

## **Aims of our Curriculum here at Newington Green**

To provide a rich curriculum which gives pupils social and cultural agency so that they are advantaged in the wider world.

To promote mannerly and appropriate social conduct, so that pupils are advantaged in the wider world.

To provide a range of out of classroom experiences for pupils which build their cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK, and it's various communities.

To provide systematic exposure and immersion in high quality English Literature, both from classic and modern authors.

To celebrate the diversity of our community, and the communities within the UK. This will include deliberate exposure to positive role models from a range of protected groups (gender, sexual orientation, religion, disability, age).

To promote the highest level of achievement for all pupils, across all subjects, through strong pathways for progression in knowledge and skills as pupils journey through the school.

To promote meaningful learning experiences, which will be fun and memorable, and based on knowledge and skills needed to be successful in the wider world.

To regularly review our curriculum provision, in order to ensure that the curriculum, alongside current educational research, promotes excellence in the practice of teaching (pedagogy).

To provide every opportunity for pupils to excel through a wide range of subjects, so that we promote excellence for every individual.

Newington Green Primary School Curriculum Map 2018-19 **Year 1**

	<b>Autumn 1</b> <b>Transition</b>	<b>Autumn 2</b> <b>“London”</b>	<b>Spring 1</b> <b>“Special People”</b>	<b>Spring 2</b> <b>“Weather”</b>	<b>Summer 1</b> <b>“How is it made?”</b>	<b>Summer 2</b> <b>“It’s alive!”</b>
<b>Core texts</b>	<p>Whatever Next (Jill Murphy)</p> <p>Burglar Bill (Allan Ahlberg)</p> <p>Not Now Bernard (David McKee)</p>	<p>Naughty Bus (Jake Oke)</p> <p>Charlie and Lola: We Completely Must Go to London (Lauren Child)</p>	<p>Non-fiction books on Florence Nightingale and Mary Seacole (IELS)</p> <p>Funny Bones (Allan Ahlberg)</p> <p>Sick Day for Amos McGee (Philip C. Stead)</p>	<p>The Dark (Lemony Snicket)</p>	<p>Cave Baby (Julia Donaldson)</p> <p>Dave's Cave (Frann Preston –Gannon)</p> <p>Lost in the Toy Museum: An Adventure (David Lucas)</p> <p>Old Bear (Jane Hissey)</p>	<p>The Magic Porridge Pot</p> <p>Percy the Park Keeper (Nick Butterworth)</p> <p>Jack and the Beanstalk (Mara Alperin)</p> <p>Jim and the Beanstalk (Raymond Briggs)</p>
<b>English</b>	<p><u>List</u>: Listing items</p> <p><u>Description</u>: Describing characters and settings.</p> <p><u>Letter</u>: Writing in role.</p> <p><u>Narrative</u>: Sequencing, retelling and creating a story.</p>	<p><u>Poetry</u>: Sense poem</p> <p><u>Description</u>: Describing a scene from Naughty Bus</p> <p><u>Recount</u>: Writing in role.</p>	<p><u>Recount</u>: Trip to Florence Nightingale Museum</p> <p><u>Information</u>: Facts about parts of the body</p> <p><u>Instructions</u>: How to care for someone who is unwell</p>	<p><u>Description</u>: Describing character a monster</p> <p><u>Narrative</u>: Story in the style of 'The Dark'</p>	<p><u>Description</u>: Describing a prehistoric animal</p> <p><u>Recount</u>: Trip to the Toy Museum</p> <p><u>Instructions</u>: How to rescue Old Bear</p>	<p><u>Narrative</u>: In the style of 'the Magic Popcorn Pot'</p> <p><u>Description</u>: describing a park setting</p> <p><u>Narrative</u>: In the style of 'Jack and the Beanstalk'</p>
<b>English language</b>	<p><b>Reading</b>: decode words using phonics, match graphemes for all phonemes; blend sounds in unfamiliar words containing taught GPC's, read common 'exception' words, read words with common suffixes; read words of more than one syllable containing taught GPC's read contractions; read aloud phonics –based books developing fluency and confidence; share and discuss poems, stories and non-fiction beyond own reading level; check for sense and correct reading errors; discuss word meanings, discuss the significance of title and events; make inferences and predictions; explain their understanding of what is read to them</p> <p><b>Writing</b>: spell words containing each of the 40+ phonemes; spell common 'exception' words; spell the days of the week; name letters of the alphabet; use common prefixes and suffixes; write simple dictated sentence; , form correctly lower case and capital letters; form digits correctly; practice handwriting in letter families; compose sentences orally before writing; reread sentences to check they make sense; discuss and read</p>					

	<p>aloud own writing; leave spaces between words; join words and clauses using 'and'; begin to use basic punctuation (., ? !); use capital letters to start sentences and for proper nouns; <b>learn and apply spelling rules in Appendix 1; learn and apply grammar rules and terminology in Appendix 2.</b></p>			
	<p><b>Spoken language:</b> listen and respond appropriately, ask relevant questions; build vocabulary; articulate and justify own ideas; describe and narrate for different purposes, express feelings; participate actively in conversations; speculate and explore ideas; speak clearly and fluently in Standard English; take part in discussions, presentations, performances, role-play, improvisations and debates; keep listeners interested; explore different viewpoints, communicate effectively using appropriate register.</p>			
	<p><b>Handwriting:</b> writing words with double ff; double ss; double zz; letter families; capital letters; numbers (0-9/ 10-20); words with ck and qu; long vowels (ee, oa, oo); ch unjoined; ai unjoined; wh unjoined; horizontal join to ascender (wh); ow unjoined; horizontal join, no ascender (ow)</p>			
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>- <b>Green Text</b> denotes repeated statements</li> <li>- <i>Italics</i> indicate demonstrative examples, non-statutory notes and guidance from the new POS</li> </ul>			
<p><b>Number</b></p>				
<p><b>Place value and rounding</b></p>	<p><b>Transition</b></p> <p>Children should be provided with lots of opportunities to use maths during this time through counting, songs, games, sorting and role-play. Begin to introduce elements from the curriculum in Autumn 2 when you feel pupils are ready.</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g. 19, 18, 17, 16, ...</p> <p>Count, read and write numbers to 100 in numerals, count in multiples of twos and tens e.g. 2, 4, 6, 8, 10, 12, ...</p> <p>Given a number, identify one more and one less</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p>	<ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens e.g. 22, 24, 26, 28, 30, ... or 90, 80, 70, 60, ...</li> <li>• Given a number, identify one more and one less</li> <li>• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>• Read and write numbers from 1 to 20 in numerals and words.</li> <li>• Use language of ordering e.g. first, second, third</li> <li>• Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100 supported by objects and pictorial representations</li> </ul>	<ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g. 103, 102, 101, 100, 99, 98, ...</li> <li>• Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens e.g. 5, 10, 15, 20, 25, ...</li> <li>• Given a number, identify one more and one less</li> <li>• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>• Read and write numbers from 1 to 20 in numerals and words.</li> <li>• Use language of ordering e.g. first, second, third</li> <li>• Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100 supported by objects and pictorial representations</li> </ul>

		<p>Read and write numbers from 1 to 20 in numerals</p> <p><i>Use language of ordering e.g. first, second, third</i></p>	<p><i>Begin to order numbers to 100 (different tens) e.g. order 36, 29, 63, 51</i></p>	<ul style="list-style-type: none"> <li><i>Begin to order numbers to 100 (different tens)</i></li> </ul> <p><i>Recognise odd and even numbers</i></p>
<p><b>Addition and subtraction</b></p>		<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Represent, memorise and use number bonds and related subtraction facts <i>within 10, in several forms</i> e.g. <math>3 + 4 = 7</math>; <math>4 = 7 - 3</math>;</p> <p>Add and subtract one-digit and two-digit numbers to 20 (<math>9 + 9</math>, <math>18 - 9</math>), including zero</p> <p>Solve simple one-step problems (<i>in familiar practical contexts, including using quantities</i>) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. <math>3 + \quad = 7</math></p>	<ul style="list-style-type: none"> <li><i>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</i></li> <li><i>Represent, memorise and use number bonds and related subtraction facts within 10, in several forms, and begin to know doubles to 20 e.g. <math>8 + 8 = 16</math> complements to 20 e.g. <math>8 + 12 = 20</math></i></li> <li><i>Add and subtract one-digit and two-digit numbers to 20 (<math>9 + 9</math>, <math>18 - 9</math>), including zero</i></li> <li><i>Solve simple one-step problems (in familiar practical contexts, including using quantities) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</i></li> <li><i>Problems should include vocabulary such as: put together, add, altogether, total, take away, distance between, more than, less than...</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</i></li> <li><i>Represent, memorise and use number bonds and related subtraction facts within 20, in several forms e.g. <math>9 + 7 = 16</math>; <math>16 - 7 = 9</math>; <math>7 = 16 - 9</math></i></li> <li><i>Add and subtract one-digit and two-digit numbers to 20 (<math>9 + 9</math>, <math>18 - 9</math>), including zero</i></li> <li><i>Solve simple one-step problems (in familiar practical contexts, including using quantities) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. <math>7 = \quad - 9</math></i></li> </ul> <p><i>Problems should include vocabulary such as: put together, add, altogether, total, take away, distance between, more than, less than...</i></p>

		Problems should include vocabulary such as: put together, add, altogether, total, take away, more than, less than...		
<b>Multiplication and division</b>		Double and halve numbers to 20 e.g. double 6 is 12, half of 10 is 5	<ul style="list-style-type: none"> <li>• Double and halve numbers to 20 e.g. double 8 is 16, half of 20 is 10</li> </ul>	<ul style="list-style-type: none"> <li>• Double and halve numbers to 20</li> <li>• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher e.g. share 8 sweets between 2 children</li> </ul>
<b>Fractions</b>		Recognise, find and name a half as one of two equal parts of an object, shape, length or quantity e.g. Find half of a length of string, by folding.	<ul style="list-style-type: none"> <li>• Recognise, find and name a half as one of two equal parts of an object, shape, length or quantity e.g. What is half of 12 counters?</li> <li>• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity e.g. find a quarter of a shape, by folding in half and half again</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, find and name a half as one of two equal parts of an object, shape, length or quantity</li> </ul> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity e.g. find <math>\frac{1}{4}</math> of 12 beads, practically</p>
<b>Measures</b>				
<b>Measurement</b>		Compare, describe and solve practical problems for: *lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) *mass or weight (e.g. heavy/light, heavier than, lighter than) *capacity/volume (full/empty, more than, less than) *time (quicker, slower, earlier, later)	<ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>◦ lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)</li> <li>◦ mass or weight (e.g. heavy/light, heavier than, lighter than)</li> <li>◦ capacity/volume (full/empty, more than, less than, quarter)</li> <li>◦ time (quicker, slower, earlier, later)</li> </ul> </li> <li>• Begin to use measuring tools (ruler, weighing scales, containers) to measure and begin to record the following:</li> </ul>	<ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>◦ lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)</li> <li>◦ mass or weight (e.g. heavy/light, heavier than, lighter than)</li> <li>◦ capacity/volume (full/empty, more than, less than, quarter)</li> <li>◦ time (quicker, slower, earlier, later)</li> </ul> </li> <li>• Begin to use standard measures (metres, cms, grams/kg, litres) to measure and begin to record the following:</li> </ul>

		<p>Use <i>non-standard measures</i> to measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>*lengths and heights</li> <li>*mass/weight</li> <li>*capacity and volume</li> </ul> <p>Recognise and know the value of different denominations of coins</p> <p>Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and draw the hands on a clock face to show these times.</p>	<ul style="list-style-type: none"> <li>○ lengths and heights</li> <li>○ mass/weight</li> <li>○ capacity and volume</li> <li>○ time (hours, minutes)</li> </ul> <ul style="list-style-type: none"> <li>● Recognise and know the value of different denominations of coins and notes</li> <li>● Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</li> <li>● Recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>● Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>	<ul style="list-style-type: none"> <li>○ lengths and heights</li> <li>○ mass/weight</li> <li>○ capacity and volume</li> <li>○ time (hours, minutes, seconds)</li> </ul> <ul style="list-style-type: none"> <li>● Recognise and know the value of different denominations of coins and notes</li> <li>● Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</li> <li>● Recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>● Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>
<b>Shape</b>				
<b>Properties of shapes</b>		<p>Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> <li>*2-D shapes (e.g. rectangles (including squares), circles and triangles)</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise and name common 2-D and 3-D shapes, in different orientations and sizes, including: <ul style="list-style-type: none"> <li>○ 2-D shapes (e.g. rectangles (including squares), circles and triangles)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Recognise and name common 2-D and 3-D shapes, in different orientations and sizes, including: <ul style="list-style-type: none"> <li>○ 2-D shapes (e.g. rectangles (including squares), circles and triangles)</li> </ul> </li> </ul>

		*3-D shapes (e.g. cuboids, including cubes, pyramids and spheres).	<ul style="list-style-type: none"> <li>o 3-D shapes (e.g. cuboids, including cubes, pyramids and spheres).</li> <li>• know that rectangles, triangles, cuboids and pyramids can be different shapes</li> </ul>	<ul style="list-style-type: none"> <li>o 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).</li> <li>• know that rectangles, triangles, cuboids and pyramids can be different shapes</li> </ul>		
<b>Position and direction</b>		Describe positions, directions and movements using language such as left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside...	<ul style="list-style-type: none"> <li>• Describe positions, directions and movements using language such as left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside...</li> </ul> <p>Describe position, directions and movements, including half and quarter turns, in a clockwise direction</p>	<ul style="list-style-type: none"> <li>• Describe positions, directions and movements using language such as left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside...</li> </ul> <p>Describe position, directions and movements, including half, quarter and three-quarter turns, in a clockwise direction</p>		
Problem Solving	<b>Methods of Solving Problem</b> Attempt to solve a problem using own method Attempt to solve a problem using a modelled strategy Continue and explain a repeating pattern (e.g. of shapes/colours)					
	<b>Ways of Recording</b> Record problem solving ideas (using drawings)					
	<b>Speaking and Listening</b> Share own ideas about a problem, with a partner Listen to partner's ideas about a problem Explain how to solve a problem using resources or drawings					
<b>Science</b>	Begin observational study of the seasons. This needs to be tracked over the year. This could take the form of a display, scrap book, individual lessons etc.	Identify and name common animals.  Describe and compare animal structures of a variety of common animals. (City Wildlife)  Compare different animals according to what they can eat.	Identify, name, draw and label parts of the human body.  Associate body parts with senses.  Understand that the term 'animal' includes humans.  Understand that all animals, including	Observe seasonal changes in weather and day length across the four seasons.  Observe and describe weather associated with the seasons and how day length varies.  Use tables and charts to show the changes in weather.	Distinguish between objects and materials.  Identify and name everyday materials inc. rock, wood, plastic, glass, metal and water.  Describe simple properties of	Identify and name common wild and garden plants (inc. vegetables and fruits, deciduous and evergreen trees) and describe their parts.  Identify and describe the basic structure of a variety of common

		Explore and discover the animals living in our local areas.	humans, grow and change as they become older.		everyday materials.  Compare and classify materials based on their simple physical properties.	flowering plants, including trees.  Explore plants growing in the local habitat.  Keep a record of plants of vegetables grown by the children.  Understand the following vocab: leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem
Ask simple questions and recognise they can be answered in different ways. Observe closely using simple equipment. Perform simple tests. Identify and classify. Suggest answers to questions using their observations. Gather and record data.						
<b>History</b>	(Transition)	<b>Topic: Our School</b>  History NC links:  To learn about significant historical events, people and places in their own locality.  Geography NC links:  Use simple field work skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.	<b>Florence Nightingale and Mary Seacole</b>  NC links:  To learn about changes in living memory to reveal aspects of modern life  To learn about the lives of significant people who have contributed to national and international achievements		<b>Topic: Toys</b>  NC links:  To learn about changes in living memory to reveal aspects of modern life.	
<b>Geography</b>	(Transition)			<b>Topic - Weather</b>  NC links:  Identify seasonal and daily weather patterns in		<b>Topic – Plants around us</b>  NC links:

		<p>Use basic geographical vocabulary to refer to key human features including: city, house, office and shop.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.</p>		<p>the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this level.</p> <p>Use basic geographical vocabulary to refer to key physical features including: season and weather.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>		<p>Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.</p> <p>Name and located the world's seven continents and five oceans.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this level.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
<p><b>Art and Design</b></p>	<p><b>See appendix 1AD for objectives for years 1 and 2 in Art &amp; Design; Planning documents;</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>					

	<p>Artists – Andy Warhol</p> <p><b>Media</b> – painting Colour (Painting) – Printing - fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc</p> <p>Ourselves. Primary and secondary colours. <b>Outcome:</b> To produce a whole class display of an everyday object.</p>		<p>Artists - Frida Khalo pastel self-portraits inspired by .(pastel self- portraits inspired by Frida Khalo) <b>Texture</b> - collage, weaving, threads, fibres, fabrics, Simple paper and/or material weaving using a card loom. (background to Frida Khalo pictures)</p> <p><b>Media - drawing</b> Develop techniques of colour, pattern, texture, line, shape, form and space.</p> <p><b>Outcome:</b> To produce a self- portrait</p>			<p>Artists - Paul Cezanne sketching still life</p> <p><b>Media</b> – drawing and collage Patterns (in nature)- (painted, printed, dyed, rubbed, imprinted, embossed etc <b>Texture</b> - Develop techniques of colour, pattern, texture, line, shape, form and space</p> <p><b>Outcome:</b> To produce a countryside scene with textured backing and insects/animals</p>
<p><b>Design and Technology</b></p>	<p><b>See appendix 1DT for detailed objectives for years 1 and 2 in Design &amp; Technology; Planning documents;</b> Pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul>					

		<p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms in their products.</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from.</li> </ul>					
		<p>Focus: <b>mechanisms</b></p> <p>Strand: <b>Wheels and axles</b></p> <p>Building a naughty bus</p> <p><b>Cooking and Food Skills</b> (Stand alone lesson) Rock buns</p>		<p>Focus: <b>Food</b></p> <p>Strand: <b>Preparing fruit and vegetables</b></p> <p>Understand where food comes from (including countries with different climates)</p> <p><b>Recipes: e.g.</b></p> <p><b>Seasonal apple salad – NEW</b> <b>Look at climate and where apples come from</b></p>	<p>Focus: <b>Textiles</b></p> <p>Strand: <b>Templates and Joining techniques</b></p> <p>Building a toy</p>	<p><b>Cooking and Food Skills</b> (Stand alone lesson) <b>Tzatiki – pg 47</b></p>	
<b>Computing</b>	Comp uter Scienc e:	<i>*Understand that programs execute by following precise and unambiguous instructions</i>	<i>*Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs</i>	<i>*Understand that programs execute by following precise and unambiguous instructions</i>	<i>*Create and debug simple programs</i>	<i>*Understand what algorithms are</i>	<i>*Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions *Create and debug simple programs</i>
		Recognise and use a range of familiar icons across packages: save, print, open, new, shut down, log on, internet explorer	Use Big Day Out <a href="http://bdo.lgfl.org.uk/">http://bdo.lgfl.org.uk/</a> Use j2code <a href="https://www.j2e.com/j2code/">https://www.j2e.com/j2code/</a> town navigation	Use 2DIY labelling for parts of the body Writing algorithms for a Dance (linked with PE) and then create an	Use 2DIY to create a jigsaw puzzle and format	Human crane activity from unplugged	J2code fairy tales link

			Introduction to Beebots and algorithms for movement around a town environment.	animation using Scratch Jr.			
Information technology:		<i>*Use technology purposefully to organise and retrieve digital content</i>	<i>*Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	<i>*Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	<i>*Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	<i>*Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	<i>*Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>
		Laptop basics; iPad basics; accessing programs using icons, USO login, favourites, content organisation	Use devices to take and manipulate images Create a town/city using an online package.	Draw/write about their families or special people Create spider plans of family links	Use iPads to access weather apps Draw/write about weather using JIT <a href="http://www.j2e.com/jit?blogit">http://www.j2e.com/jit?blogit</a>	Data handling – pictogram Produce a written piece about a toy J2Vote	Use Simple City to simulate a hospital environment NearPod app looking at plants that we eat.
Digital Literacy:		<i>*Use technology safely and respectfully, keeping personal information private</i>	<i>*Recognise common uses of information technology beyond school</i>	<i>*Use technology safely and respectfully; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</i>	<i>*Recognise common uses of information technology beyond school</i>	<i>*Use technology safely and respectfully</i>	<i>*Recognise common uses of information technology beyond school</i>
		E-Safety – personal information (USO Pins, LGfL logins)	Technology around us – local visit (bus time/trains/oyster); Out of school learning Digital maps	E-Safety – telling an adult and reporting concerns	Weather forecasting Use of green screen to produce a digital weather forecast video BBC Weather Watchers	E-Safety – communicating respectfully Blogging using J2Webby	Hospital technology – x-rays etc
<b>Physical Education</b>	Dance	Gymnastics	Games	Dance	Gymnastics	Games	
	Use body to explore moving and travelling in a range of different ways and being able to adapt these movements to changing circumstances.	Use movement imaginatively, responding to stimuli, including music, and performing basic movement patterns.  Change the rhythm, speed, level and direction of movements.	Developing sending and aiming skills using targets and a range of equipment. Develop passing and receiving skills using hands and feet. Develop ball manipulation skills using hands and feet, avoiding obstacles,	Develop an understanding of rhythm and begin to perform movements in time to a simple beat.  Link dance and movements to stories and themes.	Create and perform short and simple sequences linking flight, travel and balance.  Develop an understanding of travelling using different pathways.	Participate in team games. Competing to score. Applying basic tactics including principles of attacking and defending. Developing an understanding of	

	<p>Developing balance through the use of floor and equipment tasks.</p> <p>Developing jumping from floor and equipment.</p> <p>Evaluate own and others performance.</p>	Evaluate own and others performances.	changing direction and speed.	Evaluate own and others performances.	Evaluate own and others performance.	fair play and sportsmanship.
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns						
<b>Spanish</b>	Start to explore language through songs, poems and rhymes. Ask and answer simple questions. Speak in sentences. Develop accurate pronunciation, Broaden vocabulary. Understand basic grammar. Develop cultural knowledge about the Spanish speaking world.					
	<p><b>Greetings</b>  <b>Introduce yourself</b>  <b>Classroom instructions and routines in Spanish</b></p> <p>Story/Narrative: The Three Little Pigs</p>	<p><b>Numbers 1-10</b>  <b>Age: Tengo ...</b>            Addition, subtraction (link to maths)</p> <p><i>Cultural knowledge:</i>  <a href="#">Christmas in Spain</a>            Traditional story / RE link: The Nativity</p>	<p><b>Colours</b>            Creating secondary colours from primary colours</p> <p><i>Cultural knowledge:</i>  <a href="#">Frida Kahlo (link to Art)</a></p>	<p><b>Classroom equipment</b>            Articles, es un .../ tengo un...            Numbers 11-20</p> <p>Story/Narrative: (link to English): Little Red Riding Hood</p>	<p><b>Food (fruit and vegetables)</b>  <b>Fruit</b>            Articles, plurals            Likes and dislikes (Me gusta, no me gusta)            Revise colours and numbers</p> <p>Buying fruit at the market stall.</p>	<p><b>Vegetables</b>            Healthy living            (Link to Science/Design and Technology)</p> <p>Story / Narrative:            The Very Hungry Caterpillar</p> <p>Paul Cézanne still life with fruits and colours (link to Art)</p>
<b>Music</b>	Sing songs and speak chants and rhymes. Play tuned and untuned instruments musically. Listen to and understand a range of live and recorded music. Make and combine sounds musically.					
	<p><b>Sound of Music</b></p> <p>To learn simple songs and rhymes with actions.</p>	<p><b>KS1 Christmas Production</b></p> <p>To learn songs with actions.</p>	<p><b>What's the Score? (Music Express)</b></p> <p>To use my own ideas to compose music.</p>	<p><b>Stormy Weather</b>  <b>Vivaldi Four Seasons</b></p> <p>To listen to music about the seasons.</p>	<p><b>Music and Stories</b>  <b>BBC: 10 PIECES: Night on a Bare Mountain</b></p>	<p><b>The Seaside</b></p> <p>To learn and perform songs and rhymes.</p>

	<p>To follow and learn simple melodies.</p> <p>To learn the solfege notes and Curwen hand signs for pitches.</p> <p>To sing with pulse and in a round.</p> <p>To accompany songs with percussion.</p>	<p>To perform to an audience.</p>	<p>To write my music down.</p> <p>To read from written notation.</p>	<p>To learn to sing songs and rhymes about the weather in a round.</p> <p>To explore how musical elements can be changed to create a soundscape.</p> <p>To use a variety of percussion instruments to create the stages of a storm.</p>	<p>To describe the mood and atmosphere of music using musical elements.</p> <p>To understand that music tells stories and creates moods.</p> <p>To use my own ideas to compose music for mood.</p>	<p>To play untuned instruments musically.</p> <p>To think of my own ideas for music.</p>
<b>Out of school learning</b>		<p>London Transport Museum or Big Bus Tour of London Trip to City Farm</p> <p>Computing -Transport system and technology</p>	<p>Florence Nightingale Museum</p> <p>Visit to local shop (Newington Green Fruit and Veg?) – maths link money</p>		<p>Toy Museum</p>	<p>Nature study e.g. King Henry's Walk Garden</p>
<p><b>RE</b> <b>RE Units will be taught termly. Year 1 and Year 2 will be taught the same units in Year A before switching to the second set of Units in Year B. Units are taken from Islington's Agreed Syllabus for Religious Education</b></p>	<p>Year A – How should we care for others and the world?</p> <ul style="list-style-type: none"> <li>• Re-tell Bible stories and stories from another faith about caring for others and the world.</li> <li>• Identify ways that some people make a response to God by caring for others and the world.</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>• Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</li> </ul> <p>• Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p> <p>Year B – Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah.</li> <li>• Re-tell a story about the life of the Prophet Muhammad.</li> </ul>		<p>Year A – Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus.</li> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</li> <li>• Talk about the issues of good and bad, right and wrong arising from stories.</li> <li>• Ask some questions about believing in God and offer some ideas of their own.</li> </ul> <p>Year B – What makes some places sacred?</p> <ul style="list-style-type: none"> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean.</li> <li>• Talk about how stories, objects a, symbols and actions in places of worship show what people believe.</li> <li>• Describe the ways in which music is used in places of worship and how it makes them feel.</li> <li>• Ask good questions during a school visit to a place of worship.</li> </ul>		<p>Year A – How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.</li> <li>• Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied.</li> </ul>	

	<ul style="list-style-type: none"> <li>Recognise some objects used by Muslims and suggest why they are important.</li> <li>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</li> </ul>		<p>Year B – Who is Jewish and what do they believe?</p> <ul style="list-style-type: none"> <li>Talk about how the mezuzah in the home reminds Jewish people about God.</li> <li>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</li> <li>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.</li> <li>Ask some questions about believing in God and offer some ideas of their own.</li> </ul>			
<p><b>Spiritual, Moral, Social and Cultural Education</b></p>	<p><b>Citizenship: roles and responsibilities at home and school</b></p> <ol style="list-style-type: none"> <li>To learn about people that are special to them and what they do.</li> <li>To learn about the roles of different people in the school.</li> <li>To learn about things they are responsible for at home and school.</li> <li>Debate: Everyone should have someone</li> </ol> <p><b>Social Skills</b></p> <ol style="list-style-type: none"> <li>Hold the door to allow others through it</li> <li>Use the phrase "May I..." to ask for something.</li> </ol>	<p><b>Fun, food and fitness: fun times.</b></p> <ol style="list-style-type: none"> <li>To learn that special foods and drinks are associated with different cultures, customs and celebrations.</li> <li>To understand how different active playground games make them feel and to make choices about which they enjoy.</li> <li>To understand that some food choices are healthier than others.</li> <li>Debate: Should people have to eat healthy food?</li> </ol> <p><b>Social Skills</b></p>	<p><b>PSHE</b></p> <p>Keeping safe and well: looking after myself</p> <ol style="list-style-type: none"> <li>To learn about personal safety and who they can talk to for help.</li> <li>To learn about germs and the importance of personal hygiene.</li> <li>To learn about people who help us to stay healthy and well (e.g. dentists, doctors, nurses).</li> </ol> <p><b>RE Debate – Caring for our World</b></p> <p>People cut down trees and destroy animal habitats to grow food for humans. Is this right?</p> <p><b>Social skills-</b> Ask someone to move or attract their attention through saying "Excuse me please..."</p>	<p><b>PSHE</b></p> <p>Drug, alcohol and tobacco education: what goes into and onto bodies?</p> <ol style="list-style-type: none"> <li>To learn about what can go <u>into</u> bodies and how it can make people feel.</li> <li>To learn about what can go <u>onto</u> bodies and how it can make people feel.</li> </ol> <p><b>Social skills-</b> Tie my own shoelaces</p>	<p><b>PSHE</b></p> <p>Mental health: good feelings/not so good feelings</p> <ol style="list-style-type: none"> <li>To learn about times when people feel joyful / happy.</li> <li>To learn about losing something special and how it feels.</li> <li>To understand how people feel when someone or something special dies and what can help them feel better.</li> </ol> <p><b>Social skills-</b> Take care of my own personal hygiene for example changing clothes and cleaning teeth</p>	<p><b>PSHE</b></p> <p>Financial capability: money</p> <ol style="list-style-type: none"> <li>To learn about where money comes from and the importance of keeping money safe.</li> <li>To make simple choices about how they spend their money.</li> <li>To learn about saving money.</li> </ol> <p><b>Social skills-</b> Prepare food( e.g. sandwich) safely and cleanly</p>

	<p><b>RE Link – Festivals and celebrations</b> Is it ok for people to celebrate religious festivals even if they are not part of that religion?</p>	<p>Suggest improvements in my own learning</p> <p><b>RE Link – Festivals and celebrations</b> Is it ok for people to celebrate religious festivals even if they are not part of that religion?</p>				
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		<p><b>iBoard</b>  <a href="http://player.lgfl.org.uk/player/index.htm">http://player.lgfl.org.uk/player/index.htm</a>  Includes a variety of online activities sorted by subject</p> <p><b>Appmaker</b>  <a href="https://content.lgfl.org.uk/secure/appmaker/topics.html?saveMode=mydrive">https://content.lgfl.org.uk/secure/appmaker/topics.html?saveMode=mydrive</a>  Use to create an app based on a number of topics including London, the weather and toys. Can combine text and images from a limited selection</p>
	<p><b>Augmented (AR) and Virtual Reality (VR)</b></p>	<p>We have a set of 10 iPads and VR goggles which can be requested for use in class. Please ensure that you request at least 2 days in advance to ensure that all of the devices are charged.</p> <p><b>Google Expeditions (VR)</b>  These expeditions can be viewed using the iPads and VR goggles or directly on an iPad/iPod. Pupils in KS1 should not be using the VR goggles. Use of VR may cause nausea, if this happens then just complete the expedition without goggles. They can access the expeditions using a regular iPad.</p>
	<p><b>Now&gt;Press&gt;Play</b></p>	<p>This resource may also have updated content. There are also numerous worksheets and presentations to be found on the Teacher Shared drive/Now Press Play Resources</p> <p><b>EYFS</b>  Goldilocks; Jack and the Beanstalk; Little Red Riding Hood, Three Little Pigs; People who help us; Transport</p> <p><b>KS1</b>  <b>Maths:</b> Number Bonds; <b>Literacy:</b> Capital Letters and Full Stops; <b>Science:</b> Animals, plants, Seasons; Humans <b>History:</b> Florence Nightingale, Great Fire of London, Neil Armstrong; <b>Geography:</b> Maps; <b>PSHCE:</b> Bullying, Healthy Living, Superheroes</p>

## Whole school SMSC Experiences/Celebrations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Assemblies</b>	Harvest Eid Diwali Hanukkah Black History Month <i>Ambitions, careers and goals</i>	St Andrew's Day 30/11 Remembrance Day Guy Fawkes Night Christmas Anti- bullying week <i>Getting on and falling out- dealing with emotions</i>	Rosh Hashanah Shrove Tuesday St Valentine's Day Nivarna Day Chinese New Year E-safety day <i>Staying safe(road, internet, strangers etc)</i>	Easter Mothering Sunday St Georges Day 23/4 St David's Day 1/3 St Patrick's Day 17/3 <i>Good to me- celebrating diversity</i>	Mary Wollstonecraft Day  <i>Manners focus</i>	Environment day <i>Transitions- moving on and changes</i>
<b>Class assemblies</b>	Oak- Harvest  Palm- Eid	Holly- St Andrew's Day Silver Birch- Guy Fawkes Night	Maple- Chinese New Year Willow- Rosh Hashannah	Pine- Easter Rowan- St Patrick's Day	Mulberry- Manners  Cedar- Mary Wollstonecraft	Ash-Moving on  Elm- Environment Day
<b>Class or whole events</b>	Eid Parties	Carols on The Green Children in Need (Nov) Christmas Party and Santa Visit		Comic Relief	Volunteer Week (class volunteering projects)	Sports Day Teddy Bears Picnic Class sponsored event for chosen charity
<b>Performances</b>		Christmas Performances				Graduation Day (R and Y6)  Leavers musical production

**LGfL – accessed on laptops or iPads (some activities may not work on iPad)**

**J2e.com/JiT** (accessed using the USO login and PIN code)

All sections can easily be shared with a wider potentially global audience using j2webby and the school blog page <http://newington-green-primary-school.j2webby.com/>

Writing can be completed using JiT and the WRITE section and includes topic word banks and keywords.

Artwork, through limited tools can be created using the PAINT section

Stories can be told and sequenced using the TURTLE section

Tables of numerical data can be used to create numerous charts and graphs via the CHART section

The PICTOGRAM section can be used to create pictograms including a variety of templates

Simple animations can be created to tell stories using the ANIMATE section and includes 'stamper's'

Sorting and Branching databases can be created for numerous topics using the BRANCH section

The MIX section can be used to create e-books which combine any of the other sections with the opportunity to write about them/the results etc

**Busythings** (use the appropriate setting)

<https://content.lgfl.org.uk/secure/busythings/#>

Use the CURRICULUM BROWSER to search for specific activities linked to learning objectives

Separate Teacher/Pupil modes which provide access to photocopyable resources linked to the activities

**Switched on Science**

<http://sos.lgfl.org.uk/>

This provides a complete scheme of work for Science including Presentations and interactive activity

**Virtual Experiments**

<http://ve12.lgfl.org.uk/ Years 1 and 2;> <http://ve34.lgfl.org.uk/ Years 3 and 4;> <http://ve56.lgfl.org.uk/ Years 5 and 6>

Units are linked to the old National Curriculum units but use simulations for experiments not always possible in class

**VideoCentral**

<https://videocentralhd.lgfl.org.uk/>

Video content can be uploaded to VideoCentral and secured safely. A QR code and weblink is automatically generated and can be used as a record in books and display etc

**Audio Network**

<https://audionetwork.lgfl.org.uk/>

A collection of license paid music searchable by genre, age or setting for example. Tracks can be listened to or downloaded for use in class. Ideal for creating different atmospheres to support learning

**Reading Zone Live**

<http://readingzonelive.lgfl.org.uk/>

Source for information about numerous authors including Lauren Child and with a resource bank to support different genre of writing

**Cookit!**

	<p><a href="http://cookit.e2bn.org/">http://cookit.e2bn.org/</a> Source for recipes, cooking and activities. Additional links with food throughout history with recipes listed in time periods</p> <p><b>See also AR/VR content available through LGfL</b></p>
<p><b>iPads and/or laptops</b></p>	<p><b>iMovie (iPad only)</b> Can be used with both images and videos combined to make a video. Text and audio can be added to the projects. Once created they can be uploaded to the Teacher Shared drive and recorded in books/on display/shared with parents through a QR code or via a web link (VideoCentral)</p> <p><b>Book Creator (iPad only)</b> Can be used to produce a range of books and comic style books with any topic. You can incorporate text, images, audio and video from a number of sources (e.g. iMovie, Green Screen)</p> <p><b>Green Screen (iPad only)</b> Can be used to create photo or video content, where any digital background can be used. Students can use to be placed in any time period, with images linked to the topic (e.g. weather forecasting) or to be creative with presentations (e.g. recording chocolate poems in front of a chocolate factory. The saved image or video files can be inserted into other apps (e.g. iMovie and Book Creator)</p> <p><b>Kahoot!</b> Adults/children can create interactive quizzes with ease and share these. Multiple examples available online created by others linked to topics and themes. Can be accessed on multiple devices.</p> <p><b>Padlet</b> Is an online area for sharing ideas, websites, images etc. Similar to using post-it notes. A padlet can be shared via a QR code or through sharing the weblink (I recommend using tinyurl.com to create a shorter weblink for your padlet). Comments can be set to be moderated if pupils are accessing.</p> <p><b>Twitter</b> Is fantastic for sharing information and creativity with others around the world. Links to blog pages and other online files can be shared and the global audience can be a focus for writing. Please ensure that any tweets or comments are composed and checked by an adult before posting! Remember to restrict images to those that have parental approval for marketing purposes. Backs of heads and hands are ideal ☺</p> <p><b>GarageBand (limited to certain iPads only)</b> Great for creating music and for recording audio tracks. Some technical issues with sharing the completed pieces to other devices (they have to be saved to File explorer then exported out at the moment)</p>

<p><b>Augmented (AR) and Virtual Reality (VR)</b></p>	<p>We have a set of 10 iPods and VR goggles which can be requested for use in class. Please ensure that you request at least 2 days in advance to ensure that all of the devices are charged.</p> <p><b>Google Expeditions (VR)</b>          Username: <a href="mailto:NGPScomputing@gmail.com">NGPScomputing@gmail.com</a>; Password: <b>N3w!ngt0n</b></p> <p>These expeditions can be viewed using the iPods and VR goggles or directly on an iPad/iPod. Pupils in KS1 should not be using the VR goggles. Use of VR may cause nausea, if this happens then just complete the expedition without goggles.</p> <p><b>LGfL Augmented and Virtual Reality resources</b>          The following can all be accessed using your USO login in order to download worksheets and or booklets for the following topics:</p> <ul style="list-style-type: none"> <li>• The Maya <a href="http://maya.lgfl.org.uk/">http://maya.lgfl.org.uk/</a></li> <li>• Prehistoric Britain <a href="http://prehistoric.lgfl.org.uk/">http://prehistoric.lgfl.org.uk/</a></li> <li>• World war 1 <a href="http://ww1.lgfl.org.uk/">http://ww1.lgfl.org.uk/</a></li> <li>• Ancient Egypt <a href="http://ancientegypt.lgfl.org.uk/">http://ancientegypt.lgfl.org.uk/</a></li> <li>• Archaeology <a href="http://idig.lgfl.org.uk/">http://idig.lgfl.org.uk/</a></li> <li>• Trench Experience <a href="https://www.lgfl.net/learning-resources/summary-page/trench-experience">https://www.lgfl.net/learning-resources/summary-page/trench-experience</a></li> </ul>
<p><b>Now&gt;Press&gt;Play</b></p>	<p>This resource may also have updated content. There are also numerous worksheets and presentations to be found on the Teacher Shared drive/Now Press Play Resources</p> <p><b>EYFS</b>          Goldilocks; Jack and the Beanstalk; Little Red Riding Hood, Three Little Pigs; People who help us; Transport</p> <p><b>KS1</b>  <b>Maths:</b> Number Bonds; <b>Literacy:</b> Capital Letters and Full Stops; <b>Science:</b> Animals, plants, Seasons; Humans <b>History:</b> Florence Nightingale, Great Fire of London, Neil Armstrong; <b>Geography:</b> Maps; <b>PSHCE:</b> Bullying, Healthy Living, Superheroes</p> <p><b>KS2</b>  <b>Maths:</b> Decimals, Fractions (Titanic), Mental Maths, SATs Maths; <b>Literacy:</b> Relative Clauses and Frontal Adverbials, SATs Reading, SPAG; <b>Science:</b> Climate Change, Electricity, Evolution, Mission to Mars, Plants, Water Cycle, Natural Disasters, Forces <b>History:</b> Ancient Egypt, Ancient Greece, Roman Britain, Stone Age, Transatlantic Slavery, Victorian Britain, Vikings, WW2, dinosaurs, the Maya; <b>R.E.:</b> Easter Story, Islam; <b>PSHCE:</b> Bullying, Recycling, Transition</p>