

Ferry Lane Curriculum overview – 2016/2017

Nursery and Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about Ourselves  *Settling in *Behaviour expectations *Feelings *Family *Senses *Locality- school and home + country of origin.	Festivals and Celebrations  *Eid *Diwali: making Divas *Light & Dark *Hannukah *Birthdays *Christmas	Traditional Stories  *Little red riding hood *Three Billy Goat's Gruff *Goldilocks and the three Bears *Cinderella *Children's choice	Growth & Change  *Jack and the Beanstalk *The Little red Hen *Planting in the outdoor area.	Little Creatures  *Butterflies *The Hungry Caterpillar *Hungry Harry *Minibeasts: Information text	Exploration  *Magnetism *Floating & Sinking *Mixing colours *Exploring air *Materials

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Family Footsteps	Amazing Animals	Toy Story	Strike A Pose	Amazing Amazon	The Royal Family
<b>Maths</b>	<p>Follow Abacus Scheme</p> <p><b>Maths:</b> Ensure that children develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations including with practical resources. <u>They should count on and back in 1s, 2s, 5s and 10s.</u> By the end of Year 2, children should know number bonds to 20 and the 2, 5 and 10 times tables by heart and begin to know related division facts. Children should develop their ability to recognise, draw, describe, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity / volume, time and money.</p>					
<b>English</b>	<p><b>Reading</b></p> <p>Match graphemes for all phonemes; Read accurately by blending sounds; Read words with very common suffixes; Read contractions and understand purpose; Read phonics books aloud; Link reading to own experiences; Join in with predictable phrases; Discuss significance of title and events; Make simple predictions.</p>		<p><b>Writing</b></p> <p>Name letters of the alphabet; Spell very common 'exception' words; Spell days of the week; Use very common prefixes and suffixes; Form lower case letters correctly; Form capital letters and digits; Compose sentences orally before writing; Read own writing to peers or teachers</p>		<p><b>Grammar</b></p> <p>Leave spaces between words; Begin to use basic punctuation: . ? ! Use capital letters for proper nouns; Use common plural and verb suffixes</p>	<p><b>Speaking and Listening</b></p> <p>Listen and respond appropriately; Ask relevant questions; Maintain attention and participate.</p> <p><b>Drama</b></p> <p>Some aspects to be delivered by Artis</p>
<b>English Genres</b>	<p>3 wk = familiar settings</p> <p>1 wk = Personal recounts</p> <p>1.5 wk = Lists and labels</p> <p>1 wk = Vocab building</p> <p>1 wk = Black History week</p>	<p>3 wk = Cultural stories</p> <p>2 wk = recounts</p> <p>1 wk = mindmaps</p> <p>1 wk = Repeated line poems</p>	<p>3 wk = Best-loved fairytales</p> <p>2 wk = Instructions</p> <p>1 wk = Colour poems</p>	<p>2 wk = Diaries by different people</p> <p>2 wk = Informal letter writing</p> <p>1 wk = Rhyming couplets</p>	<p>3 wk = Stories with predictable phrasing</p> <p>1 wk = dictionaries</p> <p>1 wk = invitations</p> <p>1 wk = Pattern and rhyme</p>	<p>3 wk = Pirate stories</p> <p>1 wk = diagrams</p> <p>1 wk = Poems on a theme</p> <p>1 wk = cultural week</p> <p>1 wk = writing comp</p>

<b>Computing</b>	We are celebrating!	Ongoing skills Esafety	We are painters!	Ongoing skills Esafety	We are gardeners!	Ongoing skills Esafety
<b>Science</b>	Animals including Humans ← Seasonal Changes →		Identifying Materials	Changing Materials	Plants ← Seasonal Changes →	
			← Seasonal Changes →			
<b>History</b>	<b>Key Concepts:</b> Changes in living memory (linked to aspects of national life where appropriate); <b>Key Individuals:</b> Lives of significant historical figures, including comparison of those from different periods; Significant local people <b>Key Events</b> e.g. Bonfire night and events of local importance.					
		Bonfire Night/Guy Fawkes		History of Toys		Castles
<b>Geography</b>	Name and locate the four countries and capital cities of the United Kingdom using atlases and globes; identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world; Use basic geographical vocabulary to refer to local and familiar features; Use four compass directions and simple vocabulary.					
	Around our school local area		Weather patterns and Seasons in the UK What people wear		Rainforests and deserts; Hot and cold countries/climates	
<b>RE</b>	<i>Follow SACRE Recommendations</i>					
	Christianity <i>Basics teachings and beliefs</i>		Hinduism <i>Basics teachings and beliefs</i>		Islam <i>Basics teachings and beliefs</i>	
<b>Art</b>	Self-portrait/Family <i>Link to theme</i>		Colour mixing/tones <i>Link to theme</i>		Printing and collage of rainforest/deserts drawings of plants <i>Link to theme</i>	
<b>D and T</b>		<i>Moving pictures</i> Design and make a card with moving pictures		<i>Make a simple toys/puppets/moving toys</i>		Make fruit salad and cress (grown at school) for an amazon explorer

<b>PE</b>	Gymnastics ,Dance, <b>Ball Skills</b> : Being confident and safe using equipment	Gymnastics (Wide, Narrow ,Curled), Dance, <b>Ball Skills</b> : Explore a wide variety of balls size, shape, texture	<p><b>Dance:</b> using Traditional Tales such as Jack and the Beanstalk, Gigantic Turnip; using Theme: dinosaurs, insects, plants and growth as a stimulus for movement</p> <p><b>Games</b> – (Val Sabin unit 3) Outdoor P.E. To steer and send a ball safely in different directions using a bat; skip with a rope.</p>			
<b>Music</b>	<p><i>Children through music and singing lessons will show a progression of skills through: Performing and composing – sing songs and rhymes related to themes, speak in chants and use their voices confidently and expressively. Play instruments, rehearse, share and perform with others. Understand difference between verse, chorus and song. Children will play simple accompaniments. Listening and appraising: Listen with developing concentration to a range of live and recorded music from different times and cultures. Begin to express own ideas, feelings and opinions about music. Recognise sounds can achieve different effects.</i></p>					
<b>PSHE</b> <b>(Seals Units)</b>	Follow new PSHE folder <i>Jigsaw</i>	Follow new PSHE folder <i>Jigsaw</i>	Follow new PSHE folder <i>Jigsaw</i>	Follow new PSHE folder <i>Jigsaw</i>	Follow new PSHE folder <i>Jigsaw</i>	Follow new PSHE folder <i>Jigsaw</i>

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Keeping Healthy  How do we stop ourselves getting ill?		Maybe it's because I'm a Londoner!  Why is London such a great place?		Flying High  Who can fly and how do they do it?	Under the Sea
<b>Maths</b>	Follow Abacus Scheme  The principal focus of mathematics teaching in key stage 1 is to ensure that children develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations including with practical resources. <u>They should count on and back in 1s, 2s, 5s and 10s.</u> By the end of Year 2, children should know number bonds to 20 and the 2, 5 and 10 times tables by heart and begin to know related division facts. Children should develop their ability to recognise, draw, describe, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity / volume, time and money.					
<b>English</b>	<b>Reading</b>  Develop phonics until decoding secure Read common suffixes Read and re-read phonic-appropriate books Read common 'exception' words Discuss and express views about fiction, non-fiction and poetry Become familiar with and retell stories Ask and 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 and spaces Develop positive attitude and stamina for writing Begin to plan ideas for writing Record ideas sentence-by-sentence Make simple additions and 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 and Listening</b>  Articulate and Justify answers Initiate and respond to comments Use spoken language to develop understanding  <b>Drama</b>  Some aspects to be delivered by Artis

<b>English Genres</b>	2 wk = Stories about Africa 2 wk = Information texts 1 wk = Alphabet poems 1 wk = Black History week Grace and family We're going on a Lion Hunt Handa's surprise	3 wk = Traditional stories 2 wk = recounts 1 wk = Sorting information 1 wk = Patterns on the page  Jack and the beanstalk various versions	3 wk = Stories by same author 2 wk = Instructions 0.5 wk = flowcharts  1 wk = Really looking  Katie in London A walk through London Paddington Bear	3 wk = Familiar setting stories 2 wk = Non-chronological reports 1 wk = SATs prep  That Pesky Rat	2 wk = Extended stories and significant authors 2 wk = Explanations 1 wk = Acrostic poems 1 wk = SATs  Beegu A man on the moon – day in the life of Bob	2 wk = Stories with recurring language/themes 1 wk = researching/notes 2 wk = Silly stuff  Lighthouse Keeper Gruffalo  Snail and whale Rainbow fish
<b>Computing</b>	Switched on ICT: We are zoologists	Ongoing skills E safety	Switched on ICT: We are researchers	Ongoing skills E safety	Switched on ICT: We are astronauts	Ongoing skills E safety
<b>Science</b>	<b>Animals inc Humans</b> Notice that animals, including humans, have offspring which grow into adults  <i>Working Scientifically</i>		<b>Materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular		<b>Living things and their habitats</b> Describe how animals obtain their food from plants	<b>Plants</b> Find out and describe how plants need water, light and a suitable

	<i>Life cycles</i>	uses  <i>Working Scientifically</i>	and other animals, using the idea of a simple food chain, and identify and name different sources of food. <i>Working Scientifically</i>	temperature to grow and stay healthy.  <i>Working Scientifically</i>
<b>History</b>	<b>Key Concepts:</b> Changes in living memory (linked to aspects of national life where appropriate) <b>Key Individuals:</b> Lives of significant historical figures, including comparison of those from different periods. Significant local people. <b>Key Events:</b> e.g. Bonfire night; Events of local importance			
	Florence Nightingale, Mary Seacole, Edith Cavell, Rosa Parks and Emily Davison		Samuel Pepys and Great Fire of London	The first planes and space travel– history of aviation
<b>Geography</b>	Name and locate world's continents and oceans; Compare local area to a non-European country; Use basic vocabulary to describe a less familiar area; Use aerial images and other models to create simple plans and maps, using symbols; Use simple fieldwork and observational skills to study the immediate environment.			
		Island Home - Contrast Tottenham with Jamaica known to children in the class using Google Earth		London, our city – maps, co-ordinates, features, using Google maps
<b>RE</b>	<i>Follow SACRE Recommendations</i>			
	<i>Christianity and Hinduism</i> <i>Unit 7:</i> <i>Why are some places so special?</i>	<i>Christianity, Judaism and Islam</i> <i>Unit 3:</i> <i>Why are some stories special?</i>	<i>Christianity and Judaism</i> <i>Unit 6:</i> <i>How should we live our lives?</i>	

<b>Art</b>	Self portraits  Nurse dolls	Jamaican inspired art (carvings, islands)  Art linked to aviation/rockets and space.		Art inspired by London		Class mural linked to Ocean
<b>D and T</b>	<i>Prepare a healthy snack with African and Jamaican fruit</i>		<i>Tudor houses and flames</i>		Build a lighthouse	
<b>PE</b>	<b>Games</b> :Ball skills; Class/ team games;  <b>Dance</b>  Space walking; Learn a dance for the Christmas performance;  <b>Gymnastics:</b>  travelling on the floor and apparatus using different parts of the body.		<b>Gymnastics:</b> travelling on the floor and apparatus using different parts of the body.  <b>Dance</b> : Animal movement to music.		<b>Games:</b> Team games  Inventing team games: throwing and catching using beanbags and small balls  <b>Athletics:</b> Practise Sports Day Games. – throwing, jumping, running	
<b>Music</b>	<i>Children through music and singing lessons will show a progression of skills through: Performing and composing – sing songs and rhymes related to themes, speak in chants and use their voices confidently and expressively. Play instruments, rehearse, share and perform with others. Understand difference between verse, chorus and song. Children will play simple accompaniments. Listening and appraising: Listen with developing concentration to a range of live and recorded music from different times and cultures. Begin to express own ideas, feelings and opinions about music. Recognise sounds can achieve different effects.</i>					
<b>PSHE</b> <b>(Seals Units)</b>	New beginnings	Getting on and falling out. Say no to bullying.	Going for goals	Good to be me	Relationships	Changes

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Rock Solid	Celebration	Houses and Homes	Patterns	Mayans	Bean to Bar Chocolate
<b>Maths</b>	<p>Follow Abacus Scheme</p> <p>The principal focus of mathematics teaching in lower key stage 2 is to ensure that children become increasingly fluent with whole number and the four operations, including number facts and the concept of place value. This will ensure that children develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. Children will solve problems involving simple fractions and decimal place value. They will draw with increasing accuracy and analyse shapes and relationships between them. They will use measuring tools accurately. They should know 3, 4 and 8 times tables by heart and know related division facts. <u>By the end of Y4, children will be fluent and precise in all their tables up to and including 12.</u></p>					
<b>English</b>	<p><b>Reading</b></p> <p>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</p>		<p><b>Writing</b></p> <p>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 forms Rehearse sentences orally for writing Use varied rich vocabulary Create simple settings and plot Assess effectiveness of own and others' writing</p>		<p><b>Grammar</b></p> <p>Use range of conjunctions Use perfect tense Use range of nouns and pronouns Use time connectives Introduce speech punctuation Know language of clauses</p>	<p><b>Speaking and Listening</b></p> <p>Give structured descriptions Participate activity in conversation Consider and evaluate different viewpoints <b>Drama</b></p>
<b>English Genres</b>	3 wk – myths, legend and fables 2 wk =Imaginative recount	3 wk = Adventure and mystery 2 wk = Diaries from perspective of an	1 wk = Postcards 1 wk = diaries/strong	3 wk = Dialogue/plays 2 wk = Reports	3 wk = Scary stories 1 wk = Explanatory	2.5 wk = Compare stories &film (Charlie and the chocolate bar) 1 wk = Posters linked

	<p>1 wk = Explanation texts</p> <p>1 wk = Shape poetry 1 wk = Black History week</p> <p>Horrible Histories – savage Stone Age</p> <p>Pebble in my pocket</p> <p>Ug Boy – Genius of Stoneage</p>	<p>animal</p> <p>1 wk = Recipes</p> <p>1 wk = Calligrams</p> <p>Mouse Bird Snake Wolf</p> <p>Or</p> <p>The Ice palace (frozen theme)</p>	<p>viewpoint</p> <p>2 ks = Information leaflets</p> <p>1 wk = Raps</p> <p>Jemmy Button (immigrant story)</p>	<p>1 wk = Recipe poems</p> <p>A well-known fairy tale as a play script</p>	<p>texts</p> <p>1 wk = Book reviews</p> <p>1 wk = Repeating line poem</p> <p>Storm (Power of reading)</p>	<p>to Fairtrade</p> <p>1 wk =Rhyming poems link to Oompa Lumpa rhymes</p> <p>1 wk = cultural week</p> <p>Charlie and the Chocolate factory</p>
<b>Computing</b>	<p>We are programmers.</p> <p>Programming an animation.</p>	<p>Ongoing skills</p> <p>E safety</p>	<p>We are presenters.</p> <p>Shooting and editing video.</p> <p>(link dialogue and plays/history)</p>	<p>Ongoing skills</p> <p>E safety</p>	<p>We are opinion pollsters.</p>	<p>Ongoing skills</p> <p>E safety</p>
<b>Science</b>	<p><b>Rocks</b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple</p>	<p><b>Animals inc Humans</b></p> <p>Identify that humans and some other animals have</p>	<p><b>Forces &amp; Magnets</b></p> <p>Observe how magnets attract or repel each other and attract some</p>	<p><b>Plants</b></p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed</p>	<p><b>Light</b></p> <p>Recognise that shadows are formed when the light from a light source is blocked</p>	

	physical properties <i>Working Scientifically</i>	skeletons and muscles for support, protection and movement. <i>Working Scientifically</i>	materials and not others <i>Working Scientifically</i>	dispersal. Working Scientifically (link to food/chocolate)	by a solid object Working Scientifically
<b>History</b>	<b>British History (taught chronologically):</b> Stone Age to Iron Age Britain, including: hunter-gatherers and early farmers, Bronze age religion, technology and travel, Iron age hill forts. <b>Broader History Study:</b> A local history study, e.g. a depth study linked to a studied period; a study over a period of time; a post-1066 study of relevant local history				
	Stone Age and Iron Age		History of London / Housing and transport over the centuries (local history study then/now linked to immigration and social diversity)		Mayans/Aztecs History of chocolate
<b>Geography</b>	Locate world's countries, focusing on Europe and Americas focus on key physical and human features Study a region of the UK (not local area) Use 8 points of compass, symbols and keys Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc. Use fieldwork to observe, measure and record				
		Weather around the world  Topographical features Link to climate change Arctic/Antarctica		Identify longest rivers in the world, largest deserts and highest mountains.  Compare with UK. Countries and cities  (Tierra del fuego	The countries of Europe, trade and physical features North and South America, trade and physical features.  Focus on Fairtrade and chocolate. Where chocolate grown and

				POR link) Focus on River Thames as link to London		trading of chocolate
<b>RE</b>	<i>Follow SACRE Recommendations</i>					
	<i>Christianity/Hinduism</i>  <i>Unit 7:</i>  <i>How do people express their beliefs, identity and experience?</i>		<i>Christianity and Judaism</i>  <i>Unit 1:</i>  <i>What is important to me?</i>		<i>Christianity</i>  <i>Unit 2:</i>  <i>What can we learn about the life and teaching of Jesus?</i>	
<b>Art</b>	Investigate stone and bronze age art and reproduce it  Cave painting.  Clay necklaces	Frozen scenes	Investigate and experiment with patterns in Jewish art			
<b>D and T</b>	<i>Pom pom penguins</i>  <i>Salt dough animals (instruction writing</i>		<i>Produce a frame for your art work using 3 different materials</i>		<i>Design packaging for a chocolates and make chocolate truffles.</i>	

<b>PE</b>	<b>Outdoor and Adventurous activities : Team building games</b>  <b>Dance:</b> The Explorers Year 3 Unit 2  <b>Gymnastics:</b> Year 3 unit 1, stretching, curling and arching  <b>Dance:</b> The human Engine Year 3		<b>Net games :</b> Badminton  <b>Gymnastics :</b> Year 3 unit 2:Symmetry and Asymmetry;  <b>Invasion games:</b> Handball , bench ball, netball	<b>Striking games :</b> softball  <b>Athletics:</b> Running long and short distances; throwing and jumping skills (Javelin and discus).  <b>Games :</b> Football or Tag Rugby		
<b>Music</b>	<i>Performing and composing</i> – sing songs with greater control of diction and breathing. Play short pieces and accompaniments by ear. Compose short pieces using patterns in pairs and make improvements to their own work. Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. Play and sing phrase from dot notation. <i>Listening and appraising:</i> identify a wide variety of sounds made by various instruments. Describe sounds they have listened to, performed and composed. Describe everyday sounds. Listen to various qualities in music – hollow, harsh, lively, mellow etc Begin to recognise and describe musical elements.  Drums: recognise notes rising and falling. Begin to learn note names for pitched notes. Play form notation and by ear.					
<b>French</b>	Rigolo Scheme					
<b>PSHE</b>	New beginnings	Getting on and falling out  Say no to bullying (to coincide with Anti-Bullying Week)	Going for goals	Good to be me	Relationships	Changes

Year 4									
Theme	<i>The Iron Man</i>	<i>The Indus Valley</i>	<i>The Romans</i>	<i>Natural Disasters</i>	<i>The Victorians</i>	<i>Rainforests</i>			
<b>Maths</b>	<p>Follow Abacus Scheme</p> <p><b>Maths:</b> Ensure that children develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations including with practical resources. <u>They should count on and back in 1s, 2s, 5s and 10s.</u> By the end of Year 2, children should know number bonds to 20 and the 2, 5 and 10 times tables by heart and begin to know related division facts. Children should develop their ability to recognise, draw, describe, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity / volume, time and money.</p>								
<b>English</b>	<p>Follow Haringey Guidance: NB some provision for Drama may be delivered by Artis</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Secure decoding of unfamiliar words</li> <li>Read for a range of purposes</li> <li>Retell some stories orally</li> <li>Discuss words and phrases that capture the imagination</li> <li>Identify themes and conventions</li> <li>Retrieve and record information</li> <li>Make inferences and justify predictions</li> <li>Recognise a variety of forms of poetry</li> <li>Identify and summarise ideas</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Correctly spell common homophones</li> <li>Increase regularity of handwriting</li> <li>Plan writing based on familiar forms</li> <li>Organise writing into paragraphs</li> <li>Use simple organisational devices</li> <li>Proof-read for spelling and punctuation errors</li> <li>Evaluate own and others' writing</li> <li>Read own writing aloud</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Use wider range of conjunctions</li> <li>Use perfect tense appropriately</li> <li>Select pronouns and nouns for clarity</li> <li>Use and punctuate direct speech</li> <li>Use commas after front adverbials</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Articulate and justify opinions</li> <li>Speak audibly in Standard English</li> <li>Gain, maintain and monitor interest of listeners</li> </ul> </td> </tr> </table>						<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Secure decoding of unfamiliar words</li> <li>Read for a range of purposes</li> <li>Retell some stories orally</li> <li>Discuss words and phrases that capture the imagination</li> <li>Identify themes and conventions</li> <li>Retrieve and record information</li> <li>Make inferences and justify predictions</li> <li>Recognise a variety of forms of poetry</li> <li>Identify and summarise ideas</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Correctly spell common homophones</li> <li>Increase regularity of handwriting</li> <li>Plan writing based on familiar forms</li> <li>Organise writing into paragraphs</li> <li>Use simple organisational devices</li> <li>Proof-read for spelling and punctuation errors</li> <li>Evaluate own and others' writing</li> <li>Read own writing aloud</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Use wider range of conjunctions</li> <li>Use perfect tense appropriately</li> <li>Select pronouns and nouns for clarity</li> <li>Use and punctuate direct speech</li> <li>Use commas after front adverbials</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Articulate and justify opinions</li> <li>Speak audibly in Standard English</li> <li>Gain, maintain and monitor interest of listeners</li> </ul>
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	2 wk = Recounts – Newspapers and magazines (The Iron Man)	3 wk = Stories from Africa (India?)	2 wk = Stories with historical settings  2 wk = Information texts (The	1 wk = Creating suspense (Alma short film)  2 wk = Explanation	3 wk = Stories in imaginary worlds	3 wk = Stories raising issues & dilemmas  2 wk = Persuasive texts (Protecting the			

	3 wk = Plays and Filmscript (The Iron Man)  1 wk = Quatrains  1 wk = Black History week	2 wk = travel brochures (India)  1 wk = Formal letter  1 wk = Creating images (Winter landscapes)	Romans)  2 wk = Eye-witness account (Boudicca)  1 wk = Limerick	texts (How volcanoes are formed)  1 wk = Sea poetry (Hokusai)	2 wk = Information texts (Victorians)  1 wk = Cinquain poetry	rainforest)  1 week = Alliteration poem (H. Rousseau)  1 wk = cultural week
<b>Computing</b>	We are software developers	We are musicians	We are HTML editors	We are co-authors	We are toy designers	We are meteorologists
<b>Science</b>	Electricity	Sound	States of Matter	Digestive system and teeth	Animals Including humans	All Living Things
<b>History</b>	<b>British History (taught chronologically)</b> Roman Empire and impact on Britain: Julius Caesar's attempted invasion; - <i>Roman Empire and successful invasion</i> ; - British resistance, e.g. Boudicca; Romanisation of Britain. <b>Broader History Study</b> Earliest ancient civilisations, i.e. Ancient Sumer; Indus Valley; Ancient Egypt; or- Shang Dynasty of Ancient China					
	The Indus Valley	Julius Caesar and Roman Britain Boudicca and British Resistance		The Victorians local study (Alexandra Palace, Kew Gardens)		
<b>Geography</b>	Locate world's countries, focusing on Europe and Americas focus on key physical and human features; study a region of the UK (not local area); use 8 points of compass, symbols and keys; describe and understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements, trade links, etc. Use fieldwork to observe, measure and record.					
	Lakes, rivers and			Earthquakes and		Human settlements in

	streams (visit to Lea Valley) Create map of local area			volcanoes		Europe and the Americas
<b>Art</b>		<i>Print-making: Indus Valley patterns;</i>  <i>Ceramic</i>	<i>Roman mosaics</i>	<i>Hokusai - print-making;</i>  <i>collage; pastels</i>	<i>Black and white portraits;</i>  <i>Shadow portraits;</i>  <i>Williams Morris</i>	<i>Henri Rousseau - jungle scenes</i>    <i>Weaving</i>
<b>D and T</b>	<i>Make robots out of recycled materials</i>		<i>Design and create a Roman Shield</i>	<i>Papier Mache Volcano</i>		
<b>RE</b>	Follow SACRE Recommendations Judaism  Unit 12:  What does it mean to belong to a religion		Judaism and Sikhism  Unit 9:  How should we live and who should inspire us?		Hinduism  Unit 10: what does it mean to belong to a religion?	
<b>MUSIC</b>	<i>Children through music and singing lessons will show a progression of skills through: Performing and composing – sing songs and rhymes related to themes, speak in chants and use their voices confidently and expressively. Play instruments, rehearse, share and perform with others. Understand difference between verse, chorus and song. Children will play simple accompaniments. Listening and appraising: Listen with developing concentration to a range of live and recorded music from different times and cultures. Begin to express own ideas, feelings and opinions about music. Recognise sounds can achieve different effects.</i>					
<b>PE</b>	Gymnastics ,Dance, <b>Ball Skills</b> : Being confident and safe using equipment		Gymnastics (Wide, Narrow ,Curled), Dance, <b>Ball Skills</b> : Explore a wide variety of balls size, shape, texture		<b>Dance:</b> using Traditional Tales such as Jack and the Beanstalk, Gigantic Turnip; using Theme: dinosaurs, insects, plants and growth as a	

					stimulus for movement	
					<b>Ball Games</b> – (Val Sabin unit 3) Outdoor P.E. To steer and send a ball safely in different directions using a bat; skip with a rope.	
<b>French</b>	Rigolo scheme					
<b>PHSE</b>	New beginnings	Getting on and falling out  Say no to bullying (link to Anti-Bullying Week)	Going for Goals	Good to be me	Relationships	Changes

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Earth, Sun and Moon	Journey to Jo'burg	Vikings	Extreme Earth	<i>Greeks</i>	Shakespeare
<b>Maths</b>	<p>Follow Abacus Scheme</p> <p>Children will extend their understanding of the number system and place value. By the end of Year 6, children will be fluent in written methods for all four operations, including long multiplication and division and in working with fractions, decimals and percentages. They will begin to represent a variety of problems using algebraic expressions. They will develop extra depth of understanding in geometry, shape and measure and use appropriate vocabulary to describe them.</p>					
<b>English</b>	<p><b>Reading</b></p> <p>Apply knowledge of morphology and etymology when reading new words            Reading and discuss a broad range of genres and texts            Identifying and discussing themes            Make recommendations to others            Learn poetry by heart            Draw inference and make predictions            Discuss authors' use of language            Retrieve and present information from non-fiction texts.            Formal presentations and debates</p>		<p><b>Writing</b></p> <p>Secure spelling, inc. homophones, prefixes, silent letters, etc.            Use a thesaurus            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            Perform own compositions</p>		<p><b>Grammar</b></p> <p>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></p> <p>Give well-structured explanations            Command of Standard English            Consider and evaluate different viewpoints            Use appropriate register</p>	
<b>English Genres</b>	3.5 wk = Novels and stories by significant children's authors  1 wk = poetry linked to	3 wk = Story linked to apartheid  2 wk = Journalistic	3 wk = Film narrative  2 wk = debating	2 wks = Hybrid texts  2 wks = Persuasive	3 wk = Traditional stories, fables, myths and legends  2 wk = Persuasive	2 wk = Shakespeare  2 wk = Dramatic

	BHM and bullying  1 wk = Black History week	writing	balanced arguments  1 wk = Choral and performance  1 wk = kennings linked to Vikings	writing  1 wk = Classic narrative poetry	writing  1 wk = classifying poetry	conventions  1 wk = Sonnets  1 wk = cultural week
<b>Computing</b>	We are game developers	We are cryptographers	We are artists	We are web developers	We are bloggers	We are architects
<b>Science</b>	<b>Earth &amp; Space</b>  Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	<b>Properties &amp; changes in Materials</b>  Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.	<b>Living things and their habitats</b>  Describe the life process of reproduction in some plants and animals. <i>Working Scientifically</i>	<b>Animals inc Humans</b>  Describe the changes as humans develop to old age.  <i>Working Scientifically</i>	<b>Forces</b>  Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.  <i>Working Scientifically</i>	
<b>History</b>	<b>British History (taught chronologically)</b> Anglo-Saxons and Vikings, including: Roman withdrawal from Britain; Scots invasion; Invasions, settlements and kingdoms;- Viking invasions; Danegald;- Edward the Confessor <b>Broader History Study</b> Ancient Greece, i.e. - <i>A study of Greek life and achievements and their influence on the western world</i>					

	Roman withdrawal, Anglo Saxons and Scots invasions	Black History – apartheid Nelson Mandela	Vikings and the Danegald; Edward the Confessor		Ancient Greece and Rome; Plato and other influences on modern life	
<b>Geography</b>	Name and locate counties, cities, regions and features of UK Understand latitude, longitude, Equator, hemispheres, tropics, polar circles and time zones Study a region of Europe, and of the Americas Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc. Use 4- and 6-figure grid references on OS maps Use fieldwork to record and explain areas					
		Contrast land use in the UK and South Africa or Ghana	Compare and contrast Central/South America. Link to extreme weather.	Local focus wetlands and ecology		
<b>RE</b>	<i>Follow SACRE Recommendations</i>					
	<i>Christianity and Islam</i>  <i>Unit 3:</i>  <i>Why do religious books and teachings matter?</i>		<i>Christianity and Islam</i>  <i>Unit 5:</i>  <i>Why are some journeys and places special?</i>		<i>Christianity and Hinduism</i>  <i>Unit 6: How do we make moral choice?</i>	
<b>Art/DT</b>	Paint the solar system showing the planets in relative sizes	Investigate scenery in South Africa and produce landscape paintings	Day of dead masks or Longboats - Vikings	Photography and art linked to local area/wildlife	Greek clay vase  Art designs then make	To design and make a mini theatre and puppets linked to Shakespeare story
<b>PE</b>	<b>Outdoor and Adventurous activities:</b> Team building games; <b>Swimming; Gymnastics:</b>		<b>Swimming; Dance</b>  <b>Tudor</b> :dance: Year 5 unit 5 + Tudor		<b>Swimming</b>  <b>Athletics:</b> Running Long and short	

	Year 5 unit 1 – Bridges	dance section; <b>Invasion games</b> – Football, Basketball, Tag rugby			distances, relay, discus and javelin. <b>Striking games:</b> Kwik Cricket, Rounders, Cricket	
<b>Music</b>	<p><i>Performing and composing:</i> use tuned and untuned instruments to play and perform short pieces by ear or notation using musical symbols (e.g. for crescendo). Refine and improve own work, saying how they want it to sound, using a developing musical vocabulary. Listen to other performers. Use of sounds to achieve effects. Present performances effectively with awareness of audience, venue and occasion. Djembe drumming playing accurately and creatively. Opportunities for children to compose lyrics to be played in drumming or compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. <i>Listening and appraising:</i> listen to a variety of music from contrasting cultures and times. Recognise ways in which music reflects the time when it was made. How musical elements are used to create a particular effect. Use of ICT to change and manipulate sounds.</p>					
<b>French</b>	Rigolo	Rigolo	Rigolo	Rigolo	Rigolo	Rigolo
<b>PSHE</b>	New beginnings	Getting on and falling out  Say no to bullying (to coincide with Anti-Bullying Week)	Going for goals	Good to be me	Relationships	Changes

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Crime and Punishment	Crime and Punishment	Egyptians	Pirates N Pistols short stories/genres.  Crime and Punishment, law and Justice	SATs revision	Pupil choice/extended coverage of themes/ Investigations
<b>Maths</b>	<p>Abacus</p> <p>Children will extend their understanding of the number system and place value. By the end of Year 6, children will be fluent in written methods for all four operations, including long multiplication and division and in working with fractions, decimals and percentages. They will begin to represent a variety of problems using algebraic expressions. They will develop extra depth of understanding in geometry, shape and measure and use appropriate vocabulary to describe them.</p>					
<b>English</b>	<p><b>Reading</b></p> <p>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 and explain reading, providing reasoned justifications for views. Securing Point/Evidence/Explain in written answers. Autumn 2 and Spring Term 1 focus on Wonder</p>		<p><b>Writing</b></p> <p>Use knowledge of morphology and etymology in spelling Develop legible personal handwriting style Plan writing to suit audience and purpose; use models of writing Develop character and setting in narrative Select grammar and vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency</p>		<p><b>Grammar</b></p> <p>Use appropriate register/ style Use the passive voice for purpose Use features to convey and clarify meaning Use full punctuation Use language of subject/object <b>Speaking and Listening</b> Use questions to build knowledge Articulate arguments and opinions Use spoken language to speculate, hypothesise and explore Use appropriate register and language</p>	
<b>English Genres</b>	Goodnight Mr Tom fiction	Highwayman- poetry	Roll of Thunder Hear My Cry	Character descriptions	Grammar revision	Formal & impersonal

	Black History Week		Journalistic writing  Non- chronological reports – Dogs Trust involvement	'Dust 'n' Bones'  Reading and writing narrative and plays		writing
<b>Computing</b>	We are mobile App developers	We are project managers	We are marketers	We are App planners	We are interface designers	We are market researchers
<b>Science</b>	<b>Light</b>  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.  <i>Working Scientifically</i>	<b>Electricity</b>  Use recognised symbols when representing a simple circuit in a diagram.  <i>Working Scientifically</i>	<b>Evolution &amp; Inheritance</b>  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  <i>Working Scientifically</i>	<b>Living things and their habitats</b>  Give reasons for classifying plants and animals based on specific characteristics.  <i>Working Scientifically</i>	SATs	<b>Animals inc Humans</b>  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  <i>Working Scientifically</i>
<b>History</b>	<b>British History (taught chronologically):</b> An extended period study, e.g. the changing power of monarchs; significant turning points in British history; crime and punishment; leisure					

	<b>Broader History Study:</b> Non-European society, i.e. Islamic civilization, including Baghdad;- Mayan civilization; Benin (West Africa)					
		Crime and Punishment across the ages	Islamic civilisations		Ancient Egypt and other ancient civilizations in Africa	
<b>Geography</b> (UKS2)	Name and locate counties, cities, regions and features of UK Understand latitude, longitude, Equator, hemispheres, tropics, polar circles and time zones Study a region of Europe, and of the Americas Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc. Use 4- and 6-figure grid references on OS maps Use fieldwork to record and explain areas					
		Egypt - Understand latitude, longitude, Equator, hemispheres, tropics, polar circles and time zones Vegetation belts and land use (Nile)	What's in the news? Natural disasters	The African Countries Nigeria	Sustainability and global warming Impact of oil companies	
<b>RE</b>	<i>Follow SACRE Recommendations</i>					
		<i>Sikhism</i>  <i>Unit 4:</i>  <i>What does it mean to belong to a religion?</i>	<i>Sikhism &amp; Christianity</i>  <i>Unit 9:</i>  <i>What do people believe about life?</i>		<i>Christianity</i>    <i>Transitions</i>	
<b>Art</b>	Investigate art in Ancient Egypt and produce a papyrus or 3D pyramid / Canopic jar		Investigate and experiment with Caribbean Art techniques	Choose your favourite scene from the book and illustrate it	Design the front cover of a magazine portraying amazing crime/ escape stories	Produce portraits of famous Olympians
<b>D and T</b>	Use magnetic forces and/or electricity to make a moving vehicle	Pyramid designers, papyrus?	Research, design and present a Caribbean buffet	Design and make a money box based on the book	Make a judge's or barrister's wig	Artist Kalabari (Nigeria) Sculpture at Tottenham Hale

<b>PE</b>	<b>Outdoor and Adventurous activities – Team building games</b>  <b>Gymnastics</b> – Year 6 Unit 1 – Matching and moving  <b>Dance</b> – Volcanoes Year 5 unit 4  <b>Net games :</b>  Badminton  Tennis		<b>Gymnastics</b> : Year 6 unit 2 – Synchronisation and Canon  <b>Dance:</b> Aztec dance-Year 6 unit 1  <b>Net games</b> – Volleyball  <b>Invasion games:</b>  Football  Tag Rugby		<b>Invasion games:</b>  Netball  Basketball  <b>Athletics</b>  <b>Running</b> – Long and short distances and relay  <b>Striking and fielding games:</b>  Kwik Cricket  Cricket Rounder's	
<b>Music</b>	<i>Performing and Composing:</i> sing with greater control using a variety of musical element's and phrasing. Perform and improve. Use standard notation and symbols. Use sounds to achieve effect. Use rhythmic ideas to add percussion parts to songs. Refine and improve own work. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. Present performances effectively with awareness of audience, venue and occasion. Djembe drumming playing accurately and creatively. <i>Listening and appraising:</i> listen to music and recognise how changes in culture or time have affected it. Describe how musical elements are used to create a particular effect. Discuss and express ideas using musical vocabulary. Recognise variety of structure. Improve their work through analysis, evaluation and comparison.					
<b>French</b>	Rigolo					
<b>PSHE</b>	New beginnings	Getting on and falling out Say no to bullying (to coincide with Anti-Bullying Week)	Going for goals	Good to be me	Relationships	Changes