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.

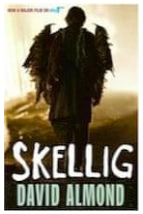
Overview

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

How to use this curriculum map:

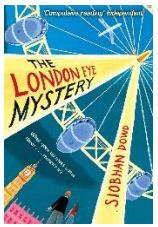
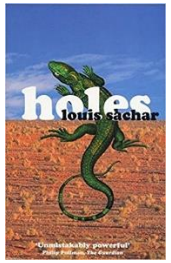
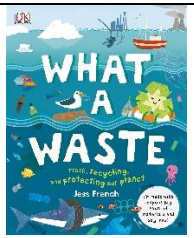
All learning is broken down into individual subject areas. It has six separate sections to correspond with the half-term it will be studied in. Often each half-term will include a specific unit, or units, of learning, which are detailed. Each unit will cover a progressive programme of learning, which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

Year 5

<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> 
Kensuke's Kingdom by Michael Morpurgo</td><td> 
Skellig by David Almond

Poetry unit:

Death is nothing at all by Henry Scott-Holland

Have you earned your tomorrow? and See it through by Edgar Guest</td><td> 
There's a Boy in the Girls' Bathroom! by Louis Sachar</td><td> 
The London Eye Mystery by Siobhan Dowd</td><td> 
Holes by Louis Sachar</td><td> 
What a Waste! by Jess French

 
Coraline by Neil Gaiman</td></tr>
</table>

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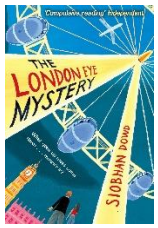
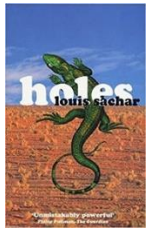
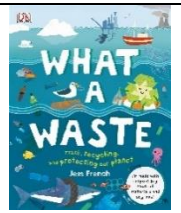
Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	OVERVIEW	Children are taught reading, writing, speaking and listening skills, according to the national curriculum, using high-quality texts. These texts are selected to have varied characters and themes, and reflect the diversity 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	 Kensuke's Kingdom *by Michael Morpurgo*  Black history Month celebration	 The Highwayman *by Alfred Noyes*  Non-fiction: Earth and Space	 There's a Boy in the Girls Bathroom! *by Louis Sachar*	 The London Eye Mystery *by Siobhan Dowd*	 Holes *by Louis Sachar*	 What a Waste! *by Jess French*  Coraline *by Neil Gaiman*
	WRITING OUTCOMES	**Recount**: Log book entry from Michael's perspective. **Poetry:** The sea.	**Retell:** Highwayman narrative/setting description. **Monologue**: Internal monologue from the point of view of Beth. **Report:** Explanation of Earth and space science topic (do through English) *Whole School Assessment Piece*	**E-mail**: E-mail from Jeff to Bradley discussing events that have happened at school. **Typed** **Play script:** Bradley going on a trip	**Persuasive**: Advert for the London Eye. Done after trip and through Geography lessons- link with 'We love London' unit. **Letter:** from Dad to friend describing Aunt Gloria's pending visit. *Whole School Assessment Piece* .	**Newspaper article:** Stanley getting arrested. **Narrative:** About a boy who got arrested for a crime he didn't commit.	**Report (group writing and presentation):** Renewable energy, where our waste goes, water waste or food waste. **Narrative:** Children write their own story of an ignored child entering another world. *Whole School Assessment Piece*

*If time.

Year 5

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- 3 weeks • Addition and subtraction – 2 weeks • Statistics – 2 weeks	• Multiplication and Division – 3 weeks • Perimeter and area- 2 weeks • Assessment – 1 week • Calculation consolidation – 1 week	• Multiplication and Division – 3 weeks • Fractions- 3 weeks	• Fractions- 3 weeks • Decimals and Percentages- 2 weeks • Calculation consolidation – 1 week • Assessment – 1 week	• Decimals – 3 weeks • Converting units – 2 weeks • Properties of shape – 1 week	• Properties of shape – 2 weeks • Position and direction - 2 weeks • Measurement – volume 1 week • Assessment – 1 week
	FLUENCY SESSIONS	All x table and division facts: **Re-assess which times tables children have the most difficulty in recalling rapidly. Repeat teaching and chanting of these, making strategies explicit.** Multiplying by 10 and 100. Properties of shape and number.	All x table and division facts. Converting units. Fractions.	All x tables and division facts. Addition and subtraction. Properties of numbers (odd, even, factors, multiples, prime numbers)	All x tables and division facts. Addition and subtraction. Properties of numbers. Multiplying by 10, 100 & 1000.	All x tables and division facts. Addition and subtraction. Properties of numbers. Time.	All x tables and division facts. Calculation strategies. Fractions. Multiplying by 10, 100 & 1000.

	OBJECTIVES	**Number, Place Value and Properties of Number** ·read, write, order and compare numbers to at least 1 000 000. ·count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ·interpret negative numbers in context. ·round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ·solve number problems and practical problems that involve all of the above ·identify multiples and factors. ·know and use the vocab of prime numbers, prime factors and composite (non-prime) ·establish whether a number up to 100 is prime and recall prime numbers up to 19 ·recognise and use square numbers and cube numbers. **Calculating + and -** ·add and subtract whole numbers with more than 4 digits. ·add and subtract numbers mentally. ·use rounding to check answers to calculations. ·solve addition and subtraction multi-step problems in contexts. **Statistics** ·solve comparison, sum and difference problems using information presented in a line graph ·complete, read and interpret information in tables, including timetables.	**Multiplication and Division** ·multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ·multiply and divide numbers mentally, drawing upon known facts ·divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ·multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 **Measures – Perimeter and Area** ·measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ·calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres and square metres and estimate the area of irregular shapes	**Multiplication and Division** ·multiply numbers up to 4 digits by a one- or two-digit number using a formal written method. ·multiply and divide numbers mentally, drawing upon known facts ·divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ·multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 **Fractions** ·compare and order fractions whose denominators are all multiples of the same number ·identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ·recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number ·add and subtract fractions with the same denominator and denominators that are multiples of the same number ·multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	**Fractions** **See Spring 1** **Decimals and Percentages (with fractions)** ·read and write decimal numbers as fractions [for example, 0.71 =71⁄100] ·recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ·recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal ·solve problems which require knowing percentage and decimal equivalents of 1⁄2, 1⁄4, 1⁄5, 2⁄5 and those fractions with a denominator of a multiple of 10 or 25.	**Decimals** ·read and write decimal numbers as fractions [for example, 0.71 =71⁄100] ·recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ·round decimals with two decimal places to the nearest whole number and to one decimal place ·read, write, order and compare numbers with up to three decimal places ·solve problems involving number up to three decimal places **Measures – Converting Units** ·solve problems involving converting between units of time ·convert between different units of metric measure ·understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ·use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	**Geometry – Shape and Angles** ·identify 3-D shapes, including cubes and other cuboids, from 2-D representations ·know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ·draw given angles, and measure them in degrees (°) identify: -angles at a point and one whole turn (total 360°) -angles at a point on a straight line and ½ a turn (total 180°) - other multiples of 90° **Geometry - Position and Direction** ·identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. **Measures - Volume** ·estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]

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
	LEARNING	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 shoes on different surfaces. Children will recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect. They 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 how long it takes different shapes to fall in water. They will learn about the effects of using levers, pulleys and gears and design and create a simple mechanism to make an everyday job easier.	Children will learn to describe the movement of the Earth, and other planets, relative to the Sun in the solar system with a focus on the Earth, Sun and Moon. They will use models and create diagrams to describe the movement of the Moon relative to the Earth and describe the Sun, Earth and Moon as approximately spherical bodies. They will explore the arguments and evidence used by scientists in the past. 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.	Children will compare and group together everyday materials based on their properties. They will show understanding of properties and explain everyday uses of materials. 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 gases to decide how mixtures might be recovered from solutions or mixtures including through filtering, sieving and evaporating. Children will give reasons based on evidence for particular uses of everyday materials. Children will demonstrate that dissolving, mixing and changes of state are reversible and 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.	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.	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 will learn plans can reproduce both sexually and asexually. Children will draw the life cycle of a range of animals identifying the similarities and differences between the life cycles. They will compare the gestation of mammals and look for patterns between the size of an animal and its expected life span. Children will identify and explain patterns in life cycles. They will find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall using secondary sources.	Children will learn to describe the changes as humans develop to old age. This links to SRE learning in PSHCE. Children should draw a timeline to indicate stages in the growth and development of humans. They will explain how a baby is dependent on their parents and how it changes physically as it grows and also what it is able to do. They will learn about the changes experienced in puberty. They will discuss the changes that occur from adult to old age and look for evidence of ageing in photographs. Children will complete an enquiry to investigate the growth of the body in relation to the feet. The data will be plotted on a line graph and children will present their findings.

Year 5

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	Invaders and Settlers		Europe		We Love London	
		<u>History focus:</u> Anglo Saxons (pre-Viking raids)	<u>Geography focus:</u> <u>Natural disasters of Europe</u>	<u>History focus:</u> Vikings	<u>Geography focus:</u> <u>We love London</u> Parisian Art	<u>History focus:</u> <u>The Normans</u> Marvellous Maps	<u>Sustainability focus:</u> Improving our local area
	LEARNING	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 art and culture. They will research Alfred the Great and write a biography of his life.	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 (the 3 Peaks, the Alps), lakes (Lake Como and Lake District) and volcanoes (Mount Etna). Learn how volcanoes are formed and where in Europe they are. Spanish focus: Paella Compared Madrid and London	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. The will explore the reliability of Bayeux tapestry as a piece of historical evidence.	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 research regions in the UK and create fact files (Yorkshire and South Western area in particular to show differences with London). They will also look in detail at OS maps in London Field work: children will create an OS map of the local area.	Children will create a timeline from the beginning of the Anglo-Saxon period through to the Battle of Hastings. Children will create their own Motte and Bailey castles. They will understand how to become a Knight before learning how King William ordered Norman society using a feudal system. Children will learn how William controlled society by surveying land owners using the Domesday book.	After looking at images of London and how it has changed, children will learn why an area can change. Children will learn about air pollution and how this can affect our environment. Children will conduct fieldwork, observing and recording the human within their local area by taking photographs and creating sketch maps. They will compare old and new maps of the local area in order to write a report about how our area has changed (London Metropolitan Archives). 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.

<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="3">RE</td><td>OVERVIEW</td><td colspan="6"> 

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.</td></tr>
<tr><td>UNITS</td><td colspan="2">Why do some people think God exists?</td><td colspan="2">What does it mean to be a Muslim living in Britain today?</td><td colspan="2">If God is everywhere, why go to a place of worship?
(focus on Sikhism)</td></tr>
<tr><td>LEARNING</td><td colspan="2">1.How many people believe in God?
Explore why people do/don't believe in God. Learn terms 'theist', 'atheist' and 'agnostic'. Put terms around class and discuss people's beliefs.
2. Is God real? What do Christians think?
Share metaphors and similes from the Bible. Children interview a Christian, and make notes to help them answer the question.
3. How do we know what is true? Why do people believe or not believe in God?
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?
4. What do Christians believe about how the world began? Do they all share the same idea?
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.
5. Why do some people believe God exists?
Recap on different beliefs about God, evidence and how it affects people's behaviour.
6. Why do people believe God doesn't exist?
Recap on people not believing in God, evidence and how it affects people's behaviour.
Home: children collect quotes from people at home, about whether they believe in God, and how this affects their life.
End of unit writing piece: argument – a believer's perspective, a non-believer's perspective, their own conclusion.</td><td colspan="2">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.</td><td colspan="2">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.</td></tr>
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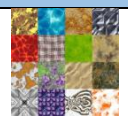
Subject		During the year, children will learn the following skills:			
Music and Performance	OVERVIEW	 In Year 5, children continue to play the ukulele. They have opportunities to perform throughout the year – at International Evening, the Spring Concert and in their own class assembly performance where they play their instrument. Children in Y5 also have the opportunity to join the Duncombe Choir and attend drumming club during lunchtimes as well as keyboard, drumming and music technology at after school clubs.			
	UNITS	Learn and Perform: Controlling sounds through singing and playing instruments, building technique, musicality and passion for performing.	Create and Compose: Developing key musical ideas through collaboration and creative improvisation and composition.	Listen and Appraise: Using listening skills to respond and review music and to evaluate their own work.	Knowledge and Understanding: Developing theoretical knowledge of music and an appreciation of music through history.
	LEARNING	Children will learn to: Sing in unison with clear diction, controlled pitch and sense of melody. 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: Create increasingly complicated rhythmic and melodic phrases within given structures. They will use a music technology app called Band Lab to understand the fundamental elements of music composition and structure.	Children will learn to: Describe, compare and evaluate different types of music using musical vocabulary. To comment on the success of their own and others work, suggesting improvements based on intended outcomes.	Children will learn to: Listen to and recall a range of sounds and patterns of sounds confidently. Begin to identify the relationship between sounds and how music can reflect different meanings. Recognise and use a range of musical notations including staff notation. 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.

Year 5

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and DT	OVERVIEW	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.'					
	UNITS	DT: Construction	Drawing	Drawing	Painting	Drawing	DT: Textiles
	LEARNING	 Children will create Anglo-Saxon jewellery by layering cardboard shapes and adding threaded beads (made from clay). Children will create their own versions of a painting inspired by Toyin Ojih Odutola	 Children will develop drawing skills by designing life cycle posters in their science lessons. 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	 Children will illustrate their resolution to 'The London Eye Mystery.' Using watercolour pencils	 Children will investigate how impressionist artists represented the seasons through colour and brush stokes, e.g. 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.	 Children will use acrylic pens on black cardboard to draw London buildings while learning about the architect Zaha Hadid. 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.	 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.
Challenge Day		 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		 Children will create food for and run a French café, to support their understanding of French.		 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.	

Year 5

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: History of Computing (including Women in Computing)	IT: Multimedia & Digital Writing - Vector Drawings	Digital Literacy: Safer Internet Day	IT: Digital Media - Video Creation and Editing	Computer Science: Coding	Computer Science: Coding
	LEARNING	Children will: Learn how our lives are interlinked with technology and how the internet has revolutionised the lives we live. Investigate how computers play a role in code breaking.	Children will: recognise and use drawing tools within Google Drawings. Create a vector drawing by combining shapes. Independently design, create and evaluate a vector drawing.	Children will: 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: Identify digital devices that can record video and capture video using a digital device. Reshoot and edit and improve videos. Present, evaluate and discuss what makes an effective video	Children will: Explore selection code and use it to plan and create a maths quiz. Evaluate their and their peer's work. Cross-curricular: Maths	Children will: Explain and use everyday variables in algorithms. Design a game and code a program on Scratch which includes variables.

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PE	Overview	Children in Year 5 will participate in two PE lessons a week. One lesson focusing on sports and games (led by an expert PE coach), and the other session 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 5 will also participate in swimming lessons (led by local swimming instructors) during the year. Children will continue to develop skills through competitive scenario's, activities and sports, with a bigger emphasis on tactics, positions, and self- assessment. Children will begin to play full versions of games and sports previously taught to them through their time at school, thus increasing their knowledge and skills in PE.					
	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: Further develop their skills in different Invasion games such as Football, Netball, Handball, Tag Rugby, etc. Pass, dribble and shoot with control in games. Identify and use tactics to help their team keep the ball and take it towards the opposition's goal. Mark opponents and help each other in defence. Know and carry out warmup activities that use exercises helpful for invasion games.	Children will: Further develop their skills in different Invasion games such as Football, Netball, Handball, Tag Rugby, etc. Pass, dribble and shoot with control in games. Identify and use tactics to help their team keep the ball and take it towards the opposition's goal. Mark opponents and help each other in defence. Know and carry out warmup activities that use exercises helpful for invasion games.	Children will: Practise striking a bowled ball. Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency. Work collaboratively in pairs, group activities and small-sided games.	Children will: Practise striking a bowled ball. Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency. Work collaboratively in pairs, group activities and small-sided games.	Children will: Understand the need for tactics. Use forehand, backhand and overhead shots increasingly well in the games they play. Play cooperatively with a partner. Apply rules consistently and fairly. Recognise how these games make their bodies work.	Children will: Choose the best pace for a running event, so that they can sustain their running and improve on a personal target. Show control at take-off in jumping activities. Show accuracy and good technique when throwing for distance.
		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.					

Year 5

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>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. Linked to the Year 3 unit. Recapping knowledge and developing understanding.	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. Relationships and health education: Growing up and changing-Recap of Year 4s learning.