**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 6**

| | Autumn 1<br><br>Migration | Autumn 2<br><br>Migration | Spring 1<br><br>Tudors | Spring 2<br><br>Tudors | Summer 1<br><br>Changes | Summer 2<br><br>Changes |
|---|---|---|---|---|---|---|
| **Core Texts** | The Boy in The Striped Pyjamas. | Anne Frank – Abridged version (Josephine Poole & Angela Barrett)<br><br>The Arrival (Shaun Tan) | Romeo & Juliet – Abridged version (Tony Ross) | Non-fiction books on William Shakespeare (IELS) | The Unforgotten Coat (Frank Cottrell Boyce) | Class teacher's choice |
| **English** | <u>Diary</u>: Writing in role<br><br><u>Letter</u>: Writing in role<br><br><u>Narrative</u>: 1st person from an alternate perspective | <u>Biography</u>: Anne Frank<br><br><u>Description</u>: Setting from 'The Arrival'<br><br><u>Narrative</u>: Retelling the story of 'The Arrival' | <u>Description</u>: Comparative character study.<br><br><u>Persuasive Speech</u>: Oral debate<br><br><u>Discursive Writing</u>: balanced argument | <u>Information Text</u>: William Shakespeare<br><br><u>Newspaper Report</u>: Spanish Armada<br><br><u>Persuasive Letter</u>: Ban bullfighting | <u>Narrative</u>: 1st person story based on 'The Unforgotten Coat'<br><br><u>Description</u>: Character description<br><br><u>Diary</u>: Writing in role | Recapping year 6 skills and completing transition task. |
| **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 show 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 | | | | | |
| | **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<br>- *Italics* indicate demonstrative examples, non-statutory notes and guidance from the new POS<br>- **Bold Text** shows statements from the Interim Framework 2017 | | | | | |
| **Number** | | | | | | |

| | | | |
|---|---|---|---|
| **Number and Place Value** | • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit *e.g. What must be added to 26 523 to change it to 54 525?*<br><br>• Round any whole number to a required degree of accuracy *e.g. round 265 496 to the nearest 10 000 (270 000)*<br><br>• Solve number and practical problems that involve number, place value and rounding *e.g. What is the largest 5-digit number whose digits sum to 20? (99200).*<br><br>• **The pupil can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; 8.09 = 8 + 9 ?; 28.13 = 28 + + 0.03).** | • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit<br><br>• Round any whole number to a required degree of accuracy *e.g. Give an example of a number which you might round to the nearest 10? Nearest 10 000?*<br><br>• Use negative numbers in context, and calculate intervals across zero *e.g. how much warmer is 5°C than -4°C? (9°C)*<br><br>• Solve number and practical problems that involve number, place value and rounding *e.g. What is the smallest number which rounds to 35 000, to the nearest 1000? (34 500).*<br><br>• **The pupil can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; 8.09 = 8 + 9 ?; 28.13 = 28 + + 0.03).** | • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit<br><br>• Round any whole number to a required degree of accuracy *e.g. What is the smallest number which rounds to 500 000, to the nearest 1000? (499 500).*<br><br>• Use negative numbers in context, and calculate intervals across zero<br><br>• Solve number and practical problems that involve number, place value and rounding *e.g. What is the smallest 4-digit integer whose digits sum to 20? (10199).*<br><br>• **The pupil can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; 8.09 = 8 + 9 ?; 28.13 = 28 + + 0.03).** |
| **Addition and Subtraction, Multiplication and Division** | • *Continue to use all the multiplication tables to 12 × 12 in order to maintain their fluency e.g. 84÷12*<br><br>• *Continue to practise the four operations for larger numbers using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division*<br><br>• Multiply multi-digit numbers up to 4 digits by a two-digit whole number | • *Continue to use all the multiplication tables to 12 × 12 in order to maintain their fluency*<br><br>• *Continue to practise the four operations for larger numbers using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division*<br><br>• Multiply multi-digit numbers up to 4 digits by a two-digit whole number | • *Continue to use all the multiplication tables to 12 × 12 in order to maintain their fluency*<br><br>• *Continue to practise the four operations for larger numbers using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division*<br><br>• Multiply multi-digit numbers up to 4 digits by a two-digit whole number |

| | | | |
|---|---|---|---|
| | using the formal written method of long multiplication | using the formal written method of long multiplication | using the formal written method of long multiplication |
| | • Perform mental calculations, including with mixed operations and large numbers *e.g. (13 500 × 2) ÷ 9 = 3000* | • Perform mental calculations, including with mixed operations and large numbers | • Perform mental calculations, including with mixed operations and large numbers *e.g. (13 400 + 10 600) × 4 ÷ 12 = 8000* |
| | • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why *e.g. There are 6534 cars parked in a 3-storey car park; 1398 are on the first floor and 3765 are on the second floor; how many cars are parked on the third floor?* | • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why *e.g. Three people won £365 496 on the lottery; one received £197 540, another received £40 010; how much did the third person receive?* | • 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: 23.5 = 20.4 + 4.9 - 1.8* |
| | • Solve problems involving addition, subtraction, multiplication and division *e.g. 396 children and 37 adults went on a school trip; buses seat 57 people; how many buses were needed?* | • Solve problems involving addition, subtraction, multiplication and division *e.g. I think of a number and subtract 5.6 from it then multiply the result by 6; the answer is 7.2; what was my number?* | • Solve problems involving addition, subtraction, multiplication and division *e.g. Club A sold 3500 tickets for £9.50 each and Club B sold 8150 tickets for £3.50; how much more money did Club A make than Club B?* |
| | • Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. *e.g. find the perimeter of a football pitch with side lengths 105.3m and 46.8m (estimate: (105+45)×2=300m; actual: (105.3+46.8)×2=304.2m (same number of decimal places as numbers in the question)* | • Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy *e.g. A box contains approximately 52 matches; how many boxes can be filled with 10 000 matches?* | • Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy |
| | • Identify common factors, common multiples and prime numbers *e.g. common factors of 12 and 15 are 1 and 3; common multiples of 4 and 6 are 12, 24, 36…; prime numbers are numbers with exactly 2 factors e.g. 2, 3, 5, 7, 11, 13, …* | • Identify common factors, common multiples and prime numbers *e.g. Find the smallest common multiple of 5, 6 and 8 (120)* | • Identify common factors, common multiples and prime numbers *e.g. Find the highest common factor of 120, 90 and 75 (15) or Find all the prime numbers between 80 and 100.* |
| | | • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context | • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context |
| | | | • Use their knowledge of the order of operations to carry out calculations |

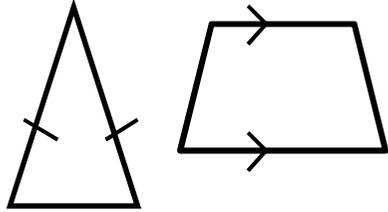| | | | |
|---|---|---|---|
| | | • Use their knowledge of the order of operations to carry out calculations involving the four operations *and using brackets; e.g. 2 + 1 x 3 = 5 and (2 + 1) x 3 = 9.*<br><br>• **The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. 53 – 82 + 47 = 53 + 47 – 82 = 100 – 82 = 18; 20 × 7 × 5 = 20 × 5 × 7 = 100 × 7 = 700; 53 ÷ 7 + 3 ÷ 7 = (53 +3) ÷ 7 = 56 ÷ 7 = 8).**<br><br>• **The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).** | *involving the four operations and using brackets e.g. 14 x (29 – 12) + 7 = 245*<br><br>• **The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. 53 – 82 + 47 = 53 + 47 – 82 = 100 – 82 = 18; 20 × 7 × 5 = 20 × 5 × 7 = 100 × 7 = 700; 53 ÷ 7 + 3 ÷ 7 = (53 +3) ÷ 7 = 56 ÷ 7 = 8).**<br><br>• **The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).** |
| **Fractions (including decimals and percentages)** | • Use common factors to simplify fractions *e.g. as the numerator and denominator have a common factor of 4, $^{12}/_{16}$ can be simplified to $^3/_4$;* use common multiples to express fractions in the same denomination *e.g. as the denominators have a common multiple of 12, $^3/_4$ and $^5/_6$ can both be expressed in twelfths i.e. $^9/_{12}$ and $^{10}/_{12}$ respectively*<br><br>• *List equivalent fractions to identify fractions with common denominators*<br><br>• Compare and order fractions, including fractions >1 *e.g. put these fractions in order from the smallest: $^5/_4$, $^5/_8$, $^3/_2$, $^{14}/_8$* | • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination<br><br>• *List equivalent fractions to identify fractions with common denominators*<br><br>• Compare and order fractions, including fractions >1 *e.g. put these fractions in order from the smallest: $^5/_4$, $^5/_6$, $^3/_2$, $^4/_3$*<br><br>• Associate a fraction with division and calculate decimal fraction equivalents *e.g. 0.375 for a simple fraction e.g. $^5/_8$* | • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination<br><br>• *List equivalent fractions to identify fractions with common denominators*<br><br>• Compare and order fractions, including fractions >1 *e.g. put these fractions in order from the smallest: $^5/_4$, $^5/_6$, $^3/_5$, $^4/_3$*<br><br>• Associate a fraction with division and calculate decimal fraction equivalents *e.g. 0.375 for a simple fraction e.g. $^5/_8$* |

| | | | |
|---|---|---|---|
| | • Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places *e.g. 205.6 ÷ 100 =2.056*<br><br>• Multiply one-digit numbers with up to two decimal places by whole numbers *e.g. 0.6 x 7*<br><br>• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts *e.g. order $^4/_5$ , 75%, 0.9, $^{19}/_{20}$*<br><br>• **The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5 or 0.2 or 20% of the whole cake).** | • *Use understanding of relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity e.g. if ¼ of a length is 36cm, then the whole length is 36 × 4 = 144cm*<br><br>• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions e.g. $^1/_2 + ^1/_8 = ^5/_8$<br><br>• Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places e.g. ? × 100 = 140.8<br><br>• Multiply one-digit numbers with up to two decimal places by whole numbers *e.g. 0.06 x 8*<br><br>• Use written division methods in cases where the answer has up to two decimal places *e.g. 458 ÷ 8 = 57.25*<br><br>• *Multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers e.g. 3.15 × 62*<br><br>• Solve problems which require answers to be rounded to specified degrees of accuracy *and check the reasonableness of answers.*<br><br>• Recall and use equivalences between simple fractions, decimals and percentages, including in different | • *Use understanding of relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity e.g. if $^1/_5$ of a mass is 150g, then the whole mass is 150 × 5 = 750g*<br><br>• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions e.g. $1^3/_4 - ^5/_6 = ^{11}/_{12}$<br><br>• *Use a variety of images to support understanding of multiplication with fractions*<br><br>• Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. ¼ × $^1/_2 = ^1/_8$<br><br>• Divide proper fractions by whole numbers e.g. $^1/_3 ÷ 2 = ^1/_6$<br><br>• Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places e.g. ? ÷ 1000 = 0.45<br><br>• Multiply one-digit numbers with up to two decimal places by whole numbers *e.g. 0.04 x 12*<br><br>• Use written division methods in cases where the answer has up to two decimal places e.g. 693 ÷ 15 = 14.2<br><br>• *Multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers e.g. 93.15 ÷ 5* |

| | | | |
|---|---|---|---|
| | | contexts. *e.g. find a fraction which lies between 0.4 and 0.5*<br><br>• **The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5 or 0.2 or 20% of the whole cake).**<br><br>• **The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as 7/21 and that this is equal to 1/3; 15% of 60; 1 1/2 + 3/4; 7/9 of 108; 0.8 x 70).** | • Solve problems which require answers to be rounded to specified degrees of accuracy *and check the reasonableness of answers*.<br><br>• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts *e.g. find a decimal which lies between $^3/_8$ and ½*<br><br>• **The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5 or 0.2 or 20% of the whole cake).**<br><br>• **The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as 7/21 and that this is equal to 1/3; 15% of 60; 1 1/2 + 3/4; 7/9 of 108; 0.8 x 70).** |
| **Ratio and Proportion** | • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts *e.g. adjust a recipe for 4 people, to serve 20 people* | • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts *e.g. adjust a recipe for 4 people, to serve 6 people*<br><br>• Solve problems involving similar shapes where the scale factor is known or can be found *e.g. two rectangular picture frames are the same shape, but one is bigger than the other; the smaller one measures 10cm by 15cm; the larger frame has a width of 30cm, what is its length?* | • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts *e.g. adjust a recipe for 6 people, to serve 15 people*<br><br>• Solve problems involving similar shapes where the scale factor is known or can be found *e.g. On a map 2cm represents 1km; a road measures 7cm on the map, how long is it in real life?*<br><br>• *Use the notation a : b to record ratio* |

| | | | |
|---|---|---|---|
| | | • Begin to use the notation a : b to record ratio<br><br>• Solve problems involving the calculation of percentages (e.g. measures) such as 15% of 360 and the use of percentages for comparison<br><br>• *Link percentages of 360° to calculating angles of pie charts*<br><br>• Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples e.g. for every egg you need three spoons of flour; how many eggs are needed for 12 spoons of flour? | • Solve problems involving the calculation of percentages (e.g. measures) such as 15% of 360 and the use of percentages for comparison<br><br>• *Link percentages of 360° to calculating angles of pie charts*<br><br>• Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples e.g. the ratio of boys to girls in class 6 is 1:2; there are 8 boys, how many girls are there?. |
| **Algebra** | • *Use symbols and letters to represent variables and unknowns in mathematical situations…*<br> o *missing numbers, lengths, coordinates and angles e.g. 3x=24 or the angles in a triangle are 35°, 120° and y°; find y*<br> o *mathematics and science formulae e.g. A=l×w*<br> o *arithmetic rules e.g. a+b=b+a*<br><br>• Express missing number problems algebraically e.g. 17 = x + 4.5<br><br>• *Use simple formulae expressed in words e.g. write a formula for the number of months, m, in y years. (y=12m)*<br><br>• Enumerate all possibilities of combinations of two variables e.g. investigate how many different ways 2 red eggs can be placed in a 6-space egg carton, by starting with a 3-space carton, 4-space carton etc? | • *Use symbols and letters to represent variables and unknowns in mathematical situations…*<br> o *missing numbers, lengths, coordinates and angles e.g. 5y+1=16 or the angles in an isosceles triangle are 50°, y° and y°; find y*<br> o *mathematics and science formulae e.g. P=2(l+w)*<br> o *arithmetic rules e.g. a×b=b×a*<br> o *generalising number patterns e.g. 3, 6, 9, 12, … 3n*<br> o *number puzzles e.g. a+b=8.5 and a×6=15; find a and b*<br><br>• Express missing number problems algebraically e.g. the perimeter of a triangle is 20cm; it has two sides of length 8cm; what is the length of the other side? (20=2×8+x so x=4cm)<br><br>• Use simple formulae expressed in words e.g. write a formula for the cost of a party, C, which costs £100 plus £2 per person, n. (C=100+2n) | • *Use symbols and letters to represent variables and unknowns in mathematical situations…*<br> o *missing numbers, lengths, coordinates and angles e.g. 68=6t-4 or the angles in a kite are x°, x°, 15° and 53°; find x, or plot points (x, y) where x+y=10*<br> o *mathematics and science formulae e.g. A=½(l×h)*<br> o *arithmetic rules*<br> o *generalising number patterns e.g. 6, 11, 16, 21, … 5n+1*<br> o *number puzzles e.g. x+y=10 and 2x+y=13; find x and y*<br><br>• Express missing number problems algebraically e.g. I'm thinking of a number; I double it and subtract 12 from the result; the answer is 60; what was my number? (2x-12=60, so 2x=72, so x=36)<br><br>• Use simple formulae expressed in words e.g. write a formula for the cost |

| | | | |
|---|---|---|---|
| | | • Enumerate all possibilities of combinations of two variables *e.g. investigate all possible half-time scores when the full time score of a football match is 4:2* | *of a taxi journey, C, which is £2.10 plus £1.60 per kilometre, k. (C=2.10+1.60k)* |
| | | • Generate and describe linear number sequences *e.g. write the first 5 terms in a 'decrease by 9' sequence starting from 20, or find the nth term of a simple sequence e.g. 4, 8, 12, 16, … 4n* | • Enumerate all possibilities of combinations of two variables *e.g. list all the combinations of boys and girls in a class where there are twice as many boys as girls and between 25 & 35 children in the class altogether.* |
| | | • Find pairs of numbers that satisfy number sentences involving two unknowns. *e.g. a – b = 5, give pairs of values that a and b could have (e.g. 8, 3 or 6.5, 1.5 or …) or. p×q=24; if p and q are both positive, even numbers, list all the possible combinations (e.g. 2×12, 4×6, …)* | • Generate and describe linear number sequences *e.g. 6, 13, 20, 27, … 7n-1* |
| | | **• The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).** | • Find pairs of numbers that satisfy number sentences involving two unknowns. *e.g. a – b = 5, give pairs of values that a and b could have (e.g. 8, 3 or 6.5, 1.5 or …)* |
| | | **• The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).** | **• The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).** |
| | | | **• The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).** |
| **Measures** | | | |
| **Measurement** | • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal | • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places | • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places |

| | | |
|---|---|---|
| | places *e.g. 4.52kg = 4520g; 1.005km = 1005m* | | |
| | • Recognise that shapes with the same areas can have different perimeters and vice versa *e.g. investigate rectangles with areas of 24cm² to find which has the smallest perimeter* | • Recognise that shapes with the same areas can have different perimeters and vice versa *e.g. investigate triangles with areas of 12cm² to find which has the smallest perimeter* | • Recognise that shapes with the same areas can have different perimeters and vice versa *e.g. investigate parallelograms with areas of 24cm² to find which has the smallest perimeter* |
| | • Recognise when it is possible to use formulae for area of shapes *e.g. find the length of rectangle which is 4m wide and has the same area as a square with a side length of 8cm.* | • Recognise when it is possible to use formulae for area and volume of shapes *e.g. find the length of the side of a cube with a volume of 27cm³* | • Recognise when it is possible to use formulae for area and volume of shapes *e.g. find the height of cuboid which is 12cm long, 2cm high and has the same volume as a cube with sides of 6cm* |
| | • Calculate the area of triangles, *relating it to the area of rectangles, e.g. compare the 'counting squares' method to using the formula for the area of a triangle* | • Calculate the area of parallelograms and triangles, *relating it to the area of rectangles, e.g. compare the 'counting squares' method to using the formula for the area of a parallelogram* | • Calculate the area of parallelograms and triangles, *relating it to the area of rectangles* |
| | • **The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).** | • Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate *e.g. Ben walked 850m to the bus stop, travelled on a bus for 8.67km and then a train for 120.9km; how far did he travel altogether?* | • Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate *e.g. A jug holds 550ml; how may jugs of water are needed to fill a 4.8 litre bucket?* |
| | | • Convert between miles and kilometres *and other units commonly used e.g. know that a mile is approximately 1.6km (and 1km is approximately 0.6miles) and use this to make rough calculations* | • Convert between miles and kilometres *and other units commonly used e.g. use a conversion line graph or be able to work out that 6 pints of milk is a bit more than 3 litres* |
| | | • Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed ($cm^3$) and cubic metres ($m^3$) and extending to other units, such as $mm^3$ and $km^3$. | • calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed ($cm^3$) and cubic metres ($m^3$) and extending to other units, such as $mm^3$ and $km^3$. |
| | | | • Begin to use compound units for speed *e.g. miles per hour* |
| | | • **The pupil can calculate with measures (e.g. calculate length of a bus journey** | • **The pupil can calculate with measures (e.g. calculate length of a bus journey** |

| | | given start and end times; convert 0.05km into m and then into cm). | given start and end times; convert 0.05km into m and then into cm). |
|---|---|---|---|
| **Shape** | | | |
| **Properties of shapes** | • Draw 2-D shapes using given dimensions and angles *using measuring tools and conventional markings and labels for lines and angles e.g. same length lines, parallel lines and same size angles:*  <br><br> • Recognise, describe and build simple 3-D shapes, including making nets *e.g. investigate different nets for a cube, recognising when 'nets' will fold to make a cube and when they will not.* | • Draw 2-D shapes using given dimensions and angles *using measuring tools and conventional markings and labels for lines and angles* e.g. complete a triangle with given lengths and angles <br><br> • Recognise, describe and build simple 3-D shapes, including making nets *e.g. visualise 3-D shapes drawn on isometric paper and begin to draw 2-D representations of 3-D shapes* <br><br> • Compare and classify geometric shapes based on their properties and sizes (*e.g. parallel sides, line symmetry, types of angles etc*) and find unknown angles in any triangles, quadrilaterals, and regular polygons <br><br> • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles *describing them algebraically e.g. a=180-(b+c).* | • Draw 2-D shapes using given dimensions and angles *using measuring tools and conventional markings and labels for lines and angles* e.g. construct a triangle or complete a parallelogram with given lengths and angles <br><br> • Recognise, describe and build simple 3-D shapes, including making nets <br><br> • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons <br><br> • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles *describing them algebraically e.g. a=180-(b+c)* <br><br> • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius *describing it algebraically as d=2×r* |
| **Position and Direction** | • Describe positions on the full coordinate grid (all four quadrants) *e.g. (-3, 7)* <br><br> • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. <br><br> • *Predict missing coordinates of quadrilaterals by using the properties of shapes, which may be expressed* | • Describe positions on the full coordinate grid (all four quadrants) <br><br> • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. <br><br> • *Predict missing coordinates of quadrilaterals by using the properties of shapes, which may be expressed* | • Describe positions on the full coordinate grid (all four quadrants) <br><br> • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. <br><br> • *Predict missing coordinates of quadrilaterals by using the properties of shapes, which may be expressed* |

| | | | |
|---|---|---|---|
| | *algebraically e.g. translating vertex (a, b) to (a-2, b+3), or find the other vertices of a square, given two of them are (a, b) and (a+d, b+d)* | *algebraically e.g. translating vertex (a, b) to (a-2, b+3), or find the other vertices of a square, given two of them are (a, b) and (a+d, b+d)* | *algebraically e.g. translating vertex (a, b) to (a-2, b+3), or find the other vertices of a square, given two of them are (a, b) and (a+d, b+d)* <br><br>• *Draw and label a pair of axes in all four quadrants with equal scaling.* |

**Statistics**

| | | | |
|---|---|---|---|
| **Use and interpret data** | • Interpret and construct pie charts and line graphs and use these to solve problems *e.g. draw a pie chart to show how Jack spends his £36 birthday money:* <br> o *£9 snacks* <br> o *£15 toys* <br> o *£12 books* <br><br>• *Encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects e.g. a scattergraph connecting heights of children and their long-jump distance* | • Calculate and interpret the mean as an average. *e.g. find the mean height of these children: 1.2m, 1.07m and 1.12m* <br><br>• Interpret and construct pie charts and line graphs and use these to solve problems *e.g. create a conversion graph for pounds and Euros* <br><br>• *Encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects.* | • Calculate and interpret the mean as an average. <br><br>• Interpret and construct pie charts and line graphs and use these to solve problems *e.g. connect conversion from kilometres to miles in measure to its graphical representation.* <br><br>• *Encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects.* |

| | |
|---|---|
| Problem Solving | **Method of Solving Problem** <br>To find all possible solutions to a problem using a systematic method <br>To match algebraic equations with a statement (12 Days of Christmas algebra lesson) <br>To test mathematical statements using examples and counter-examples |
| | **Ways of Recording** <br>Independently choose a systematic way to record my ideas. |
| | **Speaking and Listening** <br>To be able to ask and answer 'what if' questions about a problem <br>To be able to compare and evaluate two different methods for solving the same problem |

| | | | |
|---|---|---|---|
| Science | **Living things and their habitats** <br><br>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. <br><br>Introduce the idea that broad groupings can be subdivided. Through direct observations, pupils | **Light** <br>Recognise that light appears to travel in straight lines. <br><br>Use the idea that light travels in straight lines to explain that objects are seen because they give our or reflect light in to the eye. | **Evolution and inheritance** <br>To know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. <br><br>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. |

| | |
|---|---|
should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). Discuss reasons why living things are placed in one group and not another.

Give reasons for classifying plans and animals based on specific characteristics.

Explore the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.

Use classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.

**Electricity**
Associate brightness of lamp or volume of buzzer with number and voltage of cells.

Compare and give reasons for variations in how circuit components function including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

Draw circuit diagrams using recognised symbols.

**Revisit:**
Group and identify rocks in different ways according to their properties.

Describe the effects of simple forces that act at a distance: magnetic forces including those between like and unlike magnetic poles. | Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Use the idea that light travels from light source to our eyes or from light sources to objects and then to our eyes.

**Electricity**
Associate brightness of lamp or volume of buzzer with number and voltage of cells.

Compare and give reasons for variations in how circuit components function including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

Draw circuit diagrams using recognised symbols.

**Animals including humans**

Identify parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.

Explore the impact of diet, exercise, drugs and lifestyle on health.

Describe how nutrients and water are transported in humans and other animals. | Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

**SRE (Evidenced in SMSC)**
Puberty
- Understand the changes that occur during puberty
- Understand that these changes are a preparation for sexual maturity

Sexual Relationships
- Learn about human reproduction in the context of the human lifecycle
- Know that sexual intercourse can be a part of a sexual relationship
- Can describe how babies are made and explain how sexual intercourse is related to contraception
- Can name the male and female sex ells and organs.

Contraception and pregnancy |

| | |
|---|---|
| | 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.<br>Maths Statistics Objectives:<br>    -    interpret and construct pie charts and line graphs and use these to solve problems |

| | | - calculate and interpret the mean as an average (Pupils know when it is appropriate to find the mean of a data set) | | | | |
|---|---|---|---|---|---|---|
| **History** | Topic: World War 2<br><br>NC links:<br><br>An aspect of British History extending past 1066. | | Topic: The Tudors<br><br>NC links:<br><br>An aspect of British History extending past 1066. | | | Topic: Women and Equality<br><br>A focus on the life and work of Mary Wollstonecraft, Emmeline Pankhurst and the Suffragettes movement.<br><br>NC links:<br><br>A local history study |
| **Geography** | | Topic: Migration<br><br>NC links:<br><br>Describe and understand key aspects of human geography: economic activity and the distribution of resources including energy, minerals and water.<br><br>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.<br><br>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. | | Topic: Spain<br><br>NC links:<br><br>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of Europe.<br><br>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.<br><br>Name and locate counties and cities of | Topic: Climate change<br><br>Describe and understand key aspects of physical geography: climate zones and biomes.<br><br>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.<br><br>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, | |

| | | | | 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. | countries and major cities. | |
|---|---|---|---|---|---|---|
| **Art and Design** | See appendix 2AD for  objectives for years 3,4,5 and 6 in Art & Design;  Planning documents;<br><br>Pupils should be taught:<br><br>    • to create sketch books to record their observations and use them to review and revisit ideas<br><br>    • 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]<br><br>    • about great artists, architects and designers in history. | | | | | |
| | **Artists** – Photographer /<br>Drawing /  collage<br>**Texture –** collage<br><br>Using photographs of the East End to view Migration and changes over time in the area. Taking and analysing their own pictures<br><br>Birds / Animal migration<br>[ICT – Ipads editing photographs]<br><br>**Outcome:** To produce photographs and use these in a collage | | **Spring 1  and  Spring 2**<br>**Due to the preparation of year 6 assessments, there is an expectation of 8 pieces of learning for the term.**<br><br>**Tudors**<br><br>**Artists** – Hogarth<br>**Media –** painting<br>**Colour** - pigment – paint and tools to apply **colour –** brushes, sponges, straws<br><br>use pictures of influential Tudor people as a stimulus for portraiture-<br><br>**Outcome:** To produce a painting of a portrait | | |
| **Design and Technology** | See appendix 2DT for detailed objectives for years 3, 4, 5 and 6 in Design & Technology;  Planning documents;<br>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: Electrical systems<br>Strand: More complex switches and circuits (including programming, monitoring and control)<br><br>[ICT – Scratch, traffic light colours, on screen. Design simple programs – video broadcasts]<br><br>Links to alarms and safety alerts | | Focus: Mechanical systems<br>Strand: Pulleys or gears | Focus: Food<br>Strand: Celebrating culture and seasonality including cooking and nutrition requirements for KS2<br>Understand and apply principles of a healthy diet.  Prepare and cook mainly savoury dishes.  Understand seasonality of produce.<br><br>Recipes:<br>Great British Picnic Food<br>Cheese straws – p109<br>Pizza – p117<br>(Apple Sponge Pudding – small muffin tins) - |
|---|---|---|---|---|---|
| **Computing** | **Computer Science** | *Design, write and debug programs that accomplish specific goals*<br>*Use sequence, selection and repetition in programs; work with variables and various forms of input and output* | | | *Design, write and debug programs that accomplish specific goals*<br>*Use sequence, selection and repetition in programs; work with variables and various forms of input and output*<br>*Use logical reasoning to detect and correct errors in programs* |
| | | Program OhBot; use of various Input inc webcam | | | Online game creation: CodeKingdom – target audience, properties |
| | **Information Technology** | *Use search technologies effectively*<br>*Select, use and combine a variety of software to design and create a range of programs that accomplish given goals including collecting, analysing, evaluating and presenting data and information* | *Use search technologies effectively*<br>*Select, use and combine a variety of software to design and create a range of programs that accomplish given goals including presenting data and information* | | *Select, use and combine a variety of software to design and create a range of programs that accomplish given goals including collecting, evaluating and presenting data and information* |
| | | Use LGfL World War 1 resource: podcasts<br>Migration questionnaire: analyse using excel online questionnaires such as SurveyMonkey and Microsoft Forms | Web design: use j2e to create web pages-text, images, audio, video links<br>HTML creating personal pages and links to topic; | | All about me: presentation using any method looking back at their time at NGPS |
| | **Digital Literacy** | *Use technology safely, respectfully and responsibly* | *Use technology safely, respectfully and responsibly* | | *Understand the opportunities [networks] offer for communication and collaboration*<br>*Use technology safely, respectfully and responsibly* |
| | | E-Safety – SAFE Level 2 Module 1 | E-Safety – SAFE Level 2 Module 2 | | In class Maths using Mathspace<br>E-Safety – Social Media<br>Collaborative working using Class Notebook for ideas<br>Blogging Maths questions and commenting |

| Physical Education | Invasion Games | Gymnastics | Dance | Striking and fielding | Net and wall games | OAA/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 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

Create and perform dances using a range of steps and movement patterns, including those from different times, places and cultures. | 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.

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 | Work with others effectively sharing ideas to create and perform a range of dances.

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. | Develop striking techniques using a range of bats and from a range of bowling and throwing techniques.

Develop and perform over arm bowling technique demonstrating speed and accuracy.

Apply techniques in combination to game related activities.

Understanding and selecting strategies and tactics in relation to fielding organisation.

Participate in competitive small sided games.
Demonstrate aspects of fair play and sportsmanship | Develop a range of shot techniques including, forehand, backhand, volley, serve, drop shot and over arm smash.

Develop a range of footwork movement patterns and select and apply appropriately in relation to the direction, flight and speed of a moving ball.

Develop keeping a ball in play by performing a rally of minimum of 20 shots.

Apply a range of shot techniques to rally's.

Demonstrate aspects of fair play and sportsmanship. | Develop problem solving, teamwork and corporation skills through a range of tasks and challenges.

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 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. Take part in outdoor and adventurous activity challenges both individually and within a team. 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. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Hobbies/ Present tense** Escucho, escucha, escuchas Adverbial phrases – en casa, en la ciudad, en el campo | **All about Myself** Revise myself, family, pets, food Bring together with hobbies Extended writing and presentations Revise clothes to talk about what you wear – Adjective agreements (SPAG) llevo/lleva/llevas/llevan Verb conjugation | **Holidays** Where have you been? Where would you like to visit? Dialogue in an aeroplane cabin Cultural link – The Moors in Spain – Moorish art – produce bookmarks inspired by Moorish tiles from the Alhambra | **Our Place in the Universe** Planets and solar system – extended reading and writing **Continents and Religions** Revise dates, places, nationalities, points of compass. **A biography (link to English)** Cultural knowledge: Cervantes / Lio Messi / Frida Kahlo (link to English: Shakespeare and biographies) | **Places and Directions in town** Revise means of transport A la izquierda/a la derecha/todo recto Questions: ¿Por donde se va al cine? Etc. Asking the way Conversation | **On holiday in Spain** Cultural knowledge: Madrid (link to Geography) At the hotel Ordering a meal in a restaurant. |
| **Music** | Use voice and instruments with increasing accuracy, control and expression.  Improvise and compose music. Listen with attention to detail.  Use and understand musical notation. Appreciate a wide range of live and recorded music. Develop understanding of musical history. <br><br> Evelyn Glennie – deaf xylophonist | | | | | |
| | **Popular Music: Livin' on a Prayer.** To discuss musical features of different popular music examples. To explore the timeline of popular music history. To describe music using musical elements, stylistic features and instruments. To warm-up the voice with good technique and greater complexity. To learn to sing a famous popular song as an ensemble. | **KS2 Christmas Production** To learn a song to performance standard. | **BLUES MUSIC** To know the key features Blues music and it's prominence in history. To learn about key musical figures including Bessie Smith. To listen to and discuss the music of Blues using musical elements. To play a 12 bar blues structure on glockenspiels and iPads. | **12 BAR BLUES GARAGEBAND** To use technology to compose music. To explore rhythm, chords and structure and the effect of different timbre. To compose AB contrasting sections of a 12 Bar Blues piece. | **CHANCE MUSIC** To learn about musical changes and processes made through the 'Chance' approach. To compose music based on musical stimulus with choices to parameters. To adapt and change music as a group ensemble. | **UKULELE** To learn to play more complex folk melodies using finger positions on the fret board. To learn how to create the chords of C, C7, F and G major chords. To learn strumming patterns. To learn a repertoire of Ukulele songs using these chords and perform this individually and as an ensemble. |

| | | | | | |
|---|---|---|---|---|---|
| | To learn/create an instrumental part to accompany a popular song. | | | | |
| **RE**<br><br>**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?<br>• Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).<br>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.<br>• Express thoughtful ideas about the impact of believing or not believing in God on someone's life.<br>• Present different views on why people believe in God or not, including their own ideas.<br><br>Year B – What does it mean to be a Muslim in Britain today?<br>• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.<br>• Describe and reflect on the significance of the Holy Qur'an to Muslims.<br>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.<br>• 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?<br>• Outline Jesus' teaching on how his followers should live.<br>• Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.<br>• Explain the impact Jesus' example and teachings might have on Christians today.<br>• Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.<br><br>Year B – If God is everywhere why go to a place of worship?<br><br>• Make connections between how believers feel about places of worship in different traditions.<br>• Select and describe the most important functions of a place of worship for the community.<br>• Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.<br>• 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?<br>• Express ideas about how and why religion can help believers when times are hard, giving examples.<br>• Outline Christian, Hindu and/or nonreligious beliefs about life after death.<br>• Explain some similarities and differences between beliefs about life after death.<br>• Explain some reasons why Christians and Humanists have different ideas about an afterlife.<br><br>Year B – What matters most to Christians and to Humanists?<br>• Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.<br>• Describe some Christian and Humanist values simply.<br>• Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.<br>• 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** | The Jewish Museum-Camden<br>Visit to a Synagogue | Into University<br><br>Opera | Visit to the Globe Theatre<br><br>National Portrait Gallery | Picnic in the Park | | Computing - Digital Summer Trip at Hackney Community College |

| Spiritual, Moral, Social and Cultural Education | **Mental health: healthy minds**<br><br>1. To understand what mental health is.<br><br>2. To know what can affect mental health and learn about the stigma that surrounds it (including using appropriate language).<br><br>3. To understand what people can do to support their mental health and where people can get help.<br><br>4. Debate : Migration – should the government allow more people to move to Britain form other countries?<br><br>**Social Skills**<br>Know how to plan a household budget<br><br>Be able to compare cost of services accurately<br><br><br>**RE Link –Judaism** | **Drug, alcohol and tobacco education: situations**<br><br>1. To learn about the effects and risks related to legal and illegal drugs.<br><br>2. To learn about the risks associated with drug use in different situations.<br><br>3. To learn how to respond to drug use in different situations.<br><br>4. Debate: Should the government ban alcohol and tobacco?<br><br>**Social Skills**<br>Be able to negotiate a refund for an item purchased | Take my own view in a debate, understand others view and play 'devil's advocate'<br><br><br>**PSHE**<br>Keeping safe: out and about<br><br>1. To learn about feelings of being out and about in the local area with increasing independence.<br><br>2. To learn about recognising and responding to peer pressure.<br><br>3. To learn about the consequences of anti-social behaviour (including gangs and gang related behaviour).<br><br>**RE link-Hinduism**<br><br><br>**Social Skills**<br>Take my own view in a debate, understand others view and **play 'devil's advocate'** | Plan and cook a healthy meal on a  tight budget<br><br>Set a table for a special occasion<br><br><br>**PSHE**<br>Fun, food and fitness: making decisions for the future<br><br>1. To learn that consumers choose how to prepare their meals and what influences this.<br><br>2. To learn about choices they have around remaining physically active as they become more independent.<br><br><br>**Social Skills**<br>Plan and cook a healthy meal on a  tight budget<br><br>Set a table for a special occasion | **PSHE**<br>Healthy relationships<br><br>1. To consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.<br><br>2. To understand what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.<br><br>3. To learn about roles and responsibilities of carers and parents.<br><br><br>**RE link-Rights of passage** | Canoeing at Islington Boat Club<br><br>Know how to use a washing machine<br><br>Musical production<br><br>**PSHE**<br>Moving on: transition to secondary school<br><br>1. To understand the possible challenges involved in the transition to secondary school.<br><br>2. To learn some ways of making my move to secondary school a positive one. |

| Year 6 – Curriculum links supported with technology | | | | See also whole school tech links | |
|---|---|---|---|---|---|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Migration | Migration | Tudors | Tudors | Changes | Changes |

| Tech opportunities | PurpleMash – accessed via LGfL/USO login with password/PIN | World War 2 | Light | Shakespeare | Spain | Evolution | Women and Equality |
|---|---|---|---|---|---|---|---|
| | | https://www.purplemash.com/site#search/eyJzZWFyY2giOiJ3b3JsZCB3YXIgMiIsInllYXJncm91cHMiOiliLCJzdWJqZWN0cyI6lilsIm9mZmNldCI6MH0 | https://www.purplemash.com/site#search/eyJzZWFyY2giOiJsaWdodCIsInllYXJncm91cHMiOiliLCJzdWJqZWN0cyI6lilsIm9mZmNldCI6MH0 | https://www.purplemash.com/#search/eyJzZWFyY2giOiJzaGFrZXNwZWFyZSIsInllYXJncm91cHMiOiliLCJzdWJqZWN0cyI6lilsIm9mZmNldCI6MH0 | https://www.purplemash.com/#search/eyJzZWFyY2giOiJzcGFpbilsInllYXJncm91cHMiOiliLCJzdWJqZWN0cyI6lilsIm9mZmNldCI6MH0 | https://www.purplemash.com/#search/eyJzZWFyY2giOiJldm9sdXRpb24iLCJ5ZWFyZ3JvdXBzljoiliwic3ViamVjdHMiOiliLCJvZmZzZXQiOjB9 | https://www.purplemash.com/#search/eyJzZWFyY2giOiJ3b21lbiIsInllYXJncm91cHMiOiliLCJzdWJqZWN0cyI6lilsIm9mZmNldCI6MH0 |
| | | -write a newspaper report about the D Day landings/Blitz/VE day<br>-Write a Blitz poem<br>-Write a postcard as an evacuee<br>-Write biographical paragraphs/diary about Anne Frank<br>-'Mashcam' Soldier | -Use photos to help describe how light travels<br>-write sentences for 'dark and dingy' words | -write a fact profile of Shakespeare<br>-Create a flyer to advertise one of Shakespeare's plays | -Create a fact file about Spain<br>-Write an information leaflet about Madrid<br>-Write a postcard 'from 'Madrid | -Create an interview style magazine article about Charles Darwin<br>-Create an information leaflet about fossils<br>-Write a profile of Charles Darwin<br>-Describe how animals have adapted to various habitats/environments | -create an interview style magazine article about Emily Davison<br>-Write about the l9fe of Emily Davison<br>-create an interview style magazine article about Mary Seacole<br>-Quiz celebrating Women in Science |
| | | **Habitats**<br>https://www.purplemash.com/site#search/eyJzZWFyY2giOiJoYWJpdGF0cyIsInllYXJncm91cHMiOiliLCJzdWJqZWN0cyI6lilsIm9mZmNldCI6MH0<br>-identify local habitats and record findings<br>-explain how food chains work | **Electricity**<br>https://www.purplemash.com/#search/eyJzZWFyY2giOiJlbGVjdHJpY2l0eSIsInllYXJncm91cHMiOiliLCJzdWJqZWN0cyI6lilsIm9mZmNldCI6MH0<br>-Create a leaflet explaining how you can keep safe<br>-match the electrical symbols 'Pairs' game<br>-order items in 'electrical' and 'non electrical' | **Tudors**<br>https://www.purplemash.com/#search/eyJzZWFyY2giOiJUdWRvciIsInllYXJncm91cHMiOiliLCJzdWJqZWN0cyI6lilsIm9mZmNldCI6MH0<br>-Create a Tudor food fact file/menu<br>-Write a diary entry as a Tudor child in education<br>-Write a letter to the king to promote your Tudor punishment business<br>-Write a set of instructions to build a rich Tudor home<br>-Write about the life of Elizabeth 1<br>-Design a Tudor gossip magazine<br>'Mash cam' various Tudor monachs<br>-Write a profile of one of Henry V111 wives | | | |
| | | **Animals**<br>https://www.purplemash.com/site#search/eyJzZWFyY2giOiJhbmltYWxzIiwieWVhcmdyb3Vwcyl6lilsInN1YmplY3Rzljoiliwb2Zmc2V0Ijowf Q<br>-Create information text<br>-plan for a zoo animals debate<br>-Create fact files | | | | | |

| | LGfL - accessed via LGfL/USO login with password/PIN | **Documenting the Holocaust**<br>http://dth.lgfl.net/<br>This offers an insight into the ways in which archived documents can be used to develop understanding of the Holocaust and modern day genocides.<br>**Early Shakespeare**<br>http://earlyshakespeare.lgfl.org.uk/<br>A Midsummer Night's Dream and Romeo and Juliet with resources to support SEND pupils.  Includes several differentiated versions of each play and pintables to support its telling.<br>**The Tudors in London**<br>http://tudors.lgfl.org.uk/<br>Comprehensive resource which focuses on London in Tudor times.  Includes images and videos based on topics such as clothing, crime and punishment and Health and Hygiene<br>**HOLNET – The History of London**<br>http://holnet.lgfl.org.uk/<br>Focus on London during the war years – 1939 to 1945.  Main sections are: Shelter, Air Raids, Daily Life and Children and the war<br>**Appmaker**<br>https://content.lgfl.org.uk/secure/appmaker/topics.html?savemode=mydrive<br>Use to create an app based on a number of topics including The Tudors and Anne Frank.  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.<br>**Google Expeditions (VR)**<br>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<br><br>**KS2**<br>**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** | |
| --- | --- |
| **LGfL – accessed on laptops or iPads (some activities may not work on iPad)** | **J2e.com/JiT (**accessed using the USO login and PIN code) <br> 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/ <br> Writing can be completed using JiT and the WRITE section and includes topic word banks and keywords. <br> Artwork, through limited tools can be created using the PAINT section <br> Stories can be told and sequenced using the TURTLE section <br> Tables of numerical data can be used to create numerous charts and graphs via the CHART section <br> The PICTOGRAM section can be used to create pictograms including a variety of templates <br> Simple animations can be created to tell stories using the ANIMATE section and includes 'stampers' <br> Sorting and Branching databases can be created for numerous topics using the BRANCH section <br> 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 <br><br> **Busythings** (use the appropriate setting) <br> https://content.lgfl.org.uk/secure/busythings/# <br> Use the CURRICULUM BROWSER to search for specific activities linked to learning objectives <br> Separate Teacher/Pupil modes which provide access to photocopiable resources linked to the activities <br><br> **Switched on Science** <br> http://sos.lgfl.org.uk/ <br> This provides a complete scheme of work for Science including Presentations and interactive activity <br><br> **Virtual Experiments** <br> 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 <br> Units are linked to the old National Curriculum units but use simulations for experiments not always possible in class <br><br> **VideoCentral** <br> https://videocentralhd.lgfl.org.uk/ <br> 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 <br><br> **Audio Network** <br> https://audionetwork.lgfl.org.uk/ <br> 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 <br><br> **Reading Zone Live** <br> http://readingzonelive.lgfl.org.uk/ <br> Source for information about numerous authors including Lauren Child and with a resource bank to support different genre of writing <br><br> **Cookit!** |

| | |
|---|---|
| | <br>Source for recipes, cooking and activities.  Additional links with food throughout history with recipes listed in time periods<br><br>**See also AR/VR content available through LGfL** |
| **iPads and/or laptops** | **iMovie (iPad only)**<br>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)<br><br>**Book Creator (iPad only)**<br>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)<br><br>**Green Screen (iPad only)**<br>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)<br><br>**Kahoot!**<br>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.<br><br>**Padlet**<br>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.<br><br>**Twitter**<br>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!<br>Remember to restrict images to those that have parental approval for marketing purposes.  Backs of heads and hands are ideal ☺<br><br>**GarageBand (limited to certain iPads only)**<br>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.<br>**Google Expeditions (VR)**<br>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.<br><br>**LGfL Augmented and Virtual Reality resources**<br>The following can all be accessed using your USO login in order to download worksheets and or booklets for the following topics:<br>• The Maya http://maya.lgfl.org.uk/<br>• Prehistoric Britain http://prehistoric.lgfl.org.uk/<br>• World war 1 http://ww1.lgfl.org.uk/<br>• Ancient Egypt http://ancientegypt.lgfl.org.uk/<br>• Archaeology http://idig.lgfl.org.uk/<br>• 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<br>**EYFS**<br>Goldilocks; Jack and the Beanstalk; Little Red Riding Hood, Three Little Pigs; People who help us; Transport<br><br>**KS1**<br>**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<br><br>**KS2**<br>**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 |