



Learning at Duncombe Primary School

Curriculum Intent Statement

At Duncombe we give the children the very best start in life by providing them with high quality education. We equip our children with the essential knowledge and key learning skills needed to succeed, with a curriculum that promotes communication, critical thinking, and creativity. Our **ASPIRE** ethos encourages the development of attributes children require to be life long learners. These are:

- **Ambition**
- **Self- esteem**
- **Perseverance**
- **Independence**
- **Respect**
- **Enthusiasm**



These values underpin our curriculum and ensure that every child can reach their full potential. At Duncombe Primary, we recognise that every child is unique. Our curriculum is inclusive; not only is it diverse in content, but our teaching staff adapt the curriculum in their lessons to make it accessible to different groups of pupils, including disadvantaged pupils, those with English as an Additional Language (EAL) and pupils with Special Educational Needs and Disabilities (SEND).

We celebrate the rich diversity of our pupils and strive to ensure that their wellbeing and safety is embedded in all that we do.

Our curriculum is broad and balanced and designed to build knowledge and skills by meeting these objectives:

- To encourage pupils to become ambitious, empowered learners who can make a positive contribution to the school and wider community.
- To develop pupils' knowledge and skills by providing a coherent, progressive, vertical curriculum.
- To build rich cultural capital that will advantage our pupils as they progress to secondary school and the world of work.
- To make learning experiences memorable, to ensure long-term retention of new ideas, with a whole-school focus on environmental issues.
- To develop a wide vocabulary among our pupils, through regular talk, so they are well-equipped with a rich understanding of language so that they may become articulate orators.

Progressive framework of knowledge and skills

To develop the school's curriculum, subject leaders identified the essential knowledge, skills and key vocabulary that pupils should learn year on year. We build upon knowledge by making links to prior learning. Lessons are carefully sequenced to ensure that learning is revisited, built upon, and used as a foundation to acquire new learning. By breaking down the learning into small steps and memorable experiences, learning goes from the short to the long-term memory. Our curriculum is designed to provide depth, breadth, and balance and to be relevant and meaningful to the lives of our pupils.

Cultural capital

During their time at Duncombe, our pupils accumulate cultural capital by being exposed to the vital background knowledge and range of cultural experiences required to become active, informed, thoughtful citizens. We use our local community effectively and pupils benefit from the fantastic opportunities that living in London offers. We ensure that our pupils have access to the many local museums, galleries, and exhibitions in our exciting, multicultural city. We provide opportunities which align with our **ASPIRE** values to learn about higher education and the world of work. Every year group has the opportunity to take part in a wide range of visits and workshops, in addition to special curriculum days and weeks focused on the foundation subjects. Some examples include taking part in the Islington schools 11 by 11 charter, Climate Change marches, International Evening, British Science week, RE days and Black History month workshops. Children meet experts and specialist visitors, who may be parents or from the local community, who can help bring the curriculum to life.

Environmental issues

We pride ourselves on equipping our children to take on the biggest challenges our planet will face in the future. Every year group has an environmental unit which they study in depth e.g. deforestation in Year 2 and the how to reduce waste in Year 5. These units progress year on year to ensure that children have a sound knowledge of environmental issues by the time they leave Duncombe. These provide authentic contexts for learning.

Word power & communication

We know that one of the keys to addressing disadvantage and ensuring success is developing a wide vocabulary in our pupils. We help children unlock language by working on word building and finding opportunities to use new vocabulary in context. Subject leaders have developed 'vocabulary ladders' which allow children to acquire subject specific vocabulary of increasing sophistication over time. We give pupils regular chances to talk, and learn the fluency and confidence needed to address a variety of audiences. We promote adventurous vocabulary through the use of high-quality texts woven throughout our curriculum.

SEN

In line with our ASPIRE values, the curriculum is planned and differentiated to meet the range of individual needs of all pupils at Duncombe. All our pupils have access to a broad and balanced curriculum. We set high expectations for every pupil, whatever their prior attainment. Teachers at our school use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. By planning this way, our pupils with SEN and disabilities are able to receive their full entitlement to the National Curriculum. The progress of SEN pupils across the curriculum is carefully monitored and is part of the continuous professional development we offer all staff. Further details can be found in the SEN and Accessibility Plan policies on our school website.

Due to our broad, balanced, and knowledge-rich curriculum, children leave Duncombe with a solid foundation of the key skills gained through meaningful learning experiences and with the cultural capital that they need to succeed.


Please see the Teaching and Learning policy and Curriculum Statements for each subject for further information.


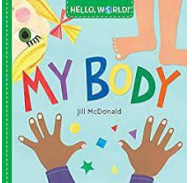



Overview

How to use this curriculum map:

The early years curriculum has seven areas of learning. They are: communication and language, personal, social and emotional development, physical development, literacy, mathematics, understanding the world and expressive art and design. The Early Learning Goals summarise the knowledge, skills and understanding that all young children should have gained by the end of reception and are indicated with (ELG). The learning for each of these sections is broken down into individual sections in this curriculum map. The skills and knowledge children learn have been carefully sequenced to ensure progression from the beginning of the year to the end and to ensure readiness for Year 1. Although we have carefully mapped our curriculum around high quality texts and seasonal changes, we also consider pupils’ interests when designing our curriculum.

Reception

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy: Phonics and Reading	OVERVIEW	 <p>Children are taught in a group according to their ability for 50 minutes, from 9 o'clock, every day. They do a daily speed sounds session, followed by a reading session using Read, Write, Inc. levelled texts. Children will take this book home to practice. The general <u>expectation</u> of progress in Reception, following the Read, Write, Inc. book bandings, is as follows:</p>					
	UNIT	Set 1 Sounds A, B and C	Ditties		Red	Green	Purple
		<ul style="list-style-type: none"> Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers Read 25 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers 	<ul style="list-style-type: none"> Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers 	<ul style="list-style-type: none"> Review Set 1 Sounds (reading only) Read 4/5 letter words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 letter nonsense words Spell using Fred Fingers 	<ul style="list-style-type: none"> Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed read nonsense words Spell using Fred Fingers 	<ul style="list-style-type: none"> Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed when reading nonsense words Spell using Fred Fingers 	

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Literacy: Writing</p>	<p>OVERVIEW</p> <p>At Duncombe, we develop children's literacy skills by exposing them to a wide range of fiction and non-fiction. Through the Talk for Writing approach, we teach children in reception to retell stories, innovate stories and make up their own stories. We develop children's vocabulary through exploring and discussing the meaning of new words in context and by creating a language rich environment. The texts we have selected have varied characters and themes, and reflect the diversity of the world in which we live and the challenges of the future. Most of our texts are linked to our half termly topics, however, some are linked to seasonal events and celebrations such as Diwali. Books have been chosen to ensure good subject coverage and steady progression to ensure pupils are ready for Year 1 but also to instil a love of reading in all our pupils.</p>					
	<p>CORE TEXTS</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">  <p>Owl Babies by Martin Waddell and Patrick Benson</p> <p>Talk for Writing Text: Baby Mouse</p>  <p>Non-Fiction - About our bodies</p>  </div> <div style="width: 33%;"> <p>Talk for Writing Text: Little Jack</p>  <p>Non-Fiction - Diwali and Christmas</p>  <p>Stickman by Julia Donaldson</p> <p>Non-Fiction - Polar animals</p>  </div> <div style="width: 33%;">  <p>Whatever Next! by Jill Murphy</p> <p>Non-Fiction -Space book Space Dad</p>  <p>The Three Little Pigs retold by Susanna Davidson</p> </div> <div style="width: 33%;"> <p>Talk for Writing Text: A Duck called Maisy</p>  <p>Non-Fiction - Transport Mad about Trucks and Diggers (link to ambulance/fire)</p>  <p>Little Red Hen</p> </div> <div style="width: 33%;">  <p>The Enormous Turnip</p> <p>Non-Fiction - Growing up/healthy eating</p>  <p>Oliver's Vegetables by Vivian French AND Alison Bartlett</p>  <p>Chapatti Moon by Pippa Goodhart and Lizzie Finlay</p> <p>Non-Fiction - How cooking has changed, houses from the past.</p> </div> <div style="width: 33%;">  <p>The Rainbow Fish by Marcus Pfister</p> <p>Non-Fiction - Under the Sea</p>  <p>On the Way Home by Jill Murphy</p> <p>Non-Fiction - Holidays Off to the Beach</p> </div> </div>					

	SKILLS AND KNOWLEDGE	<p>Children learn to:</p> <ul style="list-style-type: none"> • Build their enjoyment of books through exposure to more stories and non-fiction. • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. (ELG) • Read individual letters by saying the sounds for them. (ELG) • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (ELG) • Use and understand recently used vocabulary. (ELG) • Begin to write lower-case and capital letters correctly. (ELG) • Write and recognise their own name. 	<p>Children learn to:</p> <ul style="list-style-type: none"> • Predict what might happen next in a book or how the story may end. (ELG) • Re-tell familiar stories and learn key vocabulary. (ELG) • Understand story structure (beginning, middle and end). • Read a few common exception words matched to the school's phonic programme. • Form lower-case and capital letters correctly. (ELG) • Begin to spell words by identifying the sounds and then writing the sound with letter/s. 	<p>Children learn to:</p> <ul style="list-style-type: none"> • Describe main story settings, events and principal characters. • Read some letter groups that represent one sound. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (ELG) • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (ELG) • Re-read what they have written to check that it makes sense.
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Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	OVERVIEW	<p>In Reception our aim is for all children to develop firm mathematical foundations in a way that is engaging and age appropriate. Maths is taught discreetly and the activities which follow in that session are designed to primarily develop the children’s mathematical skills. Opportunities for children to apply the concepts taught are then embedded in the learning environment so that children can engage with them in play based scenarios. These are then built upon in quality verbal interactions between children and adults.</p>					
	LEARNING	<p>Children learn to count to 5 and then 10 saying the number words in sequence. Children learn to count back to 0 from 5 and then from 10. Children learn to count using one to one correspondence. Children learn that they only count something once. Children learn to count accurately and know the final number represents how many are in the set. Children learn that if a quantify is rearranged the amount stays the same. Children learn to count beyond 10. Children learn to continue a repeating pattern.</p>	<p>Children learn to count from 0-10 and back to 0. Children learn to count beyond ten, saying the ten number words accurately. Children learn to compare the quantity of objects. Children learn to identify groups with the same number of things. Children learn to identify which group has more and which group has fewer things. Children learn to recognise a quantity of up to 5 objects without having to count. Children learn to copy and create repeating patterns. Children learn to spot a mistake in a pattern. Children learn to count out a given number of objects from a larger set.</p>	<p>Children learn to count up to 20 and back to 0. Children learn that if objects are bigger, it doesn’t mean there are more. Children begin to understand the one more and one less relationship between numbers. Children investigate composition and decomposing shapes and recognise that shapes can have other shapes within, just like numbers can. Children start to understand the composition of numbers up to and including 5. Children learn to copy, continue or create patterns. Children begin to learn the names of simple 2d shapes.</p>	<p>Children learn to identify smaller numbers within a number - conceptual subitising - seeing groups and combining a total. Children learn to explore the composition of numbers to 10. Children learn that when they partition/ make a group of 2 numbers from one number the groups can be recombined to make the same total. Children learn to break a number into different pairs. Children learn to break a number up into more than 2 parts. Children learn to compare weight, length and capacity- applying what they have learned.</p>	<p>Children investigate which 2 numbers a whole number can be broken into. Children learn to write numerals to represent what they see. Children learn to count to 30, then beyond. Children learn which pairs of numbers make a given number - spend a long time on this - pairs to 6, 7, 8, 9 and 10. Children learn to represent doubles.</p>	<p>Children learn to automatically recall number bonds to 5. Children learn to recall some number bonds to 10. Children learn to recognise the pattern between odd and even numbers. Children learn to represent doubles. Children learn to represent numerals to 10.</p>

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	OVERVIEW	Understanding the World allows children to explore the world around them and make sense of it. These sessions will lay the foundations needed for children to understand the geography, history, R.E. and science curriculum as they move through the school. We ensure children have hands on experiences to make the learning enjoyable and memorable such as visiting parks and libraries and meeting members of the local community. Many aspects of learning are linked to our core texts but some knowledge and skills are taught discretely or will occur naturally from children's interests throughout the year.					
	UNITS	All about Me	Winter Festivals	Space	Local heroes	Growing	Fantasy
		Special Event: Garden Classroom		Special Event: Hatching chicks/ ducklings		Special Event: Butterflies hatching	
	SKILLS AND KNOWLEDGE	<p>Children learn to:</p> <ul style="list-style-type: none"> Explore the natural world around them. (<i>The Natural World</i>) Describe and compare some environments and habitats that are different to the one in which he/she lives. (<i>The Natural World</i>) Understand some important processes and changes in the world around him/her, including the seasons and changing states of matter. (ELG) (<i>The Natural World</i>) Explore a range of materials including mud, metal and wood. (<i>The Natural World</i>) Talk about members of their immediate family and community. (<i>People, culture and communities</i>) Name and describe people who are familiar to them. (<i>People, culture and communities</i>) Understand that some places are special to members of their community. (<i>People, culture and communities</i>) Recognise that people have different beliefs and celebrate special times in different ways. (<i>People, culture and communities</i>) Recognise some similarities and differences between life in this country and life in other countries. (<i>People, culture and communities</i>) Identify similarities and differences between different religions and cultures in this country. (ELG) (<i>People, culture and communities</i>) 		<p>Children learn to:</p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside including light and shadow. (<i>The Natural World</i>) Recognise some environments that are different from the one in which they live. (<i>The Natural World</i>) Identify similarities and differences between contrasting environments. (<i>The Natural World</i>) Understand that some places are special to members of their community. (<i>People, culture and communities</i>) Describe their immediate environment using knowledge from observations and a range of texts. (ELG) (<i>People, culture and communities</i>) Identify similarities and differences between different religions and cultures in this country. (ELG) (<i>People, culture and communities</i>) Name and describe people who are familiar to them. (<i>People, culture and communities</i>) 		<p>Children learn to:</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. (<i>The Natural World</i>) Explore and discuss the natural world around them. (<i>The Natural World</i>) Make observations and draw pictures of animals and plants. (<i>The Natural World</i>) Draw information from a simple map. (<i>People, culture and communities</i>) Recognise some similarities and differences between life in this country and life in other countries. (<i>People, culture and communities</i>) Understand that some places are special to members of their community. (<i>People, culture and communities</i>) Identify similarities and differences between different religious and cultures in this country. (ELG) (<i>People, culture and communities</i>) Name and describe people who are familiar to them. (<i>People, culture and communities</i>) 	

Subject		Autumn		Spring		Summer	
PSED	OVERVIEW	Children’s Personal, Social and Emotional Development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. In Reception, our aim is for all children to be confident and caring individuals who value and celebrate each other’s differences and strengths. Children are supported to build strong positive relationships with the adults who work with them and their peers. Children are introduced to our ASPIRE ethos so they begin to learn the values they need to develop a positive sense of self and become confident successful learners. Most aspects of PSED will be taught through continuous provision throughout the year and in our communal play with modelling and guidance from teachers. Some areas, however, will be taught discreetly, particularly at the start of the year, as we learn about each other and create our class expectations.					
	UNITS	All about Me	Winter Festivals	Space	Local heroes	Growing	Fantasy
	LEARNING	<p>Children learn to:</p> <p>Build constructive and respectful relationships with staff and peers. (ELG)</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Wait for what they want and control their immediate impulses. (ELG)</p> <p>Give focused attention to the teacher for small periods of time.</p> <p>Follow simple instructions.</p> <p>Work and play cooperatively and take turns with others. (ELG)</p> <p>Hygiene, Health and wellbeing:</p> <ul style="list-style-type: none"> - Have a good sleep routine. - Choose healthy food in the dinner hall. (ELG) - Use the toilet properly and wash their hands. (ELG) - Make sure they are clean. - Dress themselves. 		<p>Children learn to:</p> <p>Consider the perspectives of others and regulate their behaviour accordingly. (ELG)</p> <p>See themselves as valuable individuals.</p> <p>Give focused attention to the teacher for longer periods of time.</p> <p>Answer questions appropriately and with more detail.</p> <p>Follow two-step instructions.</p> <p>Set and work towards simple goals. (ELG)</p> <p>Explain the reasons for rules and can follow them and knows the difference between right and wrong. (ELG)</p> <p>Show sensitivity to their own needs and the needs of others. (ELG)</p> <p>Hygiene, Health and wellbeing:</p> <ul style="list-style-type: none"> - Be a safe pedestrian. - Understand the importance of physical activity. - Understand the importance of a healthy diet. 		<p>Children learn to:</p> <p>Try new activities and show resilience and perseverance in the face of challenge. (ELG)</p> <p>Give focused attention to the teacher even when engaged in an activity. (ELG)</p> <p>Answer questions appropriately and with more detail.</p> <p>Follow a sequence of instructions. (ELG)</p> <p>Hygiene, Health and wellbeing:</p> <ul style="list-style-type: none"> - Understand the importance of toothbrushing. - Understand the importance of sensible amounts of ‘screen time’. 	

Subject		Autumn		Spring		Summer	
Communication and Language	OVERVIEW	The development of children’s spoken language underpins all seven areas of learning in Reception. We ensure that pupils have high quality conversations with adults and peers throughout the day and that they receive a good model of vocabulary and sentence structure. We expose children to new vocabulary through our core texts and the Talk for Writing approach ensures new words are taught, practised and then applied in context through role play and conversation. We ensure we create a language rich environment, where children can see the new words they have learnt. Through story times, we expose children to a wide range of fiction, non-fiction, rhymes and poems, through which they acquire new vocabulary which they are then encouraged to use. Vocabulary ladders for curriculum areas ensure children are taught the subject specific vocabulary that they will need for learning in Year 1 and beyond.					
	UNITS	All about Me	Winter Festivals	Space	Local heroes	Growing	Fantasy
	LEARNING	<p>Children learn to:</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Follow a stop and listen signal.</p> <p>Learn new vocabulary and develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs and pay attention to how they sound.</p> <p>Retell a story, once they have developed a deep familiarity with the text.</p>		<p>Children learn to:</p> <p>Use new vocabulary in different contexts including whole class, one-to-one and small group discussion. (ELG)</p> <p>Ask questions to find out more and to check they understand what has been said to them. (ELG)</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Have back and forth conversations with peers and staff. (ELG)</p> <p>Describe events in some detail.</p> <p>Retell a story in their own words.</p> <p>Explain what they have learnt from a non-fiction text.</p>		<p>Children learn to:</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen. (ELG)</p> <p>Respond with relevant questions and comments in whole class input and in small group work. (ELG)</p> <p>Express feelings and ideas in full sentences using correct use of past, present and future tense and conjunctions. (ELG)</p>	

Subject		Autumn		Spring		Summer	
Expressive Arts & Design	OVERVIEW	The development of children’s artistic and cultural awareness supports their imagination and creativity. We give children regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Children will learn to explore, use and refine a variety of artistic effects to express their ideas and feelings. They will engage in pretend play, music making and dance.					
	UNITS	All about Me	Winter Festivals	Space	Local heroes	Growing	Fantasy
	LEARNING	<p>Children learn to:</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Begin to develop storylines in their pretend play.</p> <p>Make use of props and materials when role playing.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Explore a variety of artistic effects and materials to express their ideas and feelings. (ELG)</p>		<p>Children learn to:</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Use a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Share their creations, explaining the choices they have made.</p> <p>Experiment with colour, design and texture. (ELG)</p> <p>Develop storylines in their pretend play.</p>		<p>Children learn to:</p> <p>Use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Develop more complex storylines in their pretend play.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	

Subject		Autumn		Spring		Summer	
Physical Development	OVERVIEW	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Developing gross and fine motor skills and hand-eye coordination is crucial in the development in Early Literacy. In Reception, we provide children with opportunities for physical development through specialist P.E. sessions, opportunities for play indoors and outdoors and do the daily mile twice a day. We model all physical activities so children learn to develop the correct technique. We teach children the specialist vocabulary they need to discuss their physical health and wellbeing and ensure a smooth transition into the Year 1 PE curriculum.					
	UNITS	All about Me	Winter Festivals	Space	Local heroes	Growing	Fantasy
	LEARNING	<p>Children learn to:</p> <p>Revise and refine the fundamental movement skills they have already acquired. (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)</p> <p>Develop their small motor skills so that they can use a range of tools safely e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style. (Pencil grip and posture)</p> <p>Further develop the skills they need to manage the school day successfully: e.g. lining up and queuing, mealtimes</p>		<p>Children learn to:</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility. (ELG)</p> <p>Use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (ELG)</p> <p>Show a level of accuracy and care when drawing. (ELG)</p> <p>Hold a pencil effectively in preparation for fluent writing. (ELG)</p>		<p>Children learn to:</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Hold a pencil using the tripod grip.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Move energetically when jumping, running, dancing, hopping, skipping and climbing. (ELG)</p> <p>Negotiate space and obstacles safely with consideration for others. (ELG)</p>	

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	OVERVIEW	Lessons follow the Islington scheme of work for each year group. The scheme uses resources from various platforms including Teach Computing and Common Sense Media. The children use a range of software including Google programs, Scratch and J2E. The Computing curriculum is split into three strands: Digital Literacy, Information Technology (IT) and Computer Science. Each half term, children will participate in one digital citizenship lesson, helping them to develop positive digital habits and stay safe online. Children use Chromebooks in core lessons to gain experience with technology, establish cross-curricular links and prepare for the digital workplace.					
	UNITS	Digital Literacy: Online Safety Digital Literacy: Digital Wellbeing	IT: Best Uses of Technology IT: Technology around us	Digital Media: Digital Photography, Audio and Painting	Digital Media: Keyboard Skills and Digital Writing	IT: Data Handling	Computer Science: Real Life Algorithms, Floor Robots and Early Coding
	LEARNING	Children will learn: To create rules for using technology responsibly. Use passwords to protect their work. To recognise the 'Digital 5 a Day' and give some examples of activities. Who to talk to if they feel worried while using technology.	Children will learn: To manage a device by correctly closing websites or apps and safely turning on and off. To input commands using the spacebar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet). To recognise technology that is used at home and in school. Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games.	Children will learn: To take a photo using different forms of technology. To change the ways things sound on a digital device. To use technology to listen to different sounds, music and audio books (using press play, pause and stop). To use a computer independently to paint a picture. To use undo and redo. To save and retrieve their work. To explain why they chose tools, To compare painting a picture on a computer and on paper.	Children will learn: To use spacebar and backspace. To add and remove text on a computer. To use dictation to support their writing. To compare writing on a computer with writing on paper.	Children will learn: To use technology to organise objects into groups (including pictograms). To show the value of objects using technology using various software.	Children will learn: To understand that instructions need to go in the correct order and that if you mix them up then the task will not be completed correctly. To combine forwards and backwards commands to make a sequence. To plan, follow and complete a simple program on a computer or floor robot. To give commands/ instructions e.g. forward, backwards, go, stop, when using simple software/ hardware. To make choices about the buttons/icons to press, touch or click on when using simple software /hardware.