



## 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.

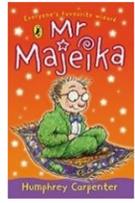
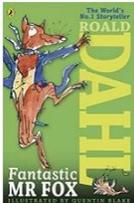
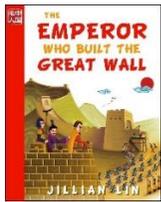
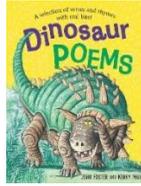
## Overview

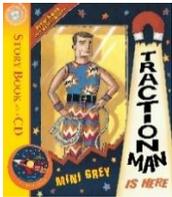
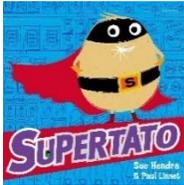
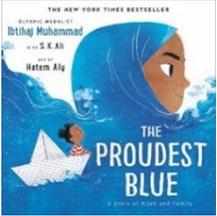
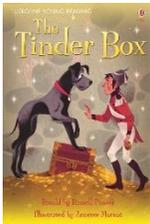
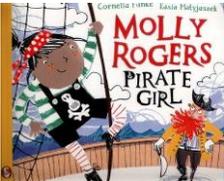
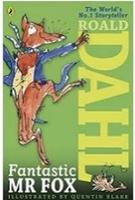
For national curriculum links, please refer to the Duncombe National Curriculum Progression document.

### 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 3

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<p><b>OVERVIEW</b></p> <p>Children are taught in whole-class reading sessions for an hour a day. Teachers plan reading lessons based on high-quality texts to allow children to develop their ability to:</p> <ul style="list-style-type: none"> <li>- Retrieve information from a text</li> <li>- Infer information from a text</li> <li>- Make predictions about a text</li> <li>- Make connections and links between things they have read</li> </ul> <p>Children who need additional support will follow Read, Write, Inc. and Fresh Start programmes.</p>					
	<p><b>UNIT</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 15%;">  <p>The Owl who was afraid of the Dark by Jill Tomlinson</p> </div> <div style="width: 15%;">  <p>The Magic Finger by Roald Dahl</p> </div> <div style="width: 15%;">  <p>Mr Majeika by Humphrey Carpenter</p> </div> <div style="width: 15%;">  <p>The Worst Witch by Jill Murphy</p> </div> <div style="width: 15%;">  <p>The Hodgeheg by Dick King Smith</p> </div> <div style="width: 15%;">  <p>Fantastic Mr Fox by Roald Dahl</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 15%;">  <p>The Emperor who built the great wall by Jillian Lin</p> </div> <div style="width: 15%;">  <p>Dinosaur Poems John Foster</p> </div> <div style="width: 15%;"></div> <div style="width: 15%;"></div> <div style="width: 15%;">  <p>Be an eco hero: At school by Hachette Books</p> </div> <div style="width: 15%;"></div> </div>					

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 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>Traction Man by Mini Grey</p>  <p>Supertato by Sue Hendra &amp; Paul Lindra</p>	 <p>The Magic Finger by Roald Dahl</p>  <p>The Proudest Blue Ibtihaj Muhammad and S.K. Ali</p>	 <p>The Tinder Box by Russell Punter</p>	 <p>The Worst Witch by Jill Murphy</p>  <p>Hot Like Fire by Valerie Bloom</p>	 <p>Molly Rogers Pirate Girl by Cornelia Funke</p>  <p>Greta and the Giants by Zoe Tucker</p>	 <p>Fantastic Mr Fox by Roald Dahl</p>
	<p><b>WRITING TEXTS</b></p>	<p><b>WRITING TEXTS</b></p>	<p><b>WRITING TEXTS</b></p>	<p><b>WRITING TEXTS</b></p>	<p><b>WRITING TEXTS</b></p>	<p><b>WRITING TEXTS</b></p>
<p><b>WRITING OUTCOMES</b></p>	<p><b>WRITING OUTCOMES</b></p>	<p><b>WRITING OUTCOMES</b></p>	<p><b>WRITING OUTCOMES</b></p>	<p><b>WRITING OUTCOMES</b></p>	<p><b>WRITING OUTCOMES</b></p>	

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	 <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>					
	<p>U1: Place value within 1,000</p> <p>U2: Addition and subtraction (1)</p>	<p>U3: Addition and subtraction (2)</p> <p>U4: Multiplication and division (1)</p>	<p>U5: Multiplication and division (2)</p> <p>U6: Money</p> <p>U7: Statistics</p>	<p>U8: Length</p> <p>U9: Fractions (1)</p>	<p>U10: Fractions (2)</p> <p>U11: Time</p> <p>U12: Angles and properties of shapes</p>	<p>U13: Mass</p> <p>U14: Capacity</p> <p>Consolidation and assessment</p>
	<p>Unit 1: counting in 100s, representing numbers to 1000, 100s, 10s and 1s, the number line to 1000, finding 1, 10 and 100 more or less, comparing numbers to 1000, ordering numbers to 1000, counting in 50s.</p> <p>Unit 2: adding and subtracting 100s, adding and subtracting a 3 digit number and 1s, adding a 3 digit number and 1s, subtracting 1s from a 3 digit number, adding and subtracting a 3 digit number and 10s, adding a 3 digit number and 10s, subtracting 10s from a 3 digit number, adding and subtracting a 3 digit number and a 2 digit number, adding a 3 digit number and 2 digit number, subtracting a 2 digit number from a 3 digit number.</p>	<p>Unit 3: addition and subtraction patterns, adding two 3 digit numbers, subtracting a 3 digit number from a 3 digit number, estimating answers to additions and subtractions, checking strategies, problem solving – addition and subtraction.</p> <p>Unit 4: Multiplication – equal grouping, multiplying by 3, dividing by 3, 3 times table, multiplying by 4, dividing by 4, 4 times table, multiplying by 8, dividing by 8, 8 times table, problem solving – multiplication and division, understanding divisibility, related facts – multiplication and division.</p>	<p>Unit 5: Comparing multiplication and division statements, related multiplication calculations, related multiplication calculations and division calculations, comparing multiplication and division statements (2), multiplying a 2 digit number by a 1 digit number, dividing a 2 digit number by a 1 digit number, how many ways?, problem solving – mixed problems.</p> <p>Unit 6: Pounds and pence, converting pounds and pence, adding money, subtracting amounts of money, problem solving – money.</p> <p>Unit 7: pictograms, bar charts, tables.</p>	<p>Unit 8: measuring length, equivalent lengths – metres and centimetres, equivalent lengths – centimetres and millimetres, comparing lengths, adding lengths, subtracting lengths, measuring the perimeter, problem solving – length.</p> <p>Unit 9: unit and non-unit fractions, making the whole, tenths, fractions as numbers, fractions of a set of objects, problem solving – fractions.</p>	<p>Unit 10: Equivalent fractions, comparing fractions, comparing and ordering fractions, adding fractions, subtracting fractions, problem solving – adding and subtracting fractions, problem solving – fractions of measures.</p> <p>Unit 11: Months and years, hours in a day, estimating time, telling time to 5 minutes, telling the time to a minute, finding the duration, comparing duration, finding start and end times, measuring time in seconds.</p>	<p>Unit 12: Turns and angles, right angles in shapes, comparing angles, drawing accurately, types of line, recognising and describing 2D shapes, recognising and describing 3D shapes, constructing 3D shapes.</p> <p>Unit 13: Measuring mass, comparing masses, adding and subtracting masses, problem solving – mass.</p> <p>Unit 14: measuring capacity, comparing capacities, adding and subtracting capacities, problem solving – capacity.</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 relevant questions; set up simple practical enquiries, comparatives and fair tests; make systematic and careful observations; take accurate measurements; gather, record, classify and present data in a variety of ways to help answer questions; record findings using simple scientific language and in a variety of ways; report findings from enquiries; use results to draw simple conclusions and notice patterns; make predictions and raise further questions; identify differences, similarities or changes related to simple scientific ideas and processes; use straightforward scientific evidence to answer questions or to support findings. Teachers will use talk resources to provoke high-level scientific thinking.					
	UNIT	Rocks	Forces and Magnets	Investigation skills	Plants	Light	Animals including humans
	LEARNING	The children will learn to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They will set up a rock museum in their classroom. The children will learn to describe, in simple terms, how fossils are formed when things that have lived are trapped within rock. They will create a fact sheet explaining how fossils are made. The children will learn to recognise that soils are made from rocks and organic matter. They will explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water.	The children will compare how things move on different surfaces. They will observe how magnets attract or repel each other and attract some materials and not others. The children will learn how to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials using Venn or Carroll diagrams. The children will be able to describe magnets as having two poles and make links to the Earth’s magnetic poles. Children should observe that magnetic forces can act without direct contact, unlike most forces.	Children will work scientifically by carrying out tests to answer question ‘How do scientists work?’ . Children will think about how they can work like a scientist including using different types of enquiry to answer questions, setting up simple practical enquiries, comparative and fair tests. Children will be making observations, gather, record and present data in a way of their choosing as well as report their findings including oral and written. Children will use the results to draw simple conclusions and make new predictions.	Children will learn to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Children will be introduced to the idea that every part has a job to do and will explore questions that focus on the role of the roots, stem and leaves. They will learn to explore the requirements of plants for life and growth with a focus on nutrients from soil and room to grow and how they vary from plant to plant. The children will investigate the way in which water is transported within plants by using coloured water and watching it travel through/around the plant. They will learn to describe pollination, seed formation and seed dispersal by ordering visuals and labelling images, using digital technology to display their results.	Children will learn to identify light sources and to explain how light travels. They will learn how light allows us to see and that dark is the absence of light. They will notice that light is reflected from surfaces by using mirrors to help them answer how light behaves. The children will learn to recognise that light from the sun can be dangerous and that there are ways to protect their eyes. They will recognise that shadows are formed when the light from a light source is blocked by an opaque object and find patterns in the way that the size of shadows change. They will look for, measure and find out what might cause shadows to change.	Children will learn the names of different food groups and understand the importance of a healthy diet, focusing on the right amount of nutrition. They will create their own plates showing a healthy balanced meal. Children will be able to explain the role of a skeleton and muscles in the human body focusing on how it supports, protects and allows for movement. Children will identify and group animals with and without skeletons and observe and compare movements. Children will make large skeletons using dog biscuits or bones shaped objects, stuck onto black sugar paper for display.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	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.					
	UNIT	Asia (with Ancient China)		Stone Age to Iron Age		Geography/ Sustainability Focus: Our community	Geography/Art Focus: Landscapes
	LEARNING	<u>Geography Focus:</u> Asia	<u>History Focus:</u> Shang Dynasty of Ancient China	<u>History Focus:</u> Stone Age	<u>History Focus:</u> Bronze Age to Iron Age		
		To begin the topic, children will make traditional food from China. They will then zoom out to look at world maps, revisiting continents and seas. They will learn about the northern and southern hemispheres and will also develop their understanding of the equator. After, they will use digital maps and atlases to name and identify countries in Asia, before comparing the human and physical geographical features of Shanghai (in China) and London. Children will work in pairs to create a news report about humans impact on these geographical features. Finally, children will develop their geographical skills of using a compass.	Children will begin this topic by exploring significant symbols and meanings from Chinese culture, such as dragons, lanterns and chimes. Children will place important events from the Shang Dynasty in chronological order and will begin to understand the terms BC and AD. Children will then compare everyday life during this period with life today, and will write a diary as an historical character. They will compare different representations of history and will begin to understand why sources are not always reliable. They will use drama to develop their understanding of key events from the time. They will also use the library and the internet to research an historical question of their choice. Finally, they will use brush pens to develop their understanding of important Chinese traditions.	As an exciting start, children will spend a day completing a printing project based Neolithic cave art. They will then look at images and artefacts from the Stone Age and will pose historical questions about them. They will place important changes (such as the development from hunters to farmers to traders) across the period on a timeline that they will revisit throughout the term. They will compare everyday life with now. Children will look closely at how developments during this time, such as the invention of the wheel, have affected the way we live today. They will also use a range of resources to find out about the Stone Age and become an expert, creating their own quizzes. They will then make a Stone Age meal of fruit stew to develop their understanding of what life was like at this time.	Focusing on how technological changes have affected life today, children will consider how society progressed over time. In particular, they will learn about tools (e.g. spears and hammers), predicting what they were used for and how they were made. They will then think about how these tools affected day to day life across the period. Children will later create a newspaper report on the discovery of bronze. To finish the topic, children will work collaboratively to design and build roundhouses. They will select their own materials and will consider how to join them together in order to make their structures as strong as possible. They will then evaluate how well they have met the design brief.	Walking around the local area, children will collect objects (natural or manmade) to create their own still life. When drawing, they will learn shading techniques such as cross-hatching. Building upon their understanding of the UK, they will name and identify countries, cities and other physical features. They will also learn the different boroughs of London and will locate Islington. They will use aerial photographs to identify features from above. They will develop compass skills and using co-ordinates to locate features on a map of the local area. They will also begin to recognise OS maps.	Children will use an atlas to identify places in North and South America. They will compare the human and physical geography of Los Angeles and the UK and will consider how their features affect the landscapes. They will make fact sheets and top trump cards to secure their knowledge. Focusing on North America, they will then look at a range of natural disasters, their causes and the resulting impact on the landscape. After this, children will look at a range of landscape artists, including Hockney, creating their own abstract landscape art. They will learn to use powder paint to create washes.

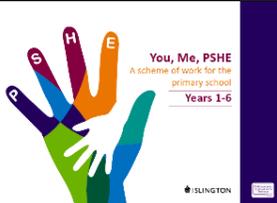
Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	OVERVIEW	 <p>RE lessons follow the London Borough of Islington Agreed Syllabus for Religious Education (2017-2022). Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jewish people. Pupils may also encounter other religions and worldviews in thematic units.</p> 					
	UNIT	What do different people believe about God?	Why are festivals important to religious communities?		What does it mean to be a Christian in Britain today?		
	LEARNING	Children will explore the idea of believing in something they can't see. They will discuss their own concept of God. They will then reflect on what Christians believe about God, and reflect on 'God as Love.' They will read 1 Corinthians 13, and look at the Lord's Prayer. They will consider God as light and as a creator within the Christian faith. Children will then consider how the story of Moses teaches followers of Judaism and Christianity about God. They will look at how Moses' understand of God helped him to act. Children will then consider what Muslims believe about Allah, and explore the main ideas in the 99 names of Allah, including Allah as generous, and as a creator. They will learn that in Islam, words and pattern describe God, but not pictorial representations. Children will then explore the fact that many people do not believe in God. Children will be introduced to the British Humanist Association and explore the idea of being 'good without God'. They will explore and discuss Humanist codes for living. Finally, children will compare and contrast characteristics of God in Christianity and Islam. Their discussion will include humanism and atheism, and their own beliefs about God.	Children will make connections between stories, symbols and beliefs in Easter and Passover. They will ask questions and give ideas about what matters most to believers in festivals. They will identify similarities and differences in the way that festivals are celebrated within and between religions. They will explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.		Children will describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. They will describe some ways in which Christian express their faith through hymns and modern worship songs. They will suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. They will discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.		

Subject		During the year, children will learn the following skills:			
<b>Music and Performance</b> (instrument: clarinet, trumpet, ukulele or violin)	<b>OVERVIEW</b>	 <p>Children receive weekly tuition from specialist teachers from Music Education Islington. In Year 3, children learn to look after and play an instrument that they will keep until Year 5. This will be a trumpet, clarinet, ukulele or a violin. They have opportunities to perform throughout the year – at International Evening, at the Y3/4 Spring Concert and in their own class assembly performance where they play their instrument.</p> <p>Children in Y3 also have the opportunity to attend the Music Education Islington ‘Music Hub’ after school, join the Duncombe Choir and attend drumming club during lunchtimes.</p>			
	<b>UNITS</b>	<b>Learn and Perform:</b> Controlling sounds through singing and playing instruments, building technique, musicality and passion for performing.	<b>Create and Compose:</b> Developing key musical ideas through collaboration and creative improvisation and composition.	<b>Listen and Appraise:</b> Using listening skills to respond and review music and to evaluate their own work.	<b>Knowledge and Understanding:</b> Developing theoretical knowledge of music and an appreciation of music through history.
	<b>LEARNING</b>	Children will learn to: To sing in unison, becoming aware of pitch. To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To think about others while performing.	Children will learn to: To create simple rhythmical patterns that use a small range of notes. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	Children will learn to: To explore and comment on the ways sounds can be used expressively. To comment on the effectiveness of own work, identifying and making improvements.	Children will learn to: To listen with attention and begin to recall sounds. To begin to understand how different musical elements are combined and used to create an effect. To begin to recognise simple notations to represent music, including pitch and volume. To listen to and begin to respond to music drawn from different traditions and great composers and musicians.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and DT	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	DT: Food	Drawing	Drawing	DT: Construction	Drawing	Painting
	LEARNING	 <p>The children will enjoy a Chinese Food festival, learning to chop vegetables when creating a stir-fry.</p> <p>The children will construct Chinese dragons.</p>	 <p>Children will use brush pens to create Chinese calligraphy. They will also have the opportunity in science to do detailed drawings of skeletons.</p>	 <p>Children will learn how to draw faces before drawing a detailed picture of the soldier from 'The Tinder Box'.</p>	 <p>Children will work collaboratively to create Roundhouses, choosing materials to use.</p>	 <p>Children will create shadow puppets by 'drawing with scissors', like Matisse, cutting out black paper. This is to support their learning about light and shadow in science. They will explore the way in which Kathe Kollwitz uses light and dark. They will create still life drawings, learning how to choosing their own drawing materials and adding light and dark areas using techniques such as cross-hatching.</p> 	 <p>Children will look at a range of landscape artists, including Hockney and Turner. They will create their own abstract landscape art based on Hockney, learning to use powder paint to create washes. They will also explore shades.</p>  <p>The children will take part in a collaborative weaving project using a large weaving loom.</p>
Challenge Day	 <p>Children will use clay to create a 'Fossils of the Future' project, linked to their learning in science. They will produce detailed drawings of fossils using pastels, then learn to press objects into clay (experimenting with the best ways to do this) to create a 'fossil of the future.'</p>	 <p>Children will complete a printing project based on Stone age cave art. After studying Neolithic cave art, they will layer collagraph prints (sticking objects onto card to make a stamp) including handprints, etc.</p>	 <p>Children will complete a paper construction project where they make a multipage pop-up book with a range of different mechanisms.</p>				

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	UNIT	E-Safety: Goggle- Share with care	Digital Literacy: Using a computer	Digital Literacy: Explore topic with research and collaboration	Coding: Animations	Coding: Sound and Music	Coding: Scratch Project
	LEARNING	Children will learn what information should be kept private, to identify ways information can be found on line about people, to create a positive online presence, to discuss different levels of privacy and to put this learning into practice.	Children will learn how to create a safe password, to describe how the internet connects people, to discuss how products are sold online, to describe differences between online and offline communication and to write a good email.	Children will choose a research topic, search the internet for information and record notes, use google docs to write paragraphs about their topic and to discuss the effectiveness of their article.	Children will view animations and start to plan their own, they will animate a scratch sprite, use repeat blocks, edit their sprite, change the size of their sprite and test and debug.	Children will view animations to plan their own, change the backdrop in a Scratch project, add sound to their sprite, change the sound of a sprite, change a sprites costume and create a final animation with sound.	Children will undertake a Scratch project where they will create their own game. They will animate a sprite, add additional sprites, change the size of their sprites, add a score and add a timer to their game before testing and debugging.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	UNIT	OAA	Gymnastics	Invasion: Net and Wall	Dance	Swimming	Athletics
		Children will learn to: They learn to assign roles and responsibilities and trust members of their team. They learn to support less able children and complete tasks as a team. They plan and mark a route, suggesting ways to improve. They develop the language skills to communicate effectively with team mates and reason as a team about solving problems and reasoning about options they should take. They are able to move apparatus effectively, helping each other carry objects safely.	Children will learn to: Use a greater number of their own ideas for movements in response to a task Choose and plan sequences of contrasting actions Adapt sequences to suit different types of apparatus and their partner's ability Explain how strength and suppleness affect performance Identify some muscle groups used in gymnastic activities Suggest warm-up activities Compare and contrast gymnastic sequences, commenting on similarities and differences With help, recognise how performances could be improved	Children will learn to: Keep up a continuous game, using a range of throwing and catching skills and techniques Use a small range of basic racket skills Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent Choose and use a range of simple tactics for defending their own court Adapt and refine rules Make up their own net games Understand the point of the game Keep rules effectively and fairly Recognise how net games make the body work Talk about what they do well and recognise things they could do better	Children will perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.	Pupils learn safety rules and policies around the swimming Pool. They learn how to dunk their head and hold their breath. They learn to paddle and stay afloat at the side of the pool. They learn how to use equipment which helps them stay afloat. They learn how to float and self-rescue. They strive towards staying afloat by paddling on their backs. They learnt to swim 25 m unaided.	In this unit children explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. Children will think about how to achieve the greatest possible speed, height, distance or accuracy.
	LEARNING	 <p>Children in KS2 will run a 'Daily Mile' around the playground every day. This helps improve the children's fitness, stamina and energy levels. After the activity, children's concentration, focus and behaviour are improved.</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: relationships and health education, drug, alcohol and tobacco education, keeping safe and managing risk, mental health and emotional wellbeing, physical health and wellbeing, careers, financial capability and economic wellbeing, identity, society and equality. All units are age appropriate.</p>					
	UNIT	Mental health and emotional wellbeing: <u>Strengths and Challenges</u>	Physical health and wellbeing: <u>What helps me choose?</u>	Keeping safe and managing risk: <u>Bullying: See it, Say it, Stop it</u>	Identity, Society and Equality: <u>Celebrating Difference</u>	Drug, alcohol and tobacco education: <u>Tobacco is a drug</u>	Careers, financial capability and economic wellbeing: <u>Saving, spending and budgeting</u>
	LEARNING	Pupils learn about celebrating achievements and setting personal goals. They will learn about dealing with putdowns and positive ways to deal with setbacks.	Children learn about making healthy choices, about food and drinks, about how branding can affect what foods people choose to buy and about keeping active and some of the challenges of this.	Children will learn to recognise bullying and how it can make people feel. They will talk about different types of bullying and how to respond to different types of bullying and about what to do if they witness bullying.	Children will learn about valuing the similarities between themselves and others; about what is meant by community and about belonging to groups.	Children will learn the definition of a drug and that drugs including medicines can be harmful to people; about the effects and risks of smoking tobacco and second-hand smoke and about the help available for people to remain smoke free or stop smoking.	Children will learn about what influences people choices about saving spending and saving money, how people can keep track of their money and about the world of work.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French	OVERVIEW	<p>In French, children will learn new vocabulary, learn to manipulate French grammar and build their cultural awareness of life in France and French speaking countries. Each French lesson includes a mixture of listening, reading, speaking and some writing, and new vocabulary or grammar is embedded through activities that help children to practice and repeat their learning.</p>					

	UNITS	Bonjour		Colours	Classroom objects	Birthdays	The Hungry Caterpillar
	LEARNING	<p>Children will learn greetings; how to explain how they're feeling; how to explain and ask others age; numbers to 12 and some classroom instructions. They will practise their learning through games, and role play, including sock puppet conversations. They will be aware of French greetings, handshakes and "la bise." They will identify where French spoken around the world.</p>	<p>Children will continue to consolidate their learning by continuing to practise greetings. They will learn numbers to 20, and learn the 1-20 numbers song. Children will start to understand French phonics by learning the alphabet. They will be aware of customs and traditions of Christmas in France.</p>	<p>Children will learn colours and begin to start spotting cognates (words that are similar in both English and French). They will learn this by playing games such as 'slap the board', 'beat the teacher', and by completing listening activities where they colour shapes as instructed and make a chatter box to reinforce vocabulary.</p>	<p>Children will learn to name items around the classroom. They will discuss gender of nouns, and how word order in French differs to English. They will begin to use some basic verb structures. They will reinforce this learning by labelling items on a sheet, and using amazon.fr to 'shop' for school items. Children will look at French classrooms and how they differ to English schools. They will be aware of traditions of Easter in France.</p>	<p>Children will learn larger numbers, the months of the year and how to say when their birthday is. They will learn that months are not capitalised in French and begin to write the date consistently in their French book. They will complete a birthday month survey in their class, conversation card sorts and writing out and performing a conversation.</p>	<p>Children will learn the days of the week through the '<i>lundi matin</i>' song and some food items. They will learn that in French, the days of the week are written in lower case. They will look at cognates, and look at the origins of the days of the week in both English and French. They will read '<i>La chenille qui fait des trous</i>' (The Hungry Caterpillar) and discuss the global appeal of stories. They will make their own mini book of the story.</p>