



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.

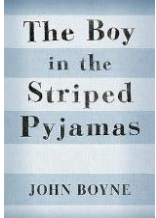

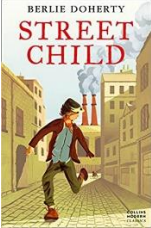
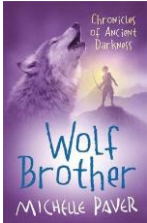
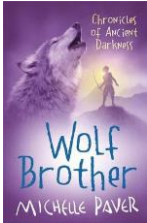
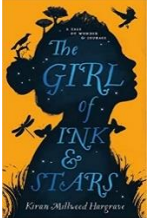
Overview

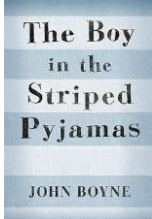


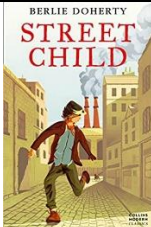
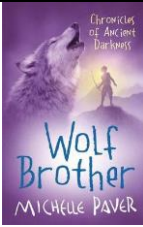
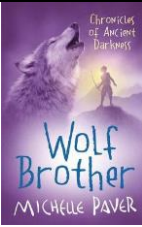

For national curriculum links, please refer to the Duncombe National Curriculum Progression document.


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 6

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 45mins a day. Teachers plan reading lessons based on high-quality texts to allow children to develop their ability to:</p> <ul style="list-style-type: none"> - Retrieve information from a text - Infer information from a text - Make predictions about a text - Make connections and links between things they have read <p>Children who need additional support will follow the Read, Write, Inc. Fresh Start programme in the afternoons and will be offered the opportunity to attend reading boosters.</p>					
	UNIT	 <p>The Boy In The Striped Pyjamas by John Boyne</p>	 <p>Poetry Unit False Security by Sir John Betjeman</p> <p>Hide and Seek by Vernon Scannell</p> <p>Say this City has 10 million souls by W.H. Auden</p> <p>Bishop Hatto by Robert Southey</p> <p>A range of Non-fiction texts.</p>	 <p>Street Child by Berlie Doherty</p>	 <p>Wolf Brother by Michelle Paver</p>	 <p>Wolf Brother by Michelle Paver</p>	 <p>The Girl of Ink & Stars by Kiran Millward Hargreaves</p>


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 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. Children produce an extended piece of writing at least every fortnight, which varies in genre.					
	UNIT TEXTS	 The Boy In The Striped Pyjamas by John Boyne	 Animation: Monkey Symphony  Non-fiction: Australia	 Street Child by Berlie Doherty	 Wolf Brother by Michelle Paver	 Wolf Brother by Michelle Paver	 The Girl of Ink & Stars by Kiran Millward Hargreaves
	WRITING OUTCOMES	<p>Diary entry: from the point of view of Bruno after arriving at his new home.</p> <p>Dialogue: a conversation between Bruno and Shmuel illustrating their differences.</p> <p>Narrative: flashback to piano school from the point of view of the cleaner.</p>	<p>Persuasive article: why zoos should not be banned.</p> <p>Brochure: advertising Australia to tourists.</p> <p>Diary entry: Darwin's journey around the world and what he discovers.</p> <p>Poetry: FutureZone Poetry Competition through afternoon sessions.</p> <p>Performance Poetry</p>	<p>Persuasive letter: letter to Mr. Spink to stop the family getting evicted.</p> <p>Diary entry: written about the day the family were evicted.</p> <p>Non-chronological report: Victorian Workhouses</p>	<p>Diary entry: following the death of a character.</p> <p>Recount: describing the fight scene between Torak and Hord.</p>	<p>Narrative: quest story in the style of Wolf Brother based in the Neolithic era.</p> <p>Report: Crime and Punishment in Tudor times</p>	<p>Narrative: Retell the story of Arinta and the Fire Monster, adding extra detail.</p> <p>Letter: Write a persuasive letter to the governor to change his undemocratic policies and write the governors' response.</p>

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	OVERVIEW	 <p>We follow whole-class mastery programme Power Maths. Aligned with White Rose Maths, it allows children to learn new concepts, built in small, logical steps and explored through clear mathematical structures and representations. Through a coherent progression of small steps, children see a range of representation and structure, variation, and develop their fluency and mathematical thinking.</p>					
	UNITS	U1: Place value within 10,000,000 U2: Four operations (1) U3: Four operations (2)	U4: Fractions (1) U5: Fractions (2) U6: Geometry – position and direction	U7: Decimals U8: Percentages U9: Algebra	U10: Measure – imperial and metric measures U11: Measure – perimeter, area and volume U12: Ratio and proportion	U13: Geometry – properties of shapes U15: Statistics U14: Problem solving and consolidation	
	LEARNING	Unit 1: Numbers to 1,000,000, numbers to 10,000,000, number line to 10,000,000, comparing and ordering numbers to 10,000,000, rounding numbers, negative numbers. Unit 2: Problem solving – using written methods of addition and subtraction, multiplying numbers up to 4 digits by a 1 digit number, multiplying numbers up to 4 digits by a 2 digit number, dividing numbers up to 4 digits by a 2 digit number. Unit 3: Common factors, common multiples, recognising prime numbers up to 100, squares and cubes, order of operations, brackets, mental calculations, reasoning from known facts.	Unit 4: Simplifying fractions, fractions on a number line, comparing and ordering fractions, adding and subtracting fractions, adding fractions, subtracting fractions, problem solving – adding and subtracting fractions. Unit 5: Multiplying a fraction by a whole number, multiplying a fraction by a fraction, dividing a fraction by a whole number, four rules with fractions, calculating fractions of amounts, problem solving – fractions of amounts. Unit 6: Plotting coordinates in the first quadrant, plotting coordinates, plotting translations and reflections, reasoning about shapes with coordinates.	Unit 7: Multiplying by 10, 100, 1000, dividing by 10, 100 and 1000, decimals as fractions, fractions as decimals, multiplying decimals, dividing decimals. Unit 8: Percentage of, finding missing values, converting fractions to percentages, equivalent fractions, decimals and percentages, mixed problem solving. Unit 9: Finding a rule, using a rule, formulae, solving equations.	Unit 10: Metric measures, converting metric measures, problem solving – metric measures, miles and km, imperial measures. Unit 11: Shapes with the same area, area and perimeter, area of a parallelogram, area of a triangle, problem solving – area, problem solving – perimeter, volume of a cuboid. Unit 12: Ratio, scale drawings, scale factors, similar shapes, problem solving – ratio and proportion.	Unit 13: Measuring with a protractor, drawing shapes accurately, angles in triangles, angles in polygons, vertically opposite angles, equal distance, parts of a circle, nets. Unit 15: The mean, introducing pie charts, reading and interpreting pie charts, fractions and pie charts, percentages and pie charts, interpreting line graphs, constructing line graphs. Unit 14: problem solving- place value, problem solving – negative numbers, problem solving – addition and subtraction, problem solving – four operations, problem solving – fractions, problem solving –decimals, problem solving – percentages, problem solving – ratio and proportion, problem solving – time, problem solving – position and direction, problem solving – properties of shapes.	

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	Electricity	Evolution and Inheritance	Animals including humans	Living Things and their Habitats	Investigation skills	Light
	LEARNING	Children will learn to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Children will use recognised symbols when representing a simple circuit in a diagram. Children will focus on series circuits and be taught to take necessary precautions for working safely with electricity. Children will explore circuits by identifying the effect of changing one component at a time as well as designing and making a useful circuit.	Children will learn to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Children will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Children will find out about work by palaeontologist Charles Darwin and explore how he developed his ideas.	Children will learn to identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. They will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Children will learn how to keep their body healthy and explore the effects of exercise on their body as well as things that are harmful to the human body. Children will describe the ways in which nutrients and water are transported within animals, including humans.	Children will learn to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals and give reasons for classifying plants and animals based on specific characteristics. They will look at the work of Carl Linnaeus and use his classification system to classify a range of living things. Children will understand the term 'taxonomy' and how taxonomists divide living things into large groups called kingdoms. They will also look at different microorganisms and identify which are harmful and which are not. Children will examine the effects of different substrates on yeast.	Children will plan a scientific enquiry to answer their question, regarding the hoop glider experiment, including recognising and controlling variables where necessary; take measurements, with accuracy and precision, taking repeat readings when appropriate. They will record data and results of increasing complexity using scientific diagrams, bar and line graphs. They will report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results.	Children will learn that light appears to travel in straight lines and that objects are seen because they give out or reflect light into the eye. Children will learn how the human eye works. Children will make and explain how a periscope works as well as think about using mirrors in everyday life for example in a car. They will be able to explain that we see things because light travels from light sources to objects and then to our eyes. They will understand why shadows have the same shape as objects which have cast them. Children will explore rainbows and the light spectrum using prisms and a light source.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	OVERVIEW	Every topic starts in an exciting way with a 'Wow' start, engaging the children through an art, design or food experience. History and geography will embed speaking and listening activities such as debate and drama. There will also be opportunities for high-quality written outcomes. Children will learn how to be historians by developing a sense of chronology and improving enquiry skills such as research and critical analysis of sources and artefacts. In geography, they will study areas locally, nationally and globally developing their knowledge of other cultures. They will also complete one topic a year which has focus on sustainability, such as litter, biodiversity or transport.					
Topic	UNITS	Australia	Rivers	Victorian London (with Social Reform)		Crime and Punishment	Tudors
		<u>Geography focus:</u> contextual knowledge of significant places.	<u>Geography focus:</u> key aspects of physical and human geography	<u>History focus:</u> Turning points in history and social reform		<u>History focus:</u> evolution of crime and punishment in Britain	<u>History focus:</u> Reign of Henry VIII




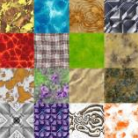





<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LEARNING</p>	<p>Children will find out about the Aboriginal people of Australia and their customs. They will research symbolism in Aboriginal art and create their own artwork. Children will locate the continent of Australasia on a world map and identify countries from this region. They will look at different regions of Australia and compare the landscape, climate and locations to the UK. They will learn how the longitude and latitude of Australia’s position on the globe, and in relation to the equator, affects key geographical features. Children will develop their map and atlas skills by identifying geographical features and major cities and will practise using coordinates. Children will complete an in depth study of one region of Australia, presenting their finding to the class. They will learn about the wonders of the world, and research a significant landmark of Australia. Children will study of the 2019 eruption of New Zealand’s Whakaari Volcano to understand of how volcanoes are formed..</p>	<p>Children will learn where water comes from by consolidating their understanding of the water cycle. Children will locate major rivers of the UK and identify which towns and settlements have developed on their banks. Children will explore the life stories of rivers from source to sea. Children will also explore the different ways humans use rivers and consider responsible use of rivers. Children will learn about how humans can change rivers by building dams and consider case studies of famous dams. Children will have the opportunity to take part in a field study of a local river, developing their ability to read ordinance survey maps and coordinates.</p>	<p>Children will consider how attitudes to children and childhood changed during the Victorian period. They will look at the experience of poor Victorian children and find out about specific social reforms that improved their lives. They will use sources to draw conclusions and consider the reliability of such sources. Children will place the Victorian era on a timeline in the context of other periods studied then investigate the chronology of key events. They will study three key aspects of Victorian children’s life: work, school and family and study changes in law on child labour. Children will recognise the 1880 Education Act as a key event in improving the lives of children. They will learn what it was like to go to school at this time and consider how children felt about schooling becoming compulsory. Children will explore the differences in family life between rich and poor and debate attitudes to children. Children will research Dr Barnardo and Lord Shaftesbury, and how they improved the lives of poor. Children will be given the opportunity to experience a Victorian classroom and find out more about Dr</p>	<p>Children will conduct an in-depth study of how Islington changed during and since the Victorian era. Children will use a range of primary resources including census data, maps, photographs and written accounts to discover more about their local area. Children will use data to track changes in population and to explore changing occupations and places of origin of Islington residents during the period 1841-1891. They will suggest reasons for these changes and research the causes and effects of the quickly changing population. Local social visionary, George Peabody will be looked at as an example of philanthropy and learn how he reformed pioneered social housing. Children will lookat the The expansion of the railway and the impact it had on local businesses and families. Children will learn to recognise Victorian architecture and will be given the opportunity to identify Victorian building still standing near to school.</p>	<p>Children will learn what the Romans believed about crime and punishment and explain some of the terms used in the British justice system. They will understand ways in which the Roman justice system has left a legacy today. Children will compare both the modern British and Roman justice system with that of the Anglo-Saxons and find out about different punishment methods that were popular during the Tudor period. Children will learn about the life of Dick Turpin based on historical sources and understand the experiences of Victorian prisoners. Children will learn how Victorians prevented crime and explain the hard labour tasks that Victorian prisoners had to do. I can describe how I think a Victorian prisoner would have felt. Children will reflect on what they have learnt about the history of crime and punishment in Britain and compare this with modern methods of crime prevention.</p>	<p>Children will place the Tudor era on a timeline and list monarchs who reigned within this period. They will focus on the reign of Henry VIII in detail and scrutinise sources describing Henry VIII. Children will consider why primary information about him may not be trustworthy. Children will look at Henry’s six marriages in the context of his shifting political allegiances and need for power. The impact of England leaving the Catholic Church will be explored. Children will learn why Henry VIII and Oliver Cromwell closed monasteries. Children will write a diary entry in role as Henry VIII, justifying his reasons for executing Anne Boleyn and consider the different representations of Anne of Cleves including how they contributed to the failure of Henry’s fourth marriage. Children will conduct their own research about Henry’s final two wives, Catherine Howard and Catherine Parr, considering how Henry used these marriages to build allegiances with rival nobles. Children will conducting Historical enquiries into Henry VIII’s reign, considering whether he was a terrible tyrant or a glorious statesman.</p>

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	Is it better to express your beliefs in arts and architecture or in charity and generosity?		What matters most to Christians and Humanists?		What do religions say to us when life gets hard? (focus on: Christians, Humanists, Buddhists)	


	<p style="text-align: center;">LEARNING</p> <p><u>1. What makes a place special? What is a sacred place? What is the value of a sacred place?</u> Children discuss the key question in pairs, then record their own response. Explore special and sacred places, for them and people of faith.</p> <p><u>2. Arts and architecture in Islam</u> Muslim architecture – explore beauty in design in mosques and calligraphy, for the praise of Allah. Mosques important, as they serve the Muslim community. Britain – over 1750 mosques, why? Use statements to form diamond nine and discuss. Evaluate mosques, calligraphy and artwork - how well do they express the religion?</p> <p><u>3. Arts and architecture in Christianity</u> Explore art in the life of Jesus through a class gallery. Link with Bible story and quotations. Look at the church as a building for the 'glory of God'. Christian cathedrals – children evaluate how well they express the religion – belief in and grandeur of God, community, worship.</p> <p><u>4. How and why do Muslim charities try to change the world?</u> Learn about Islamic Relief and Muslim aid. Explore Muslim ideas from scripture and charities, and consider link between belief and action. Research Muslim charity, considering how it follows the teaching of Islam.</p> <p><u>5. How and why does Christian Aid try to change the world?</u> Read story about Jesus with theme of wealth and poverty: Matthew 19:16-30 – 'The Rich Young Ruler'. Reflect on the 'Good Samaritan' story. Research Christian Aid, considering whether the charity puts Jesus' teachings into action.</p> <p><u>6. Debate</u>, motion: 'Muslims and Christians should sell their mosques and churches and give the money to their charities to help hungry people.' Children work in groups to come up with for and against arguments.</p> <p><u>End of unit writing piece: argument.</u></p>	<p>Children will describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples; describe some Christian and Humanist values simply; express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied and suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p>	<p>Children will express ideas about how and why religion can help believers when times are hard, giving examples; outline Christian, Hindu and/or nonreligious beliefs about life after death; explain some similarities and differences between beliefs about life after death and explain some reasons why Christians and Humanists have different ideas about an afterlife.</p>
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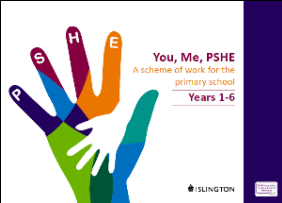


Subject		During the year, children will learn the following skills:			
Music and Performance	OVERVIEW	<p>Children will be taught by our specialist music teacher, Lena. In Year 6, children will have the opportunity to receive guitar tuition, to attend the Music Education Islington 'Music Hub' after school, join the Duncombe Choir and attend drumming club during lunchtimes. They will have the opportunity to perform at International Evening, during their class assembly and during their Year 6 production in the summer term.</p>			
	UNITS	<p>Learn and Perform: Controlling sounds through singing and playing instruments, building technique, musicality and passion for performing.</p>	<p>Create and Compose: Developing key musical ideas through collaboration and creative improvisation and composition.</p>	<p>Listen and Appraise: Using listening skills to respond and review music and to evaluate their own work.</p>	<p>Knowledge and Understanding: Developing theoretical knowledge of music and an appreciation of music through history.</p>
	LEARNING	<p>Children will learn to: To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase To play and perform with accuracy, fluency, control and expression To think about the audience when performing and how to create a specific effect.</p>	<p>Children will learn to: To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</p>	<p>Children will learn to: To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*. To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>	<p>Children will learn to: To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To identify and explore the relationship between sounds and how music can reflect different meanings. To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material. To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</p>

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and DT	<p>OVERVIEW</p> <p>Children are given regular opportunities to use drawing to share their ideas and imagination during English, Topic and science lessons. In each term, there is opportunity for drawing skills and techniques to be taught explicitly. Children are encouraged to create illustrations for their written work and to explain their ideas or understanding in the form of a drawing. Each year, there is also the opportunity for children to focus on painting, printing and clay. They will study artists, discuss what they 'know' about art, gather their 'ideas' and evaluate and 'explain' their work.</p> <p>Children will experience Design and Technology through textiles, food and construction projects. The textiles and construction projects will involve the children developing, planning and communicating ideas, working with tools, equipment, materials and components to make quality products and evaluating processes and products. Children will learn about healthy eating and nutrition as well as experiencing cooking food.</p> <p>Children will have the opportunity to complete extended projects during termly 'Challenge Days.'</p>					
	<p>UNITS</p> <p>Painting</p>	<p>Drawing</p>	<p>Drawing</p>	<p>DT: Textiles</p>	<p>Drawing</p>	<p>DT: Food</p>
<p>Art and DT</p>	 <p>Children will create aboriginal art, based on the work of Yayoi Kusama. They will learn about composition and creating art on different surfaces. For example, looking at cardboard, driftwood might be used (using canvas for the final outcome).</p>	 <p>Children will draw an ape/gorilla based on their learning about Darwin's studies on evolution and inheritance.</p>	 <p>Children will study typography and how to draw faces before creating 'Doctors' based on the work of Lr Vandy.</p> <p>They will look at street scenes from the past and present in Lowry style, comparing and contrasting Lowry and George Shaw paintings. Then they will learn how to draw using one-point perspective when drawing the setting of 'Street Child', drawing Lowry figures over their scene.</p>	 <p>Linked to their learning in science, children will create a 'fabric anatomy' by sewing felt, learning how to applique.</p> <p>The children develop their own drawing style when illustrating the fight in 'Wolf Brother' before writing a description.</p>	 <p>Children will study and recreate Hans Holbein's Tudor portraits.</p>	 <p>The children will learn about the decorative food made by the Tudors. They will make bread and twist it into Tudor knots. They will also make their own butter.</p>
<p>Challenge Day</p>	 <p>Based on their science lessons, the children will work collaboratively to design and make 3D mobiles of the water cycle. They will explore mobiles made by Alexander Calder.</p>		 <p>Children will print a wallpaper design based on the designs of William Morris, using block printing.</p>	 <p>Children will work with clay to create a Tudor rose, in the style present on Tudor architecture. Children will learn about how clay should be manipulated effectively, looking at thickness and structure.</p>		
	<p>LEARNING</p>					

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	UNITS	E-safety: It's cool to be kind	Digital literacy: explore a topic	Coding: Scratch maths Building with Numbers	Coding: Scratch Memory game	Digital Literacy: video competition	Coding: Scratch Project
	LEARNING	Children will learn how to respond to bullying online; to discuss different ways to respond to bullying; to turn negative interactions into positive ones; to interpret emotions behind texts and messages and how to model behaviour to others. Children will put their learning into practice by playing Interland: Kind Kingdom.	Children will learn to test the credibility of sources on the internet. They will create and share a Google Document and learn to conduct an internet search. They will use Google Docs to record information and write a research based article.	Children will create a maths based project using Scratch. Children will learn to change the value of a variable; to switch a sprites costumes using a variable; to use broadcast to send notifications; to use input to change the output and to record the output.	Children will first view and play the game that they are going to create for their project. They will then plan their own version. They will create a colour sequence, add items to their list, repeat the sequence using broadcast as a notification, create multiple levels for their game and create and use variables to track scores and to track high scores.	Children will use iMovie to create an advert that explains how to use the internet safety. Children will plan a storyboard, write a script, create props and record a video.	Project: to create a game in which you have to guide a parrot past scrolling pipes to score points. Children will learn how to create sprites using vector mode, how to use sounds, how to detect collisions and how to control a sprite using the keyboard.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	UNITS	Outdoor and Adventurous Activities	Invasion games	Dance	Net & Wall	Games: Invasion	Athletics
		Children will learn to: Choose and perform skills and strategies effectively; find solutions to problems and challenges; plan, implement and refine the strategies they use; adapt the strategies as necessary; work increasingly well in a group or in a team where roles and responsibilities are understood; 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.	Use different techniques for passing, controlling, dribbling and shooting the ball in games; apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending; plan practices and warm ups to get ready for playing safely; recognise their own and others' strengths and weaknesses in games; suggest ideas that will improve performance.	Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances; perform to an accompaniment expressively and sensitively; perform dances fluently and with control; warm up and cool down independently; understand how dance helps to keep them healthy; use appropriate criteria to evaluate and refine their own and others' work; talk about dance with understanding, using appropriate language and terminology.	Use forehand, backhand and overhead shots increasingly well in the games they play; use the volley in games where it is important; use the skills they prefer with competence and consistency; understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly; identify appropriate exercises and activities for warming up; recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices.	Use different techniques for passing, controlling, dribbling and shooting the ball in games; apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending; plan practices and warm ups to get ready for playing safely; recognise their own and others' strengths and weaknesses in games; suggest ideas that will improve performance.	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; organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities; identify good athletic performance and explain why it is good, using agreed criteria.
	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>Healthy minds</u>	Identity, Society and Equality: <u>Human rights</u>	Keeping safe and managing risk: <u>Keeping safe - out and about</u>	Drug, alcohol and tobacco education: <u>Weighing up risk</u>	Relationships and health education: <u>Healthy relationships</u>	Relationships and health education: <u>How a baby is made</u>
	LEARNING	Pupils learn what mental health is, about what can affect mental health and some ways of dealing with this, about some everyday ways to look after mental health and about the stigma and discrimination that can surround mental health.	Pupils learn about people who have moved to Islington from other places, (including the experience of refugees), about human rights and the UN Convention on the Rights of the Child and about homelessness.	Pupils learn about feelings of being out and about in the local area with increasing independence, about recognising and responding to peer pressure, about the consequences of anti-social behaviour (including gangs and gang related behaviour). Pupils learn about the importance for girls to be protected against FGM.	Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs, about assessing the level of risk in different situations involving drug use and about ways to manage risk in situations involving drug use.	Pupils learn about the changes that occur during puberty, to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact, what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.	Pupils learn about human reproduction in the context of the human lifecycle, how a baby is made and grows (conception and pregnancy), about roles and responsibilities of carers and parents, to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it.

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French	OVERVIEW	In French, children will learn new vocabulary, learn to manipulate French grammar and build their cultural awareness of life in France and French speaking countries. Each French lesson includes a mixture of listening, reading, speaking and some writing, and new vocabulary or grammar is embedded through activities that help children to practice and repeat their learning.					
	UNITS	Food and drink	In a café	Parts of the body	Aliens		Shops and shopping
	LEARNING	Children will learn food and drink vocabulary. They will express their opinion on food choices. They will learn to conjugate the regular verbs <i>manger</i> and <i>boire</i> . They will complete listening activities based on supermarket choices.	Children will continue to use food and drink vocabulary. They will learn to use transactional language for ordering food. They will discuss and use different forms of address (<i>vous/tu</i>) and discuss how this is different to English. They will discuss eating out and paying in France, using Euros. The children will write and present a play set in a café, and read and answer questions on extended text.	Children will learn the vocabulary to name body parts. They will recap genders of nouns. They will learn to conjugate the verbs <i>avoir</i> and <i>être</i> , and discuss how conjugating irregular verbs differs to regular verbs. With food and drink vocabulary, children will look at spotting cognates and using a dictionary in L1 and L2 to find words they don't already know. They will watch the <i>Jean Petit qui danse</i> video and spot familiar words.	Children will continue to learn body part vocabulary and use adjectives to describe body parts, agreeing gender and plurality. Children will design and describe an alien and make a triarama to display their work.		Children will learn vocabulary to describe different types of shop and learn how to buy items. They will recap the gender of nouns, in the form <i>au/à la</i> . They will conjugate and use the verb <i>acheter</i> . They will describe the different types of shop in France, and how this might differ to the UK, as well as recapping previous learning on forms of address and Euros. Children will write and perform own shopping play.