



## 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

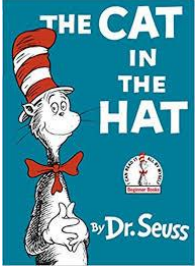
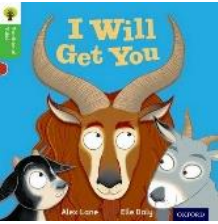

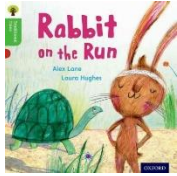
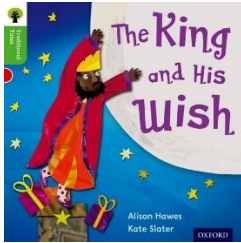
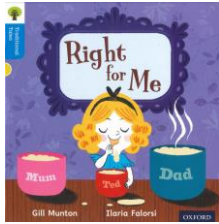
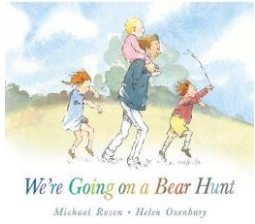
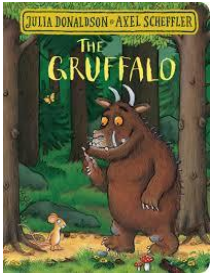
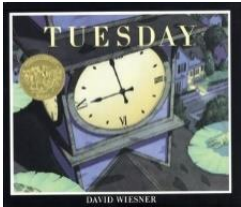
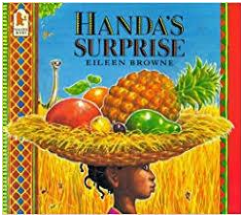
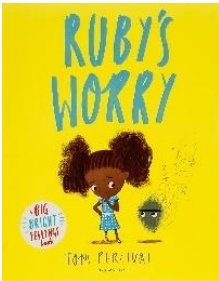
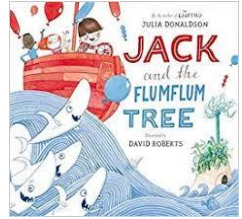
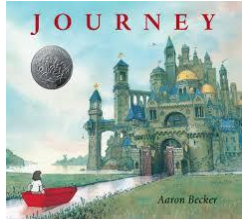
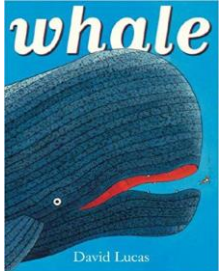


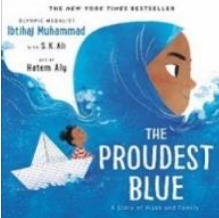
For national curriculum links, please refer to the Duncombe National Curriculum Progression document.

### 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 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
		<ul style="list-style-type: none"> <li>Read Set 2 Sounds and Phonics Green Words</li> <li>Read Set 1 Phonics Green Words and build speed</li> <li>Read nonsense words</li> <li>Spell using Fred Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Read Set 2 Sounds and matching Phonics Green Words</li> <li>Teach Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently)</li> <li>Read Set 1 and 2 Phonics Green Words and build speed</li> <li>Read nonsense words Spell using Fred Fingers: focus on Set 2 words</li> </ul>	<ul style="list-style-type: none"> <li>Teach Set 3 Sounds and matched Phonics Green Words</li> <li>Read Set 1, 2 and 3 Phonics Green Words and build speed</li> <li>Read nonsense words</li> <li>Spell using Fred Fingers: focus on Set 2 words</li> </ul>	<ul style="list-style-type: none"> <li>Teach Set 3 Sounds and matched Phonics Green Words</li> <li>Read Set 1, 2 and 3 Phonics Green Words and build speed</li> <li>Read nonsense words</li> <li>Spell using Fred Fingers: Set 2 and 3 words</li> </ul>	<ul style="list-style-type: none"> <li>Teach Set 3 Sounds and matched Phonics Green Words</li> <li>Read Set 1, 2 and 3 Phonics Green Words and build speed</li> <li>Read nonsense words</li> <li>Spell using Fred Fingers: Set 2 and 3 words</li> </ul>	<ul style="list-style-type: none"> <li>Teach Set 3 Sounds and corresponding Phonics Green Words</li> <li>Read Set 1, 2 and 3 Phonics Green Words speedily</li> <li>Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</li> </ul>

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>OVERVIEW</b></p> <p>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.</p>					
	<p><b>UNIT TEXTS</b></p> <div data-bbox="450 360 645 628">  <p>The Cat in the Hat by Dr. Seuss</p> </div> <div data-bbox="439 708 656 932">  <p>I Will Get You! by Alex Lane and Elle Daly</p> </div> <div data-bbox="450 1043 645 1289">  <p>Black history Month celebration</p> </div>	<div data-bbox="752 384 927 560">  <p>Rabbit on the Run! by Alex Lane and Laura Hughes</p> </div> <div data-bbox="719 695 958 938">  <p>The King and his Wish by Alison Hawes and Kate Slater</p> </div> <div data-bbox="730 1075 947 1299">  <p>Right for me by Gill Munton and Ilaria Falasori</p> </div>	<div data-bbox="1003 384 1256 608">  <p>We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury</p> </div> <div data-bbox="1025 743 1234 1018">  <p>The Gruffalo by Julia Donaldson</p> </div> <div data-bbox="1010 1098 1249 1305">  <p>Tuesday by David Wiesner</p> </div>	<div data-bbox="1312 411 1552 628">  <p>Handa's Surprise by Eileen Browne</p> </div> <div data-bbox="1323 762 1541 1043">  <p>Ruby's Worry by Kes Gray and Jim Field</p> </div>	<div data-bbox="1603 384 1843 603">  <p>Jack and the Flum Flum Tree by Julia Donaldson</p> </div> <div data-bbox="1603 740 1843 959">  <p>Journey by Aaron Becker</p> </div> <div data-bbox="1615 1043 1832 1315">  <p>Whale by David Lucas</p> </div>	<div data-bbox="1895 384 2112 533">  <p><b>Instructions:</b> Planting a seed</p> </div> <div data-bbox="1895 667 2112 847">  <p>Somebody Swallowed Stanley by Sarah Roberts</p> </div> <div data-bbox="1895 959 2112 1177">  <p>The Proudest Blue by Ibtihaj Muhammad and S.K. Ali</p> </div>

	<p><b>WRITING OUTCOMES</b></p>	<p><b>Sentence work:</b> Basic skills through Cat in the Hat: rhyming sentences (with phonics focus)</p> <p><b>Traditional Tale:</b> Retell a story</p>	<p><b>Traditional Tale:</b> Retell story a story.</p> <p><b>Description:</b> Wanted poster for Goldilocks</p> <p><i>Whole School Assessment Piece</i></p>	<p><b>Story Innovation:</b> We're going on a ____ hunt!</p> <p><b>Description:</b> Wanted poster for the Grizzalo</p> <p><b>Recount:</b> What could Emma-Jane see from the sky?</p> <p><b>Narrative retelling</b> Handa's Surprise</p>	<p><b>Innovated narrative:</b> Jack and the Flum Flum Tree</p> <p><b>News reports:</b> Why are animals having to leave their homes?</p> <p><i>Whole School Assessment Piece</i></p>	<p><b>Leaflet:</b> What creatures will you find in the ocean?</p> <p><b>Basic skills:</b> Using images from Journey</p> <p><b>Innovating a narrative:</b> I found a sea creature...</p> <p><b>Persuasive letter:</b> You must not turn the whale into fish pie!</p>	<p><b>Instructions:</b> Planting a seed</p> <p><b>Information:</b> Plastic Doesn't Belong in the Sea!</p> <p><b>Diary Entry:</b> From the point of view of Asiya.</p> <p><i>Whole School Assessment Piece</i> Faiza</p>
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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	<ul style="list-style-type: none"> <li>Place value within 10 – 2 weeks</li> <li>Addition and subtraction to 10 – 4 weeks</li> <li>Shape – 1 week</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value within 20 – 2 weeks</li> <li>Addition and subtraction within 20 - 2 weeks</li> <li>Number and place value to 50 – 2 weeks</li> <li>Assessment – 1 week</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value to 50- 2 weeks</li> <li>Measurement – length and height - 2 weeks</li> <li>Measurement – weight and volume - 2 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Number, addition and subtraction consolidation - 1 week</li> <li>Multiplication and division - 3 weeks</li> <li>Fractions – 1 week</li> <li>Assessment – 1 week</li> </ul>	<ul style="list-style-type: none"> <li>Fractions- 1 week</li> <li>Properties of shape- 2 weeks</li> <li>Position and direction- 2 weeks</li> <li>Time- 1 week</li> </ul>	<ul style="list-style-type: none"> <li>Time- 1 week</li> <li>Number and place value to 100 – 2 weeks</li> <li>Money- 2 weeks</li> <li>Calculation consolidation- 1 week</li> <li>Assessment – 1 week</li> </ul>
	FLUENCY SESSIONS	NCETM Mastering Number Sessions: covering Subitising, cardinality, ordinality and counting, composition comparison, addition and subtraction/ number facts (Recep sessions as interventions to those that need)	NCETM Mastering Number Sessions	NCETM Mastering Number Sessions	NCETM Mastering Number Sessions	NCETM Mastering Number Sessions	NCETM Mastering Number Sessions

<p style="text-align: center;"><b>OBJECTIVES</b></p>	<p><b>Number System</b></p> <ul style="list-style-type: none"> <li>·count to and across 10, forwards and backwards, from any given number</li> <li>·count, read and write numbers to 100 in numerals</li> <li>·count in multiples of twos, fives and tens</li> <li>·given a number, identify one more and one less</li> <li>·identify and represent numbers using objects and pictorial representations including the number line</li> <li>· use the language of: equal to, more than, less than (fewer), most, least</li> <li>·read and write numbers from 1 to 10 in numerals and words</li> </ul> <p><b>Geometry - Shape</b></p> <ul style="list-style-type: none"> <li>·recognise and name common 2-D and 3-D shapes</li> </ul> <p><b>Calculating + and –</b></p> <ul style="list-style-type: none"> <li>·read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>·represent and use number bonds and related subtraction facts within 10</li> <li>·add and subtract one-digit and two-digit numbers to 10.</li> <li>·solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations</li> <li>· solve missing number problems such as <math>7 = \square - 9</math>.</li> </ul>	<p><b>Number System</b></p> <ul style="list-style-type: none"> <li>·As Autumn 1 but to 20 then 50</li> </ul> <p><b>Calculating + and –</b></p> <ul style="list-style-type: none"> <li>·read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>·represent and use number bonds and related subtraction facts within 20</li> <li>·add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>·solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations</li> <li>· solve missing number problems such as <math>7 = \square - 9</math>.</li> </ul>	<p><b>Number System</b></p> <ul style="list-style-type: none"> <li>·As Autumn 1 but to 50</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>·compare, describe and solve practical problems for:</li> <li>-lengths and heights</li> <li>-mass/weight</li> <li>-capacity and volume</li> <li>·measure and begin to record</li> <li>-lengths and heights</li> <li>-mass/weight</li> <li>-capacity and volume</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>·recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>·recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul> <p><b>Calculating: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>·solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul> <p><b>Count in multiples of 2, 5 and 10</b></p>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>·recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>·recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul> <p><b>Geometry - Shape</b></p> <ul style="list-style-type: none"> <li>·recognise and name common 2-D and 3-D shapes</li> </ul> <p><b>Geometry - Position and Direction</b></p> <ul style="list-style-type: none"> <li>·describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>	<p><b>Measure – Time</b></p> <ul style="list-style-type: none"> <li>·measure and begin to record time (hours, minutes, seconds)</li> <li>·compare, describe and solve practical problems</li> <li>·sequence events in chronological order using language</li> <li>·recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>·tell the time to the hour and half past the hour and draw these times on a clock face.</li> </ul> <p><b>Number System</b></p> <ul style="list-style-type: none"> <li>·count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>·count, read and write numbers to 100 in numerals</li> <li>·count in multiples of twos, fives and tens</li> <li>·given a number, identify one more and one less</li> <li>·identify and represent numbers using objects and pictorial representations including the number line</li> <li>· use the language of: equal to, more than, less than (fewer), most, least</li> <li>·read and write numbers from 1 to 20 in numerals and words</li> </ul> <p><b>Measure – Money</b></p> <ul style="list-style-type: none"> <li>·recognise and know the value of different denominations of coins and notes.</li> </ul>
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Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<b>OVERVIEW</b>	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.					
	<b>UNITS</b>	Animals including humans	Seasonal changes	Everyday materials		Seasonal changes	Plants
	<b>LEARNING</b>	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. Children will learn to identify, name, draw and label the	Children will learn to observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies. Children will recognise summer days are longer than winter days in the UK. They will recognise it is getting colder in the winter. They will notice the trees and leaves changing around them. Children will describe the other changes through the year.	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 properties of these materials. Children will explore different materials, compare and group them 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!	Children explore a range of materials suitable for fixing a broken umbrella and test them using pipette to simulate raindrops. Children will be able to use their learning of materials to ask questions such as 'Which cloth is the most absorbent?'	Children will learn to observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies. Children will describe summer days are getting longer than the winter days in the UK. They will recognise it is getting warmer and the days are getting longer. 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. We will make a class	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 set up a garden centre. We will examine a flower and make a large model in the





		<p>basic parts of the human body and say which part of the body is associated with each sense. They will know there are five senses and the senses are linked to a particular part of the body. 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. Children will be provided with opportunities to learn the names of the main body parts and senses through games, actions, songs and rhymes.</p>				<p>weather station that can measure rainfall, wind direction and temperature. Children will be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</p>	<p>classroom, do leaf rubbings and then create a large piece of art on the playground floor.</p>
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Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Overview</b>	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.					
<b>History and Geography</b>	<b>UNITS</b>	Me and My Memories		We're Going on a Journey!		Oceans	
		<u>Geography:</u> Local area: Archway	<u>History: Toys through time.</u> <u>focus:</u> Traditions and personal history	<u>Geography focus:</u> Continents of the world	<u>History:</u> How transport has evolved over time	<u>Geography:</u> Oceans and climate	<u>History: Grace Darling</u> <u>Science focus:</u> Sea life and conservation

	<p><b>LEARNING</b></p>	<p>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.</p>	<p>1. What are our toys like today? Children establish a sound understanding of toys today as the context for comparison with toys in the past.                  2. What are other people's toys like? Children start to develop their understanding of time within a familiar family setting                  3. How can we tell these toys are old? Pupils are able to give at least two reasons why an obviously old toy is old, focusing on signs of wear and material, possibly design too.                  4. What were our grandparents' toys like and how do we know? Pupils are able to think of 3 different types of evidence they might use to explore this question. *Pupils are able to describe changes across two generations. *They can use language such as. 'They used to be like', 'When my Nan was a girl' : some might manage 60 years ago.                  5. Who played with these toys a long time ago? Pupils show that they are able to see toys within their context, by identifying past and present and matching the relevant toys to right person. *They can use appropriate language to talk about the past using conventional terms such as 'When my grandma was a girl', 'A long time ago', 'When my Mum and Dad were at infant school' etc.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>1 What did Grace do that made her famous? Children use pictorial clues to make inferences as to what Grace might have done.                  2 Why did Grace do what she did? Children give reasons why G. acted as she did, and adjectives to describe her.                  3 Are all versions of Grace's story the same? Children spot similarities and differences in pictorial versions of rescue. Some able children offer simple reasons why not all pictures are the same.                  4. How do we know about Grace's actions which happened so long ago? Children understand that we have newspaper accounts and museum objects, but not film. Children understand the idea of a museum having relevant objects.                  5. How did sea rescue improve after her heroic act? Children can describe two ways in which sea rescue improved. Children can match then and now statements.                  6. How should we remember Grace Darling today 170 years after she died? Pupils understand the reasons why she should be remembered and can offer valid ways of recognizing her achievement, with opportunity to be creative. <u>Assessment Task</u>                  How are the versions of Grace Darling's rescue different? Why don't they show the same things?</p>
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			<p>6 How can we set up a Toy Museum? Pupils show that they can confidently identify old toys.</p> <p><u>Assessment Task</u> Pupils are given the choice of 3 old toys to draw and then write a caption explaining how they know it is old.</p>			<p>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.</p>	
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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. The kodaly and solfa techniques are used to being to teach children about simple notation. Children take part in a weekly singing assembly. If children come to after school club they can join 'Mini Music' where they get to explore a wide variety of instruments					
	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 and 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. In the summer term children will compose their own class song using sea creatures.					

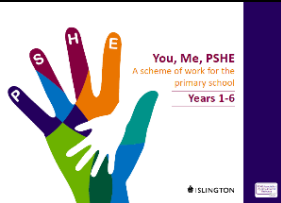
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	<p><b>OVERVIEW</b></p> <p>Children are given regular opportunities to use drawing to share their ideas and imagination during English, Topic and science lessons. In each term, there is opportunity for drawing skills and techniques to be 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>					
	<p><b>UNITS</b></p> <p>Drawing &amp; DT</p>	<p>Painting</p>	<p>Drawing &amp; DT</p>	<p>Printing</p>	<p>Textiles</p>	<p>Drawing &amp; DT</p>
	<p><b>LEARNING</b></p> <p> Autumn 1 - During art lessons, children will develop their drawing skills by creating African Masks and creating their own Lois Mailou Jones portraits.</p> <p>Autumn 2 - 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> Autumn 1 - after drawing their Lois Mailou Jones inspired portraits, children will use paint over it.</p> <p>Autumn 2 - 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>DT- Cooking - children to create Yorkshire puddings</p>	<p> Inspired by the images in 'Journey', children will create their own mono prints using carbon copy paper.</p> <p>Science link - 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> <p>Computing links - Children create a clay figurine to make a stop motion film.</p>
<p>Challenge Day</p>	<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	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: Technology around us  Digital Media: Create, Share, Respond & Multimedia and Digital Writing	IT - Digital Media: Create, Share, Respond & Multimedia and Digital Writing  IT - Data Groups	IT - Home Learning Platforms  Digital Literacy: Safer Internet Day	Digital Media: Create, Share, Respond & Multimedia and Digital Writing	Computer Science: Coding	Computer Science: Coding
	LEARNING	Children will learn: How to identify examples of technology in the classroom and how it helps us. How to identify a computer and its main parts. How to use a mouse and a keyboard. To explore using sound on a computer. To use painting tools on a computer.	Children will learn: How to use a computer to write. To use their keyboard and mouse skills to create artwork. How to create, compare and analyse data groups. They will then collect data and create pictograms to display their data.  Cross-curricular: Maths - collecting and presenting data	Children will learn: How to use various platforms to create and save work at home. 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: How to find and load their previous week. To edit and improve their previous work. How to take and add digital pictures to their work. To add multimedia resources to their work.	Children will: How to use a simple algorithm to program a Beebot. To test, review and improve their algorithms.	Children will: How to use their knowledge of simple algorithms to code and debug programs online. To solve coding puzzles and to design and create their own simple program.



Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Overview	Children in Year 1 take part in PE lessons every week, focusing on the fundamentals of movement and basic skills that will be used now, and in the future, when taking part in sports and games. Children will learn, practise and incorporate their gross motor skills when taking part in activities. Basic movements like running, jumping, hopping, skipping, etc will be repeated through warm up games and activities that will aim to have children mastering these movements by the time they finish year 1. These activities will also further introduce team games and develop children's teamwork skills, building upon some games and activities introduced to them in Reception. Children will also learn to understand basic tactics of games, like 'attacking' and 'defending'. Children will be introduced to a number of different sports equipment. Children will also take part in blocked gymnastics and dance sessions at the end of every half-term. These sessions will aim to further develop gross motor skills, as well as fundamental skills like balancing, rolling and jumping.					
	UNITS	Sending & Receiving Skills + Dance/Gymnastics	Bat & Ball Skills + Dance/Gymnastics	Group Games & Inventing Rules + Dance/Gymnastics	Invasion Games + Dance/Gymnastics	Striking & Feilding Games + Dance/Gymnastics	Athletics + Dance/Gymnastics
	LEARNING	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>Different ways to send sports equipment (throwing, rolling, kicking, hitting, etc).</li> <li>How to increase accuracy when sending equipment.</li> <li>How to best receive and control equipment.</li> <li>How and when to use their Sending &amp; Receiving Skills in a sport or game.</li> <li>How to use different techniques to control and receive balls.</li> <li>How to use different types of throws to send a ball to their partner (underarm, overarm, etc).</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>To use different sports equipment to strike a ball.</li> <li>How to strike a ball in a controlled way which increases their accuracy.</li> <li>Different skills while controlling their ball with a racket (bouncing, balancing, steering, etc).</li> <li>How to hit a ball with their racket to a partner and to receive it from them.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>To work in a group and develop their teamwork skills to create games with a focus on a basic skill (throwing game, kicking game, jumping game, etc).</li> <li>How to work together to make an enjoyable game involving rules, point systems and teams.</li> <li>To present their created game to the rest of the class.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>To be introduced to and participate in a wide range of invasion games like Football, Handball, End Zone, etc.</li> <li>How and when to use their basic skills (throwing, catching, kicking, etc) to help them compete in a team game.</li> <li>To use teamwork and communication skills to help give their team an advantage against the other team.</li> <li>How to plan and use tactics in a game to help their team succeed.</li> <li>How best to manage their emotions and cope with winning or losing a game.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to strike a ball with different pieces of sports equipment.</li> <li>How to strike a ball with varied levels of power.</li> <li>How to strike a ball with accuracy and precision to help them succeed in a game.</li> <li>How to best move and use their receiving skills to collect a ball after it has been struck.</li> <li>To throw a ball back to the designated bowler or catcher with accuracy.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to start a race on the commands of 'on your marks, get set, go!'</li> <li>How to best perform in a Relay Race and to effectively pass on the baton to their teammate</li> <li>How to throw a javelin with the correct form and learn the techniques used to help us throw further.</li> <li>The techniques used to help us jump as far as we can when taking part in the Long Jump event.</li> <li>To prepare for Sports Day events.</li> </ul>
		 <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.</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.