathematic Mastery	<p><u>Numbers to 10</u> 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.</p>	<p><u>Numbers to 20</u> 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.</p>	<p><u>Time</u> 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.</p>	<p><u>Adding and subtracting 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.</p>	<p><u>Adding and subtracting 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.</p>	<p><u>Multiplication and division</u> 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.</p>
NCETM Mastering Number	<p>Subitising</p> <ul style="list-style-type: none"> revisit subitising within 5 using perceptual subitizing practise conceptual subitising of bigger numbers as they become more familiar with patterns made by the numbers 5–10. <p>Cardinality, ordinality and counting</p>	<p>Subitising</p> <ul style="list-style-type: none"> continue to practise conceptually subitising numbers they have already explored the composition of. <p>Cardinality, ordinality and counting</p> <p>review the linear number</p>	<p>Subitising</p> <p>continue to practise conceptually subitising numbers they have already explored the composition of.</p> <p>Composition</p> <ul style="list-style-type: none"> review the composition of numbers within 10, linking these to part-part-whole 	<p>Subitising</p> <p>continue to practise conceptually subitising numbers they have already explored the composition of.</p> <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> review the linear number system to 10, 	<p>Subitising</p> <ul style="list-style-type: none"> continue to practise conceptually subitising numbers they have already explored the composition of. <p>conceptually subitise numbers within 20 as they become more familiar with the composition of numbers within 20.</p>	<p>Subitising</p> <p>continue to use conceptual subitising, especially when using a rekenrek.</p> <p>Composition</p> <p>apply their knowledge of the composition of numbers, to calculations within 10 and 20.</p>

	<ul style="list-style-type: none"> explore the linear number system within 10, looking at a range of ordinal representations explore the link between the 'staircase' pattern and a number track. <p>Composition</p> <ul style="list-style-type: none"> focus on the composition of numbers within 10, with a particular emphasis on the composition of numbers 6, 7, 8 and 9 as '5 and a bit', as well as exploring the composition of numbers 5 and 6 in-depth <p>explore the composition of odd and even numbers, identifying that even numbers are made of 2s and odd numbers have 'an extra 1' – they will link this to the 'shape' of these numbers.</p> <p>Addition and subtraction/ Number facts</p> <p>Although children will not be looking at number bonds expressed as equations, their work on the composition of numbers within 10 will be developing their knowledge of number bonds.</p>	<p>system to 10 as they compare numbers.</p> <p>Composition</p> <ul style="list-style-type: none"> continue to explore the composition of the numbers 7–9 in-depth, linking this to their understanding of odd and even numbers <p>explore the composition of 10, developing a systematic approach to finding pairs that sum to 10.</p> <p>Comparison</p> <p>revisit what is meant by 'comparing' and see that quantities can be compared according to different attributes, including numerosity.</p> <p>Addition and subtraction/ Number facts</p> <p>Although children will not be looking at number bonds expressed as equations, their work on the composition of numbers within 10 will be developing their knowledge of number bonds.</p>	<ul style="list-style-type: none"> representations practise recalling missing parts for numbers within 10. <p>Comparison</p> <ul style="list-style-type: none"> compare numbers within 10, linking this to their understanding of the linear system use the inequality symbol to create expressions, e.g. $7 > 2$, and use the language of 'greater than' and 'less than' <p>reason about inequalities, drawing on their knowledge of the composition of numbers, e.g. Is this true or false? 3 and 2 is less than 4.</p> <p>Addition and subtraction/ Number facts</p> <p>develop their recall of number bonds within 10, through the use of exercises which use written numerals but not the symbols +, −, or =.</p>	<p>looking at a range of representations, including a number line</p> <ul style="list-style-type: none"> explore the use of 'midpoints' to enable them to identify the location of other numbers. <p>Composition</p> <ul style="list-style-type: none"> review the composition of odd and even numbers, linking this to doubles and near doubles <p>explore the composition of the numbers 11–20, seeing representations which show the structure of these numbers as 'ten and a bit'.</p> <p>Addition and subtraction/ Number facts</p> <ul style="list-style-type: none"> continue to develop their recall of bonds within 10, through the use of exercises which do NOT involve written equations, such as $4 + 3 = ?$ <p>identify doubles and near doubles through visual representations of odd and even numbers.</p>	<p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> review the linear number system to 20, looking at a range of representations, including a number line explore the use of 'midpoints' to enable them to identify the location of other numbers. <p>Composition</p> <ul style="list-style-type: none"> continue to explore representations which expose the composition of numbers within 20. <p>Comparison</p> <ul style="list-style-type: none"> compare numbers within 20, including questions which use the symbols +, <, >, or =, such as: True or false? $10 + 4 < 14$ $10 + 4 = 14$ $10 + 4 > 14$ <p>Addition and subtraction/ Number facts</p> <ul style="list-style-type: none"> develop their fluency in additive relationships within 10, using a range of activities and games draw on their knowledge of the composition of numbers to complete written equations <p>revisit strategies for addition and subtraction within 10 and apply these to a range of questions, including</p>	<p>Comparison</p> <p>continue to draw on their knowledge of the relative size of numbers when answering questions using the inequality symbol.</p> <p>Addition and subtraction/ Number facts</p> <p>continue to practise recalling additive facts within 20, applying their knowledge of the composition of numbers within 20 and strategies within 10.</p>
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					written equations.	
1 Seasonal Changes throughout the year as appropriate	Biology: Animals including humans - animals <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) 	Animals including humans – all about me Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Chemistry: Exploring everyday Materials 1 <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties 	Chemistry: Exploring everyday Materials 2 <ul style="list-style-type: none"> 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 	Biology: Plants <ul style="list-style-type: none"> Identify and name a variety of common and 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 <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. Working scientifically

Computing	E-Safety					
	Computing systems and networks Technology around us Recognise common uses of information technology beyond school.	Creating media Digital painting Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	Creating media Digital writing Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	Data and information Grouping data Use technology purposefully to create, organize, store, manipulate and retrieve digital content	Programming A 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	Programming B 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>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>What is it like here? Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p>		<p>What is the weather like in the UK? Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.</p>		<p>What is it like to live in Shanghai? Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.</p>

Art & Design	<p><u>Drawing: Make your mark</u></p> <p>Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p> <p>Outcomes: Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p>		<p><u>Painting and mixed media: Colour Splash</u></p> <p>Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p> <p>Outcome: Clarice Cliff style plate</p>		<p><u>Craft and Design: woven wonders</u></p> <p>Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.</p> <p>Outcome: Weaving</p>	<p><u>Sculpture and 3D: Paper play</u></p> <p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures</p> <p>Outcome: 'Wild Thing' sculptur</p>
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>Axles, and axle holders.</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>

PE Class Teacher and specialist dance teacher	Multi Skills Fundamental Movement Balance Master basic movements such as running, jumping	Multi Skills Coordination Agility Master basic movements such as throwing and catching	Invasion Games Hockey	Social Dance – Dance Anatomy The Healthy Dancer Recognise the Features of the Dance Style and Understand Theme Origin -Children enjoy moving their bodies in simple movements with some control. -Perform simple movements showing correct Technique - Hand/ Foot Placement/ Alignment -Understand/ Demonstrate Smooth Transitions - Learn simple movement Sequences -Create simple original Dance Content - Show increasing control with Travelling Movement	Athletics Net & Wall games Volleyball	Athletics Sports day Preparation Invasion Games Basketball
PE Coach	Basics Fundamental movements and skills (recap the ABCs) Effort Physical Ability	Athletics Technique Effort Confidence	Gymnastics Feedback Analysis Technique	Invasion skills Resilience Physical ability Confidence	Striking & Feilding skills (Cricket) Technique Confidence Rules Sports Day prep Feedback Rules Confidence	Multi Skills Coordination Agility Rules Master basic movements such as throwing and catching
Music	Sounds Interesting Unit Aim : To develop children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus.		The long and the short of it Unit Aim: To develop children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.		Exploring Pulse and Rhythm Unit Aim : To develop children's ability to recognise and play rhythms from known songs with a sense of pulse	
	Big Question: What does it mean to belong?					
RE	How do you belong to Christianity?	How do Christians celebrate 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	First Week Back Mind up: Getting Focused Lesson 1: How our Brain Works	Celebrating Difference -Discussing similarities and differences and what makes us unique and special. -Learning about bullying,	Dreams and Goals -Setting simple goals, how to achieve them and overcoming difficulties when they try.	Healthy Me -Recognise healthy and unhealthy choices and how these make us feel.	Relationships -Exploring friendships. -Understanding how to treat others with respect.	Christopher Winter Project (SRE and Drugs & Alcohol Education) Growing and Caring for

	<u>Being Me in My World</u> -Special & Safe -Rights & Responsibilities -Rewards & Consequences	how it feels and who to ask for help. -Discuss friendships, differences, and the importance of being kind.	-Recognising feelings associate with facing obstacles. -Discuss partner working and how to do this well.	- 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	-Exploring ways to help myself and others when feeling upset.	ourselves: Lesson 1: Different Friends Lesson 2: Growing and Changing Lesson 3: Families and Care
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Rotherhithe Primary School Primary School Year Group 2 Curriculum Overview 2023 – 2024

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

Subject	Autumn 1: Seaside and the environment	Autumn 2: Seaside and the environment	Spring 1: Space and our world	Spring 2: Space and our world	Summer 1: Monsters and Beasts	Summer 2: Monsters and Beasts
English	Seaside- Clean up! Thought bubbles List, expanded noun phrases, Diary entry, Post card home, Did You Know leaflet to inform a recount. Leo and the Octopus Posters, letters of advice, factual description, logbooks scrips and recount writing.	Lost and Found: Character descriptions, Retellings, Advice Instruction writing The Journey Home Posters, Lists, Postcards Wanted posters Information report Short stories.	How to Catch a Star Character and setting description Narrative retelling Beequ Descriptions Commands Letters Nonsense word dictionary	Look up Personal stories Persuasive flyers Scripts for a press conference Making lists Writing in role Poetry	There's a Rang-tan in my bedroom non-chronological report (orangutans) diary poster recount speech or letter	Claude in the city character description diary art museum guide booklet witness statement story extract
Reading	I want My Hat Back by Jon Klassen Here We Are by Oliver Jeffers We Are Water Protectors by Carole Lindstrom The Sea Saw by Tom Percival Wolves by Emily Gravett Stanly's Stick by John Hegley Rabbit & Bear (Rabbits Bad Habits) by Julian Gough) Oi Frog by Kes Gray Dinosaurs and All that Rubbish by Michael Foreman A Planet Full of Plastic by Neal Layton (NF) Old Enough to Save the Planet by Loll Kirby (NF) Revolting Rhymes by Roald Dahl	I want My Hat Back by Jon Klassen Here We Are by Oliver Jeffers We Are Water Protectors by Carole Lindstrom The Sea Saw by Tom Percival Wolves by Emily Gravett Stanly's Stick by John Hegley Rabbit & Bear (Rabbits Bad Habits) by Julian Gough) Oi Frog by Kes Gray Dinosaurs and All that Rubbish by Michael Foreman A Planet Full of Plastic by Neal Layton (NF) Old Enough to Save the Planet by Loll Kirby (NF) Revolting Rhymes by Roald Dahl	Cakes in Space by Philip Reeve Toys in Space by Mini Grey Sidney, Stella & the Moon by Emma Yarlett The Way Back Home by Oliver Jeffers Up & Down by Oliver Jeffers Astro Girl by Wilson-Max (Little People BIG DREAMS) Mae Jemison by Maria Isabel Sanchez Vegara & Janna Morton (NF) Usborne - Look inside Space by Rob Lloyd Jones (NF) AFTER THE FALL (How Humpty Dumpty Got Back Up Again) by Dan Santat The Extraordinary Gardener by Sam Boughton The Tiny Seed by Eric Carle The Owl and the Pussy Cat by Edward Lear	Cakes in Space by Philip Reeve Toys in Space by Mini Grey Sidney, Stella & the Moon by Emma Yarlett The Way Back Home by Oliver Jeffers Up & Down by Oliver Jeffers Astro Girl by Wilson-Max (Little People BIG DREAMS) Mae Jemison by Maria Isabel Sanchez Vegara & Janna Morton (NF) Usborne - Look inside Space by Rob Lloyd Jones (NF) AFTER THE FALL (How Humpty Dumpty Got Back Up Again) by Dan Santat The Extraordinary Gardener by Sam Boughton The Tiny Seed by Eric Carle The Owl and the Pussy Cat by Edward Lear	Tadpole's promise by Jeanne Willis RHS The Magic and Mystery of trees by DK (NF) The Street Beneath My Feet by Charlotte Guillian (NF) Not Now Bernard by David McKee Where the Wild Things Are by Maurice Sendak Billy and the Beast by Nadia Shireen Billy and the Dragon by Nadia Shireen Grimwood by Nadia Shireen The Brave Beast by Chris Judge The Dragon Machine by Helen Ward The Magic Finger by Roald Dahl Dirty Beasts by Roald Dahl	Tadpole's promise by Jeanne Willis RHS The Magic and Mystery of trees by DK (NF) The Street Beneath My Feet by Charlotte Guillian (NF) Not Now Bernard by David McKee Where the Wild Things Are by Maurice Sendak Billy and the Beast by Nadia Shireen Billy and the Dragon by Nadia Shireen Grimwood by Nadia Shireen The Brave Beast by Chris Judge The Dragon Machine by Helen Ward The Magic Finger by Roald Dahl Dirty Beasts by Roald Dahl
Mathematics Mastery (Ark Curriculum) Year 2	<u>Numbers within 100</u> Use place value and number facts to solve problems; identify, represent, compare and order numbers.	<u>Measuring length</u> Understand appropriate units of measure (cm, m); compare and order; read scales to 100.	<u>Fractions</u> Recognise, find, name and write simple fractions of objects and quantities; recognise equivalences between fractions	<u>Money</u> Recognise units symbols (£, p); explore combinations of money; solve simple problems, including giving	<u>Numbers within 1000</u> Use, identify and represent place value and number facts to solve problems; compare, read, write and order	<u>Exploring calculation strategies</u> Add/subtract numbers mentally and using formal written methods

	<p><u>Add and subtract 2-digit numbers</u> Build addition/subtraction facts/methods to 100; understand commutativity.</p> <p><u>Addition and subtraction word problems</u> Solve problems using concrete and pictorial representations to develop mental and written methods; recognise inverse relationships of operations.</p>	<p><u>Graphs</u> Interpret and construct tables, tally charts, pictograms and block diagrams; ask/answer questions about totaling and comparing data.</p> <p><u>Multiplication and division by 2, 5 and 10</u> Calculate mathematical statements; understand commutativity; solve problems using concrete, pictorial, written and mental methods</p>	<p><u>Time</u> Tell and write the time to five minutes; compare and sequence intervals of time.</p> <p><u>Addition and subtraction of 2-digit numbers (regrouping and adjusting)</u> Solve problems involving numbers, quantities and measures; estimate and check calculations.</p>	<p>change.</p> <p><u>Faces, shapes and patterns; lines and turns</u> 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</p>	<p>numbers.</p> <p><u>Measures: capacity and volume</u> Understand appropriate units of measure; compare and order; read scales to 1000.</p> <p><u>Measures: mass</u> Understand appropriate units of measure; compare and order; read scales to 1000.</p>	<p><u>Multiplication and division by 3 and 4</u> Recall and use facts for the 3 and 4 times tables; calculate mathematical statements; solve problems using concrete, pictorial, written and mental methods.</p>
NCETM Mastering Number	<p>Subitising</p> <ul style="list-style-type: none"> develop conceptual subitising skills as they become more familiar with patterns made by numbers within 10 and understand their composition <p>use perceptual and conceptual subitising when using a rekenrek.</p> <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> explore the linear number system within 10, looking at a range of representations <p>compare number tracks and number lines and explore the use of 'midpoints' to enable them to identify the location of other numbers.</p> <p>Composition</p> <ul style="list-style-type: none"> focus on the composition of numbers within 10, with a particular emphasis on the composition of numbers 6, 7, 8 and 9 as '5 and a bit', as well as exploring the composition of numbers 5 and 6 in-depth <p>explore the composition of odd and even numbers, identifying</p>	<p>Subitising</p> <p>continue to practise conceptually subitising numbers they have already explored the composition of.</p> <p>Cardinality, ordinality and counting</p> <p>review the linear number system as they compare numbers.</p> <p>Composition</p> <ul style="list-style-type: none"> continue to explore the composition of the numbers 7–9 in-depth, linking this to their understanding of odd and even numbers <p>Comparison</p> <ul style="list-style-type: none"> compare numbers within 10, linking this to their understanding of the linear number system use the inequality symbols to create expressions, e.g. $7 > 2$, and use the language of 'greater than' and 'less than' draw on their knowledge of number bonds to answer questions in the form: True or false? $5 + 3 > 7$ <p>Addition and subtraction/</p>	<p>Subitising</p> <ul style="list-style-type: none"> continue to practise conceptually subitising numbers they have already explored the composition of, including 'teen' numbers when they have reviewed the composition of 11–19. <p>Cardinality, ordinality and counting</p> <p>revisit the structure of the linear number system within 20, making links between the midpoints of 5 and 10, and 15.</p> <p>Composition</p> <p>review the composition of 11 to 19 as 'ten and a bit' and explore ways to represent this.</p> <p>Addition and subtraction/ Number facts</p> <ul style="list-style-type: none"> focus on number bonds within 10 presented in the part-part-whole structure, including identifying a missing 'part' and relating this to subtraction equations review strategies for adding 	<p>Subitising</p> <p>continue to conceptually subitise the numbers 11–19 using a range of representations, which expose the structure of these numbers as 'ten and a bit'.</p> <p>Cardinality, ordinality and counting</p> <p>review the linear number system to 100, applying their knowledge of midpoints to place numbers on a structured number line – they will identify the multiples of 10 that come before and after a given number.</p> <p>Composition</p> <p>review the composition of odd and even numbers, linking this to doubles and near doubles.</p> <p>Comparison</p> <ul style="list-style-type: none"> continue to compare numbers within 20, including questions 	<p>Subitising</p> <p>revisit previous activities which develop their subitising skills</p> <p>Composition</p> <p>Comparison</p> <ul style="list-style-type: none"> reason about equalities and inequalities using equations and answering questions, such as: True or false? $5 + 3 = 6 + 2$ $9 + 4 > 9 + 5$ $9 + 6 < 10 + 5$ <p>This will help them become fluent in the use of the inequality symbol as well as practising their number bond knowledge.</p> <p>Addition and subtraction/ Number facts</p> <ul style="list-style-type: none"> become fluent in a range of strategies involving calculations within 20, using 'make 10' strategies to add, and subtracting through the tens boundary <p>practise recalling number</p>	<p>Addition and subtraction/ Number facts</p> <p>develop their fluency in additive relationships within 20, using a range of activities and games and revisiting previously taught strategies where necessary.</p>

	<p>that even numbers are made of 2s and odd numbers have 'an extra 1' – they will link this to the 'shape' of these numbers.</p> <p>Addition and subtraction/ Number facts</p> <ul style="list-style-type: none"> link their growing understanding of the composition of numbers within 10 to the related additive facts, including adding 2 to an odd or even number <p>practise recalling facts in a variety of ways, including through solving simple picture problems and completing equations with a missing sum or addend,</p>	<p>Number facts</p> <p>continue to practise recalling additive facts for numbers within 10, using a range of equations, games and picture problems.</p>	<p>1 and 2 to odd and even numbers to subtraction facts presented in different ways</p> <ul style="list-style-type: none"> apply their knowledge of the composition of 11–19 to calculations in which 10 is a part <p>apply their knowledge of composition to facts involving 3 addends.</p>	<p>which use the symbols +, <, >, or =, such as:</p> <p>Write the correct symbol:</p> <div> $10 + 4 \square 15$ $10 + 4 \square 14$ $10 + 4 \square 13$ </div> <p>Addition and subtraction/ Number facts</p> <ul style="list-style-type: none"> draw on their knowledge of the linear number system and apply this to calculations involving 1 more and 1 less, and pairs of numbers with a difference of 1 use their understanding of the composition of odd and even numbers to find doubles and near doubles <p>apply known facts to calculations involving larger numbers, e.g. $5 + 2$, $15 + 2$, $25 + 2$.</p>	<p>bonds through a range of activities and games which will encourage them to reason about sums and differences.</p>	
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Science	Biology: Living things and their habitats <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including microhabitats 	Biology: Living things and their habitats – habitats around the world <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including microhabitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple 	Chemistry: Materials <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	Biology: Plants <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs turn into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	Biology: Animals, including humans 2 – Life Cycles <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults 	Biology: Animals, including humans 1 - Growth <ul style="list-style-type: none"> • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

	<ul style="list-style-type: none"> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food 	food chain, and identify and name different sources of food				
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	E- Safety					
	Computing systems and networks IT around us Recognise common uses of information technology beyond school.	Creating media Digital photography Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	Creating media Making music Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	Data and information Pictograms Use technology purposefully to create, organize, store, manipulate and retrieve digital content	Programming A Robot algorithms Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Programming B An introduction to quizzes Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

History		Female pioneers Changes in living memory (linked to aspects of national life where appropriate) -Look at Florence Nightingale's life -How Florence Nightingale changed modern nursing -Look at the life of Edith Cavell and why she sacrificed her life Key individuals Martin Luther King (democracy P4C link) Lives of historical figures, including comparisons of those from different periods	Queen Elizabeth 1st -Understand how we can ask questions and find out about events of the past - Why Elizabeth was Queen -What were significant events in her life - How English culture developed in the 1500s -Who succeeded Elizabeth to the throne		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	
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Geography	What is it like to live by the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism CHANGED ANTHONY			What makes our natural world wonderful? Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.		Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of
Art & Design	<u>Drawing: Tell a story</u> Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.		<u>Painting and mixed media: Life in colour</u> Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose		<u>Sculpture and 3D: clay houses</u> Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture	<u>Craft and Design: map it out</u> Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their

	Outcome: illustrations for core text		collages inspired by their exploration of colour and texture in the world around them. Outcome: Collage of fire of London		of Rachel Whiteread and create their own clay house tile in response. Outcome: Clay tile of a castle	design ideas. Outcome: Map of how to get to Dragon's cave
Design Technology		Textiles Pouches/ sewing/ learning to use a running stitch to join two pieces of fabric			Structures Designing a chair for baby bear Explore stability, structures, Review and improve.	Cooking and nutrition Develop a healthy wrap. Learn about food groups: carbohydrates, protein, fruits etc. Mechanisms – design a mechanical monster. Explore levers, linkages and pivots.

P.E. Class Teacher and Dance specialist teacher	Multi Skills Fundamental Movement Balance Master basic movements such as running, jumping	Multi Skills Coordination Agility Master basic movements such as throwing and catching	Contemporary Dance – The Fire of London Recognise the Features of the Dance Style and Understand Theme Origin -Children enjoy moving their bodies in simple movements with increasing control and stability. -Perform simple movements showing correct Technique - Hand/ Foot Placement/ Alignment -Understand/ Demonstrate Smooth Transitions - Learn simple movement Sequences -Create simple original Dance Content - Show increasing control with Travelling Movement	Invasion Games Hockey	Athletics Net & Wall games Volleyball	Athletics Sports day Preparation Invasion Games Basketball
PE Coach	Fundamental movements and skills (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique	Invasion skills Problem Solving Leadership Confidence Understanding	Gymnastics Feedback Analysis Technique Physical ability	Orienteering Problem Solving Responsibility Understanding Rules	Athletics Technique Effort Confidence Physical ability Sports Day prep Rules Confidence	Net & Wall skills (Cricket/tennis) Technique Confidence Rules

Music	Taking Off - Exploring Pitch Unit Aim : To discriminate between higher and lower sounds and understand the soh/me interval		What's the score? Unit Aim: To develop children's ability to recognise different ways sounds are made and how they can be changed		Taking Off – Reading the Rhythm Unit Aim - To develop children's ability to read and play rhythm phrases confidently and explore the mood of recorded music.	
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	First Week Back Mind up: Getting Focused Lesson 1: How our Brain Works 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 cooperation, 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.	Christopher Winter Project (SRE and Drugs & Alcohol Education) Differences: Lesson 1: Differences Lesson 2: Male and Female Animals Lesson 3: Naming Body Parts

Rotherhithe Primary School Primary School Year Group 3/4 Curriculum Overview 2023 – 2024

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 Secure place value to 1000 Use negative whole numbers Round numbers to nearest 10, 100 or 1000 Use Roman numerals to 100 (C) Column addition & subtraction up to 4 digits Multiply & divide mentally Use standard short multiplication	Geometry and Measures Compare 2-d shapes, including quadrilaterals & triangles Find area by counting squares Calculate rectangle perimeters Estimate & calculate measures Identify acute, obtuse & right angles Identify symmetry Use first quadrant coordinates Introduce simple translations	Fractions Recognise tenths & hundredths Identify equivalent fractions Add & subtract fractions with common denominators Recognise common equivalents Round decimals to whole numbers Solve money problems Data Use bar charts, pictograms & line graphs

Subject	Autumn 1: Fairy tales with a twist	Autumn 2: Iron Man	Spring 1: Voices in the Park	Spring 2: The Giving Tree	Summer 1: Romulus and Remus	Summer 2: Krindlekrax
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>The Iron Man</p> <p><i>whole class performance poem descriptive piece leaflet letter newspaper report Thank-you letter</i></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 Giving Tree</p> <p><i>New playscript scenes from improvised group drama text to playscript scenes extended ending as a playscript and/or a story</i></p>	<p>Romulus and Remus</p> <p><i>super sentence summary own version alternative ending</i></p>	<p>Krindlekrax</p> <p><i>Character descriptions, Diary in role, Setting description, Obituary, Suspense, Flashback</i></p> <p>Adverbial phrases, expanded noun phrases, ellipsis, past tense</p>
Reading	<p>Grimm's Tale – Phillip Pullman</p> <p>Little Red Riding Hood</p> <p>-Gregory cool – Caroline Binch</p> <p>The Lion, the Witch and the Wardrobe S Lewis</p> <p>Macavity-the mystery cat (BBC BITESIZE Poetry videos)</p> <p>Monster poetry</p> <p>Non Fiction:</p> <p>and the seasons (Twinkl)</p> <p>CC: RE Hinduism –Diwali (Twinkl)</p> <p>CC: Sc States of matter</p> <p>Black History: Hidden Figures</p>	<p>The Iron Man Ted Hughes</p> <p>The Iron Woman Ted Hughes</p> <p>The Iron man (introduction) (BBC Poetry) by Ted Hughes</p> <p>-fireworks poetry</p> <p>Performance poetry</p> <p>Non-fiction:</p> <p>David Attenborough</p> <p>CC: Sc All living things Y4 (Tw)</p>	<p>Tunnel by Anthony Browne</p> <p>Gorilla performance</p> <p>Poetry: Dragonfly poetry</p> <p>The Tyger William Blake (TW)/My mother saw a Dancing Bear by Charles Causley /I'm a parrot Grace Nichols (BBC)</p> <p>Non fiction</p> <p>Skeletons and Muscles</p> <p>CC: Sc /geog</p> <p>Habitats –British wildlife and their habitats</p> <p>Earth day The wonder garden</p> <p>GR unit pack</p> <p>CC: Animals including humans</p>	<p>Please Mrs Butler Allan Ahlberg</p> <p>Playscript focus</p>	<p>Romulus and Remus Anne Rockwell</p> <p>Romans on the Rampage</p> <p>Jeremy Strong</p> <p>History hackers: Roman rescue by Tw –original story</p> <p>Escape to Pompeii</p> <p>Mr Stink- David Walliams</p> <p>Clever Trevor By Benjamin Zephaniah</p> <p>Foot soldiers song</p> <p>Non fiction</p> <p>CC: History Romans The story of Romulus and Remus (Twinkl)</p> <p>History hackers: Roman Rescue ((Twinkl)original chapter book</p> <p>Newspaper- Roman coins</p> <p>Sound</p> <p>Non fiction</p> <p>CC: sewers –Fatberg daily news (Twinkl)</p> <p>CC: Sc Sound Waves (Twinkl))</p>	<p>Krindlekrax</p> <p>Windy Nights by Robert Louis Stevenson</p> <p><i>Mr Stink</i></p>

Mathematics Mastery (Ark Curriculum) Year 3	<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. <u>Place Value</u> Identify, represent and estimate numbers in different contexts, recognise and use place value of 3-digit numbers in calculations.	<u>Graphs</u> Interpret and present data using charts and tables. Solve one and two-step problems using presented information. <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. <u>Length and perimeter</u> Measure, compare, add/subtract lengths; solve problems using appropriate tools and units.	<u>Multiplication and division word problems</u> Solve scaling and correspondence problems in which n objects are connects to m objects. <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.	<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. <u>Fractions</u> Recognise, use, compare, order simple fractions; understand fractions as parts of a whole; add/subtracts fractions of same denominator.	<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. <u>(Length), weight & volume</u> Measure, compare, add/subtract and solve problems, using appropriate tools and units.	<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. <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.
Mathematics Mastery (Ark Curriculum) Year 4	<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 <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	<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 <u>Discrete and continuous data</u> •Read, interpret and construct pictograms, bar charts and time graphs •Compare tables, pictograms and bar charts	<u>Securing multiplication facts</u> •Identify and explore patterns in multiplication tables including 7 and 9 <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 <u>Time</u> •Analogue to digital, 12- hour and 24-hour •Convert between units of time	<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 <u>Area and perimeter</u> •Perimeter of rectangles and rectilinear shapes •Area of rectangles and rectilinear shapes •Investigate area and perimeter	<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 <u>Shape and symmetry</u> Classify, compare and order angles •Compare and classify 2-D shapes •Identify lines of symmetry	<u>Position and direction</u> •Describe and plot using coordinates •Describe translations <u>Reasoning with pattern and sequences</u> •Roman numerals up to 100 •Place value of other number systems •Number sequences and patterns <u>3-D shape</u> •Use understanding of 3-D shapes •Identify 3-D shapes from 2-D representations


Biology: Living Things and their Habitats

- 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

Chemistry: States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of

Biology: Animals including humans

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
 - Construct and interpret a variety of food chains, identifying producers, predators and prey

Physics: Electricity

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and

Physics: Sound

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
 - Recognise that sounds get

Biology: Living Things and their Habitats – Conservation

- Recognise that environments can change and that this can sometimes pose dangers to living things

		evaporation with temperature		associate this with whether or not a lamp lights in a simple series circuit <ul style="list-style-type: none"> Recognise some common conductors and insulators, and associate metals with being good conductor 	fainter as the distance from the sound source increases	
Computing	E-Safety					
	<u>Computing systems and networks</u> The Internet Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	<u>Creating media</u> Audio production 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> Repetition in shapes Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	<u>Data and information</u> Data logging Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<u>Creating media</u> Photo editing Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information	<u>Programming B</u> Repetition in games Use sequence, Selection, and repetition in programs; work with variables and various forms of input and output

History	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		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		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	
Geography		What are rivers and how are they used? Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.		Why are rainforests important to us? Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.		Who lives in Antarctica? Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.
Art & Design	<u>Drawing: Power prints</u> Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.		<u>Painting and mixed media: Light and Dark</u> Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.		<u>Sculpture and 3D: Mega materials</u> Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own	<u>Craft and Design: Fabric of nature</u> Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.

	Outcome: print		Outcome: still life of artefacts		sculptures. Outcome: Sculpture using recyclable materials	Outcome: repeated pattern design
Design Technology		Pneumatic Toys Understanding mechanical systems and applying these to create pneumatic toys.		Torches – designing circuit		Cooking and Nutrition Textiles Making cushions- sewing
PE	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	Numbers Greetings	Colours Food items Christmas Story	Colours La Pequeña Oruga Glotona story (The Hungry Caterpillar) Months of the year	Revision of Numbers Spring Time (Animals, Weather)	Parts of the body Classroom instructions	Days of the Week Farm Animals ➤ Adjectives (vocabulary, rules and application)
Music	Exploring Pentatonic Scales Unit Aim: To develop children's ability to recognise and use pentatonic scales and to work with 4 x 4 beat phrases		Painting with sound Unit Aim: To develop children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary		Exploring singing games Unit Aim: To develop children's ability to read rhythm notation and for children to adapt and perform playground songs	

RE	The big question: What is special to me and the people in my community?					
	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?
PSHE	<p><u>First Week Back</u> Mind up: Getting Focused Lesson 1: How our Brain Works Lesson 2: Mindful Awareness</p> <p><u>Being Me in My World</u></p> <p>-Discuss goals and challenges they may face for the year ahead.</p> <p>-Identify rights and responsibilities as a member of the class, school, wider community, and country they live in.</p> <p>-Explore what democracy means, how it benefits their school and how they could contribute towards it.</p>	<p><u>Celebrating Difference</u></p> <p>-Judging by appearances -Understanding Influences - Understanding bullying -Problem solving</p>	<p><u>Dreams and Goals</u></p> <p>-Hopes & dreams -Broken dreams -Overcoming disappointment -Creating new dreams -Achieving goals</p>	<p><u>Healthy Me</u></p> <p>-My friends and me -Group dynamics -Smoking -Alcohol -Healthy friendships -Inner strength</p>	<p><u>Relationships</u></p> <p>-Jealousy -Love and loss -Getting on and falling out -Girlfriends & boyfriends</p>	<p><u>Christopher Winter Project</u> (SRE and Drugs & Alcohol Education)</p> <p><u>Year 3 Valuing Difference and Keeping Safe:</u> Lesson 1: Body Difference Lesson 2: Personal Space Lesson 3: Help and Support</p> <p><u>Year 4 Growing up:</u> Lesson 1: Changes Lesson 2: What is Puberty? Lesson 3: Healthy Relationships</p>

Rotherhithe Primary School Primary School Year Group 5 & 6 Curriculum Overview 2023– 2024

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: Personal Journeys	Autumn 2: Happily Ever After?	Spring 1: WW2	Spring 2 WW2...	Summer 1: Hopes and Dreams	Summer 2: Fair is Foul and Foul is Fair
English	Autobiography-All about me Listographies, chapters of my life <i>Paragraphing –opening and closing, conjunctions-single and multiclaue sentences</i> <i>Autobiographical recount</i> Harriet Tubman Biographical Recount <i>Synonym, antonym, active and passive tense, single and multiclaue</i>	Sleeping Beauty <i>Narrative with Flashback</i> Modern Fairy-tale: The Wedding Ghost Blurb, Character Description, Setting Description, Flashback, Recount Own narrative with flashbacks <i>cohesive devices, ellipsis, adverbials, imagery</i>	World War 2 <i>Chronological report, Diary Entries, Newspaper reports, informal letters, formal letters, persuasive writing</i> hyphen, colon, semi-colon	Rose Blanche Narrative, retell, direct address <i>Imagery, hyphens, paragraphing, dialogue</i>	The Dream Giver Narrative <i>Hyphens, cohesive devices, ellipsis, adverbials, dialogue</i> End of Year - nonfiction Persuasive letter writing for the prom, production or fair.	Macbeth transition project Retelling, diary, Letter, Eulogy Discursive/Persuasive piece

Reading	<p><u>Holes</u> Louis Sachar <u>Minty: A story of Young Harriet Tubman</u> Alan Schroeder <u>Harriet Tubman: A Woman of Courage</u> Skelton, Renee <u>The other side of truth</u> B Naidoo <u>Coming to England</u> Floella Benjamin</p> <p><u>Stand together</u> by Harriet Tubman <u>I know why the caged bird sings/Still I rise</u> Maya Angelou</p>	<p><u>The Sleeper and the Spindle</u> Neil Gaiman <u>The Wedding Ghost</u> Leon Garfield <u>Phillip Pullman's Grimm Tales</u></p> <p><u>Sonnet 18</u> by Shakespeare <u>Red Red Rose</u> by Robert Burns <u>Jabberwocky</u> by Lewis Carroll</p>	<p><u>Candle in the Dark</u> Adele Geras <u>Wartime boy</u> <u>Forgotten voices of the second world war</u> – Arthur Max <u>Anne Frank- Otto</u> <u>The soldier</u> 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</u> by Roberto Innocenti <u>Once Maurice Gleitzman</u> <u>Or I am David</u> Anne Holm <u>When Hitler stole Pink Rabbit</u> – J Kerr</p> <p><u>Dulce Est Decorum Est</u> Non Fiction CC: History WWII The Holocaust (Tw) Charles Darwin/Kangaroo Evolution/Lucy (Tw) CC: sc evolution</p>	<p><u>Mozart Question</u> Micheal Morpurgo <u>When Hitler stole Pink Rabbit</u> J Kerr</p>	<p><u>Macbeth PPT</u> (Tw) Malorie Blackman Knife Edge Macbeth Lois Burdett/Andrew Matthews (Shakespeare)</p> <p><u>Witches poem</u> And Act 2 Scene 1 Is this the dagger I see before me?</p> <p><u>Jabberwocky</u> by Lewis Carol Non-Fiction CC: History William Shakespeare (Tw)</p> <p><u>The Mayans civilisation</u> (Tw) <u>Chocolicious</u> (Tw) <u>Fairtrade</u> (Tw)</p>
Mathematics Mastery (Ark Curriculum) Year 5	<p><u>Reasoning with Large Whole integers</u> (2 weeks) •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> <p><u>Integer addition and subtraction</u> (2 weeks) •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> <p><u>Line graphs and timetables</u> (2 weeks) •Complete, read and interpret data presented in line graphs •Read and interpret timetables including</p>	<p><u>Multiplication and division</u> (3 weeks) Identify multiples and factors •Investigate prime numbers •Multiply and divide by 10, 100 and 1000 (integers) •Derived facts •Illustrate and explain formal multiplication and division strategies such as short and long •Use a range of mental calculation strategies</p> <p><u>Perimeter and area</u> (1 week) •Investigate area and perimeter of rectilinear shapes •Estimate area of nonrectilinear shapes</p> <p><u>Consolidation</u></p>	<p><u>Fractions and Decimals</u> (3 weeks) •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> <p><u>Angles</u> (2 weeks) •Classify, compare and order angles •Measure a draw angles with a protractor •Understand and use angle facts to calculate missing angles</p>	<p><u>Fraction and percentage</u> (3 weeks) •Add, subtract fractions with denominators that are multiples of the same number •Multiply fractions (and mixed numbers) by a whole number •Explore percentage, decimal, fractions equivalence</p> <p><u>Transformations</u> (2 weeks) •Coordinates in all four quadrants •Translation and reflection •Calculate intervals across zero as a context for negative numbers</p> <p><u>Consolidation</u></p>	<p><u>Converting units of measure</u> (2 weeks) •Convert between metric units of length, mass and capacity and units of time •Know and use approximate conversion between imperial and metric</p> <p><u>Calculating with whole numbers and decimals</u> (3 weeks) •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>	<p><u>2-D and 3-D shape</u> •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> <p><u>Volume</u> •Use cube numbers and notation •Estimate volume •Convert units of volume</p> <p><u>Problem solving</u> •Negative numbers and calculating intervals across zero •Calculating the mean •Interpret remainders •Investigate numbers: consecutive, palindromic, multiples</p>

	calculating intervals					
Mathematics Mastery (Ark Curriculum) Year 6	<p><u>Diagnostic assessment to determine the order and length of time taught in each of the following topic units.</u></p> <p><u>Integers and Decimals</u></p> <ul style="list-style-type: none"> •Represent, read, write, order and compare numbers up to ten million •Round numbers, make estimates and use this to solve problems in context <p>•Solve multi-step problems involving addition and subtraction</p> <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> •Identify and use properties of number, focusing on primes •Multiply larger integers and decimal numbers using a range of strategies •Divide integers by 1-digit and 2-digit numbers representing remainders appropriately <p>•Illustrate and explain formal multiplication and division strategies</p> <p><u>Calculations and Problems</u></p> <p>Understand the use of brackets</p> <ul style="list-style-type: none"> •Use knowledge of the order of operations to carry out calculations •Generate and describe linear number sequences •Express missing number problems algebraically •Solve equations with unknown values <p><u>Missing angles and length</u></p> <p>Compare and classify a range of geometric shapes</p> <ul style="list-style-type: none"> •Use angle facts to find unknown angles <p><u>Fractions</u></p> <p>Deepen understanding of equivalence</p> <ul style="list-style-type: none"> •Order, simplify and compare fractions, including those greater than one •Recall equivalence between common fractions and decimals •Find decimal quotients using short division •Add and subtract fractions <p>Represent multiplication involving fractions</p> <ul style="list-style-type: none"> •Multiply two proper fractions •Divide a fraction by an integer <p><u>Coordinates and shape</u></p> <p>Draw a range of geometric shapes using given dimensions and angles</p> <ul style="list-style-type: none"> •Describe, draw, translate and reflect shapes on a co-ordinate plane •Recognise and construct 3-D shapes •Name and illustrate parts of a circle <p><u>Decimals and measures</u></p> <p>Use, read, write and convert between standard units of measures, length, mass, time, money and volume as well as imperial units</p> <ul style="list-style-type: none"> •Calculate the area of parallelograms and triangles •Calculate, estimate and compare the volume of cuboids 					

	<p><u>Percentages</u></p> <p>Calculate and compare percentages of amounts</p> <ul style="list-style-type: none"> •Connect percentages with fractions •Explore the equivalence of fractions, decimals and percentages •Calculate the mean •Construct and interpret lines graphs and pie charts •Compare pie charts <p><u>Proportion problems</u></p> <p>Use fractions to express proportion •Identify ratio as a relationship between quantities and as a scale factor</p> <ul style="list-style-type: none"> •Unequal sharing involving ratio <p><u>SATs preparation and consolidation</u></p>	
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	Looking after our environment <ul style="list-style-type: none"> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs and bar and line graphs Reporting and presenting findings from enquiries - including conclusions, causal relationships and explanations of and a degree of trust in results - in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments Using test results to make predictions to set up further comparative and fair tests 	Biology: Living Things and their Habitats <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics 	Physics: Light <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	Physics: Electricity <ul style="list-style-type: none"> 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: Animals including Humans <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
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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> 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 accomplishes 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>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 accomplishes given goals, including collecting, analyzing evaluating and presenting data and information	<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>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	<u>Knowledge</u> In depth study of a significant word historical figure – Harriet Tubman The life and times of Harriet Tubman. Investigate the slave trade and slavery in the USA and life in Antebellum America		<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		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	<u>Broader History Study</u> Non European societies: The Mayans What was it like to be a Maya? Gods, traditional stories, rituals, food and housing Life of a significant figure form British History: William Shakespeare
Geography		Would you like to live in the desert? Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.		Where does our energy come from? Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.		Why does population change? Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.

Art & Design	<p><u>Drawing: Make my voice heard</u></p> <p>From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.</p> <p>Outcomes: Create powerful poster on sustainability</p>		<p><u>Painting and mixed media: Artist study</u></p> <p>Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p> <p>Outcome: own piece of art based on their chosen artist</p>		<p><u>Sculpture and 3D: Making memories</u></p> <p>Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p> <p>Outcomes: memory box</p>	<p><u>Craft and design: Photo opportunity</u></p> <p>Developing photography skills and techniques to design a range of creative photographic outcomes.</p> <p>Outcome: collective photo album</p>
Design Technology		<p>Electricity</p> <p>Steady hand Games What is meant by 'Fit for Purpose'</p>			<p>Structures</p> <p>WW2 Shelters Anderson Floor plans Selecting material for aesthetic and structural value</p> <p>Mechanism – Wooden toys Window automata window display. Axles, cam follower.</p>	<p>Cooking and Nutrition (link to Healthy School) Follow a brief to design a healthy meal Seasonal food</p> <p>Textiles Fashion Designing waistcoats Applique and decorative stitching. V & A visit</p>
P.E. Class Teacher	<p>Invasion Games Hockey</p>	<p>Net & Wall Games Volleyball</p>	<p>Bee Netball Problem solving Tactics Rules Physical ability</p>	<p>Striking & Fielding Softball</p>	<p>Net & Wall Games Basketball</p>	<p>Athletics Sports day Preparation</p>

PE Coach	South American Dance - Salsa J Samba Recognise the Features of the Dance Style and Understand Theme Origin -Perform Correct Technique - Hand/ Foot Placement/ Alignment -Understand/ Demonstrate Smooth Transitions -Formations Learn Sequence Order of Dance Content/ Choreography Create Original Dance Content - Isolations, Curves/ Lines, Bounce & Groove, Footwork, Travelling Movement - Demonstrate Rehearsal Skills – The 3 Ps Present Performance Skills – The 3 Rs Apply Peak Performance	Tag Rugby Communication Tactics Rules Teamwork Physical Ability Leadership	Gymnastics Feedback Analysis Technique Physical ability	Athletics Technique Effort Confidence Rules	Net & Wall Games Tennis Technique Feedback Respect Sports day Prep Feedback Respect Understanding	Striking &Fielding (Cricket & Rounders) Tactics Technique Rules Understanding
Swimming: Top up swimming during Summer 2 to ensure pupils 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.						
Spanish	The High Street Directions	Christmas Revision: sports/hobbies, days of the week	Comparisons Fruit and food items (adjectives, conjunctions)	Breakfast Asking questions	Months of the year Weather & climate	Where do you live? Summer Theme
Music	Songwriter Unit Aim: To develop children's ability to compose a song		Keyboard Unit Aims: To develop children's ability to play known songs on keyboard with correct fingering. To develop children's ability to recognise the association of Western Classical Music with historic periods.		Composition Unit Aim: To develop children's ability to compose and improvise as part of a class piece	

RE	Big Question: How important are the similarities and differences between and within religions?					
	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?
PSHE	<p><u>First Week Back</u></p> <p>Mind up:</p> <p>Getting Focused</p> <p>Lesson 1: How our Brain Works</p> <p>Lesson 2: Mindful Awareness</p> <p>Lesson 3: Focused Awareness</p> <p><u>Being Me In My World</u></p> <p>-Discuss the year ahead, setting goals and discussing fears and worries for the future.</p> <p>-Learn about the United Nations Convention on the Rights of the Child.</p> <p>-Talk about choices and actions and how these could have far-reaching effects on others.</p> <p>-Revisit democracy, how it benefits the school and how they can contribute towards it</p>	<p><u>Celebrating Difference</u></p> <p>-Identifying similarities and differences and recognising that for some people, being different is hard.</p> <p>- 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.</p> <p>-Learn about people with disabilities and look at examples of people who have amazing lives and achievements.</p>	<p><u>Dreams and Goals</u></p> <p>-Identify own strengths and discuss how to further stretch themselves by setting challenging and realistic goals.</p> <p>-Explore various global issues and explore places where people may be suffering or living in difficult situations.</p> <p>-Discuss what they think their classmates like and admire as well as working on giving others praise and compliments.</p>	<p><u>Healthy Me</u></p> <p>-Understand the importance of taking responsibilities for their own physical and emotional health and choices linked to this.</p> <p>-Discuss different types of drugs and the effects this can have on people's bodies.</p> <p>-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 feelin</p>	<p><u>Relationships –</u></p> <p>-Explore and discuss mental health and how to take care of their own mental well-being.</p> <p>-Identify the stages in a grief cycle and discuss the different causes of grief and loss.</p> <p>-Discuss online safety, learning how to judge if something is safe and helpful.</p> <p><u>FGM awareness</u></p>	<p><u>Christopher Winter Project</u></p> <p>(SRE and Drugs & Alcohol Education)</p> <p><u>Year 5 Puberty:</u></p> <p>Lesson 1: Talking about Puberty</p> <p>Lesson 2: The Reproductive system</p> <p>Lesson 3: Help and Support</p> <p>Year 6 Puberty, Relationships & Reproduction - Lesson 1: Puberty & Reproduction</p> <p>Lesson 2: Communication in Relationships</p> <p>Lesson 3: Families, Conception & Pregnancy</p> <p>Lesson 4: Online Relationships.</p> <p><u>Drug education –</u> preventing early use.</p>