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.

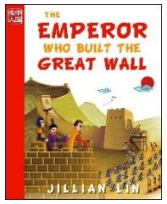
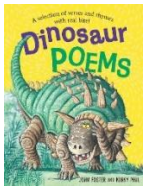
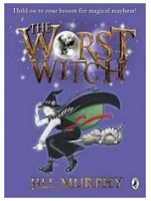
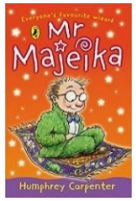
Overview

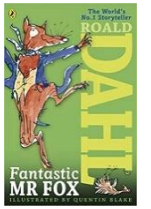
For national curriculum links, please refer to the Duncombe National Curriculum Progression document.

How to use this curriculum map:

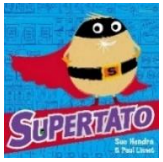
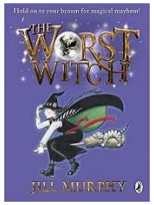
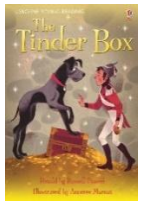
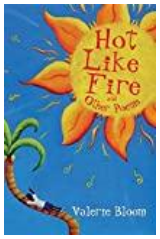
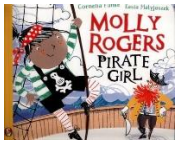
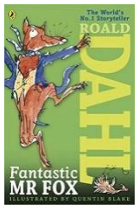
All learning is broken down into individual subject areas. It has six separate sections to correspond with the half-term it will be studied in. Often each half-term will include a specific unit, or units, of learning, which are detailed. Each unit will cover a progressive programme of learning, which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

Year 3

<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 and 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.</td></tr>
<tr><td>UNIT</td><td>
The Owl who was afraid of the Dark by Jill Tomlinson
 
The Emperor who built the great wall by Jillian Lin</td><td>
The Magic Finger by Roald Dahl
 
Dinosaur Poems John Foster</td><td> 
The Worst Witch by Jill Murphy</td><td> 
Mr Majeika by Humphrey Carpenter</td><td>
The Hodgeheg by Dick King Smith

Be an eco hero: At school by Hachette Books
Various Non- fiction texts on climate change.</td><td> 
Fantastic Mr Fox by Roald Dahl</td></tr>
</table>

Year 3

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.					
	WRITING TEXTS	 Supertato *by Sue Hendra & Paul Lindra* Black history Month celebration	The Magic Finger *by Roald Dahl*	 The Worst Witch *by Jill Murphy*	 The Tinder Box *by Russell Punter*  Hot Like Fire *by Valerie Bloom*	 Molly Rogers Pirate Girl *by Cornelia Funke* Greta and the Giants *by Zoe Tucker*	 Fantastic Mr Fox *by Roald Dahl*

	WRITING OUTCOMES	**Narrative:** Write a story about Supertato at White Hill stores. **Innovated Supertato Story:** Supertato comes to Duncombe. **Biography:** Children write about Mae Jemison	**Letter:** A letter from Mr Gregg to a friend to recount the strange events of the day. **Narrative:** An innovated Magic Finger story where a character is punished for not caring about the environment. *Whole School Assessment Piece*	Narrative: Arctic circle **Diary entry:** Diary entry of Mildred's first month at her new school. **Innovated Narrative:** Mildred saves the day!	**Narrative:** Children write an opening to their own story using dialogue. **Poetry Performance.** *Whole School Assessment Piece*	**Narrative:** Children write their own pirate adventure. **Information:** An information text on climate change.	**Description:** Character description of one of the farmers from Fantastic Mr Fox. Narrative: Children write a story based on Fantastic Mr Fox with dialogue **Letter:** A persuasive letter to Mr Fox to persuade him to stop stealing from the farmers. *Whole School Assessment Piece*

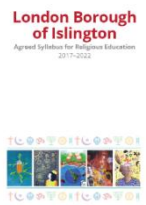
Year 3

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 matches 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- 3 weeks • Addition and subtraction – 4 weeks	• Addition and subtraction – 1 week • Multiplication and division – 3 weeks • Revision & assessment – 1 week • Fractions – 1 week	• Multiplication and division- 3 weeks • Money – 1.5 week • Statistics – 1.5 weeks	• Measurement: Length & Perimeter- 3 weeks • Revision & assessment – 2 weeks • Fractions – 1 week	• Fractions – 2 weeks • Measurement: Time- 3 weeks	• Geometry: Shape - 2 weeks • Revision & assessment – 2 weeks • Measurement: Capacity & Mass- 3 weeks

	OBJECTIVES	**Number and Place Value** ·count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number ·recognise the place value of each digit in a three-digit number (hundreds, tens, ones) ·compare and order numbers up to 1000 ·identify, represent and estimate numbers using different representations ·read and write numbers up to 1000 in numerals and in words ·solve number problems and practical problems involving these ideas. **Addition and Subtraction** - mental strategies for additive understanding ·add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds ·add and subtract numbers with up to three digits ·estimate the answer to a calculation and use inverse operations to check answers ·solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	**Addition and Subtraction (See Autumn 1)** **Multiplication and Division** ·X2, x4, x5, x8, x10 ·Recall and use multiplication and division facts for the 4x table and 8x table ·Multiply two-digit numbers by one-digit numbers, using mental and progressing to formal written methods **Fractions** Review from Year 2: Pupils should count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line. Recognise, find, name and write fractions1/3,1/4,2/4 and 3/4 of a length, shape, set of objects or quantity	**Multiplication and Division** X2 x4 x5 x8 x10 **and x3** ·Recall and use multiplication and division facts for the 4x table and 8x table ·Multiply two-digit numbers by one-digit numbers, using mental and progressing to formal written methods ·solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. **Measure – Money** ·add and subtract amounts of money to give change, using both £ and p in practical contexts **Statistics** ·interpret and present data using bar charts, pictograms and tables ·solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	**Measures** ·measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ·measure the perimeter of simple 2-D shapes **Fractions** ·count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 ·recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators ·recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators ·recognise and show, using diagrams, equivalent fractions with small denominators ·add and subtract fractions with the same denominator within one whole [for example, 5⁄7 + 1⁄7 = 6⁄7] ·compare and order unit fractions with the same denominator ·solve problems that involve all of the above	**Fractions** **See Spring 2** **Time** ·tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks ·estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight ·know the number of seconds in a minute and the number of days in each month, year and leap year ·compare durations of events [for example to calculate the time taken by particular events or tasks].	**Geometry – Properties of Shape** ·draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them ·recognise angles as a property of shape or a description of a turn ·identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle ·identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Measures** ·measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ·measure the perimeter of simple 2-D shapes

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: ask relevant questions; set up simple practical enquiries, comparatives and fair tests; make systematic and careful observations; take accurate measurements; gather, record, classify and present data in a variety of ways to help answer questions; record findings using simple scientific language and in a variety of ways; report findings from enquiries; use results to draw simple conclusions and notice patterns; make predictions and raise further questions; identify differences, similarities or changes related to simple scientific ideas and processes; use straightforward scientific evidence to answer questions or to support findings. Teachers will use talk resources to provoke high-level scientific thinking.					
	UNIT	Rocks	Forces and Magnets	Light	Investigation skills	Plants	Animals including humans
	LEARNING	The children will learn to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They will set up a rock museum in their classroom. The children will learn to describe, in simple terms, how fossils are formed when things that have lived are trapped within rock. They will create a fact sheet explaining how fossils are made. The children will learn to recognise that soils are made from rocks and also contain living/dead matter. They will explore different soils and identify similarities and differences between them and explore the properties of rocks and use the data to rank the rocks. Children will link rocks changing over time with their properties, for example, soft rocks get worn away more easily.	The children will compare how things move on different surfaces and give examples of forces in everyday life. They will observe how magnets attract or repel each other and attract some materials and not others. The children will learn how to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials using Venn or Carroll diagrams. The children will be able to describe magnets as having two poles and use arrows to show the attraction and repulsion between the poles of magnets. Children should observe that magnetic forces can act without direct contact.	Children will learn to identify light sources and to explain how light travels. They will learn how light allows us to see and that dark is the absence of light. They will notice that light is reflected from surfaces by using mirrors to help them answer how light behaves. The children will learn to recognise that light from the sun can be dangerous and that there are ways to protect their eyes. They will recognise that shadows are formed when the light from a light source is blocked by an opaque object and describe and demonstrate how shadows are formed by blocking light.They will find patterns in the way that the size of shadows change and explore what might cause shadows to change.	Children will work scientifically by carrying out tests to answer question 'How do scientists work?' . Children will think about how they can work like a scientist including using different types of enquiry to answer questions, setting up simple practical enquiries, comparative and fair tests. Children will be making observations, gather, record and present data in a way of their choosing as well as report their findings including oral and written. Children will use the results to draw simple conclusions and make new predictions.	Children will learn to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Children will be introduced to the idea that every part has a job to do and will explore questions that focus on the role of the roots, stem and leaves. They will learn to explore the requirements of plants for life and growth with a focus on nutrients from soil and room to grow and how they vary from plant to plant. The children will investigate the way in which water is transported within plants by using coloured water and watching it travel through/around the plant. They will learn to describe different methods of pollination, seed formation and seed dispersal by ordering visuals and labelling images.	Children will learn the names of different food groups and understand the importance of a healthy diet, focusing on the right amount of nutrition. Children will be able to name nutrients found in food and create their own plates showing a healthy balanced meal and the correct amount of nutrients. Children will be able to explain the role of a skeleton and muscles in the human body focusing on how it supports, protects and allows for movement. Children will identify and group animals with and without skeletons and observe and compare movements. Children will make large skeletons and explore the parts and the function of the skeleton. They will compare, contrast and classify skeletons of different animals as well as similarities and differences of different animals.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	OVERVIEW	History units are based on 6 motivating key questions, designed to bring out the central historical skills and concepts related to the topic. 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.					
History and Geography	UNIT	Asia		Stone Age to Iron Age		Geography/ Sustainability Focus: Our community	Geography/Art Focus: Landscapes
		Geography: Asia	History Focus: Shang Dynasty of Ancient China	History Focus Stone Age	History Focus: Bronze Age to Iron Age		
	LEARNING	To begin the topic, children will make traditional food from China. They will then zoom out to look at world maps, revisiting continents and seas. They will learn about the northern and southern hemispheres and will also develop their understanding of the equator. After, they will use digital maps and atlases to name and identify countries in Asia, before comparing the human and physical geographical features of Shanghai (in China) and London. Children will work in pairs to create a news report about humans' impact on these geographical features. Finally, children will develop their geographical skills of using a compass, introduce the 8 points of a compass.	Children will begin this topic by exploring significant symbols and meanings from Chinese culture, such as dragons, lanterns and chimes. Children will place important events from the Shang Dynasty in chronological order and will begin to understand the terms BC and AD. Children will then compare everyday life during with this period with life today, and will write a diary as an historical character. They will compare different representations of history and will begin to understand why sources are not always reliable. They will use drama to develop their understanding of key events from the time. They will also use the library and the internet to research an historical question of their choice. Finally, they will use brush pens to develop their understanding of important Chinese traditions.	Children will learn about the Stone Age, Bronze Age and Iron Age. They will consider the important question: how can we know what life was like so many years ago, before we recorded our thoughts in writing? Children will explore artefacts and visual material. They will consider the spiritual side of life when people were not simply hunting, gathering or farming for survival. Case studies such as Star Carr, Skara Brae, Stonehenge, Danebury and Maiden Castle will bring this period alive. <u>Key questions</u> Were Stone Age people simply hunters and gatherers, concerned only with survival? How different was life in the Stone Age when people started to farm? What can we learn about life in the Stone Age from a study of Skara Brae? Why is it so difficult to work out why Stonehenge was built? How much did life really change during the Iron Age and how can we possibly know? Can you solve the mystery of the 52 skeletons of Maiden Castle?		Walking around the local area, children will collect objects (natural or manmade) to create their own still life. When drawing, they will learn shading techniques such as cross-hatching. Building upon their understanding of the UK, they will name and identify countries, cities (Manchester, Newcastle upon Tyne, Cardiff, Glasgow, Liverpool, Cornwall) and other physical features (knowing the differences between city and countryside).. They will also learn the different boroughs of London and will locate Islington. They will use aerial photographs to identify features from above. They will build on their compass skills to identify parts of London by post code, N19 etc. and using co-ordinates to locate features on a map of the local area.	Children will use an atlas to identify places in North America. Look at the physical and human features of Los Angeles.They will make fact sheets and top trump cards to secure their knowledge. Focusing on North America, they will then look at earthquakes (including tectonic plates), their causes and the resulting impact on the landscape. After this, children will look at a range of landscape artists, including Hockney, creating their own abstract landscape art.

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.					
	UNIT	What do different people believe about God?		Why are festivals important to religious communities?		What does it mean to be a Christian in Britain today?	
	LEARNING	Children will explore the idea of believing in something they can't see. They will discuss their own concept of God. They will then reflect on what Christians believe about God, and reflect on 'God as Love.' They will read 1 Corinthians 13, and look at the Lord's Prayer. They will consider God as light and as a creator within the Christian faith. Children will then consider how the story of Moses teaches followers of Judaism and Christianity about God. They will look at how Moses' understand of God helped him to act. Children will then consider what Muslims believe about Allah, and explore the main ideas in the 99 names of Allah, including Allah as generous, and as a creator. They will learn that in Islam, words and pattern describe God, but not pictorial representations. Children will then explore the fact that many people do not believe in God. Children will be introduced to the British Humanist Association and explore the idea of being 'good without God'. They will explore and discuss Humanist codes for living. Finally, children will compare and contrast characteristics of God in Christianity and Islam. Their discussion will include humanism and atheism, and their own beliefs about God. Write in role – 2 paragraphs – 1 a believer, 1 a non-believer.		Children will make connections between stories, symbols and beliefs in Easter and Passover. They will ask questions and give ideas about what matters most to believers in festivals. They will identify similarities and differences in the way that festivals are celebrated within and between religions. They will explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.		Children will describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. They will describe some ways in which Christian express their faith through hymns and modern worship songs. They will suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. They will discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.	

<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
(instrument: clarinet, trumpet, ukulele or violin)</td><td>OVERVIEW</td><td colspan="4">
In Year 3, children have opportunities to perform throughout the year – at International Evening, at the Y3/4 Spring Concert and in their own class assembly performance where they play their instrument. Children learn the ukulele and begin to play simple tunes and read notation. Children also have the opportunity to join the Duncombe Choir, attend drumming club during lunchtimes and sing at Kings Place as part of Winter Sing</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 unison, becoming aware of pitch.
To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.
To think about others while performing.</td><td>Children will learn to:
To create simple rhythmical patterns that use a small range of notes.
To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</td><td>Children will learn to:
To explore and comment on the ways sounds can be used expressively.
To comment on the effectiveness of own work, identifying and making improvements.</td><td>Children will learn to:
To listen with attention and begin to recall sounds.
To begin to understand how different musical elements are combined and used to create an effect.
To begin to recognise simple notations to represent music, including pitch and volume.
To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</td></tr>
</table>

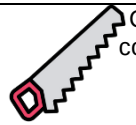
<table>
<tr><th colspan="2">Subject</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="4">Art and DT</td><td>OVERVIEW</td><td colspan="6">Children are given regular opportunities to use drawing to share their ideas and imagination 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.’</td></tr>
<tr><td>UNITS</td><td>DT: Food</td><td>Drawing</td><td>Drawing</td><td>DT: Construction</td><td>Drawing</td><td>Painting</td></tr>
<tr><td>LEARNING</td><td>
The children will enjoy a Chinese Food festival, learning to chop vegetables when creating a stir-fry.

The children will construct Chinese dragons.</td><td>
Children will use brush pens to create Chinese calligraphy. They will also have the opportunity in science to do detailed drawings of skeletons focusing on the small and fine pencil movements.</td><td>
Children will learn how to draw faces before drawing a detailed picture of the solider from ‘The Tinder Box’.

Children will make a still life drawing of stone age tools.

DT: Food The children will make and taste a Stone Age meal of stewed fruit.

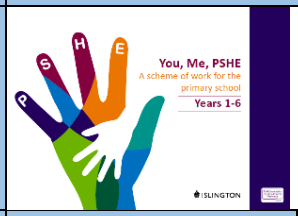
Children will create portraits based on Leonardo Da Vinci’s work.</td><td>
Children will work collaboratively to create Roundhouses, choosing materials to use.</td><td>
Children will create shadow puppets by ‘drawing with scissors’, like Matisse, cutting out black paper. This is to support their learning about light and shadow in science.
They will explore the way in which Kathe Kollwitz uses light and dark. They will create still life drawings, learning how to choosing their own drawing materials and adding light and dark areas using techniques such as cross-hatching.
 </td><td>
Children will look at a range of landscape artists, including Hockney and Turner. They will create their own abstract landscape art based on Hockney, learning to use powder paint to create washes. They will also explore shades.

The children will take part in a collaborative weaving project using a large weaving loom.</td></tr>
<tr><td>Challenge Day</td><td colspan="2">
Children will use clay to create a ‘Fossils of the Future’ project, linked to their learning in science. They will produce detailed drawings of fossils using pastels, then learn to press objects into clay (experimenting with the best ways to do this) to create a ‘fossil of the future.’</td><td colspan="2">
Children will complete a printing project based on Stone age cave art. After studying Neolithic cave art, they will layer collagraph prints (sticking objects onto card to make a stamp) including handprints, etc.</td><td colspan="2"> 
Children will complete a paper construction project where they make a multipage pop-up book with a range of different mechanisms.</td></tr>
</table>

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: Connecting Systems + networks**	**IT: Communication, Collaboration and Creating Media – J2e5**	**IT: Handling Data** **Digital Literacy:Safer Internet Day**	**Computer Science: Coding – Code.org**	**IT: Digital Writing**	**Computer Science: Coding**
	LEARNING	Children will: Explore and identify what parts make up a digital device and how they work. How devices are connected and the physical components of a computer network.	Children will: Learn how to change the format of their writing. How to insert and format images and create an online poster. How to publish a poster online (as a blog). How to make sensible comments on a blog.	Children will: Sort objects into different groups. Use these groups to create branching databases. 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: Develop their coding skills to include repetition in their programming. How to identify patterns and use loops to solve coding challenges.	Children will: Learn how to use Google Docs to create, edit and publish a report. Choose different layouts and styles depending on their audience. Cross-curricular: Report can be linked to a science, geography, history or RE topic.	Children will: Learn how to explore how sprites move on Scratch. Investigate monologue programs before designing, making and evaluating their own monologue program.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Overview	Children in Year 3 will have two PE lessons a week. 1 lesson will focus on the sports and games side of the curriculum (led by an expert PE coach), and one lesson will be devoted to dance or gymnastics (led by the class teacher). The dance and gymnastics sessions will alternate every half term so children participate in both subjects throughout the year. Children in Year 3 will also now participate swimming lessons (led by local swimming instructors). Children will use their established gross motor skills, and fundamental sports skills to take part in many different sports throughout the year. Children will focus on learning rules and tactics in the sports they play, and will confidently be able to explain them to others.					
	UNIT	Invasion Games + Dance/Gymnastics	Invasion Games + Dance/Gymnastics	Striking & Feilding Games (Cricket) + Dance/Gymnastics	Striking & Feilding Games (Rounders) + Dance/Gymnastics	Net/Wall Games (Tennis, Volleyball) + Dance/Gymnastics	Athletics, OAA + Dance/Gymnastics
	LEARNING	Children will: Participate in different invasion games such as Tag Rugby, Football, Basketball, Netball, Hockey, etc. Learn the rules and ways to play different Invasion Games. Use teamwork skills in order to compete in team competitions based on an Invasion Game. Understand and use different tactics and strategies to help their team succeed. Develop fundamental skills like passing, shooting, defending in different Invasion Games. Progress and develop their skills each week in the sport they are currently participating in.	Children will: Participate in different invasion games such as Tag Rugby, Football, Basketball, Netball, Hockey, etc. Learn the rules and ways to play different Invasion Games. Use teamwork skills in order to compete in team competitions based on an Invasion Game. Understand and use different tactics and strategies to help their team succeed. Develop fundamental skills like passing, shooting, defending in their different Invasion Games. Progress and develop their skills each week in the sport they are participating in.	Children will: Participate in Quick Cricket games and matches. Learn how to effectively use the 'long barrier' technique to collect the ball. Learn how to bowl the ball using an underarm throw and the correct bowling technique. Practise striking the ball into a space in the playground. Practise catching the ball after it has been struck in the air. Learn to change positioning of hands when catching depending on the height of the ball. Recognise when and when not to run for points after striking the ball.	Children will: Participate in Rounders games and matches. Learn the rules and ways to play Rounders. Learn how to hold and use a Rounders bat. Practise striking a tennis ball using a Rounders bat. Use their understanding of the game and their throwing & catching skills to send the ball to different bases depending on the situation. Understand the difference between half a rounder and a full rounder. Use communication skills with their teammates during the game to score as many rounders as possible without going 'out'.	Children will: Participate in tennis games and matches and learn the rules and point scoring system Participate in mini volleyball games and matches. Learn the rules and gain a good understanding of how to succeed in the sport. Learn how to strike a Tennis ball with a forehand, backhand, and smash technique. Practise Tennis rallies to develop control and accuracy. Practise ball skills with their racket and ball like balancing, bouncing, steering, etc. Learn the different types of shots used in Volleyball (Dig shot, Set shot, Spike shot) and when is best to use those shots. Use teamwork skills in both sports when working with a 'doubles' partner.	Children will: Participate in different Athletics events such as Sprint Race, Relay Race, Standing & Running Long Jump, Javelin throw, etc. Practise and develop skills and understanding of the three main phases of a race (Starting phase, Acceleration phase, Maintanance phase). Practise and develop throwing with accuracy and power when throwing a Javelin. Practice the most effective ways to both receive and hand off the relay baton during a Relay race. Practise and develop jumping and leaping ability when participating in standing and running long jump events. To prepare and be ready for Sports Day Events.

		Children in KS2 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.				
	UNIT	Mental health and emotional wellbeing: <u>Strengths and Challenges</u>	Physical health and wellbeing: <u>What helps me choose?</u>	Keeping safe and managing risk: <u>Bullying: See it, Say it, Stop it</u>	Identity, Society and Equality: <u>Celebrating Difference</u>	Drug, alcohol and tobacco education: <u>Tobacco is a drug</u>	Careers, financial capability and economic wellbeing: <u>Saving, spending and budgeting</u>
	LEARNING	Pupils learn about celebrating achievements and setting personal goals. They will learn about dealing with putdowns and positive ways to deal with setbacks. Linked to Year 2- friendships and solving problems.	Children learn about making healthy choices, about food and drinks, about how branding can affect what foods people choose to buy and about keeping active and some of the challenges of this.	Children will learn to recognise bullying and how it can make people feel. They will talk about different types of bullying and how to respond to different types of bullying and about what to do if they witness bullying.	Children will learn about valuing the similarities between themselves and others; about what is meant by community and about belonging to groups.	Children will learn the definition of a drug and that drugs including medicines can be harmful to people; about the effects and risks of smoking tobacco and second-hand smoke and about the help available for people to remain smoke free or stop smoking. Linked to asthma Year 2.	Children will learn about what influences people choices about saving spending and saving money, how people can keep track of their money and about the world of work. Relationships and health education:Boys and girls, families- Linked/repeated from year 2.