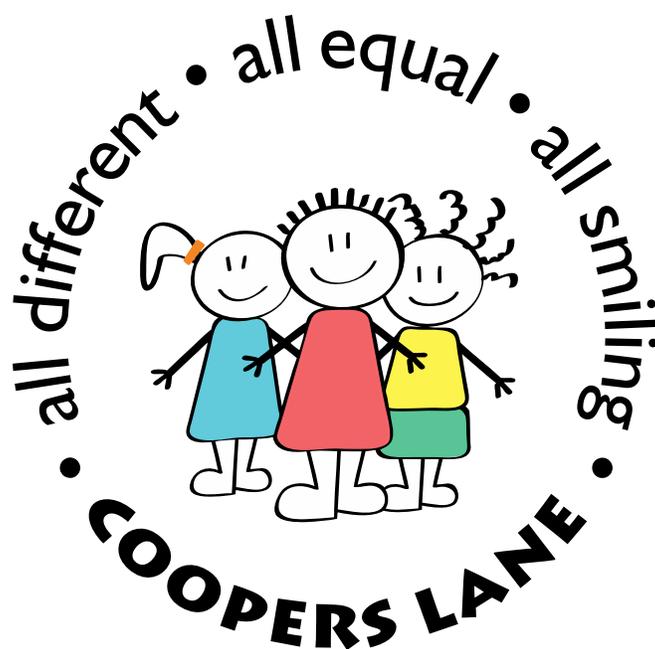


Coopers Lane Primary School



Curriculum

2019/ 2020

Pragnell Road, Grove Park, SE12 OLF
T: 0208 857 7680 W: www.cooperslane.lewisham.sch.uk

A Coopers Lane Learner...

love

...develops a curiosity and wonder of the wider world around them.

responsibility

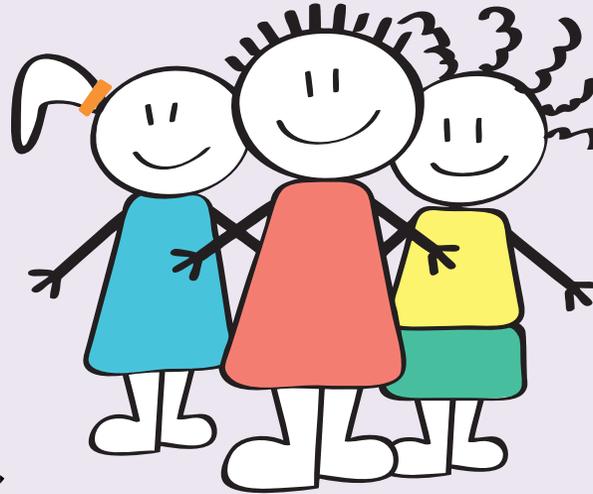
... is inspired to be the best version of themselves and takes pride in all they do.

kindness

...has empathy towards others and values the opinion of everyone.

perseverance

... understands the importance of not giving up, embracing challenge and seeking help when needed.



honesty

... has the tools needed to be confident in making positive choices about behaviour and learning.

... is a fabulous role model and a respectful citizen, embracing and celebrating the rich, diverse community in which they live.

respect

...is excited to share their fun, relevant and memorable learning experiences with family and friends.

happiness

Our Curriculum

The 'Coopers Lane Learner' is at the core of our curriculum. Centred around our values, we have designed our curriculum to recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. As a Rights Respecting School we believe all children have a right to an education.

Our aim is for all children to reach their potential academically and, through our inspiring curriculum, to develop a passion for learning that will last a lifetime.

Every Coopers Lane child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We encourage our children to have a growth mindset and to demonstrate our school values in all they do, promoting positive attitudes to learning and giving children the skills needed to take responsibility for their future success.

We are a proud London school and celebrate our great city through many aspects of our curriculum. Community involvement is an essential part of our curriculum and we work in partnership with all stakeholders in order to share real life experiences from our rich, diverse community.

Children leave Coopers Lane as responsible global citizens with strong values and self-belief. They are life long learners who are enthusiastic about the next step in their education.

Our children know that they are:

'All Different, All Equal, All Smiling'

MATHS

We follow a Maths Mastery Curriculum using the White Rose scheme of work, which breaks down the curriculum for each year group into smaller topics. These topics are taught through the three aims of:

- Fluency
- Reasoning
- Problem solving

Lessons are differentiated to provide appropriate challenge to all children. We use a range of other resources to support the planning, including Abacus, Deepening Understanding, Pixl and Teaching for Maths Mastery from the NCETM.

The yearly overview for each year group gives an outline of the blocks to be taught. Each of these blocks is then used by the teachers to create a unit overview, ensuring there is a clear progression of skills, knowledge and understanding.

The majority of Maths lessons follow a similar structure, consisting of:

- mental starter
- whole class focus with a guided task
- independent or collaborative practice
- plenary

As recommended by the White Rose scheme, we have adopted an emphasis on the use of mathematical vocabulary using stem sentences.

Within class, children are taught in both ability and mixed ability groupings as appropriate to the learning that day. All lessons have the opportunity for the children to build on prior knowledge as well as apply their skills to reasoning and problem solving tasks. Children will move through these tasks at different speeds but will always be working on the same objective as the rest of the class.

PLANNING

All year groups from Reception upwards follow the White Rose scheme of work, which consists of:

- a yearly/termly overview outlining when each topic is taught
- weekly objectives
- teaching notes and examples
- small steps guidance
- suggested mental and independent activities

Each year group uses these resources to create an overview for each unit, mapping out the skills and teaching points that need to be covered, as well as the opportunities for applying knowledge through reasoning and problems solving tasks. They then produce a short-term weekly plan of lessons based on the needs of their class, identified by assessment.

MENTAL MATHS

Our mental maths focus for each phase is:

- KS1: counting, number bonds and other number skills
- Lower KS2: times tables and linked division facts
- Upper KS2: fractions, decimals, percentages, square and prime numbers

ARITHMETIC

Every Maths lesson has an element of arithmetic. Children in Years 1-6 take an arithmetic quiz every fortnight, with the number and difficulty of questions appropriate to the age and ability of the class.

ASSESSMENT

Assessment is continuous throughout the year and the children are assessed against each of the taught objectives. We also use PiXL tests at the end of each term to help inform planning for the next term and to identify children who may need additional support in an area of maths. Each term the class teacher makes a judgement about how each child is making progress towards the year group expectations, using the following categories:

- Working towards expectation
- Just below expectation
- Meeting expectation
- Exceeding expectation

Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: position and direction	Number: Place Value (within 100)		Measurement : money	Time		Consolidation

Year 2 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Number: Place Value			Number: Addition and Subtraction					Measurement: Money		Number: Multiplication and Division			
Spring	Statistics		Measurement: Properties of Shape		Number: Fractions			Measurement: length and height	Position and Direction		Measurement: Time			
Summer	Measurement: Mass, Capacity and Temperature			Measurement: Properties of Shape		Position and Direction		Problem solving and efficient methods			Investigations		Consolidation	

Year 3 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction				Number – Multiplication and Division			Consolidation	
Spring	Number - Multiplication and Division			Measurement: Money	Statistics		Measurement: length and perimeter		Number - Fractions		Consolidation	
Summer	Number – fractions			Measurement: Time			Geometry – Properties of Shapes	Measurement: Mass and Capacity			Consolidation	

Year 4 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value				Number- Addition and Subtraction			Measurement - Length and Perimeter	Number- Multiplication and Division			Consolidation
Spring	Number- Multiplication and Division			Measurement - Area	Fractions				Decimals			Consolidation
Summer	Decimals		Measurement- Money		Time	Statistics		Geometry- Properties of Shape		Geometry- Position and Direction		Consolidation

Year 5 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction		Statistics		Number – Multiplication and Division		Perimeter and Area		Consolidation
Spring	Number – Multiplication and Division			Number – Fractions						Number – Decimals & Percentages		Consolidation
Summer	Number – Decimals				Geometry- Properties of Shapes			Geometry- Position and Direction	Measurement- Converting Units		Measures Volume	Consolidation

Year 6 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number- Place Value		Number- Addition, Subtraction, Multiplication and Division				Fractions				Geometry- Position and Direction	Consolidation
Spring	Number- Decimals		Number- Percentages	Number- Algebra		Measurement Converting units	Measurement Perimeter, Area and Volume		Number- Ratio		Consolidation	
Summer	Geometry- Properties of Shapes		Problem solving			Statistics		Investigations				Consolidation

English

A child's ability to communicate is vital to all aspects of their learning, so English learning cuts across all areas of the curriculum. We also plan for literacy-specific learning every day in school, in line with the expectations of the National Curriculum.

Our aim is for all Coopers Lane children to be confident and enthusiastic speakers, readers and writers, so we provide a broad range of daily activities for children to develop and apply their speaking, listening, reading and writing skills. We want all children to be excellent communicators, to listen actively and to speak with confidence. Every child will have the opportunity to perform to an audience at least twice a year, as part of our fantastic Christmas performances and celebratory and informative class assemblies, in addition to in-class drama activities. Our children are also helped to develop a love of reading and to become skillful and imaginative writers.

Reading

Instilling a love of reading is a really important aspect of our reading curriculum, so children often get opportunities throughout the week to read for pleasure. A home reading routine is established in Reception and continued all the way through to Year 6. We encourage children to choose books to take home and share with their families each week; children are also asked to complete regular reading activities to develop their understanding of what they have read. We depend on parents to support children in their daily home reading programme.

In school, each class has a daily, half hour reading lesson. This is usually held first thing, as the children come in to school, and can include reading to an adult as part of a group or as an individual, or working independently on well planned and resourced reading activities. Whole class guided reading lessons also take place, with all children studying the same text. Children are taught a wide range of strategies to decode and make sense of texts, including phonics.

Teachers read to the children regularly and each class has a carefully selected class book that is used for this in order to promote a love of story and of reading.

Writing

The use of engaging, inspiring and high quality texts is central to our writing curriculum. We call these books **Sparkle Texts** and each year group has an ever-expanding selection of these texts; they include classics, such as *The Rainbow Fish* by Marcus Pfister and *Where The Wild Things Are* by Maurice Sendak, and more recent publications, such as *Wolves in the Walls* by Neil Gaiman and *Flotsam* by David Wiesner. These books act as stimuli for children to develop and explore their

writing skills. Children write for purpose wherever possible, on a theme linked to the current Sparkle Text, or on their termly topic.

The **yearly overview** sets out the text type to be taught in each year group in each term. We follow a mastery approach, which builds on prior knowledge and skills. We focus on the following four writing purposes: *to inform; to entertain; to persuade; to discuss*

A **unit overview** is created for each new writing unit. To accompany this, a writing toolkit is also created, detailing the objectives to be taught in the unit. Finally a **WAGOLL** (what a good one looks like) is written to give an example of the desired outcome.

Sentence types to be taught are detailed in the ***Alan Peat Sentence Progression*** document.

The teaching of writing at Coopers Lane follows 4 phases:

Phase 1) Immersion and ‘Have a go’ writing opportunities: This phase is about immersion in the text type and the chosen Sparkle Text. This is a crucial phase in the teaching of writing. The idea is to let the children see what a good one looks like (WAGOLL). They need to pull this apart (not just language features but also thinking about text level objectives too). The learning wall will be used to display key learning from this stage; the class create Text Type Toolkits and General Writing Toolkits, which are displayed as a reference for when they start writing. This phase may involve drama opportunities and short ‘Have a go’ writing opportunities e.g. note taking, diary entries, character profiles and so on.

Phase 2) Imitation – building towards a writing outcome: Phase 2 will offer more ‘have a go’ writing, but will also be preparing the children for their final written outcome. There may be a mixture of short writing outcomes and extended writing outcomes, linked heavily to a pre-prepared shared reading text (a perfect example of the text type being studied, written by the teacher) which is then modelled during shared and guided writing sessions.

Phase 3) Innovation - the final written outcome: Throughout this phase, the writing journey is scaffolded by the teacher during shared writing. The children end up creating their own version of the shared reading text with changes made, but features of the text type and even some shared ideas may have been “magpie” (stolen from the teacher or each other!) and included to create the final piece.

Phase 4) Hot write: The children now write their own, independent version of the genre they have been studying.

SPAG (Spelling, Punctuation and Grammar)

Grammar and punctuation play a significant part in the National Curriculum. At Coopers Lane, we teach specific grammar, punctuation and spelling skills during

regular sessions. These are mini lessons, which are carefully differentiated to meet the needs of every child and focus on key skills and objectives lifted from the National Curriculum. Spelling is taught through the Rising Stars spelling scheme. SPAG is not just taught as a discrete subject, however, but is also integrated into our English and Topic planning, ensuring the children are transferring skills across lessons.

Handwriting

At Coopers Lane, children are encouraged to use a cursive script from EYFS. Please see our *Handwriting Policy* for more details.

Assessment

- Teachers use the writing toolkits to assess whether or not the children have successfully met each objective after each unit of work.

- During guided reading lessons, teachers keep a record of progress against the objectives being taught for each child.

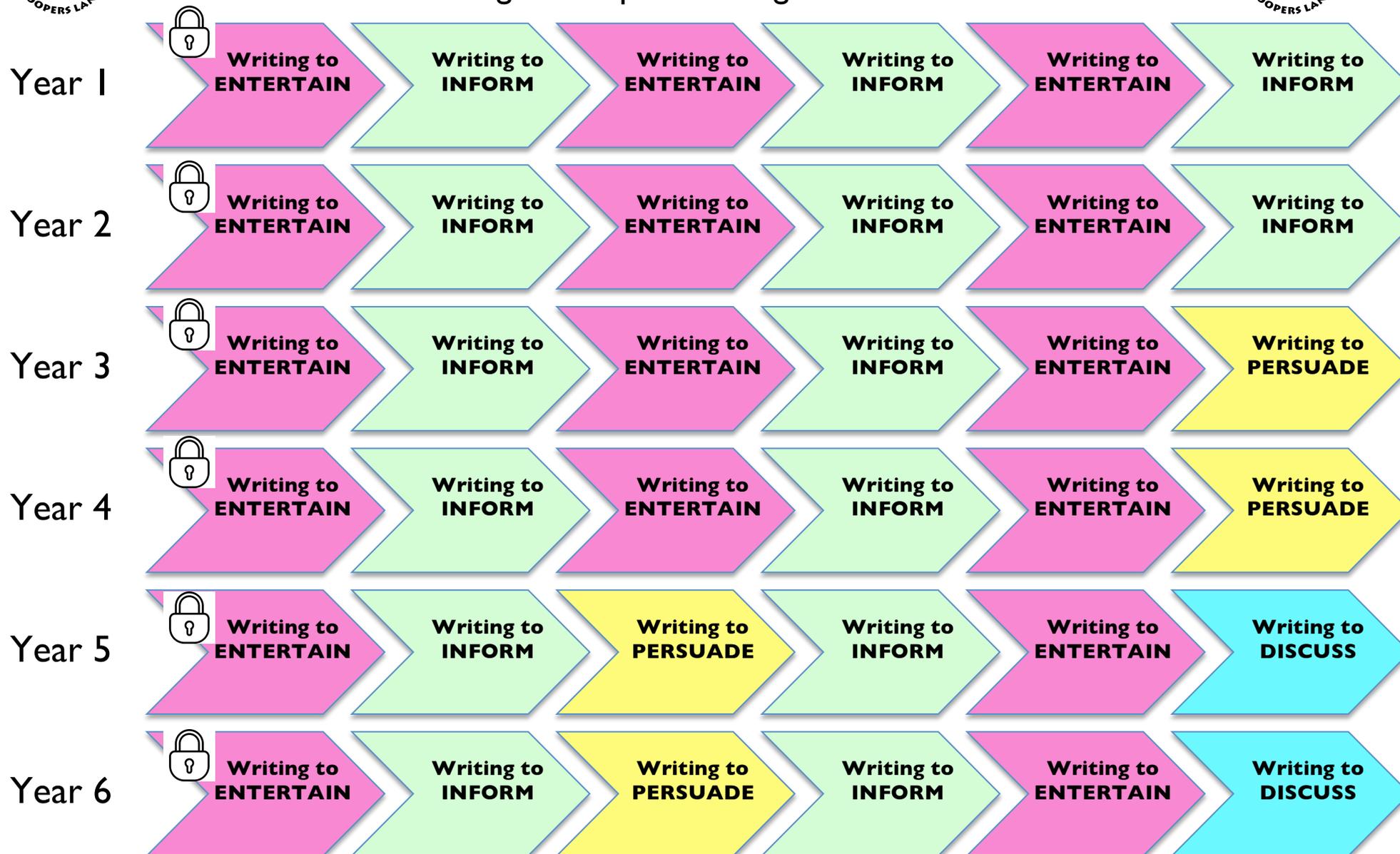
- Once a term all children are assessed in Reading, Writing and Spelling, Punctuation and Grammar. The children will sit designated tests in order to help inform teacher assessments and identify gaps in knowledge and understanding.

- Each term the class teacher makes a judgement about how each child is making progress towards the year group expectations, using the following categories:
 - Working towards expectation
 - Just below expectation
 - Meeting expectation
 - Exceeding expectation



Coopers Lane Mastery Curriculum for English

Writing 4 a Purpose – Long Term Plan



Years 1 and 2 only focus on the purposes of Entertain and Inform.
Years 3 and 4 look at Inform, Entertain and Persuade.
Years 5 and 6 look at all four purposes.

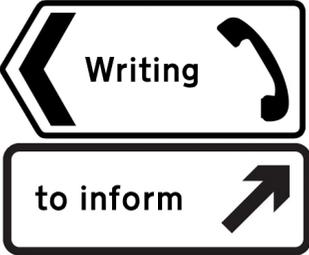
Staff are welcome to move the order of purposes around as long as the weightings remain the same (except Writing to Entertain in Autumn 1). They are also able to choose which text types they wish to cover within the purpose. However, they must focus on the same purpose for writing within a half term in order for the children to master the skills which are being taught.



Coopers Lane Mastery Curriculum for English

Text Types Overview



<p>Writing 4 a Purpose</p>	 <p>Writing to entertain</p>	 <p>Writing to inform</p>	 <p>Writing to persuade</p>	 <p>Writing to discuss</p>
<p>Year 1 & 2 (KSI)</p>	<p>Story Description Poetry</p>	<p>Recount Letter Instruction</p>		
<p>Year 3 & 4 (LKS2)</p>	<p>Narrative Description Poetry</p>	<p>Explanation Recount Biography Newspaper</p>	<p>Advert Letter Poster</p>	
<p>Year 5 & 6 (UKS2)</p>	<p>Narrative Description Poetry</p>	<p>Explanation Reports Biography Newspaper</p>	<p>Advertising Speech Campaign</p>	<p>Argument/Debate Newspaper Review</p>

Curriculum

Topics

Our curriculum is action packed and full of interactive and exciting learning opportunities throughout the key stages. It is stimulating, engaging and promotes independence. Children will be taught the foundation subjects (History, Geography, Music, Art, DT, PSHE, and PE) through motivating topics such as 'Lest We Forget', 'Gods & Monsters', 'Walk the Plank' and 'African Safari'. Children will become explorers and detectives to find out more about the world around them and significant historical periods. Trips and visits linked to the topic will bring their learning to life.

The children's learning begins with a topic launch day where they will take part in a range of activities that will immerse them in the exciting topic.

Topic Puzzles

- The termly topic puzzle for each year group, sets out the objectives to be taught for each subject in the curriculum.
- The puzzles can be found on the school website.

Planning

- A medium term plan is created for each year group to give the context for learning and a weekly breakdown of the subjects and objectives to be taught.
- Weekly plans are made using the school proforma and are stored on the Google Drive, along with the accompanying resources.

Assessment

- At the end of each unit of work, children should be assessed against the key objectives using the school proforma. The following categories are used:

Working towards expectation

meeting expectation

exceeding expectation

Science

Through the teaching of science we encourage an interest in and an understanding of our world. There are four main areas of learning in science comprising:

- Scientific Enquiry
- Life Processes and Living Things
- Materials and their Properties
- Physical Processes.

To help children think scientifically we build on their natural curiosity. They are encouraged to explore and investigate by developing their skills of observing, questioning, hypothesising, carrying out fair tests and recording and interpreting findings.

Resources

- Switched on Science
- Busy Things
- Virtual Experiments
- LGfL Learning Resources

Art & Design

At Coopers Lane we make the most of the links between subject areas, exploring art from different times and cultures. All children have the opportunity to experience a wide variety of media within textiles, sculpture, painting, drawing and digital media, as well as studying a range of artists and learning a variety of skills including drawing, painting and printing. During DT units of work, children build on their knowledge, skills and understanding by working through three main elements of design:

- Developing, planning and communicating ideas,
- Working with tools, equipment, materials and components to make quality products,
- Evaluating processes and products.

Resources

- PlanBee

Religious Education

We believe that Religious Education should be a stimulating, interesting and enjoyable subject that gives children an opportunity to express themselves in a variety of ways. In line with our school values, we want children to develop their sense of identity and belonging by following 'Learning together through faiths' (The Lewisham Agreed Syllabus for Religious Education). Children are encouraged to communicate their ideas, recognizing and respecting other people's viewpoints.

Resources

- Espresso – Faiths
- The Lewisham Agreed Syllabus for Religious Education

Computing

Computing is an integral part of pupil's life at Coopers Lane. We have a computing suite with iMacs, a set of iPads in every classroom, as well as a range of other technologies to support learning across the curriculum. Computing at Coopers Lane is made up of three elements:

- **Computer Science** – teaches the pupils the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
- **Information Technology** – pupils are equipped to use information technology to create programs, systems and a range of content.
- **Digital Literacy** – ensures that pupils are able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Resources

- Switched on Computing

Music

Our music curriculum gives children the opportunity to use a variety of different starting points for listening to and composing their own music, from the sounds that everyday objects make to Brazilian Samba music. The creative elements of the curriculum are embedded in all we do at Coopers Lane. To support the music curriculum some year groups have the opportunity to learn instruments as a class with our music tutors.

- Year 2: Recorders
- Year 3: Ukulele
- Year 4: Samba
- Year 5: Steel Pans

Resources

- Music Express

History

We recognise the importance of history and the part it plays in developing children's understanding of the past, both in Britain and the wider world. Children are encouraged to consider how the past influences the present, what past societies were like, and how beliefs and cultures have influenced people's actions. Our aim is to empower our children and help foster their understanding of themselves as individuals and as valued members of society. History at Coopers Lane is broken down into three elements:

- Chronological Understanding
- Knowledge and Interpretation
- Historical Enquiry

Geography

At Coopers Lane we aim to provide children with a high-quality geography education which inspires in pupils a curiosity and fascination about the world and its people. Geography teaching and learning equips children with knowledge about

diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key. Throughout the key stages, we focus on four key areas of Geography:

- Geographical Enquiry
- Physical Geography
- Human Geography
- Geographical Knowledge

P.E.

P.E. and school sport play an important part in the life of our school. We believe that P.E. and school sport contribute to the holistic development of our children and, through participation, our children build and learn more about our key values such as respect, tolerance, teamwork, resilience, friendship, trust and responsibility. We employ HW School Skills to deliver high quality games lessons across the school. Class teachers also deliver gym and dance lessons using the Rising Stars P.E. scheme.

PSHE

We are a UNICEF Rights Respecting school and so PSHE is a key part of the curriculum and is delivered in either circle time lessons, or within other subjects. As a school, we have used the PSHE Association Planning Toolkit to develop our pupils' knowledge, skills and understanding based on the three core themes:

1. Relationships

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships

2. Living in the Wider World

- about respect for the self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment

- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

3. Health and Wellbeing

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, such as puberty, transition and loss
- how to make informed choices about health and wellbeing
- and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing.

Throughout the year we link our PSHE and assembly themes to the UNCRC – United Nations Convention on the Rights of a Child. We hold several assemblies to help children understand that they have rights and the responsibilities that go with these rights.



YEAR 1

Autumn Topic Puzzle

History

Chronological Understanding

Can they put up to three objects in chronological order (recent history)?
Can they use words and phrases like: old, new and a long time ago?
Can they tell me about things that happened when they were little?
Do they know that some objects belonged to the past?
Can they explain how they have changed since they were born?
Can they use the words before and after correctly?

Knowledge & Interpretation

Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?
Can they begin to identify the main differences between old and new objects?

Historical Enquiry

Can they ask and answer questions about old and new objects?
Can they answer questions using an artefact/ photograph provided?

Black History Month 2019

Can they find out more about a famous person from the past and carry out some research on him or her?

Geography

Geographical Enquiry

Can they say what they like about their locality?
Can they sort things they like and don't like?
Can they think of a few good questions to ask about a locality?

Physical Geography

Can they tell someone their address?
Can they describe a locality using words and pictures?
Can they explain how the weather changes with each season?
Can they name key features associated with a town or village, e.g. church, farm, shop, house?
Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?

Human Geography

Can they begin to explain why they would wear different clothes at different times of the year?
Can they name different jobs that people living in their area might do?

Geographical Knowledge

Can they identify the four countries making up the United Kingdom?
Can they name some of the main towns and cities in the United Kingdom?

Science

Animals, including Humans

Can they name the parts of the human body that they can see?
Can they draw & label basic parts of the human body?
Can they identify the main parts of the human body and link them to their senses?
Can they name a range of domestic animals?

Everyday Materials

Can they explain why a material might be useful for a specific job?

Seasonal Changes

Can they observe changes across the four seasons?
Can they name the four seasons in order?
Can they observe and describe weather associated with the seasons?
Can they observe and describe how day length varies?

'Working Scientifically' is to be embedded in lessons throughout the topic.

Computing

Computer Science

Do they know what algorithms are?
Can they create simple programs?

Information Technology

Can they use technology purposefully to create digital content?
Can they use technology purposefully to store digital content?

Digital Literacy

Can they use technology safely?

PSHE

Rights & Responsibilities

How do we decide how to behave?

Money

What can we do with money?

RE (The Natural World; Christianity: The Bible & Christmas)

Key Questions

How do Christians believe the world began?
What do Christians believe about God?
How do Christians believe they should treat each other and God's world?
What do Christians remember at Christmas?
What do Christians believe about Jesus?
Why is the Bible important to Christians?



Music

Performing

Can they use their voice to speak/sing/chant?
Do they join in with singing?
Can they use instruments to perform?
Do they look at their audience when they are performing?
Can they clap short rhythmic patterns?
Can they copy sounds?
Do they know that the chorus keeps being repeated?

Composing

Can they make different sounds with their voice?

Appraising

Can they respond to different moods in music?
Can they say how a piece of music makes them feel?
Can they say whether they like or dislike a piece of music?
Can they follow instructions about when to play or sing?

Year 1 Autumn Topic Puzzle Me, Myself & I

Home Learning Opportunities

Ideas of places you could visit:

- London
- Other cities in the U.K.
- Towns of interest locally, e.g. Greenwich, Beckenham, Bromley, Chislehurst, Crystal Palace etc.
- Grove Park Nature Reserve

Other possible ideas to do at home:

- Look and talk about old family photos together
- Go on a local walk and look at what is near to your House, e.g. Churches, shops, hospitals, train stations etc.
- Draw or paint portraits of yourself or family and friends

Look through the '50 things to do before you're 11 ¾' by The National Trust – How many can you tick off?

PE (Rising Stars – Fitness Frenzy & Mighty Movers)

Art

Drawing

Can they communicate something about themselves in their drawing?
Can they create moods in their drawings?
Can they draw using pencil and crayons?
Can they draw lines of different shapes and thickness, using 2 different grades of pencil?

Use of IT

Can they use a simple painting program to create a picture?
Can they use tools like fill and brushes in a painting package?
Can they go back and change their picture?

Knowledge

Can they describe what they can see and like in the work of another artist/craft maker/designer?
Can they ask sensible questions about a piece of art?

Black History Month 2019

Drawing & Knowledge will be covered as part of a Whole School Art Project linked with BHM.

Design & Technology

**Design process to built upon over series of lessons*



YEAR 2

Autumn Topic Puzzle

History

Chronological Understanding

Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?

Knowledge & Interpretation

Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?
Can they explain how their local area was different in the past?

Historical Enquiry

Can they research the life of a famous Briton from the past using different resources to help them?
Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?

Black History Month 2019

Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?
Can they research the life of a famous Briton from the past using different resources to help them?
Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?

Geography

Geographical Enquiry

Can they find out about a locality by asking some good questions to someone else?
Can they say what they like and don't like about their locality and another locality like the seaside?

Physical Geography

Can they describe some physical features of their own locality?
Can they explain what makes a locality special?
Can they describe some places which are not near the school?
Can they describe some of the features associated with an island?

Human Geography

Can they describe some human features of own locality, such as the jobs people do?
Can they explain what facilities a town or village might need?

Geographical Knowledge

Can they name the continents of the world and find them in an atlas?
Can they name the world's oceans and find them in an atlas?
Can they point out the North, South, East and West associated with maps and compass?

Science

Living Things & their Environment

Can they match certain living things to the habitats they are found in?
Can they explain the differences between living and non-living things?
Can they decide whether something is living, dead or non-living?
Can they describe how a habitat provides for the basic needs of things living there?
Can they describe a range of different habitats?
Can they describe how plants and animals are suited to their habitat?
Can they name some characteristics of an animal that help it to live in a particular habitat?
Can they describe what animals need to survive and link this to their habitats?

Animals, including Humans

Can they describe what animals need to survive?
Can they explain the basic needs of animals, including humans for survival? (Water, food, air)

'Working Scientifically' is to be embedded in lessons throughout the topic.

Computing

Computer Science

Do they know what algorithms are?
Do they understand that algorithms are implemented as programs on digital devices?
Do they understand that programs execute by following precise and unambiguous instructions?
Can they create simple programs?

Information Technology

Can they use technology purposefully to create digital content?
Can they use technology purposefully to store digital content?
Can they use technology purposefully to organise digital content?

Digital Literacy

Can they use technology safely?
Can they use technology respectfully?
Do they recognise common uses of information technology beyond school?



PSHE

Rights & Responsibilities

How can we help?

Feelings & Friendships

What is bullying?

RE (Christianity: The Life & Teachings of Jesus; Hinduism)

Key Questions

What values do Christians believe Jesus taught?
How do Christians believe Jesus taught them these values?
Why is the Bible a special book for Christians?
How does the story of Diwali teach about good and evil?
What do symbols of Christmas mean?
How do symbols show the importance of Christmas for Christians?

Music

Performing

Do they sing and follow the melody (tune)?
Do they sing accurately at a given pitch?
Can they perform simple patterns and accompaniments keeping a steady pulse?
Can they perform with others?
Can they play simple rhythmic patterns on an instrument?
Can they sing/clap a pulse increasing or decreasing in tempo?

Appraising

Can they listen out for particular things when listening to music?

*Recorder lessons take place in Year 2, although Music Express will be used alongside these lessons

Year 2 Autumn Topic Puzzle Walk the Plank

Home Learning Opportunities

Ideas of places you could visit:

- Cutty Sark, Greenwich
- National Maritime Museum, Greenwich
- Golden Hinde, London
- Diana Memorial Playground for fun on the play pirate ship
- Looking further away, 'Pirate's Quest' in Cornwall

Other possible ideas to do at home:

- Celebrate international 'Talk Like a Pirate' Day on Thursday 19th September
- Make a ship in a bottle
- Read books about Pirates
- Make an eye patch
- Go on a treasure hunt
- Make a treasure map

Look through the '50 things to do before you're 11 ¾' by The National Trust – How many can you tick off?

PE (Rising Stars – Fitness Frenzy & Mighty Movers)

Art

Drawing

Can they use three different grades of pencil in their drawing (4B, 8B, HB)?
Can they use charcoal, pencil and pastels?
Can they create different tones using light and dark?

Painting

Can they mix paint to create all the secondary colours?
Can they mix and match colours, predict outcomes?
Can they mix their own brown?
Can they make tints by adding white?
Can they make tones by adding black?

Sketchbooks

Can they begin to demonstrate their ideas through photographs and in their sketch books?
Can they set out their ideas, using 'annotation' in their sketch books?
Do they keep notes in their sketch books as to how they have changed their work?

Use of IT

Can they create a picture independently?
Can they use simple IT mark-making tools, e.g. brush and pen tools?
Can they edit their own work?
Can they take different photographs of themselves displaying different moods?
Can they change their photographic images on a computer?

Knowledge

Can they link colours to natural and man-made objects?
Can they say how other artists have used colour, pattern and shape?
Can they create a piece of work in response to another artist's work?

Black History Month 2019

Drawing & Knowledge will be covered as part of a Whole School Art Project linked with BHM.

Design & Technology

Cooking & Nutrition

Can they describe the properties of the ingredients they are using?
Can they explain what it means to be hygienic?
Are they hygienic in the kitchen?

*Design process to be built upon over series of lessons



YEAR 3

Autumn Topic Puzzle

History

Chronological Understanding

Can they describe events and periods using the words: BC, AD and decade?
Can they describe events from the past using dates when things happened?
Can they describe events and periods using the words: ancient and century?
Can they use a timeline within a specific time in history to set out the order things may have happened?
Can they use their mathematical knowledge to work out how long ago events would have happened?
Can they set out on a timeline, within a given period, what special events took place?

Knowledge & Interpretation

Can they recount some interesting facts from an historical event, such as where the fire of London started? (Y2)
Can they explain why Britain has a special history by naming some famous events and some famous people? (Y2)

Historical Enquiry

Can they use various sources of evidence to answer questions?
Can they use various sources to piece together information about a period in history?
Can they research a specific event from the past?
Can they use their 'information finding' skills in writing to help them write about historical information?
Can they begin to use more than one source of information to bring together a conclusion about an historical event?

Black History Month 2019

Can they use a timeline within a specific time in history to set out the order things may have happened?
Can they research a specific event from the past?
Can they use their 'information finding' skills in writing to help them write about historical information?

Geography

Geographical Enquiry

Do they use correct geographical words to describe a place and the things that happen there?
Can they identify key features of a locality by using a map?
Can they begin to use a 4 figure grid references?

Physical Geography

Can they use maps and atlases appropriately by using contents and indexes?
Can they describe how volcanoes are created?
Can they describe how earthquakes are created?
Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?

Human Geography

Can they describe how volcanoes have an impact on people's life?

Geographical Knowledge

Can they locate and name some of the world's most famous volcanoes?
Are they aware of different weather in different parts of the world, especially Europe?

Science

Forces and Magnets

Can they compare how things move on different surfaces?
Can they observe that magnetic forces can be transmitted without direct contact?
Can they observe how some magnets attract or repel each other?
Can they classify which materials are attracted to magnets and which are not?
Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?
Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?
Can they identify some magnetic materials?
Can they describe magnets have having two poles (N & S)?
Can they predict whether two magnets will attract or repel each other depending on which poles are facing?

'Working Scientifically' is to be embedded in lessons throughout the topic.

Computing

Computer Science

Can they write programs that accomplish specific goals?

Information Technology

Can they use search technologies effectively?
Can they collect information?
Can they design and create content?
Can they present information?

Digital Literacy

Can they use technology safely?
Can they use technology respectfully?
Can they use technology responsibly?

Languages

Listening & Responding

Do they understand short passages made up of familiar language?
So they understand instructions, messages and dialogues within short passages?
Can they identify and note the main points and give a personal response on passage?

Speaking

Can they have a short conversation where they are saying 2-3 things?
Can they use short phrases to give a personal response?

PSHE

Safety & Risk

What are the rules that keep us safe?

Feelings & Friendship

What can we do about bullying?

RE (Buddhism: The Buddha; Peace)

Key Questions

What is a Buddha?
How did the Buddha teach that people should live?
What do Christians believe about Peace?
How do Christians try to demonstrate Peace?
From where do Christians get their attitudes towards Peace?
How are Christian values about Peace similar to those of other faiths?
Why is Christmas celebrated in different ways around the world?
What do all Christians share about Christmas?

Music

Performing

Do they sing in tune with expression?
Do they control their voice when singing?
Can they play clear notes on instruments?

Composing

Can they combine different sounds to create a specific mood or feeling?

Appraising

Can they improve their work; explaining how it has improved?

*Ukulele lessons take place in Year 3, although Music Express will be used alongside these lessons

PE (Rising Stars – Fitness Frenzy & Mighty Movers)

Art

Drawing

Can they show facial expressions in their drawings?
Can they use their sketches to produce a final piece of work?
Can they write an explanation of their sketch in notes?
Can they use different grades of pencil shade, to show different tones and texture?

Painting

Can they predict with accuracy the colours that they mix?
Do they know where each of the primary and secondary colours sits on the colour wheel?
Can they create a background using a wash?
Can they use a range of brushes to create different effects?

Sketch books

Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?
Can they make notes in their sketch books about techniques used by artists?
Can they suggest improvements to their work by keeping notes in their sketch books?

Use of IT

Can they use the printed images they take with a digital camera and combine them with other media to produce art work?
Can they use the web to research an artists or style of art?

Knowledge

Can they compare the work of different artists?
Can they explore work from other cultures?
Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?

Black History Month 2019

Drawing & Knowledge will be covered as part of a Whole School Art Project linked with BHM.

Design & Technology

Cooking and Nutrition

Can they choose the right ingredients for a product?
Can they use equipment safely?
Can they make sure that their product looks attractive?
Can they describe how their combined ingredients come together?

*Design process to built upon over series of lessons

Year 3 Autumn Topic Puzzle Dangerous Disasters



Home Learning Opportunities

Ideas of places you could visit:

- The Great Fire of London walk
- View from the Monument
- Visit Pudding Lane
- St. Paul's Cathedral
- Museum of London
- Natural History Museum - Volcanoes

Other possible ideas to do at home:

- Look at maps and plot the route of the fire
- Compare London from then and to now
- <http://www.fireoflondon.org.uk/the-game/>
- Visit the library to read books on disasters

Look through the '50 things to do before you're 11 ¾' by The National Trust – How many can you tick off?



YEAR 4

Autumn Topic Puzzle

History

The Roman Empire and its impact on Britain
This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, e.g. Boudica
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Chronological Understanding

Can they plot recent history on a timeline using centuries?
Can they place periods of history on a timeline showing periods of time?
Can they use their mathematical skills to round up time differences into centuries and decades?

Knowledge & Interpretation

Can they explain how events from the past has helped shape our lives?
Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?
Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?
Do they recognise that the lives of wealthy people were very different from those of poor people?
Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

Historical Enquiry

Can they research two versions of an event and say how they differ?
Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
Can they give more than one reason to support an historical argument?
Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Black History Month 2019

Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Science

States of Matter

Can they compare and group materials together, according to whether they are solids, liquids or gases?
Can they explain what happens to materials when they are heated or cooled?
Can they measure or research the temperature at which different materials change state in degrees Celsius?
Can they use measurements to explain changes to the state of water?
Can they identify the part that evaporation and condensation has in the water cycle?
Can they associate the rate of evaporation with temperature?

Sound

Can they describe a range of sounds and explain how they are made?
Can they associate some sounds with something vibrating?
Can they compare sources of sound and explain how the sounds differ?
Can they explain how to change a sound (louder/softer)?
Can they recognise how vibrations from sound travel through a medium to an ear?
Can they find patterns between the pitch of a sound and features of the object that produce it?
Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?
Can they recognise that sounds get fainter as the distance from the sound source increases?
Can they explain how you could change the pitch of a sound?
Can they investigate how different materials can affect the pitch and volume of sounds?

'Working Scientifically' is to be embedded in lessons throughout the topic.

Computing

Computer Science

Can they design programs that accomplish specific goals?
Can they debug programs that accomplish specific goals?
Can they design and create programs?
Can they use repetition in programs?
Can they control or simulate physical systems?

Information Technology

Can they design and create content?
Can they present information?

Digital Literacy

Can they use technology safely, respectfully and responsibly?
Can they identify a range of ways to report concerns about content?
Do they recognise acceptable/ unacceptable behaviour?

Languages

Listening and Responding

Do they understand short passages made up of familiar language?
Do they understand instructions, messages and dialogues within short passages?
Can they identify and note the main points and give a personal response on a passage?

Speaking

Can they have a short conversation where they are saying 2-3 things?
Can they use short phrases to give a personal response?

PSHE

Identity

What is diversity?

Health

How can we be a good friend?

RE (Judaism: Shabbat & Festivals in Jewish Life)

Key Questions

Why is Shabbat important to Jews?
Why do Jews visit the synagogue on Shabbat?
Why is it important to keep traditions/customs alive?
How does what happens at each Festival help to teach young Jews about their past?
What do these festivals show about the Jews' relationship with God?

Music

Performing

Can they perform a simple part rhythmically?
Can they sing songs from memory with accurate pitch?

Composing

Can they use notations to record and interpret sequences of pitches?
Can they use standard notation?

Appraising

Can they explain the place of silence and say what effect it has?

PE (Rising Stars – Fitness Frenzy & Mighty Movers)

Year 4 Autumn Topic Puzzle Veni Vidi Vici (I came, I saw, I conquered)

Art

Drawing

Can they begin to show facial expressions and body language in their sketches?
Can they identify and draw simple objects, and use marks and lines to produce texture?
Can they organise line, tone, shape and colour to represent figures and forms in movement?
Can they show reflections?
Can they explain why they have chosen specific materials to draw with?

Sketch Books

Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?
Can they produce a montage all about themselves?
Do they use their sketch books to adapt and improve their original ideas?
Do they keep notes about the purpose of their work in their sketch books?

Collage

Can they use ceramic mosaic?
Can they combine visual and tactile qualities?

Knowledge

Can they experiment with different styles that artists have used?
Can they explain art from other periods of history?

Black History Month 2019

Drawing & Knowledge will be covered as part of a Whole School Art Project linked with BHM.

Home Learning Opportunities

Ideas of places you could visit:

- London's Roman Amphitheatre
- Billingsgate Roman House and Baths
- Museum of London
- British Museum
- London Wall
- Lullingstone Castle
- Crofton Villas
- Canterbury Roman Museum

Other possible ideas to do at home:

- <https://www.bbc.co.uk/history/handsonhistory/romans.shtml>
- Make a Roman inspired mosaic
- Make a Roman Villa

Look through the '50 things to do before you're 11 ¼' by The National Trust – How many can you tick off?





YEAR 5

Autumn Topic Puzzle

History

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

Chronological Understanding

Can they use dates and historical language in their work?
Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived etc.?
Can they use their mathematical skills to work exact time scales and differences as need be?

Historical Enquiry

Can they test out a hypothesis in order to answer a question?
Do they appreciate how historical artefacts have helped us understand more about Ancient Egypt in the present and past?

Black History Month 2019

Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?
Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Geography

Geographical Enquiry

Can they collect information about a place and use it in a report?
Can they map land use?
Can they find possible answers to their own geographical questions?
Can they make detailed sketches and plans; improving their accuracy later?
Can they plan a journey to a place in another part of the world, taking account of distance and time?

Physical Geography

Can they explain why many cities of the world are situated by rivers?
Can they explain how a location fits into its wider geographical location; with reference to physical features?

Human Geography

Can they explain why people are attracted to live by rivers?
Can they explain how a location fits into its wider geographical location; with reference to human and economical features?

Geographical Knowledge

Can they name and locate many of the world's major rivers on maps?
Can they name and locate many of the world's most famous mountain regions on maps?
Can they locate the USA and Canada on a world map and atlas?
Can they locate and name the main countries in South America on a world map and atlas?

Science

Properties and Changes to Materials

Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?
Can they explain how some materials dissolve in liquid to form a solution?
Can they describe how to recover a substance from a solution?
Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating?
Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic?
Can they describe changes using scientific words? (evaporation, condensation)
Can they demonstrate that dissolving, mixing and changes of state are reversible changes?
Can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?
Can they use the terms 'reversible' and 'irreversible'?

'Working Scientifically' is to be embedded in lessons throughout the topic.

Computing

Computer Science

Do they understand how computer networks can provide multiple services, such as the World Wide Web?
Can they appreciate how search results are selected?

Information Technology

Do they use a variety of software to accomplish given goals?
Can they design and create content?
Can they present information?
Can they evaluate information?

Digital Literacy

Can they use technology safely, respectfully and responsibly?
Can identify a range of ways to report concerns about contact?
Do they recognise acceptable/ unacceptable behaviour?

Languages

Listening and Responding

Do they understand longer passages made up of familiar language in simple sentences?
Can they identify the main points and some details?

Speaking

Can they hold a simple conversation with at least 3-4 exchanges?
Can they use their knowledge of grammar to adapt and substitute single words and phrases?

Writing

Can they use a dictionary or glossary to check words they have learnt?

PSHE

Identity

What makes a community?

Health

What does discrimination mean?

RE (Islam: Ramadan and Id ul Fitr, & Hajj and Id ul Adha)

Key Questions

Why do Muslims fast during Ramadan?
How does fasting help Muslims to grow closer to Allah and to each other?
How do Muslims celebrate Id?
What is a pilgrimage?
Why do Muslims go on Hajj?
Which stories are associated with the places on Hajj?
How does the Hajj make Muslims appreciate they are all part of one family?
How and why has Christmas become commercialised?
How do Christians try to keep the religious meaning of Christmas?

Music

Performing

Do they breathe in the correct place when singing?
Can they sing and use their understanding of meaning to add expression?
Can they maintain their part whilst others are performing their part?
Can they improvise within a group using melodic and rhythmic phrases?
Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?

Composing

Can they change sounds or organise them differently to change the effect?
Can they use their notations to record groups of pitches (chords)?
Can they use a music diary to record aspects of the composition process?
Can they choose the most appropriate tempo for a piece of music?

Appraising

Can they describe, compare and evaluate music using musical vocabulary?
Can they explain why they think their music is successful or unsuccessful?
Can they suggest improvements to their own or others' work?

Year 5 Autumn Topic Puzzle Fabulous Pharaohs



Home Learning Opportunities

Ideas of places you could visit:

- The British Museum
- Cleopatra's Needle, London

Other possible ideas to do at home:

- Dance like an Egyptian
- Wrap yourself up like a mummy
- Make Egyptian jewellery

Look through the '50 things to do before you're 11 ¾' by The National Trust – How many can you tick off?

PE (Rising Stars – Fitness Frenzy & Swimming)

Acquiring & Developing Skills

Can they link skills, techniques and ideas and apply them accurately and appropriately?
Do they show good control in their movements?

Health and fitness

Can they explain some important safety principles when preparing for exercise?
Can they explain what effect exercise has on their body?
Can they explain why exercise is important?

Games

Can they gain possession by working as a team?
Can they pass in different ways?
Can they field?
Can they choose the best tactics for attacking and defending?
Can they use a number of techniques to pass, dribble and shoot?

Athletics

Are they controlled when taking off and landing in a jump?
Can they throw with accuracy?
Can they combine running and jumping?
Can they follow specific rules?

Evaluating and improving

Can they compare and comment on skills, techniques and ideas that they and others have used?
Can they use their observations to improve their work?

Outdoor PE provided by HW Skills

Art

Drawing

Do they successfully use shading to create mood and feeling?
Can they organise line, tone, shape and colour to represent figures and forms in movement?
Can they show reflections?
Can they explain why they have chosen specific materials to draw with?

Painting

Can they create a range of moods in their paintings?
Can they express their emotions accurately through their painting and sketches?

Printing

Can they print using a number of colours?
Can they create an accurate print design that meets a given criteria?
Can they print onto different materials?
Sketch books
Do they keep notes in their sketch books as to how they might develop their work further?
Do they use their sketch books to compare and discuss ideas with others?

Sketch books

Do they keep notes in their sketch books as to how they might develop their work further?
Do they use their sketch books to compare and discuss ideas with others?

Knowledge

Can they experiment with different styles which artists have used?
Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?

Black History Month 2019

Drawing, Painting & Knowledge will be covered as part of a Whole School Art Project linked with BHM.



YEAR 6

Autumn Topic Puzzle

History

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, such as a significant turning point in British like The Battle of Britain.

Chronological Understanding

Can they say where a period of history fits on a timeline?
Can they place a specific event on a timeline by decade?
Can they place features of historical events and people from past societies and periods in a chronological framework?

Knowledge and Understanding

Can they summarise the main events from a specific period in history, explaining the order in which key events happened?
Can they summarise how Britain has had a major influence on world history?
Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?
Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?

Historical Enquiry

Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
Can they identify and explain their understanding of propaganda?
Can they describe a key event from Britain's past using a range of evidence from different sources?

Black History Month 2019

Can they suggest why certain events, people and changes might be seen as more significant than others?

Geography

Geographical Enquiry

Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?

Physical Geography

Can they create sketch maps when carrying out a field study?

Science

Electricity

Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)
Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches?
Can they use recognised symbols when representing a simple circuit in a diagram?

Light

Can they recognise that light appears to travel in straight lines?
Can they use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye?
Can they 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?
Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?

'Working Scientifically' is to be embedded in lessons throughout the topic.

Computing

Computer Science

Can they solve problems by decomposing them into smaller parts?
Can they use selection in programs?
Can they work with variables?
Can they use logical reasoning to explain how some algorithms work?
Do they use logical reasoning to detect and correct errors in algorithms?
Do they understand computer networks, including the internet?
Do they appreciate how search results are ranked?

Digital Literacy

Can they use technology safely, respectfully and responsibly?
Can they identify a range of ways to report concerns about contact?
Do they recognise acceptable/ unacceptable behaviour?
Can they be discerning in evaluating digital content?

Languages

Listening and Responding

Do they understand longer passages made up of familiar language in simple sentences?
Can they identify the main points and some details?

Speaking

Can they hold a simple conversation with at least 3-4 exchanges?
Can they use their knowledge of grammar to adapt and substitute single words and phrases?

Writing

Can they use a dictionary or glossary to check words they have learnt?

PSHE

Feelings & Friendship

What makes a happy and healthy relationship?

Health

How can we stay healthy?

RE (Buddhism: Following the Buddha's Teaching; Judaism: Abraham)

Key Questions

How do Buddhists try to follow the teachings of the Buddha?
How do the teachings and example of the Buddha help Buddhists to grow towards enlightenment?
Why is Abraham important to Jews?
How does the Torah help Jewish people to understand what being Jewish means?
How have Christians, over time and in different parts of the world, used art to express their beliefs and feelings about Christmas?
How can representations of the nativity help or hinder understanding of Jesus' real background as a Jew?

Music

Performing

Can they sing a harmony part confidently and accurately?
Can they perform parts from memory?
Can they perform using notations?
Can they take the lead in a performance?
Can they take on a solo part?
Can they provide rhythmic support?

Composing

Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)
Do they recognise that different forms of notation serve different purposes?
Can they use different forms of notation?
Can they combine groups of beats?

Appraising

Can they refine and improve their work?
Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?
Can they analyse features within different pieces of music?
Can they compare and contrast the impact that different composers from different times will have had on the people of the time?

PE (Rising Stars – Boot Camp & Mighty Movers)

Year 6 Autumn Topic Puzzle Lest We Forget

Art

Drawing

Do their sketches communicate emotions and a sense of self with accuracy and imagination?
Can they explain why they have combined different tools to create their drawings?
Can they explain why they have chosen specific drawing techniques?

Painting

Can they explain what their own style is?
Can they use a wide range of techniques in their work?
Can they explain why they have chosen specific painting techniques?

Knowledge

Can they make a record about the styles and qualities in their work?
Can they say what their work is influenced by?
Can they include technical aspects in their work, e.g. architectural design?

Sketch books

Do their sketch books contain detailed notes, and quotes explaining about items?
Do they compare their methods to those of others and keep notes in their sketch books?
Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books?
Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?

Black History Month 2019

Drawing, Painting & Knowledge will be covered as part of a Whole School Art Project linked with BHM.

Home Learning Opportunities

Ideas of places you could visit:

- Imperial War Museum
- HMS Belfast
- Churchill War Rooms
- Royal Air Force Museum
- Biggin Hill Air Show
- Looking further away, 'The Needle Battery' in the Isle of Wight

Other possible ideas to do at home:

- Make a chocolate cake without eggs
- Cook a parsnip whip or stew
- <https://www.bbc.co.uk/history/handsonhistory/vw2.shtml>

Look through the '50 things to do before you're 11 ¾' by The National Trust – How many can you tick off?

