Learning at Duncombe Primary School

Curriculum Intent Statement

At Duncombe we give the children the very best start in life by providing them with high quality education. We equip our children with the essential knowledge and key learning skills needed to succeed, with a curriculum that promotes communication, critical thinking, and creativity. Our **ASPIRE** ethos encourages the development of attributes children require to be life long learners. These are:

- **Ambition**
- **Self- esteem**
- **Perseverance**
- **Independence**
- **Respect**
- **Enthusiasm**

These values underpin our curriculum and ensure that every child can reach their full potential. At Duncombe Primary, we recognise that every child is unique. Our curriculum is inclusive; not only is it diverse in content, but our teaching staff adapt the curriculum in their lessons to make it accessible to different groups of pupils, including disadvantaged pupils, those with English as an Additional Language (EAL) and pupils with Special Educational Needs and Disabilities (SEND).
We celebrate the rich diversity of our pupils and strive to ensure that their wellbeing and safety is embedded in all that we do.

Our curriculum is broad and balanced and designed to build knowledge and skills by meeting these objectives:

● To encourage pupils to become ambitious, empowered learners who can make a positive contribution to the school and wider community.
● To develop pupils' knowledge and skills by providing a coherent, progressive, vertical curriculum.
● To build rich cultural capital that will advantage our pupils as they progress to secondary school and the world of work.
● To make learning experiences memorable, to ensure long-term retention of new ideas, with a whole-school focus on environmental issues.
● To develop a wide vocabulary among our pupils, through regular talk, so they are well-equipped with a rich understanding of language so that they may become articulate orators.

Progressive framework of knowledge and skills
To develop the school's curriculum, subject leaders identified the essential knowledge, skills and key vocabulary that pupils should learn year on year. We build upon knowledge by making links to prior learning. Lessons are carefully sequenced to ensure that learning is revisited, built upon, and used as a foundation to acquire new learning. By breaking down the learning into small steps and memorable experiences, learning goes from the short to the long-term memory. Our curriculum is designed to provide depth, breadth, and balance and to be relevant and meaningful to the lives of our pupils.

Cultural capital
During their time at Duncombe, our pupils accumulate cultural capital by being exposed to the vital background knowledge and range of cultural experiences required to become active, informed, thoughtful citizens. We use our local community effectively and pupils benefit from the fantastic opportunities that living in London offers. We ensure that our pupils have access to the many local museums, galleries, and exhibitions in our exciting, multicultural city. We provide opportunities which align with our **ASPIRE** values to learn about higher education and the world of work. Every year group has the opportunity to take part in a wide range of visits and workshops, in addition to special curriculum days and weeks focused on the foundation subjects. Some examples include taking part in the Islington schools 11 by 11 charter, Climate Change marches, International Evening, British Science week, RE days and Black History month workshops. Children meet experts and specialist visitors, who may be parents or from the local community, who can help bring the curriculum to life.

Environmental issues
We pride ourselves on equipping our children to take on the biggest challenges our planet will face in the future. Every year group has an environmental unit which they study in depth e.g. deforestation in Year 2 and the how to reduce waste in Year 5. These units progress year on year to ensure that children have a sound knowledge of environmental issues by the time they leave Duncombe. These provide authentic contexts for learning.

Word power & communication
We know that one of the keys to addressing disadvantage and ensuring success is developing a wide vocabulary in our pupils. We help children unlock language by working on word building and finding opportunities to use new vocabulary in context. Subject leaders have developed 'vocabulary ladders' which allow children to acquire subject specific vocabulary of increasing sophistication over time. We give pupils regular chances to talk, and learn the fluency and confidence needed to address a variety of audiences. We promote adventurous vocabulary through the use of high-quality texts woven throughout our curriculum.

SEN
In line with our ASPIRE values, the curriculum is planned and differentiated to meet the range of individual needs of all pupils at Duncombe. All our pupils have access to a broad and balanced curriculum. We set high expectations for every pupil, whatever their prior attainment. Teachers at our school use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. By planning this way, our pupils with SEN and disabilities are able to receive their full entitlement to the National Curriculum. The progress of SEN pupils across the curriculum is carefully monitored and is part of the continuous professional development we offer all staff. Further details can be found in the SEN and Accessibility Plan policies on our school website.

Due to our broad, balanced, and knowledge-rich curriculum, children leave Duncombe with a solid foundation of the key skills gained through meaningful learning experiences and with the cultural capital that they need to succeed.
Please see the Teaching and Learning policy and Curriculum Statements for each subject for further information.

Overview

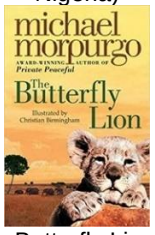
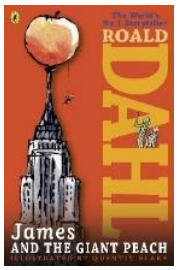
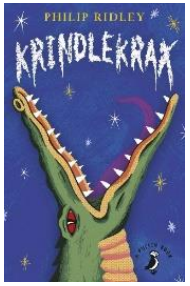
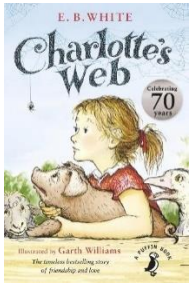
For national curriculum links, please refer to the Duncombe National Curriculum Progression document.

How to use this curriculum map:

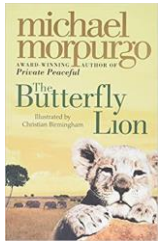
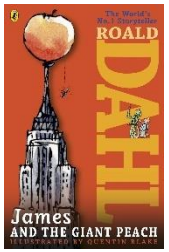
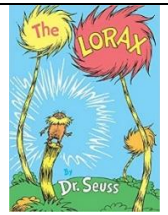
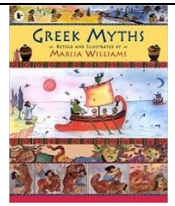
All learning is broken down into individual subject areas. It has six separate sections to correspond with the half-term it will be studied in. Often each half-term will include a specific unit, or units, of learning, which are detailed. Each unit will cover a progressive programme of learning, which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

Year 4

<table>
<tr><th colspan="2">Subject</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="2">Reading</td><td>OVERVIEW</td><td colspan="6">Children are taught in whole-class reading sessions for 1 hour a day. Teachers plan reading lessons based on high-quality texts to allow children to develop their ability to:
- Retrieve and infer information from a text
- Make predictions about a text
- Summarise what they have read
- Understand and explain the choices that authors have made
- Make connections and links between things they have read
Children who need additional support will follow the Read, Write, Inc. programme or follow a different curriculum with different texts to develop the same skills.</td></tr>
<tr><td>UNIT</td><td> 
The Ironman by Ted Hughes

(Swimming)</td><td> 
Non-fiction texts about three African countries (Kenya, Egypt and Nigeria)
 
The Butterfly Lion by Michael Morpurgo</td><td> 
James and the Giant Peach by Roald Dahl</td><td> 
Krindlekrax by Philip Ridley</td><td> 
Poetry unit:
Silver by Walter de la Mare
The Spider and the Fly by Mary Howitt
Beautiful Ambition by Karl Nova
Performance Poetry
 
Forgotten Fairy Tales of Brave and Briliant Girls</td><td> 
Charlotte's Web by E B White</td></tr>
</table>

Year 4

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	OVERVIEW	Children are taught reading, writing, speaking and listening skills, according to the national curriculum, using high-quality texts. These texts are selected to have varied characters and themes, and reflect the diversity of the world in which we live and the challenges the world faces in the future. We teach writing using the Talk for Writing approach which is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. Teachers embed spelling and grammar lessons throughout the teaching sequence. The Talk for Writing approach ensures progression across year groups and allows us to develop the essential oracy skills and vocabulary knowledge our children need to become successful writers.					
	UNIT TEXTS	 The Ironman *by Ted Hughes*  Black history Month celebration	 Non-fiction: Africa  The Butterfly Lion *by Michael Morpurgo*	 James and the Giant Peach *by Roald Dahl*	 The Lorax *by Dr Seuss*	 Greek Myths *retold by Marcia Williams*  FutureZone: Writing Through Art	
	WRITING OUTCOMES	**Narrative:** Opening to a story. Children use devices from The Iron Man to create suspense in the opening to a story.	**Information**: Information leaflet on an African country. **Description:** Narrative piece based on 'The Butterfly Lion' *Whole School Assessment Piece*	**Diary Entry**: From the perspective of James. **Dialogue**: Children show characterisation through dialogue between James and other characters.	**Description:** Land of the Lorax **Persuasive email:** Write to the Once-ler to persuade him to stop polluting the land. **Letter to the Earth.** *Whole School Assessment Piece*	**Narrative:** Retelling of a Greek myth. **Narrative:** Innovating the opening of a Greek myth. **Performance Poetry**	**Creative Writing** **Non-chronological report:** The impact of the Roman Empire on Britain. *Whole School Assessment Piece*

Year 4

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	OVERVIEW	We teach maths using extended blocks to enable children to develop a depth of understanding and a mastery of the key concepts. The curriculum map matches the structure of White Rose but has been adapted to meet the needs of our children ensuring that key concepts are revisited and support long term memory retention with a balance of fluency, reasoning and problem solving. Teachers plan using resources from White Rose, NCETM and the DfE Ready to Progress documents which allow children to learn through a range of representations (concrete, pictorial and abstract) and see patterns and connections through variation					
	UNITS	• Place Value- 4 weeks • Addition and subtraction – 3 weeks	• Measurement Length and perimeter – 2 weeks • Multiplication and division – 3 weeks • Fractions – 1 week • Assessment – 1 week	• Multiplication and division – 3 weeks • Area – 1 week • Fractions – 2 weeks	• Fractions – 1 week • Decimals – 3 weeks • Calculation consolidation- 1 week • Assessment – 1 week	• Decimals – 2 weeks • Money- 2 weeks • Time- 2 weeks	• Statistics – 1 week • Multiplication: consolidation and test- 1 week • Geometry: shape- 2 weeks • Geometry: position and direction - 2 wks • Assessment – 1 week
	FLUENCY SESSIONS	2, 5, 3, 4 and 10 x table facts. Ordering and placing numbers on number line. Time	3, 4, 8, 6 and 9x table facts. Money. Properties of 2d shapes.	All x tables – Re-assess which times tables children have the most difficulty in recalling rapidly. Repeat teaching and chanting of these, making strategies explicit Addition and subtraction Multiplying and dividing x 10 and 100 Properties of numbers (odd, even, factors, multiples).	All x tables. Addition and subtraction, Fractions. Properties of numbers.	All x tables. Addition and subtraction. Multiplying and dividing x 10 and 100. Properties of numbers.	All x tables. Calculation strategies. Fractions.

	OBJECTIVES	**Number and Place Value** ·count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number ·count backwards through zero to include negative numbers ·recognise the place value of each digit in a four-digit number ·order and compare numbers beyond 1000 ·identify, represent and estimate numbers using different representations ·round any number to the nearest 10, 100 or 1000 ·solve number and practical problems that involve all of the above and with increasingly large positive numbers **Addition and Subtraction** - mental strategies for additive understanding ·add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate ·estimate and use inverse operations to check answers to a calculation ·solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	**Measures - Length and perimeter** ·convert between different units of measure ·calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - temperature problems including negative numbers **Multiplication and Division** ·recall multiplication and division facts for multiplication tables up to 12 × 12 ·use place value, known and derived facts to multiply and divide mentally. ·recognise and use factor pairs and commutativity in mental calculations ·multiply two-digit and three-digit numbers by a one-digit number. ·solve problems involving multiplying and dividing. **Fractions** ·recognise and show, using diagrams, families of common equivalent fractions ·add and subtract fractions with the same denominator	**Multiplication and Division** See Autumn 2 **Measures** ·find the area of rectilinear shapes by counting squares **Fractions** ·recognise and show, using diagrams, families of common equivalent fractions ·solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number ·add and subtract fractions with the same denominator	**Fractions** See Spring 1 **Decimals** ·recognise and write decimal equivalents of any number of tenths or hundredths ·recognise and write decimal equivalents to ¼, ½, ¾ ·find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths ·round decimals with one decimal place to the nearest whole number ·compare numbers with the same number of decimal places up to two decimal places ·solve simple measure and money problems involving fractions and decimals to two decimal places.	**Decimals** See Spring 2 **Measures - Money** ·estimate, compare and calculate different measures, including money in pounds and pence **Measure – Time** ·convert between different units of measure [for example, hour to minute] ·read, write and convert time between analogue and digital 12- and 24-hour clocks ·solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	**Statistics** ·interpret (and present – in cross-curricular sessions e.g. science) discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. ·solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. **Geometry – Properties of Shape** ·compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes ·identify acute and obtuse angles and compare and order angles up to two right angles by size **Geometry - Position and Direction** ·identify lines of symmetry in 2-D shapes presented in different orientations ·complete a simple symmetric figure with respect to a specific line of symmetry. ·describe positions on a 2D grid as coordinates in the first quadrant. ·plot specified points and draw sides to complete a given polygon.

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	Sound	Electricity	Investigation skills	Living things and their habitats	Animals including humans
	LEARNING	The children will compare and group materials together according to whether they are solids, liquids or gases. They will name the properties of solids, liquids and 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). Children will learn how to use a thermometer and measure the temperature of icy water, tap water, hot water and boiling water. They will investigate the melting point of different materials such as margarine and chocolate. 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 investigations to explore changing the rate of evaporation.	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.	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 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 and children will explain how teeth can show if an animal is a carnivore, herbivore or omnivore. The children will describe and explain a variety of food chains, naming producers, predators. They will name producers, predators and prey and use secondary sources to identify animals in a habitat and find out what they eat.	The children will learn to explain how sounds are made and that some are linked to vibrations and that vibrations travel through a medium such as air, water and metal 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 explore how a string telephone works.	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. Children will discuss the importance of switches. They will explore conductors and insulators and know that metals are associated with being 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.	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 measurements using data loggers or thermometers. 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. They will learn about the scientist Jabir Ibn Hayyan and his earlier work.

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.					
History and Geography	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. Look at the different time zones of different countries, comparing the time in Africa and UK. 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 sgaffito 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	 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.					
	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?	
	LEARNING	1.How do Hindus show their faith? (1) Children express what they already know about Hindus. They explore what is important to them and Hindus. Explore deities: millions of gods representing aspects of the one God, to help Hindus focus on worship. 2. How do Hindus show their faith? (2) Explore puja tray through their senses and explain the purpose of each element. Explore aarti and bhajans in more detail, and discuss how they help Hindus to show their faith. 3. A Hindu life: what is important? Children explore daily journeys and life as a journey. Focus on duties and responsibilities. Explore Dhama (duties) and Moksha – reincarnation / rebirth. 4. Why is Mahatma Gandi a Hindu hero? Children explore India and learn that Britain controlled India for 200 years. Hindu duty – justice. Living simply – duty. Look at Gandi's quotes and decide on one for classroom. 5.What is it like to be a Hindu in Britain today?(1) 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. 6.What is it like to be a Hindu in Britain today?(2) Discuss how living in Britain as a Hindu is a good thing – and why it is challenging. Trip: Neasden temple End of unit writing task: diary entry, Simran or Vraj, Hindu children living in Britain today.		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.		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.	

<table>
<tr><th colspan="2">Subject</th><th colspan="4">During the year, children will learn the following skills:</th></tr>
<tr><td rowspan="3">Music and Performance
(instrument: clarinet, trumpet, ukulele or violin)</td><td>OVERVIEW</td><td colspan="4"> 
In Year 4, children continue to play an instrument. In the autumn term children learn to play an African instrument, the djembe to tie in with their geography on Africa. In the spring term they revisit learning to play the ukulele which they began to learn in Year 3. They have opportunities to perform throughout the year – at International Evening, Spring Concert and in their own class assembly performances where they play their instrument.
Children in Y4 also have the opportunity to join the Duncombe Choir and attend drumming club, a keyboard class and music technology club after school.
  </td></tr>
<tr><td>UNITS</td><td>Learn and Perform:
Controlling sounds through singing and playing instruments, building technique, musicality and passion for performing.</td><td>Create and Compose:
Developing key musical ideas through collaboration and creative improvisation and composition.</td><td>Listen and Appraise:
Using listening skills to respond and review music and to evaluate their own work.</td><td>Knowledge and Understanding:
Developing theoretical knowledge of music and an appreciation of music through history.</td></tr>
<tr><td>LEARNING</td><td>Children will learn to:
To sing in unison maintaining the correct pitch and using increasing expression. They learn to sing in canon to develop an understanding of vocal harmony.
To play and perform parts with an increasing number of notes, chords and begin to show musical expression by changing dynamics.
To think about others while performing.</td><td>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.</td><td>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.</td><td>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.</td></tr>
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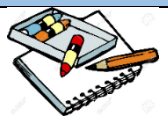
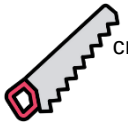
<table>
<tr><th colspan="2">Subject</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="4">Art and DT</td><td>OVERVIEW</td><td colspan="6">Children are given regular opportunities to use drawing to share their ideas and imagination during English, Topic and science lessons. In each term, there is opportunity for drawing skills and techniques to be taught explicitly. Children are encouraged to create illustrations for their written work and to explain their ideas or understanding in the form of a drawing. Each year, there is also the opportunity for children to focus on painting, printing and clay. They will study artists, discuss what they know about art, gather their ideas and evaluate and explain their work.
Children will experience Design and Technology through textiles, food and construction projects. The textiles and construction projects will involve the children developing, planning and communicating ideas, working with tools, equipment, materials and components to make quality products and evaluating processes and products. Children will learn about healthy eating and nutrition as well as experiencing cooking food.
Children will have the opportunity to complete extended projects during termly ‘Challenge Days.’</td></tr>
<tr><td>UNITS</td><td>Drawing</td><td>Painting</td><td>Drawing</td><td>Printing</td><td>DT: Construction</td><td>Drawing</td></tr>
<tr><td>LEARNING</td><td>  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.

Children will recreate portraits in the style of Kehinde Wiley.
  </td><td>Children will create mixed media paintings of   Benin maps, including wax crayon resists and Indian Ink, based on the work on of Frank Bowling.
They will also explore  the creativity, history and identity of African artists through the work of Lubaina Himid.

They will layer cardboard to create Benin masks and paint them with acrylic.</td><td> 
Children learn the technique of ‘gridding’ to draw more accurately and ‘upscale’ images of animals to support their learning in science.</td><td>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.
 
   </td><td>Writing Through Art Islington scheme - Futurezone - Children will write about London based pictures. Children will analyse historic paintings and then create writing based on them.
Computing links - create a blog based on the project.

Children will make a model of an Ancient Greek temple using art straws in a collaborative construction project.</td><td>  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.</td></tr>
<tr><td>Challenge Day</td><td colspan="2">  Children will create a Ghanaian adrinkra cloth. They will use polystyrene tiles to print a repeated pattern based on ones they have studied.</td><td colspan="2">  The children will design, create and evaluate packaging for a healthy snack. They will also make the healthy snack.  </td><td colspan="2">  Children will use clay to create Roman tiles, learning the skill of sgraffito (scratching through slip to create designs).</td></tr>
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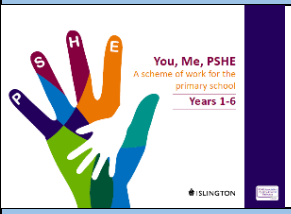
Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	**OVERVIEW**	Lessons follow the Islington scheme of work for each year group. The scheme uses resources from various platforms including Teach Computing and Common Sense Media. The children use a range of software including Google programs, Scratch and J2E. The Computing curriculum is split into three strands: Digital Literacy, Information Technology (IT) and Computer Science. Each half term, children will participate in one digital citizenship lesson, helping them to develop positive digital habits and stay safe online. Children use Chromebooks in core lessons to gain experience with technology, establish cross-curricular links and prepare for the digital workplace.					
	UNITS	Digital Literacy: Networks: The Internet	IT: Communication, Collaboration and Creating Audio	IT: Multimedia & Digital Writing - Google Slides Digital Literacy: Safer Internet Day	IT - Data Logging	Computer Science: Coding	Computer Science: Coding
	LEARNING	Children will: Learn how networks physically connect to other networks. Recognise how networked devices make up the internet. describe how content can be added and accessed on the World Wide Web:	Children will: Use digital devices to explore and record sound. Create and store digital recordings using audio creation software. Edit and combine digital recordings to change audio. Evaluate the success of their own digital recording. Cross-curricular: Recording can be based on science, history, geography or RE topic.	Children will: Use themes, slide layouts and Word Art on Google Slides. Insert, edit and format images within Google Slide. Learn how to change composition, animate images and create slide transitions within Google Slides. Present and evaluate our work. In line with Safer Internet Day, children will undertake activities that show them how to stay safe online, at home and in school.	Children will: Learn how to use a digital device to collect data automatically. Use data collected over a long duration to find information. Collect data and use it to answer questions.	Children will: Use their programming skills to predict, run, investigate and modify a Parsons problem. Plan, make, run and debug a program on Scratch. Add sound and stages to a Scratch sequence. Make/create and discuss ways of improving an algorithm on Scratch.	Children will: Plan and draw a program to draw shapes on screen. Use count controlled loops (repetition) to simplify programs. Design and create programs to draw shapes using count controlled loops. Compare different ways of coding Cross-curricular: Properties of shape (Year 3 refresh)

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Overview	Children in Year 4 will participate in two PE lessons a week. One lesson will focus on sports and games (led by an expert PE coach), and the other session will be devoted to dance or gymnastics (led by the class teacher). Dance and Gymnastics sessions will alternate each half term so children participate in both subjects throughout the year. Children in Year 4 will also participate in swimming lessons (led by local swimming instructors) during the year. Children will participate in many different sports throughout the year, including ones they didn't practise in the previous year. They will continue to develop their skills through participating in these sports, and children will be challenged to create tactics to help themselves or their team succeed. Children will also be challenged to assess themselves and others during PE and to consider ways they can improve as individuals or as a team.					
	UNITS	Invasion Games + Dance/Gymnastics	Invasion Games + Dance/Gymnastics	Striking & Feilding Games (Cricket) + Dance/Gymnastics	Striking & Feilding Games (Rounders) + Dance/Gymnastics	Net/Wall Games + Dance/Gymnastics	Athletics + Dance/Gymnastics
	LEARNING	Children will: 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. Understand the rules of the games. Understand that they need to defend as well as attack.	Children will: 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. Understand the rules of the games. Understand that they need to defend as well as attack.	Children will: Choose and vary skills and tactics to suit the situation in a game. Carry out tactics successfully. Set up small-sided games.	Children will: Choose and vary skills and tactics to suit the situation in a game. Carry out tactics successfully. Set up small-sided games.	Children will: To choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent. To choose and use a range of simple tactics for defending their own court. To adapt and refine rules. To make up their own net games.	Children will: Understand and demonstrate the difference between sprinting and running for sustained periods. Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into a target area. Perform a range of jumps, showing consistent technique and sometimes using a short run-up. Take on different roles in small groups.
		The Daily Mile children fit for life — 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.					

Subject		Autumn		Spring		Summer	
PSHE	OVERVIEW		We use 'You, Me, PSHE: A scheme of work for the Primary School: Years 1-6.' This is the scheme of work for Islington. It is broken down into seven strands: relationships and health education, drug, alcohol and tobacco education, keeping safe and managing risk, mental health and emotional wellbeing, physical health and wellbeing, careers, financial capability and economic wellbeing, identity, society and equality. All units are age appropriate.				
	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. Developing knowledge from the Year 2 unit.	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.