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 5**

	Autumn 1 **Vikings and Saxons**	**Autumn 2** **Space**	**Spring 1** **The Egyptians**	**Spring 2** **Jungle**	**Summer 1** **The Olympics**	**Summer 2** **Build It High**
Core Texts	Beowulf (Michael Morpurgo) Norse Myths and Legends (Kevin Crossley-Holland)	Cosmic – Frank Cottrell Boyce	Myths and Legends: Egyptian Myths (Jacqueline Morley) The Highwayman (Alfred Noyes) Once Upon a Poem: Favourite Poems That Tell Stories (Chicken House)	The Jungle Book (Rudyard Kipling) Child friendly, abridged version of The Jungle Book	The Iron Man (Ted Hughes)	The Man Who Walked Between the Towers (Mordicia Gerstein) King Kong (Anthony Browne)
English	Description: Grendel's lair Narrative: Continuing the battle between Beowulf and Sea-hag Narrative: Viking myth	Letter: Writing in role Explanation: How to get along with your teenager Discursive: Space tourism	Narrative: Egyptian myth Narrative: Retell the Highwayman Poetry: Narrative poem	Persuasive Writing: In support of endangered species e.g. tiger Persuasive Letter: Deforestation Persuasive Leaflet: Travel brochure	Narrative: Alternate version of 'The Iron Man' Diary Entry: Writing in role. Newspaper: Reporting on an event from 'The Iron Man'	Narrative: Information Text News Report: Filmed news report
English language	**Reading:** *apply knowledge of morphology and etymology when reading new words; read and discuss a broad range of texts; read books structured in different ways; read for a range of purposes; recommend books to others; identify and discuss themes and conventions and make comparisons; check for sense and ask questions to improve understanding; draw inference and make predictions; summarise main ideas; identify how structure and presentation contribute to meaning; discuss authors' use of language; discuss books they read and hear; explain and discuss their understanding, including through formal presentations and debates*					
	Writing: *spell words* with prefixes, suffixes and silent letters, homophones and other confusing words, using knowledge of morphology and etymology; use a thesaurus/dictionary to check meanings/spellings; write legibly, fluently and with increasing speed; plan writing to suit audience and purpose, noting and developing initial ideas, considering how authors develop characters and settings; precise longer passages; assess the effectiveness of own and others' writing and propose changes to enhance effect and clarify meaning; check writing for correct and consistent tense, subject/verb agreement, distinction between spoken/written language, appropriate register, correct spelling and punctuation; understand form al language structures, including subjunctive; use expanded noun phrases, modal and passive verbs, relative clauses; use commas and hyphens to avoid ambiguity, brackets, dashes and commas for parenthesis, semi colons, colons or dashes between independent clauses, colons in lists, punctuation of bullet points; **learn 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; chn to explore appropriate size & spacing & break letters (j, g, x, y, z, b, f, p, q, r, s); chn to increase their speed and fluency and choose the writing implement best suited to the task.

Maths	- **Green Text** denotes repeated statements - *Italics* indicate demonstrative examples, non-statutory notes and guidance from the new POS		
Number			
Number and Place Value	• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit *e.g. order a set of multi-digit numbers from smallest to largest - 37 700, 737 570, 737 507, 37 570* • Count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000 *e.g. 197 000, 198 000, 199 000, 200 000, 201 000…* • Round any number up to 1 000 000 to the nearest 10, 100 and 1000 e.g. *265 946 to the nearest 1000 (266 000)* • Solve number problems and practical problems that involve number, place value and rounding e.g. *What number is halfway between 560 500 and 560 600?*	• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the smallest integer you can make using all of these digits: 8, 1, 0, 5, 6? • Count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero *e.g. count back in threes: 8, 5, 2, -1, -4, -7…* • Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • Solve number problems and practical problems that involve number, place value and rounding *e.g. What is the largest 4-digit number whose digits sum to 20? (9920).* • *Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule e.g. find the rule and complete the sequence: ___, 16, 8, 4, ___, 1, 0.5, ___ (rule is: halve previous number)*	• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit *e.g. What must be added to 37 500 to change it to 67 500?* • Count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero • Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • Solve number problems and practical problems that involve number, place value and rounding. *e.g. The distance to the bus stop is 1km to the nearest 100m; what is the shortest distance it could be?* • *Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule e.g. find the rule and complete the sequence: ___, 16, 8, 4, ___, 1, 0.5, ___*

			• Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. e.g. *MCMXIV (1914)*
Addition and subtraction	• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers e.g. *15 400 – 2000 = 13 400* • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. *I have read 124 of the 526 pages of my book; how many more pages must I read to reach the middle?*	• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. *I bought some stickers on Monday; on Tuesday I bought 20 more than I bought on Monday; now I have 70; how many stickers did I buy on Monday?*	• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers e.g. *12 462 – 2 300 = 10 162* • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. *Write a number story for this number sentence: 3709=4562+234-1087*
Multiplication and division	• *Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations* • Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers • Know and use the vocabulary of prime numbers and composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19	• *Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations* • Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers • Know and use the vocabulary of prime numbers and composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19	• *Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations* • Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers • Solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors e.g. *828÷36 = (828÷4)÷9 = 207÷9 = 23* • Know and use the vocabulary of prime numbers, prime factors and composite

	• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally drawing upon known facts *e.g. 60×9* • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 *e.g. 456÷100=4.56* • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign *e.g. 40×8=500 - ?*	• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally drawing upon known facts *e.g. 630÷9* • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context *e.g. 98 ÷ 4 = 24 r 2 = 24½ = 24.5 ≈ 25.* • Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign *e.g. There are 6 shelves of books; 3 shelves hold 35 books each, one shelf holds 45 books and the top two shelves have the same number of books on each; there are 200 books altogether; how many books are on the very top shelf?*	(non-prime) numbers *e.g. prime factors of 60=2×2×3×5* • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally drawing upon known facts *e.g. 840÷12* • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.*eg a toymaker can make 8 toys in 2 hours; how many toys can he make in 5 hours?*

Fractions (including decimals and percentages)	• *Know that percentages, decimals and fractions are different ways of expressing proportions* • *Count forwards and backwards in fractions and decimals bridging zero* • Compare and order fractions whose denominators are all multiples of the same number *e.g. put these fractions in order from the smallest:* $^{5}/_{12}$, $^{5}/_{6}$, $^{11}/_{12}$, $^{2}/_{3}$ • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths *making links to decimals and measures e.g.* $^{37}/_{100}$ *metre = 0.37m* • Read and write decimal numbers as fractions *e.g. 0.71 = 71/100* • *Mentally add and subtract:* o *tenths e.g. 0.8 - 0.3* o *one-digit whole numbers and tenths e.g. 3.4 + 2.6* o *complements of 1 e.g. 0.85 + 0.15 = 1* • Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction *e.g. 43%* = $^{43}/_{100}$ *= 0.43* • *Recognise that percentages are proportions of quantities e.g. 40% of the class are boys; what percentage are girls? as well as operators on quantities e.g. find 40% of 30 children.*	• *Know that percentages, decimals and fractions are different ways of expressing proportions* • *Count forwards and backwards in fractions and decimals bridging zero* • Compare and order fractions whose denominators are all multiples of the same number • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths *making links to decimals and measures* • *Connect fractions >1 to division with remainders e.g.* $^{5}/_{4}$ *= 5÷4=*$1^{1}/_{4}$ • Recognise mixed numbers and improper fractions and convert from one form to the other *e.g.* $5\ ^{2}/_{3} = {}^{17}/_{3}$ and write mathematical statements >1 as a mixed number e.g. $^{2}/_{5} + {}^{4}/_{5} = {}^{6}/_{5} = 1^{1}/_{5}$ • Add and subtract fractions with the same denominator and multiples of the same number e.g. $^{2}/_{3} + {}^{1}/_{6} = {}^{5}/_{6}$ • *Find fractions of numbers and quantities e.g.* $^{3}/_{4}$ *of £14* • *Connect multiplication by a fraction to using fractions as operators e.g.* $^{2}/_{3}$ *of 12 = 12 ×* $^{2}/_{3}$ • Read and write decimal numbers as fractions • *Mentally add and subtract:* o *tenths e.g. 0.8 + 0.9*	• *Know that percentages, decimals and fractions are different ways of expressing proportions* • *Count forwards and backwards in fractions and decimals bridging zero* • Compare and order fractions whose denominators are all multiples of the same number • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths *and extending to thousandths, making links to decimals and measures e.g.* $^{755}/_{1000}$ *kg = 0.755kg* • *Connect fractions >1 to division with remainders e.g.* $^{37}/_{5} = 37÷5=7^{2}/_{5}$ • Recognise mixed numbers and improper fractions and convert from one form to the other *e.g.* $5\ ^{2}/_{3} = {}^{17}/_{3}$ and write mathematical statements >1 as a mixed number • Add and subtract fractions with the same denominator and multiples of the same number e.g. $^{2}/_{5} + {}^{7}/_{10} = {}^{11}/_{10} = 1^{1}/_{10}$ • *Find fractions of numbers and quantities e.g.* $^{7}/_{8}$ *of 240ml* • *Connect multiplication by a fraction to using fractions as operators e.g.* $^{8}/_{5}$ *of 40 = 40 ×* $^{8}/_{5}$ • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. *e.g. use egg boxes to represent* $2^{5}/_{6} \times 3 = 6^{15}/_{6} = 8^{3}/_{6} = 8^{1}/_{2}$

		○ *one-digit whole numbers and tenths* e.g. 3.1 – 2.9 ○ *complements of 1* e.g. 0.83 + 0.17 = 1 • *Add and subtract decimals with a different number of decimal places e.g. 102.3 + 97.82* • Round decimals with two decimal places to the nearest whole number and to one decimal place *e.g. 27.59=27.6 (1d.p.)* • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents *e.g.* $^{650}/_{1000} = {}^{65}/_{100} = 0.65$*;* • Read, write, order and compare numbers with up to three decimal places *e.g. put these decimals in order starting from the smallest: 0.457, 0.42, 0.46, 0.426* • Solve problems *and puzzles* involving number up to three decimal places, *checking the reasonableness of answers* • Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction • *Recognise that percentages are proportions of quantities as well as operators on quantities* • Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with	• Read and write decimal numbers as fractions *e.g.* $0.8 = {}^{4}/_{5}$ • *Mentally add and subtract:* ○ *tenths e.g. 0.8 + 0.9 – 0.2* ○ *one-digit whole numbers and tenths e.g. 7.4 – 6.6* ○ *complements of 1 e.g. 0.83 + 0.17 = 1* • *Add and subtract decimals with a different number of decimal places e.g. 98.4 – 9.7* • Round decimals with two decimal places to the nearest whole number and to one decimal place • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents *e.g.* $^{782}/_{1000} = {}^{7}/_{10} + {}^{8}/_{100} + {}^{2}/_{1000}$ • Read, write, order and compare numbers with up to three decimal places *e.g. put these decimals in order starting from the smallest: 0.471, 0.46, 0.4, 0.465, 0.5* • Solve problems *and puzzles* involving number up to three decimal places, *checking the reasonableness of answers* • Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction • *Recognise that percentages are proportions of quantities e.g. 30%*

		a denominator of a multiple of 10 or 25.e.g. $^{12}/_{20} = {}^{60}/_{100} = 0.6 = 60\%$	*voted 'yes', 45% voted 'no' and the rest did not vote; what percentage did not vote?* As well as operators on quantities *e.g. find 45% of 160* • Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25. *e.g. John ate $^{4}/_{5}$ of a 20cm jelly snake; Jane ate 0.7 of her 20cm jelly snake; how much more has John eaten?*
Measures			
Measurement	•Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) *e.g. 15.7cm = 157mm* •Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres *e.g. find the perimeter of an L shape where one or two side lengths are not given* •Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes •Use all four operations to solve problems involving measure *(e.g. length, mass, volume, money)* using decimal notation including scaling	•Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) *e.g. 3.7 litres = 3700ml* •Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres *e.g. given the perimeter and length of a rectangle, calculate its width (w), expressing it algebraically e.g. 20 = (2×7) + 2w* •Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes •Estimate volume *e.g. using 1cm^3 blocks to build cubes and cuboids* and capacity *e.g. using water* •Solve problems involving converting between units of time *e.g. write these lengths of time in order, starting with the smallest: 250sec, 90min, ½ hour, 4min*	•Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) *e.g. 2.2m = 2200mm* •Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres •Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes *e.g. investigate possible rectangles with the same area as a particular square* •Estimate volume *e.g. using 1cm^3 blocks to build cubes and cuboids* and capacity *e.g. using water* •Solve problems involving converting between units of time *e.g. three children share a trophy for 8 weeks and 4 days; they each have it for the same length of time; how long does each child keep the trophy?*

		• Use all four operations to solve problems involving measure *(e.g. length, mass, volume, money)* using decimal notation including scaling	• Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling • *Calculate the area of scale drawings using given measurements. e.g. calculate the area of a 5cm × 3cm garden on a scale drawing with a scale 1cm:2m (60m²)* • Understand and use equivalences between metric and common imperial units such as inches, pounds and pints *e.g. Given that an inch is approximately 2.5cm, calculate the metric equivalent of a foot (12 inches)*
Shape			
Properties of shapes	• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations *e.g. using isometric paper* • *Draw lines accurately to the nearest millimetre and use conventional markings for parallel lines and right angles.* • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Use the properties of rectangles to deduce related facts and find missing lengths and angles *e.g. all angles are right angles, diagonals are congruent (same length) and bisect each other (divide into two equal parts), one diagonal separates the rectangle into two congruent triangles…*	• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • *Draw lines accurately to the nearest millimetre and use conventional markings for parallel lines and right angles.* • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees (°) • Identify: o angles at a point and one whole turn (total 360°) o angles at a point on a straight line and ½ a turn (total 180°) o other multiples of 90°	• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • *Draw lines accurately to the nearest millimetre and use conventional markings for parallel lines and right angles.* • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees (°) • Identify: o angles at a point and one whole turn (total 360°) o angles at a point on a straight line and ½ a turn (total 180°) o other multiples of 90°

		• *Use angle sum facts and other properties to make deductions about missing angles* • Use the properties of rectangles to deduce related facts and find missing lengths and angles *e.g. all angles are right angles, diagonals are congruent (same length) and bisect each other (divide into two equal parts), one diagonal separates the rectangle into two congruent triangles…* • *Use the term diagonal and make conjectures about the angles formed by diagonals and sides, and other properties of quadrilaterals, e.g. using dynamic geometry ICT tools.*	• *Use angle sum facts and other properties to make deductions about missing angles* • Use the properties of rectangles to deduce related facts and find missing lengths and angles *e.g. all angles are right angles, diagonals are congruent (same length) and bisect each other (divide into two equal parts), one diagonal separates the rectangle into two congruent triangles…* • *Use the term diagonal and make conjectures about the angles formed by diagonals and sides, and other properties of quadrilaterals, e.g. using dynamic geometry ICT tools.* • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles *e.g. sort triangles and quadrilaterals into regular and irregular sets, realising that only the equilateral triangles and the squares are regular*
Position and Direction	• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
Statistics			
Use and interpret data	• Complete, read and interpret information in tables, including timetables.	• Complete, read and interpret information in tables, including timetables. • Solve comparison, sum and difference problems using information presented in a line graph *e.g. on a distance-time graph, how long did it take to travel a particular distance?*	• Complete, read and interpret information in tables, including timetables. • Solve comparison, sum and difference problems using information presented in line graphs • *Connect work on coordinates and scales to their interpretation of time graphs*

		•*Connect work on coordinates and scales to their interpretation of time graphs*		•*Begin to decide which representations of data are most appropriate and why*		
Problem Solving	**Method of Solving Problem** To test a statement by finding examples and counter examples To explain whether a number will be part of a sequence/pattern					
	Ways of Recording Choose a systematic way to record my ideas from a list of suggestions (e.g. a list, a grid or a table) – link to King's Chessboard text).					
	Speaking and Listening To be able to suggest an improvement to the method I used To be able to ask 'what if' questions about a problem					
Science	Classify materials according to various properties including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Test the effectiveness of a given material. Know different ways of separating materials. Separate mixtures of materials using filtering, sieving and evaporating.	Describe the movement of the Earth and other planets relative to the Sun in the solar system and The Moon relative to The Earth. Use Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. Understand the shape of the Earth, Sun and Moon and know that they are approximately spherical. Investigate the different phases of the Moon. Margaret Ebunoluwa "Maggie" Aderin-Pocock – female black astronomer	To know that some mechanisms, including levers, pulleys and gears, magnify forces. Know that some materials dissolve in liquid and form a solution (e.g. acid rain/limestone) and describe how to recover a substance from a solution. Separate mixtures of materials using filtering, sieving and evaporating. Explore reversible changes and changes that are difficult to reverse.	Explain life cycle differences in mammals, amphibians, insects and birds. Describe reproduction in some plants and animals.	Explore the effects of gravity and friction, including air and water resistance.	Give reasons, based on evidence from comparative and fair tests, for the particular uses of every day materials, including metals, wood and plastic. Describe changes as humans develop and age. Puberty – How our bodies change - Physical changes in puberty - Define puberty: the changes that occur sometime between 8-17 that turn us into young adults Understanding menstruation and wet dreams Understand how behaviour can be changed by puberty.
	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: - solve comparison, sum and difference problems using information presented in a line graph - complete, read and interpret information in tables					
History	**Topic: The Vikings** NC links: Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Edward the Confessor and his death in 1066)		**Topic: The Ancient Egyptians** NC links: Where and when the first civilizations appeared and a depth study of The Ancient Egyptians.		**Topic: Ancient Greece** NC links: Greek life, achievements and their influence on the western world.	
Geography		**Topic: Mountains** NC links: Describe and understand key aspects of physical 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)		**Topic: Jungle** NC links: Describe and understand key aspects of physical geography: vegetation belts. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of Asia		**Topic: Cities** NC links: Describe and understand key aspects of human geography: types of settlement and land use. 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

		and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.		(Comparative study between a forested region of the UK and a region experiencing deforestation in Asia (including a trip to the region in the UK?)) 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 patterns and understand how some aspects of changed over time.		location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
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]					

<table>
<tr><td></td><td colspan="6">• about great artists, architects and designers in history.</td></tr>
<tr><td></td><td></td><td>Artists – 3D model makers
3D (paper-mache) Collage
Texture - collage, surfaces

Images of space

Outcome: Paper Mache planets
Create a solar system</td><td>Artists – printmakers and Egyptian artwork

Printing – fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene

Colour- inks, dyes and tools to apply colour – Screen printing

Outcome: Print artwork, inspired by Egyptian hieroglyphics
[ICT – image manipulation/puzzles/paint]</td><td></td><td>Artists – Zaha Hadid

3D Project – clay form 3D malleable materials
Texture
Pattern – painted, imprinted, embossed

Outcome: 3D abstract sculpture inspired by architectural designs</td><td>Learn about great artist, great architects and designers.(Learn about the work of Norman Foster)</td></tr>
<tr><td>Design and Technology</td><td colspan="6">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</td></tr>
</table>

		• 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: Textiles **Strand:** Combining different fabric shapes (including computer-aided design) Review Viking and Saxon shields- design and make their own. Use textiles to create their own shield design to be fastened on [ICT – Powerpoint – layers front/back, formatting shapes]	Cooking and food skills (Stand alone lesson) Healthy eating during the festive season **Tomato and carrot soup – p54**		**Focus:** Food **Strand:** Celebrating culture and seasonality 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:** Caribbean fruit salad – p 135 [ICT – Make a movie, Stop, Go animation app]		**Focus**: Structures **Strand:** Frame structures Discuss the work of Norman Foster [ICT – sketch up house building] Cooking and food skills (Stand alone lesson) Beef burgers – p80
Computing	Computer Science		**Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts*		**Work with variables and various forms of input and output*	**Use sequence, selection and repetition in programs* **Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	**Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts* **Use sequence, selection and repetition in programs*
			Design and create a space game using different input methods such as		Use a number of inputs during animation: digital images, audio files	Playground algorithms: flowcharts and flowol	Introduction to MicroBit: basic commands

			keyboard, mouse – Scratch or Kodu Create an app using AppMaker				Global networking and CAD/CAM
	Information Technology	**Use search technologies effectively* **Select, use and combine a variety of software (including internet services) to design and create content that accomplish given goals*		**Use search technologies effectively* **Select, use and combine a variety of software (including internet services) to design and create content that accomplish given goals*	**Use search technologies effectively* **Select, use and combine a variety of software (including internet services) to design and create content that accomplish given goals*	**Select, use and combine a variety of software (including internet services) to design and create content that accomplish given goals*	**Select, use and combine a variety of software (including internet services) to design and create content that accomplish given goals*
		Web search for information: Non-linear presentation; hyperlinks, inserting media Use of Creative Commons licensed items; copyright law		Web search for information; make a pamphlet or brochure for KS1 Create activities such as Pairs' cards, Spot the difference (image manipulation), creating QR codes	Make a short 'stop/go' animated film about saving the tiger/life in the jungle. Use Lego Movie Maker	Data handling: interrogation, sorting conditional formatting of cells	Design a building using Google Sketch Up; Cross section planes
	Digital Literacy	**Use technology safely, responsibly and respectfully*	**Understand the opportunities [networks] offer for communication*	**Use technology safely, responsibly and respectfully*		**Use technology safely, responsibly and respectfully*	**Understand the opportunities [networks]offer for communication and collaboration*
		E-Safety – SAFE Level 1 Module 1	Use of blogging as a means of sharing Twitter as a means of global networking	E-Safety – SAFE Level 1 Module 2		E-Safety – Attachments	Using email and attachments
Physical Education		Invasion Games	Gymnastics	Dance	Striking and fielding	Net and wall	Athletics
		Develop a range of key techniques including, passing and receiving, shooting, dribbling and marking/guarding and applying them to game related activities. Develop an understanding of keeping possession as a team.	Develop balance and counter balance through floor and equipment tasks both individually and with a partner or group. Using bodies to explore traveling in different ways applying a range of pathways.	Create and perform dances using a range of steps and movement patterns, including those from different times, places and cultures. Work with others effectively sharing ideas to create and perform a range of dances.	Develop striking techniques using a range of bats and from a range of bowling and throwing techniques. Develop over arm bowling techniques. Apply techniques in combination to game related activities.	Develop a range of shot techniques including, forehand, backhand, volley and serve. Develop a range of footwork movement patterns and select and apply appropriately in relation	Develop a range of running techniques focusing on different stages of the race e.g start, middle, end. Develop an understanding and strategies for competing in short and long distance running races.

	Develop an understanding of how to defend and attack effectively. Participate in competitive team games applying attacking and defending principles. Develop an understanding of game rules and positions. Develop an understanding of fair play and sportsmanship	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.	Express and incorporate feelings and emotions through dance. Recognise when to change the rhythm, speed, level and direction of movements in relation to the tempo, mood and volume of the music. Evaluate and compare own and others performances to demonstrate how to improve.	Understanding and selecting strategies and tactics in relation to fielding and batting. Participate in competitive small sided games. Demonstrate aspects of fair play and sportsmanship.	to the direction, flight and speed of a ball. Develop keeping a ball in play by performing a rally. Apply a range of shot techniques to rally's. Demonstrate aspects of fair play and sportsmanship	Develop a range of techniques for competing in different jumping events e.g long jump, high jump etc Develop simple strategies to compete in a relay race over a distance of 100 meters. Develop a range of throwing techniques using different types of equipment.
	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. Swim at least 25 metres; use a range of strokes. Perform self- rescue.					
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.					
	Time (link to maths) Revise numbers 1-59 Morning routine Present tense conjugation (SPAG)	**Planets and Solar System** (link to Science) - colours/size Roman numerals Latin – the language of the Romans.	**Write and present a detailed weather forecast** Revise weather, countries, points of the compass, geographical key features (en la montaña, en la playa, en la selva etc from Year 2)	**Wild animals** (Link to English: Jungle book) En la selva hay… Revise: plural, appearance, colours Adjective agreements (SPAG) Conjugate verbs *vivir* and *comer*	**Hobbies** Revise: me gusta…/ no me gusta…/ me encanta…/ detesto… Extend sentences with porque, pero	**Holidays** Revise means of transport: how do you travel to different places? Advantages and disadvantages of different means of transport (adverbs).
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. Jacqueline Mary du Pré – female musician					
	<u>HOLST BBC 10 PIECES</u> To describe the character and mood of music.	**KS2 Christmas Production** To learn a song to performance standard.	**Garage Band** To compose using rhythm, chords and timbre using music technology.	**Gamelan Music** To learn about the history of the Gamelan and its significance to its culture.	**Gamelan Music** To improvise music using the pentatonic scale.	**Ukulele Melodies** To learn about the Ukulele and develop a good playing technique.

	To identify different instrument sounds/timbre. To compare different planet music using musical vocabulary. To learn the 5/4 beat ostinato pattern. To compose a group composition based on the Mars Ostinato using percussion instruments and the voice.		To record a popular chord progression using a variety of timbre for contrast. To compose a popular song 'mash up' based around these four chords.	To learn about the importance of melody, texture and structure. To perform a Gamelan music using pitchand rhythmic notation.	To create a Gamelan melody using the pentatonic scale. To create further parts of a Gamelan composition following success criteria. To structure a composed Gamelan composition using Tempo and Dynamics.	To play open string melodies musically. To form the chord of C and C7 chords and perform songs. To sing and play at the same time.
RE **RE Units will be taught termly. Year 5 and Year 6 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 – Why do some people believe God exists? • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. • Express thoughtful ideas about the impact of believing or not believing in God on someone's life. • Present different views on why people believe in God or not, including their own ideas. Year B – What does it mean to be a Muslim in Britain today? • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. • Describe and reflect on the significance of the Holy Qur'an to Muslims. • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. • Make connections between the key functions of the mosque and the beliefs of Muslims.		Year A – What would Jesus do? Can we live by the values of Jesus in the 21st Century? • Outline Jesus' teaching on how his followers should live. • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. • Explain the impact Jesus' example and teachings might have on Christians today. • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. Year B – If God is everywhere why go to a place of worship? • Make connections between how believers feel about places of worship in different traditions. • Select and describe the most important functions of a place of worship for the community. • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. • Present ideas about the importance of people in a place of worship, rather than the place itself.		Year A – What do religions say to us when life gets hard? • Express ideas about how and why religion can help believers when times are hard, giving examples. • Outline Christian, Hindu and/or nonreligious beliefs about life after death. • Explain some similarities and differences between beliefs about life after death. • Explain some reasons why Christians and Humanists have different ideas about an afterlife. Year B – What matters most to Christians and to Humanists? • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. • Describe some Christian and Humanist values simply. • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.	

Out of school learning		Planetarium Trip to the Ballet	British Museum Visit to Hindu Temple	London Zoo Geography Field Trip - comparative fieldwork at Hampstead Heath.		Walking Tour to sketch buildings on The South Bank Sailing at North London Sailing Club
Spiritual, Moral, Social and Cultural Education	**Fun, food and fitness: influences on fun, food and fitness** 1. To learn about the factors that influence people's choices about the food they buy and eat. 2. To understand that messages given on food adverts can be misleading. 3. To learn about how the media influences people's ideas about fun, food and fitness. 4. Debate: Is it right that companies can advertise foods that are unhealthy? **Social Skills** Understand what being a good citizen is Understand my own personal space and that of others **RE Link – Judaism**	**Keeping safe: out and about** 1. To learn about keeping safe near roads, rail, water, building sites and around fireworks. 2. To learn about what to do in an emergency and basic emergency first aid procedures. 3. To learn about problems that can occur when someone goes missing from home. 4. Debate: Space – IS it right for governments to spend money on space exploration rather than looking after people? **Social Skills** Be articulate an opinion on current affairs Challenge others politely. **RE link – Judaism**	**PSHE** Financial capability: value for money? 1. To learn about what is meant by 'value for money' and being a critical consumer. 2. To learn about some of the risks involved in borrowing money. 3. To learn about what makes someone enterprising. **RE Debate – Hinduism** Is it always easy to meditate?	Use most kitchen appliances safely Know how to wash their bodies properly and use deodorant **PSHE** Drug, alcohol and tobacco education: influences 1. To learn about the risks associated with smoking drugs (cigarettes, e-cigarettes, shisha and cannabis). 2. To learn about the conflicting messages portrayed in the media concerning alcohol and tobacco. 3. To understand the strategies to resist pressure concerning drug use.	**PSHE** Mental health: stereotypes, discrimination and prejudice (including tackling homophobia) 1. To learn about stereotyping, including gender stereotyping. 2. To learn about prejudice and discrimination (in relation to homophobia) and how this can make people feel.	Know how to plan a journey on public transport RAW Architecture Workshops **PSHE** Growing up and changing 1. To understand how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty. 2. To learn strategies to deal with feelings in the context of relationships

Year 5 – Curriculum links supported with technology						See also whole school tech links
	Autumn 1 **Vikings and Saxons**	**Autumn 2** **Space**	**Spring 1** **The Egyptians**	**Spring 2** **Jungle**	**Summer 1** **The Olympics**	**Summer 2** **Build it High**

Tech opportunities	**PurpleMash – accessed via LGfL/USO login with password/PIN**	**Vikings** https://www.purplemash.com/site#search/eyJzZWFyY2giOiJ2aWtpbmdzIiwieWVhcmdyb3VwcyI6IlslnN1YmplY3RzIjoiIiwib2Zmc2V0IjowfQ== -Newspaper report of a recent Viking invasion -Write about King Alfred -Create a leaflet about Viking entertainment - comparison -Write about Viking family life -'Mashcam' Viking **Saxons** https://www.purplemash.com/site#search/eyJzZWFyY2giOiJzYXhvbnMiLCJ5ZWFyZ3JvdXBzIjoiIiwic3ViamVjdHMiOiIiLCJvZmZzZXQiOjB9 -Write about Saxon beliefs -Write about Saxon village life	**Space** https://www.purplemash.com/site#search/eyJzZWFyY2giOiJTcGFjZSIsInllYXJncm91cHMiOiIiLCJzdWJqZWN0cyI6IlslM9mZnNldCI6MH0 -Write a postcard about space travels -Create a planet profile -write a newspaper article about Yuri Gagarin -Create an information leaflet about the planets -Write a newspaper report about an alien invasion -Describe the movement of the Earth and the Moon **Mountains** https://www.purplemash.com/site#search/eyJzZWFyY2giOiJNb3VudGFpbnMiLCJ5ZWFyZ3JvdXBzIjoiIiwic3ViamVjdHMiOiIiLCJvZmZzZXQiOjB9 -Write newspaper article about first men to climb Everest -research and complete Mountain quiz -Create a mountain factfile -animal adaptation to mountains	**Egypt** https://www.purplemash.com/site#search/eyJzZWFyY2giOiJlZ3lwdCIsInllYXJncm91cHMiOiIiLCJzdWJqZWN0cyI6IlslM9mZnNldCI6MH0 -'Mashcam' Pharaoh -Record findings about Ancient Egypt and the Nile -Create a leaflet about Life and death -Write about an Egyptian God/Goddess -Write a postcard in role excavating Valley of the Kings with Howard Carter -Make an Ancient egypt timeline	**Jungle** https://www.purplemash.com/site#search/eyJzZWFyY2giOiJqdW5nbGUiLCJ5ZWFyZ3JvdXBzIjoiIiwic3ViamVjdHMiOiIiLCJvZmZzZXQiOjB9 -Create an information leaflet about rainforests -research and record about rainforest habitats -Create jungle creature fact file -Prepare/plan for a debate about deforestation -Write a postcard about a remote rainforest discovery	**Ancient Greece** https://www.purplemash.com/site#search/eyJzZWFyY2giOiJhbmNpZW50IGdyZWVjZSIsInllYXJncm91cHMiOiIiLCJzdWJqZWN0cyI6IlslM9mZnNldCI6MH0 -Create an information text about Ancient Greek theatre -compare ancient and modern Greece -create an Ancient Greek menu -Be an Ancient Greek archaeologist -Write a postcard from Ancient Greece -Retell various Greek myths Write a newspaper report about the Greeks entering Troy **The Olympics** https://www.purplemash.com/site#search/eyJzZWFyY2giOiJvbHltcGljcyIsInllYXJncm91cHMiOiIiLCJzdWJqZWN0cyI6IlslM9mZnNldCI6MH0 -Create an information leaflet about an Olympic event -write a newspaper article about a local hero winning gold -compare modern and ancient Olympics	**Buildings** https://www.purplemash.com/site#search/eyJzZWFyY2giOiJidWlsZGluZyIsInllYXJncm91cHMiOiIiLCJzdWJqZWN0cyI6IlslM9mZnNldCI6MH0 -describing homes and imagining who lives there -write a postcard from numerous cities -Design and Make a printable building -'Mashcam' construction worker **Cities** https://www.purplemash.com/site#search/eyJzZWFyY2giOiJjaXRpZXMiLCJ5ZWFyZ3JvdXBzIjoiIiwic3ViamVjdHMiOiIiLCJvZmZzZXQiOjB9 -UK capital city labelling game -European capital city labelling game -Create a travel review about a number of cities -Use your sense to describe a street -Create an information leaflet about a number of foreign cities

	LGfL - accessed via LGfL/USO login with password/PIN	**Talking Stories 3** http://stories3.lgfl.org.uk/ Includes Orpheus – a Greek myth Resource includes an audio story with associated activities including creating a soundscape story of Orpheus and Eurydice. **Planning is included** **Ancient Egypt** http://ancientegypt.lgfl.org.uk/ Explore Ancient Egypt like never before with incredible interactive augmented reality. Investigate mummies, hieroglyphs, pyramids and more with an ActiveWorksheet pack that spans thousands of years of Egyptian history. **Viking Adventures at the British Museum** http://vikings.lgfl.org.uk/ 'Viking Adventures at the British Museum' is more than just an excellent multimedia History resource: the drop-down menus above give access to 13 individual lesson plans for Key Stage 2, with cross-curricular links to English, Computing and Design Technology. **Opening up architecture** http://open-city.lgfl.org.uk/ The London Grid for Learning Architecture films are a unique visual resource for teachers and students. Based on three exemplar buildings in London, the films open up the subject of architecture through the visual exploration of a building and its immediate surroundings. **Appmaker** https://content.lgfl.org.uk/secure/appmaker/topics.html?savemode=mydrive Use to create an app based on a number of topics including Anglo-Saxons and Vikings, Space, Egypt and Ancient Greece. 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