

SUBJECT	TOPICS/THEMES
<b>Current Special Projects</b>	<ul style="list-style-type: none"> <li>• <b>Growth Mindset</b> - skills of meta-cognition (being aware of how they learn) and how to apply those skills in the classroom in order to be able to think about how they learn a new skill and acquire new knowledge - Big up the Brain / Point out the Process / Make Meaning from Mistakes</li> <li>• <b>Return by Aaron Becker</b> – Whole school study of the third book in the series after Quest and Journey</li> <li>• <b>Windrush</b> – cross curricular project learning and practicing the key skills of reasoning, enquiry, evaluation, creative thinking, communication, problem solving and information processing, International March</li> <li>• <b>Bearswood camping trip (summer term)</b> – The children will take part in a wide range of outdoor and adventurous activities and learn independence when camping for the night!</li> <li>• <b>British Museum trip (Spring term)</b>- Extending our work on the Egyptians, we will attend a talk about mummies and then explore the Egyptian artefacts.</li> <li>• <b>Natural History Museum Trip</b> – Linking to our work on rocks, soils and volcanoes, we will take part in a fossils and volcanoes workshop and explore the volcanoes and fossils sections of the museum.</li> <li>• <b>Whole School Production – singing, dance, main parts</b> - speak audibly and fluently with an increasing command of Standard English</li> <li>• <b>Two presentation assemblies sharing learning with pupils and parents/carers</b>, speak audibly and fluently with an increasing command of Standard English</li> <li>• <b>Football coaching with Chelsea football Club</b></li> </ul>
<b>English Current Schemes</b>  CLPE Banded Books  Cracking Comprehension  CLPE Power of Reading   No Nonsense Spelling   No Nonsense Grammar   Penpals	Reading Word Reading <ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words</li> <li>• Read confidently and fluently both aloud and independently for pleasure and to find information.</li> </ul> Comprehension <ul style="list-style-type: none"> <li>• Reading, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books structured in different ways, for a range of purposes and retrieving and recording information</li> <li>• Using dictionaries to find meaning of words</li> <li>• Be familiar with and retelling a range of stories, myths and legends and a range of poems</li> </ul> Identify and discuss themes, words and phrases and ask questions about texts and make and justify inferences, predictions and summaries. Writing Composition <ul style="list-style-type: none"> <li>• Planning, drafting evaluating, proofreading and editing writing</li> <li>• Organising writing using paragraphs and headings</li> <li>• Developing narratives, settings, characters and plots</li> </ul> Through 'Power of Reading' texts and broader curriculum areas children will develop writing in a range of genres including narratives, reports, information texts, recounts, instructions and poems. Charlotte's Web, Leon and the Place Between, The Pebble in my pocket and Krindlekrax. EGPS Spelling <ul style="list-style-type: none"> <li>• Know and apply a range of prefixes and suffixes correctly</li> <li>• Use a dictionary to check spellings</li> <li>• Use the possessive apostrophe accurately</li> <li>• Spelling homophones and words that are often misspelt</li> </ul> (For further guidance see National Curriculum English Appendix 1 and 'No Nonsense Spelling' overviews) Grammar <ul style="list-style-type: none"> <li>• Using a wide range of conjunctions to write sentences with more than one clause</li> <li>• Using commas and punctuating speech</li> <li>• Choosing and using appropriate verbs, nouns and pronouns, adverbs and prepositions</li> </ul> (For further guidance see National Curriculum English Appendix 2 and 'No Nonsense Grammar' overviews) Handwriting <ul style="list-style-type: none"> <li>• Joining letters using diagonal and horizontal strokes understanding which letters are best left unjoined</li> </ul>

	<ul style="list-style-type: none"> <li>Increasing the legibility, consistency and quality of handwriting</li> </ul>						
<b>Mathematics Current Schemes</b> Lancashire Mathematics  White Rose Mathematics		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Week 1</b>	Number and Place value	Counting, multiplication and sorting	Number and Place value	Length and Mass/weight	Number and Place value and statistics	Time
	<b>Week 2</b>	Number and Place value	Statistics	Mass/weight	Addition and subtraction	Addition and subtraction	Multiplication and division
	<b>Week 3</b>	Length and Mass/weight	Fractions Capacity and volume	2-D and 3-D Shape	Fractions	Capacity and volume and temperature	Statistics including finding the difference
	<b>Week 4</b>	Addition and subtraction	Money	Counting and money	Position and direction	Fractions	Measurement
	<b>Week 5</b>	Addition and subtraction	Time	Multiplication	Time	Position and direction Time	Sorting
	<b>Week 6</b>	2-D and 3-D shape	Assess and review week	Division	Assess and review week	2-D and 3-D shape	Assess and review week
<b>Science Current Schemes</b> Hamilton website  Snap Science  BBC Terrific Science	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <ol style="list-style-type: none"> <li><b>Good Choices:</b> Animals, including humans -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li><b>Apprentice Gardener:</b> Plants - Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li><b>Animals Including Humans:</b> Living things and their habitats - Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li><b>What Is In Your Habitat?</b> Living things and their habitats - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li><b>Shaping Up:</b> Uses of everyday materials - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li><b>How Can We Sort This Food?</b> Living things and their habitats - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li><b>Growing Up</b> Animals, including humans - Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> </ol>						
<b>Computing Rising Stars: Switched on Computing'</b>	<ol style="list-style-type: none"> <li><b>We are programmers:</b> Programming an animation - <i>Programming</i></li> <li><b>We are bug fixers:</b> Finding and correcting bugs programs – <i>Computational Thinking</i></li> <li><b>We are presenters:</b> Videoing performance - <i>Creativity</i></li> <li><b>We are network engineers:</b> Exploring computer networks, including the internet – <i>Computer Networks</i></li> <li><b>We are communicators:</b> Communicating safely on the internet – <i>Communication/Collaboration</i></li> </ol>						

Scheme of Work	<b>3.6 We are opinion pollsters:</b> Collecting and analysing data - <i>Productivity</i>
<b>D&amp;T</b>	<p><b>Canopic Jars</b>  <b>Links:</b> History, English, Art, ICT research.</p> <p><b>Cooking a variety of dishes in the Food lab</b>  <b>Links:</b> Literacy: Info texts, Science: Teeth &amp; Healthy Eating, ICT: databases</p> <p><b>Finger Puppets TEXTILES</b>(suggest Summer Term)  <b>Links:</b> Literacy: Instructional texts &amp; writing, Performance poetry, Science: Materials, ICT: communicating info using text, labelling &amp; classifying</p>
<b>Humanities</b>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• <b>The Bronze Age</b> – Changes in Britain from the Stone Age to the Iron Age. Focus on Bronze Age religion, technology and travel including the building of Stonehenge.</li> <li>• <b>The Ancient Egyptians</b> – A study of the achievements of the earliest civilizations including an overview of when and where the first civilizations appeared and an in-depth study of Ancient Egypt.</li> <li>• <b>Windrush</b> – An exploration of the history, geography and impact of the SS Windrush coming to Britain, with links to Black History Month.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• <b>Earthquakes and Volcanoes</b> – Describe and understand the key aspects of earthquakes and volcanoes including location, cause, impact and one in-depth study of a significant earthquake/volcano.</li> <li>• <b>UK locality study</b> - A study of human and physical geography of a region of the UK.</li> </ul>
<b>Art</b>	<p><b>Drawing</b> Draw, being more aware of composition. <i>Suggested artists: Daniel Kasky: Pears with water jug, Chair painting by Van Gogh, Egyptian Hieroglyphics</i></p> <p><b>Painting</b> - explore their different properties. Select the most appropriate paint to work with. <i>Suggested artists: <a href="http://www.themosaicmaker.com/color.htm">http://www.themosaicmaker.com/color.htm</a> (explains colours and moods), Picasso- Blue stage</i></p> <p><b>Printing</b> – create a printed picture in the style of an artist. Learn to create repeat patterns along lines then freehand. <i>Suggested artists: Katsushika Hokusai 'The Great Wave' and '36 views of Mount Fuji'</i></p> <p><b>Collage</b> - represent objects in collage material. Reproduce original drawings in the style of an artist using appropriate collage material. <i>Suggested artists: Henri Matisse</i></p> <p><b>Textiles</b> - make simple looms and practice weaving skills on a small or large scale. Begin to tie the threads on a loom or frame. Create pictures e.g. wool landscapes</p> <p><b>3D</b> – use tools to create shape and texture in malleable materials e.g. Canopic jars</p> <p><b>Digital Media</b> – Present digital images e.g. using Power Point. Make effective use of filters within art software</p>
<b>Music</b>	<p><b>Musical Skills:</b></p> <ul style="list-style-type: none"> <li>▪ sing in tune and with an awareness of phrase and musical expression.</li> <li>▪ sing confidently with an awareness of audience.</li> <li>▪ listen with concentration to an extract of music.</li> <li>▪ appraise an extract of music using some musical terminology.</li> <li>▪ select appropriate sounds and resources.</li> <li>▪ order and combine several layers of sound with awareness of the combined effect.</li> <li>▪ evaluate and improve their own work and the work of others.</li> <li>▪ perform and maintain a simple ostinato.</li> <li>▪ perform with awareness of others and with a sense of occasion.</li> </ul> <p><b>Themes, topics or genres and traditions:</b> Playground Games, Move it! (Music for Dance), Animal Magic, Jungle Rhythms, Recorders</p>
<b>French</b>	<p>Throughout the year children will be learning to speak, read and write in French. Through this, they will also be delving into the culture of French speakers around the world.</p> <p>Autumn 1          Bonjour / Ça va?</p> <p>Spring 1          Colours</p> <p>Summer 1          Fruit &amp; Veg</p>

	<p>Autumn 2 Let's Count Spring 2 In my pencil case Summer 2 Shapes</p>
<p><b>P.E</b></p>	<p>- Working with Chelsea football club to develop football skills. *Be physically active for sustained periods of time *Understand how to lead healthy, active lives *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 balance * Perform dances using a range of movement patterns * Compare their performances with previous ones and demonstrate improvement to achieve their personal best. *Swim competently, confidently and proficiently *Use a range of strokes effectively * Perform safe self-rescue in different water-based situations</p>
<p><b>R.E</b> developed from Local Authority SACRE document</p>	<p>Buddhism unit 1: The Buddha – Autumn 1 Christianity unit 6: Christmas &amp; Advent – Autumn 2 Judaism unit 3: Jewish life – Spring 1 Judaism unit 4: Passover – Spring 2 Sikhism unit 1: Guru Nanak – Summer 1 Sikhism unit 2: The Sikh Gurus – Summer 2</p>
<p><b>PSHCE/SMSC</b>  SRE (Lambeth SRE Curriculum and Health for Life)</p>	<p><b><u>AUTUMN TERM SMSC Value: Celebrate Diversity</u></b></p> <p><b><u>PSHCE Curriculum</u></b> Core 1: 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 8. to identify different influences on health and wellbeing 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 5. how to respect equality and diversity in relationships</p> <p>Core 2: Links with Anti-Bullying Week 3. how to recognise risky or negative relationships including all forms of bullying and abuse 5. how to respect equality and diversity in relationships 4. how to respond to risky or negative relationships and ask for help</p> <p>Core 3: 1. respect for self and others and the importance of responsible behaviours and actions Refer to 'suggested learning opportunities for key stage 2 in core 1&amp;2 – Clapham Manor PSHCE Curriculum.</p> <p><b><u>P4C</u></b> P4C Across the Curriculum</p> <ul style="list-style-type: none"> <li>• Encouraging active listening and turn taking.</li> <li>• Making links with real life other than own experience.</li> </ul>

- Concept stretching.
- Introducing the language of critical and creative thinking.

P4C linked with Anti-Bullying Week.

### **Mindfulness**

Ideas below are suggestions not compulsory – use meditations that work for your context Teacher guided mindfulness to support pupils acquiring skills

(see flipchart in ss/ mindfulness for support)

Stop, Breathe, Think – kids version and adult version to build resilience in developing mindfulness

<https://www.youtube.com/channel/UckB9zEEqnP9kMlf5VChd99Q>

SEAL (Circle Time

'Say No to Bullying'

'New Beginnings'

Use of SEAL resources on staff shared ss/ curriculum/ PSHCE/ SEAL Resources/ Y3&4 for circle time and shared learning sessions.

### **SPRING TERM SMSC Value:**

#### **PSHCE Curriculum**

Core 2:

Links with 'Safer Internet Day'

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships

Core 3:

1. respect for self and others and the importance of responsible behaviours and actions
2. rights and responsibilities as members of families, other groups and ultimately as citizens
3. different groups and communities
4. respect diversity and equality and how to be a productive member of a diverse community
5. the importance of respecting and protecting the environment

Links with Re-generation Nation – pupil leadership on this raise awareness

Online Safety Focus:

22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) Needs assess cohort – if appropriate teach responsible use of mobile technology outside of school.
25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

Refer to 'suggested learning opportunities for key stage 2 in core 1&2 – Clapham Manor PSHCE Curriculum.

### **P4C**

P4C Across the Curriculum

- Looking more closely at concepts.
- Identifying different aspects of a concept and moving away from relating back to stimulus.
- Setting own class 4C focus and reviewing progress.

P4C linked with Safer Internet Day/ Online Safety

### **P4C in Assemblies**

#### Mindfulness

Ideas below are suggestions not compulsory – use meditations that work for your context Teacher guided mindfulness to support pupils acquiring skills

(see flipchart in ss/ mindfulness for support)

Stop, Breathe, Think – kids version and adult version to build resilience in developing mindfulness

<https://www.youtube.com/channel/UcKb9zEEqnP9kMIf5VChd99Q>

### **SEAL (Circle Time)**

'Good to Be Me'

'Getting on and Falling Out'

Use of SEAL resources on staff shared ss/ curriculum/ PSHCE/ SEAL Resources/ Y3&4 for circle time and shared learning sessions.

### **SUMMER TERM SMSC Value:**

#### **PSHCE Curriculum**

##### Core 1:

Explicit focus on the teaching of RSE (through the 'Living and Growing' scheme of work) and Drug Education

12. that bacteria and viruses can affect health and that following simple routines can reduce their spread

17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

18. how their body will, and their emotions may, change as they approach and move through puberty

20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)

##### Core 3:

Focus on Enterprise/ global citizenship – links with Venn Street Market/ Summer Fair

6. where money comes from, keeping it safe and the importance of managing it effectively

7. the part that money plays in people's lives

8. a basic understanding of enterprise

##### Online Safety Focus:

22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) Needs assess cohort – if appropriate teach responsible use of mobile technology outside of school.

25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

Refer to 'suggested learning opportunities for key stage 2 in core 1&2 – Clapham Manor PSHCE Curriculum.

### **P4C**

#### P4C Across the Curriculum

- Understanding collaborative thinking during an enquiry.
- Looking at building blocks.
- Evaluating enquiry as a class looking at 4C's

- Listening with care and respect.
- Trying to understand someone else’s viewpoint.
- Looking for examples to support an idea.
- Identifying assumptions.
- Suggesting criteria

P4C linked with Online Safety

**P4C in Assemblies**

**Mindfulness**

Ideas below are suggestions not compulsory – use meditations that work for your context Teacher guided mindfulness to support pupils acquiring skills (see flipchart in ss/ mindfulness for support)

Stop, Breathe, Think – kids version and adult version to build resilience in developing mindfulness

<https://www.youtube.com/channel/UckB9zEEqnP9kMlf5VChd99Q>

**SEAL (Circle Time**

‘Changes’

‘Relationships’

Use of SEAL resources on staff shared ss/ curriculum/ PSHCE/ SEAL Resources/ Y3&4 for circle time and shared learning sessions.

Natural Thinkers	Area of learning	Autumn Term	Winter Term	Spring/Summer Term
	<p><b>Tools</b></p>	<p><b>Skill:</b> Whittling/drilling  <b>Product:</b> fans</p> <p>Use <b>vegetable peelers</b> to scrape outside of sticks and flatten one end/use <b>drills</b> to cut hole and attach with another stick/rope or split pin.) Glue large leaves in patterns onto stick to create wings of the fan.</p> <p>Suggested links: DT/Art</p>	<p><b>Skill:</b> Whittling/carving  <b>Product:</b> ‘bling’ (jewellery)  <b>Tool(s):</b> use <b>pen knife/whittling knife</b> to scrape outside of sticks and carve patterns/designs into them</p> <p><b>Skill:</b> whittling/carving/sanding/knots  <b>Product:</b> bows and arrows  <b>Tools: For bow</b> – use whittling knife to cut down wood to desired circumference. (The thicker it is the harder to pull back). Use <b>sandpaper</b> to sand down bow.</p> <p>Suggested links: History, Literacy (Wolf Brother by Michelle Paver), DT/Art, Geography/PSHCE (exploring other cultures)</p>	<ul style="list-style-type: none"> <li>• Tent pegs</li> <li>• Mallets</li> <li>• Timber framing</li> <li>• BBQ (fire)</li> </ul> <p>Suggested links: DT/Art; Science (Healthy Eating/Fire); Geography/PSHCE (exploring other cultures)</p>

	<p><b>Natural Investigations</b></p> <ul style="list-style-type: none"> <li>• Conkers</li> <li>• Animal tracking</li> <li>• Life cycles</li> <li>• Slush puppies</li> </ul> <p>Suggested links: Science</p>	<ul style="list-style-type: none"> <li>• Animal tracking</li> <li>• Rocks and soils</li> <li>• Slush puppies</li> <li>• Christmas trees</li> </ul> <p>Suggested links: Science; RE; Geography; History (rocks/archaeology)</p>	<ul style="list-style-type: none"> <li>• Animal tracking</li> <li>• Shelter building (large shelters)</li> </ul> <p>Suggested links: Science; DT; PSHCE (team building)</p>
	<p><b>Eco</b></p> <ul style="list-style-type: none"> <li>• Campaign - hedgehogs</li> <li>• Hedgehog house building</li> <li>• Bird feeders</li> </ul> <p>Suggested links: Science (animals/living things; DT; Literacy (speaking/listening; letters to MP; leafleting)</p>	<ul style="list-style-type: none"> <li>• Campaign – hibernating</li> <li>• Wormery</li> </ul> <p>Suggested links: Science (animals/living things; DT; Literacy speaking/listening; letters to MP; leafleting)</p>	<p>Campaign – bees Build bee hive</p> <p>Suggested links: Science (animals/living things; DT; Literacy (speaking/listening; letters to MP; leafleting)</p>
	<p><b>Living Things</b></p> <ul style="list-style-type: none"> <li>• planting</li> </ul>	<ul style="list-style-type: none"> <li>• planting</li> </ul>	<ul style="list-style-type: none"> <li>• planting</li> </ul>
	<p><b>Natural Art/DT</b></p> <p>Ken and Barbie investigation – real estate design</p> <p>Suggested links: DT; Literacy (speaking/listening; persuasive writing)</p>	<ul style="list-style-type: none"> <li>• Wood carving</li> <li>• Flower arranging – wreath making</li> <li>• Transient art – Neil Buchanan and Andy Goldsworthy</li> </ul> <p>Suggested links: DT; Science; RE; Art</p>	<ul style="list-style-type: none"> <li>• Egg blowing</li> <li>• Cave paintings</li> </ul> <p>Suggested links: Art; History; Science (Life cycles)</p>