

SUBJECT	THEMES/TOPICS
Current Special Projects	<ul style="list-style-type: none"> • Growth Mindset - 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 • Return by Aaron Becker – Whole school study of the third book in the series after Quest and Journey • Windrush – cross curricular project learning and practicing the key skills of reasoning, enquiry, evaluation, creative thinking, communication, problem solving and information processing, International March • NFL Experience Day with Seattle Seahawks • Greenwich Observatory Trip • Whole School Production – singing, dance, main parts - speak audibly and fluently with an increasing command of Standard English • British Museum Visit • Three presentation assemblies sharing learning with pupils and parents/carers, speak audibly and fluently with an increasing command of Standard English
English Reading Word Reading Comprehension Current Schemes Penpals No Nonsense Spelling Banded Books Cracking Comprehension Reading Records	<ul style="list-style-type: none"> • 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 • Becoming familiar with a wide range of books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions • Identify and discuss themes, summarise, make comparisons and ask questions about texts and make and justify inferences, predictions and recommendations to others • Preparing poems and plays to read aloud and to perform, using intonation, tone and volume so that the meaning is clear to an audience • Discuss and evaluate how authors use language • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and challenging views courteously <p><u>Narrative</u>: Significant writers, stories from different cultures, traditional stories, older literature, film narrative <u>Non-fiction</u>: Instructions, recounts, persuasive writing, dramatic conventions <u>Poetry</u>: Poetic style, classic poems, choral poetry</p> <p>Ongoing learning opportunities to:</p> <ul style="list-style-type: none"> • Read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace e.g. Remembrance Day In Flanders Field by John McCrae <ul style="list-style-type: none"> • prepare readings, with appropriate intonation to show understanding • Summarise and present a familiar story in their own words. • Read widely and frequently, for pleasure and information. • Read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. • write down ideas quickly with broadly accurate grammar and punctuation • Accurate spelling of most words taught so far and spell words that have not yet been taught by using understanding of how spelling works in English. • Develop knowledge of language, from stories, plays, poetry, non-fiction and textbooks, • enhance the effectiveness and competence when writing
Writing	<ul style="list-style-type: none"> • Plan writing for a range of different audiences • Draft and write choosing appropriate grammar and vocabulary, describing settings, characters and atmosphere and integrating dialogue • Building cohesion within and across paragraphs and presentational devices to structure text [for example, headings, bullet points, underlining] • Evaluate and edit the effectiveness of their own and others’ writing, proposing changes to vocabulary, grammar and punctuation, ensuring tense and plurals are correct and proofreading for spellings and punctuation errors • Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Power of Reading	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.
English Grammar,	Cosmic by Frank Cottrell Boyce, The Adventures of Odysseus, Hugh Lupton, Daniel Morden and Christina Balit

Punctuation and Spelling [EGPS] Spoken Language	<p>and Rooftoppers by Katherine Rundell</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Use further prefixes and suffixes accurately • Spell some words with 'silent' letters • Use a dictionary and thesaurus <p>(For further guidance see National Curriculum English Appendix 2 and 'No Nonsense Grammar@ overviews)</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Writing legibly, fluently and with increasing speed 						
Science Current Schemes 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"> 1. Circle of Life: Living Things and Their Habitats - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. 2. Reproduction in Plants and Animals: Living Things and Their Habitats - Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. 3. Get sorted: Properties and Changes of Materials - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. 4. Everyday Materials: Properties and Changes of Materials - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. 5. Marvellous Mixtures: Properties and Changes of Materials - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 6. All Change: Properties And Changes of Materials - demonstrate that dissolving, mixing and changes of state are reversible changes. 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. 7. Feel the Force: Forces - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 8. Earth And Beyond: Earth and Space - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Doctor Who, Space, Light, and Super Movers - Live Lesson 						
Mathematics Current Schemes Lancashire Mathematics White Rose Mathematics		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Place value Large Numbers – Space Astronomical Units	Mental x and ÷ (factors, multiples)	Place value Roman numerals counting incl. negative numbers	Mental and written division	Place value	Place value	
Week 2	Place value (decimals)	Division including problems	Addition and subtraction including problems	2D and 3D shape incl. sorting	Fractions	Written calculations	
Week 3	Written + and – including problems	Fractions (compare, order, equivalence)	Mental and written multiplication	Calculating with fractions	Measures (time) and statistics	Fractions	
Week 4	Geometry (angles) Kandinsky	Multiplication and measures (area)	Measures (length, mass and capacity)	Measures (area and volume)	Geometry	Measures (mass, volume and capacity)	
Week 5	Geometry and measures (perimeter)	Statistics and measures (time)	Geometry (reflection and translation)	Statistics and measures	Addition and subtraction	Area and volume of shapes	

	Week 6	Addition and subtraction (statistics)	Assess and review	Geometry (angles)	Assess and review	Multiplication and division	Assess and review
Computing <i>Rising Stars: Switched on Computing' Scheme of Work</i>	<p>5.1 We are game developers: Developing an interactive game - <i>Programming</i></p> <p>5.2 We are cryptographers: Cracking codes – <i>Computational thinking</i></p> <p>5.3 We are artists: Fusing geometry and art - <i>Creativity</i></p> <p>5.4 We are web developers: Creating a web page about cyber safety – <i>Computer networks</i></p> <p>5.5 We are bloggers: Sharing experiences and opinions – <i>Communication/Collaboration</i></p> <p>5.6 We are architects: Creating a virtual space – <i>Productivity</i></p>						
D&T	<p>Design and make refugee shelter models (summer term)</p> <p>Links: Literacy: Explanation texts, Science: materials, ICT: text, collecting and presenting information, using graphs, tables, graphs about materials.</p> <p>Cooking – FOOD</p> <p>Links: Science: Keeping healthy, Literacy: Persuasive writing, advertising – radio & TV, ICT: Text, collecting & presenting info – use of charts / tables/ graphs about materials & instruments</p> <p>Textiles - slippers/blanket</p>						
Humanities	<p>History</p> <ul style="list-style-type: none"> • Ancient Greece – A study of Greek life and achievements and their impact on the Western world. This could include democracy, education, leisure, literature and architecture. • Local History Study – An in-depth study of an aspect of the history of Clapham and its surrounding areas. This should include significant people and events such as the Clapham Sect, Clapham in the war. <p>Geography</p> <ul style="list-style-type: none"> • Rivers – Describe and understand the key physical aspects of rivers, including a comparison of a UK river (Thames) and a river in a contrasting location (Nile/Ganges) • The Water Cycle – Link to work on rivers, understand the physical processes of the Water Cycle. Can focus on impact of flooding/drought in contrasting location. • European locality study (Paris) – A study of human and physical geography of a region in a European country (Spain/France with MFL link) 						
Art	<p>Drawing - use different techniques to create texture in drawings. Use simple ways of introducing perspective. Consciously select the appropriate media to suit the task. <i>Suggested artists: Leonardo Da Vinci, Classical Landscapes e.g. Claude Lorrain</i></p> <p>Painting - apply a variety of paint in different ways to create desired effect. Use painting skills with growing confidence for a wider range of purposes, e.g. Painting fabric, clay, Greek plates or pots, plastic, etc.</p> <p>Printing – introduce simple techniques of screen printing. Create their own printing blocks or experiment with hand carved blocks. <i>Suggested artists: www.hossfineart.com/block_prints.htm</i></p> <p>Collage - explore surfaces using a magnifying glass, simplify what is observed and recreate in collage. <i>Suggested artists: www.brown.edu/Courses/CG11/2005/Group024/techniques.html</i></p> <p>Textiles - use dyes, paints, batik, appliqué, etc. to design their own textile. <i>Suggested artists: www.vam.ac.uk/exhibitions/future_exhibs/Quilts/index.html</i></p> <p>3D – Plan a sculpture in sketch book and produce art from malleable materials with intricate designs or textures. <i>Suggested artists: www.britishmuseum.org/search_results.aspx?searchText=greek+vases&searchPrevious=greek+pots&itemsPerPage=10</i></p> <p>Digital Media – Import and layer images, using sketchbooks for initial design</p>						
Music	<p>Musical Skills:</p> <ul style="list-style-type: none"> ▪ sing confidently in tune and with clear diction, an awareness of phrase and musical expression ▪ sing confidently in 2 or more parts ▪ maintain a simple melodic or rhythmic accompaniment ▪ improvise melodic phrases as part of a group performance ▪ improvise rhythmic phrases as part of a group performance ▪ perform from simple notation ▪ maintain their own part with awareness of how the other different parts fit together and the need to achieve the overall effect ▪ compose by developing ideas with musical structures ▪ describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. ▪ suggest appropriate improvements to their own and others' work <p>Themes, topics or genres and traditions:</p> <p>Cyclic Patterns (Indian Music), Journey into Space, Roundabout, Victorian Masterpieces (Take One Picture)</p>						

<p>French</p>	<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><u>Autumn 1</u> Bonjour / Ça va? Pets</p> <p><u>Spring 1</u> In my pencil case / Fruit & Veg</p> <p><u>Summer 1</u> The Body / My Family</p> <p><u>Autumn 2</u> Let's Count / Colours</p> <p><u>Spring 2</u> Dates - Numbers, days and months</p> <p><u>Summer 2</u> Animals / My Pets</p>
<p>P.E</p>	<ul style="list-style-type: none"> • 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 over a distance of at least 25metres • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations
<p>R.E developed from Local Authority SACRE document</p>	<p>Hinduism unit 3: The Mandair – Autumn 1 Hinduism unit 4: Belonging –Autumn 2 Christianity unit 9: Who is Jesus? <i>Complete during season of Lent – Taught by Josh Moxam</i> Christianity unit 10: Christians and the world Buddhism unit 2: Buddhist teaching Buddhism unit 3: The Sangha* including visit to place of worship</p>
<p>PSHCE</p> <p>SRE (Lambeth SRE Curriculum and Health for Life)</p>	<p style="text-align: center;"><u>AUTUMN TERM SMSC Value: Celebrate Diversity</u></p> <p><u>PSHCE Curriculum</u> 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</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</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 1 in core 1&2 – Clapham Manor PSHCE Curriculum.</p> <p><u>P4C</u> P4C Across the Curriculum</p> <ul style="list-style-type: none"> • General introduction to P4C enquiries. • Setting ground rules. • Understanding what makes a philosophical question. • Being familiar with the order of a full enquiry. • Identifying concepts from the stimulus <p>P4C linked with Anti-Bullying Week.</p> <p><u>Mindfulness</u></p>

Ideas below are suggestions not compulsory – use meditations that work for your context
Glitter jar introduction to mindfulness
'Hot Chocolate'
Mindfulness cards – short mindfulness.
Stop, Breathe, Think – kids version
<https://www.youtube.com/channel/UCkB9zEEqnP9kMlf5VChd99Q>

SEAL (Circle Time)

'Say No to Bullying'

'New Beginnings'

SEAL Resources/ Y1&2 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:

12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety,

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

P4C

P4C Across the Curriculum

- Starting to understand the 'bigger idea' behind a stimulus
- Concept builder activities and concept collisions.
- Starting to formulate own philosophical questions
- Introducing P4C language.
- Moving questions away from stimulus.
- Starting to ask different types of questions

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
Glitter jar introduction to mindfulness
'Hot Chocolate'
Mindfulness cards – short mindfulness.
Stop, Breathe, Think – kids version
<https://www.youtube.com/channel/UCkB9zEEqnP9kMlf5VChd99Q>

SEAL (Circle Time)

'Good to Be Me'

'Getting on and Falling Out'

SEAL Resources/ Y1&2 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

6. the importance of, and how to, maintain personal hygiene

7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

8. about the process of growing from young to old and how people's needs change

9. about growing and changing and new opportunities and responsibilities that increasing independence may bring

10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

11. that household products, including medicines, can be harmful if not used properly

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:

12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety. Revisit

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

P4C

P4C Across the Curriculum

- Active listening
- Taking turns by building on previous speaker.
- Starting to give reasons
- Starting to review individual and class progress- Critical and creative
- Starting to link questions to own experiences.
- Responding to each other's ideas.

P4C linked with Online Safety

P4C in Assemblies

Mindfulness

Ideas below are suggestions not compulsory – use meditations that work for your context

Glitter jar introduction to mindfulness

'Hot Chocolate'

Mindfulness cards – short mindfulness.

Stop, Breathe, Think – kids version

<https://www.youtube.com/channel/UCk9zEEqnP9kMlf5VChd99Q>

SEAL (Circle Time

'Changes'

'Relationships'

SEAL Resources/ Y1&2 for circle time and shared learning sessions.

Natural Thinkers

Area of learning

Autumn Term

Winter Term

Spring/Summer Term

[2 Year

Programme over Years 5 and 6]	Tools	<p>Skill: Whittling/drilling Product: fans</p> <p>Use vegetable peelers to scrape outside of sticks and flatten one end/use drills 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>River bed exploration – digging, exploring</p>	<p>Skill: Whittling/carving Product: ‘bling’ (jewellery) Tool(s): use pen knife/whittling knife to scrape outside of sticks and carve patterns/designs into them</p> <p>Skill: whittling/carving/sanding/knots Product: bows and arrows Tools: For bow – use whittling knife to cut down wood to desired circumference. (The thicker it is the harder to pull back). Use sandpaper 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"> • Tent pegs • Mallets • Timber framing • BBQ (fire) <p>Suggested links: DT/Art; Science (Healthy Eating/Fire); Geography/PSHCE (exploring other cultures)</p>
	Natural Investigations	<ul style="list-style-type: none"> • Conkers • Animal tracking • Life cycles • Slush puppies <p>Suggested links: Science</p>	<ul style="list-style-type: none"> • Animal tracking • Rocks and soils • Slush puppies • Christmas trees <p>Suggested links: Science; RE; Geography; History (rocks/archaeology)</p>	<ul style="list-style-type: none"> • Animal tracking • Shelter building (large shelters) <p>Suggested links: Science; DT; PSHCE (team building)</p>
	Eco	<ul style="list-style-type: none"> • Campaign - hedgehogs • Hedgehog house building • Bird feeders <p>Suggested links: Science (animals/living things; DT; Literacy (speaking/listening; letters to MP; leafleting)</p>	<ul style="list-style-type: none"> • Campaign – hibernating • Wormery <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>
	Living Things	<ul style="list-style-type: none"> • planting 	<ul style="list-style-type: none"> • planting 	<ul style="list-style-type: none"> • planting
	Natural Art/DT	<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"> • Wood carving • Flower arranging – wreath making • Transient art – Neil Buchannan and Andy Goldsworthy <p>Suggested links: DT; Science; RE; Art</p>	<ul style="list-style-type: none"> • Egg blowing • Cave paintings <p>Suggested links: Art; History; Science (Life cycles)</p>