



Learning at Duncombe Primary School

Statement of Intent

At Duncombe Primary School, our curriculum is 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 develop meta-cognition in our pupils, using the 'Characteristics of Effective Learning' to aid pupils' ability to 'learn to learn.'
- 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 the regular use of digital technologies and 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.

School values

Our school values and aims support our curriculum and work together to ensure that our pupils are successful; academically, but personally and socially too. We aim to equip our children with the essential knowledge and key learning skills needed to succeed, with a curriculum that promotes communication, critical thinking, and creativity.

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 children, including disadvantaged pupils, and those with English as an Additional Language and Special Education Needs and Disabilities.

We celebrate the rich diversity of our pupils and strive to ensure that their wellbeing and safety is embedded in all that we do. Children at Duncombe are ready, respectful, and safe: they learn to be respectful towards others, build self-esteem and confidence in their abilities and draw on each other's strengths.

Progressive framework of knowledge and skills

To develop the school's curriculum, we identified 'essential knowledge' and 'key vocabulary' that pupils should learn. The curriculum is designed as a vertical accumulation of knowledge and skills. 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. Learning experiences are planned to aid understanding. 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.

Alongside the 'essential knowledge', we take the skills progression from the EYFS Statutory Framework, the 'Characteristics of Effective Learning,' from EYFS all the way up to Year 6. This is because we recognise that these are essential skills for learning, and for life. Throughout our curriculum, children are given the opportunity to develop their engagement with learning, their motivation, and their thinking skills. Children at Duncombe are taught to develop critical curiosity, reasoning and reflection, motivation, and resilience.



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 aim to use our local community effectively and want pupils to 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 recognise that when accruing 'cultural capital,' a child's family plays a huge role. We include parents regularly in what we do, with opportunities for them to join in our lessons at school, come along on trips and see shows, as well as providing parents with classes and support. Our parent workshops equip parents with the skills to support their children's learning, but also to develop their own.

Learning experiences with links to environmental issues and digital discovery

Learning at Duncombe is designed to be memorable. We have two whole school themes: 'Environmental Issues' and 'Digital Discovery.' These two themes are interwoven throughout our curriculum, providing authentic contexts for learning, and equipping our children to take on two of the biggest challenges facing the world today. Annual topics linked to the environment provide an opportunity to link science, humanities, the arts, and social and emotional development.

Our emphasis on 'Digital Discovery' ensures that pupils gain the skills that will help them access the workplace of the future. From EYFS onwards, pupils develop their ICT capabilities through access to technology on which they can research, present their ideas, present data, map, record ideas and use games to learn. They will also develop their use of digital technology, by learning to create programs, program existing systems, code different animations simulations and debug incorrect code. Duncombe pupils are 'e-safe', with regular workshops from outside providers.

Every year group has the opportunity to take part in a wide range of visits and workshops, in addition to special curriculum days and topic weeks. 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.

Where we can, children will meet experts and specialist visitors, who may be parents or from the local community, who can help bring the curriculum to life. These memorable learning experiences broaden children's horizons and encourage them to tackle new challenges and be daring when faced with something new or undiscovered.

Word power & communication

We know that one of the keys to addressing disadvantage and ensuring success is a developing a wide vocabulary in our pupils. Our teachers use specialist vocabulary and explore the meanings of words. We help children unlock language by working on word building and finding opportunity to use new vocabulary in context. 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.

Our broad, balanced, and knowledge-rich curriculum, underpinned by the year on year accumulation of key learning skills, ensures that every pupil at Duncombe makes excellent progress not just academically, but personally as well. They are informed about the challenges facing their environment and have the digital capabilities they need to access an increasingly digital world. 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.

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 1

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics and reading	OVERVIEW	 <p>Children are taught in a group according to their ability for one hour, first thing, every day. They do a daily speed sounds session, followed by a reading session using Read, Write, Inc. levelled texts. Children will take this book home to practice. The general <u>expectation</u> of progress in Year 1, following the Read, Write, Inc. book bandings, is as follows:</p>					
	UNIT	Purple	Pink (know all Set 2 sounds)	Orange	Yellow (know all Set 3 sounds)	Yellow	Blue

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>OVERVIEW</p> <p>Children are taught reading, writing, speaking and listening skills, according to the national curriculum, using topic-linked 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. They are often, but not always, at a level beyond what children can read themselves, to help them acquire more challenging and advanced vocabulary. Children produce an extended piece of writing at least every fortnight, which varies in genre.</p>					
	<p>UNIT TEXTS</p> <div data-bbox="436 359 660 654"> <p>The Cat in the Hat by Dr. Seuss</p> </div> <div data-bbox="425 742 660 981"> <p>Oi Frog! By Kes Gray and Jim Field</p> </div> <div data-bbox="425 1061 660 1308"> <p>Riley Can Be Anything by Davina Hamilton</p> </div>	<div data-bbox="728 359 952 630"> <p>The Gruffalo by Julia Donaldson</p> </div> <div data-bbox="761 710 918 933"> <p>The Magic Box by Kit Wright</p> </div> <div data-bbox="728 1013 952 1308"> <p>The Nativity Story Refuge by Sam Booth and Anne Usher</p> </div>	<div data-bbox="1030 359 1232 598"> <p>A Balloon For Grandad by Nigel Gray</p> </div> <div data-bbox="1019 678 1232 941"> <p>Emma Jane's Aeroplane by Katie Haworth</p> </div> <div data-bbox="985 1021 1265 1236"> <p>Handa's Surprise by Eileen Browne</p> </div>	<div data-bbox="1288 359 1568 606"> <p>Jack and the Flum Flum Tree by Julia Donaldson</p> </div> <div data-bbox="1288 662 1568 893"> <p>Journey by Aaron Becker</p> </div> <div data-bbox="1288 949 1568 1220"> <p>The Journey Home by Frann Preston Gannon</p> </div> <div data-bbox="1310 1300 1568 1364"> <p>The Dodo by Hillaire Belloc</p> </div>	<div data-bbox="1601 359 1848 646"> <p>Commotion in the Ocean by Giles Andreae and David Wojtowicz</p> </div> <div data-bbox="1590 726 1859 981"> <p>The Storm Whale by Benji Davies</p> </div> <div data-bbox="1601 1061 1848 1348"> <p>Whale by David Lucas</p> </div>	<div data-bbox="1915 359 2105 598"> <p>The Rainbow Fish by Marcus Pfister</p> </div> <div data-bbox="1915 678 2105 837"> <p>Tiddler by Julia Donaldson</p> </div> <div data-bbox="1892 917 2128 1101"> <p>Somebody Swallowed Stanley by Sarah Roberts</p> </div> <div data-bbox="1881 1204 2128 1356"> <p>Turner's Seascapes - Writing through Art</p> </div>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WRITING OUTCOMES</p>	<p>Sentence work: Basic skills through Cat in the Hat: rhyming sentences (with phonics focus)</p>	<p>Description: wanted poster for the Gruffalo</p>	<p>Recount: What could Emma-Jane see from the sky?</p>	<p>Innovated narrative (Talk4Writing): Jack and the Flum Flum Tree</p>	<p>Leaflet: what creatures will you find in the ocean?</p>	<p>Riddles: What am I?</p>
	<p>Poetry: rhyming couplets poem</p> <p>Information text: what I enjoy doing with my family</p>	<p>Poetry: What will I put into my magic box?</p> <p>Poetry Performance</p> <p>Speaking and listening: Nativity performance</p> <p>Reflection: what I am grateful for this winter</p>	<p>Narrative retelling (Talk4Writing): Handa's Surprise</p>	<p>Basic skills: using images from Journey</p> <p>News reports: why are animals having to leave their homes?</p>	<p>Innovating a narrative: I found a sea creature...</p> <p>Persuasive letter: you must not turn the whale into fish pie!</p>	<p>Instructions: Planting a seed</p> <p>Information: Plastic Doesn't Belong in the Sea!</p> <p>Descriptive writing: Turner's Seascapes</p>

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	OVERVIEW	 <p>We follow whole-class mastery programme Power Maths. Aligned with White Rose Maths, it allows children to learn new concepts, built in small, logical steps and explored through clear mathematical structures and representations. Through a coherent progression of small steps, children see a range of representation and structure, variation, and develop their fluency and mathematical thinking.</p>					
	UNITS	U1: Numbers to 10 U2: Part-whole within 10 U3: Addition and subtraction within 10	U4: Addition and subtraction within 10 U5: 2D and 3D shapes U6: Numbers to 20	U7: Addition within 20 U8: Subtraction within 20 U9: Numbers to 50	U9: Numbers to 50 U10: Introducing length and height U11: Introducing weight and volume	U12: Multiplication U13: Division U14: Halves and quarters	U15: Position and direction U16: Numbers to 100 U17: Time U18: Money
	LEARNING	<p>Unit 1: Sorting objects, counting objects to 10, writing numbers to 10, counting backwards from 10 to 0, counting one more, counting one less, comparing groups, numbers of objects, and numbers, ordering numbers and objects, using ordinal numbers (first, second, third..), using a number line.</p> <p>Unit 2: The part whole model, related facts-number bonds, finding and comparing number bonds, finding a whole by adding together, finding a part, finding addition facts.</p> <p>Unit 3: Subtraction – how many are left? Subtraction – breaking apart, related facts with addition and subtraction, counting back, finding the difference.</p>	<p>Unit 4: Solving subtraction word problems, comparing addition and subtractions, solving mixed word problems.</p> <p>Unit 5: Naming 3D shapes, naming 2D shapes, making patterns with shapes.</p> <p>Unit 6: counting and writing numbers to 20, tens and ones, counting one more, one less, comparing numbers of objects, comparing numbers, ordering objects and numbers.</p>	<p>Unit 7: add by counting on, adding ones, finding number bonds, add by making 10, solving word problems –addition.</p> <p>Unit 8: Subtracting ones, subtracting tens and ones, subtraction – crossing the 10, solving word and picture problems – subtraction, addition and subtraction facts to 20, comparing additions and subtractions, solving mixed word and picture problems.</p> <p>Unit 9: Counting to 50, numbers to 50, tens and ones, representing numbers to 50, comparing numbers of objects.</p>	<p>Unit 9 (continued): Comparing numbers, ordering objects and numbers, counting in 2s, counting in 5s, solving word problems – addition and subtraction.</p> <p>Unit 10: Comparing lengths and heights, non-standard units of measure, measuring length using a ruler, solving word problems – length</p> <p>Unit 11: Comparing weight, measuring weight, comparing weight using measuring, comparing capacity, comparing capacity using measuring, solving word problems – weight and capacity.</p>	<p>Unit 12: Counting in 10s, 5s and 2s, making equal groups, adding equal groups, making simple arrays, making doubles, solving word problems – multiplication.</p> <p>Unit 13: Making equal groups, sharing equally, solving word problems – division.</p> <p>Unit 14: finding halves, finding quarters, solving word problems – halves and quarters.</p>	<p>Unit 15: describing turns, describing positions.</p> <p>Unit 16: counting to 100, exploring number patterns, partitioning numbers, comparing numbers, ordering numbers, bonds to 100</p> <p>Unit 17: Using before and after, using a calendar, telling the time to the hour, telling the time to half an hour, writing time, comparing time, solving word problems – time.</p> <p>Unit 18: recognising coins, recognising notes, counting with coins.</p>

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 simple questions and recognise they can be answered in a variety of ways; observe closely using simple equipment and their five senses; perform simple tests; identify and classify; notice similarities and differences; gather and record data to help answer questions and use observations and ideas to suggest answers to questions. Teachers will use talk resources to provoke high-level scientific thinking.					
	UNITS	Seasonal changes	Animals including humans: animals	Everyday materials		Seasonal changes	Plants
	LEARNING	<p>Children will learn to observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies.</p> <p>Children will do leaf rubbings, count conkers and create observational drawings.</p>	<p>Children will work together to sort and classify groups of animals. They will learn to identify animals from all over the world, and look at the habitats that these animals may live in. They will classify animals based on whether they are carnivores, herbivores or omnivores. They will look closely at animals and identify unique structural features such as fur, beaks, claws, scales, fins and gills and then create a leaflet.</p> <p>Children will learn to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Children will discuss how they have changed over time by looking at baby photos. They will measure different parts of their bodies, record and compare their data. They will compare and sort fruit by using their senses. The children will discuss how sound travels and experiment over distance. They will describe objects they feel in a feely bag and create a sensory board that has something for each sense. Children will be provided with opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>	<p>Children will learn to distinguish between an object and the material from which it is made. They will learn to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock and describe the simple physical properties of these materials. Children will explore different materials and sort them into groups before writing songs based on their properties. They will consider appropriate uses of materials, by thinking about what it would be like if the tables were made of jelly or the chairs were chocolate! They will then recreate the story of the three little pigs and predict what will happen to their houses. Children will be challenged to build small structures using similar materials in an engineering challenge.</p>	<p>Investigation skills:</p> <p>Children explore a range of materials suitable for fixing a broken umbrella and test them using pipette to simulate raindrops. Working with play figures frozen in ice, they will devise an investigation to release them and discuss how the water changes state. They will explore puddles and observe how they change. Children will then be challenged to use scientific language to explain why a puddle changes.</p>	<p>Children will learn to observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies.</p> <p>Children will think about what they already know about weather, look at weather forecasts and video our own school weather forecasts. We will do weather observations over time and make collages about the seasons. The children will experiment with shadows. We will make a class weather station that can measure rainfall, wind direction and temperature.</p> <p>Children should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. They will use data loggers to detect light levels.</p>	<p>Children will learn to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will identify and describe the basic structure of a variety of common flowering plants, including trees. The children will explore the school garden and look at plants that are growing. They will talk about what they are and what they will look like when they are fully-grown. We will map out the school garden area and decorate with sketches, facts and labels. In class, they will plant beans and set up a garden centre. We will examine a flower and make a large model in the classroom, do leaf rubbings and then create a large piece of art on the playground floor.</p>

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.					
Topic	UNITS	Me and My Memories		We're Going On a Journey!		Oceans	
		<u>Geography focus:</u> Local history of Archway	<u>History focus:</u> Traditions and personal history	<u>Geography focus:</u> Continents of the world	<u>History focus:</u> How transport has evolved over time	<u>Geography focus:</u> Oceans and climate	<u>Science focus:</u> Sea life and conservation
	LEARNING	Children will study our local area in Islington and start to create basic maps. They will learn that we live in the UK, which is made up of England, Scotland, Wales and Northern Ireland, and be able to label these places on a map. They will learn that some of us may have other national identities and create a passport. Children will learn about Dick Whittington, who is a historical figure connected to our area. Many places near our school are named after him. Children will begin to map on a grid, using symbols to represent features such as shops, houses and offices that can be identified on a key. They will start a local area study comparing parks. They will look at aerial photographs and identify features, before comparing the facilities at different parks and suggesting improvements. They will compare life in our urban environment to that of life in the countryside.	Children will spend a day looking at traditional food from different cultures. They will learn to use the terms 'past', 'present' and 'future' to describe when events occur. They will map milestones so far in their life and look at human development. They will study the work of portrait artists and create and evaluate their own self-portrait, experimenting with colour and form. Children will then compare childhood in the 2000s with childhood experienced by their parents and grandparents. They will look at the traditions of Christmas and examine historical artefacts connected with Christmas. They will come up with their own questions and suggest potential uses for each object. They will learn how Christmas traditions originated in the Victorian times and how some have carried on until today, whilst others have changed.	Children will learn to use an atlas and identify the seven continents: North America, South America, Africa, Asia, Europe, Oceania and Antarctica. They will map how an air journey crosses a number of different continents. They will compare life in North Africa to life in the UK, comparing the climate, flora and fauna, and noting how people live differently (<i>linked to A Balloon for Grandad</i>). Children will look at maps of the UK and North Africa and compare the features from an aerial view. Children will learn to locate hot and cold areas of the world, referring to the Equator and the Poles. They will look at how this compares with the UK climate. Children will then begin to look at how travel and transport has changed over time. They will look at sea travel and create detailed drawings of a tall ship. They will compare modes of transport used in the past and used now.	Children will create papier-mâché hot air balloons. They will learn about the achievements of the Wright Brothers. They will learn about Ernest Shackleton and his three expeditions to the Antarctic. They will discuss how journeying to the Antarctic is extremely challenging due to the cold conditions. They will design appropriate clothing and equipment for the journey (<i>link to science: materials</i>). Children will learn about how transport is evolving and will change in the future by looking at new inventions such as electric cars and the 'hyperloop.' They will understand that new inventions allow for less pollution, as this is one of the big drawbacks of modern transport methods. Children will survey what transport methods are used in the class, and conclude their environmental impact.	Children will create clay models of sea creatures. They will learn to name some of the major seas surrounding the UK. They will learn that the Earth is called the Blue Planet because it is mostly ocean. They will be able to explain that there are five oceans called: the Atlantic, Pacific, Arctic, Indian and Southern. The climate differs for each ocean, which changes the marine life that you will find there. Sea creatures such as penguins, seals, sea lions and polar bears live in cold climates. They are adapted for this environment. Fish, corals, lobsters, clams, seahorses, sponges, and sea turtles live on coral reefs (<i>link to Tiddler</i>) which are in warm oceans. They will look at the work of Henri Matisse and study the techniques he used to create 'Beasts of the Sea.' They will then create their own similar piece of work and evaluate its effectiveness.	Children will learn that there are more than 2 million different types of marine life and that new ones are discovered every year. They will be able to name and describe a range of sea creatures. They will be able to label structural features such as fins, gills and tentacles and explain how these are adapted to life in the sea. They will learn that human's impact on environments and that coral reefs are becoming damaged due to climate change. They will look at oil spills and learn that they are disastrous for marine life. They will learn how plastic finds its way to the ocean through littering and sewage and can kill marine animals (<i>link to Somebody Swallowed Stanley</i>). They will make posters to raise awareness about this issue.



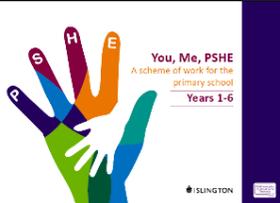
Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
RE	OVERVIEW	 <p>RE lessons follow the London Borough of Islington Agreed Syllabus for Religious Education (2017-2022).</p> <p>In Key Stage 1, pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.</p>  <p>During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christian, Muslim and Jewish people. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.</p>						
	UNITS	Who is a Christian and what do they believe?		What makes some places sacred?	How and why do we celebrate special and sacred times? Easter	What does it mean to belong to a faith community?		
	LEARNING	<p>Children will express what they already know by drawing their interpretation of a Christian child. They will explore artefacts in a mystery bag, and are introduced to Mary, a Christian. Children will explore what people, including Mary, believe about God. They will explore the trinity by reflecting on the different roles people play. Children will then learn about the Old and New Testaments. Mary will share story of the lost sheep; what does this show us about God? Children will explore heroes and learn that Jesus is a hero to many Christians. They will learn about Jesus as storyteller and share the story of The Good Samaritan. They will discuss what we can learn from this parable. They will discuss 'the Golden Rule' for Christians – "Love your neighbour as yourself."</p> <p>Pupils will learn about the Lord's Prayer, about saying 'Grace' at mealtimes and bedtime prayers. Children will write their own poem, meditation or prayer, to give thanks or ask for help. Children will then revisit picture of Christian child, and annotate it with what they know now. Children make a new bag of artefacts for Mary, so that she can share it with a new group of children.</p>		<p>Children will be able to name different places of worship: churches, synagogues, mosques. They will look at a range of artefacts used in worship and discuss religious symbols present in sacred places. They will listen to a range of music used in worship, and reflect on how it makes them feel. Children will visit a sacred place (St. Paul's Cathedral).</p>		<p>Children will look closely at the events of the Easter story: Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, Easter Monday. They will discuss the feelings of Jesus and his disciples throughout the Easter week. They will discuss traditions associated with this tradition and discuss their meaning. They will have the opportunity to create Easter gardens.</p>		<p>Children will reflect upon how it feels to be part of a group, and be aware that different people may have different religions. They will think about ceremonies that show belonging, such as christenings, and symbols that might show belonging, such as crucifixes, hijabs, kippahs. They will think about community ceremonies such as weddings, and symbols used in weddings such as rings.</p>

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music and Performance	OVERVIEW	Children will be taught by our specialist music teacher, Lena. Over the year, children will learn: how to use their voices creatively and expressively to sing songs; play tuned and un-tuned instruments musically; listen with concentration and understanding to a range of live and recorded music; make and combine sounds musically.					
	UNITS	Me and my memories		Journeys		Oceans	
	LEARNING	Children will use a range of instruments in our music room, including glockenspiels, chime bars and drums. Children will learn songs that are thematic and link to topic learning. They will begin to look at musical notation by beginning to represent simple sounds with shapes and marks. They will look at creating musical patterns by experimenting with sounds. They will discuss the meanings of 'low, high, and soft' and arrange sounds together. They will discuss how music makes them want to move or how it makes them feel. They will discuss listen to short, simple pieces of music and talk about when and why they may hear it, e.g. a lullaby or wedding march, and begin to understand that musical elements can be used to create different moods and effects. Children will have the chance to perform in front of the whole school at least twice, including the Christmas Nativity performance, where children will be expected to learn at least 4 songs, and during a class assembly performance. Children will have the chance to see a professional performance by the London Symphony Orchestra at the Barbican in the spring.					

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	OVERVIEW	<p>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.</p> <p>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.</p> <p>Children will have the opportunity to complete extended projects during termly 'Challenge Days.'</p>					
	UNITS	Drawing	Painting	Drawing	Printing	Textiles	Drawing
	LEARNING	 <p>Children will draw local area maps in topic lessons and animals (using crayons) in science. They will be taught that they can improve their drawing by developing their skills and practise.</p>	 <p>Children will look at self-portraiture. They will learn that Portraits show pictures of people and some artists created portraits abstractly. This will develop their use of line. They will look at portraits by Julian Opie and Pablo Picasso and create their own versions. This will allow them to use colour inventively. They will learn how to mix colours when using paint.</p>	 <p>Children will create a close observational drawing of a tall ship, from a model. This will encourage them to develop their skills of representing shape and using line.</p>	 <p>Inspired by the images in 'Journey', children will create their own mono prints using carbon copy paper.</p> <p>Children will design an Arctic exploration suit, thinking about appropriate features and materials. They will learn how to join them together in collage.</p>	 <p>The children will learn that Henri Matisse is a French artist who used paper collage to create 'Beasts of the Sea.'</p>  <p>Children will create collaged fish using recycled materials, to help them to learn how to sort, cut and shape fabrics and experiment with ways of joining them.</p>	 <p>Children will create observational drawings of plants. They will also produce scientific drawings of the structure of plants and a map of the school garden during science lessons.</p> <p>Children will write creatively in response to Turner's seascapes.</p> 
Challenge Day	 <p>Children will learn about the food that different cultures eat, think about which ones are healthy and have the opportunity to cook a recipe.</p>	 <p>The children will design and make a hot air balloon from papier-mâché. They will evaluate and refine their ideas when planning how to build and attach a basket to the balloon.</p>	 <p>Children will create clay models of underwater creatures, where they will look at how to shape the clay, add detail with simple tools and learn to use one piece of clay to form their creature.</p>				

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	UNITS	E-safety	Digital literacy: using a computer	Coding with Beebots	Digital literacy: bug hunters	Digital literacy: painters	Coding: Scratch Jr Introduction and fundamentals
	LEARNING	Children will learn: Using the internet safely, searching the internet for suitable pictures, keeping information private, keeping ownership of material online, and staying safe from harm online.	Children will learn: How computers aid us in everyday life, how computers make life easier, how to use the computer room properly, logging on and off, building instructional programmes (using Studio Code Pre-Reader Express)	Children will learn: Computers follow precise instructions and responds consistently to commands, how to predict the behaviour of the Beebot, using logical reasoning to predict where the Beebot will end up, how to plan, record and test a simple programme for the Beebot.	Children will: Use a search engine (Kiddle) to search for appropriate images, create an image gallery by: saving into a folder, naming and renaming folders, renaming files to organise them. They will create a presentation of organised images.	Children will: Discuss what an illustration is, choose a book to draw an illustration for, use a program (Google Drawings) to create and save an illustration, edit their illustration using the same programme and create a short eBook (using J2E).	Children will: Write an algorithm and program a sprite, add additional sprites, make the sprites move, change the background of their program, make their program repeat, add speech to their program, and use sequencing in their program.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	UNITS	Fundamentals: Body Management/Locomotion:	Dance: Exploring Gesture and Formation	Gymnastics: body parts and space awareness	Games: Receiving Sending, Marking and Aiming.	Dance: Exploring Patterns	Fundamentals: Athletics Sports' Day
	LEARNING	<p>Children will: Show basic control and coordination when travelling and when remaining still; They learn to balance on 1 foot and climb. They learn to line walk and side roll. They practise different forms of running: sprints running, skipping, hopping, galloping, side galloping, They learn to jump for height and distance off both and one foot. Choose and link 'like' actions Remember and repeat these actions accurately and consistently</p>	<p>Creating short dances. Perform basic body actions Use different parts of the body singly and in combination. Show some sense of dynamic, expressive and rhythmic qualities in their own dance They are able to copy a simple routine They can work on and improve a routine in a small group.</p>	<p>Children will: develop balance, agility and coordination (A, B, C) by travelling in different ways across space, balancing on small body parts. They explore moving through apparatus, travel creatively towards and away from apparatus, roll and rock in different ways, jump in five different ways. They perform combinations in sequence. Find and use space safely, with an awareness of others Identify and copy the basic actions of gymnasts Use words such as rolling, travelling, balancing, climbing Make their body tense or relaxed. They stretch and curl They can describe what they do in their movement phases</p>	<p>Use basic underarm, rolling and hitting skills Sometimes use over arm skills Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency Sometimes catch a beanbag and a medium-sized ball Track balls and other equipment sent to them, moving in line with the ball to collect it Throw, hit and kick a ball in a variety of ways, depending on the needs of the game Choose different ways of hitting, throwing, striking or kicking the ball Decide where to stand to make it difficult for their opponent Describe what they and others are doing Describe how their body feels during games.</p>	<p>Telling a story through dance. Choose appropriate movements for different dance ideas Remember and repeat short dance phrases and simple dances Move with control use space Describe how their lungs and heart work when dancing Describe basic body actions and simple expressive and dynamic qualities of movement</p>	<p>Children will learn: the difference between running, jogging and sprinting, how to sprint from a standing start, how to run and jump over small hurdles, how to throw in the style of a shot put (using a beanbag), how to throw a javelin (foam javelins for KS1) from a side facing stance, throw a javelin at a target. Object control: Underarm throw, overarm throw, catch large ball, 2 handed strike, foot dribble, kick. Increase challenge through simple games and combinations.</p>
		 <p>Children in KS1 will run a 'Daily Mile' around the playground every day between 11am-11:10am, which falls between their English and Maths lessons. This helps improve the children's fitness, stamina and energy levels. After the activity, children's concentration, focus and behaviour are improved.</p>					

Subject		Autumn	Spring	Summer			
PSHE	OVERVIEW	 <p>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: sex and relationship education, drug, alcohol and tobacco education, keeping safe and managing risk, mental health and wellbeing, physical health and wellbeing, careers, financial capability and economic wellbeing, identity, society and equality. All units are age appropriate.</p>					
	UNITS	Mental health and emotional wellbeing: <u>Feelings</u>	Physical health and wellbeing: <u>Fun times</u>	Identity, Society and Equality: <u>Me and others</u>	Keeping safe and managing risk: <u>Feeling safe</u>	Drug, alcohol and tobacco education: <u>What do we put into and on our bodies?</u>	Careers, financial capability and economic wellbeing: <u>My money</u>
	LEARNING	Children will learn: about different types of feelings, how to manage different feelings, about change or loss and how this can feel.	Children will learn: about food that is associated with special times in different cultures, about active playground games from around the world, about sun safety.	Children will learn: about what makes themselves and others special, about roles and responsibilities at home and at school, about being co-operative with others.	Children will learn about: safety in familiar situations, about personal safety, about people who help them keep safe outside of the home.	Children will learn: about what can go into bodies and how it can make people feel, about what can go onto our bodies and how it can make people feel.	Children will learn: about where money comes from and making choices when spending money, about saving money and how to keep it safe, about the different jobs people do.