



# Dog Kennel Hill Primary School Curriculum 2019 -2020



Our curriculum is designed to empower, engage and to encourage children to be in control of their own learning. Our ultimate aim is that children will feel motivated to continue their learning outside of the classroom and will have developed the perseverance, resilience and love of learning required for the next phase of their education. The curriculum is based upon an integrated thematic approach which links to the wider world – hence the importance placed upon ‘cultural capital’. We intend to raise the aspirations of children through an innovative and creative curriculum and continuously celebrate their success. We have an obligation to start to transform the future opportunities and progress of the children, as well as encouraging them to embrace and appreciate the opportunities that they can experience here at Dog Kennel Hill Primary School.

## Dog Kennel Hill Curriculum 2019/ 2020

### Aims and Objectives

At Dog Kennel Hill we aim to provide a rich and meaningful learning experience for all our children which will prepare them for an ever-changing world. In designing our curriculum, we aim not to not only maximise the natural and man-made resources around us but to build directly on the experience, needs, and interests of our children as well as the expertise of the staff. We have also taken into account the cultural and social diversity of all our pupils therefore creating opportunities for all to succeed. This is a curriculum for us by us. Our curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points.

We aim to equip pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

We actively promote the use of the outdoors as a learning environment not just for PE and the Early Years but for all children in all subjects. We are fortunate to have access to local nature areas such as Lettsom Gardens, where we have an allotment and in 2019-2020 will be starting Forest School for the EYFS. We also have a community space at DKHAP (Dog Kennel Hill Adventure Playground) and our own wildlife area at school.

Our curriculum is based on the 2014 National Curriculum Framework.

## **Curriculum Intent:**

### **We provide a rich, relevant and engaging curriculum, ensuring all pupils:**

- are challenged to achieve the very best they can and make progress in line with, or above, national expectations;
- develop enquiring minds and a balanced outlook on life;
- build upon knowledge and deepen understanding;
- are taught with context and purpose;
- are collaborative, resilient learners with a strong sense of personal choice and responsibility who enjoy and value their learning.
- grow into confident and responsible young people who can shape their own views and explain their opinions embodying the River Hill Federation Values

## **Curriculum Implementation**

### **We do this through:**

- creating an aspirational high achievement culture;
- ensuring progression, context and purpose in our curriculum content, underpinned with specific knowledge, outlined by way of knowledge organisers and curriculum maps.
- providing a smooth transition between phases by allowing staff the unique opportunity to learn and observe across phases, building relationships and developing knowledge and strengthening skills
- providing extensive enrichment opportunities to raise cultural capital;
- valuing creativity and learning within and beyond the classroom, taking full advantage of the wealth of art and culture East Dulwich and London has to offer;
- collaboration and competition with other educational establishments and exposure to a range of workshops, guest speakers, members of the community and parents;

We provide diverse and exciting experiences, which are taught with context and purpose. From EYFS to Year 6 our curriculum is thematic, with room for cross-curricular teaching as well as discrete teaching of particular subjects and units.

### **Curriculum Impact**

We measure the impact of our curriculum by:

- Reflecting on the standards achieved against planned outcomes.
- Celebrating the learning at the end of each topic, where children demonstrate the knowledge they have gained
- Sampling children's learning across the school, where they demonstrate learning
- Pupil discussions with teachers and Senior Leaders about their learning
- Annual tracking of standards across the curriculum

We use formative strategies such as using feedback to inform planning, as well as summative assessments at set times during the year. We benchmark against national standards in a variety of ways including; marking and moderating across the school, Local Authority EYFS consultant visits, English consultant support, external Maths Mastery visits in KS1 and frequent moderation activities with colleagues from across the federation.

Pupil progress is monitored by way of pupil progress meetings, where results of summative assessments allow us to identify and address barriers to learning of individuals and groups.

Pupil and parent voice are crucial tools in informing us what we are doing right, and what we need to develop.

End of year outcomes show that DKH children achieve highly, embody our core values and have a deep knowledge and understanding of our curriculum.

## Early Years Foundation Stage Curriculum

Reception and Nursery will spend some of the Autumn Term settling in and getting used to their new learning environments. This forms part of the transition period. During this time teachers are observing, assessing and screening their children in the areas of learning. Activities are set up both indoors and out to support all areas of the EYFS curriculum.

The Prime (**in bold**) and Specific Areas are:

- **Personal, Social and Emotional development**
- **Physical development**
- **Communication and Language development**
- English
- Maths development
- Understanding the World
- Expressive Arts and Design

Nursery will be working through Letters and Sounds phonic phases 1 and 2 which focus on distinguishing sounds and identifying sounds. In Reception the focus is more on phases 3 and 5 which are phonemes (minimum unit of sound) and making words. The Dandelion readers, which are sent home with the children along with a book of the child's choice, heavily support our phonic programme.

By the Spring Term a topic-based approach is fully embedded. Planning is informed heavily by the previous assessments of where the children are in the prime areas (their needs), the interests of the children and the requirements of the curriculum.

In the Summer Term, teachers are gathering evidence to support their final judgements for the Early Years Foundation stage profiles. The expectation is that most children will achieve a Good Level of Development.

By the end of the foundation stage children are expected to

- Write simple sentences with plausible phonetic spellings- children who should exceed the good level of development should be writing some compound words
- Read simple sentences relying on phonics and contextual cues
- Work with numbers to at least 20

## Dog Kennel Hill Primary School Year Group Nursery Curriculum Overview 2019- 2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	All about me/ settling	Traditional tales	Supertato	People who help us	Living and growing- life cycles	Holiday destinations/ animals abroad
<b>Trips</b>		Sainsbury's for cooking ingredients	Lettsom gardens	In school visit from Firefighters, police, lollipop person	Lettsom gardens Contact Surrey docks farm	Battersea Zoo
<b>Events and Festivals</b>	Jeans for Genes Day MacMillan Coffee Morning Rosh Hashanah World Mental Health Day Black History Month	KS1 Production Christmas Fair & Christmas Children in Need Diwali Anti-Bullying Week	New Year	World Book Day Easter	KS1 SATs KS2 SATs	Summer Fair Year 6 Production Eid Al Fitr
<b>Reading</b>	Familiar stories – Dear zoo, Brown bear.  BHM – Femi the fox BHM – Handa's surprise	3 billy goats gruff Goldilocks and the three bears The gingerbread man The runaway chapatti 3 Little pigs	Supertato Veggies assemble Evil pea rules Run veggies, run Veggies in the valley of doom	Factual books: Firefighters Police officers Vets Doctors Teacher Chef Lollipop people	Factual books: Living and growing Seed to plant Life cycle books: Egg to chick Caterpillar to butterfly Tadpole to frog	Look what I found Little beans holiday Rainbow fish Factual books
<b>Writing</b>	Name recognition and name writing. Self portraits Independent mark making Experimental mark making	Mark making ideas about traditional tales and characters Wanted posters Letter formation of phonics	Letters to evil pea Supertato speech bubbles CVC words- phonics sounds	'What I want to be...' writing Own speech bubble writing Road safety instructions Lollipop role play (writing on own photos)	Skeleton drawing Bone labelling Seed packet writing Life cycle labelling Chick diary	Post card writing Map drawing and labelling Animal information booklets Comparison portraits and name writing

		sounds Adults scribing children's speech – supporting children with emergent writing				
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<b>Number</b>	Number rhymes Reciting numbers Experimenting with marks/ recording number	Number rhymes Ways to represent numbers Representing numbers on fingers	Counting objects with 1:1 correspondence Showing interest in numerals in the environment	Following numbered instructions Number recognition Number formation	Recognising numerals 1 -10 Counting objects to 10 Introducing + / -	Simple number sentences Adding two groups to find a total Taking away to find a total Recording answers
<b>SSM</b>	Introduction to shape Categorizing objects according to shape and size Sustained play in construction area Routines – structure of the school day/ language relating to time	Prepositional language Construction using appropriate shape Measure – weighing in cooking	Sustained construction using shape for a purpose Shape language – round, tall etc. Capacity	2D shapes – names a properties Weighing – real objects	Measuring – bones, height etc. Introduction to 3D shapes and names	3D shapes – properties Introduction to time – clock faces
<b>KUW</b>	Ourselves – similarities and differences	Introduction to Bee-bots Introduction to electrical circuits	Occupations and ways of life – showing interest in different communities.	Dark den – light and dark/ shadows. Invisible pen writing. I-pad for learning walks	Planting and growing – changes and observations Observations of life cycles – frog, chick, butterfly, ladybird, human	Holiday destinations – weather, food, clothing etc. Different communities around the world

<b>EAD</b>	Nursery songs and rhymes Ring games	Movement to express feelings and emotions. Forms of expression – feelings. Introduction to instruments	Imaginative role play – fire station, police station, road safety, vet surgery, doctors surgery.	Drama – role play, re-telling stories, 'hot seating'	Observational life cycle paintings Manipulating materials – constructing playdough chicks	Flag making – countries around the world Building a repertoire of songs and dance
<b>PD</b>	Experimenting with movement and beginning to move freely and with pleasure and confidence in a range of ways. Can tell adults when hungry or tired or when they want to rest or play. Can usually manage washing and drying hands.	Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.	Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can catch a large ball. Observes the effects of activity on their bodies. Dresses with help	Can stand momentarily on one foot when shown. Understands that equipment and tools have to be used safely.	Draws lines and circles using gross motor movements. Uses one-handed tools and equipment.	Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters.
<b>C&amp;L</b>	Listening to stories with increasing attention and recall. Joining in with repeated refrains and anticipating key events and phrases. Focusing attention. Following simple directions.	Understanding the use of objects. Showing understanding of prepositions. Responding to simple instructions.	Understanding 'how' and 'why' questions. Using intonation and rhythm to express meaning. Uses vocabulary focusing on objects and people that are particularly important to them.	Using more complex sentences to link thoughts. Retelling past events. Using a range of tenses.	Uses talk in pretending that objects stand for something else.	Building up vocabulary that reflects the breadth of their experience. Using talk to connect ideas. Questioning why things happen and given explanations.

## Dog Kennel Hill Primary School Year Group Reception Curriculum Overview 2019- 2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	'All about me'- settling	'Moving about' – transport (space)	'Healthy me' – eating, our bodies, skeleton (environment – contrasting environments)	'Dinosaurs diggers'	Life cycles- hatching duck eggs, tadpoles, butterflies, planting and growing	'Our world' – our families, countries we are from, culture, animals
<b>Trips</b>	Learning walks around wider school grounds	Environmental walks around local area	Trips to Sainsbury's for children to purchase ingredients for cooking	Lettsom gardens	Visit from 'animal person'	Godstone farm
<b>Events and Festivals</b>	Jeans for Genes Day MacMillan Coffee Morning Rosh Hashanah World Mental Health Day Black History Month	KS1 Production Christmas Fair & Christmas Children in Need Diwali Anti-Bullying Week	New Year	World Book Day Easter	KS1 SATs KS2 SATs	Summer Fair Year 6 Production Eid Al Fitr
<b>Reading</b>	'All about me' book My first day at school  BHM – Femi the fox BHM – Handa's surprise	The naughty bus Transport books – boats, buses, planes	Factual books My body book	Harry and the bucketful of dinosaurs pack Information books on dinosaurs	Factual books: Living and growing Seed to plant Life cycle books: Egg to chick Caterpillar to butterfly Tadpole to frog	Children's atlas World books – different countries
<b>Writing</b>	Self-portraits and name writing	Name writing Letter	News writing Prescriptions	Dinosaur labelling	Duck diaries Life cycle	Sentence writing Attempts to write short sentences in

	<p>Independent labelling - baseline BHM – recipe writing Initial sounds Gives meaning to marks they make as they draw, write and paint.</p>	<p>formation Transport surveys CVC words Begins to break the flow of speech into words. Continues a rhyming string.</p>	<p>Captions and simple sentences Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together.</p>	<p>Dinosaur factual booklets Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>labelling Life cycle facts Writes own name and other things such as labels and captions.</p>	<p>meaningful contexts.</p>
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<b>Number</b>	<p>Recognizing numerals of personal significance Identifying numbers Number rhymes</p>	<p>Counting objects to 10 Selecting correct numerals to represent groups Using language of 'more' and 'fewer' to compare groups</p>	<p>Counting up to six objects from a larger group Counting beyond 10 Counting irregular arrangements of objects to 10 Estimating</p>	<p>Finding one more/ one less than a given number Records using own marks Number formation</p>	<p>Finding the total number of items by counting groups Beginning to use vocabulary for adding and subtracting Recording answers to number problems Sharing of numbers</p>	<p>Completing simple number sentences to find a total Ordering numbers to 20 Adding and subtracting two single digit numbers Doubling Halving</p>
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<b>SSM</b>	Describing simple shapes – mathematical language Selecting named shapes Using everyday language related to time Ordering and sequencing of familiar events Measuring short periods of time in simple ways	Wrapping paper making – patterns Wrapping presents – shape and measure Using familiar shapes to create and recreate patterns	Using positional language Comparing of size – using language for size	Ordering items by weight or capacity Simple measures in cooking	Ordering items by length or height	Beginning to use everyday language relating to money
<b>KUW</b>	Talking about things that make us unique. Being aware of similarities/ differences between ourselves and others. Joining in with new class routines.	Talking about how we travel to school – looking at different modes of transport Introducing Bee-bots	Observations of seasonal changes – looking at plants and animals and environmental changes Working with electric circuits	Interacting with simple ICT games/ using I-pads	Life cycles and growing - Looking closely at similarities, differences, patterns and change	Looking closely at different communities and traditions around the world Introducing to ICT suite – using hardware to interact with age appropriate software
<b>EAD</b>	Exploring different sounds of instruments. Building a repertoire of songs and dances.	Explores what happens when mixing colours. Creating simple representations of events, people and objects. Initiating new combinations of movement and gesture in order to express and respond to feelings,	Using different media to create different effects. Constructing with a purpose in mind using a variety or resources. Introducing a storyline or narrative into play.	Manipulating materials to achieve a planned effect – creating own clay dinosaur figure. Plays cooperatively as part of a group to develop and act out a narrative.	Selects appropriate resources and adapts work where necessary.	Selects tools and techniques needed to shape, assemble and join materials they are using.

		ideas and experiences.				
<b>PD</b>	Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully.	Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object.	Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control.	Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.	Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Show control and coordination of in large and small movements. Move confidently in a range of ways. Handle equipment and tools effectively.
<b>C&amp;L</b>	Maintaining attention during appropriate activities. Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play. Usually dry and clean during the day	Building two channeled attention – listening and 'doing' at the same time. Responding to instructions involving a two part sequence. Shows understanding of how to transport and store equipment safely. Dressing and using the toilet independently.	Listening to and responding to ideas and opinions expressed by others. Links statements and sticks to a main theme or intention. Eats a healthy range of foodstuffs and understands need for variety in food. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Extending vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Able to follow a story without pictures of props. Listening to stories and accurately anticipating key events, responding with relevant comments. Practices some appropriate safety measures without direct supervision.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Showing awareness of the listeners needs in conversation. Developing own narratives and explanations by connecting ideas.
<b>Spanish</b>	Spanish greetings	Numbers from 1-10	Colours	Fruits	Farm animals	Recap of all the topics

Reading	Writing	Grammar
Match graphemes for all phonemes Read accurately by blending sounds Read words with very common suffixes Read contractions & understand purpose Read phonics books aloud Link reading to own experiences Join in with predictable phrases Discuss significance of title & events Make simple predictions	Name letters of the alphabet Spell very common 'exception' words Spell days of the week Use very common prefixes & suffixes Form lower case letters correctly Form capital letters & digits Compose sentences orally before writing Read own writing to peers or teachers	Leave spaces between words Begin to use basic punctuation. ? ! Use capital letters for proper nouns Use common plural and verb suffixes Speaking and Listening Listen and respond appropriately Ask relevant questions Maintain attention and participate

## Dog Kennel Hill Primary School Year Group 1 Curriculum Overview 2019- 2020

<b>Number/Calculations</b> Count to / across 100 Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Read & write numbers to 20 Use language, e.g. 'more than', 'most' Use +, - and = symbols Know number bonds to 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems, including simple arrays	<b>Geometry and Measures</b> Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Tell the time to hour/half-hour Use language of days, weeks, months & years Recognise & name common 2-d and 3-d shapes Order & arrange objects Describe position & movement, including half and quarter turn	<b>Fractions</b> Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Our World and Beyond	Traditional Tales	Toys	Places People Live	Fairy Tales	Monsters and Aliens
Trips	Museum of London- Mary Seacole- Free	Surrey Docks Farm	Horniman Museum: Toys around the World  Brunel Museum	London Eye, River Cruise, Cable Car  Dulwich Picture Gallery/ National Portrait Gallery	Horniman Museum: Garden Explorer	Kew Gardens London CLC (Computing)
Events and Festivals	Jeans for Genes Day MacMillan Coffee Morning Rosh Hashanah World Mental Health Day Black History Month	KS1 Production Christmas Fair & Christmas Children in Need Diwali Anti-Bullying Week	New Year	World Book Day Easter	KS1 SATs KS2 SATs	Summer Fair Year 6 Production Eid Al Fitr
English (DPiL)	Whatever Next Traction Man  Poetry By heart Week- Twinkle Twinkle	The Little Red Hen Rumpelstiltskin  Poetry By heart Week- own	Toys Where's My Teddy – lead in book: Poetry By heart Week- Teddy	The Smartest Giant  Poetry By heart Week- own choice	Phonics Scheme	Poetry By heart Week- There's a Monster in my closet  Phonics Scheme

	Phonics Scheme	choice Phonics Scheme	Bear, Teddy Bear  Phonics Scheme	Phonics Scheme		
<b>Reading</b>	<p><b>Read aloud:</b> Whatever Next! My Friend Bear J Alborough Space Boy by Leo Landry, The way back home by Oliver Jeffers, Man on the Moon by Simon Bartram</p> <p><b>Poetry by heart:</b> Twinkle Twinkle (all verses)</p> <p><b>Fiction:</b> Back to Earth with a Bump</p> <p><b>Non Fiction:</b> Neil Armstrong/space  Animals and living things</p>	<p><b>Read aloud:</b> Handa's Surprise E Browne  Oliver's Vegetables, V. French</p> <p><b>Poetry by heart:</b> Xmas Carol  Little Red Hen  Traditional  tales  60 second reads Christmas )</p>	<p><b>Read aloud:</b> Lost in the Toy Museum David Lucas; A Bear called Paddington, Micheal Bond  Dogger Shirley Hughes</p> <p><b>Poetry by heart:</b> Teddy Bear Teddy Bear turn around</p> <p><b>Non Fiction:</b>  Terrific Toys  All about spring</p>	<p><b>Read aloud:</b> Squash and a Squeeze; Room on the Broom; The Gruffalo; Monkey Puzzle; The snail and the whale  Stick man/Zog</p> <p><b>Poetry by heart:</b> Buckingham Palace A. A Milne</p> <p><b>Non fiction:</b>  60 second Easter Polar regions</p>	<p><b>Read aloud:</b> Traditional Fairytales (Hopscotch series)</p> <p><b>Poetry by heart:</b> Caribbean Counting Rhyme by Pamela Mordecai  Fairy tales</p> <p><b>Non Fiction:</b></p>	<p><b>Read aloud:</b> Where the Wild Things Are, Maurice Sendak  Aliens/Monsters Loves Underpants by C. Freedman and Ben Cort</p> <p><b>Poetry by heart:</b> There's a Monster in my Closet by Susan Burd</p>
<b>Writing</b>	Whatever Next! Lists, captions-	Little Red Hen Setting, Story Map,	Rumpelstiltskin Riddles / Clues,	The Smartest Giant in Town Story Map,	Chronological and Non- chronological	Where the Wild Things Are Stories from imaginary

	thought bubbles, diary, retelling and That's nice dear – new version Whatever Next! Jill Murphy	Retelling a familiar story  Instructions – making bread  Instructions – Christmas RE link	Retelling a familiar tale, Character description, Speech, Blurb Question Marks  Bingo Lingo: Phonics reading unit	Letter Writing, Re-telling of story -est, adjectives  London-famous landmarks Katie in London James Mayhew Postcards, recounts	reports, Capital Letters and Full stops	worlds, adventure stories, Setting description Precise nouns
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<b>Maths</b>	<b>Maths Mastery</b>  <u>Numbers to 10</u> Count, read, write, identify, represent, double and half, and use comparative language. <u>Addition and subtraction within 10</u> Represent and use number bonds; read, write, interpret, represent and solve. <u>Shapes and patterns</u>	<b>Maths Mastery</b>  <u>Numbers to 20</u> Count, read, write, identify, represent, double and half, and use comparative language. <u>Addition and subtraction within 20</u> Represent and use number bonds; read, write, interpret	<b>Maths Mastery</b>  <u>Exploring calculation strategies within 20</u> Represent and use number bonds; use concrete and pictorial representation to solve one-step problems <u>Numbers to 50</u> Count, read, write, identify, represent in numerals and words;	<b>Maths Mastery</b>  <u>- Adding and subtracting within 50</u> Represent and use number bonds; read, write, interpret and solve one-step problems. <u>Fractions</u> Recognise, find and name a half and a quarter as one of two or four equal parts respectively.	<b>Maths Mastery</b>  <u>Numbers 50 to 100 and beyond</u> Count from a given number in 1s, 2s, 5s and 10s; represent, identify and estimate numbers; recognise place value. <u>Adding and subtracting within 100</u> Represent and use number	<b>Maths Mastery</b>  <u>Multiplication and division</u> Solve one-step problems using concrete and pictorial representations and arrays. <u>Measures (2):</u> Capacity and volume Compare, describe, measure, record and solve practical problems.
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<b>Science</b>	<b>Biology: Animals Including Humans</b> (Kent Scheme) <ul style="list-style-type: none"> <li>- Ourselves</li> <li>- Identify, name and - label parts of the body</li> <li>- the senses (sight, taste,)</li> <li>- say which part of the body is associated with each sense</li> <li>- find and name common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</li> <li>- find and name common animals that are carnivores, herbivores and omnivores</li> </ul>		<b>Chemistry: Everyday Materials</b> (Kent Scheme) <ul style="list-style-type: none"> <li>- distinguish between an object and the material from which it is made</li> <li>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>- describe the simple physical properties of a variety of everyday materials</li> <li>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>		<b>Biology: Plants</b> (Kent Scheme) <ul style="list-style-type: none"> <li>- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>- identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	
<b>E-Safety</b>						
<b>Computing</b>	<u>We are TV Chefs</u> <ul style="list-style-type: none"> <li>• Break down a process into simple, clear steps, as in an algorithm.</li> <li>• Use different features of a video camera.</li> <li>• Use a video camera to capture moving images.</li> <li>• Develop collaboration skills.</li> <li>• Discuss their work and think about how it could be</li> </ul>	<u>We are Painters</u> <ul style="list-style-type: none"> <li>• Use the web safely to find ideas for an illustration.</li> <li>• Select and use appropriate painting tools to create and change images on the computer.</li> <li>• Understand how this use of ICT differs from using paint and paper.</li> <li>• Create an illustration for a</li> </ul>	<u>We are Treasure Hunters</u> <ul style="list-style-type: none"> <li>• Understand that a programmable toy can be controlled by inputting a sequence of instructions.</li> <li>• Develop and record sequences of instructions as an algorithm.</li> <li>• Program the toy to follow their algorithm.</li> <li>• Debug their programs.</li> </ul>	<u>We are Collectors</u> <ul style="list-style-type: none"> <li>• Find and use pictures on the web.</li> <li>• Know what to do if they encounter pictures that cause concern.</li> <li>• Group images on the basis of a binary (yes/no) question.</li> <li>• Organise images into more than two groups according to</li> </ul>	<u>We are Storytellers</u> <ul style="list-style-type: none"> <li>• Use sound recording equipment to record sounds.</li> <li>• Develop skills in saving and storing sounds on the computer.</li> <li>• Develop collaboration skills as they work together in a group.</li> <li>• Understand</li> </ul>	<u>We are Celebrating</u> <ul style="list-style-type: none"> <li>• Develop basic keyboard skills, through typing and formatting text.</li> <li>• Develop basic mouse skills.</li> <li>• Use the web to find and select images.</li> <li>• Develop skills in storing and retrieving files.</li> <li>• Develop skills</li> </ul>

	<p>improved.</p> <p><b>Area of Curriculum:</b> Computational Thinking</p>	<p>particular purpose.</p> <ul style="list-style-type: none"> <li>• Know how to save, retrieve and change their work.</li> <li>• Reflect on their work and act on feedback received.</li> </ul> <p><b>Area of Curriculum:</b> Creativity</p>	<ul style="list-style-type: none"> <li>• Predict how their programs will work.</li> </ul> <p><b>Area of Curriculum:</b> Programming</p>	<p>clear rules.</p> <ul style="list-style-type: none"> <li>• Sort (order) images according to some criteria.</li> <li>• Ask and answer binary (yes/no) questions about their images.</li> </ul> <p><b>Area of Curriculum:</b> Computer networks</p>	<p>how a talking book differs from a paper-based book.</p> <ul style="list-style-type: none"> <li>• Talk about and reflect on their use of ICT.</li> <li>• Share recordings with an audience.</li> </ul> <p><b>Area of Curriculum:</b> Communication / Collaboration</p>	<p>in combining text and images.</p> <ul style="list-style-type: none"> <li>• Discuss their work and think about whether it could be improved.</li> </ul> <p><b>Area of Curriculum:</b> Productivity</p>
History	<p><b>Neil Armstrong</b> Lives of significant historical figures, including comparison of those from different periods</p>	<p><b>Guy Fawkes</b> Lives of significant historical figures, including comparison of those from different periods</p>	<p><b>Toys now and in the past</b> <u>Key Concepts</u> Changes in living memory (linked to aspects of national life where appropriate) -Introduce key vocabulary -Compare and contrast old and new toys -Identify similarities and differences -Chronologically order toys/events</p>	<p><b>Bright Lights, Big City London Then and Now</b> -learn about the UK's capital city -Develop knowledge of key locations -Develop understanding of transport -Develop understanding of Brunel -Develop understanding of events that have shaped London's past</p>		
	<p><b>Black History Month</b> <b>Florence Nightingale Mary Seacole:</b> Lives of significant historical figures, including comparison of those from different period Equal opportunities: the importance of the role of women from white and black origin at this time. Dr Maggie Aderin-Pocock (British Space Scientist)</p>					
Geography		<b>The United Kingdom</b>		<b>Hot and Cold Places</b>		<b>London and New Delhi,</b>

		<p><b>Locational Knowledge:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -River Thames trip -Docklands Refer to Odizzi KS1 The United Kingdom London focus</p> <p><b>Mapping Skills London</b> <u>Geographical skills and fieldwork</u> -Use basic geographical vocabulary to refer to local &amp; familiar features -Use four compass directions &amp; simple vocabulary</p>		<p><b>Seasons &amp; Weather</b> <u>Human and physical geography</u> Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles Odizzi Hot and Cold Places</p> <p>English link- farming</p>		<p><b>contrasting locality</b> <u>Geographical Skills and fieldwork</u> The Thames &amp; The Ganges <u>Place knowledge</u> Compare London to a non-European country Location, Animals, Landmarks, Art, Culture, Food, History, Language, Weather</p> <p>RE Link PSHE poverty Science link climate change</p>
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<b>Art &amp; Design</b>	Design and make: rockets, space belts, space helmets Character puppets linked to literacy unit. Learning about and making a Harvest stew. Mystery Bag Project – Whole School	Creative Homework project – Creating a model based around The Little Red Hen  Pop up Christmas cards and other Christmas/Winter crafts.	Toy Making  Creative Homework project – Creating a character from a	Skyline pictures  Sculptures	TV Chefs – Writing recipes (in ICT using computers) and making food following Recipes traditional fairy tale.	Monster finger puppets Learning history of the art, it's basis in story telling 'dreamtime', techniques and resources used in creating pieces  Arts Week
<b>Design Technology</b>		Technology Look at moving pictures in books Look at movement in levers and sliders Make a sliding mechanism. Diorama Boxes	Templates and Joining Make a puppet		Preparing fruit and veg Making a fruit salad for our picnic. Bread Making.	
<b>RE</b> Big Question: What does it mean to Belong	How do you belong to Christianity?	How do you belong to Christianity? Christmas	How do you belong to Islam?	How do you belong to Islam?	How do you belong to Sikhism?	How do you belong to Hinduism
<b>PSHCE</b> <b>(reviewing)</b>	<b>PATHS Unit 3:</b> Basic feelings		<b>PATHS Unit 4:</b> Self-Control	<b>PATHS Unit 5:</b> Sharing, Caring and Friendship	<b>PATHS Unit 6:</b> Problem solving <b>Unit 7:</b> Intermediate feelings	<b>PATHS Unit 8:</b> Advanced Feelings
<b>Mindfulness</b>	Introducing Brain Breaks.	<b>Lesson 1</b> – How our Brain Works <b>Lesson 2</b> – Mindful Awareness <b>Lesson 3</b> – Focussed	<b>Lesson 5</b> – Mindful Seeing <b>Lesson 6</b> – Mindful Smelling <b>Lesson 7</b> – Mindful Tasting	<b>Lesson 8</b> - Mindful Movement <b>Lesson 9</b> - Mindful Movement II	<b>Lesson 11</b> – Choosing Optimism <b>Lesson 12</b> – Appreciating Happy Experiences	<b>Lesson 14</b> – Performing Acts of Kindness <b>Lesson 15</b> – Taking Mindful Action in the

		Awareness <b>Lesson 4</b> – Mindful Listening		<b>Lesson 10</b> – Perspective Taking	<b>Lesson 13</b> – Expressing Gratitude	World
<b>Music</b> Specialist Teacher	Singing. Pitch in instruments and voice, call and response.	Christmas Production.	Tuned percussion Pentatonic scale		Small Percussion Pulse Structure Handling and controlling instruments	
<b>Spanish</b> Specialist Teacher	Days of the week and months	Numbers from 1-20	Farm animals and pets	Spanish instructions (sit, put your hand up, etc)	Spain, unit to find out more about some of the Spanish speaking countries.	Recap of all the topics
<b>PE</b> Coach for 1x lesson a week	Problem Solving Week Football Skills	Dance	Gymnastics Circuit	Basketball	PB Athletics	Cricket Skills, sports day
Class Teacher 1x lesson a week	Multiskills	Floor Gymnastics	OAA Problem Solving	Athletics	Invasion Games	Multisports



## Dog Kennel Hill Primary School Year Group 2 Curriculum Overview 2019- 2020

<b>Reading</b> Develop phonics until decoding secure Read common suffixes Read & re-read phonic-appropriate books Read common 'exception' words Discuss & express views about fiction, non-fiction & poetry Become familiar with & retell stories Ask & answer questions; make predictions Begin to make inferences	<b>Writing</b> Spell by segmenting into phonemes Learn to spell common 'exception' words Spell using common suffixes, etc. Use appropriate size letters & spaces Develop positive attitude & stamina for writing Begin to plan ideas for writing Record ideas sentence-by-sentence Make simple additions & changes after proof reading	<b>Grammar</b> Use . ! ? , and ' Use simple conjunctions Begin to expand noun phrases Use some features of standard English <b>Speaking &amp; Listening</b> Articulate & Justify answers Initiate & respond to comments Use spoken language to develop understanding
<b>Number/Calculations</b> Know 2, 5, 10x tables Begin to use place value (T/U) Count in 2s, 3s, 5s & 10s Identify, represent & estimate numbers Compare / order numbers, inc. < > = Write numbers to 100 Know number facts to 20 (+ related to 100) Use x and ÷ symbols Recognise commutative property of multiplication	<b>Geometry and Measures</b> Know and use standard measures Read scales to nearest whole unit Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds Tell time to the nearest 5 minutes Identify & sort 2-d & 3-d shapes Identify 2-d shapes on 3-d Surfaces Order and arrange mathematical objects Use terminology of position and movement	<b>Fractions</b> Find and write simple fractions Understand equivalence of e.g. $2/4 = 1/2$ <b>Data</b> Interpret simple tables & pictograms Ask & answer comparison questions Ask & answer questions about totalling

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Under a Blanket of Stars	Fire Fire!	Traditional Tales	All About Animals	Tales with a Twist	Dragons
Trips	Horniman Museum- Around Africa	Museum of London- London's Burning Fire Safety Officer Visit	Horniman Museum- Animals and their Habitats Workshop	Sydenham Hill Woods- Self Guided Visit  The Mandir Neasden	Vauxhall City Farm  Hampton Court Palace	Tower of London  Local Library
Events and Festivities	Jeans for Genes Day MacMillan Coffee Morning Rosh	Christmas Production Christmas Fair & Christmas Children in Need Diwali	New Year	World Book Day Easter	KS1 SATs KS2 SATs	Summer Fair Year 6 Production Eid Al Fitr

	Hashanah Black History Month World Mental Health Day	Anti-Bullying Week				
<b>English (DPiL)</b>	<b>The Gigantic Turnip</b>  <b>Not Now Bernard</b>  <b>Poetry by heart</b> There was an old Lady who swallowed a fly  <b>Spelling Scheme</b>	<b>Great Fire of London</b> Explanation texts  <b>Instructions linked to Christmas</b>  <b>Poetry by heart</b> Christmas Poems  <b>Spelling Scheme</b>	<b>Owl Babies</b>  <b>Poetry by heart:</b> The Owl and the Pussycat  <b>Spelling Scheme</b>	<b>Woodland Animals</b>  <b>Poetry by heart</b> Through the Woods  <b>Spelling Scheme</b>	<b>The Pea and the Princess</b>  <b>Poetry by heart Own Choice</b>  <b>Spelling Scheme</b>	<b>Dragons</b> Extended Stories: How to train your Dragon?  <b>Poetry by heart Own Choice</b>  <b>Spelling Scheme</b>
<b>Reading</b>	The Gigantic Turnip	The Twits Roald dahl  The Great Fire of London (How do we know about?) Deborah Fox  Toby and the great Fire of London M Nash & J Cope  London's Burning  Guess by Berlie Doherty (fire poem BBC)  CC Non-fiction:	The Owl who was afraid of the dark Jill Tomlinson  Owl Babies How to catch a star Oliver Jeffers Oliver Jeffers focus:  Lost and Found/The way Back Home  Up and Down  Stuck/The days the	Fantastic Mr Fox R Dahl  PM Readers on Owls, bats, foxes  X 3 weeks  On the Ning Nang Nong (spike Milligan)  CC Non-fiction:	The Pea and the Princess by Mini Grey  The Princess and the pea Lauren Child  Poem TBD  CC Non-fiction:  Animals in their habitats Y2 (Twinkl) (science link)	How to Train A Dragon 1 Cressida Cowell + set  George and the Dragon Christopher Wormell  Dragon Poems by J Foster & K Paul  CC Non-fiction:  Plants and growth (Twinkl) (science link)

		The Great Fire of London (Twinkl)	Crayons Quit The Owl and the Pussycat by Edward Lear CC Non-fiction:	Foxes (Twinkl) Owls (Twinkl) Easter (Twinkl)	Animals including humans Y2 (Twinkl)	
<b>Writing</b>	The Gigantic turnip The enormous treasure chest	Fire, Fire! The Great Fire of London <i>Explanation text, non-fiction reports, connectives, question mark</i> Greedy Zebra <i>Feelings description, Character description, Dialogue</i> Speech Marks  Fire safety visitor talk	Under the blanket of the stars.  Owl Babies / Fox babies <i>Character description, Identifying sequence of events, Adapted new version of the story</i> Punctuation, Adjectives  How to catch a star <i>Setting description, Character description</i> Conjunctions, Adjectives	(Finish Not Now Bernard) All About Animals  Woodland Creatures <i>Non-chronological report</i> Bullet points, Headings, Subheadings, Paragraphs Not Now, Bernard <i>Character Description, Diary Entry, Re-written story</i> expanded noun phrases, commas, past tense, dialogue	Castles  The Pea and the Princess <i>Diary Writing, Letter Writing, Setting description, Character description, Re-telling of story</i> Speech, Adjectives and Adverbs, Past tense, prepositions	Dragons  How to Train A Dragon George and the Dragon <i>Setting description, Character descriptions, Traditional story</i> Magic 3, Alliteration
<b>Maths</b>	<b>Maths Mastery</b> Number and	<b>Maths Mastery</b> Time Length	<b>Maths Mastery</b> Number and	<b>Maths Mastery</b> Properties of 2D	<b>Maths Mastery</b> Number and	<b>Maths Mastery</b> Addition and

	place value Addition Subtraction Addition and subtraction (facts) Properties of shape (2D) Multiplication Division	Addition and subtraction Data handling Money Properties of shapes (2D and 3D)	place value Addition & subtraction Mass Multiplication Division Fractions	shape Properties of 3D Shape Data Handling Addition and Subtraction Time Position and direction Capacity & temperature Money	place value Multiplication and Division Addition & Subtraction Addition & Subtraction (solving problems) Length Data Handling	Subtraction Properties of Shape Shape and directions Fraction Time Position and Direction Money
<b>Science</b>	<b>Biology: Animals Including Humans</b> (Kent Scheme)  Survival, health, exercise and growth Basic needs of animals & offspring, animal classes	<b>Chemistry: Uses of Everyday Materials</b> (Kent Scheme) Sorting and classifying, changing materials (twists, stretches, etc) Compare how things move on different surfaces	<b>Biology: Living Things and Their Habitats (including micro habitats)</b> (Kent Scheme) Differentiate living, dead and non-living	<b>Living Things and Their Habitats (including micro habitats)</b> (Kent Scheme) Food Chains Simple food chains & habitat	<b>Chemistry: Uses of Everyday Materials</b> (Kent Scheme) sorting and classifying materials Identify and compare uses of different materials	<b>Biology: Plants</b> (Kent Scheme) Requirements for Growth (set up a comparative test) Growing plants (water, light, warmth)
<b>E-Safety</b>						
<b>Computing</b>	<u>We are Astronauts</u> • Have a clear understanding of algorithms as sequences of instructions. • Convert simple algorithms to programs. • Predict what a simple program will do.	<u>We are Games Testers</u> • Describe carefully what happens in computer games. • Use logical reasoning to make predictions of what a program will do. • Test these	<u>We are Researchers</u> • Develop collaboration skills through working as part of a group. • Develop research skills through searching for information on the internet.	<u>We are Photographers</u> • Consider the technical and artistic merits of photographs. • Use a digital camera or camera app. • Take digital photographs. • Review and reject or rate the	<u>We are Detectives</u> • Understand that email can be used to communicate. • Develop skills in opening, composing and sending emails. • Gain skills in opening and listening to audio files on the computer.	<u>We are Celebrating</u> • Develop basic keyboard skills, through typing and formatting text. • Develop basic mouse skills. • Use the web to find and select images. • Develop skills in storing and retrieving files.

	<ul style="list-style-type: none"> <li>Spot and fix (debug) errors in their programs.</li> </ul> <p><b>Area of Curriculum:</b> Programming</p>	<p>predictions.</p> <ul style="list-style-type: none"> <li>Think critically about computer games and their use.</li> <li>Be aware of how to use games safely and in balance with other activities.</li> </ul> <p><b>Area of Curriculum:</b> Computational Thinking</p>	<ul style="list-style-type: none"> <li>Improve note-taking skills through the use of mind mapping.</li> <li>Develop presentation skills through creating and delivering a short multimedia presentation</li> </ul> <p><b>Area of Curriculum:</b> Computer networks</p>	<p>images they take.</p> <ul style="list-style-type: none"> <li>Edit and enhance their photographs.</li> <li>Select their best images to include in a shared portfolio.</li> </ul> <p><b>Area of Curriculum:</b> Creativity</p>	<ul style="list-style-type: none"> <li>Use appropriate language in emails.</li> <li>Develop skills in editing and formatting text in emails.</li> <li>Be aware of e-safety issues when using email.</li> </ul> <p><b>Area of Curriculum:</b> Communication / Collaboration</p>	<ul style="list-style-type: none"> <li>Develop skills in combining text and images.</li> <li>Discuss their work and think about whether it could be improved.</li> </ul> <p><b>Area of Curriculum:</b> Productivity</p>
<b>History</b>	<p><b>Black History Month</b> Rosa Parks (democracy)</p>	<p><b>Great Fire of London:</b> Understand how we can ask questions and find out about events of the past (Samuel Pepys)</p>			<p><b>Important Historical figures</b> Comparing historical figures</p>	<p><b>Important historical figures</b> Henry VIII</p>
<b>Geography</b>	<p><b>Compare and Contrast Dulwich/</b> Name &amp; locate world's continents and oceans</p> <ul style="list-style-type: none"> <li>Compare local area to a non-European country (Ghana)</li> </ul>		<p><b>The United Kingdom</b> Use basic vocabulary to describe a less familiar area</p> <ul style="list-style-type: none"> <li>Use aerial images and other models to create simple plans and maps, using symbols</li> <li>Use simple fieldwork and observational skills</li> </ul>	<p><b>India &amp; The UK Odizzi:</b> <u>Place knowledge</u> Compare local area to a non-European country</p> <ul style="list-style-type: none"> <li>Name &amp; locate world's continents and oceans</li> <li>Compare local area to a non-European country</li> <li>Comparing British</li> </ul>		

			to study the immediate environment	woodlands Vs Indian rainforest -Looking at equators and hot and cold parts of the world. -Locating on maps/continents -Looking at seasonal weather/climate patterns -Types of animals→habitat  Urban and rural		
<b>Art &amp; Design</b>	Mask making. Landscapes. Mixing Colours	Fire Sculptures Creative Homework project – Creating a Tudor house inspired by 'The Great Fire of London'  Silhouettes based on The Fire of London	Look at line, technique, colour, style using Hundertwasser as inspiration	Creative Homework project – Create/paint/draw a woodland animal of your choice. Making nocturnal animals (standing pop up) Design and evaluate existing models of nocturnal animals. Children to design and write instructions to make own. Making nocturnal animals puppets	Drawing skills. Landscape using water colours.	Dragon puppets  Arts Week

				Design and evaluate existing puppets. Children to design and write instructions to make own. Night time paintings – van Gogh Indian artists – looking at different techniques and materials and using it as inspiration for own art work		
<b>Design Technology</b>		Wheels and Axels Make a Fire Engine			Preparing Fruit and Veg Make a salad	Free Standing Sculptures Make a castle

<b>RE</b> Can Stories change people?	Forgiveness	How do we know Easter is coming?	Special books	Special foods and fasting	Where does the world come from??	Why did Jesus tell stories?
<b>PSHCE (reviewing)</b>	<b>PATHS Unit 1:</b> Establishing Positive Classroom <b>Rules Unit 2:</b> Introduction to Feelings		<b>PATHS Unit 3:</b> Feelings and Behaviours <b>Unit 4:</b> Self-Control and Anger Management	<b>PATHS Unit 5:</b> Anger Management and Problem Solving <b>PATHS Unit 6:</b> Friendship and Feeling Lonely	<b>PATHS Unit 7:</b> Manners and Listening  Differences	<b>PATHS Unit 8:</b> Feelings / Emotions / Behaviours  Keeping safe
<b>Mindfulness</b>	Introducing Brain Breaks.	<b>Lesson 1</b> – How our Brain Works <b>Lesson 2</b> – Mindful Awareness	<b>Lesson 5</b> – Mindful Seeing <b>Lesson 6</b> – Mindful Smelling <b>Lesson 7</b> – Mindful Tasting	<b>Lesson 8</b> - Mindful Movement I <b>Lesson 9</b> - Mindful	<b>Lesson 11</b> – Choosing Optimism <b>Lesson 12</b> –	<b>Lesson 14</b> – Performing Acts of Kindness <b>Lesson 15</b> – Taking

		<b>Lesson 3 –</b> Focussed Awareness  <b>Lesson 4 –</b> Mindful Listening		Movement II <b>Lesson 10 –</b> Perspective Taking	Appreciating Happy Experiences <b>Lesson 13 –</b> Expressing Gratitude	Mindful Action in the World
<b>Music</b> Specialist teacher	Kodaly Singing Rhythm	Christmas production Games	African Percussion Sound pictures Composition		Kodaly Notation Structure	
<b>Spanish</b> Specialist teacher	Numbers from 1-31	Say your birthday and say your age	Introducction to the family members	Farm animals and pets	My pencil case (basic classroom objcets)	Recap of all the topics.
<b>PE</b> Coach for 1x lesson a week	Problem Solving Week, Football Skills	Dance	Gymnastics Circuit	Basketball	PB Athletics	Cricket Skills
Class Teacher 1x lesson a week	Multiskills	Floor Gymnastics	OAA Problem Solving	Athletics	Invasion Games	Multiskils

<b>Reading</b> Use knowledge to read @exception words Read range of fiction and non-fiction Use dictionaries to check meaning Prepare poems and plays to perform Check own understanding of reading Draw inferences and make predictions Retrieve and record information from non-fiction books Discuss reading with others	<b>Writing</b> Use prefixes and suffixes in spelling Use dictionary to confirm spellings Write simple dictated sentences Use handwriting joins appropriately Plan to write based on familiar formats Rehearse sentences orally for writing Use varied rich vocabulary Create simple settings and plot Assess effectiveness of own and others writing	<b>Grammar</b> Use range of conjunctions Use perfect tense Use range of nouns and pronouns Use time connectives Introduce speech punctuation Know language of clauses
<b>Number/Calculations</b> Learn 3, 4, 8 x tables Mentally add and subtract units, tens or hundreds to numbers of up to 3 digits Learn written column methods for addition and subtraction Solve number problems including multiplication & simple division and missing number problems Use commutativity to help calculations	<b>Geometry and Measures</b> Measure and calculate with metric measures Measure with simple perimeter Add/subtract money in context Use Roman numerals up to XII Tell time and calculate to solve simple time problems Draw 2D/make 3D shapes Identify and use right angles Identify horizontal, vertical, parallel and perpendicular lines	<b>Fractions</b> Use and count in tenths Recognise, find and write fractions Recognise some equivalent fractions Add/subtract fractions Order fractions with common denominators

## Dog Kennel Hill Primary School Year Group 3 Curriculum Overview 2019- 2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	East Dulwich	Victorian London	Stone Age	Iron Age	Ancient Egypt	Ancient Egypt
Trips	Science Museum- Feel the Force Show and Wonderlab  Dulwich Art Gallery	Local Area Visit  Theatre trip	Natural History Museum- Earthquakes and Volcanoes	Horniman Museum: Prehistoric Britain	British Museum: Decoding Ancient Egyptians Tomb Paintings Free	Horniman Museum: Ancient Egyptians Workshop Gurdwara Visit Southwark Cathedral
Events and Festivities	Jeans for Genes Day MacMillan Coffee Morning Rosh	KS1 Production Christmas Fair & Christmas Children in Need	New Year	World Book Day Easter	KS1 SATs KS2 SATs	Summer Fair Year 6 Production Eid Al Fitr

	Hashanah World Mental Health Day Black History Month	Diwali Anti-Bullying Week				
<b>English (DPIL)</b>	<b>Princess Smartypants</b>  <b>Trickster Stories and fables</b>  <b>Poetry by heart The King's Breakfast</b>	<b>The Giving tree</b>  <b>Voices in the Park</b>  <b>Poetry by heart The Arrow and the Song</b>	<b>Stone Age Boy</b>  <b>Poetry by heart</b> Own Choice	<b>The Iron Man</b>  <b>Poetry by heart</b> Iron Man Poem	<b>Egyptians</b>  <b>Poetry by heart</b> The Magic Box	<b>Egyptians</b>  <b>Poetry by heart</b> Own Choice
<b>Reading</b>	Princess Smartypants by Babette Cole  Revolting Rhymes Roald Dahl  Don't cook Cinderella F Simon  Prince Cinders B. Cole/ Princes Grace Mary Hoffman /Fairy tale twists Katie Dale and Matt Buckingham	Anansi The trickster Spider Lynne Garner The Lion and the Mouse Jerry Pinkney  The Lion and the Mouse, Narrated by the Timid But Truthful Mouse (Other Side of the Fable) (For GD)  Bedtime by	The Cat Mummy Jacqueline Wilson  Sweet and Low by Alfred Tennyson  CC: History Gods (Tw) Mummifying animals daily news report (LKS)(Twinkl) Canopic jars (Twinkl) 60 seconds reads on Ancient Egypt (Twinkl)	Awesome Egyptians(Horrible Histories) Terry Deary and Peter Hepplewhite  The Story of Tutankhamun by Patricia Cleveland- Peck  The grace Man by Grace Nichols  CC: History (Twinkl) Avoid being Tutankhamun! (Tw) 60 seconds reads on Ancient Egypt (Twinkl)	Stone Age Boy atoshi Kitamura Charlie and the Chocolate Factory Roald Dahl  The sound Collector by Roger McGough  Non-fiction: CC: History Stone age 60 second reads activity pack Stone age activity pack RE: Holi differentiated pack SC: Rocks and	Violet and the mean and rotten pirates by Richard Hamilton  Horrible Histories by Terry Deary  A pirates life for me (Twinkl) The sea is hungry by James Reeves  Non-fiction: Plants and Growth (Twinkl)

	<p>Poetry by heart: The King's breakfast By A A Milne/I am a princess by Roger Steven</p> <p>The Giving Tree Shel Silverstein</p> <p>CC Light SC</p> <p>The arrow and the Song by Henry Wadsworth Longfellow</p> <p>Non fiction CC: History Nelson Mandela (Twinkl) CC: RE Hanukah (Twinkl) CC:RE Passover (Twinkl) CC:</p>	<p>Eleanor Farjeon</p> <p>Non-fiction:</p> <p>CC: (science link) Forces (Twinkl) CC: RE Diwali</p>		<p>CC: Sc Animals including humans Y3 (Twinkl)</p>	<p>minerals GR / Fossils Y3 (Twinkl)</p>	
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	Science The shadow Poem by Robert Louis Stephenson					
<b>Writing</b>	Fairy tales with a twist!  Princess Smartypants Retelling a traditional story, adverts, Character description Commas in lists, past tense, synonyms for said, FANBOYS  The Giving Tree Play scripts Speech, Adverbs CC science – shadow Theatre	Wise words  Fables and Trickster Stories Retelling a known fable, Writing an original fable using film Adjectives, Precise Nouns  Anansi storyteller visitor	Ancient Egyptian  Report writing, Non-chronological report, Instructions, Myths and Legends, Dialogue writing, adventure stories, Diary writing, Newspaper report Relative clauses, Imperative Verbs	Ancient Egyptians  Egyptian fairy tale, diary writing, Newspaper report Relative clauses, Imperative Verbs	The Stone Age  Stone Age Boy Direct speech, retelling story Adverbial phrases Cave Baby	Pirates Pirates- Non Fiction Wanted poster- research based, pirate passport, code of conduct  Adventure stories, Character descriptions, mystery story, instructions, Sentence length, conjunctions  Non fiction information texts- geology of the world
<b>Maths</b>	Place Value	Addition and Subtraction	Multiplication and Division	Length and Perimeter	Fractions Time	Shape Mass

White Rose Maths		Multiplication and Division	Money Statistics	Fractions		Capacity
<b>Science</b>	<p><b>Biology: Animals including Humans.</b> (Kent Scheme of Work)</p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b>Physics: Light</b> (Kent Scheme of Work)</p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>	<p><b>Chemistry: Rocks</b> (Kent Scheme of Work)</p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>Physics: Forces and Magnets</b> (Kent Scheme of Work)</p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will</li> </ul>	<p><b>Biology: Plants</b> (Kent Scheme of Work)</p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p><b>Biology: Plants</b> (Kent Scheme of Work)</p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>

				attract or repel each other, depending on which poles are facing.		
	<b>E-Safety</b>					
<b>Computing</b>	<p><b>We are programmers</b> Programming an animation using Scratch or Powerpoint</p> <ul style="list-style-type: none"> <li>• Create an algorithm for an animated scene in the form of a storyboard.</li> <li>• Write a program in Scratch to create the animation.</li> <li>• Correct mistakes in their animation programs.</li> </ul> <p><b>Area of Curriculum:</b> Programming</p>	<p><b>We are bug fixers</b> Finding and correcting bugs in programs</p> <ul style="list-style-type: none"> <li>• Develop a number of strategies for finding errors in programs.</li> <li>• Build up resilience and strategies for problem solving.</li> <li>• Increase their knowledge and understanding of Scratch.</li> <li>• Recognise a number of common types of bug in software.</li> </ul> <p><b>Area of Curriculum:</b> Computational Thinking</p>	<p><b>We are presenters</b> Videoing performance</p> <ul style="list-style-type: none"> <li>• Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing.</li> <li>• Edit video, including adding narration and editing clips by setting in/out points.</li> <li>• Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene</li> </ul>	<p><b>We are network engineers</b> Exploring computer networks, including the internet</p> <ul style="list-style-type: none"> <li>• Understand the physical hardware connections necessary for computer networks to work.</li> <li>• Understand some features of internet protocols.</li> <li>• Understand some diagnostic tools for investigating network connections.</li> <li>• Develop a basic understanding of how domain names are converted to IP addresses.</li> </ul> <p><b>Area of Curriculum:</b> Computer networks</p>	<p><b>We are communicators</b> Communicating safely on the internet</p> <ul style="list-style-type: none"> <li>• Develop a basic understanding of how email works.</li> <li>• Gain skills in using email.</li> <li>• Be aware of broader issues surrounding email, including 'netiquette' and e- safety.</li> <li>• Work collaboratively with a remote partner.</li> <li>• Experience video conferencing.</li> </ul> <p><b>Area of Curriculum:</b> Communication / Collaboration</p>	<p><b>We are opinion pollsters</b> Collecting and analysing data.</p> <ul style="list-style-type: none"> <li>• Understand some elements of survey design.</li> <li>• Understand some ethical and legal aspects of online data collection.</li> <li>• Use the web to facilitate data collection.</li> <li>• Gain skills in using charts to analyse data.</li> </ul> <p>Gain skills in interpreting results. <b>Area of Curriculum:</b> Productivity</p>

			length. <b>Area of Curriculum:</b> Creativity			
<b>History</b>			<b>Stone age to Iron Age</b>  British History (taught chronologically) Stone Age to Iron Age Britain, including: - hunter-gatherers and early farmers - Bronze age religion, technology & travel - Iron age hill forts -What was daily life like? -What was a stone age diet like? -Why was hunting important to stone age people? - How did stone age people communicate? -What do we know about animals from the past? -Tools and weapons -What was Stonehenge used for? -How life changed for stone age people Knowledge Note connections, contrasts and trends over time develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.		<b>Ancient Egypt</b>  Broader History Study Earliest ancient civilisations - Ancient Egypt Egyptian structures, ways of life, beliefs and burial customs. Written communication in the time of the Egyptians. The importance of the Nile to the Ancient Egyptians. Ancient Egyptian farming. - A depth study linked to a studied period - A study over a period of time	
<b>Geography</b>	<b>Investigating our Local Area</b>		<b>Extreme Earth- Earthquakes and</b>	<b>Neolithic sites</b> Geographical skills	<b>Egypt</b> Place knowledge	

			<b>Volcanoes</b>  <b>Weather Around the World</b>	and fieldwork Use 8 points of compass, symbols & keys -Use fieldwork to observe, measure & record Settlements Land use Farming Linked to History unit, map work, compass points,	Study a region of the UK (not local area)-How do physical features affect the way people live (the desert/ the Nile)? Climates (desert) River- The Nile uses Human and Physical Geography Physical & human- how resources tie these together Geographical skills and fieldwork Map work, atlases & globes. Comparison of where the UK is and Egypt is.
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<b>Art &amp; Design</b>	<b>Collage</b> Local Area Stimuli Street Art	Victorian Art Pissarro – Lordship Lane	Drawing and Sketching Skills Stone age cave art drawings.		Painting Produce art on papyrus paper.  Modelling Hieroglyphic on clay.	
<b>Design and Technology</b>		<b>Shell Structures</b> Make a Christmas Gift Box		<b>Healthy and Varied Diet</b> Pitta Pocket		<b>Levers and Linkages</b> Moving Ancient Egyptian information books
<b>RE</b> How are symbols and saying important in religion?	How do Jews celebrate?	What is special about light?	Sikh beliefs	Signs, symbols and sayings	Signs, symbols and sayings	Why is Holi important
<b>PSHCE (reviewing)</b>	<b>PATHS Unit 1:</b> Enhancing Self-Esteem Unit 2: Basic Emotions		<b>PATHS Unit 4:</b> Improving Self-Awareness	<b>PATHS Unity 5:</b> Getting Along With Others 1	<b>PATHS Unit 6:</b> Feelings and Relationships 1	<b>PATHS Unit 9:</b> Feelings About School <b>Unit 10:</b> Feelings in

			and Anger Management Unit 4: Thinking Skills			Relationships
<b>Mindfulness</b>	Introducing Brain Breaks.	<b>Lesson 1</b> – How our Brain Works <b>Lesson 2</b> – Mindful Awareness <b>Lesson 3</b> – Focussed Awareness <b>Lesson 4</b> – Mindful Listening	<b>Lesson 5</b> – Mindful Seeing <b>Lesson 6</b> – Mindful Smelling <b>Lesson 7</b> – Mindful Tasting	<b>Lesson 8</b> - Mindful Movement I <b>Lesson 9</b> - Mindful Movement II <b>Lesson 10</b> – Perspective Taking	<b>Lesson 11</b> – Choosing Optimism <b>Lesson 12</b> – Appreciating Happy Experiences <b>Lesson 13</b> – Expressing Gratitude  Valuing difference and keeping sage	<b>Lesson 14</b> – Performing Acts of Kindness <b>Lesson 15</b> – Taking Mindful Action in the World  Smoking
<b>Music</b> Specialist teacher	Rhythm Reading Introduction to Fixed Pitch		<b>Samba</b> Rhythm Dot/Grid Notation		<b>Recorders</b> Technique Learning by ear Structure Composition	
<b>Spanish</b> Specialist Teacher	Spanish alphabet and greetings	Saying the date in Spanish (reviewing birthdays, days of the weeks and months)	Parts of the body	Guess who, physical descriptions	Classroom objects and learning how to ask for basic things in Spanish	Our school (Vocabulary and expressions about school)
<b>PE</b> Coach for 1x lesson a week	Problem Solving Week, Football Skills	Dance	Gymnastics Circuit	Basketball/Bench Ball	PB Athletics	Cricket
Class Teacher 1x lesson a week	Invasion Games	Floor Gymnastics	Invasion Games (Hands)	Athletics	Swimming/Tennis	Swimming/Rounders



## Dog Kennel Hill Primary School Year Group 4 Curriculum Overview 2019- 2020

<b>Reading</b> Secure decoding of unfamiliar words Read for a range of purposes Retell some stories orally Discuss words & phrases that capture the imagination Identify themes & conventions Retrieve & record information Make inferences & justify predictions Recognise a variety of forms of poetry Identify & summarise ideas	<b>Writing</b> Correctly spell common homophones Increase regularity of handwriting Plan writing based on familiar forms Organise writing into paragraphs Use simple organisational devices Proof-read for spelling & punctuation errors Evaluate own and others' writing Read own writing aloud	<b>Grammar</b> Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use & punctuate direct speech Use commas after front adverbials <b>Speaking and Listening</b> Articulate & justify opinions Speak audibly in Standard English Gain, maintain & monitor interest of listeners
<b>Number/Calculations</b> Know all tables to 12 x 12 S Secure place value to 1000 Use negative whole numbers Round numbers to nearest 10, 100 or 1000 Use Roman numerals to 100 (C) Column addition & subtraction up to 4 digits Multiply & divide mentally Use standard short multiplication	<b>Geometry and Measures</b> Compare 2-d shapes, including quadrilaterals & triangles Find area by counting squares Calculate rectangle perimeters Estimate & calculate measures Identify acute, obtuse & right angles Identify symmetry Use first quadrant coordinates Introduce simple translations	<b>Fractions</b> Recognise tenths & hundredths Identify equivalent fractions Add & subtract fractions with common denominators Recognise common equivalents Round decimals to whole numbers Solve money problems <b>Data</b> Use bar charts, pictograms & line graphs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Weather	Roman Britain	Romans	Rivers	Anglo-Saxons	Contracting Localities
Trips	Polar Explorers- National Maritime Museum-  Dulwich College	Lullingstone Roman Villa Date TBC Museum of London- Roman London Alive Drama	Romulus and Remus	Creekside Discovery Centre- Rivers Trip-	British Museum- Sutton Hoo Headline Workshop Battersea Park	Jewish Museum and Synagogue
Events and Festivities	New Year	KS1 Production Christmas Fair & Christmas Children in Need Diwali Anti-Bullying Week	Jeans for Genes Day MacMillan Coffee Morning Rosh Hashanah World Mental Health Day Black History	World Book Day Easter	KS1 SATs KS2 SATs	Summer Fair Year 6 Production Eid Al Fitr

			Month			
<b>English</b>	Arctic Explorers Poetry by heart	The Giving-Valerie Bloom	Romulus and Remus  Poetry by heart	Into the forest Poetry by heart	Zoos Poetry by heart	Krindlekrax Poetry by heart
<b>Reading</b>	<b>The Wonder Garden</b> by <b>Jenny Broom</b>  <b>Zoo</b> by <b>Anthony Browne</b>  <b>The Tyger</b> William Blake (TW)/ <b>My mother saw a Dancing Bear</b> by Charles Causley / <b>I'm a parrot</b> Grace Nichols (BBC)  Non fiction Sc /geog Habitats – British wildlife and their habitats Earth day The	<b>The Iron Man Ted Hughes</b>  <b>The Iron Woman Ted Hughes</b> (introduction)  (BBC Poetry) by Ted Hughes  Non-fiction: CC: Sc All living things Y4 (Tw)	<b>The Lion, the Witch and the Wardrobe S Lewis</b>  Non fiction CC: History Romans The story of Romulus and Remus (Twinkl) History hackers: Roman Rescue ((Twinkl)original chapter book CC: RE Easter ((Twinkl) CC: Electricity (Twinkl)  CC: RE Hinduism – Diwali (Twinkl) CC: Sc States of matter	<b>Clever Trevor</b> By Benjamin Zephaniah	<b>Please Mrs Butler Allan Ahlberg</b>  Non fiction CC: sewers – Fatberg daily news (Twinkl) CC: Sc Sound Waves (Twinkl))	<b>Windy Nights</b> by Robert Louis Stevenson

	wonder garden GR unit pack CC: Animals including humans					
<b>Writing</b>	<b>Explorers</b> Arctic Explorers <i>Informal Letter,</i> <i>Formal Letter,</i> <i>Eyewitness</i> <i>Report, Non-</i> <i>Chronological</i> <i>Report,</i> <i>Persuasive</i> <i>writing, Diary</i> <i>Writing,</i> <b>precise nouns,</b> <b>noun phrases</b>	Saving The World  The Iron Man <i>Poetry,</i> <i>Performance</i> <i>Poetry,</i> <i>Instructions,</i> <i>Recount,</i> <i>Newspaper</i> <i>Report,</i> <i>Informal Letter</i> <b>adjectives,</b> <b>expanded</b> <b>noun phrases</b>	The Romans  Romulus and Remus Roman legend Myths and Legends			Underground  Krindlekrax <i>Character</i> <i>descriptions, Diary in</i> <i>role, Setting</i> <i>description,</i> <i>Obituary, Suspense,</i> <i>Flashback</i> <b>Adverbial</b> <b>phrases,</b>
<b>Maths</b> White Rose Maths	Area and perimeter	Addition, Subtraction Multiplication and Division	Place Value and Number (Addition and Subtraction)			

<b>Science</b>	<b>Sound</b> (Kent Scheme)  • Identify how sounds are made,	<b>Electricity</b> (Kent Scheme)  • Identify common appliances that	<b>States of Matter</b> (Kent Scheme)  • Compare and group materials together,	<b>Animals including humans</b> (Kent Scheme)  • Describe the simple functions	<b>Living things and their habitats.</b> (Kent Scheme)  • Recognise that living things can	
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	<p>associating some of them with something vibrating</p> <ul style="list-style-type: none"> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p>run on electricity</p> <ul style="list-style-type: none"> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p>according to whether they are solids, liquids or gases</p> <ul style="list-style-type: none"> <li>• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p>of the basic parts of the digestive system in humans</p> <ul style="list-style-type: none"> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p>be grouped in a variety of ways</p> <ul style="list-style-type: none"> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	
<b>Computing</b>	<b>E-Safety</b>					
	<u>Making an</u>	<u>Creating a</u>	<u>Understanding</u>	<b>Rising Stars:</b>	<b>Rising Stars:</b>	<b>Rising Stars:</b>

	<p><u>Animation</u></p> <ul style="list-style-type: none"> <li>• Create an algorithm for an animated scene</li> <li>• Understand the basics of coding in Scratch to create the animation.</li> <li>• Correct mistakes in their animation programs.</li> </ul> <p><b>Area of Curriculum:</b> Programming</p>	<p><u>Joke Animation</u></p> <ul style="list-style-type: none"> <li>• Build on work from unit 1 by creating a more complex animation with two code scripts running simultaneously.</li> <li>• Correct more complex mistakes in their animation programs.</li> <li>• Evaluate and edit their own and partner's work.</li> </ul> <p><b>Area of Curriculum:</b> Computational Thinking / Programming</p>	<p><u>the Internet</u></p> <ul style="list-style-type: none"> <li>• To understand the difference between the internet and the World Wide Web.</li> <li>• To understand happens when you access them.</li> <li>• To understand what a URL is and what the different parts mean.</li> <li>• To understand how to check a websites authenticity.</li> <li>• To understand that websites are created using HTML.</li> <li>• To edit HTML using X-ray googles.</li> </ul> <p><b>Area of Curriculum:</b> Computer networks</p>	<p><b>Switched on scheme of work</b> <u>We are Musicians</u></p> <ul style="list-style-type: none"> <li>• Use one or more programs to edit music.</li> <li>• Create and develop a musical composition, refining their ideas through reflection and discussion.</li> <li>• Develop collaboration skills.</li> <li>• Develop an awareness of how their composition can enhance work in other media.</li> </ul> <p><b>Area of Curriculum:</b> Creativity</p>	<p><b>Switched on scheme of work</b> <u>We are Co-Authors</u></p> <ul style="list-style-type: none"> <li>• Understand the conventions for collaborative online work, particularly in wikis.</li> <li>• Be aware of their responsibilities when editing other people's work.</li> <li>• Become familiar with Wikipedia, including potential problems associated with its use.</li> <li>• Practise research skills.</li> <li>• Write for a target audience using a wiki tool.</li> <li>• Develop collaboration skills.</li> <li>• Develop proofreading skills.</li> </ul> <p><b>Area of Curriculum:</b> Communication</p>	<p><b>Switched on scheme of work</b> <u>We are Meteorologists</u></p> <ul style="list-style-type: none"> <li>• Understand different measurement techniques for weather, both analogue and digital.</li> <li>• Use computer-based data logging to automate the recording of some weather data.</li> <li>• Use spreadsheets to create charts</li> <li>• Analyse data, explore inconsistencies in data and make predictions</li> <li>• Practise using presentation software and, optionally, video.</li> </ul> <p><b>Area of Curriculum:</b> Productivity</p>
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					/ Collaboration	
<b>History</b>	<b>Roman Empire &amp; impact on Britain:</b> - Julius Caesar's attempted invasion - Roman Empire & successful invasion - British resistance, e.g. Boudicca - Romanisation of Britain	<b>Roman Empire &amp; impact on Britain</b> Use evidence to build up a picture of life in a period of history: Vikings,			<b>Anglo Saxons and Scots</b> Build up a picture of past events in British History (taught chronologically)	

<b>Geography</b>			<b>Weather</b> Locate world's countries, focussing on Europe & Americas focus on key physical features.  Describe & understand climate,  To be able to identify continents.  To be able to locate countries on a world map.	<b>Rivers</b> Locate world's countries, focussing on Europe & Americas focus on key physical features.  Describe & understand climate, <i>rivers</i> , water cycle, settlements, trade links, etc		<b>Contrasting Localities</b> Regional studies, comparing landscapes (Norfolk- London), human and physical features, Name & locate counties, cities, regions & features of UK  Use 4- and 6-figure grid references on OS maps  Use maps and atlases
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			<p>-To find out about some of the key geographical features of each continent.</p> <p>-To be able to locate major capital cities of the world.</p> <p>-To be able to use a variety of sources to identify human and physical features in a particular country.</p> <p>-To be able to find similarities and differences between different countries.</p> <p><b>Habitats (science link)</b></p>			
<b>Art &amp; Design</b>	<p><b>Study of Roman Mosaics</b> Depicting daily life and portraits.</p> <p>Use sketchbooks to collect, record and evaluate ideas Improve mastery of techniques such</p>	<p><b>Celtic art/Christmas decorations</b></p> <p><b>Control mechanisms Electrical circuits – Titanic Model.</b> Use research &amp; criteria to develop products</p>		<p><b>Vanishing point/perspective landscape paintings.</b></p> <p>Use sketchbooks to collect, record and evaluate ideas Improve mastery of techniques</p>	<p><b>Anglo Saxon - Stained glass windows</b></p>	<p><b>Observational drawing</b> Based on living things topic.</p> <p>Develop understanding of light and tone.</p> <p>Use sketchbooks</p>

	as drawing, painting and sculpture with varied materials	which are fit for purpose Use annotated sketches and prototypes to explain ideas  Evaluate existing products and improve own work Use mechanical systems in own work		such as drawing, painting.		to collect, record and evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials
<b>RE</b>  What is special to me and the people in my community?	Hinduism	Religions in our neighbourhood	What makes me	Why is Easter important?	Why do some people get married?	Why is The Bible important to Christians?

<b>PSHCE (reviewing)</b>	<b>PATHS Unit 1:</b> Getting Started	<b>PATHS Unit 2:</b> Feelings and Relationship (lesson 6-12)	<b>PATHS Unit 2:</b> Feelings and Relationship (L13 - 20)	<b>PATHS Unit 3:</b> Making Good Decisions	<b>PATHS Unit 4:</b> Being Responsible and Caring for Others Unit 5: Problem Solving (L29-33) Growing Up	<b>PATHS Unit 5:</b> Problem Solving (L34-42)  Alcohol
<b>Mindfulness</b>	Introducing Brain Breaks.	<b>Lesson 1</b> – How our Brain Works <b>Lesson 2</b> – Mindful Awareness <b>Lesson 3</b> –	<b>Lesson 5</b> – Mindful Seeing <b>Lesson 6</b> – Mindful Smelling <b>Lesson 7</b> – Mindful Tasting	<b>Lesson 8</b> - Mindful Movement I <b>Lesson 9</b> - Mindful Movement II <b>Lesson 10</b> – Perspective	<b>Lesson 11</b> – Choosing Optimism <b>Lesson 12</b> – Appreciating Happy Experiences <b>Lesson 13</b> –	<b>Lesson 14</b> – Performing Acts of Kindness <b>Lesson 15</b> – Taking Mindful Action in the World

		Focussed Awareness <b>Lesson 4</b> – Mindful Listening		Taking	Expressing Gratitude	
<b>Music</b> Specialist Teacher 1 hour a week	<b>(Reviewing)</b>					
<b>Spanish</b> Specialist Teacher	The weather	The four seasons	Numbers up to 100.	The family, taking about your family and cerating sentences	Wild animals and animal descriptions (spanish adjectives)	Verb Gustar (to like) applying it to previous topics.
<b>PE</b> Coach for 1x lesson a week	Problem Solving Week, Football	Dance	Gymnastics Circuit	Basketball	PB Athletics	Cricket
Class Teacher for 1x lesson a week	Invasion Games	Floor Gymnastics	Swimming/Bench ball	Swimming/Athletics	Tennis	Rounders

## Dog Kennel Hill Primary School Year Group 5 Curriculum Overview 2019- 2020

<p><b>Reading</b> Apply knowledge of morphology and etymology when reading new words Read and discuss a broad range of genres and texts Identify and discuss themes Make recommendations to others Learn poetry by heart Draw inferences and make predictions Discuss author's use of language Retrieve and present information from non-fiction texts Formal presentations and debates</p>	<p><b>Writing</b> Secure spellings including homophones, prefixes, silent letters, etc Use a thesaurus Develop legible fluent handwriting Plan writing to suit audience and purpose Develop character, setting and atmosphere in narrative Use organisational and presentational features Use consistent appropriate tense Proof reading own writing Perform own compositions</p>	<p><b>Grammar</b> Use expanded noun phrases Use modal and passive verbs Use relative clauses Use commas for clauses Use brackets, dashes and commas for parenthesis</p> <p><b>Speaking and Listening</b> Give well-structured explanations Have a command of Standard English Consider and evaluate different viewpoints Use appropriate register</p>
<p><b>Number/Calculations</b> Secure place value to 1,000,000 Use negative whole numbers in context Use Roman numerals to 1000 (M) Use standard written methods for all four operations Confidently add and subtract mentally Use vocabulary of prime, factor and multiple Multiply and divide by powers of 10 Use square and cube numbers</p>	<p><b>Geometry and Measures</b> Convert between different units Calculate perimeter of composite shapes and area of rectangle Estimate volume and capacity Identify 3D shapes Measure and identify angles Understand regular polygons Reflect and translate shapes</p>	<p><b>Fractions</b> Compare and order fractions Add and subtract fractions with common denominators Multiply fractions by units Write decimals as fractions Order and round decimal numbers Link percentages to fractions</p> <p><b>Data</b> Interpret tables and line graphs Solve questions about line graphs</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Vikings	Victorians	Rainforests	Space Race	Ancient Greece	The Mayans
Trips	Unicorn Theatre: Beowulf  WOW day	Victorian Workshop  WOW day	Kew Gardens WOW day	London Central Visit local mosque  Science Museum: Space Day	Ancient Greek Workshop  WOW day	The Maya Experience at Cadbury World
Events and Festivities	Jeans for Genes Day MacMillan Coffee Morning Rosh Hashanah World Mental Health Day Black History Month	KS1 Production Christmas Fair & Christmas Children in Need Diwali Anti-Bullying Week	New Year	World Book Day Easter	KS1 SATs KS2 SATs	Summer Fair Year 6 Production Eid Al Fitr

<b>English</b>	<b>Beowulf Journey to Jo'Berg</b>  Poetry by heart	<b>Street Child Christmas Carol-text to playscript</b>  Poetry by heart	<b>Little Match Girl</b>  Poetry by heart	<b>The Highwayman</b>  Poetry by heart	<b>Myths -Greeks</b>  Poetry by heart	
<b>Reading</b>	<b>Beowulf</b>  Link to other <b>Legendary heroes/heroines in reading</b>  <b>Windy Nights- Robert Louis Stevenson</b>	<b>The listener by Walter de la Mare BBC Bitesize</b>  <b>A Christmas Carol-Usborne young readers version</b>	<b>Kensuke's Kingdom</b>	<b>TBC</b>	<b>Percy Jackson Book 1- Rick Riordan</b>  <b>Beast quest series- Adam Blade</b>  <b>The Walrus and the Carpenter - Lewis Carroll</b>	<b>TBC</b>
<b>Writing</b>	<b><u>Vikings</u></b>  Beowulf  Character descriptions, Play scripts, Study of a significant text /author  <b>Colons</b>	<b><u>Victorians</u></b>  The Highwayman  Character descriptions, Play scripts, Study of a significant text /author Colons  <b>Interior Monologue, Poetry precise nouns, archaic language</b>	<b>TBC</b>	<b><u>The Highwayman</u></b>  Character descriptions, Play scripts, Study of a significant text /author Colons	<b><u>Greek Myths and Legends</u></b>  Retelling of traditional tales  Character description, setting description  <b>Commas to demarcate clauses</b>	<b>TBC</b>

		<b>adverbials</b>				
<b>Maths</b> White Rose Maths	Place value Number Addition and subtraction Statistics	Statistics Multiplication and division Perimeter and area	Multiplication and division Fractions	Fractions, decimals and percentages	Decimals Properties of shape	Position and direction Converting Units Volume

<b>Science</b>	<p><b>Chemistry: Properties of materials/separating materials</b> (Kent Scheme)</p> <p>Classify materials according to a variety of properties Understand mixtures &amp; solutions Know about reversible changes; identify irreversible</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through</p>	<p><b>Chemistry: Properties of Materials – uses of materials, reversible changes</b> (Kent Scheme)</p> <p>Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and</p>	<p><b>Physics: Forces Effect of forces on Movement</b> (Kent Scheme)</p> <p>Introduce gravity, resistance &amp; mechanical forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the</p>	<p><b>Physics: Earth and Space</b> (Kent Scheme)</p> <p>The Solar System, Seasons, Ptolemy, Alhazan, Copernicus Understand location and interaction of Sun, Earth &amp; Moon</p>	<p><b>Animals Including Humans</b> (Kent Scheme)</p> <p>Human Body, Functions of the organs, William Harvey</p> <p>Describe changes as humans develop &amp; mature Describe the changes as humans develop from birth to old age</p>	<p><b>All Living Things</b> (Kent Scheme)</p> <p>Life cycles, respiration Life cycles of plants &amp; animals (Inc. mammal, insect, bird, amphibian)</p> <p>Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and</p>
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	<p>filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>thermal), and response to magnets</p> <p>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes resulting the formation of new materials, and that this kind of change is not</p>	<p>effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p>			<p>animals.</p>
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		usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.				
Computing	<b>E-safety</b>					
	<u>Making an Animation</u> <ul style="list-style-type: none"> <li>• Create an algorithm for an animated scene</li> <li>• Understand the basics of coding in Scratch to create the animation.</li> <li>• Correct mistakes in their animation programs.</li> </ul> <b>Area of Curriculum:</b> Programming	<u>Making a Chatbox</u> <u>Making a quiz</u> <ul style="list-style-type: none"> <li>• Understand the function of a chatbox including how to stay safe when using them</li> <li>• Understand that output is dependent on input</li> <li>• Write algorithms that change the output according to the input</li> <li>• Introduce variables into algorithms</li> </ul> <b>Area of Curriculum:</b> Computational Thinking / Programming	<u>We are Artists</u> <ul style="list-style-type: none"> <li>• Develop an appreciation of the links between geometry and art.</li> <li>• Become familiar with the tools and techniques of a vector graphics package.</li> <li>• Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers.</li> <li>• Develop some</li> </ul>	<u>We are Web Developers</u> <ul style="list-style-type: none"> <li>• Develop their research skills to decide what information is appropriate.</li> <li>• Understand some elements of how search engines select and rank results.</li> <li>• Question the plausibility and quality of information.</li> <li>• Develop and refine their ideas and text collaboratively.</li> <li>• Develop their understanding of e-safety and responsible use of technology.</li> </ul> <b>Area of</b>	<u>We are Bloggers</u> <ul style="list-style-type: none"> <li>• Become familiar with blogs as a medium and a genre of writing.</li> <li>• Create a sequence of blog posts on a theme.</li> <li>• Incorporate additional media.</li> <li>• Comment on the posts of others.</li> <li>• Develop a critical, reflective view of a range of media, including text.</li> </ul> <b>Area of Curriculum:</b> Communication / Collaboration	<u>We are Architects</u> <ul style="list-style-type: none"> <li>• Understand the work of architects, designers and engineers working in 3D.</li> <li>• Develop familiarity with a simple CAD (computer aided design) tool.</li> <li>• Develop spatial awareness by exploring and experimenting with a 3D virtual environment.</li> <li>• Develop greater aesthetic awareness.</li> </ul> <b>Area of Curriculum:</b> Productivity

			awareness of computer-generated art, in particular fractal-based landscapes. <b>Area of Curriculum:</b> Creativity	<b>Curriculum:</b> Computer networks		
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<b>History</b>	<b>The Vikings</b>  Use evidence to build up a picture of life in a period of history: Vikings,	<b>The Victorians</b>  Use evidence to build up a picture of life in a period of history: Victorians	<b>Rainforests</b>  Pupils should be taught about a non-European society that provides contrasts with British history  Mayans in the rainforest	<b>Space Race</b>  Pupils to identify changes in the social history of the space race	<b>World History: Ancient Greece</b>  Identify primary/secondary sources, select relevant information	<b>The Mayans</b>  Pupils should be taught about a non-European society that provides contrasts with British history
<b>Geography</b>	<b>Human and Physical Geography</b>  Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade	<b>Human and Physical Geography</b>  Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade	<b>Place Knowledge</b>  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a	<b>Geographical Skills and Fieldwork</b>  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the 8 points of	<b>Greece</b>  Geography linked to history unit on Ancient Greece.  Use maps, atlases, globes to Investigate key geographical features of Ancient Greece. Understand	<b>Human and Physical Geography</b>  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and

	links, and the distribution of natural resources including energy, food, minerals and water (focus on how this impacted the Vikings)	links, and the distribution of natural resources including energy, food, minerals and water (focus on how this impacted the Victorians)	European country, and the rainforest	a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones	the water cycle
<b>Art &amp; Design</b>	<p>Sculpture/DT Collect ideas to plan and make a Viking longboat to float in water.</p> <p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas Improve mastery of techniques sculpture with varied materials</p>	<p><b>Post impressionism oil paintings</b> – Study the work of Van Gogh's Starry Night (colour, line and form).</p> <p>Solar system modelling (Recreating texture)</p>	<p>Drawing Investigating techniques with different media and exploring perspective to produce work in the style of illustrator Charles Keeping</p> <p>Painting: St Lucian landscapes (perspective, colour mixing)</p> <p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with</p>	<p><b>D/T:</b> Bread making linked to irreversible changes unit.</p>	<p><b>Sculpture</b> <del>Based on Ancient Greek pottery.</del></p>	<p>Study of land artist Andy Goldsworthy. Investigating techniques with different media from the natural environment.</p> <p>Arts Week</p>

			varied materials.			
<b>RE</b> How do beliefs influence action?	Animal Lawsuits	Christmas	Inner forces	Jesus as an example	Why is Mohammed and The Quran important?	God is everywhere

<b>PSHCE (reviewing)</b>	<b>PATHS Unit 1:</b> Getting Started	<b>PATHS Unit 2:</b> Problem Solving	<b>PATHS Unit 3:</b> Goals and Identity <b>Unit 4:</b> Making and Keeping Friends (L21-23)	<b>PATHS Unit 4:</b> Making and Keeping Friends (L24-29)	<b>PATHS Unit 5:</b> Being Responsible and Caring for Others (L30-35)  Puberty	<b>PATHS Unit 5:</b> Being Responsible and Caring for Others (L36-41)  Legal and illegal drugs
Mindfulness	Introducing Brain Breaks.	<b>Lesson 1</b> – How our Brain Works <b>Lesson 2</b> – Mindful Awareness <b>Lesson 3</b> – Focussed Awareness <b>Lesson 4</b> – Mindful Listening	<b>Lesson 5</b> – Mindful Seeing <b>Lesson 6</b> – Mindful Smelling <b>Lesson 7</b> – Mindful Tasting	<b>Lesson 8</b> - Mindful Movement I <b>Lesson 9</b> - Mindful Movement II <b>Lesson 10</b> – Perspective Taking	<b>Lesson 11</b> – Choosing Optimism <b>Lesson 12</b> – Appreciating Happy Experiences <b>Lesson 13</b> – Expressing Gratitude	<b>Lesson 14</b> – Performing Acts of Kindness <b>Lesson 15</b> – Taking Mindful Action in the World
<b>Music Specialist Teacher</b> 1 hour a week	<b>(Reviewing)</b>					
<b>Spanish Specialist Teacher</b>	Means of transport	Numbers up to 1000	Colours matching gender (masculine and feminine words)	Food and drinks	Spanish speaking countries and spanish language unit	Introduction to Spanish verbs. Daily routines
<b>PE</b> Coach 1x lesson	Problem solving week, swimming	Dance	Gymnastics Circuit	Basketball	PB athletics	Cricket

a week						
Teacher 1x lesson a week.	Swimming/Invasion Games	Swimming/Floor Gymnastics	Hockey	Athletics	Tennis	Rounders

## Dog Kennel Hill Primary School Year Group 6 Curriculum Overview 2019- 2020

<p><b>Reading</b>                  Read a broad range of genres                  Recommend books to others                  Make comparisons within/across books Support inferences with evidence                  Summarising key points from texts                  Identify how language, structure, etc. contribute to meaning                  Discuss use of language, inc. figurative                  Discuss &amp; explain reading, providing reasoned justifications for views</p>	<p><b>Writing</b>                  Use knowledge of morphology &amp; etymology in spelling                  Develop legible personal handwriting style                  Plan writing to suit audience &amp; purpose; use models of writing                  Develop character &amp; setting in narrative                  Select grammar &amp; vocabulary for effect                  Use a wide range of cohesive devices                  Ensure grammatical consistency</p>	<p><b>Grammar</b>                  Use appropriate register/ style                  Use the passive voice for purpose                  Use features to convey &amp; clarify meaning                  Use full punctuation                  Use language of subject/object  <b>Speaking and Listening</b>                  Use questions to build knowledge                  Articulate arguments &amp; opinions                  Use spoken language to speculate, hypothesise &amp; explore                  Use appropriate register &amp; language</p>
<p><b>Number/Calculations</b>                  Number/Calculation Secure place value &amp; rounding to 10,000,000, including negatives All written methods, including long division Use order of operations (not indices) Identify factors, multiples &amp; primes Solve multi-step number problems                  Algebra Introduce simple use of unknowns</p>	<p><b>Geometry and Measures</b>                  Confidently use a range of measures &amp; conversions                  Calculate area of triangles / parallelograms                  Use area &amp; volume formulas                  Classify shapes by properties                  Know and use angle rules                  Translate &amp; reflect shapes, using all four quadrants</p>	<p><b>Fractions</b>                  Compare &amp; simplify fractions                  Use equivalents to add fractions                  Multiply simple fractions                  Divide fractions by whole numbers                  Solve problems using decimals &amp; percentages                  Use written division up to 2 decimal places                  Introduce ratio &amp; proportion  <b>Data</b>                  Use pie charts                  Calculate mean averages</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Personal Journeys	Happily ever after?	World War 2	World War 2	Hopes and dreams	Fair is foul and foul is fair
Trips	National Portrait Museum	Philip Pullman's Grimm Tales Unicorn Theatre	A Soldier's Story Tower of London	The Imperial War Museum	British Museum Mayan culture	Freshwater Theatre Company Shakespeare Workshop  Condover Hall – residential The Globe
Events and Festivities	Jeans for Genes Day MacMillan Coffee Morning	KS1 Production Christmas Fair & Christmas Children in	New Year	World Book Day Easter	KS1 SATs KS2 SATs	Summer Fair Year 6 Production Eid Al Fitr

	Rosh Hashanah World Mental Health Day Black History Month	Need Diwali Anti-Bullying Week				
<b>Reading</b>	Holes- Louis Sachar  The other side of truth- B Naidoo  Coming to England- Floella Benjamin  Minty: A story of Young Harriet Tubman -Alan Schroeder  Harriet Tubman: A Woman of Courage – Reenee Skelton  <b>Poetry by heart</b>  I know why the caged bird sings/Still I rise - Maya Angelou  Stand together- Harriet Tubman	Harry Potter  Northern Lights - Philip Pullman  Jabberwocky- Lewis Carroll  The Wedding Ghost -Leon Garfield  Phillip Pullman's Grimm Tales  The Sleeper and the Spindle- Neil Gaiman  <b>Poetry by heart</b> Sonnet 18- Shakespeare  Red Red Rose - Robert Burns	Candle in the Dark -Adele Geras  Wartime boy  <b>Poetry by heart</b>  The soldier- Rupert Brook	Once -Maurice Gleitzman  <b>Poetry by heart</b>  Dulce Est Decorum Est	Mozart Question- Micheal Morpurgo  When Hitler stole Pink Rabbit -J Kerr  Rose Blanche- Roberto Innocenti	Macbeth ppt (Twinkl)  Macbeth: Witches poem And Act 2 Scene 1 Is this the dagger I see before me?  CC: History William Shakespeare (Twinkl)
<b>Writing</b>	Autobiography-	Sleeping Beauty	Chronological	Rose Blanche	The Dream Giver	Fair is foul and foul is

	<p>All about me Listographies, chapters of my life</p> <p><b>Paragraphing – opening and closing, conjunctions- single and multiclaue sentences</b></p> <p>Autobiographical recount Harriet Tubman Biographical Recount</p> <p><b>Synonym, antonym, active and passive tense, single and multiclaue</b></p>	<p>Extended Narrative</p> <p>The Brothers Grimm Fairy Tales</p> <p>The Wedding Ghost,</p> <p><b>Blurb, Character Description, Setting Description, Flashback, Recount cohesive devices, ellipsis, adverbials, dialogue</b></p>	<p>report, Diary Entries, Newspaper reports, informal letters, formal letters, persuasive writing</p> <p><b>hyphen, colon, semi- colon</b></p> <p>Once by Gleitzman</p>	<p>Narrative</p> <p><b>Hyphens, cohesive devices, ellipsis, adverbials, dialogue</b></p>	<p>Narrative</p> <p><b>Hyphens, cohesive devices, ellipsis, adverbials, dialogue</b></p> <p>Persuasive letter writing for the prom, production or fair</p>	<p>fair</p> <p>Macbeth transition unit Narrative recount, discursive writing, persuasive writing</p> <p><b>subjunctive</b></p> <p>Sonnets by Shakespeare</p>
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Science	Animals including	Evolution and	Electricity	Light	Living things and	
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	<p><b>humans</b></p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> <li>♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>♣ describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>inheritance.</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>Recognise that light appears to travel in straight lines</p> <ul style="list-style-type: none"> <li>♣ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>♣ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>♣ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p><b>their habitats</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <ul style="list-style-type: none"> <li>♣ give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	
<b>E-Safety</b>						
<b>Computing</b>	<p><b>We are app planners</b></p> <p>Planning the creation of a mobile app</p>	<p><b>We are project managers</b></p> <p>Developing project management skills</p>	<p><b>We are market researchers</b></p> <p>Researching the app market</p>	<p><b>We are interface designers</b></p> <p>Designing an interface for an app</p>	<p><b>We are app developers</b></p> <p>Developing a simple mobile phone app</p>	<p><b>We are marketers</b></p> <p>Creating a video and web copy for a mobile phone app.</p>
<b>History</b>	Significant world		<b>British History</b>		<b>Broader History</b>	Significant world

	<p>historical figure – Harriet Tubman The life and times of Harriet Tubman.</p> <p>Investigate the slave trade and slavery in the USA and life in Antebellum America</p>		<p><b><u>(taught chronologically)</u></b> <b>WW2</b> An extended period study Locality study – life in Bermondsey during the Blitz. Key events of WW2. Key figures in WW2 Life as an evacuee</p>		<p><b><u>Study Non European societies:</u></b></p> <p>Industrial Revolution. Impact on UK? How did it change Britain?</p> <p>Life of a significant figure from British History: William Shakespeare</p>	<p>historical figure – Harriet Tubman The life and times of Harriet Tubman.</p> <p>Investigate the slave trade and slavery in the USA and life in Antebellum America</p>
<b>Geography</b>		<p><b>How do we impact on our landscape?</b></p> <p>Understand biomes, vegetation belts, land use, economic activity, distribution of resources, and its effect on landscapes.</p>	<p><b><u>Geographical skills and fieldwork</u></b> Name &amp; locate counties, cities, regions &amp; features of UK Life before and after the war. The effect of war on the landscape -Use 4- and 6-figure grid references on OS maps -Use fieldwork to record &amp; explain how areas were affected by the war. Map of before and after Look at places on</p>	<p><b>Geography linked to history unit on Benin</b></p> <p>Use maps, atlases, globes to investigate key geographical features of Benin Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zone</p>		<p><b>How do we impact on our landscape?</b></p> <p>Understand biomes, vegetation belts, land use, economic activity, distribution of resources, and its effect on landscapes.</p>

			a world map Hitler invaded Plot the countries involved in WW2 and use an atlas to locate them- use a key			
<b>Art &amp; Design</b>	<b>Painting</b> Landscapes (perspective, colour mixing)	<b>Drawing</b> Drawing in the style of Charles Keeping (illustrator of The Wedding Ghost and The Highwayman)  Designing and making Periscopes  (DT) Creative Homework project – Research and respond to Pablo Picasso's work.	<b>Sculptures</b> Based on composition of Henry Moore sculptures as well as Henry Moore sketches of people in understand shelters during the world war 2. - Explore range of clay techniques.	<b>Pop Art</b> Post world war pop artist study. Andy Warhol.	<b>Printing</b> Collect ideas to plan print design Block prints, based on African designs and Patterns  Use sketchbooks to collect, record, review, revisit & evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture	<b>Complex Structures</b> Benin huts Designing large structures using paper rods.
<b>RE</b> How important are the similarities and differences between and within religions?	Art in Christianity	How do religions create celebrations?	Easter	Religious leaders	Similarities and differences	What do people believe about life after death?
<b>PSHCE (reviewing)</b>	<b>PATHS Unit 1:</b> Refresher	<b>PATHS Unit 2:</b> Study and Organisational Skills	<b>PATHS Unit 3:</b> Conflict Resolution	<b>PATHS Unit 4:</b> Number the Stars	<b>PATHS Unit 4B:</b> Respect	<b>PATHS Unit 6:</b> Endings and Transitions

<b>Mindfulness</b>	Introducing Brain Breaks.	<b>Lesson 1</b> – How our Brain Works <b>Lesson 2</b> – Mindful Awareness <b>Lesson 3</b> – Focussed Awareness <b>Lesson 4</b> – Mindful Listening	<b>Lesson 5</b> – Mindful Seeing <b>Lesson 6</b> – Mindful Smelling <b>Lesson 7</b> – Mindful Tasting	<b>Lesson 8</b> - Mindful Movement I <b>Lesson 9</b> - Mindful Movement II <b>Lesson 10</b> – Perspective Taking	<b>Lesson 11</b> – Choosing Optimism <b>Lesson 12</b> – Appreciating Happy Experiences <b>Lesson 13</b> – Expressing Gratitude	<b>Lesson 14</b> – Performing Acts of Kindness <b>Lesson 15</b> – Taking Mindful Action in the World
<b>Music</b> Specialist Teacher						
<b>Spanish</b> Specialist Teacher	Numbers up to 1,000,000	The solar system in Spanish	Free time activities with use of verbs like gustar (to like) and querer (to want)	Ordering food and drinks in a restaurant.	Talking about your home (pets, family and house vocabulary and phrases)	In the theme park (past tenses)
<b>PE</b> Coach 1x lesson a week	Problem Solving Week, football	Dance	Gymnastics	Basketball	PB Athletics	Cricket
Teacher 1x lesson a week. Swimming: Catch up sessions	Invasion Games (Tag Rugby)  Swimming Catch up	Floor Gymnastics	Hockey	Athletics	Tennis	Rounders