

Ferry Lane Curriculum overview – 2014/15

Yellow highlight shows Theme moved, adapted or introduced to fit with 2014 NC

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery and Reception	<i>Ourselves</i>	<i>Toys</i>	<i>China and important Chinese people</i>	<i>Elmer</i>	<i>Mini:beasts</i>	Pupil choice/extended coverage of themes/ Investigations

Year 1						
Theme	<i>UK and Ireland</i>	<i>Fruit:tastic</i>	<i>My World and important people from my background</i>	<i>Where The Wild Things Are and Dinosaurs</i>	<i>Light Fantastic</i>	Pupil choice/extended coverage of themes/ Investigations
English	<p>Follow Haringey Guidance: NB some provision for Drama may be delivered by Artis</p> <p>Reading: 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>Writing: 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>Grammar: Leave spaces between words; Begin to use basic punctuation: . ? ! Use capital letters for proper nouns; Use common plural and verb suffixes</p> <p>Speaking and Listening: Listen and respond appropriately; Ask relevant questions; Maintain attention and participate.</p>					
Maths	<p>Follow Abacus Scheme</p> <p>Maths: 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>					
Science	Everyday Materials	Plants	Seasonal Changes	Animals Including Humans (Animal types)	Light	
History	<p>Key Concepts: Changes in living memory (linked to aspects of national life where appropriate); Key Individuals: Lives of significant historical figures, including comparison of those from different periods; Significant local people</p> <p>Key Events e.g. Bonfire night Events of local importance.</p>					
		Bonfire Night/Guy Fawkes; famous local people (London/Tottenham)		Elizabeth I and Queen Victoria		Samuel Pepys and the Great Fire of London

Geography	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.					
	The 4 countries of the UK and capital cities		Weather patterns and Seasons in the UK		Hot and cold countries; rainforest v desert and what people wear	
Art	Self portrait from nature (using leaves and twigs etc) Drawing each other and contrast with portraits from 2 artists.	Firework contrasting media . Pictures – colour mixing and tones Diwali holders (clay) Stained Glass Windows	Investigate and experiment with art traditions from own/ others' background	Produce 3D animals using different media	Investigate the use of light in different painting styles and experiments with this in own work	
Music	Children through music and singing lessons will show a progression of skills through: <i>Performing and composing</i> – 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. <i>Listening and appraising</i> : 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.					
PE	Gymnastics ,Dance, Ball Skills : Being confident and safe using equipment		Gymnastics (Wide, Narrow ,Curled), Dance, Ball Skills : Explore a wide variety of balls size, shape, texture		Dance : using Traditional Tales such as Jack and the Beanstalk, Gigantic Turnip; using Theme: dinosaurs, insects, plants and growth as a stimulus for movement Games – (Val Sabin unit 3) Outdoor P.E. To steer and send a ball safely in different directions using a bat; skip with a rope.	
D and T	Design and make a pencil case with the UK on it.	Make fruit kebabs/salad	Weaving with lolly sticks	<i>Moving pictures</i>		
Computing	<i>Follow Rising Stars Switched On programme</i>					
RE	<i>Follow SACRE Recommendations</i>					

Year 2									
Theme	<i>Food Glorious Food: what's healthy?</i>	<i>Great Achievers</i>	<i>Turkey and important Turkish people</i>	<i>Handa's Surprise</i>	<i>Sharks, Whales and Dolphins</i>	Pupil choice/extended coverage of themes/ Investigations			
English	<p>Follow Haringey Guidance NB some provision for Drama may be delivered by Artis</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Reading 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</p> </td> <td style="vertical-align: top;"> <p>Writing 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</p> </td> <td style="vertical-align: top;"> <p>Grammar Use . ! ? , and ' Use simple conjunctions Begin to expand noun phrases Use some features of standard English</p> <p>Speaking and Listening Articulate and Justify answers Initiate and respond to comments Use spoken language to develop understanding</p> </td> </tr> </table>						<p>Reading 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</p>	<p>Writing 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</p>	<p>Grammar Use . ! ? , and ' Use simple conjunctions Begin to expand noun phrases Use some features of standard English</p> <p>Speaking and Listening Articulate and Justify answers Initiate and respond to comments Use spoken language to develop understanding</p>
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Maths	<p>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.</p>								
Science	All Living Things and Their Habitats	Use of Everyday Materials	Sound???	Animals Including Humans (Growth and basic needs)	Plants				
History	<p>Key Concepts: Changes in living memory (linked to aspects of national life where appropriate) Key Individuals: Lives of significant historical figures, including comparison of those from different periods. Significant local people. Key Events: e.g. Bonfire night; Events of local importance</p>								
		Florence Nightingale, Mary Seacole, Rosa Parks and Emily Davison		William Caxton, Tim Berners-Lee, Steve Jobs and Bill Gates		The first planes – history of aviation			

Geography	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.					
	The continents and the oceans; the countries in each continent; differences between oceans		London, our city – maps, co-ordinates, features, using Google maps		Contrast Tottenham with a non-European area known to children in the class using Google Earth	
Art	Design your ideal house after research and produce a 3D model	Produce paintings of famous figures in British history	Investigate and experiment with Turkish Art techniques	Draw and paint a range of human figures in different styles	Create a class mural with a range of sea creatures	
Music: drumming and singing	<i>Performing and composing:</i> sing songs, speak in chants, play instruments, rehearse, share and perform with others. Explore, choose and organise sounds and musical ideas to form structures. Children to recognise beginning, middle and end plus bridge. Create musical patterns and make improvements to their own work. <i>Listening and appraising:</i> listen to a range of live and recorded music from different times and cultures. Listen with concentration. Explore and express own ideas and feelings about music and how music is used for different purposes. Describe different sounds that they have listened to, performed and composed. Express an opinion about sounds they have made and say how to improve them. Children will play instruments in different ways and create sound effects.					
PE	Games : Ball skills; Class/ team games; Dance Space walking; Learn a dance for the Christmas performance; Gymnastics: travelling on the floor and apparatus using different parts of the body.		Gymnastics: : travelling on the floor and apparatus using different parts of the body. Dance : Animal movement to music.		Games: Team games Inventing team games: throwing and catching using beanbags and small balls Athletics: Practise Sports Day Games. – throwing, jumping, running	
D and T	<i>Prepare a healthy snack</i>		<i>Make a simple instrument</i>	<i>Weave a basket</i>		
Computing	<i>Follow Rising Stars Switched On programme</i>					
RE	<i>Follow SACRE Recommendations</i>					

Year 3									
Theme	<i>Rock Solid</i>	<i>Stone and Bronze Age Life</i>	<i>Ghana and important Ghanaians</i>	<i>Charlie and the Chocolate Factory</i>	<i>Superheroes</i>	Pupil choice/extended coverage of themes/ Investigations			
English	<p>Follow Haringey Guidance NB some provision for Drama may be delivered by Artis</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Reading 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> </td> <td style="vertical-align: top;"> <p>Writing 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> </td> <td style="vertical-align: top;"> <p>Grammar Use range of conjunctions Use perfect tense Use range of nouns and pronouns Use time connectives Introduce speech punctuation Know language of clauses Speaking and Listening Give structured descriptions Participate activity in conversation Consider and evaluate different viewpoints</p> </td> </tr> </table>						<p>Reading 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>Writing 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>Grammar Use range of conjunctions Use perfect tense Use range of nouns and pronouns Use time connectives Introduce speech punctuation Know language of clauses Speaking and Listening Give structured descriptions Participate activity in conversation Consider and evaluate different viewpoints</p>
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Maths	<p>Follow Abacus Scheme 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>								
Science	Rocks	Forces and Magnets	Plants	Light	Animals Including Humans (Skeleton and diet)				
History	British History (taught chronologically): Stone Age to Iron Age Britain, including: hunter-gatherers and early farmers, Bronze age religion, technology and travel, Iron Age hill forts. Broader History Study: 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				

Geography	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					
		The countries of Europe, trade and physical features		North and South America, trade and physical features		Investigation of staff and pupil connections to other parts of the UK; one area studied in detail
Art	<i>Investigate and reproduce the colours and patterns in rocks</i>	<i>Investigate stone and bronze age art and reproduce it</i>	<i>Investigate and experiment with Ghanaian Art techniques</i>	<i>Choose figures from Charlie and the Chocolate Factory and make 3D models of them</i>	<i>Design the front page of a comic featuring a superhero</i>	
Music: drumming and singing	<p><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.</p> <p>Drums: recognise notes rising and falling. Begin to learn note names for pitched notes. Play form notation and by ear.</p>					
PE	Outdoor and Adventurous activities : Team building games Dance: The Explorers Year 3 Unit 2 Gymnastics: Year 3 unit 1, stretching, curling and arching Dance: The human Engine Year 3 Unit 4		Net games : Badminton Gymnastics : Year 3 unit 2:Symmetry and Asymmetry; Invasion games: Handball , bench ball ,netball		Striking games : softball Athletics: Running long and short distances; throwing and jumping skills (Javelin and discus). Games : Football or Tag Rugby	
D and T	<i>Design and produce a healthy lunch</i>	<i>Produce a frame for your art work using 3 different materials</i>	<i>Design and make a toy using batteries</i>			
Computing	<i>Follow Rising Stars Switched On programme</i>					
RE	<i>Follow SACRE Recommendations</i>					
French	<i>Follow Rigolo programme</i>					

Year 4									
Theme	<i>Iron Man, robots – cars, planes and trains</i>	<i>Revolting Romans</i>	<i>India and important Indians, e.g. Gandhi, famous mathematicians</i>	<i>Rainforests</i>	<i>Pirates</i>	Pupil choice/extended coverage of themes/ Investigations			
English	<p>Follow Haringey Guidance: NB some provision for Drama may be delivered by Artis</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Reading Secure decoding of unfamiliar words Read for a range of purposes Retell some stories orally Discuss words and phrases that capture the imagination Identify themes and conventions Retrieve and record information Make inferences and justify predictions Recognise a variety of forms of poetry Identify and summarise ideas</p> </td> <td style="vertical-align: top;"> <p>Writing 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 and punctuation errors Evaluate own and others' writing Read own writing aloud</p> </td> <td style="vertical-align: top;"> <p>Grammar Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use and punctuate direct speech Use commas after front adverbials Speaking and Listening Articulate and justify opinions Speak audibly in Standard English Gain, maintain and monitor interest of listeners</p> </td> </tr> </table>						<p>Reading Secure decoding of unfamiliar words Read for a range of purposes Retell some stories orally Discuss words and phrases that capture the imagination Identify themes and conventions Retrieve and record information Make inferences and justify predictions Recognise a variety of forms of poetry Identify and summarise ideas</p>	<p>Writing 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 and punctuation errors Evaluate own and others' writing Read own writing aloud</p>	<p>Grammar Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use and punctuate direct speech Use commas after front adverbials Speaking and Listening Articulate and justify opinions Speak audibly in Standard English Gain, maintain and monitor interest of listeners</p>
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Science	Electricity	Sound	States of Matter	Animals Including humans	All Living Things				
History	<p>British History (taught chronologically) 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.</p> <p>Broader History Study Earliest ancient civilisations, i.e. Ancient Sumer; Indus Valley; Ancient Egypt; or- Shang Dynasty of Ancient China</p>								
		Julius Caesar and Roman Britain Boudicca and British Resistance		The Victorians local study (Alexandra Palace, Kew Gardens)		The Indus Valley			

Geography	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.					
	Climate, Earthquakes and Volcanoes		Lakes, Rivers and Streams		Human settlements in Europe and the Americas	
Art	<i>Create a model of the Iron Man; design Halloween Cards featuring skulls and skeletons</i>	<i>Design and create a Roman Statue</i>	<i>Investigate and experiment with ancient Indian Art techniques</i>		<i>Draw and paint the trees and creatures of the Rainforest</i>	
Music WCIT	All children in year 4 learn to play an instrument (Guitar, Clarinet and Trumpet). They develop instrumental skills and explore notations. Perform long and short sounds in response to symbols. Create long and short sounds on instruments. <i>Performing and Composing</i> – sing songs with greater control and diction and breathing. Play pieces and accompaniments by ear and simple notation. Compose short pieces using simple notation and symbols, showing layers of sound. Refine and improve their own work. Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. <i>Listening and appraising</i> – identify the sounds made by a variety of instruments or a combination of instruments. Identify how instruments and voices reflect mood. Begin to recognise and describe musical elements. Listen to various qualities in music: hollow, harsh, lively, mellow etc. Make improvements and say what they want it to sound like.					
PE	Outdoor and Adventurous activities: Team building games Dance: These shoes are made for walking Year 4 unit 1 Gymnastics: Year 4 unit 1 – balance Dance: snooker championships Year 4 unit 3		Gymnastics : Year 4 unit 2 Receiving body weight Dance: Electricity Net games: Volleyball Athletics: Running – Long and short distances and relay		Invasion games : Netball, Basketball Hockey Striking games : Kwik Cricket Athletics : Throwing and jumping, discus and javelin	
D and T	<i>Make some Healthy Halloween cakes</i>	<i>Design and make a Roman chariot</i>	<i>Investigate and design Indian embroidery</i>	<i>Design and make a model car, plane or train</i>	<i>Design a menu of Indian/Asian dishes and present a feast</i>	
Computing	<i>Follow Rising Stars Switched On programme</i>					
French	<i>Follow Rigolo programme</i>					
RE	<i>Follow SACRE Recommendations</i>					

Year 5									
Theme	<i>Earth, Sun and Moon</i>	<i>Computers and Cyberspace</i>	<i>Somalia and important Somalis</i>	<i>Journey to Johannesburg</i>	<i>Space Travel spaceships and aliens</i>	Pupil choice/extended coverage of themes/ Investigations			
English	<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>Reading 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> </td> <td style="vertical-align: top; width: 33%;"> <p>Writing 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> </td> <td style="vertical-align: top; width: 33%;"> <p>Grammar Use expanded noun phrases Use modal and passive verbs Use relative clauses Use commas for clauses Use brackets, dashes and commas for parenthesis Speaking and Listening Give well-structured explanations Command of Standard English Consider and evaluate different viewpoints Use appropriate register</p> </td> </tr> </table>						<p>Reading 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>Writing 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>Grammar Use expanded noun phrases Use modal and passive verbs Use relative clauses Use commas for clauses Use brackets, dashes and commas for parenthesis Speaking and Listening Give well-structured explanations Command of Standard English Consider and evaluate different viewpoints Use appropriate register</p>
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Maths	<p>Follow Abacus Scheme 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>								
Science	Earth and Space	Properties and Changes of Materials	All Living Things (Life cycles)	Animals Including Humans (Growth and puberty)	Forces				
History	<p>British History (taught chronologically) Anglo-Saxons and Vikings, including: Roman withdrawal from Britain; Scots invasion; Invasions, settlements and kingdoms;- Viking invasions; Danegald;- Edward the Confessor Broader History Study Ancient Greece, i.e. - <i>A study of Greek life and achievements and their influence on the western world</i></p>								
	Roman withdrawal, Anglo Saxons and Scots invasions		Vikings and the Danegald; Edward the Confessor		Ancient Greece and Rome; Plato and other influences on modern life				

Geography	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					
		Nordic Europe, its location and neighbours		Contrast land use in the UK and South Africa		Choose and study a country in South or Central America
Art	Paint the solar system showing the planets in relative sizes	Find different painting/design programs and produce abstract designs for an exhibition	Investigate and experiment with Somalian Art techniques	Investigate scenery in South Africa and produce landscape paintings	Draw and paint your own alien	
Music	<i>Performing and composing:</i> use tuned and untuned instruments to play and perform short pieces by ear or notation using musical symbols (eg 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.					
PE	Outdoor and Adventurous activities: Team building games; Swimming; Gymnastics: Year 5 unit 1 – Bridges		Swimming; Dance Tudor : dance: Year 5 unit 5 + Tudor dance section; Invasion games – Football, Basketball, Tag rugby		Swimming Athletics: Running Long and short distances, relay, discus and javelin. Striking games : Kwik Cricket, Rounders, Cricket	

D and T	<i>Make a model of the solar system showing relative sizes of the planets</i>	<i>Design and produce frames for artwork</i>	<i>Devise and produce an aid for a disabled person</i>		<i>Design and make a spaceship</i>	
Computing	<i>Follow Rising Stars Switched On programme</i>					
French	<i>Follow Rigolo programme</i>					
RE	<i>Follow SACRE Recommendations</i>					

Year 6									
Theme	<i>Walk Like an Egyptian</i>	<i>Move it! Famous sports personalities</i>	<i>The Caribbean and Important Caribbeans (today and historically, eg Toussaint L'Ouverture)</i>	<i>The Lion, the Witch and the Wardrobe</i>	Crime and Punishment, law and Justice	Pupil choice/extended coverage of themes/ Investigations			
English	<p>Follow Haringey Guidance; NB some provision for Drama may be delivered by Artis</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Reading</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</p> </td> <td style="vertical-align: top;"> <p>Writing</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> </td> <td style="vertical-align: top;"> <p>Grammar</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 Speaking and Listening Use questions to build knowledge Articulate arguments and opinions Use spoken language to speculate, hypothesise and explore Use appropriate register and language</p> </td> </tr> </table>						<p>Reading</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</p>	<p>Writing</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>Grammar</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 Speaking and Listening Use questions to build knowledge Articulate arguments and opinions Use spoken language to speculate, hypothesise and explore Use appropriate register and language</p>
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Maths	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.								
Science	Animals Including Humans	Evolution and Inheritance	All living things (Classification)	SATS revision	Electricity	Light			
History	<p>British History (taught chronologically): An extended period study, e.g. the changing power of monarchs; significant turning points in British history; crime and punishment; leisure</p> <p>Broader History Study: Non-European society, i.e. Islamic civilization, including Baghdad;- Mayan civilization; Benin (West Africa)</p>								
	Ancient Egypt and other ancient civilizations in Africa		Islamic civilisations		Crime and Punishment across the ages				
Geography (UKS2)	<p>Name and locate counties, cities, regions and features of UK</p> <p>Understand latitude, longitude, Equator, hemispheres, tropics, polar circles and time zones</p> <p>Study a region of Europe, and of the Americas</p>								

	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					
		Sustainability and global warming		The Mediterranean countries		
Art	<i>Produce portraits of famous sports stars</i>	<i>Investigate art in Ancient Egypt and produce a papyrus or 3D pyramid</i>	<i>Investigate and experiment with Caribbean Art techniques</i>	<i>Choose your favourite scene from the book and illustrate it</i>	<i>Design the front cover of a magazine portraying amazing crime/ escape stories</i>	
Music drumming and singing	<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.					
PE	Outdoor and Adventurous activities – Team building games <i>Gymnastics</i> – Year 6 Unit 1 – Matching and moving Dance – Volcanoes Year 5 unit 4 Net games : Badminton Tennis		Gymnastics : Year 6 unit 2 – Synchronisation and Canon Dance: Aztec dance-Year 6 unit 1 Net games – Volleyball Invasion games: Football Tag Rugby		Invasion games: Netball Basketball Athletics Running – Long and short distances and relay Striking and fielding games: Kwik Cricket Cricket Rounder's	
D and T	<i>Use magnetic forces and/or electricity to make a moving vehicle</i>	<i>Design and make a musical instrument from Ancient Egypt.</i>	<i>Research, design and present a Caribbean buffet</i>	<i>Design and make a money box based on the book</i>	<i>Make a judge's or barrister's wig</i>	
Computing	<i>Follow Rising Stars Switched On programme</i>					
French	<i>Follow Rigolo programme</i>					
RE	<i>Follow SACRE Recommendations</i>					