



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.

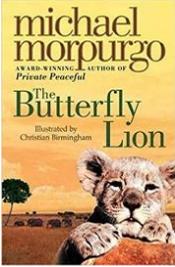
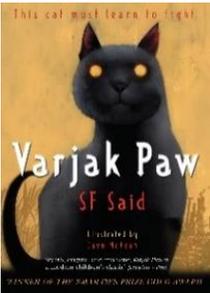
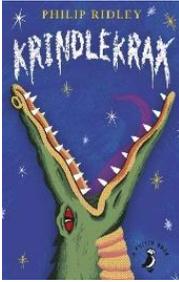
Overview

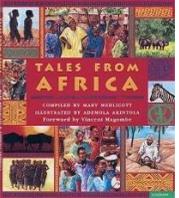
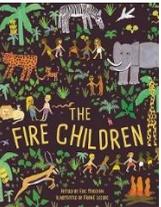
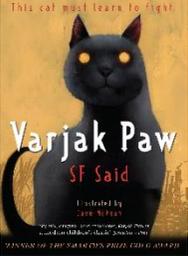
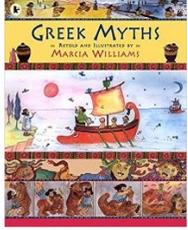
For national curriculum links, please refer to the Duncombe National Curriculum Progression document.

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 4

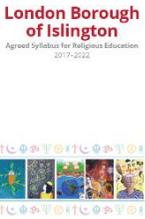
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Reading	<p>Children are taught in whole-class reading sessions for 1 hour a day. Teachers plan reading lessons based on high-quality texts to allow children to develop their ability to:</p> <ul style="list-style-type: none"> - Retrieve information from a text - Infer information from a text - Make predictions about a text - Make connections and links between things they have read <p>Children who need additional support will follow the Read, Write, Inc. Fresh Start programme in the afternoons.</p>						
	<p>OVERVIEW</p>	<p>UNIT</p>	 <p>The Ironman by Ted Hughes</p>  <p>Non-fiction texts about three African countries (Kenya, Egypt and Nigeria)</p>	 <p>The Butterfly Lion by Michael Morpurgo</p> <p>A range of non-fiction texts</p>	 <p>Varjak Paw by SF Said</p>	 <p>Krindlekrax by Philip Ridley</p>	 <p>Poetry unit: Silver by Walter de la Mare</p> <p>The Spider and the Fly by Mary Howitt Colonel Fazackerley Butterworth Toast by Charles Causley The African Lion by AE Housman</p>  <p>Forgotten Fairy Tales of Brave and Brilliant Girls</p>

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p style="text-align: center;">English</p>	<p style="text-align: center;">OVERVIEW</p> <p>Children are taught reading, writing, speaking and listening skills, according to the national curriculum, using topic-linked high quality texts. These texts are selected to have varied characters and themes, and reflect the diversity of the world in which we live and the challenges the world faces in the future. They are often, but not always, at a level beyond what children can read themselves, to help them acquire more challenging and advanced vocabulary. Children produce an extended piece of writing at least every fortnight, which varies in genre.</p>						
	<p style="text-align: center;"> The Ironman by Ted Hughes</p> <p style="text-align: center;"></p>	<p style="text-align: center;"> Tales from Africa compiled by Mary Medicott</p> <p style="text-align: center;"> The Fire Children: A West African Folk Tale retold by Eric Maddern</p>	<p style="text-align: center;"> Varjak Paw by SF Said</p>	<p style="text-align: center;"> The Lorax by Dr Seuss</p>	<p style="text-align: center;"> Greek Myths retold by Marcia Williams</p> <p style="text-align: center;"> FutureZone: Writing Through Art</p>	<p style="text-align: center;"> The Arrival by Shaun Tan</p>	
	<p style="text-align: center;">UNIT TEXTS</p>	<p style="text-align: center;">WRITING OUTCOMES</p>	<p>Narrative: Opening to a story. Children use devices from The Iron Man to create suspense in the opening to a story.</p> <p>Description: Character description of the Iron Man.</p> <p>Information: Information leaflet on an African country.</p>	<p>Narrative: Retell the story of the two brothers.</p> <p>Narrative: innovated origin story based on 'The Fire Children.'</p> <p>Narrative: Children write the Diwali story.</p>	<p>Narrative: Recount – Children to write a diary entry from point of view of Varjak Paw.</p> <p>Poetry: children to write a poem about a car from a cat's perspective.</p> <p>Newspaper report: Recount: write a recount about the missing cats – 'The Vanishings'</p>	<p>Description: land of the Lorax</p> <p>Persuasive letter: write to the Once-ler to persuade him to stop polluting the land.</p> <p>Persuasive letter: letter to an MP</p>	<p>Narrative: Retelling of a Greek myth.</p> <p>FutureZone Writing through Art project: outcomes tbc.</p> <p>Explanation text: How plants grow</p> <p>Performance Poetry</p>

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	OVERVIEW	 <p>We follow whole-class mastery programme Power Maths. Aligned with White Rose Maths, it allows children to learn new concepts, built in small, logical steps and explored through clear mathematical structures and representations. Through a coherent progression of small steps, children see a range of representation and structure, variation, and develop their fluency and mathematical thinking.</p>					
	UNITS	U1: Place value – 4 digit numbers (1) U2: Place value – 4 digit numbers (2) U3: Addition and subtraction	Unit 3: Addition and subtraction (continued) U4: Measure – perimeter U5: Multiplication and division (1)	U6: Multiplication and division (2) U7: Measure – area	U8: Fractions (1) U9: Fractions (2) U10: Decimals (1)	U11: Decimals (2) U12: Money U13: Time	U14: Statistics U15: Geometry – angles and 2D shapes U16: Geometry – position and direction
	LEARNING	Unit 1: Numbers to 1000, rounding to the nearest 10, rounding to the nearest 100, counting in 1000s, representing 4 digit numbers, 1000s, 100s, 10s and 1s, the number line to 10,000, roman numerals to 100. Unit 2: Finding 1000 more or less, comparing 4-digit numbers, ordering numbers to 10,000, rounding to the nearest 1000, solving problems using rounding, counting in 25s, negative numbers. Unit 3: adding and subtracting 1s, 10s, 100s, 1000s, adding two 4 digit numbers,.	Unit 3 (continued): subtracting two 4 digit numbers, equivalent difference, estimating answers to additions and subtractions, checking strategies, problem solving – addition and subtraction Unit 4: Kilometres, perimeter of a rectangle, perimeter of rectilinear shapes. Unit 5: Multiplying by multiples of 10 and 100, dividing by multiples of 10 and 100, multiplying by 0 and 1, dividing by 1, multiplying and dividing by 6, 6 times table, multiplying and dividing by 9, 9 times table, multiplying and dividing by 7, 7 times table, 11 and 12 times tables.	Unit 6: Problem solving – multiplication and division, problem solving – mixed problems, using written methods to multiply, multiplying a 2 digit number by a 1 digit number, multiplying a 3 digit number by a 1 digit number, problem solving – multiplication, multiplying more than 2 numbers, problem solving – mixed correspondance problems, dividing a 2 digit number by 1 a digit number, division with remainders, dividing a 2 digit number by 1 a digit number with remainders, dividing a 3 digit number by a 1 digit number, problem solving – division. Unit 7: What is area?, counting squares, making shapes, comparing area.	Unit 8: tenths and hundredths, equivalent fractions, simplifying fractions, fractions greater than 1. Unit 9: Adding fractions, subtracting fractions, problem solving – adding and subtracting fractions, calculating fractions of a quantity, problem solving – fractions of a quantity. Unit 10: Tenths, dividing by 10, hundredths, dividing by 100, dividing by 10 and 100.	Unit 11: Making a whole, writing decimals, comparing decimals, ordering decimals, rounding decimals, halves and quarters, problem solving – decimals. Unit 12: pounds and pence, pounds, tenths and hundredths, ordering amounts of money, rounding money, using rounding to estimate money, problem solving – pounds and pence, problem solving – multiplication and division, solving 2 step problems, problem solving – money. Unit 13: Units of time, converting times, problem solving – units of time.	Unit 14: Charts and tables, line graphs, problem solving graphs. Unit 15: Identifying angles, comparing and ordering angles, identifying regular and irregular shapes, classifying triangles, classifying and comparing quadrilaterals, deducing facts about shapes, lines of symmetry inside a shape, lines of symmetry outside a shape, completing a symmetric figure, completing a symmetric shape. Unit 16: Describing position, drawing on a grid, reasoning on a grid, moving on a grid, describing a movement on a grid.

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.					
	UNITS	States of Matter	Investigation skills	Living things and their habitats	Animals including humans	Electricity	Sound
	LEARNING	The children will compare and group materials together according to whether they are solids, liquids or gases. They will learn to demonstrate, observe and explain that some materials change state when heated or cooled, measure and research the temperature at which this happens (in Celsius). They will learn to talk about the part played by evaporation in the water cycle and show a link between the rate of evaporation and temperature. Children will set up tests to explore gases and their properties and investigate materials changing state – such as evaporation.	Children will work scientifically by carrying out tests to answer questions posed. Children will explore states of matter with the question 'At what temperature does different chocolate melt?' and 'How can I keep my drink colder for longer?' Children will set up simple practical enquiries and fair tests. They will make careful observations and take accurate measurement using data loggers. Children will record their results in a way of their choosing and share their findings with conclusions made. Children will use relevant scientific language to discuss ideas and ask further questions they can explore.	The children will learn to show living things are grouped together in various ways. They will explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment. This will include vertebrates and invertebrates. Children will explore how environments can change and how this sometimes means that living things are in danger. Children will visit a local ecology centre and identify plants and animals in their habitat. Children will design and carry out research on a particular group of animals and present this information to the class. They will explore environmental issues and the impact humans have on the natural world including positive and negative points.	The children will learn to recognise and explain different types of teeth in humans and their function. Our teeth will be compared to the teeth of carnivores and herbivores with reasons why there is a difference. Children will produce a detailed scientific drawing of the digestive system in humans including the main body parts such as mouth, tongue and oesophagus. Children will make working models of the digestive system. The children will describe and explain a variety of food chains, naming producers, predators and prey.	The children will learn to identify common appliances that run on electricity using a sorting activity. They will construct a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers. Children will predict if a lamp will light or not in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. Children will learn that a switch opens and closes a circuit by associating this with whether a bulb will work. They will explore conductors and insulators and know that metals are good conductors. Children will use this knowledge to design and make switches. They will carry out a practical experiment to test if various materials conduct electricity.	The children will learn to explain how sounds are made and that some are linked to vibrations and that vibrations travel through a medium to the ear. They will find patterns between the pitch of a sound and the features of the object that produced it. They will learn to explore and find patterns between the volume of a sound and the strength of vibrations that produced it and observe how sounds get fainter as the distance from the sound sources increases. Children will use and make various instruments to understand vibrations. They will explore pitch through an experiment with a recorder using data loggers. They will also carry out a string telephone experiment.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	OVERVIEW	Every topic starts in an exciting way with a 'Wow' start, engaging the children through an art, design or food experience. History and geography will embed speaking and listening activities such as debate and drama. There will also be opportunities for high-quality written outcomes. Children will learn how to be historians by developing a sense of chronology and improving enquiry skills such as research and critical analysis of sources and artefacts. In geography, they will study areas locally, nationally and globally developing their knowledge of other cultures. They will also complete one topic a year which has focus on sustainability, such as litter, biodiversity or transport.					
Topic	UNITS	Africa		Global Citizens		Ancient Civilisations	
		<u>Geography Focus:</u> Africa	<u>History Focus</u> Benin Kingdom	<u>Geography/Environmental Focus:</u> Global Growers	<u>Art/Environmental Focus:</u> Global Protectors	<u>History Focus:</u> Ancient Greeks	<u>History Focus:</u> The Romans
	LEARNING	To begin the topic, children will spend the day designing and printing their own cloth, based on Adrinka cloth designs from Ghana. They will then learn about large scale geographic features of the globe, including the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Children will use maps sites on the Internet and atlases to focus in on the continent of Africa and will locate its countries, important rivers and mountains. They will also explore the biomes across the continent – deserts, grasslands, rainforest etc. Children will begin to learn a range of geographical skills, including using eight compass points and co-ordinates to locate areas on a map. Finally, they will compare the human and physical geography of London and Lagos in Nigeria.	Children will learn about the development of the Benin Kingdom over time and will place key periods on a timeline. They will use evidence to learn about daily life and religion in the Benin Kingdom. They will also explore the Kingdom's significant achievements, including impressive bronze works and other crafts. They will explore why these objects are important historical artefacts and what they can tell us about life in the Kingdom of Benin. Children will learn about the importance of looking at evidence critically and will begin to evaluate the usefulness of different sources. Finally, children will use drama to consider the causes of the Benin Kingdom's decline in power.	Children will begin this topic by using maps and atlases to name and locate countries, cities and areas of outstanding natural beauty in the UK. They will look at how the use of land in the UK has changed over time, including the land we use for farming. Children will then use map sites on the Internet to look at where in the world we import food from and they will calculate the air miles of different foods we buy. Children will consider the pros and cons of importing food (e.g. the cost of buying food versus the cost to the environment). They will start to consider ways in which people can reduce their carbon footprint by buying food that is grown locally. Children will also plant seeds and will watch their own food grow.	Children will use information books and the Internet to research global environmental issues that interest them, such as energy wastage or recycling. They will work in groups to prepare presentations on their chosen topic, outlining the environmental problem, the impact it is having on people and the environment, and ways people can take action to improve the situation. Following this work, children will create stencils with a political message about climate change, taking inspiration from the work of Banksy and Jean-Michel Baptist .	Children will begin by making a model of an Ancient Greek temple, using art straws in a collaborative construction project. They will then learn when the Ancient Greek period was and place it on a timeline. They will use a range of sources to find out about daily life in Ancient Greece. They compare life in Athens and Sparta at the time and will discuss differences in areas such as politics and what women and children were allowed to do. Children will read and use drama to retell Greek Myths and will discuss what we can learn from these about religious beliefs of the Ancient Greeks. They will also learn about legacy of the Ancient Greek in Britain in architecture, sport (the Olympics), politics (democracy) and other aspects of modern life.	Children will start by learning the skill of sgraffito to create a Roman tile, using clay. They will then learn about invasions across Europe and how and why the Roman Empire expanded over time. They will learn about significant events of the period, such as Boudicca's resistance against the Roman Empire, and will explore why Hadrian's was a significant structure. They will write letters and diary entries from the perspective of people at the time. Children will further develop their analytical skills by examining historical evidence and discussing what they can deduce about life in Ancient Rome. Finally, they will use drama to create a documentary about the legacy of The Romans.

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>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.</p> <p>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>					
	UNITS	What does it mean to be a Hindu in Britain today?		Why is Jesus inspiring to some people?		Why do some people think that life is like a journey and what significant experiences mark this?	

	<p style="text-align: center;">LEARNING</p> <p><u>1. How do Hindus show their faith? (1)</u> Children express what they already know about Hindus. They explore what is important to them and Hindus. Watch clip about two Hindu children, and explore deities: millions of gods representing aspects of the one God, to help Hindus focus on worship.</p> <p><u>2. How do Hindus show their faith? (2)</u> Set up puja tray, which children explore through their senses, then draw, label and explain the purpose of each element. Explore aarti and bhajans in more detail, and discuss how they help Hindus to show their faith.</p> <p><u>3. A Hindu life: what is important?</u> Children explore daily journeys and life as a journey. Focus on duties and responsibilities. Dhama – children create dramas for Hindu duties, then draw them and explain why they are important. Moksha – reincarnation / rebirth. Show with circle rather than time line. Explore good and bad actions.</p> <p><u>4. Why is Mahatma Gandhi a Hindu hero?</u> Children explore India through clips, and learn that Britain controlled India for 200 years. Hindu duty – justice. Gandhi devoted his life to fighting injustice, through non-violence. Children role play scenarios with non-violent solutions. Living simply – duty. Possible in our time now? Look at Gandhi’s quotes and decide on one for classroom.</p> <p><u>5. What is it like to be a Hindu in Britain today? (1)</u> Children learn about Hindus in Britain, and that Indian people were part of the British Empire. Look at Hindu festivals and weddings in parts of Britain, compared to in India.</p> <p><u>6. What is it like to be a Hindu in Britain today? (2)</u> Discuss how living in Britain as a Hindu is a good thing – can maintain own religion and culture within Britain - and why it is challenging – living within two cultures that may clash – show Bend it like Beckham. Create a list of class duties – cultures to live harmoniously in 21st century. Make a new union flag.</p>	<p>Children will learn to: make connections between some of Jesus’ teachings and the way Christians live today; describe how Christians celebrate Holy Week and Easter Sunday; identify the most important parts of Easter for Christians and say why they are important and give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</p>	<p>Children suggest why some people see life as a journey and identify some of the key milestones on this journey. They describe what happens in Christian, Jewish, and Hindu ceremonies of commitment and say what these rituals mean. They suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people. They link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p>
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	<p><u>Trip: Neasden temple</u></p> <p><u>End of unit writing task: diary entry, Simran or Vraj, Hindu children living in Britain today.</u></p>		
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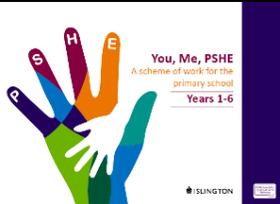


Subject		During the year, children will learn the following skills:			
Music and Performance (instrument: clarinet, trumpet, ukulele or violin)	OVERVIEW	 <p>Children receive weekly tuition from specialist teachers from Music Education Islington. In Year 4, children continue to look after and learn to play their instrument. 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 Y4 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>			
	UNITS	Learn and Perform: Controlling sounds through singing and playing instruments, building technique, musicality and passion for performing.	Create and Compose: Developing key musical ideas through collaboration and creative improvisation and composition.	Listen and Appraise: Using listening skills to respond and review music and to evaluate their own work.	Knowledge and Understanding: Developing theoretical knowledge of music and an appreciation of music through history.
	LEARNING	Children will learn to: To sing in unison maintaining the correct pitch and using increasing expression. To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. To think about others while performing.	Children will learn to: To create rhythmical and simple melodic patterns using an increased number of notes. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	Children will learn to: To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	Children will learn to: To listen to and recall patterns of sounds with increasing accuracy. To understand how different musical elements are combined and used expressively. To understand and begin to use established and invented musical notations to represent music. To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and DT	<p>OVERVIEW</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>UNITS</p> <p>Drawing</p>	<p>Painting</p>	<p>Drawing</p>	<p>Printing</p>	<p>DT: Construction</p>	<p>Drawing</p>
	<p> Children will create a drawing of the Iron Man in Indian Ink with sticks, to link with their writing. They will focus on drawing 3D shapes.</p>	<p> Children will create mixed media paintings of Benin maps, including wax crayon resists and Indian Ink, based on the work on of Frank Bowling.</p> <p> They will also explore the creativity, history and identity of African artists through the work of Lubaina Himid.</p> <p>They will layer cardboard to create Benin masks and paint them with acrylic.</p>	<p> Children learn the technique of 'gridding' to draw more accurately and 'upscale' images of animals to support their learning in science.</p>	<p> Studying Banksy, Jean-Michael Baptist, Keith Haring and Jeremy Deller, the children will use stencils to create their own graffiti with a political message about climate change.</p> <p></p>	<p> Children will make a model of an Ancient Greek temple using art straws in a collaborative construction project.</p>	<p> Children will create drawings to express their thoughts and feelings in response to poetry. They will also draw their own mythical creatures and create sound posters in science.</p>
<p>Challenge Day</p>	<p> Children will create a Ghanaian adrinkra cloth. They will use polystyrene tiles to print a repeated pattern based on ones they have studied.</p>		<p> The children will design, create and evaluate packaging for a healthy snack. They will also make the healthy snack.</p> <p></p>		<p> Children will use clay to create Roman tiles, learning the skill of sgraffito (scratching through slip to create designs).</p>	

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	UNITS	E-safety: Google: Don't fall for fake	Digital Literacy: Research and develop a topic	Coding: Interactive - Chatbot	Coding: Game - Boat race	Digital Literacy: creating a video	Coding: Scratch Project Maths Quiz
	LEARNING	Children will learn to recognise ways people steal personal information (e.g. through phishing scams); to recognise when someone is trying to steal personal information; to analyse how computer 'bots' can impact on daily life; to put their learning into practice by playing a game that tests their skills; to assess the credibility of source on the internet.	Children will learn to research and record information; to write and execute a program; to show a HTML formatted message and to share and evaluate articles.	Children will plan and design a chatbot. They will create and use a variable; ask a question in Scratch; learn how to use selection and will test and debug a program.	Children will use Scratch to create a boat race game. Children will learn to trace code and understand what it does; to use repetition and selection; to use a variable to create a timer; to introduce challenge to the game by adding additional obstacles and adding extra functionality by adding more boats.	Children will discuss the video competition and the theme. They will plan a storyboard, write a script, create props and record a video using iMovie. They will then edit the video.	Children will make a maths quiz in Scratch. They need to create questions, add a timer, add a score and reactions, add additional levels, create a start screen, add graphics, add sound and music and create an instruction screen. They will need to test and debug their project.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	UNITS	Swimming	Gymnastics	Dance	Games: Net and Wall	Games: Striking and Fielding	Athletics Sport's Day
	LEARNING	<p>Pupils learn safety rules and policies around the swimming Pool. They practise holding their breath for 10 -15 seconds under water. They learn to retrieve objects from the pool by holding their breath. They practise staying afloat without equipment. They learn how to float and self- rescue. They can back paddle across the pool. They learn to swim 25 m freestyle.</p>	<p>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</p>	<p>Improvise freely, translating ideas from a stimulus into movement Create dance phrases that communicate ideas Share and create dance phrases with a partner and in a small group Repeat, remember and perform these phrases in a dance Use dynamic, rhythmic and expressive qualities clearly and with control Understand the importance of warming up and cooling down Recognise and talk about the movements used and the expressive qualities of dance Suggest improvements to their own and other people's dances</p>	<p>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; Revise, practice and refine skills by self and with others. Hitting into space, varying direction. Plan own games.</p>	<p>Hitting into space, varying force and direction, planning when to run, sending ball further, fielding positions and techniques, communication. Children will learn to play games with some fluency and accuracy, using a range of throwing and catching techniques; find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack; understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm-up routines; watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better.</p>	<p>Children will learn to: understand and demonstrate the difference between sprinting and running for sustained periods They know and demonstrate a range of throwing techniques. They throw with some accuracy and power into a target area. They perform a range of jumps, showing consistent technique and sometimes using a short run-up. They play different roles in small groups; relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up. They compare and contrast performances using appropriate language.</p>
		 <p>Children will run a 'Daily Mile' around the playground every day. This helps improve the children's fitness, stamina and energy levels. After the activity, children's concentration, focus and behaviour are improved.</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>					
	UNITS	Mental health and emotional wellbeing: <u>Empowering ourselves</u>	Physical health and wellbeing: <u>What is important to me?</u>	Keeping safe and managing risk: <u>Playing safe</u>	Identity, Society and Equality: <u>Democracy</u>	Drug, alcohol and tobacco education: <u>Making choices</u>	Relationships and health education: <u>Growing up and changing</u>
	LEARNING	Pupils learn about the importance of developing strategies to manage their feelings. They develop a growing awareness of what makes them happy, and understand that they can make choices that can improve their wellbeing.	Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons), about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) and about the importance of getting enough sleep.	Pupils learn how to be safe in their computer gaming habits, about keeping safe near roads, rail, water, building sites and around fireworks and about what to do in an emergency and basic emergency first aid procedures.	Pupils learn about Britain as a democratic society, about how laws are made and learn about the local council.	Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people, choose to use them, about the effects and risks of drinking alcohol and about different patterns of behaviour that are related to drug use.	Puberty, about the impact of puberty in physical hygiene and strategies for managing this, how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty, strategies to deal with feelings in the context of relationships, to answer each other's questions about puberty with confidence, to seek support and advice when they need it.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French	OVERVIEW	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.					
	UNITS	Families	Animals	Town		School	
	LEARNING	Children will learn to say what siblings they have and explain their names and ages. They will learn how to conjugate the verb <i>avoir</i> (to have) and use it in sentences. They will refer back to set phrases they have previously learnt that used this verb. They will write a description of their own or an imaginary family.	Children will learn vocabulary for animals and use colours to describe them. They will learn how to agree adjectives according to noun gender, and look at word order. Children will draw and describe aliens. They will learn an animal song. Children will look at Christmas traditions in France.	Children will learn vocabulary for places in a town. They will look again at the gender of nouns and spot cognates. They will learn how to use an L1/L2 dictionary and translate places that they would like to describe. They will play guess the word games to reinforce vocabulary.	Children will continue to learn places in a town by making a town 'triarama' and use this vocabulary to describe their own local area. They will learn the <i>Quand je vais à l'école</i> song. They will learn to give opinions, such as <i>j'aime</i> , and use this structure to look at making negatives using <i>ne... pas</i> . They will discuss environmental issues that link to this topic.	Children will learn to name rooms in a school, subjects and use simple opinions to explain their feelings about school. They will look at using more varied verb structures. They will look at French school life.	Children will learn to justify opinions, using connectives for longer sentences such as <i>parce que</i> . They will make comparisons between school life in France and England. They will look at French handwriting and have a go themselves. They will make a school mini-book.