

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 3**

	Autumn 1 The Big Dig	Autumn 2 Opposites	Summer 1 Oceans and Seas	Spring 2 Our Island Home	Spring 1 How does your garden grow?	Summer 2 Light and Dark
Core Texts	Romans on the Rampage: JAIL BREAK! by Jeremy Strong	Please Mrs Butler, Burglar Bill, Cops and Robbers, Mrs Wobble the Waitress, Jolly Postman and Funny Bones (Allan Ahlberg) Dear Miss (Amy Husband)	Lost and Found (Oliver Jeffers) Flotsam (David Wiesner)	Way Home (Libby Hathorn)	The Great Kapock Tree (Lynne Cherry) The Secret Garden (Abridged Version)	The Man On The Moon (Simon Bartram) One Giant Leap Neil Armstrong (Dan Brown)
English	<u>Poetry</u> : Choral poem <u>Newspaper</u> : Chariot race <u>Narrative</u> : Roman myth	<u>Book Review</u> : Allan Ahlberg books <u>Letter</u> : To enquire <u>Letter</u> : To inform	<u>Recount</u> : Writing in role <u>Description</u> : Scene from Flotsam <u>Narrative</u> : Story from a Flotsam scene	<u>Narrative</u> : 'Way Home' from an alternate perspective. <u>Description</u> : Location in 'Way Home'	<u>Persuasive Speech</u> : Writing in role <u>Persuasive Leaflet</u> : Travel brochure <u>Persuasive Letter</u> : Writing in role.	<u>Recount</u> : Writing in role <u>Newspaper</u> : Moon landing
English Language	<p>Reading: apply knowledge to read and understand new words; read further 'exception' words; listen to and discuss and range of fiction, poetry, plays and non-fiction; read books structured in different ways and for a range of purposes; use dictionaries to check meaning; read a wide range of texts, identifying themes and conventions, and retelling some orally; discuss interesting words/phrases; check own understanding of reading, ask questions to improve understanding; draw inferences and make predictions; identify and summarise main ideas; identify how language, structure and presentation contribute to meaning; discuss reading with others</p> <p>Writing: spell words with prefixes and suffixes, homophones, commonly misspelt words; use possessive apostrophes and plurals; use a dictionary to check spellings; write simple dictated sentences; increase legibility, consistency and quality of handwriting, use joins appropriately; prepare to write by studying existing texts, discussing and recording ideas, rehearsing sentences orally, building up vocabulary and a range of sentence structures; assess effectiveness of own and others' writing and propose changes to improve consistency; proofread spelling and punctuation; read own writing aloud; use a range of connectives, present perfect tense and nouns/pronouns appropriately; use and punctuate fronted adverbials and direct speech; learn and use grammar and terminology in Appendix 2</p> <p>Spoken language: listen and respond appropriately; ask relevant questions; build vocabulary; articulate and justify own ideas; describe; explain and narrate for different purposes, express feelings; participate actively in conversations; speculate, hypothesise and explore ideas; speak clearly and fluently in Standard English; take part in class discussions, presentations, performances, role-play, improvisations and debates; keep listeners interested; communicate effectively using appropriate register</p>					

	Handwriting: Revisit year 2 joins and embed horizontal and diagonal joins; size & spacing & break letters (j, g, x, y, z, b, f, p, q, r, s); joins to ascenders and descenders; speed and fluency		
Maths	<ul style="list-style-type: none"> - Green Text denotes repeated statements - <i>Italics</i> indicate demonstrative examples, non-statutory notes and guidance from the new POS 		
Number			
Number and Place Value	<ul style="list-style-type: none"> • Count from 0 in multiples of 4, 50 and 100; find 10 or 100 more or less than a given number e.g. <i>10 more than 395</i> • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Identify, represent and estimate numbers using different representations <i>including those related to measure e.g. using place value cards to show $985 = 900 + 80 + 5$; tally marks; base 10 apparatus.</i> • <i>Apply partitioning related to place value using varied and increasingly complex problems e.g. $146 = 100$ and 40 and 6, $146 = 130$ and 16</i> • Read and write numbers to at least 1000 in numerals • Compare and order numbers up to 1000 • Solve number problems and practical problems involving place value and rounding. 	<ul style="list-style-type: none"> • Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Identify, represent and estimate numbers using different representations <i>including those related to measure</i> • <i>Apply partitioning related to place value using varied and increasingly complex problems</i> • Read and write numbers to at least 1000 in numerals and in words e.g. <i>three hundred and forty-six</i> • Compare and order numbers up to 1000 • Solve number problems and practical problems involving place value and rounding 	<ul style="list-style-type: none"> • Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Identify, represent and estimate numbers using different representations <i>including those related to measure</i> • <i>Apply partitioning related to place value using varied and increasingly complex problems</i> • Read and write numbers to at least 1000 in numerals and in words • Compare and order numbers up to 1000 • Solve number problems and practical problems involving place value and rounding
Addition and subtraction	<ul style="list-style-type: none"> • Add and subtract numbers mentally, including: <ul style="list-style-type: none"> ○ a three-digit number and ones ○ a three-digit number and tens ○ a three-digit number and hundreds e.g. $858 - 300$ ○ <i>two-digit numbers where the answer could exceed 100 e.g. $99+18$</i> 	<ul style="list-style-type: none"> • Add and subtract numbers mentally, including: <ul style="list-style-type: none"> ○ a three-digit number and ones ○ a three-digit number and tens e.g. $476 + 50$ ○ a three-digit number and hundreds. ○ <i>two-digit numbers where the answer could exceed 100</i> 	<ul style="list-style-type: none"> • Add and subtract numbers mentally, including: <ul style="list-style-type: none"> ○ a three-digit number and ones ○ a three-digit number and tens e.g. $824 - 30$ ○ a three-digit number and hundreds ○ <i>two-digit numbers where the answer could exceed 100 e.g. $68+47$</i>

	<ul style="list-style-type: none"> • Add and subtract numbers with up to three digits • Estimate the answer to a calculation and use inverse operations to check answers e.g. $702 - 249$ is approximately $700 - 250 = 450$; check $453 + 249 = 702$ • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction e.g. <i>investigate the numbers which could go in the boxes when:</i> $2 \times \square = 7 + \square$ 	<ul style="list-style-type: none"> • Add and subtract numbers with up to three digits, using formal written methods of columnar addition • Estimate the answer to a calculation and use inverse operations to check answers • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction e.g. <i>There are 46 boys and 58 girls in Year 3, but 12 children are away; how many Year 3 children are at school?</i> 	<ul style="list-style-type: none"> • Add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction • Estimate the answer to a calculation and use inverse operations to check answers • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction e.g. <i>investigate the numbers which could go in the boxes when:</i> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">3</td></tr></table> - <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px;"></td></tr></table> = <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">6</td></tr></table> 		3	2			6
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2									
	6								
<p>Multiplication and division</p>	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3 and 4 multiplication tables • Develop efficient mental methods, for example, using commutativity e.g. $2 \times 7 \times 5 = 2 \times 5 \times 7 = 10 \times 7 = 70$ and multiplication and division facts to derive related facts e.g. using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$ to derive $30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$ • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know including for two-digit numbers times one-digit numbers, using mental methods e.g. 22×3 • Solve problems, including missing number problems, involving multiplication and division e.g. $90 = 3 \times ?$ 	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Develop efficient mental methods, for example, using commutativity and multiplication and division facts to derive related facts • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods e.g. 34×5 or $64 \div 4$ • Solve problems, including missing number problems, involving multiplication and division e.g. $240 = ? \times 4$ 	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Develop efficient mental methods, for example, using commutativity e.g. $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$ and multiplication and division facts to derive related facts • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods e.g. 46×8 or $81 \div 3$ • Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems (e.g. change a recipe for 2 people to make enough for 6 people) and correspondence problems in which n objects are 						

			connected to m objects. e.g. 3 hats and 4 coats, how many different outfits? Or Share 6 cakes equally between 4 children.
<p>Fractions</p>	<ul style="list-style-type: none"> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 e.g. 3 cakes shared between 10 children gives $\frac{3}{10}$ each. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators e.g. find $\frac{1}{3}$ of 9 beads, then $\frac{2}{3}$ of 9 beads understand the relation between unit fractions as operators (fractions of), and division by integers e.g. to find $\frac{1}{3}$, you divide by 3; to find $\frac{1}{5}$, you divide by 5 Recognise and use fractions as numbers on the number line: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators e.g. $\frac{1}{2} = \frac{3}{6}$  <ul style="list-style-type: none"> Solve problems that involve fractions e.g. Amy ate $\frac{1}{4}$ of her 12 sweets and Ben ate $\frac{1}{2}$ of his 8 sweets, who ate more sweets? 	<ul style="list-style-type: none"> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Connect tenths to place value, decimal measures and to division by 10 e.g. $\frac{7}{10} = 0.7$ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators e.g. there are 8 marbles and three of them are red; what fraction of the marbles are red? Understand the relation between unit fractions as operators (fractions of), and division by integers e.g. to find $\frac{1}{3}$, you divide by 3; to find $\frac{1}{5}$, you divide by 5 Recognise and use fractions as numbers on the number line: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators Compare and order unit fractions, and fractions with the same denominators e.g. put in order $\frac{3}{8}$, $\frac{1}{8}$, $\frac{7}{8}$, $\frac{5}{8}$ Solve problems that involve fractions 	<ul style="list-style-type: none"> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Connect tenths to place value and decimal measures (not restricted to decimals between 0 and 1) and to division by 10 e.g. $\frac{13}{10} = 1.3$ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators e.g. find $\frac{4}{5}$ of 30 Understand the relation between unit fractions as operators (fractions of), and division by integers e.g. to find $\frac{1}{3}$, you divide by 3; to find $\frac{1}{5}$, you divide by 5 Recognise and use fractions as numbers on the number line: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole e.g. If $\frac{1}{3}$ of a cake is eaten then $\frac{2}{3}$ remains or $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ Compare and order unit fractions, and fractions with the same denominators e.g. put in order $\frac{1}{2}$, $\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{6}$

			<ul style="list-style-type: none"> Solve problems that involve fractions e.g. Ali, Ben and Cara have 24 fish. $\frac{2}{3}$ of them belong to Ali, $\frac{1}{4}$ belong to Ben and the rest belong to Cara; how many fish belong to Cara?
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Measures			
Measurement	<ul style="list-style-type: none"> Measure, compare, add and subtract: length (m/cm/mm) e.g. how much ribbon is left when 36cm is cut from 1m? Which is longer: 6$\frac{1}{2}$cm or 62mm? 5m or 450cm? Measure and draw lines to the nearest $\frac{1}{2}$ cm. Know the approximate length of a book, a room, a handspan... Add and subtract amounts of money to give change, using both £ and p in practical contexts e.g. I buy 2 packs of sweets for 75p each; how much change will I get from £2? Tell and write the time from an analogue clock e.g. draw hands on a clock face to show 'ten to four', making sure the hour hand is located correctly Record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight Compare durations of events, for example to calculate the time taken by particular events or tasks. 	<ul style="list-style-type: none"> Measure, compare, add and subtract: length (m/cm/mm) mass (kg/g) e.g. find 3 vegetables which weigh between 100g and 300g. Read 250g on a scale labelled every 100g. Which is heavier: 1kg 300g or 1$\frac{1}{2}$kg? Know the approximate mass of a book, an apple, a baby, a man... Add and subtract amounts of money to give change, using both £ and p in practical contexts e.g. I have a £2 coin, two £1 coins, three 50p coins, a 20p and seven 5p coins; how much more do I need to make £10? Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour digital clocks Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight Compare durations of events, for example to calculate the time taken by particular events or tasks. 	<ul style="list-style-type: none"> measure, compare, add and subtract: length (m/cm/mm); mass (kg/g); volume/capacity (l/ml) e.g. Read 300ml on a scale labelled every 200ml. Order a set of containers by capacity, using a measuring jug and water to check. Know the approximate capacity of a cup, a jug, a bucket... measure the perimeter of simple 2-D shapes e.g. measure accurately the sides of a triangle in cm or mm, in order to find the perimeter add and subtract amounts of money to give change, using both £ and p in practical contexts e.g. Ali is saving 80p each week, to buy a toy costing £5; how many weeks will it take him? tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour digital clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight

		<ul style="list-style-type: none"> Know the number of seconds in a minute and the number of days in each month, year and leap year 	<ul style="list-style-type: none"> Compare durations of events, for example to calculate the time taken by particular events or tasks. Know the number of seconds in a minute and the number of days in each month, year and leap year
Shape			
Properties of shapes	<ul style="list-style-type: none"> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them e.g. <i>number of faces, edges and vertices (singular: vertex), e.g. guess my shape: it has a square face and four triangular faces (square-based pyramid)</i> 	<ul style="list-style-type: none"> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them Recognise that angles are a property of shape or a description of turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Describe the properties of shapes using accurate language, including <i>symmetrical/not symmetrical, lengths of lines, and acute and obtuse angles e.g. sort triangles into those with an obtuse angle and those without</i> 	<ul style="list-style-type: none"> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them Recognise that angles are a property of shape or a description of turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Describe the properties of shapes using accurate language, including <i>symmetrical/not symmetrical, lengths of lines, and acute and obtuse angles</i> Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
Statistics			
Use and interpret data	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables, <i>understanding and using simple scales e.g. 2, 5, 10 units per cm with increasing accuracy.</i> Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information 	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables, <i>understanding and using simple scales e.g. 2, 5, 10 units per cm with increasing accuracy.</i> Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information 	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables, <i>understanding and using simple scales e.g. 2, 5, 10 units per cm with increasing accuracy.</i> Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information

	presented in scaled bar charts and pictograms and tables. • Interpret data presented in many contexts	presented in scaled bar charts and pictograms and tables. • Interpret data presented in many contexts	presented in scaled bar charts and pictograms and tables. • Interpret data presented in many contexts
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Problem Solving	Method of Solving Problem To find examples to match a statement e.g. about numbers or shape. To use trial and improvement to solve a problem (when the method is modelled)		
	Ways of Recording Record ideas in a list (when modelled) Record ideas in a pre-drawn table		
	Speaking and Listening To be able to agree or disagree with someone else's idea using 'I agree because...'		

Science	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Know some forces need contact between two objects, but magnetic forces can act at a distance.	Identify that animals including humans need the right nutrition but cannot make their own food so must get it from what they eat.	To learn about British scientists and design and plan an investigation(AT1 focus).	Study flowering plants: plant parts (roots, stem/trunk, leaves and flowers), requirements for life/growth (air, light, water, nutrients from soil and room to grow), how water is transported and the role of flowers in the life cycle including pollination, seed formation and seed dispersal.	Know that you need light to see and that darkness is the absence of light.
	Classify rock types based on their appearance and simple physical properties,	Compare how things move on different surfaces.	Identify and group animals with and without skeletons.			Notice that light is reflected from surfaces.
	Describe fossilisation in simple terms.	Observe magnetic attraction and repulsion between magnets and other materials.	Observe and compare the movement of different animals including humans.			Know that it is dangerous to look at The Sun.
	Recognise that soils are made from rocks and organic matter.	Sort materials into magnetic and nonmagnetic. Describe magnets as having two poles and predict whether two magnets will attract or repel each other.	Group animals according to what they eat. Research different food groups and understand how they keep us healthy.			Know shadows are formed when light is blocked by a solid object. Find patterns in the way that the size of shadows change.

Plan different types of enquiry to answer questions. Take accurate measurements and repeat them if needed. Record increasingly complex data in various ways. Use results to make predictions and suggest further tests. Present findings orally and in writing. Identify scientific evidence for or against an idea.
Maths Statistics Objectives:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

<p>History</p>	<p>Topic: The Roman Empire</p> <p>NC links:</p> <p>Julius Caesar's attempted invasion in 55-54 BC.</p> <p>The Roman Empire by AD 42 and the power of its army.</p>	<p>Topic: The Roman Empire</p> <p>NC links:</p> <p>Successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance and Boudica.</p> <p>Romanisation of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>		<p>Topic: Anglo-Saxons</p> <p>NC links:</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland).</p> <p>Anglo-Saxon invasions, settlements and kingdoms:</p> <p>Place names and village life.</p> <p>Anglo-Saxon art and culture</p> <p>Anglo-Saxon laws and justice</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne)</p>		
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<p>Geography</p>			<p>Topic: Oceans</p> <p>NC links:</p> <p>Understand geographical similarities and differences through the study of human and physical geography of regions of the United Kingdom.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some aspects of changed over time.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p>		<p>Topic: Volcanoes and Earthquakes</p> <p>NC links:</p> <p>Describe and understand key aspects of physical geography: volcanoes and earthquakes.</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p>Topic: Mapping the world</p> <p>NC links:</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the united kingdom and the wider world.</p>
<p>Art and Design</p>	<p>See appendix 2AD for objectives for years 3,4,5 and 6 in Art & Design; Planning documents;</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 					

	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 				
	<p>Artists – Roman artwork</p> <p>Media – 3D clay Roman Mosaics. Form 3D -, rigid and malleable materials Texture -, surfaces, clay Pattern -painted, arranged</p> <p>Outcome: Create a whole class mosaic, using individual designs and tiles. Use clay to fasten chosen materials into. Scene to depict Roman life or creations. [ICT PowerPoint]</p>		<p>Artists - using Hokusai- the wave as a stimulus</p> <p>Media - Printing / Textile design Print-making- fingers, hands, vegetables, card, wood, string, , polystyrene Texture - surfaces</p> <p>Outcome: To produce a print of waves, water and an ocean scene display.</p> <p>[ICT – Animation using Scratch Block Programming]</p>		<p>Artists - Georgia O'Keefe as stimulus</p> <p>Media – painting Painting (plants) Colour - pigment – paint, and tools to apply colour – brushes, sponges, straws</p> <p>Sketching and using watercolours – linked to flowers Outcome: To produce a painting of a flower or flowers</p>
<p>Design and Technology</p>	<p>See appendix 2DT for detailed objectives for years 3, 4, 5 and 6 in Design & Technology; Planning documents; When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p>				

		<ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products understand and use electrical systems in their products apply their understanding of computing to program, monitor and control their products <p>Cooking and nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 					
		<p>Cooking and food skills (Stand alone lesson) Lentil Soup – pg 50 Harvest time</p>	<p>Focus: Mechanical systems Strand: Levers and Linkages</p> <p>Link to science</p>		<p>Focus: Food Strand: Healthy and varied diet, including cooking and nutrition requirements for KS2 Prepare and cook mainly savoury dishes. Understand seasonality of produce.</p> <p>Recipes: Apple crumble -</p>		<p>Focus: Textiles Strand: 2D shapes to 3D product Shadow puppet theatres Shadow of a 2D shapes – actually a 3D object.</p> <p>Cooking and food skills (Stand alone lesson) Quick bread rolls – p122</p>
Computing	Computer Science		<p><i>*Appreciate how [search] results are selected and ranked</i></p>	<p><i>*Design, write and debug programs that accomplish specific goals including simulating physical systems</i> <i>*Use sequence, selection and repetition in programs; work with variables</i> <i>*Use logical reasoning to explain how some simple algorithms work</i></p>	<p><i>*Understand computer networks including the internet; how they can provide multiple services such as the World Wide Web</i></p>		<p><i>*Design, write and debug programs that accomplish specific goals including simulating physical systems</i> <i>*Use sequence, selection and repetition in programs; work with variables</i> <i>*Use logical reasoning to explain how some simple algorithms work</i></p>

			Web search unplugged	J2Code/Scratch 2.0 block programming a seascape using repeat and 'if' condition			Using turtle to navigate a rocket to planets; directions, angles
Information Technology	<p><i>*Use search technologies effectively</i></p> <p><i>*Select, use and combine a variety of software that accomplish given goals including presenting information</i></p>	<p><i>*Select, use and combine a variety of software that accomplish given goals including presenting information</i></p>	<p><i>*Use search technologies effectively</i></p> <p><i>*Select, use and combine a variety of software that accomplish given goals including analysing, evaluating and presenting data</i></p>	<p><i>*Select, use and combine a variety of software that accomplish given goals including presenting information</i></p>	<p><i>*Select, use and combine a variety of software that accomplish given goals including presenting information</i></p>	<p><i>*Select, use and combine a variety of software that accomplish given goals including presenting information</i></p>	<p><i>*Select, use and combine a variety of software on a range of digital devices that accomplish given goals</i></p>
	<p>Research – online activities using LGfL 'Romans in London' Presentation to an audience – PowerPoint: linear, text boxes, background, inserting media and hyperlinks Use of Augmented Reality with iDig app</p>	<p>Manipulating images to create opposites Creating Opposites game using Scratch or 2DIY (pupil choice)</p>	<p>Use Google Earth to identify oceans and seas Compare digital and analogue research methods Introduction to database using 'Top Trumps' and J2data</p>	<p>Word search: Inserting a table , formatting cells</p>	<p>Trees Data handling: creating table/chart using Excel iMotion to create animation of flower growing time lapse video of plant growing</p>	<p>Use data loggers linked to Science light/dark</p>	
Digital Literacy	<p><i>*Use technology safely and responsibly; recognise acceptable / unacceptable behaviour</i></p>	<p><i>*Be discerning in evaluating digital content</i></p>	<p><i>*Use technology safely and responsibly</i></p>	<p><i>*Understand the opportunities [networks] offer for communication and collaboration</i></p>	<p><i>*Use technology safely and responsibly</i></p>		
	<p>E-Safety – recognise inappropriate messages</p>	<p>Visit numerous 'magnet' websites and evaluate</p>	<p>E-Safety – digital security</p>	<p>Methods of communication and networking</p>	<p>E-Safety - cyberbullying</p>		
Physical Education	<p>Invasion Games</p>	<p>Gymnastics</p>	<p>Dance</p>	<p>Net and Wall</p>	<p>Striking & Fielding</p>	<p>Athletics</p>	
	<p>Develop a range of key techniques including, passing and receiving, shooting, dribbling and marking/guarding and applying them to game related activities.</p>	<p>Develop balance through floor and equipment tasks.</p> <p>Using bodies to explore traveling in different ways</p>	<p>Create and perform dances using a range of movement patterns, including those from different times, places and cultures.</p>	<p>Develop an understanding for how to score points and applying to game related activities using throwing, hitting and catching.</p>	<p>Develop a range of techniques in isolation including, batting, throwing, aiming, and catching.</p>	<p>Develop basic running techniques.</p> <p>Develop techniques for throwing for distance.</p>	

	<p>Participate in competitive team games applying basic attacking and defending principles.</p> <p>Develop a basic understanding of game rules.</p> <p>Develop an understanding of fair play and sportsmanship</p>	<p>applying a range of pathways.</p> <p>Explore flight through moving and jumping.</p> <p>Linking flight, travel and balance to plan, create and perform a short sequence.</p> <p>Evaluating and comparing own and others performances.</p>	<p>Change the rhythm, speed, level and direction of movements in relation to the tempo of music and accompaniment.</p> <p>Work with others effectively sharing ideas to create and perform a dance.</p> <p>Evaluate and compare own and others performances to demonstrate how to improve.</p>	<p>Develop an understanding of how to not concede points and applying to game related activities using throwing, hitting and catching.</p> <p>Develop playing cooperatively with a partner to keep the ball in play and perform a rally.</p> <p>Develop an understanding of fair play and sportsmanship</p>	<p>Apply techniques in combination to game related activities.</p> <p>Participate in competitive small sided games.</p> <p>Begin to develop a basic understanding of tactics and strategies.</p> <p>Develop a basic understanding of the rules and team positions.</p> <p>Develop an understanding of fair play and sportsmanship</p>	<p>Develop basic strategies and techniques for competing in relay races.</p> <p>Develop a range of jumping techniques.</p>
<p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and perform dances using a range of movement patterns. Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p>						
<p>Spanish</p> <p>Listen and respond. Explore language through stories, songs poems and rhymes. Converse; ask and answer questions, express opinions, seek help. Speak in sentences. Develop accurate pronunciation, express ideas and describe things orally. Start to read and write words and simple sentences. Broaden vocabulary. Understand basic grammar. Develop cultural knowledge of the Spanish speaking world.</p>						
<p>Pets</p> <p>Colour variation</p> <p>Food webs</p> <p>Sentences about pets</p>	<p>Behaviour Choices and Personality</p> <p>Adjective- noun agreement (link to SPAG)</p>	<p>Clothes</p> <p>Nouns, articles</p> <p>¿Qué lleva? ¿Qué llevas?</p>	<p>Clothes</p> <p>Noun-adjective agreements (SPAG)</p> <p>Bring in typical Spanish first names and links to traditional British equivalents eg Ana = Anne, Pablo = Paul.</p> <p>Cultural Knowledge: Carnival in Spain with a focus on costumes</p>	<p>Food</p> <p>In a café, ordering drinks and snacks</p> <p>Role play vocabulary of asking for food</p> <p>¿Cuánto cuesta?</p> <p>Teach 32-100</p> <p>Prices, concept of 100 c to 1 Euro, revise 1-100</p> <p>Perform role play</p>	<p>Food</p> <p>Likes and dislikes</p> <p>A healthy diet</p> <p>Design a menu (link to Art)</p> <p>Cultural knowledge: Spanish food and eating habits</p>	

<p>Music</p>	<p>Use voice and instruments with increasing accuracy, control and expression. Improvise and compose music. Listen with attention to detail. Use and understand musical notation. Appreciate a wide range of live and recorded music. Develop understanding of musical history.</p>					
	<p>Play it again: Exploring rhythmic patterns (LCP)</p> <p>To identify pulse and rhythm in music and perform these with an awareness of others.</p> <p>To recognise and create repeated (ostinato) patterns.</p> <p>To layer ostinato rhythms to create a whole class composition based on London themes.</p>	<p>KS2 Christmas Production</p> <p>To learn warm-ups to develop singing skills. To rehearse songs to performance standard.</p>	<p>BBC 10 PIECES: ORCHESTRA</p> <p>To identify timbre/instrument names, sounds and families belonging to the Orchestra.</p> <p>Learn to sing/compose an Orchestra round song.</p>	<p>BBC 10 PIECES: ORCHESTRA</p> <p>Learn to play a famous orchestral piece on the glockenspiels.</p> <p>Compose a section B melody for an Orchestral piece.</p>	<p>Rockin' Recorders</p> <p>To learn how to play the notes B, A, and G.</p> <p>To learn to play and read crotchet, quavers, minims and semibreve rhythmic note values.</p> <p>To read and play four-bar rhythms.</p> <p>To compose a Recorder piece.</p>	<p>AROUND THE WORLD</p> <p>To learn world songs.</p> <p>To create ostinato rhythms.</p> <p>To create melodies using a pentatonic scale.</p> <p>To create melodic ostinatos based upon different continents and countries.</p>
<p>RE Units will be taught termly. Year 3 and Year 4 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</p>	<p>Year A – What does it mean to be a Christian in Britain today?</p> <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. Describe some ways in which Christian express their faith through hymns and modern worship songs. Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others <p>Year B – What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. 		<p>Year A – What do people believe about God?</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's lives to believe in God. <p>Year B – Why is Jesus inspiring to some people?</p> <ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today. Describe how Christians celebrate Holy Week and Easter Sunday. Identify the most important parts of Easter for Christians and say why they are important. Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. 		<p>Year A – Why do some people think life is a journey?</p> <ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. <p>Year B – What can we learn from religions about deciding right and wrong?</p> <ul style="list-style-type: none"> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Make connections between stories of temptation and why people can find it difficult to be good. Give examples of ways in which some inspirational people have been guided by their religion. 	

	<ul style="list-style-type: none"> Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. 				<ul style="list-style-type: none"> Discuss their own and others' ideas about how people decide right and wrong. 	
Out of school learning	Museum of London - Romans Visit to a mosque	Science Museum Pantomime		Trip to Southbank (Tower of London, House of Parliament, Shard, Gerkin, St Pauls)		
Spiritual, Moral, Social and Cultural Education	<p>Mental health: friendship</p> <ol style="list-style-type: none"> To learn about similarities and differences between themselves and others. To learn about what makes a good friend. To learn about dealing with issues that might arise in friendships. Debate: Should you always be honest with your friends? IS it ever OK to lie to your friends? <p>RE Link – Sikhism Sikhs believe that on some occasions war can be justified. Is it ever right to use</p>	<p>Keeping safe: what is bullying</p> <ol style="list-style-type: none"> To understand what bullying is, the different types of bullying and why it is unacceptable. To learn about recognising bullying. To learn about what to do if they witness or experience bullying. Debate: What is the best way to deal with bullying? What should happen to someone who is being bullied? What should happen to someone who has bullied someone else? <p>RE Link – Sikhism</p>	<p>PSHE Mental health: dealing with feelings</p> <ol style="list-style-type: none"> To learn about different emotions and how to manage these. To learn that people can experience conflicting emotions at different times, such as times of loss and change. To learn about the process of grief and bereavement. <p>RE Debate – Special Places I don't belong to that religion so I can't go to their religious building. Discuss.</p>	<p>PSHE Drug, alcohol and tobacco education: what is a drug?</p> <ol style="list-style-type: none"> To learn the definition of a drug and that drugs (including medicines) can be helpful or harmful. To learn about tobacco and its effects on the body. To learn about the help available for people to remain smoke free or quit smoking. To learn that medicines can be used to manage and treat medical conditions and the importance of this being done correctly (asthma). 	<p>PSHE Fun, food and fitness: edible and active</p> <ol style="list-style-type: none"> To learn about the range of sources their food comes from. To learn that their food comes from a range of countries from around the world. To learn about the challenges people might experiences around keeping physically active. <p>Debate: Oceans and Seas - Is it right to catch and eat fish?</p> <p>Social Skills: Clear and set a table for a meal Make conversation at mealtime Clean and scrape own plate properly</p>	<p>Cycling proficiency</p> <p>PSHE Financial capability: saving, spending and borrowing</p> <ol style="list-style-type: none"> To learn about what influences people's choices about spending and saving money. To learn about why people might borrow money and that borrowed money must be paid back. To learn about different jobs that people do to earn money.

	violence against others?	Sikhs believe that on some occasions war can be justified. Is it ever right to use violence against others?				
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Year 3 – Curriculum links supported with technology				See also whole school tech links		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Big Dig	Opposites	Oceans and Seas	Our Island Home	How does your garden grow?	Light and Dark

Tech opportunities	<p>PurpleMash – accessed via LGfL/USO login with password/PIN</p>	<p>Romans https://www.purplemash.com/site#search/eyJzZWYyY2giOiJyb21hbnMiLCJ5ZWYyZ3JvdXBzljoiIiwic3ViamVjdHMiOiilLCJvZmZzZXQiOjB9 -write a newspaper report -Label a Roman soldier -Write a speech as Boudica -Create symmetrical mosaics -Create information leaflet</p>	<p>Opposites https://www.purplemash.com/#search/eyJzZWYyY2giOiJvcHBvc2l0ZXMiLCJ5ZWYyZ3JvdXBzljoiIiwic3ViamVjdHMiOiilLCJvZmZzZXQiOjB9 -Synonyms and Antonyms Magnets https://www.purplemash.com/#search/eyJzZWYyY2giOiJtYWduZXQiLCJ5ZWYyZ3JvdXBzljoiIiwic3ViamVjdHMiOiilLCJvZmZzZXQiOjB9 -write about magnets -Are they magnetic? -describing materials and their properties -comparing materials inc magnetism</p>	<p>Oceans https://www.purplemash.com/#search/eyJzZWYyY2giOiJvY2VhbnMiLCJ5ZWYyZ3JvdXBzljoiIiwic3ViamVjdHMiOiilLCJvZmZzZXQiOjB9 -labelling world oceans -labelling UK seas -Adaptations to Oceans Seas https://www.purplemash.com/#search/eyJzZWYyY2giOiJzZWZlZmVhcmRlY2VwcyY2Iiwic3ViamVjdHMiOiilLCJvZmZzZXQiOjB9 - describing an angry sea -write a persuasive leaflet for a seaside holiday -'Mashcam' a diver and add speech - write postcards from various locations -Newspaper report of shark sighting</p>	<p>Island https://www.purplemash.com/#search/eyJzZWYyY2giOiJpc2xhbWQiLCJ5ZWYyZ3JvdXBzljoiIiwic3ViamVjdHMiOiilLCJvZmZzZXQiOjB9 -create an island map -identify UK islands and archipelago Anglo-Saxons https://www.purplemash.com/#search/eyJzZWYyY2giOiJhbmdsby1zYXhvbiIsbnNlYXJncm91cHMlLCJvZmZzZXQiOjB9 -Write about the invasion -write about village life and crafts -Newspaper report of Battle of Hastings Vikings https://www.purplemash.com/#search/eyJzZWYyY2giOiJ2aWtpbmcilLCJ5ZWYyZ3JvdXBzljoiIiwic3ViamVjdHMiOiilLCJvZmZzZXQiOjB9 -write a Viking information leaflet -Write a newspaper story about a Viking landing -'Mashcam' a Viking</p>	<p>Plants https://www.purplemash.com/site#search/eyJzZWYyY2giOiJwbGFnZmVhcmRlY2VwcyY2Iiwic3ViamVjdHMiOiilLCJvZmZzZXQiOjB9 -describe growing plants -identify plants and animals -life cycle of a plant -writing a plant diary -label and describe flower parts -write all about germination -Create your own garden</p>	<p>Light and dark https://www.purplemash.com/site#search/eyJzZWYyY2giOiJsaWdodCBhbmQgZGFyayIsbnNlYXJncm91cHMlLCJvZmZzZXQiOjB9 -sources of light -sequencing shadows -writing 'dark and dingy' sentences -writing 'light' sentences -light and mirrors</p>
	<p>LGfL - accessed via LGfL/USO login with password/PIN</p>	<p>Archaeology iDig http://idig.lgfl.org.uk/ Learn, Practise and Excavate: Explore history through Augmented Reality, Evacuate a skeleton and other artefacts with AR and piece together their story, Learn how to undertake an archaeological investigation The Romans In London http://romans.lgfl.org.uk/</p>					

	<p>Interactive site with different topic areas all linked to the Romans in London. Includes video and images along with a timeline and map</p> <p>Viking Adventures http://vikings.lgfl.org.uk/main.html</p> <p>Interactive site with different topic areas all linked to the Vikings with artefacts from the British Museum. Includes video and images along with a timeline and map</p> <p>Appmaker https://content.lgfl.org.uk/secure/appmaker/topics.html?savemode=mydrive</p> <p>Use to create an app based on a number of topics including the Romans in London, Anglo-Saxons and Vikings and Sea Life. Can combine text and images from a limited selection</p>
Augmented (AR) and Virtual Reality (VR)	<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>Google Expeditions (VR) 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>
Now>Press>Play	<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>KS2 Maths: Decimals, Fractions (Titanic), Mental Maths, SATs Maths; Literacy: Relative Clauses and Frontal Adverbials, SATs Reading, SPAG; Science: Climate Change, Electricity, Evolution, Mission to Mars, Plants, Water Cycle, Natural Disasters, Forces History: Ancient Egypt, Ancient Greece, Roman Britain, Stone Age, Transatlantic Slavery, Victorian Britain, Vikings, WW2, dinosaurs, the Maya; R.E.: Easter Story, Islam; PSHCE: Bullying, Recycling, Transition</p>

Whole school SMSC Experiences/Celebrations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Assemblies	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>
Class assemblies	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
Class or whole events	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
Performances		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 'stampers'

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!

<http://cookit.e2bn.org/>

Source for recipes, cooking and activities. Additional links with food throughout history with recipes listed in time periods

<p>iPads and/or laptops</p>	<p>See also AR/VR content available through LGfL</p> <p>iMovie (iPad only) 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>Book Creator (iPad only) 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>Green Screen (iPad only) 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>Kahoot! 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>Padlet 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>Twitter 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>GarageBand (limited to certain iPads only) 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>Augmented (AR) and Virtual Reality (VR)</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>Google Expeditions (VR) 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.</p>

LGfL Augmented and Virtual Reality resources

The following can all be accessed using your USO login in order to download worksheets and or booklets for the following topics:

- The Maya <http://maya.lgfl.org.uk/>
- Prehistoric Britain <http://prehistoric.lgfl.org.uk/>
- World war 1 <http://ww1.lgfl.org.uk/>
- Ancient Egypt <http://ancientegypt.lgfl.org.uk/>
- Archaeology <http://idig.lgfl.org.uk/>
- Trench Experience <https://www.lgfl.net/learning-resources/summary-page/trench-experience>

Now>Press>Play

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

EYFS

Goldilocks; Jack and the Beanstalk; Little Red Riding Hood, Three Little Pigs; People who help us; Transport

KS1

Maths: Number Bonds; **Literacy:** Capital Letters and Full Stops; **Science:** Animals, plants, Seasons; Humans **History:** Florence Nightingale, Great Fire of London, Neil Armstrong; **Geography:** Maps; **PSHCE:** Bullying, Healthy Living, Superheroes

KS2

Maths: Decimals, Fractions (Titanic), Mental Maths, SATs Maths; **Literacy:** Relative Clauses and Frontal Adverbials, SATs Reading, SPAG; **Science:** Climate Change, Electricity, Evolution, Mission to Mars, Plants, Water Cycle, Natural Disasters, Forces **History:** Ancient Egypt, Ancient Greece, Roman Britain, Stone Age, Transatlantic Slavery, Victorian Britain, Vikings, WW2, dinosaurs, the Maya; **R.E.:** Easter Story, Islam; **PSHCE:** Bullying, Recycling, Transition