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 lifelong 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.

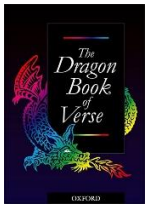
Overview

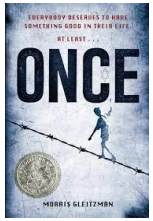
For national curriculum links, please refer to the Duncombe National Curriculum Progression document.

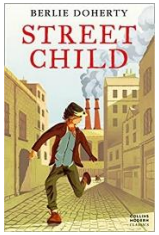
How to use this curriculum map:

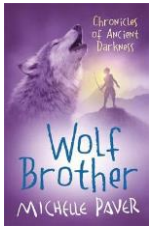
All learning is broken down into individual subject areas. It has six separate sections to correspond with the half-term it will be studied in. Often each half-term will include a specific unit, or units, of learning, which are detailed. Each unit will cover a progressive programme of learning, which is briefly explained. In some cases, the planned progression is based on a scheme of learning, of which the basis is explained.

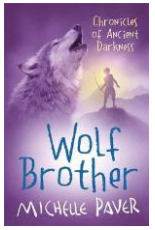
Year 6

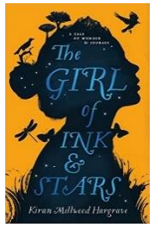
<table>
<tr><th colspan="2">Subject</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="2">Reading</td><td>OVERVIEW</td><td colspan="6">Children are taught in whole-class reading sessions for 1 hour a day. Teachers plan reading lessons based on high-quality texts to allow children to develop their ability to:
- Retrieve information from a text
- Infer information from a text
- Make predictions about a text
- Summarise what they have read
- Understand and explain the choices that authors have made
- Make connections and links between things they have read
Children who need additional support will follow the Read, Write, Inc. programme or follow a different curriculum with different texts to develop the same skills. They will also receive reading interventions and be offered the opportunity to attend reading boosters.</td></tr>
<tr><td>UNIT</td><td> 

Poetry
False Security by Sir John Betjeman
Hide and Seek by Vernon Scannell
Say this City has 10 million souls by W.H. Auden
Bishop Hatto by Robert Southey
A range of Non-fiction texts</td><td> 

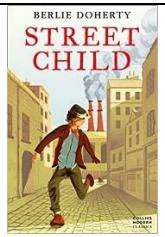
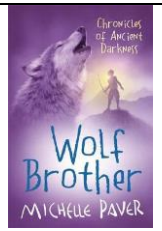
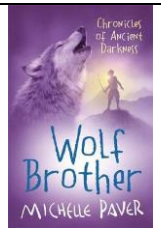
Once by Morris Gleitzman</td><td> 

Street Child by Berlie Doherty</td><td> 

Wolf Brother by Michelle Paver</td><td> 

Wolf Brother by Michelle Paver</td><td> 

The Girl of Ink & Stars by Kiran Millward Hargreaves</td></tr>
</table>

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	OVERVIEW	Children are taught reading, writing, speaking and listening skills, according to the national curriculum, using high-quality texts. These texts are selected to have varied characters and themes, and reflect the diversity of the world in which we live and the challenges the world faces in the future. We teach writing using the Talk for Writing approach which is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. Teachers embed spelling and grammar lessons throughout the teaching sequence. The Talk for Writing approach ensures progression across year groups and allows us to develop the essential oracy skills and vocabulary knowledge our children need to become successful writers.					
	UNIT TEXTS	 Animation: Monkey Symphony  Black history Month celebration	 Non-fiction: Australia 	 Street Child *by Berlie Doherty*	 Wolf Brother *by Michelle Paver*	 Wolf Brother *by Michelle Paver*	 The Girl of Ink & Stars *by Kiran Millward Hargreaves*
	WRITING OUTCOMES	**Year 6 Statement Lessons** **Narrative:** Flashback to piano school from the point of view of the cleaner.	**Brochure:** Advertising Australia to tourists. (In topic Lessons) **Diary entry:** Darwin's journey around the world and what he discovers. **Poetry:** FutureZone Poetry Competition *Whole School Assessment Piece*	**Persuasive letter**: Letter to Mr. Spink to stop the family getting evicted. **Diary entry:** Written about the day the family were evicted. **Non-chronological report:** Victorian Workhouses	**Diary entry:** Following the death of a character. **Recount:** Describing the fight scene between Torak and Hord. *Whole School Assessment Piece*	**Narrative:** Quest story in the style of Wolf Brother based in the Neolithic era. **Report:** Crime and Punishment in Tudor times	**Narrative:** Retell the story of Arinta and the Fire Monster, adding extra detail. **Letter:** Write a persuasive letter to the governor to change his undemocratic policies. *Whole School Assessment Piece*

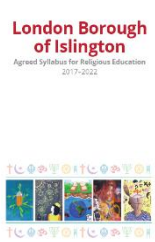
Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	**OVERVIEW**	We teach maths using extended blocks to enable children to develop a depth of understanding and a mastery of the key concepts. The curriculum map uses some of the structure of White Rose but has been adapted to meet the needs of our children ensuring that key concepts are revisited and support long term memory retention with a balance of fluency, reasoning and problem solving. Teachers plan using resources from White Rose, NCETM and the DfE Ready to Progress documents which allow children to learn through a range of representations (concrete, pictorial and abstract) and see patterns and connections through variation					
	UNITS	• Place value- 2 weeks • Calculating: 4 Operations – 2 weeks • Fractions – 3 weeks	• Decimals and Percentages – 2 weeks • Statistics – 1 week • Measure: Conversion - 1 week • Ratio & Proportion – 1 week • Assessment / Geometry: Shape – 2 Weeks	• Place value- 1 week • Calculating: 4 Operations – 2 weeks • Algebra – 1 week • Measure: Area, Perimeter & Volume – 1 week • Fractions – 1 week	• Revision and Assessment – 1 week • Decimals and Percentages- 2 weeks • Measure – 1 week • Geometry - Shape – 1 week • Geometry – Position & Direction – 1 week	• Revision: Number and calculating • Revision: FDP • Revision: Geometry, Measure and Statistics • SATS week • Calculator Work	• Calculator Work • Problem Solving • Revision of Key Secondary Skills • Transition Project
	FLUENCY SESSIONS	All x table and division facts Multiplying by 10, 100 & 1000 Properties of shape and number Rounding All key arithmetic objectives	All x table and division facts Multiplying by 10, 100 & 1000 Properties of shape and number Rounding All key arithmetic objectives	All x table and division facts Multiplying by 10, 100 & 1000 Properties of shape and number Rounding All key arithmetic objectives	All x table and division facts Multiplying by 10, 100 & 1000 Properties of shape and number Rounding All key arithmetic objectives	All x table and division facts Multiplying by 10, 100 & 1000 Properties of shape and number Rounding All key arithmetic objectives	

	OBJECTIVES	**Number, place value and properties of number** ·read, write, order and compare numbers up to 10 000 000. finding mystery numbers /marking them on differently scaled number lines. ·round any whole number to a required degree of accuracy ·use negative numbers in context. ·solve number and practical problems that involve all of the above ·identify common factors, common multiples and prime numbers **Addition, subtraction, multiplication and division** •solve addition and subtraction multi-step problems in contexts. •multiply multi-digit numbers up to 4 digits by a two-digit whole number. •divide numbers up to 4 digits by a two-digit whole number and interpret remainders as appropriate for the context •divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context •perform mental calculations, including with mixed operations and large numbers •use their knowledge of the order of operations to carry out calculations involving the four operations	**Decimals and percentages** •identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places •multiply one-digit numbers with up to two decimal places by whole numbers •use written division methods in cases where the answer has up to two decimal places •solve problems which require answers to be rounded to specified degrees of accuracy •solve problems involving the calculation of percentages [e.g. of measures, and such as 15% of 360] and the use of percentages for comparison. •recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. **Statistics** •interpret and construct pie charts and line graphs and use these to solve problems •calculate and interpret the mean as an average. **Measure - Conversion** •solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate •use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places	**Number, place value and properties of number** See Autumn 1 **Addition, subtraction, multiplication and division** See Autumn 1 **Algebra** •use simple formulae •generate and describe linear number sequences •express missing number problems algebraically •find pairs of numbers that satisfy an equation with two unknowns •enumerate possibilities of combinations of two variables. **Measure – area, perimeter and volume** •recognise that shapes with the same areas can have different perimeters and vice versa •recognise when it is possible to use formulae for area and volume of shapes •calculate the area of parallelograms and triangles •calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].	**Decimals and Percentages** See Autumn 2 **Measure** See Autumn 2 **Geometry - Shape** See Autumn 2 **Geometry – Position and Direction** •describe positions on the full coordinate grid (all four quadrants) •draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	Revision - See all previous objectives

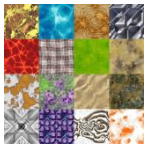
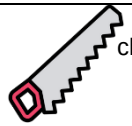
		•solve problems involving addition, subtraction, multiplication and division •use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. **Fractions** •use common factors to simplify fractions •use common multiples to express fractions in the same denomination •compare and order fractions, including fractions > 1 •add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions •multiply simple pairs of proper fractions, writing the answer in its simplest form •divide proper fractions by whole numbers •associate a fraction with division and calculate decimal fraction equivalents for a simple fraction	•convert between miles and kilometres **Ratio and proportion** •solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts •solve problems involving similar shapes where the scale factor is known or can be found •solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. **Geometry – properties of shape** •draw 2-D shapes using given dimensions and angles •recognise, describe and build simple 3-D shapes, including making nets •compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons •illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius •recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	**Fractions** See Autumn 1		

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	OVERVIEW	Children are taught a body of scientific knowledge, as stated in the national curriculum, through sessions that encourage them to 'work like scientists. They will: plan different types of scientific enquiries to answer questions including recognising and controlling variables; take measurements using a range of scientific equipment with increasing accuracy and precision; record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables; use tests to make further predictions to set up further comparative and fair tests; report and present findings including conclusions, causal relationships and explanations; identify scientific evidence that has been used to support or refute ideas including using secondary sources of information. Teachers will use talk resources to provoke high-level scientific thinking.					
	UNITS	Electricity	Evolution and Inheritance	Animals including humans	Living Things and their Habitats	Investigation skills	Light
	LEARNING	Children will learn to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They will 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. Children will use recognised symbols when representing a simple circuit in a diagram. Children will focus on series circuits and be taught to take necessary precautions for working safely with electricity. Children will explore circuits by identifying the effect of changing one component at a time as well as designing and making a useful circuit.	Children will learn to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Children will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They will identify and give examples of how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Children will find out about work by palaeontologist Charles Darwin and explore how he developed his ideas. They will give examples of how fossil evidence can be used to support the theory of evolution.	Children will learn to identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. They will recognise the positive and negative impact of diet, exercise, drugs and lifestyle on the way their bodies function. Children will learn how to keep their body healthy and explore the effects of exercise on their body as well as things that are harmful to the human body. Children will describe the ways in which nutrients and water are transported within animals, including humans.	Children will learn to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals and give reasons for classifying plants and animals based on specific characteristics. They will look at the work of Carl Linnaeus and use his classification system to classify a range of living things. Children will understand the term 'taxonomy' and how taxonomists divide living things into large groups called kingdoms. They will give examples of invertebrate groups and some invertebrate groups and use classification material to identify plants and animals. They will also look at different microorganisms and identify which are harmful and which are not. Children will examine the effects of different substrates on yeast.	Children will plan a scientific enquiry to answer their question, regarding the hoop glider experiment, including recognising and controlling variables where necessary; take measurements, with accuracy and precision, taking repeat readings when appropriate. They will record data and results of increasing complexity using scientific diagrams tables, scatter graphs, bar and line graphs. They will report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results.	Children will learn that light appears to travel in straight lines and that objects are seen because they give out or reflect light into the eye. Children will learn how the human eye works. Children will make and explain how a periscope works as well as think about using mirrors in everyday life for example in rear view mirrors. They will be able to explain that we see things because light travels from light sources to objects and then to our eyes. They will understand why shadows have the same shape as objects which have cast them but that the shape of the shadows can be varied using light.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	OVERVIEW	Every topic starts in an exciting way with a 'Wow' start, engaging the children through an art, design or food experience. History and geography will embed speaking and listening activities such as debate and drama. There will also be opportunities for high-quality written outcomes. Children will learn how to be historians by developing a sense of chronology and improving enquiry skills such as research and critical analysis of sources and artefacts. In geography, they will study areas locally, nationally and globally developing their knowledge of other cultures. They will also complete one topic a year which has focus on sustainability, such as litter, biodiversity or transport. **Year 6**					
History and Geography	UNITS	Rivers Geography focus: . key aspects of physical and human geography	Australia Geography focus: contextual knowledge of significant places	Victorian London (with Social Reform) History focus: Turning points in history and social reform		Tudors Crime and Punishment History focus: Reign of Henry VIII & evolution of crime and punishment in Britain	History: Black and British
	LEARNING	Children will locate major rivers of the UK and identify which towns and settlements have developed on their banks. Children will explore the life stories of rivers from source to sea. Children will also explore the different ways humans use rivers and consider responsible use of rivers. Children will learn about how humans can change rivers by building dams and consider case studies of famous dams. Children will have the opportunity to take part in a field study of the River Thames, looking at how it has changed over time and the effects humans have had. (Thames Explorer Trust).	Children will find out about the Aboriginal people of Australia and their customs. They will research symbolism in Aboriginal art and create their own artwork. Children will locate the continent of Australasia on a world map and identify countries from this region. They will look at different regions of Australia and compare the landscape, climate and locations to the UK. They will learn how the longitude and latitude of Australia's position on the globe, and in relation to the equator, affects key geographical features. Children will develop their map and atlas skills. Children will complete an in-depth study of one region of Australia. They will learn about the wonders of the world, and research a significant landmark of Australia.	Children will consider how attitudes to children and childhood changed during the Victorian period. They will look at poor Victorian children and specific social reforms that improved their lives. They will study three key aspects of Victorian children's life: work, school and family and study changes in law on child labour. Children will recognise the 1880 Education Act as a key event in improving the lives of children. They will learn what it was like to go to school at this time. Children will explore the differences in family life between rich and poor. Children will research Dr Barnardo and Lord Shaftesbury, and how they improved the lives of poor.	Children will conduct an in-depth study of how Islington changed during and since the Victorian era. They will use data to track changes in population and to explore changing occupations and places of origin of Islington residents during the period 1841-1891. They will suggest reasons for these changes and research the causes and effects of the quickly changing population. Local social visionary, George Peabody will be looked at as an example of philanthropy and learn how he reformed pioneered social housing. Children will look at the expansion of the railway and the impact it had on local businesses and families. Children will learn to recognise Victorian architecture and will be given the opportunity to identify Victorian building still standing near to school.	Children will focus on the reign of Henry VIII. Children will look at Henry's six marriages in the context of his shifting political allegiances and need for power. The impact of England leaving the Catholic Church will be explored. Children will learn why Henry VIII and Oliver Cromwell closed monasteries. Children will write a diary entry in role as Henry VIII, justifying his reasons for executing Anne Boleyn and consider the different representations of Anne of Cleves including how they contributed to the failure of Henry's fourth marriage. Children will conduct their own research about Henry's final two wives, considering how Henry used these marriages to build allegiances with rival nobles. Children will conduct Historical enquiries into Henry VIII's reign, considering whether he was a terrible tyrant or a glorious statesman.	Pupils understand that the first Black people on the landscape of Britain were Roman soldiers. There had been no black people in Britain since Roman times and that there were only a few hundred black Britons living in Tudor times. Pupils can explain the nature of the transatlantic slave trade and how it worked to Britain's benefit, as one of the world's biggest slave-trading nations. They can appreciate the extent of human suffering this caused to Black Peoples of Africa. Whole islands such as Barbados were given over to sugar plantations because people in Britain had developed a 'sweet tooth.' Pupils discover that there was widespread prejudice in Britain after the war. A large number were disappointed and felt that they had been lured to Britain under false pretences of a better life. Pupils are able to use terms such as 'most', 'the majority', 'common', 'exceptions to the rule' etc when generalising. Pupils can evaluate the extent to which the experience for Black people living in Britain has improved and see the influence of the 'Black Lives Matter' campaign.

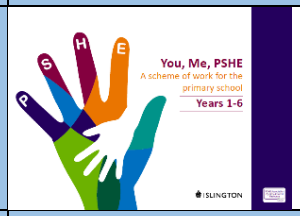
Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	OVERVIEW	 RE lessons follow the London Borough of Islington Agreed Syllabus for Religious Education (2017-2022). Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jewish people. Pupils may also encounter other religions and worldviews in thematic units.					
	UNITS	Is it better to express your beliefs in arts and architecture or in charity and generosity?		What matters most to Christians and Humanists?		What do religions say to us when life gets hard? (focus on: Christians, Humanists, Buddhists)	
	LEARNING	1.What makes a place special? What is a sacred place? What is the value of a sacred place? Children discuss the key question in pairs, then record their own response. Explore special and sacred places, for them and people of faith. 2. Arts and architecture in Islam Muslim architecture – explore beauty in design in mosques and calligraphy, for the praise of Allah. Look at the importance of Mosques. 3. Arts and architecture in Christianity Explore art in the life of Jesus through a class gallery. Christian cathedrals – children evaluate how well they express the religion – belief in and grandeur of God, community, worship. 4. How and why do Muslim charities try to change the world? Learn about Islamic Relief and Muslim aid. Explore Muslim ideas from scripture and charities, and consider link between belief and action. 5. How and why does Christian Aid try to change the world? Read story about Jesus with theme of wealth and poverty. Reflect on the 'Good Samaritan' story. Research Christian Aid, considering whether the charity puts Jesus' teachings into action. 6. Debate, motion: 'Muslims and Christians should sell their mosques and churches and give the money to their charities to help hungry people.' End of unit writing piece: argument.		Children will describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples; describe some Christian and Humanist values simply; express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied and suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.		Children will express ideas about how and why religion can help believers when times are hard, giving examples; outline Christian, Hindu and/or nonreligious beliefs about life after death; explain some similarities and differences between beliefs about life after death and explain some reasons why Christians and Humanists have different ideas about an afterlife.	

<table>
<tr><th colspan="2">Subject</th><th colspan="4">During the year, children will learn the following skills:</th></tr>
<tr><td rowspan="3">Music and Performance</td><td>OVERVIEW</td><td colspan="4">Children will be taught by our specialist music teacher, Lena.
In Year 6, children will have the opportunity to join the Duncombe Choir and attend drumming club during lunchtimes.
They will have the opportunity to perform at International Evening, during their class assembly and during their Year 6 production in the summer term.</td></tr>
<tr><td>UNITS</td><td>Learn and Perform:
Controlling sounds through singing and playing instruments, building technique, musicality and passion for performing.</td><td>Create and Compose:
Developing key musical ideas through collaboration and creative improvisation and composition.</td><td>Listen and Appraise:
Using listening skills to respond and review music and to evaluate their own work.</td><td>Knowledge and Understanding:
Developing theoretical knowledge of music and an appreciation of music through history.</td></tr>
<tr><td>LEARNING</td><td>Children will learn to:
To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
To play and perform with accuracy, fluency, control and expression
To think about the audience when performing and how to create a specific effect.</td><td>Children will learn to:
To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</td><td>Children will learn to:
To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.
To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</td><td>Children will learn to:
To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
To identify and explore the relationship between sounds and how music can reflect different meanings.
To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</td></tr>
</table>

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and DT	OVERVIEW	Children are given regular opportunities to use drawing to share their ideas and imagination during English, Topic and science lessons. In each term, there is opportunity for drawing skills and techniques to be taught explicitly. Children are encouraged to create illustrations for their written work and to explain their ideas or understanding in the form of a drawing. Each year, there is also the opportunity for children to focus on painting, printing and clay. They will study artists, discuss what they 'know' about art, gather their 'ideas' and evaluate and 'explain' their work. Children will experience Design and Technology through textiles, food and construction projects. The textiles and construction projects will involve the children developing, planning and communicating ideas, working with tools, equipment, materials and components to make quality products and evaluating processes and products. Children will learn about healthy eating and nutrition as well as experiencing cooking food. Children will have the opportunity to complete extended projects during termly 'Challenge Days.'					
	UNITS	Painting	Drawing	Drawing	DT: Textiles	Drawing	DT: Food
	LEARNING	 Children will create aboriginal art, based on the work of Yayoi Kusama. They will learn about composition and creating art on different surfaces. For example, looking at cardboard, driftwood might be used (using canvas for the final outcome).	 Children will create aboriginal art, based on the work of Yayoi Kusama. They will learn about composition and creating art on different surfaces. For example, looking at cardboard, driftwood might be used (using canvas for the final outcome). Children will draw an ape/gorilla based on their learning about Darwin's studies on evolution and inheritance.	 Children will study typology and how to draw faces before creating 'Doctors' based on the work of Lr Vandy. They will look at street scenes from the past and present in Lowry style, comparing and contrasting Lowry and George Shaw paintings. Then they will learn how to draw using one-point perspective when drawing the setting of 'Street Child', drawing Lowry figures over their scene.	 Linked to their learning in science, children will create a 'fabric anatomy' by sewing felt, learning how to applique. The children develop their own drawing style when illustrating the fight in 'Wolf Brother' before writing a description.	 Children will study and recreate Hans Holbein's Tudor portraits. Children will look at Pablo Picasso's portraits and create their own.	 The children will learn about the decorative food made by the Tudors. They will make bread and twist it into Tudor knots. They will also make their own butter.
Challenge Day		 Based on their science lessons, the children will work collaboratively to design and make 3D mobiles of the water cycle. They will explore mobiles made by Alexander Calder.		 Children will print a wallpaper design based on the designs of William Morris, using block printing.		 Children will work with clay to create a Tudor rose, in the style present on Tudor architecture. Children will learn about how clay should be manipulated effectively, looking at thickness and structure.	

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: Internet Communication	IT: 3D Modelling - Tinkercad	IT - Data Handling - Spreadsheets Digital Literacy:Safer Internet Day	IT - Data Handling - Spreadsheets	Computer Science: Coding	Computer Science: Coding
	LEARNING - Cross-curricular: Recording can be based on science, history, geography or RE topic.	Children will: Learn how to use a search engine. Describe how search engines select results and how they are ranked. Recognise why the order of search results is important, and to whom. Recognise and evaluate different methods of online communication.	Children will: Use a computer to create and manipulate three-dimensional (3D) digital objects. Compare working digitally with 2D and 3D graphics. Construct a digital 3D model of a physical object. Design a digital model by combining 3D objects. Develop, evaluate and improve a digital 3D model	Children will: Identify questions which can be answered using data. Explain that objects can be described using data. In line with Safer Internet Day, children will undertake activities that show them how to stay safe online, at home and in school.	Children will: Create and apply formulas to data, including duplicating. Create a spreadsheet that can be to plan an event. Present their data in a suitable fashion.	Children will: Predict, run, investigate and modify variables within a program. Design and code an algorithm including multiple variables. To make, use and evaluate a game using Scratch.	Children will: Create a program to run on a controllable device. Explain that selection can control the flow of a program. Design a project that uses inputs and outputs on a controllable device.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Overview	Children in Year 6 will participate in two PE lessons a week. One lesson will focus on sports and games (led by an expert PE coach), and the other session will be devoted to dance or gymnastics (led by the class teacher). Dance and Gymnastics sessions will alternate each half term so children participate in both subjects throughout the year. Children will learn to have a deeper understanding of how different activities affect their body in different ways. By the end of the year, children in Year 6 will be confident in setting up and leading on different activities in PE and in athletics events. Children will learn to asses themselves and have a good understanding of what their own strengths and weaknesses are in different sports/games.					
	UNITS	Invasion Games + Dance/Gymnastics	Invasion Games + Dance/Gymnastics	Striking & Feilding Games (Cricket) + Dance/Gymnastics	Striking & Feilding Games (Rounders) + Dance/Gymnastics	Net/Wall Games + Dance/Gymnastics	Athletics + Dance/Gymnastics
	LEARNING	Children will: Use different techniques for passing, controlling, dribbling and shooting the ball in games. Apply basic principles of team play to keep possession of the ball. Use marking, tackling and/or interception to improve their defence. Play effectively as part of a team. Know what position they are playing in and how to contribute when attacking and defending.	Children will: Use different techniques for passing, controlling, dribbling and shooting the ball in games. Apply basic principles of team play to keep possession of the ball. Use marking, tackling and/or interception to improve their defence. Play effectively as part of a team. Know what position they are playing in and how to contribute when attacking and defending.	Children will: Use and apply the basic rules consistently and fairly. Understand and implement a range of tactics in games.	Children will: Use and apply the basic rules consistently and fairly. Understand and implement a range of tactics in games.	Children will: Use the volley in games where it is important. Use the skills they prefer with competence and consistency. Start to choose and use some tactics effectively. Identify appropriate exercises and activities for warming up. Pick out what they and others do well and suggest ideas for practices.	Children will: Perform smooth relay changeovers at high speed. Show control when landing in jumping activities. Identify techniques to increase distance of throw. Organise and manage an athletic event well.
		Children will run a ‘Daily Mile’ around the playground every day. This helps improve the children’s fitness, stamina and energy levels. After the activity, children’s concentration, focus and behaviour are improved.					

Subject		Autumn		Spring		Summer	
PSHE	OVERVIEW		We use 'You, Me, PSHE: A scheme of work for the Primary School: Years 1-6.' This is the scheme of work for Islington. It is broken down into seven strands: relationships and health education, drug, alcohol and tobacco education, keeping safe and managing risk, mental health and emotional wellbeing, physical health and wellbeing, careers, financial capability and economic wellbeing, identity, society and equality. All units are age appropriate.				
	UNITS	Mental health and emotional wellbeing: Healthy minds	Identity, Society and Equality: Human rights	Keeping safe and managing risk: Keeping safe - out and about	Drug, alcohol and tobacco education: Weighing up risk	Relationships and health education: Healthy relationships	Relationships and health education: How a baby is made
	LEARNING	Pupils learn what mental health is, about what can affect mental health and some ways of dealing with this, about some everyday ways to look after mental health and about the stigma and discrimination that can surround mental health.	Pupils learn about people who have moved to Islington from other places, (including the experience of refugees), about human rights and the UN Convention on the Rights of the Child and about homelessness.	Pupils learn about feelings of being out and about in the local area with increasing independence, about recognising and responding to peer pressure, about the consequences of anti-social behaviour (including gangs and gang related behaviour). Pupils learn about the importance for girls to be protected against FGM.	Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs, about assessing the level of risk in different situations involving drug use and about ways to manage risk in situations involving drug use.	Pupils learn about the changes that occur during puberty, to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact, what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.	Pupils learn about human reproduction in the context of the human lifecycle, how a baby is made and grows (conception and pregnancy), about roles and responsibilities of carers and parents, to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it.