



## 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.

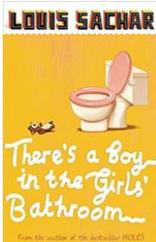
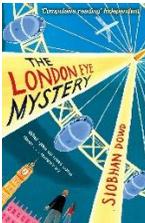
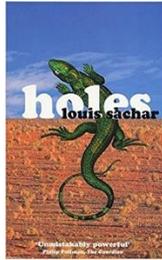
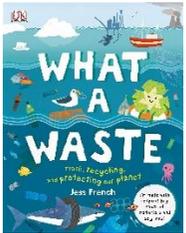
## Overview

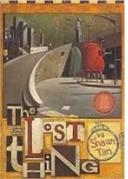
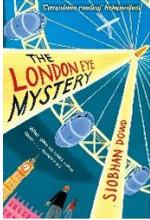
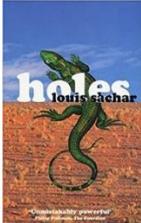
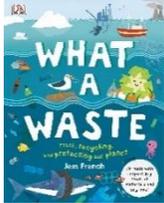
For national curriculum links, please refer to the Duncombe National Curriculum Progression document.

### 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 5

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	OVERVIEW	<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"> <li>- Retrieve information from a text</li> <li>- Infer information from a text</li> <li>- Make predictions about a text</li> <li>- Make connections and links between things they have read</li> </ul> <p>Children who need additional support will follow the Read, Write, Inc. Fresh Start programme in the afternoons and will be offered the opportunity to attend reading boosters.</p>					
	UNIT	 <p>A Boy and a Bear In a Boat by Dave Shelton</p>	 <p>Skellig by David Almond</p> <p>Poetry unit:</p> <p>Death is nothing at all by Henry Scott-Holland</p> <p>Still I Rise by Maya Angelou</p> <p>Have you earned your tomorrow? and See it through by Edgar Guest</p>	 <p>There's a Boy in the Girls' Bathroom! by Louis Sachar</p>	 <p>The London Eye Mystery by Siobhan Dowd</p>	 <p>Holes by Louis Sachar</p>	 <p>What a Waste! by Jess French</p>  <p>Coraline by Neil Gaiman</p>

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<b>OVERVIEW</b>	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.					
	<b>UNIT TEXTS</b>	 A Boy and a Bear in a Boat by Dave Shelton   The Highwayman by Alfred Noyes   The Lost Thing by Shaun Tan	 There's a Boy in the Girls' Bathroom by Louis Sachar   Non-fiction: Earth and Space	 The London Eye Mystery by Siobhan Dowd	 Holes by Louis Sachar	 What a Waste! by Jess French   Coraline by Neil Gaiman	
	<b>WRITING OUTCOMES</b>	<p><b>Letter:</b> "Rescue me" message in a bottle from the boat.</p> <p><b>Poetry:</b> Sea description</p> <p><b>Narrative:</b> alternative ending to the story after the storm.</p> <p><b>*Recount:</b> Diary entry from the point of view of the main character on the day he finds the lost thing.</p>	<p><b>Monologue:</b> internal monologue from the point of view of Beth</p> <p><b>Narrative:</b> retell the narrative of the poem.</p> <p><b>Report:</b> explanation of Earth and space science topic.</p> <p><b>Performance Poetry</b></p>	<p><b>Play script:</b> Bradley acting up in class.</p> <p><b>E-mail:</b> e-mail from Jeff to Bradley discussing events that have happened at school</p> <p><b>Diary entry:</b> diary from the point of view of Bradley, explaining how he's changed</p>	<p><b>Persuasive:</b> Advert for the London Eye.</p> <p><b>Writing in role:</b> Ted's feelings about his family, Salim and Aunt Gloria.</p> <p><b>Recount:</b> Interview with the police from the perspective of two characters.</p> <p><b>Narrative:</b> Children write the resolution to the story.</p>	<p><b>Letter:</b> from Stanley to his parents describing the camp</p> <p><b>Diary:</b> diary entry on evening Stanley stole the sunflower seeds</p> <p><b>Newspaper article:</b> reporting on what happens to the Sheriff</p>	<p><b>Report (group writing and presentation):</b> Renewable energy, where our waste goes, water waste or food waste.</p> <p><b>Narrative:</b> Writing a short passage to create suspense.</p> <p><b>Narrative:</b> Children write their own story of an ignored child entering another world.</p>

\*If time.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	 <p>We follow whole-class mastery programme Power Maths. Aligned with White Rose Maths, it allows children to learn new concepts, built in small, logical steps and explored through clear mathematical structures and representations. Through a coherent progression of small steps, children see a range of representation and structure, variation, and develop their fluency and mathematical thinking.</p>					
	<p>U1: Place value within 100,000</p> <p>U2: Place value within 1,000,000</p> <p>U3: Addition and subtraction</p>	<p>U4: Graphs and tables</p> <p>U5: Multiplication and division (1)</p> <p>U6: Measure – area and perimeter</p>	<p>U7: Multiplication and division (2)</p> <p>U8: Fractions (1)</p> <p>U9: Fractions (2)</p>	<p>U10: Fractions (3)</p> <p>U11: Decimals and percentages</p>	<p>U12: Decimals</p> <p>U13: Geometry – properties of shapes (1)</p> <p>U14: Geometry – properties of shapes (2)</p>	<p>U15: Geometry – position and direction</p> <p>U16: Measure – converting units</p> <p>U17: Measure – volume and capacity</p>
	<p>Unit 1: Numbers to 10,000, rounding to the nearest 10, 100, 1000, 10,000s, 1000s, 100s, 100s and 1s, the number line to 100,000, comparing and ordering numbers to 100,000, rounding numbers within 100,000, roman numerals to 10,000.</p> <p>Unit 2: 100,000s, 10,000s, 1,000s, 100s, 10s and 1s, number line to 1,000,000, comparing and ordering numbers to 1,000,000, rounding numbers to 1,000,000, negative numbers, counting in 10s, 100s, 1,000s, 10,000s, number sequences.</p> <p>Unit 3: Adding whole numbers with more than 4 digits, subtracting whole numbers with more than 4 digits, using rounding to estimate and check answers, mental addition and subtraction, using inverse operations, problem solving – addition and subtraction.</p>	<p>Unit 4: Interpreting tables, two-way tables, interpreting line graphs, drawing line graphs.</p> <p>Unit 5: Multiples, factors, prime numbers, using factors, squares, cubes, inverse operations, multiplying whole numbers by 10, 100 and 1000, dividing whole numbers by 10, 100, 1000, multiplying and dividing by 10, 100 and 1000.</p> <p>Unit 6: Measuring perimeter, calculating perimeter, calculating area, comparing area, estimating area.</p>	<p>Unit 7: Multiplying numbers up to 4 digits by a 1 digit number, multiplying 2 digit numbers, multiplying a 3 digit number by a 2 digit number, multiplying a 4 digit number by a 2 digit number, dividing up to a 4 digit number by a 1 digit number, division with remainders, problem solving – division with remainders.</p> <p>Unit 8: Equivalent fractions, covering improper fractions to mixed numbers, covering mixed numbers to improper fractions, number sequences, comparing and ordering fractions, fractions as division.</p> <p>Unit 9: Adding and subtracting fractions with the same denominator, adding and subtracting fractions, adding fractions, subtracting fractions, problem solving – mixed word problems.</p>	<p>Unit 10: Multiplying fractions, calculating fractions of amounts, using fractions as operators, problem solving – mixed word problems.</p> <p>Unit 11: Writing decimals, decimals as fractions, understanding thousandths, writing thousandths as decimals, ordering and comparing decimals, rounding decimals, understanding percentages, percentages as fractions and decimals, equivalent fractions, decimals and percentages.</p>	<p>Unit 12: Adding and subtracting decimals (8 sessions), decimal sequences, problem solving – decimals, multiplying decimals by 10, multiplying decimals by 10, 100, 1000, dividing decimals by 10, 100, 1000.</p> <p>Unit 13: Measuring angles in degrees, measuring with a protractor, drawing lines and angles accurately, calculating angles on a straight line, calculating angles around a point, calculating lengths and angles in shapes.</p> <p>Unit 14: Recognising and drawing parallel lines, recognising and drawing perpendicular lines, reasoning about parallel and perpendicular lines, regular and irregular polygons, reasoning about 3D shapes.</p>	<p>Unit 15: Reflection, reflection with co-ordinates, translation, translation with co-ordinates.</p> <p>Unit 16: Metric units, imperial units of length, imperial units of mass, imperial units of capacity, converting units of time, timetables, problem solving – measure.</p> <p>Unit 17: What is volume?, comparing volumes, estimating volume, estimating capacity.</p> <p>Consolidation and assessment.</p>

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	OVERVIEW	Children are taught a body of scientific knowledge, as stated in the national curriculum, through sessions that encourage them to 'work like scientists'. They will: plan different types of scientific enquiries to answer questions including recognising and controlling variables; take measurements using a range of scientific equipment with increasing accuracy and precision; record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables; use tests to make further predictions to set up further comparative and fair tests; report and present findings including conclusions, causal relationships and explanations; identify scientific evidence that has been used to support or refute ideas including using secondary sources of information. Teachers will use talk resources to provoke high-level scientific thinking.					
	UNITS	Forces	Earth and Space	Properties and changes of materials	Investigation skills	Living things and their habitats	Animals including humans

<p style="text-align: center;"><b>LEARNING</b></p>	<p>Children will explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. They will identify the effects of air resistance, water resistance and friction. They will explore the effects of friction on movement, for example, by observing the effects of a brake on a bicycle and testing different shoes. Children will recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect. Children will explore forces in action through practical activities such as making parachutes to determine which designs are the most effective and exploring water resistance by testing different shaped boats. They will design and create a simple mechanism to make an everyday job easier for example making a bed.</p>	<p>Children will learn to describe the movement of the Earth, and other planets, relative to the Sun in the solar system. They will learn to describe the movement of the Moon relative to the Earth and describe the Sun, Earth and Moon as approximately spherical bodies. Children will learn to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Children will draw and record how their shadow changes throughout the day using the sun as the light source.</p>	<p>Children will compare and group together everyday materials based on their properties. They will know that some materials will dissolve in liquid to form a solution and be able to describe how to recover a substance from a solution. Children will use knowledge of solids, liquids and gasses to decide how mixtures might be separated including through filtering, sieving and evaporating. Children should give reasons based on evidence for particular uses of everyday materials. Children will demonstrate that dissolving, mixing and changes of state are reversible and be able to explain that some changes result in a formation of new materials and this kind of change is not usually reversible including changes that include burning and the action of acid on bicarbonate of soda.</p>	<p>Children will work scientifically by carrying out tests to answer questions posed. Children will explore materials and their properties with the question 'How can we clean our dirty water?'. Children will compare materials, plan an enquiry, record and report findings as well as use research to support their findings. This will link to environmental issues including the issue of pollution in the oceans and small and large items being dumped in the sea. Children will report and present findings using scientific language from enquiries and identify scientific evidence that has been used to support their ideas. Children will also pose further questions.</p>	<p>Children will learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, recording their findings in different ways. Children will learn to describe the life process of reproduction in some plants and animals, including humans. Children should be encouraged to raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden, and animals in the local environment as well as comparing with other plants and animals around the world, for example in a rainforest or ocean. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p>	<p>Children will learn to describe the changes as humans develop to old age. This links to SRE learning in PSHE. Children should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans and by finding out and recording the length and mass of a baby as it grows. The data will be plotted in a line graph and children will make conclusions based on the results.</p>

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>OVERVIEW</b>	Every topic starts in an exciting way with a 'Wow' start, engaging the children through an art, design or food experience. History and geography will embed speaking and listening activities such as debate and drama. There will also be opportunities for high-quality written outcomes. Children will learn how to be historians by developing a sense of chronology and improving enquiry skills such as research and critical analysis of sources and artefacts. In geography, they will study areas locally, nationally and globally developing their knowledge of other cultures. They will also complete one topic a year which has focus on sustainability, such as litter, biodiversity or transport.					
	<b>UNITS</b>	Invaders and Settlers		Europe and its Artists		We Love London	
	<b>LEARNING</b>	<p><u>History focus:</u> Anglo Saxons (pre-Viking raids)</p> <p>Children will learn about Britain's settlement by Anglo Saxons and place important events on a timeline. Children will study Anglo-Saxon pots before making their own clay coil pots, based on the work of Grayson Perry. They will look at artefacts to find out where the Anglo Saxons came and why they came to Britain. They will learn to identify primary and secondary sources, considering how reliable they are. Children will learn about the different tribes who invaded Britain and why people might have different interpretations of the past. They will explore why people conquer different lands and whether this is right or wrong. Children will find out about everyday life and will compare it to life today. They will make Anglo Saxon jewellery in order to learn about the period's</p>	<p><u>History Focus:</u> Vikings</p> <p>Children understand why the Vikings invaded and where they came from. They will make a Viking long boat and will understand resistance people such as Alfred the Great. They will explore everyday Viking life (such as their clothes and houses), and how it differs from life in the Anglo Saxon period. They will research what happened during Viking invasions, including what the warriors were like and what weapons they used, presenting their findings to others. They will learn about the Battle of Hastings and Edward the Confessor's death. They will explore the reliability of Bayeux tapestry as a piece of historical evidence.</p>	<p><u>Geography focus:</u> Geographical features of Europe</p> <p>Children will spend a day creating food for a French café to support their understanding of French. They will then focus out to learn about largest geographical features of the world including Arctic and Antarctic circle. They will consolidate their understanding of using a key. They will use atlases to find the countries of Europe and their major cities. They will identify the homes of famous landmarks within Europe. They will refine their atlas reading skills to help locate significant rivers, mountains, lakes and volcanoes. They will research and write an illustrated explanation of earthquakes for a Year 3 child. They will then focus in on Paris and will create a travel show to compare the geographical similarities and</p>	<p><u>Art Focus:</u> European Art</p> <p>Following the geographical understanding of Paris, children will study Parisian artists in depth through impressionism. They will investigate how impressionist artists represented the seasons through colour and brush strokes, eg. Monet Haystacks, Renoir. Then they will use acrylics to learn about textures and layering. They will think about mood and consider warm and cold colours when creating paintings. Children will create 'Writing Through Art' describing moods and feelings based on the work of Monet.</p>	<p><u>Geography Focus:</u> Marvellous Maps</p> <p>Children will use block printing to make a scene of the London skyline. They will research regions in the UK and create fact files. Children will develop their skills as geographers by learning to use eight compass points and learning to recognise OS map symbols. They will then use four figure co-ordinates to locate famous London landmarks. They will also look in detail at OS maps in London. Children then recreate the skyline of London in a previous time, using acrylic pens on black cardboard, and will consider how London's skyline has changed over time.</p>	<p><u>Sustainability focus:</u> Improving our local area</p> <p>After looking at digital images of Islington, children will conduct fieldwork, observing and recording the human and physical features within their local area by taking photographs and creating sketch maps. They will use the photographs to complete realistic drawings, inspired by the work of Stephen Wiltshire. They will compare old and new maps of the local area in order to write a report about how our area has changed. They will use their sketch maps to highlight areas with issues with idling. Children will then create banners, posters and speeches to tackle this issue.</p>

		art and culture. They will research Alfred the Great and write a biography of his life.		differences through the study of human and physical geography of London and Paris.			
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Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	OVERVIEW	<p>RE lessons follow the London Borough of Islington Agreed Syllabus for Religious Education (2017-2022).</p>  <p>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	Why do some people think God exists?		What does it mean to be a Muslim living in Britain today?		If God is everywhere, why go to a place of worship? (focus on Sikhism)	

	<p style="text-align: center;"><b>LEARNING</b></p> <p><u>1. How many people believe in God?</u> Children record and discuss what they already know. 'If there world was 100 people' – explore faiths. Explore why people do/don't believe in God. Learn terms 'theist', 'atheist' and 'agnostic'. Put terms around class and read aloud people's beliefs – put terms in groups and discuss children's own beliefs – sort on working wall.</p> <p><u>2. Is God real? What do Christians think?</u> Teacher in role – detective, big question: Is God real? Share metaphors and similes from the Bible. Children interview a Christian, and make notes to help them answer the question. Add to working wall.</p> <p><u>3. How do we know what is true? Why do people believe or not believe in God?</u> Children learn to distinguish facts, beliefs and opinions, and terms proof, evidence, possible, probable and disprove. Interpretation - how we interpret facts affects how we view them. Good and evil – does this affect our belief in God? Children write news reports, showing existence/non-existence of God.</p> <p><u>4. What do Christians believe about how the world began? Do they all share the same idea?</u> Children collect items from nature and consider what looks designed and what looks random. Discuss evolution. Does this rule out God? Explore creation accounts in Genesis 1 and 2. Christians view these accounts differently. Statements for and against design argument aid discussion. Consider science view and big bang.</p> <p><u>5. Why do some people believe God exists?</u> Teacher is detective, demanding news report. Recap on different beliefs about God, evidence and how it affects people's behaviour. Support with sentence starters.</p> <p><u>6. Why do people believe God doesn't exist?</u> Complete news report. Recap on people not believing in God, evidence and how it affects people's behaviour. Support with sentence starters.</p>	<p>Children will learn to: make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad; describe and reflect on the significance of the Holy Qur'an to Muslims; describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils and make connections between the key functions of the mosque and the beliefs of Muslims. They will also comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life and answer the title key question from different perspectives, including their own.</p>	<p>Children will learn to: make connections between how believers feel about places of worship in different traditions; select and describe the most important functions of a place of worship for the community; give examples of how places of worship support believers in difficult times, explaining why this matters to believers and present ideas about the importance of people in a place of worship, rather than the place itself.</p>
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	<p><u>Home:</u> children collect quotes from people at home, about whether they believe in God, and how this affects their life – add to working wall.</p> <p><u>End of unit writing piece: argument, in the form of a newspaper report: Is God real?</u></p>		
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Subject		During the year, children will learn the following skills:			
<b>Music and Performance</b> (instrument: clarinet, trumpet, ukulele or violin)	<b>OVERVIEW</b>	 <p>Children receive weekly tuition from specialist teachers from Music Education Islington. In Year 5, 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 and in their own class assembly performance where they play their instrument. Children in Y5 also have the opportunity to attend the Music Education Islington ‘Music Hub’ after school, join the Duncombe Choir and attend drumming club during lunchtimes. Additionally, Year 5 will take part in the Shakespeare’s Schools Festival, where they will perform one of Shakespeare’s plays in a local theatre.</p>			
	<b>UNITS</b>	<b>Learn and Perform:</b> Controlling sounds through singing and playing instruments, building technique, musicality and passion for performing.	<b>Create and Compose:</b> Developing key musical ideas through collaboration and creative improvisation and composition.	<b>Listen and Appraise:</b> Using listening skills to respond and review music and to evaluate their own work.	<b>Knowledge and Understanding:</b> Developing theoretical knowledge of music and an appreciation of music through history.
	<b>LEARNING</b>	Children will learn to: To sing in unison with clear diction, controlled pitch and sense of phrase. To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To maintain their own part and be aware how the different parts fit together.	Children will learn to: To create increasingly complicated rhythmic and melodic phrases within given structures.	Children will learn to: To describe, compare and evaluate different types of music beginning to use musical words. To comment on the success of own and others work, suggesting improvements based on intended outcomes.	Children will learn to: To listen to and recall a range of sounds and patterns of sounds confidently. To begin to identify the relationship between sounds and how music can reflect different meanings. To recognise and use a range of musical notations including staff notation. To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and DT	OVERVIEW	<p>Children are given regular opportunities to use drawing to share their ideas and imagination during English, Topic and science lessons. In each term, there is opportunity for drawing skills and techniques to be taught explicitly. Children are encouraged to create illustrations for their written work and to explain their ideas or understanding in the form of a drawing. Each year, there is also the opportunity for children to focus on painting, printing and clay. They will study artists, discuss what they 'know' about art, gather their 'ideas' and evaluate and 'explain' their work.</p> <p>Children will experience Design and Technology through textiles, food and construction projects. The textiles and construction projects will involve the children developing, planning and communicating ideas, working with tools, equipment, materials and components to make quality products and evaluating processes and products. Children will learn about healthy eating and nutrition as well as experiencing cooking food.</p> <p>Children will have the opportunity to complete extended projects during termly 'Challenge Days.'</p>					
	UNITS	DT: Construction	Drawing	Drawing	Painting	Drawing	DT: Textiles
	LEARNING	 <p>Children will create Anglo-Saxon jewellery by layering cardboard shapes and adding threaded beads (made from clay).</p>	 <p>Children will develop drawing skills by designing life cycle posters in their science lessons.</p> <p>They will use a comic strip to plan their alternative Ending to 'The Boy and the Bear in a boat' by Dave Shelton. They will also create abstract drawings of a storm, using watercolour pencils, experimenting with shape and colour</p>	 <p>Children will illustrate their resolution to 'The London Eye Mystery.' Using watercolour pencils</p>	 <p>Children will investigate how impressionist artists represented the seasons through colour and brush strokes, eg. Monet Haystacks, Renoir.</p> <p>Then they will use acrylics to learn about textures and layering. They will think about mood and consider warm and cold colours when creating paintings.</p> <p>Children will create 'Writing Through Art' describing moods and feelings based on the work of Monet.</p>	 <p>Children will use acrylic pens on black cardboard to draw London buildings while learning about the architect Zaha Hadid.</p> <p>Children will take photographs of the area around Duncombe Primary. They will then look at the detailed cityscape drawings of Stephen Wiltshire and create their own of Islington.</p>	 <p>Inspired by the work of El Anatsui, children will create a tapestry about sustainability using recycled materials. They will learn how to sew buttons and use different stitches to securing affix two pieces of material.</p>
Challenge Day	 <p>Children will use clay to create an Anglo-Saxon style pot. They will learn to create a coil pot and how to attach handles and springs. They will use found objects and tools to create patterns on the pot following an artist study of Grayson Perry</p>	 <p>Children will create food for and run a French café, to support their understanding of French.</p>	 <p>Children will complete a block printing piece of the London skyline using polystyrene sheets, learning about the process of printing and colour. Their work will be based on that of the Japanese artist, Katsushika Hokusai.</p>				

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	UNITS	E-safety: Secure your secrets Digital Literacy: Plan an event	Digital Literacy: Plan an event	Coding: Scratch - Space Junk Game	Coding: Catch the Dots Game	Digital Literacy: creating videos	Coding: Scratch Project Cats!
	LEARNING	Children will learn to create a strong password and customise privacy settings before putting their learning into practice by playing Interland: Tower of Treasure.  Until Christmas, children will then use G Suite programmes to plan and promote an event.	They will learn to collaborate digitally in a shared document using Google Docs; apply basic and advanced formatting options to a document, spreadsheet, and drawing application; organise and sort data in a spreadsheet; create a digitally shared calendar; compose and reply to emails, format email messages, and share attachments and create and publish a website.	Children will discuss how a game works; control a sprite using input; use collision detection; add a timer to a game and add 2 player functionality.	Children will use Scratch to create a sprite; clone a sprite; add difficulty to a game; add a high score to a game; make the game more enjoyable and add an interface to a game.	Children will use iMovie to create an advert that links to their topic learning. Children will plan a storyboard, write a script, create props and record a video.	In this project, children will create a game in which they need to guide cats to safety and not let any of them fall through the gaps! Children will code instructions that allows the user to draw on the game; clone sprites; ensure the cats move repetitively before auto-deleting; debug their programs so the cats don't deviate from the path; create a score and add more obstacles.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	UNITS	Outdoor and Adventurous Activities	Gymnastics	Swimming	Cricket	Dance	Athletics & Sports Day
		<p>Can explain their strategies effectively to an adult and one another. Find solutions to problems and challenges. Discuss the strategies they've used and find ways to improve them. Adapt the strategies as necessary. They understand the importance of team work where roles are assigned and the responsibility they have to the team effort. Prepare physically and organisationally for challenges they are set, taking into account the group's safety Identify what they do well, as individuals and as a group; suggest ways to improve</p>	<p>Children will learn to create, practise and refine longer, more complex sequences for a performance. They include changes in level, direction and speed. They choose actions, body shapes and balances from a wider range of themes and ideas. They adapt their performance to the demands of a task, using their knowledge of composition. They understand the need for warming up and working on body strength, tone and flexibility. They lead small groups in warm-up activities. They use basic set criteria to make simple judgements about performances and suggest ways they could be improved.</p>	<p>Pupils learn safety rules and policies around the swimming Pool and are able to explain their importance. They practise holding their breath for 15 -20 seconds under water. They learn to retrieve objects from the pool by holding their breath. They practise staying afloat and paddle from end to end. They learn how to float and self- rescue. They can back paddle across the pool. They learn to swim 25 m freestyle without stopping to rest.</p>	<p>Children will learn to strike a bowled ball. They use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency. They work collaboratively in pairs, group activities and small-sided games. They use and apply the basic rules consistently and fairly. They understand and implement a range of tactics in games. They recognise the activities and exercises that need to be included in a warm up and identify their own strengths and suggest practices to help them improve.</p>	<p>Children will learn to compose motifs and plan dances creatively and collaboratively in groups. They adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use. They perform different styles of dance clearly and fluently. They organise their own warm-up and cool-down exercises. They show an understanding of safe exercising. They recognise and comment on dances, showing an understanding of style. They suggest ways to improve their own and other people's work.</p>	<p>Children will learn to choose the best pace for a running event, so that they can sustain their running and improve on a personal target. They show control at take-off in jumping activities. They show accuracy and good technique when throwing for distance. They organise and manage an athletic event well. They understand how stamina and power help people to perform well in different athletic activities. They identify good athletic performance and explain why it is good, using agreed criteria.</p>
	LEARNING	 <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>Dealing with feelings</u>	Physical health and wellbeing: <u>In the media</u>	Keeping safe and managing risk: <u>When things go wrong</u>	Careers, financial capability and economic wellbeing: <u>Borrowing and earning money</u>	Identity, Society and Equality: <u>Stereotypes, discrimination and prejudice (including tackling homophobia)</u>	Drug, alcohol and tobacco education: <u>Different influences</u>
	LEARNING	Pupils learn about a wide range of emotions and feelings and how these are experienced in the body, about times of change and how this can make people feel and about the feelings associated with loss, grief and bereavement.	Pupils learn that messages given on food adverts can be misleading, about role models and about how the media can manipulate images and that these images may not reflect reality.	Pupils learn about keeping safe online. They learn that violence within relationships is not acceptable and learn about problems that can occur when someone goes missing from home.	Pupils learn that money can be borrowed but there are risks associated with this; about enterprise and what influences people's decisions about careers.	Pupils learn about stereotyping, including gender stereotyping, experience a workshop from Diversity Role Models or Equaliteach and learn about prejudice and discrimination and how this can make people feel.	Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis, about different influences on drug use – alcohol, tobacco and nicotine products and about strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol.

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. In Year 5, children begin communicating with their penfriends, throughout the year. This gives them a practical opportunity to write for purpose in French. At the end of the year, they have the opportunity to visit <i>Ecole St. Denis Faubourg</i> , our partner school in Paris.					
	UNITS	Weather	Weather and clothes	Clothes	Hobbies		Going to Paris (Transport)
	LEARNING	Children will learn how to say what the weather is like, using the impersonal term <i>il fait</i> , or <i>il + verb</i> . They will play regular games to reinforce this vocabulary, including 'slap the board' and 'Os and Xs.' Children will learn letter writing vocabulary by first looking at how to write a letter in L1 and learning basic letter structures in L2. Children will be aware of how London is presented abroad, as they communicate to others in France.	Children will continue to learn weather words by writing and presenting a weather forecast, before looking at describing clothes. They will conjugate the regular verbs <i>porter</i> and discuss regular conjugation, as well as looking again at the gender of nouns. They will look at the geography & weather of France by looking at a Paris webcam and comparing weather there and in London, and complete some Christmas and New Year in France activities.	Children will continue to learn vocabulary for clothes. They will describe clothes using adjectives, looking at correct gender agreement and word order. Children will translate clothes and find new ones using an L1/L2 dictionary. They will give their opinions on clothes. They will discuss clothing in French schools and discuss the merits of uniform and non-uniform policies. They will write a script and perform a fashion show.	Children will learn vocabulary to talk about hobbies. They will use opinion vocabulary such as <i>j'aime</i> , <i>j'adore</i> , <i>je deteste</i> , and <i>je n'aime pas</i> to discuss their preferences. They will learn to use these opinion structure with infinitives of <i>faire</i> and <i>jouer</i> . They will discuss French speaking sports personalities.	Children will look at justifying opinions by using <i>parce que</i> and descriptive adjectives. They will start to work on understanding longer texts, both by listening and reading. They will answer questions in English on a longer text. They will write and translate sentences that describe their friend's hobby preferences. Children will look at how you can travel to France.	In preparation for the trip, children will learn how to buy items in L2, which they will practice in role plays. They will learn how to use the perfect tense to describe events in past, using <i>avoir</i> . They will discuss how the past tense is formed in L1. Children will make comparisons between L1 and L2 transportation, looking at cognates.