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 4**

	Autumn 1 **Food Glorious Food**	**Autumn 2** **Chocolate**	**Spring 1** **Inventors**	**Spring 2** **Inventors**	**Summer 1** **Save Our Planet**	**Summer 2** **Circus**
Core Texts	Usbourne Young Reading: Oliver Twist (Mary Sebag-Montefiore)	Charlie and Chocolate Factory (Roald Dahl)	Chitty Chitty Bang Bang – The Magical Car (Ian Fleming) On a Beam of Light: A Story of Albert Einstein (Jennifer Berne)	The Templeton Twins Have an Idea (Ellis Weiner Holmes) FaRther (Graham Baker Smith)	Varmints (Helen Ward) Rabbits (Shaun Tan)	Leon and the Place Between (Angela McAllister) One Giant Leap Neil Armstrong (Dan Brown)
English	Description: Describing Victorian London Diary: Writing in role Narrative: Alternate version of 'Oliver Twist'	Poetry: Triolet poem Persuasive Advert: For new chocolate bar Narrative: Playscript	Instructions: Making a corner book mark Information: Victorian Life Explanation: How we hear	Narrative: Adventure story Description: The home in FaRther Narrative: Sequel to FaRther	Persuasive Advert: Film review Persuasive Letter: Writing in role.	Narrative: Fantasy story Recount: Writing in role
English Language	**Reading:** *apply knowledge to read and understand new words; read further 'exception ' words; listen to and discuss a 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.*					
	Writing: *spell words with prefixes and suffixes, homophones and commonly misspelt words; us e possessive apostrophes with 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 ideas, recording ideas, rehearsing sentences orally, building up vocabulary and a range of sentence structures; assess effectiveness of own and others' writing to 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 adverbial and direct speech; l****earn and use grammar and terminology in Appendix 2***					
	Spoken language: *listen and respond appropriately; ask relevant questions; build vocabulary; articulate and justify own ideas; describe, explain and narrate for different purpose, express feelings; participate actively in conversations; speculate, hypothesise 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*					
	Handwriting: Revisit previous 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	- **Green Text** denotes repeated statements - *Italics* indicate demonstrative examples, non-statutory notes and guidance from the new POS					

Number			
Number and Place Value	• Count in multiples of 6, 9, 25 and 1000 *e.g. 625, 600, 575, 550, 525, 500, …* • Find 1000 more or less than a given number *e.g. 45 + 1000, 8904 – 1000* • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • Order and compare numbers beyond 1000 • Identify, represent and estimate numbers using different representations *including measures and measuring instruments* • Round any number to the nearest 10 or 100 • Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers	• Count in multiples of 6, 7, 9, 25 and 1000 • Find 1000 more or less than a given number • Count backwards through zero to include negative numbers *e.g. 8, 6, 4, 2, 0, -2, -4, -6,…* • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • Order and compare numbers beyond 1000 • Identify, represent and estimate numbers using different representations *including measures and measuring instruments* • Round any number to the nearest 10 or 100 • Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers	• Count in multiples of 6, 7, 9, 25 and 1000 • Find 1000 more or less than a given number • Count backwards through zero to include negative numbers • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • Order and compare numbers beyond 1000 • Identify, represent and estimate numbers using different representations *including measures and measuring instruments* • Round any number to the nearest 10, 100 or 1000 • Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. *e.g. 49 = XLIX*
Addition and subtraction	• *Use both mental and written methods with increasingly large numbers to aid fluency e.g. mentally calculate 540 + 400 or 900 – 360* • Add and subtract numbers with up to 4 digits using the formal written	• *Use both mental and written methods with increasingly large numbers to aid fluency* • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	• *Use both mental and written methods with increasingly large numbers to aid fluency e.g. mentally calculate 540 + 270 or 900 – 365* • Add and subtract numbers with up to 4 digits using the formal written

	methods of columnar addition and subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation *e.g. 8702 – 499 is approximately 9000 – 500 = 8500; check 8203 + 499 = 8702* • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why *e.g. It costs £3.50 for Ben to go swimming and £5:70 for his mum; how much change is there from £10?*	• Estimate and use inverse operations to check answers to a calculation • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why *e.g. investigate which amounts of money cannot be made using exactly three coins*.	methods of columnar addition and subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why *e.g. Mr Smith sets out on a 619 mile journey; he drives 320 miles before lunch and 185 miles after lunch; how much farther does he need to drive?*
Multiplication and division	• Recall multiplication and division facts for multiplication tables up to 10 × 10 • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers *e.g. 600 ÷ 3 = 200; 4 × 6 × 2* • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout *(see appendix)* • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit *e.g.34 × 6 = (30 ×6) + (4 × 6)*, integer scaling problems and harder correspondence problems such as n objects are connected to m objects *e.g. 3 skirts and 4 tops, how many different outfits?*	• Recall multiplication and division facts for multiplication tables up to 12 × 12 • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers *e.g. 420 = 70 × 6; 5 × 4 × 9* • Recognise and use factor pairs and commutativity in mental calculations *e.g. factor pairs of 20 are 1 and 20, 2 and 10, 4 and 5; addition and multiplication are commutative e.g. 2×6×5=2×5×6=10×6* • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout • *Use the formal written method for short division with exact answers when dividing by a one-digit number e.g. 456 ÷ 3* • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit	• recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers *e.g. 640 ÷ 8 = 80; 4 × 6 × 20* • recognise and use factor pairs and commutativity in mental calculations • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout • *Use the formal written method for short division with exact answers when dividing by a one-digit number* e.g. *736 ÷ 8* • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit *e.g.34 × 6 = (30 ×6) + (4 × 6),* integer scaling problems and harder correspondence problems such as n objects are connected to m

		numbers by one digit *e.g.34 × 6 = (30 ×6) + (4 × 6)*, integer scaling problems and harder correspondence problems such as n objects are connected to m objects *e.g. the number of different choices on a menu*	objects *e.g. 3 cakes shared equally between 10 children.*
Fractions (including decimals)	• *Know that decimals and fractions are different ways of expressing proportions* • Recognise and show, using diagrams, families of common equivalent fractions • *Count using simple fractions and decimal fractions, both forwards and backwards e.g. $4\frac{1}{3}, 4\frac{2}{3}, 5, 5\frac{1}{3}, 5\frac{2}{3}, 6, 6\frac{1}{3}$; 3.2, 3.1, 3, 2.9, 2.8, … and represent fractions and decimals on a number line* • Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten *e.g. $\frac{3}{10} = \frac{30}{100} = 0.30 = 0.3$* • Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths *e.g. $\frac{6}{9} = \frac{2}{3}$* • Solve problems to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number *e.g. find $\frac{4}{9}$ of 18 counters* • Recognise and write decimal equivalents of any number of tenths or hundredths *e.g. $\frac{9}{10} = 0.9$; $\frac{9}{100} = 0.09$* • Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$	• *Know that decimals and fractions are different ways of expressing proportions* • Recognise and show, using diagrams, families of common equivalent fractions • *Count using simple fractions and decimal fractions, both forwards and backwards and represent fractions and decimals on a number line* • Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten • Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths • Solve problems to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number *e.g. What fraction of a day is 3 hours?* • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ • Find the effect of dividing a one- or two-digit number by 10 and 100,	• *Know that decimals and fractions are different ways of expressing proportions* • Recognise and show, using diagrams, families of common equivalent fractions • *Count using simple fractions and decimal fractions, both forwards and backwards and represent fractions and decimals on a number line* • Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten • Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths • Add and subtract fractions with the same denominator *e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5}$* • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number *e.g. $\frac{1}{5}$ of is 9* • Recognise and write decimal equivalents of any number of tenths or hundredths

	• Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths	identifying the value of the digits in the answer as units, tenths and hundredths • Round decimals with one decimal place to the nearest whole number *e.g. 32.5 rounds to 33; 49.7 rounds to 50* • Compare numbers with the same number of decimal places up to two decimal places *e.g. put in order: 2.56, 26.52, 2.65, 25.62, 2.62* • Solve simple measure and money problems involving fractions and decimals to two decimal places. *e.g. two parcels weigh 5.5kg altogether, one weighs 3.8kg, what is the mass of the other?*	• Recognise and write decimal equivalents to $^1/_4$; $^1/_2$; $^3/_4$ • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths • Round decimals with one decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to two decimal places • Solve simple measure and money problems involving fractions and decimals to two decimal places *e.g. Ben buys a toy costing £4.55 and ¼ kg of sweets costing £3.20 per kilo; how much change does he receive from £10?*
Measures			
Measurement	• Convert between different units of measure *(e.g. kilometre to metre; hour to minute) e.g. 4½kg = 4500g;* • Estimate, compare and calculate different measures, including money in pounds and pence *e.g. put in order: £1.20, 98p, £0.89, £1.08*	• Convert between different units of measure *(e.g. kilometre to metre; hour to minute) e.g. 90 minutes = 1½ hours* • Estimate, compare and calculate different measures, including money in pounds and pence • Read, write and convert time between analogue and digital 12 and 24-hour clocks *e.g. ¼ to 8 in the evening can be written as 19:45* • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. *e.g. which of these children are 3 years old:* o *Isabel 39 months* o *Ben 32 months*	• Convert between different units of measure *(e.g. kilometre to metre; hour to minute)* • Estimate, compare and calculate different measures, including money in pounds and pence *e.g. put in order: 4.2kg, 4700g, 4½kg, 490g* • Read, write and convert time between analogue and digital 12 and 24-hour clocks • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. • Measure and calculate the perimeter of a rectilinear figure (including

		○ *Cara 50 months* ○ *Dylan 42 months*	squares) in centimetres and metres *e.g. find the perimeter of an L-shape where the lengths are given or can be measured* • Find the area of rectilinear shapes by counting squares *e.g. find the area of an L-shape drawn on squared paper*
Shape			
Properties of shapes	• Compare and classify geometric shapes, including quadrilaterals *(e.g. parallelogram, rhombus, trapezium)* and triangles *(e.g. isosceles, equilateral, scalene),* based on their properties and sizes *e.g. sort triangles to find those that are isosceles and/or have a right angle* • Complete a simple symmetric figure with respect to a specific line of symmetry	• Compare and classify geometric shapes, including quadrilaterals *(e.g. parallelogram, rhombus, trapezium)* and triangles *(e.g. isosceles, equilateral, scalene),* based on their properties and sizes *e.g. sort quadrilaterals to find those with line symmetry or parallel edges* • Complete a simple symmetric figure with respect to a specific line of symmetry • Identify acute and obtuse angles and compare and order angles up to two right angles by size, *without using a protractor*	• Compare and classify geometric shapes, including quadrilaterals *(e.g. parallelogram, rhombus, trapezium)* and triangles *(e.g. isosceles, equilateral, scalene),* based on their properties and sizes • Complete a simple symmetric figure with respect to a specific line of symmetry. • Identify acute and obtuse angles and compare and order angles up to two right angles by size, *without using a protractor* • *Compare lengths and angles to decide if a polygon is regular or irregular. e.g. regular polygons have edges with the same lengths and angles all the same size e.g. a square is the only regular quadrilateral* • Identify lines of symmetry in 2-D shapes presented in different orientations
Position and Direction	• Describe positions on a 2-D grid as coordinates in the first quadrant • Plot specified points and draw sides to complete a given polygon. *e.g. find the coordinates of the missing vertex of a shape.*	• Describe positions on a 2-D grid as coordinates in the first quadrant • Plot specified points and draw sides to complete a given polygon.	• Describe positions on a 2-D grid as coordinates in the first quadrant • Plot specified points and draw sides to complete a given polygon.

		• Describe movements between positions as translations of a given unit to the left/right and up/down	• Describe movements between positions as translations of a given unit to the left/right and up/down
Statistics			
Use and interpret data	• Interpret and present discrete data using appropriate graphical methods, including bar charts, *using a greater range of scales* • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs, *using a greater range of scales e.g. height of a sunflower plant, measured daily for 2 weeks* • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs, *using a greater range of scales* • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Problem Solving	**Method of Solving Problem** To test a statement by finding as many examples as possible To use trial and improvement to solve a problem					
	Ways of Recording Record first problem solving ideas, then re-organise them					
	Speaking and Listening To be able to change my ideas/method after listening to someone else					
Science	Describe functions of the human digestive system. Identify different types of human teeth and their functions Construct and interpret food chains identifying producers, predators and prey.	Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius. Identify, compare and group solids, liquids and gases.	Explore and identify how sound is made by vibration. Find patterns between the pitch of a sound and the features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it.	Identify appliances that run on electricity. Construct a simple series electrical circuit identifying and naming its basic parts, inc. cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit. Recognise that a switch opens and closes a circuit.	Classify living things in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that changing environments can pose dangers to living things.	AT1 focus – investigation linked to circus performance. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

			Know that we hear sounds when vibrations travel through a medium to the ear, and that the sound gets fainter with distance. (Alexander Graham Bell)	Recognise common conductors and insulators; associate metals with being good conductors.		
	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 discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. - solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.					
History		**Topic: The Maya** NC links: A non-European society that provides contrasts with British history.	**Topic: The Victorians and The Great Exhibition** NC links: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.			**Topic: Stone Age People** NC links: Changes in Britain from Stone Age to Bronze Age. Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge.
Geography	**Topic: Where does food come from?** NC links: Describe and understand key aspects of human geography: land use,			**Topic Transport** NC links: Describe and understand key aspects of human geography: land use, economic activity,	**Topic: Rivers and the water cycle** NC links: Describe and understand key aspects of physical	

	economic activity, trade links and the distribution of natural resources. Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of South America. 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. 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			trade links and the distribution of natural resources. Use maps, atlases, globes and digital mapping to locate countries and describe features studied. 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.	geography: rivers and the water cycle. Use maps, atlases, globes and digital mapping to locate countries and describe features studied. 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.	

	patterns and understand how some aspects of changed over time.					
Art and Design	**See appendix 2AD for objectives for years 3,4,5 and 6 in Art & Design; Planning documents;** Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • 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.					
		Artists – packaging designers that use pattern **Medium** - Printing- fingers, hands, vegetables, card, wood, string **Pattern** - (painted, printed, dyed, rubbed, imprinted, embossed (Food packaging) **Outcome:** To create patterned packaging for a new chocolate bar. [ICT – Word, packaging and discussing the benefits of CAD]	Artists - using them as a stimulus including Mary Anderson – windshield wipers and Marie Curie – radium **Medium** – Painting Painting (portraits and people) **Colour -** pigment – paint and tools to apply colour – brushes, sponges, straws **Outcome:** To Paint portraits of famous female inventors [ICT – Word, formatting pictures inspired by Andy Warhol portraits]		Artists – sculpture and 3D junk model artists **Medium -** 3D sculpture (recycled materials) rigid and malleable materials **Texture –** paper using recycled materials **Outcome:** To create a sculpture using junk [ICT – Design Educreations, IPads]	
Design and Technology	**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: **Design** • 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 **Make** • 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 **Evaluate** • 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 **Technical knowledge** • 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 **Cooking and nutrition** • 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.					
	Focus: **Food** Strand: **Healthy and varied diet, including cooking and nutrition requirements for KS2** Understand and apply principles of a healthy diet. Prepare and cook mainly savoury dishes. Understand seasonality of produce. **Recipes:**		Cooking and food skills (Stand alone lesson) **Scrambled eggs – p 33 – complete as a breakfast link – SMSC social skills**	Focus: **Electrical systems** Strand: **Simple circuits and switches (including programming and control)** Design and build a product involving a buzzer or light	Cooking and food skills (Stand alone lesson) Fish cakes -	Focus: **Structures** Strand: **Shell structures (Including computer-aided design)** Build and strengthen more complex structures. Learn about great artists, great architects and designers (circus posters – looking at Vintage posters and using ICT to compare and contrast hand drawing with computerised text)

		Yoghurt and banana biscuits – pg NEW [ICT – Scratch games, designing games and variables]					[Googlesketchup]
Computing	Computer Science	**Design, write and debug programs that accomplish specific goals* **work with variables*	**Understand computer networks including the internet; how they can provide multiple services*	**Understand computer networks including the internet; how they can provide multiple services such as the World Wide Web*			
		Use j2Code or Scratch (block programming): variables for scoring and timer (food game)	Off location services: CAD/CAM	History of computing – Role of British inventors Networks – school based and expansion to the web			
	Information Technology	**Use a variety of software that accomplish given gaols including collecting and analysing information*	** Use a variety of software that accomplish given gaols including collecting, analysing and presenting data and information*	**Use search technologies effectively* **Select, use and combine a variety of software (including internet services) to create content that accomplish given goals including presenting information*	**Select, use and combine a variety of software (including internet services) to create content that accomplish given goals including collecting, analysing and presenting data and information*	**Select, use and combine a variety of software (including internet services) to create content that accomplish given goals including presenting information*	
		Branching database linked to food chains	Packaging project: shapes- format, layout, adding image; spreadsheet- formulae	PowerPoint or Prezi: presentation on technology inventors embedding video and audio elements. Research and design into a 'new' technological product; creating flyers and marketing materials	Data loggers: ice melting experiment; excel charts Creating blog posts using J2webby and publishing	Image manipulation: crop, recolour, various media for acetate overlays	
	Digital Literacy	**Use technology safely; identify a range of ways to report concerns about content and contact*	**Understand the opportunities [networks] offer for communication and collaboration*	**Use technology safely*	**Use technology safely, respectfully and responsibly*	**Be discerning in evaluating digital content*	
		E-Safety – reporting concerns	Just in time ordering, barcodes	E-Safety – personal information Voting online using J2Vote	E-Safety – communicating respectfully	Compare, contrast and evaluate digital media linked to circuses (posters, flyers, radio and video ads)	

Physical Education	Invasion Games	Gymnastics	Dance	Net and wall Games	Striking and Fielding	Athletics
	Develop a range of key techniques including, passing and receiving, shooting, dribbling and marking/guarding and applying them to game related activities. Participate in competitive team games applying basic attacking and defending principles. Develop a basic understanding of game rules and positions. Develop an understanding of fair play and sportsmanship.	Develop balance through floor and equipment tasks. Using bodies to explore traveling in different ways applying a range of pathways. Explore flight through moving and jumping. Linking flight, travel and balance to plan, create and perform a sequence. Evaluating and comparing own and others performances.	Create and perform dances using a range of movement patterns, including those from different times, places and cultures. Change the rhythm, speed, level and direction of movements in relation to the music and accompaniment. Expressing feelings and emotions through dance. Work with others effectively sharing ideas to create and perform a dance. Evaluate and compare own and others performances to demonstrate how to improve.	Developing how to score points and applying to game related activities using throwing, hitting and catching. Develop how to not concede points and applying to game related activities using throwing, hitting and catching. Explore using tennis racquets and balls. Develop playing cooperatively with a partner to keep the ball in play and perform a rally. Develop an understanding of fair play and sportsmanship	Develop a range of techniques in isolation including, batting, throwing, aiming, and catching. Apply techniques in combination to game related activities. Participate in competitive small sided games applying basic tactics and strategies. Develop a basic understanding of the rules and team positions. Develop an understanding of fair play and sportsmanship	Develop a range of running techniques and demonstrate an understanding of short and long distance running. Develop a range of throwing techniques Develop simple strategies to compete in a relay race over a distance of 80 meters. Develop techniques for jumping for distance e.g long jump
	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.					
Spanish	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 and in writing. Understand written words and phrases. Broaden vocabulary. Understand basic grammar. Develop cultural knowledge.					
	Parts of the body Imperative (Toca, levanta) Me duele/me duelen Dialogue in pharmacy	**Description of Eyes and Hair** Tener- tengo/tiene/tienen Cultural link – South American 'Day of the Dead' festivals.	**Description of people:** height, shape Revise colours Soy, eres, es (SPAG)	**Longer writing and presentations: describing a person** including appearance, clothes Dialogue in clothes shop (link to Art: portraits)	**Means of transport (link to main curriculum)** Cultural knowledge: Barcelona and Gaudí (link to Art)	**Parts of the school and school subjects** Days of the week and ideal timetable
Music	Use voice and instruments with increasing accuracy, control and expression. Improvise sand 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.					

	Food Glorious Food To improve singing technique and expression. To improve singing technique and expression. To learn songs in more than one part.	**KS2 Christmas Production** To learn and perform a song.	**Recorder Rebels** To learn how to play an extended range of notes on the Recorder with a good embouchure. To improvise musically on the Recorder. To read rhythmic notation and play these to Recorder notes. To learn a	***Recorder Rebels*** To learn to play as an ensemble. To develop a repertoire of pieces to a performance standard. To prepare for a recorder rebels concert.	***(Recorder Rebels concert)*** **<u>Our Planet</u>** To learn songs about the water cycle and our planet. To compose music for a song cycle.	**<u>Lean on me</u>** To understand the main features of Gospel Music. To learn about a prominent musician. To learn to play a baseline accompaniment on tuned percussion and iPads.
RE **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**	Year A – What does it mean to be a Christian in Britain today? • 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 Year B – What does it mean to be a Hindu in Britain today? • 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. • 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.		Year A – What do people believe about God? • 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. Year B – Why is Jesus inspiring to some people? • 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.		Year A – Why do some people think life is a journey? • 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. Year B – What can we learn from religions about deciding right and wrong? • 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. • Discuss their own and others' ideas about how people decide right and wrong.

	• 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.					
Out of school learning		The Chocolate Museum in Brixton Classical concert	National Portrait Gallery	The Ragged School Museum Visit to a church	Nature Study at Highgate Wood Geography Field Trip to The River Lea	Archery
Spiritual, Moral, Social and Cultural Education	**Fun, food and fitness: making healthy choices** 1. To learn about choosing healthy snacks and what influences people's decisions. 2. To understand that their leisure time activity choices can be very active or less active and how this can impact on a person's health. 3. To learn about making healthy choices using transport and exercise	**Keeping safe: online/offline** 1. To learn about behaviour – online and offline – and what is acceptable and unacceptable. 2. To learn about the importance of keeping personal information secure. 3. To learn how to be safe in their computer gaming habits. 4. Debate: Is it right to cut down the rainforest and create cocoa plantations which give people jobs?	Respect difference in others Demonstrate an understanding how your behaviour affects others **PSHE** Drug, alcohol and tobacco education: drugs common to everyday life 1. To learn about drugs that are common to everyday life and why people choose to use them. 2. To learn about different types of drug use (social, habitual, addiction and overloading). 3. To learn about alcohol and its effects on the body.	**PSHE** Citizenship: democracy 1. To learn about the role of the government, the main political parties and how laws are made. 2. To learn about the role of the local council. 3. To learn about voluntary and community pressure groups, and the role of charities.	**PSHE** Citizenship: local2global (citizenship/history/ geography project) 1. To learn some facts about Islington (past and present). 2. To learn about people who have moved to Islington from other places. 3. To learn about the experiences of refugees. 4. To understand how shopping for food links us to other parts of the world and about fair trade. 5. To learn about how Islington has changed in the last 100 years. 6. To learn about children's rights. 7. To learn about what is positive and negative in Islington's environment. 8. To learn about some significant people who have lived in Islington.	

	4. Debate: Should people be made to do sports and be active to help them stay healthy? **Social Skills** Know how to make a visitor or new pupil feel welcome **RE link – Festivals and celebrations** Is it ok for people to celebrate religious festivals even if they are not part of that religion?	**RE link – Festivals and celebrations** Is it ok for people to celebrate religious festivals even if they are not part of that religion?	**RE Debate –** Christians follow the ten commandments. Do you think you can always follow the rules?		

Year 4 – Curriculum links supported with technology					See also whole school tech links	
	Autumn 1 **Food Glorious Food**	**Autumn 2** **Chocolate**	**Spring 1** **Inventors**	**Spring 2** **Inventors**	**Summer 1** **Save Our Planet**	**Summer 2** **Circus**

Tech opportunities	**PurpleMash – accessed via LGfL/USO login with password/PIN**	**Food** https://www.purplemash.com/#search/eyJzZWFyY2giOiJmb29kIiwieWVhcmdyb3VwcyI6IiIsInN1YmplY3RzIjoiIiwib2Zmc2V0IjowfQ -Plan a healthy meal -World Food game -Food groups -Create a lunch/dinner menu -Create persuasive 5 a day leaflet	**Chocolate** https://www.purplemash.com/#search/eyJzZWFyY2giOiJjaG9jb2xhdGUiLCJ5ZWFyZ3JvdXBzIjoiIiwic3ViamVjdHMiOiIiLCJvZmZzZXQiOjB9 -Write a description describing a chocolate factory -Create a guide for how to behave in a chocolate factory -write a newspaper article about Charlie winning a Golden ticket Write an apology to Willy Wonka about your behaviour Write a thank you letter as Charlie to Willy Wonka **The Maya** https://www.purplemash.com/#search/eyJzZWFyY2giOiJtYXlhIiwieWVhcmdyb3VwcyI6IiIsInN1YmplY3RzIjoiIiwib2Zmc2V0IjowfQ -Write information text about Mayan gods -compare life for commoners and noble Maya -Create a Mayan leaflet -complete a Mayan gods quiz -Compare modern and Mayan food	**Victorians** https://www.purplemash.com/#search/eyJzZWFyY2giOiJ2aWN0b3JpYW5zIiwieWVhcmdyb3VwcyI6IiIsInN1YmplY3RzIjoiIiwib2Zmc2V0IjowfQ -write a diary as a Victorian child worker -Create an interview style magazine article with Emily Davison -write a newspaper article about Grace Darling -write about children and schools in Victorian times -Newspaper about Queen Victoria's coronation **Inventors** https://www.purplemash.com/#search/eyJzZWFyY2giOiJpbnZlbnRvcnMiLCJ5ZWFyZ3JvdXBzIjoiIiwic3ViamVjdHMiOiIiLCJvZmZzZXQiOjB9 -write about John Boyd Dunlop (pneumatic tire) -write about John McAdam (road surfaces)	**Inventions** https://www.purplemash.com/#search/eyJzZWFyY2giOiJpbnZlbnRpb24iLCJ5ZWFyZ3JvdXBzIjoiIiwic3ViamVjdHMiOiIiLCJvZmZzZXQiOjB9 -Design a futuristic gadget for a 'competition' -write about Thomas Edison: fact file or magazine article **Transport** https://www.purplemash.com/#search/eyJzZWFyY2giOiJ0cmFuc3BvcnQiLCJ5ZWFyZ3JvdXBzIjoiIiwic3ViamVjdHMiOiIiLCJvZmZzZXQiOjB9 -Compare 1930s transport to today -Traffic in the High Street: explain views as a parent or driver -Prepare for a debate on air travel	**Recycling** https://www.purplemash.com/#search/eyJzZWFyY2giOiJyZWN5Y2xpbmciLCJ5ZWFyZ3JvdXBzIjoiIiwic3ViamVjdHMiOiIiLCJvZmZzZXQiOjB9 -Create a recycling poster using persuasive words and images -prepare for a recycling debate for household waste -create a poster to remind about litter **Water** https://www.purplemash.com/#search/eyJzZWFyY2giOiJ3YXRlciIsInNlYXJncm91cHMiOiIiLCJzdWJqZWN0cyI6IiIsIm9mZnNldCI6MH0= -create a water use leaflet -describe features of rivers -describe 6 stages of the water cycle -write a postcard about coastal erosion -write a newspaper article about an oil slick	**Circus** https://www.purplemash.com/#search/eyJzZWFyY2giOiJjaXJjdXMiLCJ5ZWFyZ3JvdXBzIjoiIiwic3ViamVjdHMiOiIiLCJvZmZzZXQiOjB9 -create a fact file about the circus -write a newspaper article about a circus experience -Create a circus advertisement poster -prepare for a circus animals debate about using animals 'Mashcam' various circus performers **Stone Age** https://www.purplemash.com/#search/eyJzZWFyY2giOiJzdG9uZSBhZ2UiLCJ5ZWFyZ3JvdXBzIjoiIiwic3ViamVjdHMiOiIiLCJvZmZzZXQiOjB9 -write newspaper report of discovering an early farm -write a diary entry for a Hunter Gatherer -compare hunter gatherer lifestyle with farming -create a stone age cave painting
	LGfL - accessed via LGfL/USO	**Maya** http://maya.lgfl.org.uk/					

	login with password/PIN	Journey through the Maya World: Explore history through Augmented Reality with links to Google Earth map, clip art packs and 3D printable models **Prehistoric Britain** http://prehistoric.lgfl.org.uk/ Discover Prehistoric Britain: Explore history through Augmented Reality with links to Google Earth map, clip art packs and 3D printable models **HeLP – A Victorian Child** http://healthhistory.lgfl.org.uk/ Interactive site with the life story of Arthur Carter (a patient at Great Ormond Street Hospital). Includes authentic material such as census and medical records to explore the life of a Victorian Child **Appmaker** https://content.lgfl.org.uk/secure/appmaker/topics.html?savemode=mydrive Use to create an app based on a number of topics including the Maya, A Victorian Child and transport. Can combine text and images from a limited selection
	Augmented (AR) and Virtual Reality (VR)	We have a set of 10 iPods and VR googles 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. **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.
	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 **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

Whole school SMSC Experiences/Celebrations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assemblies	Harvest Eid Diwali Hanukkah Black History Month *Ambitions, careers and goals*	St Andrew's Day 30/11 Remembrance Day Guy Fawkes Night Christmas Anti- bullying week *Getting on and falling out- dealing with emotions*	Rosh Hashanah Shrove Tuesday St Valentine's Day Nivarna Day Chinese New Year E-safety day *Staying safe(road, internet, strangers etc)*	Easter Mothering Sunday St Georges Day 23/4 St David's Day 1/3 St Patrick's Day 17/3 *Good to me- celebrating diversity*	Mary Wollstonecraft Day *Manners focus*	Environment day *Transitions- moving on and changes*
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

Whole school curriculum links supported with Technology	See also Year group topic tech links
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 photocopiable 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 **See also AR/VR content available through LGfL**
iPads and/or laptops	**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) **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) **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 choclate factory. The saved image or video files can be inserted into other apps (e.g. iMovie and Book Creator) **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. **Padlet** Is an online area for shring 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. **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 ☺ **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)

Augmented (AR) and Virtual Reality (VR)	We have a set of 10 iPods and VR googles 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. **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. **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